

Teacher's Guide

# Blueprint

7

**C1**

Advanced

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# Contents

	Module Goals and CEFR Level	Summary	Lessons	Vocabulary*
Module 1: Role Models pages 6 to 19	<p><b>B2+</b> I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes.</p> <p><b>B2+</b> I can overcome gaps in vocabulary with paraphrased and alternative expressions.</p> <p><b>B2+</b> I can follow lectures and presentations in my field, even if the organization and language are both complex.</p> <p><b>B2+</b> I can express myself clearly and without much sign of having to restrict what I want to say. I can reformulate ideas in different ways to ensure people understand exactly what I mean.</p> <p><b>B2+</b> I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on my correspondent's news and views.</p>	This module helps students learn how to talk about people they look up to. They will learn how to talk about great philanthropists, inventors, and other role models, as well as how to write a fan letter.	<ol style="list-style-type: none"> <li>Who do you believe in?</li> <li>The future is now!</li> <li>Soaring to New Heights</li> <li>Dine with a Celebrity</li> <li>I'm a big fan!</li> </ol>	Values Innovation Passion Intrigue Civic Action
Module 2: History & Culture pages 20 to 35	<p><b>B2+</b> I can understand correspondence relating to my personal and professional interests with occasional use of a dictionary.</p> <p><b>B2+</b> I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas.</p> <p><b>B2+</b> I can understand in detail TV documentaries, interviews, talk shows, plays, and films in standard language.</p> <p><b>B2+</b> I can develop an argument systematically, highlighting significant points and including supporting details where necessary.</p> <p><b>B2+</b> I can use a range of language to express abstract ideas as well as topical subjects, correcting most of my mistakes in the process.</p>	This module helps students talk about world cultures. They will learn to talk about endangered languages, world history and cuisine, and other cultural topics. They will also express their opinions on these topics.	<ol style="list-style-type: none"> <li>A Language at Risk</li> <li>Celebrating American History</li> <li>Living in a Bubble</li> <li>Food Culture</li> <li>Cultural Conflict</li> </ol>	Traditions History Words to Convey Concern Cultural Foods Conflict
Module 3: Future Technology Pages 36 to 49	<p><b>B2+</b> I can summarize information and arguments from a variety of sources, highlighting significant points.</p> <p><b>B2+</b> I can understand in detail texts within my field of interest or specialty. I can understand specialized articles outside my own field if I can occasionally check with a dictionary.</p> <p><b>B2+</b> I can understand standard spoken language, live or broadcast, even in a noisy environment.</p> <p><b>B2+</b> I can give a clear, well-structured presentation, with highlighting of significant points, and can answer questions about the content.</p> <p><b>B2+</b> I can write clear, detailed descriptions of real or imaginary events and experiences.</p>	This module helps students talk about how technology will affect our future. They will learn how to talk about gene therapy, automation, space exploration, smart homes, and other topics in tech.	<ol style="list-style-type: none"> <li>The Cost of Genes</li> <li>No Work Left to Do</li> <li>Space Exploration</li> <li>Products That Will Change the World</li> <li>Smart Homes</li> </ol>	Genetics Automation Space Travel & Colonization Words to Convey Speculation Improvement
Module 4: Mysteries Pages 50 to 65	<p><b>C1</b> I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, though I may want time to reread them.</p> <p><b>C1</b> I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.</p> <p><b>C1</b> I can follow extended discussions even when it is not clearly structured and when relationships are only implied and not signaled directly.</p> <p><b>C1</b> I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p><b>C1</b> I can present points of view in writing, developing an argument, highlighting the most important points, and supporting my reasoning with examples.</p>	This module helps students talk about mysterious phenomena. They will learn to talk about superstitions, animal emotions, ghost stories, and common false beliefs.	<ol style="list-style-type: none"> <li>Superstitions</li> <li>Conspiracy Theories</li> <li>Animal Emotions</li> <li>A Ghost Story</li> <li>What do you know?</li> </ol>	Words to Convey Belief/ Disbelief Mysteries Words to Convey Empathy Words to Convey Fear and Reluctance Words to Convey Analysis and Understanding

Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 2</b> Present simple, present continuous, and present perfect tenses</p> <p><b>Lesson 3</b> Present perfect tense for past events relative to the present</p> <p><b>Lesson 4</b> Conditional sentences</p>	<p><b>R</b>: Article: Role Models</p> <p><b>R</b>: Article: A Forward Thinker</p> <p><b>L</b>: Lecture: Inventors of the Airplane</p> <p><b>R</b>: Dinner Pranks with Bill Murray</p> <p><b>R</b>: Fan Letter: My Favorite News Anchor</p>	<p><b>W&amp;S</b>: Be My Role Model!</p> <p><b>W&amp;S</b>: Sustainable Planet</p> <p><b>W&amp;S</b>: Creative Competition</p> <p><b>W&amp;S</b>: Dine with a Famous Person</p> <p><b>W&amp;S</b>: Dinner with ...?</p> <p><b>W</b>: <i>Writing Guide</i>: Write a Fan Letter</p>
<p><b>Lesson 2</b> Past tenses</p> <p><b>Lesson 3</b> Describing the relationship between past events</p> <p><b>Lesson 4</b> Subjunctive mood</p>	<p><b>R</b>: Email: Preserving a Language</p> <p><b>R</b>: Article: Columbus Day</p> <p><b>R&amp;L</b>: Radio report: The Sentinelese</p> <p><b>R&amp;L</b>: Essay: Nonnina's Masterful Meals</p> <p><b>R&amp;L</b>: Article and Discussion: Historical Monuments</p>	<p><b>S</b>: Languages at Risk</p> <p><b>S</b>: National Holidays</p> <p><b>W&amp;S</b>: Pros and Cons</p> <p><b>W&amp;S</b>: An Isolated Tribe</p> <p><b>S</b>: Favorite and Least Favorite Foods</p> <p><b>W&amp;S</b>: What should we eat?</p> <p><b>W</b>: <i>Writing Guide</i>: Giving Your Opinion</p>
<p><b>Lesson 2</b> The future as seen from the past</p> <p><b>Lesson 3</b> Reported speech I: statements</p> <p><b>Lesson 4</b> Passive voice I</p>	<p><b>R</b>: Multi-Text: Gene Editing</p> <p><b>R&amp;L</b>: Blog: Automation and the Economy</p> <p><b>L</b>: Reports: Colonists on Mars</p> <p><b>R</b>: Article: To Buy or Not to Buy?</p> <p><b>R</b>: Article: Smart Homes</p>	<p><b>S</b>: Medical Issues</p> <p><b>W&amp;S</b>: The Future of Gene Therapy</p> <p><b>S</b>: Future Jobs</p> <p><b>W&amp;S</b>: Conversation with a Truck Driver</p> <p><b>W&amp;S</b>: A Dispatch from Mars</p> <p><b>S</b>: What if it were online?</p> <p><b>W&amp;S</b>: A Product That Will Change the Future</p> <p><b>W</b>: <i>Writing Guide</i>: What does the future hold?</p>
<p><b>Lesson 2</b> Subordinating conjunctions and transitions</p> <p><b>Lesson 3</b> Clauses of purpose and result</p> <p><b>Lesson 4</b> Figurative speech</p>	<p><b>R</b>: Article: Superstitions</p> <p><b>R</b>: Blog: The Hollow Moon Hypothesis</p> <p><b>L</b>: Talks: Helping Animals</p> <p><b>R</b>: Story: The Ghosts of the Holding Tomb</p> <p><b>R</b>: Letter: Misconceptions</p>	<p><b>S</b>: Which superstition do you believe in?</p> <p><b>S</b>: Social Media Conspiracy Theories</p> <p><b>W&amp;S</b>: Debate a Conspiracy Theory</p> <p><b>W&amp;S</b>: "What Animals Feel" Poster</p> <p><b>S</b>: Haunted Places</p> <p><b>W&amp;S</b>: Ghost Stories</p> <p><b>W</b>: <i>Writing Guide</i>: Making a Point</p>

\* Also, see the glossary in the back of the Workbook.

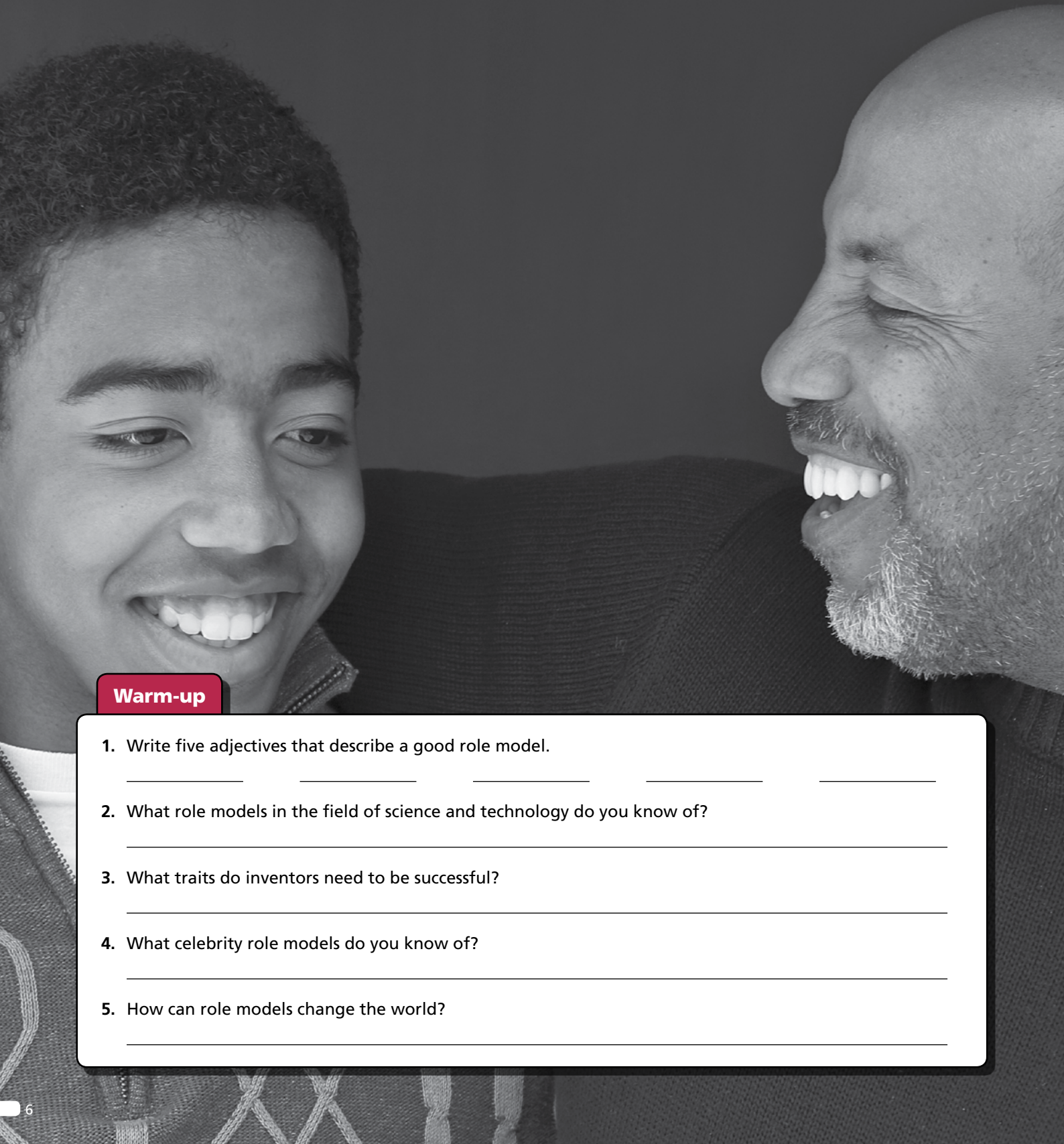
# Contents

	Module Goals and CEFR Level	Summary	Lessons	Vocabulary*
<b>Module 5: Art</b> Pages 66 to 79	<p><b>C1</b> I can scan relatively quickly through books and articles within my field of interest and assess their relevance to my needs.</p> <p><b>C1</b> I do not have to restrict what I want to say at all; if I can't find one expression I can substitute with another.</p> <p><b>C1</b> I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p><b>C1</b> I can give clear, well-structured descriptions of complex subjects.</p> <p><b>C1</b> I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.</p>	This module helps students talk about art and its role in the world and in their lives. They will learn to talk about galleries, art movements, various art forms, artistic freedom, and personal taste.	<ol style="list-style-type: none"> <li>1 Working with Art</li> <li>2 The Art of Tattooing</li> <li>3 Art Movements</li> <li>4 Taste</li> <li>5 Artistic Freedom</li> </ol>	Art Tattoos Movements Taste Functions
<b>Module 6: Core Concepts</b> Pages 80 to 95	<p><b>C1</b> I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.</p> <p><b>C1</b> I can formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction, etc.</p> <p><b>C1</b> I can follow most lectures, discussions, and debates both within and outside my field.</p> <p><b>C1</b> I can produce clear, well-structured speech and writing, linking my ideas into coherent text.</p> <p><b>C1</b> I can write clear, detailed, well-developed short stories and descriptions of personal experiences.</p>	This module helps students talk about major values and life goals. They will learn to talk about educational objectives, the meaning of happiness, leadership styles, and how to set goals.	<ol style="list-style-type: none"> <li>1 Success at University</li> <li>2 The Happiness Report</li> <li>3 Leadership Styles</li> <li>4 Reaching Your Goals</li> <li>5 What to Be, and What Not to Be</li> </ol>	Success Happiness Leadership Motivations Priorities
<b>Module 7: Rights &amp; Obligations</b> Pages 96 to 109	<p><b>C1</b> I can understand complex texts where stated opinions and implied points of view are discussed.</p> <p><b>C1</b> I maintain a high degree of grammatical control in speech and writing.</p> <p><b>C1</b> I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.</p> <p><b>C1</b> I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples.</p> <p><b>C1</b> I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings, and reactions in depth.</p>	This module helps students talk about the meaning of rights and obligations. They will learn to discuss animal rights, military service, and corporate and individual responsibility.	<ol style="list-style-type: none"> <li>1 Animal Rights</li> <li>2 Serving Your Country</li> <li>3 Corporate Social Responsibility</li> <li>4 My Responsibilities</li> <li>5 A Letter to the Senator</li> </ol>	Rights Obligations Corporations Society Improvements
<b>Module 8: Ethics</b> Pages 110 to 125	<p><b>C1</b> I can understand lengthy, complex manuals, instructions, regulations, and contracts in my field.</p> <p><b>C1</b> I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.</p> <p><b>C1</b> I can understand in detail an argument in a discussion program.</p> <p><b>C1</b> I can express myself fluently and spontaneously, except occasionally, when speaking about a difficult conceptual subject.</p> <p><b>C1</b> I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.</p>	This module helps students talk about what kinds of behavior are and are not ethical. They will learn to talk about legal problems, human rights, capital punishment, international cooperation, and criminal justice.	<ol style="list-style-type: none"> <li>1 Public Lies</li> <li>2 Human Rights</li> <li>3 Capital Punishment</li> <li>4 Nations Helping Nations</li> <li>5 A Dilemma</li> </ol>	Misdeeds Philosophy Social Issues Global Issues Morality



Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 2</b> Rhetorical questions and tag questions</p> <p><b>Lesson 3</b> Passive voice II: personal and impersonal structures</p> <p><b>Lesson 4</b> Reported speech II: questions</p>	<p><b>R</b>: Multi-Text: Art Galleries</p> <p><b>R</b>: Blog: My Tattoo Fine Art?</p> <p><b>L</b>: Talk: An Art Movement</p> <p><b>R</b>: Essays: Perseus with the Head of Medusa</p> <p><b>R</b>: Essay: The Necessity of Artistic Freedom</p>	<p><b>W&amp;S</b>: Jobs in the Art World</p> <p><b>S</b>: To tattoo or not to tattoo?</p> <p><b>S</b>: Getting a Tattoo</p> <p><b>W&amp;S</b>: Beautiful Art</p> <p><b>W&amp;S</b>: My Favorite Artist</p> <p><b>S</b>: Another Perspective</p> <p><b>W</b>: <i>Writing Guide</i>: An Appropriate Art Subject</p>
<p><b>Lesson 2</b> Clauses of reason, concession, result, and purpose</p> <p><b>Lesson 3</b> Sentence linkers</p> <p><b>Lesson 4</b> Articles</p>	<p><b>R</b>: Multi-Text: College Admission</p> <p><b>R&amp;L</b>: News Report: The World Happiness Report</p> <p><b>L</b>: Lecture: Famous Leaders</p> <p><b>R</b>: Speech: Setting Goals</p> <p><b>R</b>: Memoir: What to Be, and What Not to Be</p>	<p><b>S</b>: University Success</p> <p><b>S</b>: How happy are you?</p> <p><b>W&amp;S</b>: Create a Happiness Poll</p> <p><b>W&amp;S</b>: Compare and Contrast Leaders</p> <p><b>S</b>: Ranking Goals</p> <p><b>W&amp;S</b>: My Goal</p> <p><b>W</b>: <i>Writing Guide</i>: Success vs. Happiness</p>
<p><b>Lesson 2</b> Inversion to show emphasis</p> <p><b>Lesson 3</b> Causative verbs</p> <p><b>Lesson 4</b> Phrasal verbs</p>	<p><b>R</b>: Press Release: Animal Rights Activist</p> <p><b>R</b>: Ad: Military Recruiting</p> <p><b>L</b>: Talks: Making a Positive Impact</p> <p><b>R</b>: Letter to the Editor: College Renters</p> <p><b>R</b>: Letter: Dear Senator Hoffman</p>	<p><b>S</b>: Discussion on Animal Rights</p> <p><b>W&amp;S</b>: Pros and Cons of Mandatory Military Service</p> <p><b>W&amp;S</b>: Join the Military</p> <p><b>W&amp;S</b>: Community Issues</p> <p><b>W&amp;S</b>: Neighborhood Dialogue</p> <p><b>W</b>: <i>Writing Guide</i>: A Letter for Change</p>
<p><b>Lesson 2</b> Past perfect, conditional perfect, and third conditional sentences</p> <p><b>Lesson 3</b> Mixed conditionals</p> <p><b>Lesson 4</b> Determiners</p>	<p><b>R</b>: Letter: Cease and Desist</p> <p><b>R</b>: Blog: Where Do We Go from Here?</p> <p><b>L</b>: Talk Show: Politics Now</p> <p><b>R</b>: Article: Interview with a Famous Philanthropist</p> <p><b>R</b>: Article: A Dilemma of Prisoners</p>	<p><b>S</b>: Your First Defamation Case</p> <p><b>S</b>: Firsthand Injustices</p> <p><b>W&amp;S</b>: Humanitarian Help</p> <p><b>S</b>: Panel Discussion</p> <p><b>S</b>: Helping Others</p> <p><b>S</b>: In the Hot Seat</p> <p><b>W</b>: <i>Writing Guide</i>: Laws for Morality</p>

# Role Models



## Warm-up

1. Write five adjectives that describe a good role model.

\_\_\_\_\_

2. What role models in the field of science and technology do you know of?

\_\_\_\_\_

3. What traits do inventors need to be successful?

\_\_\_\_\_

4. What celebrity role models do you know of?

\_\_\_\_\_

5. How can role models change the world?

\_\_\_\_\_

# Module 1

## Role Models

### Module 1 Goals

- I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes.
- I can overcome gaps in vocabulary with paraphrased and alternative expressions.
- I can follow lectures and presentations in my field even if the organization and language are both complex.
- I can express myself clearly and without much sign of having to restrict what I want to say. I can reformulate ideas in different ways to ensure people understand exactly what I mean.
- I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on my correspondent's news and views.

### Warm-up

- Draw students' attention to the title of Module 1. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

### Extension Who Can be a Role Model?

- People need role models to show proper behavior and exemplify what a good life looks like.
- Ask students to consider the people in their life whom they look up to as role models.
- Have them also consider famous people they think others may look up to.
- Have students work in small groups of three or four.
- Ask them to create a list of people they and others might consider to be good role models.
- Invite groups to share their thoughts with the class.

### Vocabulary

- Read the vocabulary lists aloud slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

### Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

### Teacher's Note Module 1 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

**Lesson 2** Present simple, present continuous, and present perfect tenses

**Lesson 3** Present perfect tense for past events relative to the present

**Lesson 4** Conditional sentences

### Module 1 Preview

#### Vocabulary

Read the words and put a check mark (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> emulate	<input type="checkbox"/> vision	<input type="checkbox"/> persistent	<input type="checkbox"/> shock	<input type="checkbox"/> anchor
<input type="checkbox"/> idol	<input type="checkbox"/> humanity	<input type="checkbox"/> push	<input type="checkbox"/> (in) surprise	<input type="checkbox"/> channel
<input type="checkbox"/> competent	<input type="checkbox"/> sustainability	<input type="checkbox"/> driven	<input type="checkbox"/> tactic	<input type="checkbox"/> scholarship
<input type="checkbox"/> aid	<input type="checkbox"/> colony	<input type="checkbox"/> coverage	<input type="checkbox"/> spy	<input type="checkbox"/> step down
<input type="checkbox"/> admire	<input type="checkbox"/> invest	<input type="checkbox"/> perseverance	<input type="checkbox"/> incidentally	<input type="checkbox"/> voice
<input type="checkbox"/> inspire	<input type="checkbox"/> endeavor	<input type="checkbox"/> gifted	<input type="checkbox"/> luxurious	<input type="checkbox"/> critical
<input type="checkbox"/> aspire	<input type="checkbox"/> emission	<input type="checkbox"/> disciplined	<input type="checkbox"/> plot	<input type="checkbox"/> march
<input type="checkbox"/> reassure	<input type="checkbox"/> recover	<input type="checkbox"/> qualification	<input type="checkbox"/> prank	<input type="checkbox"/> stand up for

#### Grammar

Answer the questions.

1. What tense is the sentence written in?

I love playing baseball after school with my friends.

- a. present simple
- b. present continuous
- c. present perfect
- d. present perfect continuous

2. Circle the correct word to fill in the blank.

I have ( admire / admired ) Jack Johnson for his beautiful songwriting ever since I first saw him live in concert.

3. Write in your own answer to complete the sentence.

If you work hard in school, then \_\_\_\_\_

4. Underline the verb in the present perfect tense.

We have loved to watch Angelina Jolie's movies since we were in high school.

#### Write

Write about your favorite role model.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Scan the QR code to watch a preview video.

#### Key

- 1. b
- 2. admired
- 3. *Answers will vary.* you will have a successful career.
- 4. have loved

### Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

### Teacher's Note Sample Response

I was once a very lazy person. I got a job as a painter in a shop. I'd spend my days leisurely painting iron railings and stairways. It was a pretty easy job. Then, one week, one of my coworkers was ill. I had to work with the installation group. These people worked very hard to install the pieces I painted. It was a rough week, but I was especially inspired by one of the men on that team. Jesse Stevens made a very important impression on me. He showed me the true importance of hard work. Ever since that week, I've worked hard at anything I try.



# Module 1 Overview:

## Role Models

### Lesson 1: Who do you believe in?

**Aims:** - Talk about role models  
- Describe what makes a good role model

**Vocabulary:** Values

### Lesson 2: The future is now!

**Aims:** - Talk about how individual thinkers can change the future  
- Consider how people will influence future technological advancement

**Vocabulary:** Innovation

**Grammar:** Present simple, present continuous, and present perfect tenses

### Lesson 3: Soaring to New Heights

**Aims:** - Talk about the importance of passion in achievement  
- Describe what is needed to achieve great things

**Vocabulary:** Passion

**Grammar:** Present perfect tense for past events relative to the present

### Lesson 4: Dine with a Celebrity

**Aims:** - Talk about what it might be like to have a meal with a famous person  
- Describe an imaginary evening in the company of a celebrity

**Vocabulary:** Intrigue

**Grammar:** Conditional sentences

### Lesson 5: I'm a big fan!

**Aims:** - Talk about fan letters and what fans write to celebrities  
- Write a fan letter

**Vocabulary:** Civic Action

**Writing Guide:** Write a Fan Letter

## Lesson 1 Who do you believe in?

### Aims

- Talk about role models  
- Describe what makes a good role model

### Vocabulary

aid	reassure	emulate	idol	competent
inspire	admire	put into practice	aspire	self-esteem

### A Warm-up

- Write the title of the lesson on the board: "Who do you believe in?"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What type of person would make the best role model?" and "How do you behave to present yourself as the best role model possible?"
- Write on the board any new vocabulary and good answers that students come up with.

## Lesson 1 Who do you believe in?



### A Warm-up

Talk about the questions as a class.

1. Do you have a role model? Who is it?
2. What qualities do you look for in a role model?
3. Do you know anyone who sees you as a role model?

### B Authentic Text

1 Read the magazine article. Then answer the questions. © Track 02

### Brief note

A poll is a survey of people's opinions. Many organizations take polls to see what people think about a topic or how they are planning to vote in an election.

#### Paragraph 1

The world can be difficult to navigate alone, and many of us seek guidance from people we admire. We learn from and often copy these people, so it is wise to choose role models who put our ideals into practice. They can teach us, and reassure us when our self-esteem is low.

#### Paragraph 2

We often choose public figures as role models. Every year, YouGov conducts a poll to discover the world's most widely admired women and men. These women and men come from many walks of life. According to the 2016 poll, the most admired woman in the world is Angelina Jolie. She has used her considerable fame as an actress and celebrity to aid the poor. People also admire political figures such as Xi Jinping and Barack Obama, and religious figures such as the pope and the Dalai Lama. It's amazing how much we idolize these public figures even though most of us will never get to meet these famous idols in person!

#### Paragraph 3

Celebrity role models may be common, but the most important role models are those who are closest to us and who impact our personal development. We often look up to friends, family, and coworkers that we aspire to emulate. A competent leader in the workplace may inspire us to greater success. A supportive family member may show us the value of loving ourselves. A good friend may display courage, emboldening us to take risks and step bravely into the unknown.

#### Paragraph 4

It's important to remember that we are also role models. People judge our actions and are influenced by our decisions. Children emulate the adults in their lives. Our friends look to us—for their peers—for approval and disapproval. Being a role model gives everyone a sense of responsibility because we know that others are likely to copy our behavior. In the end, we should work toward becoming our own best role model, and as such, our actions should follow this popular quote:

"Be the change you want to see in the world!"

### Brief note

Walks of life refers to people's differing professional and social positions.

2 Discuss the questions.

1. Who are your role models? What adjectives describe them?
2. Do you think that everyone needs at least one role model? Why or why not?
3. What qualities do you have that you think others admire?
4. Should successful people such as politicians and celebrities be held to a higher standard than everyone else? Why or why not?
5. What is your responsibility as a role model for others?

3 Choose the best title for each paragraph.

- Admirable Idols
- Local Inspiration
- We are Not Alone
- Follow Your Own Ideals

### Teacher's Note Can you be a role model too?

Students might be surprised to hear that they can be role models for others. Many of them might not have had the opportunity to experience this yet. Of course, students with younger siblings may understand being a role model very well. Be sure that all students understand that they can fill the role of a role model themselves.

### B Authentic Text © Track 02

This text is a magazine article. It explains how role models are selected and the important things to remember when selecting a role model.

#### Part 1

- Tell students that they will read/hear about role models and what it means to be a role model.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as *walks of life*.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

#### Part 2

- Ask students to read each question.
- Have students consider each question by themselves first.
- Then lead a discussion based on the questions, in which you facilitate student participation.







4 Choose the five statements below that are true according to the information in the reading.

1.  It's wise to choose role models who practice sports.
2.  The most admired woman in the world is a celebrity.
3.  Role models can help us feel better about ourselves.
4.  Public figures make the best role models.
5.  People admire celebrities, political figures, and religious leaders.
6.  The people closest to us are not easy to emulate.
7.  As role models, we influence the way others behave.
8.  Children often imitate adults.

### C Vocabulary

1 Write the words from the box under the correct pictures.

aid	reassure	emulate	idol
			
1. _____	2. _____	3. _____	4. _____

2 Write the letter of the correct definition for each word or phrase.

- |                            |  |
|----------------------------|--|
| 1. competent _____         | a. capable                                       |
| 2. inspire _____           | b. to apply a theory or idea in the real world   |
| 3. admire _____            | c. to make someone want to do something          |
| 4. put into practice _____ | d. to try to be like someone else                |
| 5. aspire _____            | e. to respect or approve of someone or something |
| 6. self-esteem _____       | f. a sense of personal value                     |

### D Use the Language

Be My Role Model!

Discuss what it means to be a role model with a partner.

1. Talk about two or three important role models each of you has had.
2. Talk about specific areas of life in which each of you could be a role model for others.
3. Ask your partner three to five questions about his or her ideas and goals. Based on the answers, explain at least two ways in which your partner could be a good role model for you.



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Answers may vary.

Key

1. My parents are my role models. The adjectives that describe them are *dedicated*, *hard-working*, and *loving*.
2. I think that people who have at least one role model have a distinct advantage over people who do not have a role model. It is very important to see a proper example of important behaviors.
3. I'm a very kind person. I think people admire my kindness.
4. I don't think that politicians and celebrities should be held to a higher standard. Just because you're in the public eye doesn't automatically make you a role model.
5. I think the most important thing I can do while being a role model for others is to be honest. I make mistakes, and other people need to know that I'm fallible.

### Part 3

- Ask students to consider the purpose of this article.
- Tell students to complete the activity by themselves first.
- Ask students to choose the best title for each paragraph.
- Give feedback.

Key

2, 3, 1, 4

### Part 4

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key

True statements: 2, 3, 5, 7, 8

## C Vocabulary

### Part 1

- Ask students to look over the vocabulary words.
- Say each word slowly with a focus on pronunciation.
- Ask students to complete the activity alone or with a partner.
- Ask students to share their answers with the class.
- Give feedback.

Key

- |             |            |
|-------------|------------|
| 1. idol     | 2. emulate |
| 3. reassure | 4. aid     |

### Part 2

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. a | 2. c | 3. e | 4. b | 5. d | 6. f |
|------|------|------|------|------|------|

## D Use the Language

- Have students work with a partner.
- Ask students to read the questions.
- Allow partners to discuss their responses to each of the questions.
- Encourage partners to explore each other's thoughts by asking follow-up questions of their own.
- Go around the class and check how students are doing. Give help if needed.

### Extension My Role Model

- Ask students to prepare presentations about their own role models.
- Ask them to incorporate the vocabulary words into their speeches.
- Tell students to describe what their role models do to inspire or teach them.
- Ask students to present their role models to the class.

### Extension Research Organizations

- Ask students to work in pairs.
- Tell students to do online research on organizations that work with children and offer mentoring and coaching.
- Ask them to pick one and present about the organization.
- Have them identify what the organization does for children.
- Have students share their research with the class.
- Ask students how helpful they think these organizations are.
- Give feedback.

## Lesson 2 The future is now!

### Aims

- Talk about how individual thinkers can change the future
- Consider how people will influence future technological advancement

### Vocabulary

humanity	invest	sustainability	vision	colony
recover	emission	launch	establish	endeavor

### Grammar

Present simple, present continuous, and present perfect tenses

### Warm-up

- Write the title of the lesson on the board: "The future is now!"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the picture on the page.
- Ask students how the photo might relate to the text.

### A Authentic Text

This text is a profile of a philanthropist and inventor. It describes how this person's ideas may change the future.

- Tell students they will read about Elon Musk and his ideas for the future.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as *philanthropist*.
- Tell students that their grammar focus for this lesson is the present tense.
- Have students underline the present tense verbs as they read.

Elon Musk is a noted philanthropist and inventor who is working to secure a better future for earth and all of humanity. He has invested millions of dollars in companies that are working on futuristic **endeavors**. He is perhaps best known for founding Tesla, a company that produces electric cars. This aligns with his goal of improving **sustainability** of our natural resources. If everyone drove electric cars, we would greatly reduce greenhouse gas **emissions**, slowing down global warming. His other work with sustainability involves **solar** energy. Among other ventures, he has developed solar panels that also function as roof tiles!


Musk's vision is not limited to Earth. He sees great potential in the development of economical space travel, and his company, SpaceX, is the vehicle for this dream. Musk's goal is to establish a **colony** on Mars by 2040, with the first manned flight to the red planet scheduled to depart in 2024. The first step for SpaceX was to build a reusable spacecraft. In 2015, they successfully **launched** and then **recovered** the Falcon **rocket**. With further development, this reusable spacecraft could reduce the cost of space flight by a factor of ten!

Musk's ambitions don't stop there. He has been working on a mode of **transportation** called the Hyperloop. The Hyperloop is essentially a giant circular tunnel that pods can travel through. If it works, it will be far cheaper than any other mode of transportation for long distances.

Key

## Lesson 2 The future is now!

### A Authentic Text

Read the profile. Underline the present tense verbs. 

#### Brief note

A **philanthropist** is a wealthy person who helps the poor or society, usually by donating money or funding things that society as a whole can benefit from.

#### A Forward Thinker

Elon Musk is a noted philanthropist and inventor who is working to secure a better future for earth and all of **humanity**. He has **invested** millions of dollars in companies that are working on futuristic endeavors. He is perhaps best known for founding Tesla, a company that produces electric cars. This aligns with his goal of improving the **sustainability** of our natural resources. If everyone drove electric cars, we would greatly reduce greenhouse gas emissions, slowing down global warming. His other work with sustainability involves solar energy. Among other ventures, he has developed solar panels that also function as roof tiles. Musk's **vision** is not limited to Earth. He sees great potential in the development of economical space travel, and his company, SpaceX, is the vehicle for this dream. Musk's goal is to establish a **colony** on Mars by 2040, with the first manned flight to the red planet scheduled to depart in 2024. The first step for SpaceX was to build a reusable spacecraft. In 2015, they successfully launched and then **recovered** the Falcon rocket. With further development, this reusable spacecraft could reduce the cost of space flight by a factor of ten! Musk's ambitions don't stop there. He has been working on a mode of transportation called the Hyperloop. The Hyperloop is essentially a giant circular tunnel that pods can travel through. If it works, it will be far cheaper than any other mode of transportation for long distances.



### B Vocabulary

1 Fill in the blanks with the correct bold words from the reading.

1. Our frisbee flew into the lake, but luckily John's golden retriever \_\_\_\_\_ it.
2. The business partners \_\_\_\_\_ most of their fortune in sustainable energy research.
3. John F. Kennedy was an American president loved for his positive \_\_\_\_\_ and ability to bring people together.
4. If you are concerned about \_\_\_\_\_, then you should buy products that use renewable resources.
5. Angelina Jolie has used her wealth as a philanthropist to help \_\_\_\_\_.
6. Some futurists believe that we should build a \_\_\_\_\_ underground so that humanity could survive a nuclear apocalypse.

2 Match the words with the correct definitions.

- |                |  |
|----------------|--|
| 1. humanity •  | a. an effort to achieve a large goal                     |
| 2. colony •    | b. to begin or create                                    |
| 3. emission •  | c. a small group of people living together in a new land |
| 4. launch •    | d. to put time or money into a project or goal           |
| 5. establish • | e. an amount of gas that is sent out from a source       |
| 6. invest •    | f. all of the people that live on the earth              |
| 7. endeavor •  | g. to send off into the air                              |

### C Grammar

Present simple, present continuous, and present perfect tenses

present simple	
The <b>present simple</b> tense shows action happening in the present or habitual action.	
Jacob <b>walks</b> to work.	He <b>sees</b> great potential.
present continuous	
The <b>present continuous</b> tense shows continuing action in the present. It is formed with the helping verb to be (is, are, or am) + the present participle (the -ing form).	
The wind is <b>blowing</b> the branches of the tree against the window.	I <b>am finding</b> the lecture rather boring.

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### Teacher's Note A Changing World

Many proposed advancements are treated as fantasy by popular media. Students may likewise consider advancements such as those described in the reading as imaginative and unrealistic. Remind students that there was a time when the modern advancements they now take for granted were also considered unrealistic or even fanciful. Help students realize that many of the advances proposed by Elon Musk may actually become reality.

### Extension Advancements

- Have students work in pairs to consider the advancements proposed by Elon Musk and mentioned in the reading.
- Ask them whether they feel that these advancements will be helpful or harmful for the human species.
- Have partners choose one of the advancements to discuss in detail.
- Have pairs prepare an argument defending their position. Encourage them to do further research on the advancement so that they can properly describe it.
- Allow an opportunity for students to share their thoughts.

present perfect	
The <b>present perfect</b> tense shows completed action or past action that may continue into the present. It is formed with the helping verb <i>to have</i> ( <i>have</i> or <i>has</i> ) + the past participle (the <i>-ed</i> form in regular verbs).	
He <b>has invested</b> millions of dollars in companies.	The elephants <b>have finished</b> their long walk to the water hole.
present perfect continuous	
The <b>present perfect continuous</b> shows action that started in the past and is continuing into the present or future. It is formed with <i>have</i> or <i>has</i> + <i>been</i> + the present participle.	
That television station <b>has been broadcasting</b> for 37 years.	My grandparents <b>have been giving</b> me gifts all my life.

**1 Write the tense of each underlined verb.**

- This faucet has been leaking for years. \_\_\_\_\_
- My daughter has grown a lot over the last five years. \_\_\_\_\_
- He writes as often as he can. \_\_\_\_\_
- I have knitted more sweaters than he has. \_\_\_\_\_
- She has been taking a nap every afternoon since she was a child. \_\_\_\_\_
- We are playing polo even though it is raining. \_\_\_\_\_

**2 Write a sentence using each of the present tenses.**

- present simple  
\_\_\_\_\_
- present continuous  
\_\_\_\_\_
- present perfect  
\_\_\_\_\_
- present perfect continuous  
\_\_\_\_\_

**D Use the Language**

**Sustainable Planet**

1. Elon Musk isn't alone in working to protect our future as a species. Many politicians, scientists, business owners, activists, and regular people work every day to make our lives sustainable. What are some daily actions these role models take or recommend? Fill in the table. Two have been filled in for you.

make policy changes	ride bikes instead of driving	

2. Imagine your ideal future for our planet. What kinds of technology can help us achieve this future? Work with a partner to make a list of the kinds of technology you think can help save our planet.

Technologies that can Save the Planet		

3. Choose one of the technologies you've listed and work with a partner to make a plan for how it could save our planet. Use internet research to support your plan. Present it to the class.

**B Vocabulary**

- Reread the passage with a focus on the vocabulary words within.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Tell students to look up the meaning of each word or have them try to guess the meanings based on the context clues within the passage.
- Ask students to share the meaning of each word with the class.
- Give feedback.

**Part 1**

- Ask a student to read the direction line.
- Tell students to complete the activity by themselves first.
- Ask students to read the completed sentences.
- As they read, check that they have provided the correct words for each of the blanks.
- Give feedback.

Key	1. recovered	2. invested	3. vision
	4. sustainability	5. humanity	6. colony

**Part 2**

- Ask a student to read the direction line.
- Tell students to complete the activity by themselves first.
- Have a volunteer read a word and the definition that corresponds to it.
- Check for understanding.
- Answer questions if needed.

Key	1. f	2. c	3. e	4. g	5. b	6. d	7. a
-----	------	------	------	------	------	------	------

**C Grammar**

Lesson 2 covers the following grammar: present simple, present continuous, and present perfect tenses. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

**Part 1**

- Ask a student to read the direction line for part 1.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. present perfect continuous	2. present perfect
	3. present	4. present perfect
	5. present perfect continuous	6. present continuous

**Part 2**

- Ask a student to read the direction line for part 2.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	<i>Answers will vary.</i>
	1. The cat eats the food. 2. The cat is eating the food. 3. The cat has eaten the food. 4. The cat has been eating the food for five minutes.

**✓ Check the Workbook**

For further grammar practice, use Activity 4 in Module 1, Lesson 2 of the workbook.

**D Use the Language**

- Write the title of the activity on the board: "Sustainable Planet."
- Ask a student to read each of the activity prompts.
- Check for understanding.
- Tell students to consider how they could work to change the world.
- Have students share their work in pairs and provide a peer edit.
- Walk around and give feedback.
- Ask students to present their thoughts to the class.
- Give feedback.

**Extension Heading Off Potential Problems**

- Have pairs consider again the technology that they have decided to focus on.
- Ask them what potential problems could result from the use of that technology.
- Ask them to consider how the technology could be used to cause harm by a person of bad intention.
- Have them list ideas for ensuring the proper use of their technology.
- Invite partners to present their problems and the potential solutions they propose to these problems.

## Lesson 3 Soaring to New Heights

### Aims

- Talk about the importance of passion in achievement
- Describe what is needed to achieve great things

### Vocabulary

driven    gifted    coverage    intense    public  
disciplined    qualifications    persistent    push    perseverance

### Grammar

Present perfect tense for past events relative to the present

### A Warm-up

- Write the title of the lesson on the board: "Soaring to New Heights."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What does it take to make an idea a reality?" and "What would you do to achieve something new and amazing?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Audio

This talk is a lecture about the importance of passion and drive. The speaker weighs important factors affecting success, such as knowledge and motivation, to emphasize the importance of passion and perseverance on success.

#### Part 1

- Tell students that they will listen to a lecture about being passionate in work.
- Play the audio.
- Have students work with a partner.
- Ask students to read the questions in part 1.
- After students have had a chance to discuss their thoughts about the questions, play the audio again for students to check their responses.
- Ask students to share their thoughts with the class.
- Give feedback.

#### Part 2

- Play the audio as students read the questions for part 2.
- As students listen, have them select the answer for each question.
- Ask students to read the questions and their answers aloud to the class. As they do, check that they have selected the correct answer options.
- Answer any other questions that students may have.

**Key** 1. b    2. b    3. a    4. b    5. b    6. c

### Teacher's Note Why Do We Need Passion?

Many students consider financial reward to be the best motivator for success. However, it is easy to be distracted when financial reward is your motivation. Help students grasp the idea and importance of wanting to achieve a goal for the sake of working on something you believe in, instead of only focusing on the financial reward of the goal.

## Lesson 3 Soaring to New Heights

### A Warm-up

Talk about the questions as a class.

1. Do you think competition aids innovation? Why or why not?
2. Is it better to be disciplined or gifted?

### B Audio

1 Listen to the lecture. Discuss the following questions with a partner. 

1. Why do you think the speaker compares Langley to the Wright brothers?  
2. How did the inventors fund their experiments?
- 2 Answer the questions.
  1. What is the main topic of the lecture?  
a. government funding for invention  
b. passion aiding invention  
c. family influences
  2. When was the first manned plane flown?  
a. 1892  
b. 1903  
c. 1901
  3. How did Samuel P. Langley fund his plane?  
a. The government gave him money.  
b. He started a business.  
c. He inherited money.
  4. What was one way the Wright brothers saved money?  
a. They sold their house to pay for the plane parts.  
b. They showed off their flights on public fields.  
c. They grew their own food.
  5. What is one example of the brothers' perseverance?  
a. They befriended their competition.  
b. They flew in all conditions.  
c. They flew even when sick.
  6. What does the speaker value most?  
a. skill  
b. money  
c. passion

### C Vocabulary

1 Match the words with the correct definitions.

- |                   |   |  |
|-------------------|---|--|
| 1. driven         | • | a. traits that make someone suited for a certain job |
| 2. gifted         | • | b. news reporting of an event                        |
| 3. coverage       | • | c. highly skilled or talented                        |
| 4. intense        | • | d. having strong motivation                          |
| 5. public         | • | e. the general population of a place                 |
| 6. disciplined    | • | f. self-controlled and productive                    |
| 7. qualifications | • | g. very strong or extreme                            |

2 Write sentences using the following words. Use each word in the form given.

1. disciplined \_\_\_\_\_
2. persistent \_\_\_\_\_
3. pushed \_\_\_\_\_
4. driven \_\_\_\_\_
5. gifted \_\_\_\_\_
6. perseverance \_\_\_\_\_

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### C Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

#### Part 1

- Ask a student to read the direction line for part 1.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

1. d    2. c    3. b    4. g    5. e    6. f    7. a

#### Part 2

- Ask a student to read the direction lines for part 2.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Answers will vary.

1. The man was very disciplined with his diet and turned down dessert.
2. The salesman was very persistent in trying to sell us a new air conditioner.
3. His mother pushed him hard to study as much as possible.
4. My sister is very driven to get good grades.
5. My aunt is a very gifted singer.
6. Someday, I'll get my degree as long as I have enough perseverance.

**Key**



**D Grammar**

**Present perfect tense for past events relative to the present**

present perfect tense for past events relative to the present

The **present perfect** (see Lesson 2) is formed by using the auxiliary verb "has" or "have" with a past participle. It can be used to relate a past event to the present.

**Examples**

Sarah found playing the trumpet too challenging, so **she's decided** to play the drums. It's lucky that **they have saved** money for so long. Now they can afford to pay that expensive medical bill.

**1 Complete each sentence by writing the correct form of the verb in parentheses.**

1. Pauly \_\_\_\_\_ (work) at the same garage for fifteen years.
2. Miranda didn't have any other options, so she \_\_\_\_\_ (agree) to move back in with her parents.
3. It's strange that Mariah is so upset about losing one game. She \_\_\_\_\_ (win) the last 12 games in a row.
4. Jacob \_\_\_\_\_ (eat) at the same diner every Sunday since he turned twenty.
5. The fighters \_\_\_\_\_ (train) for months, so the match promises to be a good one.

**2 Answer the questions below using present perfect tense for past events related to the present.**

<b>Example:</b> Why is all the cereal gone?	<i>My roommate has eaten all of the cereal.</i>
1. How long have you lived here?	
2. What important things has he learned at school?	
3. How many times has she been to London?	
4. How long have they been together?	

**E Use the Language**

**Creative Competition**

1. How are the Wright brothers good role models? List their positive traits below, and then explain how the traits benefited them. Use the vocabulary words to help list your ideas. One has been done for you.

Trait	Benefit
perseverance	<i>The Wright brothers kept trying to fly even after many failed attempts. If they hadn't kept trying, then they wouldn't have succeeded.</i>

2. Using the chart, discuss the following question as a class: What benefit can the traits of the Wright brothers have for people who are trying to achieve a difficult goal?

**D Grammar**

Lesson 3 covers the following grammar: present perfect tense for past events relative to the present. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

**Part 1**

- Ask a student to read the direction line for part 1.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	1. has worked	2. has agreed	3. has won
	4. has eaten	5. have trained	

**Part 2**

- Ask a student to read the direction line for part 2.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	<i>Answers will vary.</i>
	1. I have lived here for fifteen years.
	2. I have learned about the importance of passion in achieving great things.
	3. She's been to London four times.
	4. They've been together for eight years.

**✓ Check the Workbook**

For further grammar practice, use Activities 1 and 2 in Module 1, Lesson 3 of the workbook.

**Use the Language**

- Have students work on their own.
- Ask students to read the direction lines.
- Check for understanding.
- Allow students an opportunity to complete the chart on their own.
- Lead an open class discussion for students to explore their thoughts.

**Extension Using Your Traits Wisely**

- Have students consider their personality traits. Encourage them to be honest with themselves.
- Ask students to think about how these traits can help them in life.
- Have students think about the various jobs and achievements that could be facilitated by their traits.
- Encourage students to develop a plan for how they could reach a certain goal by using their traits to their advantage.
- Allow volunteers to share their thoughts with the class.

**Teacher's Note Bad Traits?**

If students are honest with themselves, they might identify some traits that aren't typically seen as beneficial. The goal of the extension is not to encourage students to think badly of or change themselves. Make it clear that the goal is to help students identify traits and their usefulness in life. Even if a trait seems negative, it might be useful for achieving something important to the student. Encourage them to look at themselves honestly and to explore their traits from a new perspective.

## Lesson 4 Dine with a Celebrity

### Aims

- Talk about what it might be like to have a meal with a famous person
- Describe an imaginary evening in the company of a celebrity

### Vocabulary

prank	spy	luxurious	tedious	talk politics
shocked	in surprise	incidentally	tactic	plot

### Grammar

Conditional sentences

### A Warm-up

- Write the title of the lesson on the board: "Dine with a Celebrity."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What do you like to eat and drink when you dine out?" and "Have you ever dined with a celebrity?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Authentic Text

This text is a blog post about a fun evening spent with a celebrity.

#### Part 1

- Tell students they will read about an individual meeting a celebrity and playing jokes on their friends.
- Have students take turns reading.

#### Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

#### Part 3

- Ask a student to read the direction line for part 3.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key	1. false	2. false	3. true	4. false
	5. true	6. false	7. false	

### Extension A Great Joke

- Ask students to get into small groups of three or four.
- Have them discuss times when they've played pranks on friends or family members.
- Ask the group to select the funniest joke or prank from their discussion.
- Have students share the jokes with the class.
- Encourage students to act out the prank if possible.

## Lesson 4 Dine with a Celebrity

### A Warm-up

Talk about the questions as a class.

1. Whom do you like to dine out with?
2. Where do you like to eat out?

### B Authentic Text

- 1 Read the blog post.



#### Dinner Pranks with a Celebrity

Last night started like most Friday evenings: I left work and headed into town to have dinner with friends. I was expecting the same as usual: an expensive meal filled with tedious conversation. Boy, was I wrong. Walking down 49th Street, I ran into my favorite comedian, Bob Edwards. We literally bumped heads! As we shook ourselves off, I recognized him and exclaimed, "I love your movies!" We started chatting. Incidentally, he was also heading to dinner. I invited him to join me and my friends, and he agreed!

Ten minutes later, we strolled into the luxurious restaurant, and I spotted my friends in a corner. Bob looked at me mischievously and said, "Let's get funky!" I knew then that this would be a night to remember. To shock my friends, I waited until they were distracted, and then Bob and I sat down abruptly. They looked at us in surprise. "It's Bob Edwards!" someone shouted. Everyone started to introduce themselves all at once. Bob congratulated me on my clever tactic. It was a good start, but eventually they started talking politics. Bob and I grew increasingly bored, so he nudged me and we excused ourselves to "get a drink at the bar."

At the bar, we plotted another surprise. Bob ordered three bottles of vintage Dom Perignon champagne. He watched the waiter deliver the bottles, and then gave my friends a "thumbs up" when they looked back in shock. The waiter popped open the bottles, and my friends started drinking. After a few minutes, we walked over to the table and said that we had to go, as Bob wasn't feeling well and I was going to get him a cab. Everybody said goodbye and thanked Bob for the amazing champagne.

However, instead of leaving, we snuck around to the other side of the bar to spy on my friends. They finished the bottles, and we watched as the waiter brought the bill. The looks on their faces were priceless. The bill was for over \$2,000! We watched them stutter and make excuses. We giggled at their predicament. If we had left right then, they would have been in big trouble. Eventually we walked over and revealed the prank. Bob had already paid for everything!

This wasn't the end of our night, of course, but the rest is a story for another time...

#### Brief note

A predicament is an unpleasant situation that is hard to get out of.

- 2 Talk about the questions after you read.

1. What do you think of Bob's prank? Was it funny or mean? Why?
2. What kinds of things do you think the friends said when they got the check?
3. Why do you think the phrase "get a drink at the bar" is in quotation marks?

- 3 Read the statements and circle true or false.

- |  |      |       |
|--|------|-------|
| 1. The writer usually goes to cheap restaurants with his friends.        | true | false |
| 2. The writer seemed excited about the dinner before he met Bob Edwards. | true | false |
| 3. Bob Edwards appreciated the writer's plan to shock his friends.       | true | false |
| 4. Bob and the writer left the restaurant because Bob was sick.          | true | false |
| 5. The writer's friends drank all the champagne.                         | true | false |
| 6. The writer helped Bob pay for the drinks and the rest of the meal.    | true | false |
| 7. Bob Edwards was upset that he had to pay for such an expensive meal.  | true | false |

### C In Your World

#### Dine with a Famous Person

Imagine that you get to have dinner with a famous person. What would you say? What would they say? Write a dialogue, and then act it out with a partner. Choose from this list of famous people, or write in your own.

Angela Merkel      Stephen Hawking      Johnny Depp      \_\_\_\_\_

### C In Your World

- Write the title of the activity on the board: "Dine with a Famous Person."
- Ask a student to read the direction lines.
- Check for understanding.
- Have students work in pairs.
- Have students choose a famous person whom they would want to interact with.
- Ask students to develop a dialogue as if one partner were the famous person and the other partner were interacting with him or her.
- Ask students to share their dialogues with the class.
- Give feedback.

**D Vocabulary**

1 Write the words from the box under the correct pictures.

prank spy luxurious tedious



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

2 Fill in the blanks with the correct words or phrases from the box.

talk politics shocked in surprise incidentally tactic plotted

- Freddie \_\_\_\_\_ the little kids in the neighborhood with his scary Halloween costume.
- It's not always polite to \_\_\_\_\_ at the dinner table. These conversations often end in arguments.
- When someone is angry, it's often a good \_\_\_\_\_ to listen politely and ask questions about how they feel.
- The two robbers \_\_\_\_\_ to rob a bank, but were foiled when they bragged about it on Facebook.
- Phil arrived at the restaurant to meet his new date; \_\_\_\_\_ his ex-girlfriend was already there with another man!
- Kim looked up \_\_\_\_\_ when she heard her name called in the middle of the airport.

**E Grammar**

Conditional sentences

conditional sentences	
Use conditional sentences to express an outcome that is possible, likely, or definite if certain conditions are met.	When I wake up before noon, I have time to call my friends before work. If I wake up before noon tomorrow, I'll call you.
Use conditional sentences to express an outcome that is now impossible because a condition wasn't met.	If I had woken up before noon, I would have called you. Had I woken up before noon, I would have called you.

Write one conditional sentence for each situation described. Use *if* or *when* in each sentence.

- It might rain today. We can't play baseball in the rain.  
\_\_\_\_\_
- You are taking your driving test tomorrow. Passing the test is necessary for getting your license.  
\_\_\_\_\_
- The dinner you were making burned. You won't be able to feed your guests.  
\_\_\_\_\_
- Sometimes we don't have English class. We can spend more time reading novels.  
\_\_\_\_\_
- The car wasn't affordable enough. I didn't buy it.  
\_\_\_\_\_

**F Use the Language**

Dinner with ...?

Expand your dialogue from activity C to include a third person. Imagine that this third person shows up unexpectedly. Write a new dialogue and act it out in front of the class.

**D Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly with a focus on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification.
- Then have them complete part 1 on their own.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. luxurious	2. prank
	3. tedious	4. spy

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification.
- Then have them complete part 2 on their own.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. shocked	2. talk politics	3. tactic
	4. plotted	5. incidentally	6. in surprise

**E Grammar**

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification.
- Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. If it rains today, we won't be able to play baseball.
	2. If you pass your driving test, you will get your license.
	3. If the dinner had not burned, you could have fed your guests.
	4. When we don't have English class, we can spend more time reading novels.
	5. If the car had been affordable enough, I would have bought it.

**Extension Using the Grammar**

- Invite students to talk about events from their recent past and near future using the grammar points presented in this lesson.
- Encourage students to write three sentences about their past and three sentences about their future.
- Have students work in pairs to provide a peer edit.
- Invite volunteers to share their sentences.
- Give feedback.

**Check the Workbook**

For further grammar practice, use Activity 3 in Module 1, Lesson 4 of the workbook.

**F Use the Language**

- Write the title of the activity on the board: "Dinner with ...?"
- Ask students to read the direction lines.
- Check for understanding.
- Tell students to get into groups of three. Encourage some groups from activity C to separate and join new groups, and other groups from activity C to remain with their original partners.
- Have students complete the activity.
- Have students present their dialogues to the class.

**Teacher's Note How Would They Feel?**

Famous people interact with their fans very often, but rarely do they do this as intimately as described in this lesson. Encourage students to consider the meetings they write about in activity C and activity F from everyone's perspective. How would a famous person react to meeting with people he or she does not know? How would he or she feel? Ask students if they think that their dialogues reflect these ideas.

**Extension A Blog Post**

- Encourage students to imagine that the dialogues that they worked with in activity C and activity F really occurred.
- Ask them to consider the highlights of the meeting.
- Have students write blog posts describing their meeting. Encourage them to use the reading from this unit as a model.
- Invite volunteers to share their blog posts with the class.

# Lesson 5 I'm a big fan!

Aims				
- Talk about fan letters and what fans write to celebrities - Write a fan letter				
Vocabulary				
march	channel	scholarship	anchor	poverty
step down	stand up for	voice	safe to say	critical
Writing Guide				
Write a Fan Letter				

## A Warm-up

- Write the title of the lesson on the board: "I'm a big fan!"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the questions from activity A on the board. Take a poll of which students have written a fan letter. Ask them who they wrote to and why.
- Ask follow-up questions such as "What would you write about in your fan letter?"
- Write some of the responses on the board.

## B Prewriting

- Review the chart.
- For each heading, check for students' understanding by asking them to share an example that would apply to each category.
- Have students complete the chart on their own.
- Invite students to share their responses with the class.

## C Authentic Text

This text is a fan letter written to a famous news anchor. The writer takes the opportunity to tell the news anchor about his favorite aspects of the newscaster's career.

- Tell students that they will read a fan letter.
- Ask students to take turns reading parts of the text.
- Take time to answer any questions students may have about the text or the vocabulary.
- Use the brief notes to explain difficult parts of the text, such as *open dialogue* and *hardline journalism*.

### Teacher's Note Why Write a Fan Letter?

Fans write fan letters to their favorite celebrities for numerous reasons. Some fans write letters to praise their favorite celebrities, some write to thank the celebrities for their work, and others write to celebrities in the hope of making a personal connection. Discuss with your class the motivations fans may have for writing fan letters.

## D Analyze the Text

### Part 1

- Have a student read the direction line.
- Then have students read the questions one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the questions along with their chosen answers.
- Ask the class whether they agree that each answer given is accurate.

**Key** 1. c 2. b 3. b

# Lesson 5 I'm a big fan!

## A Warm-up

Have you ever written a fan letter? Who did you write to? Why did you write the letter to that person?

## B Pre-writing

Fill out the chart with ideas for a fan letter. Think of friends, family, famous people, and other role models in your life, and then think about the traits that make them admirable. List one or more traits for each person.

Name	Admirable Traits

### Brief note

An *open dialogue* is a way of communicating in which both sides listen and respond to each other in a non-judgmental manner. This allows each side to understand the viewpoint of the other.

## C Authentic Text

Read this letter a fan wrote to his favorite news anchor.

Dear Chenelle Smithers,


Hi, my name is Darren Downings, and I'm a big fan.

I'm writing to thank you for your 15 years of service as a news anchor for Channel 5. Your dedication to thorough investigation, scholarship, and open dialogue has made our world a better place.

In one of your first big reports, you spent countless hours investigating our ex-mayor's corrupt activities, eventually prompting him to step down. You next conducted a series of interviews with low-income immigrant families. You helped them voice their needs when no one else was listening. The city responded by investing three million dollars in low-income housing. You lifted people out of poverty with the power of your words and attention!

I especially appreciated your coverage of the Women's March, back in 2017. You always stand up for what is right, and this was no exception. When a group of men tried to block the march, you bravely approached them and asked for their story. Many people were too angry to speak with them, but you were composed and calm. You were critical without being insulting. This allowed the men to voice their true opinions. Shortly afterward, they disbanded, and the marchers were able to move forward. I like to think that you helped those men see the error of their ways.

I was sad to hear that you will be leaving the station. It's safe to say that Channel 5 won't be the same without you. I'll be missing your *hardline journalism* for years to come. I hope this next chapter in your life is fulfilling and full of joy!



### Brief note

*Hardline journalism* is reporting that addresses important issues like politics, finance, and war. *Soft news* is reporting that talks about non-essential issues, like entertainment, arts, and lifestyle.

## D Analyze the Text

1 Circle the correct answers.

- Which of the following is NOT something that Darren admires about Chenelle?
  - her dedication to thorough investigation
  - how she sticks up for what is right
  - how much money she invested in low-income housing
  - her ability to be critical without being insulting
- How did Chenelle approach the men at the Women's March?
  - angrily
  - calmly
  - fearfully
  - quickly
- Based on the passage, what do you think the word *disbanded* means?
  - moved together
  - moved apart
  - got stronger
  - got bigger

## Part 2

- Ask a student to read the questions aloud.
- Allow a short time for students to answer the questions on their own.
- Ask for volunteers to share their responses.
- After each question has been answered by a volunteer, ask the class if they agree with this response. Allow alternate responses to be expressed.
- Evaluate alternate responses as a class.

Answers may vary.

- He is writing a letter because he wants to tell her how much she means to him as a journalist.
- When Chenelle spoke to the men at the march, she was showing her dedication to open dialogue. She didn't agree with them, but she spoke with them anyway. Her approach served as an example of open dialogue.

## E Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly with a focus on pronunciation.

### Part 1

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class.
- Give feedback.



2 Answer the questions in one or two complete sentences.

1. Why is Darren writing a letter to Chenelle?  
\_\_\_\_\_
2. What event shows Chenelle's dedication to open dialogue?  
\_\_\_\_\_

E Vocabulary

1 Write the words from the box under the correct pictures.

march      channel      scholarship      anchor      poverty

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2 Write a sentence using each word or phrase.

1. step down  
\_\_\_\_\_
2. stand up for  
\_\_\_\_\_
3. voice  
\_\_\_\_\_
4. safe to say  
\_\_\_\_\_
5. critical  
\_\_\_\_\_

F Use the Language

Write a Fan Letter

Read the Writing Guide. Then choose one of the people you listed in activity B. Use the Writing Guide to write a fan letter to that person on a separate piece of paper.

Writing Guide

**Opening Statement:** This paragraph tells the recipient what your letter is about. Write generally about how much you admire the recipient, and what you admire about him or her.

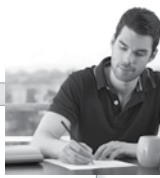
*I am writing this letter to... tell you how much I admire you... because I am a big fan...*

**Supporting details:** Explain in more detail why you admire the person. Provide specific evidence (events, actions, or memories) that demonstrates the reasons for your admiration.

*I remember when... I especially admire you because of when you...*

**Conclusion:** At the end of the letter, write two or three sentences as a farewell. Restate your admiration, and write a warm signoff.

*I hope to be like you someday... I will always remember you for your... I hope... Have a wonderful...*



- Complete the activity.
- Have students exchange their work with partners for a peer edit.
- Have students share their letters with the class.

Teacher's Note Sample Response

Dear Sunny Meadows,

I am writing this letter to tell you how much I admire you. I am such a big fan of your music. I listen to your song, "Amazing Morning," every day when I wake up. It gives me the energy I need to make it through my hectic days. Thank you!

I'm not only a fan of your music, of course. I'm a huge fan of your social work as well. I remember when you started the Sunny Futures Program for Kids. It's so wonderful that you would choose to give back to the community in this way. I'm sure that kids all over the country will be helped by your generosity.

Someday, I hope I can inspire people the way you do. I will always look up to you. And every time I hear your voice on the radio, I smile a big smile.

Yours truly,  
Destiny Evans

Extension How Would They Respond?

- Have students work with partners.
- Ask them to exchange their fan letters.
- Have pairs read through the fan letters as if they were the celebrities.
- After they have read the fan letters, ask students to consider how they would respond as the celebrity recipients.
- Have partners write replies to each other's letters.
- Have students share their letters with the class.

- Key**
- |            |            |                |
|------------|------------|----------------|
| 1. march   | 2. poverty | 3. scholarship |
| 4. channel | 5. anchor  |                |

Part 2

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their sentences with the class.
- Give feedback.

- Key**
- Answers will vary.*
1. After being found guilty of a crime, the senator was asked to step down from his position.
  2. I always stand up for my little brother.
  3. The townspeople voiced concern about the new taxation laws.
  4. It's safe to say that no one wants children to be harmed.
  5. Parents should not be too critical of their children's behavior when they are young.

F Use the Language

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "Write a Fan Letter."
- Read the writing guide with students.
- Explain the intention of each paragraph as described in the guide.
- Allow students to select their own recipients for their fan letters.

## A Listening

### Part 1

- Have a student read the direction lines.
- Play the audio.
- Then have students read the statements one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key	1. false	2. true	3. true
	4. false	5. true	

### Part 2

- Ask a student to read the questions aloud.
- Discuss the questions as a class.
- Ask for volunteers to share their responses.
- After each question has been answered by a volunteer, ask the class as a whole if they agree with this response. Allow alternate responses to be expressed.
- Evaluate responses as a class.

Key	<i>Answers will vary.</i>		
	1. I find it inspiring that the boy decided to race even though he had lost his legs.	2. He may have had an unfair advantage if the artificial legs worked better than human legs.	

### Teacher's Note Advantages or Disadvantages?

Some students may not see how a disadvantage can be turned into an advantage. While it's true that not having legs is usually a disadvantage, a runner without legs could end up with an advantage if equipped with specially designed artificial legs. It may be worth having an additional discussion on this topic to gauge the opinion of your class.


## B My Role Models

- Ask a student to read the direction lines.
- Check for understanding.
- Have students work in pairs.
- Give students time to discuss the questions.
- Write the chart on the board.
- Allow volunteers to share their thoughts while they refer to the chart on the board.
- Give feedback.

### Extension A Letter to Your Role Model

- Have students identify people they admire as role models.
- Encourage them to think back to the fan letters they wrote in Lesson 5.
- Have students draft fan letters to their role models. Make sure that they explain why they admire their role models, how their role models inspire them, and how their lives have been changed by their role models.
- Invite volunteers to share their letters with the class.
- Encourage students to share their letters with their role models.

### A Listening

Listen to the conversation between two friends about a recent news event. Then answer the questions below. 

1 Read the statements and circle true or false.

- |  |      |       |
|--|------|-------|
| 1. The man thinks the boy had an unfair advantage.             | true | false |
| 2. The woman thinks the boy was incredibly driven.             | true | false |
| 3. Both people think the boy is a great role model.            | true | false |
| 4. The boy was given \$200,000 cash for winning the race.      | true | false |
| 5. The woman thinks the public makes a big deal out of things. | true | false |

2 Discuss the questions as a class.

1. In what ways do you find the boy's story inspiring?
2. Do you agree that his artificial legs gave him an unfair advantage? Why or why not?

### B My Role Models

What role models do you admire? Why? Discuss these role models with a partner, making sure to list the specific traits that you admire in these role models. How do you want to be like these role models?

Role Model	Why I admire this role model	How I want to be like this role model

### C Improving the World

Everyone can be a role model. In what ways can you improve the world? What traits do you need to improve it? Write a short letter to yourself in the future. Explain how you will be a better role model. List the specific things you'd like to accomplish.

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### D Share

Share your answer from activity C with the class. Read your letter out loud and answer questions your classmates may have.

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## C Improving the World

- Ask a student to read the direction lines.
- Check for understanding.
- Encourage students to consider how they could be role models for other people.
- Have students write letters to themselves in the future. Make sure that they outline plans for their future success in the letter.

Key	<i>Answers will vary.</i>
-----	---------------------------

### D Share

- Invite students to share their work from activity C with the class.
- Have students share their letters with the class.
- Ask them to answer any questions their classmates may have.

### Teacher's Note Sample Response

Dear Me of the Future,

We've come a long way to get where you are! It's important to think of the people who've helped us up until now. How were we helped over the years? How did those who helped us shape us? Now that we're older, it's time to give back to the next generation. Let's help young people reach the great future we've reached. We can be a good role model, we can help children overcome difficulties, and we can share opportunities for children to experience the things that made us who we are.

I love you,  
Me of the Past

**A Read to Speak**

Read the passage. Then answer the question.

To be better world citizens, we must all work together to be good role models for each other. If people can't voice their needs, then we should all stand up for them to make their voice louder. We must admire each other's perseverance, not be jealous of each other's success. If we help build one another's self-esteem, then we will all feel good about ourselves. We need to emulate everyday working people, not celebrities. Your garbage man can be your idol. Just think about the amount of work and dedication that goes into getting his job done every day. Role models are all around us. We should aspire to see the good in everyone, and only then can we see the good in ourselves.

Which of the following is NOT a way the writer says we can be role models for each other?

- a. by building other people's self-esteem
- b. by admiring everyday working people
- c. by working as a garbage man
- d. by aspiring to see the good in everyone

**B Write to Speak**

How can we all be good role models? List actions that you can take to be a good role model. Explain how each action would help the world.

Action as a Role Model	How it Helps the World

**C Now Speak**

Explain to your classmates how everyone can be a good role model for others. Organize your thoughts from activity B above in the order that you want to talk about them. Use conditionals to explain how your actions as a role model will help the world.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**B Write to Speak**

- Ask a student to read the direction lines.
- Tell students to complete the activity. Then discuss the questions.
- Ask students to share their answers with the class.
- Give feedback.
- Ask volunteers to share their responses.

*Answers will vary.*

Action: I can work hard and always try my best.

How it helps: I can inspire others as they see how my hard work results in success.

Key

Action: I can defend those who are weak.

How it helps: I can show others that bravery is needed to protect everyone.

Action: I can make my opinions known.

How it helps: When others see and understand my beliefs, they'll know that their thoughts are valid as well.

**C Now Speak**

- Ask students to review their thoughts from activity C.
- Have them organize their thoughts into a clear presentation.
- Allow volunteers to share their presentations with the class.
- Give feedback.

*Answers will vary.*

It is important to be the best person you can be. You never know when you might become a role model for someone else. If I work hard and always try my best, I can inspire others as they see how my hard work results in success. I must be brave as well. If I'm not afraid to share my thoughts and opinions, others might see and understand my beliefs. Then they'll know that their thoughts are valid as well. And it's important to stand up for people who are weaker than you. This will show others that bravery is needed to protect everyone.

Key

**A Read to Speak**

This text is an inspirational passage describing what people can do to support and encourage one another to succeed.

- Ask students to read the passage on their own.
- Tell students to complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. c

**Teacher's Note Your Global Responsibility?**

Some students may not agree that they have a responsibility to support others during their lives. Encourage students to consider whether they would prefer to live in a world of support and encouragement or in a world of competition.

**Extension A Plan for Success**

- Encourage students to enact their plans for becoming role models.
- In pairs, have students outline plans for becoming the person they each described in activity C.
- Be sure that students list specific activities they can do to achieve their goals.
- Ask students to share their plans with the class.
- Encourage the class to give feedback as to how to best achieve each speaker's goals.



# History & Culture



## Warm-up

1. List three traditions that are celebrated in your culture.  
\_\_\_\_\_
2. Pick one tradition you listed above. How is it important?  
\_\_\_\_\_
3. Do you know of cultures that don't live with modern technology? How do they survive?  
\_\_\_\_\_
4. What are your favorite traditional foods?  
\_\_\_\_\_
5. List three conflicts that happened recently, or are currently happening, in your region or around the world.  
\_\_\_\_\_



### Module 2 Goals

- I can understand correspondence relating to my personal and professional interests with occasional use of a dictionary.
- I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas.
- I can understand in detail TV documentaries, interviews, talk shows, plays, and films in standard language.
- I can develop an argument systematically, highlighting significant points and including supporting detail where necessary.
- I can use a range of language to express abstract ideas as well as topical subjects, correcting most of my mistakes in the process.

### Warm-up

- Draw students' attention to the title of Module 2. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

### Extension A Celebration in Detail

Students celebrate cultural traditions and festivals without giving them much deep thought.

- In groups of three or four, have students select a celebration that they are familiar with.
- You may wish to have students write the name of their celebration on the board. Do not allow students to repeat topics. The first group to write their celebration's name on the board gets to work with that celebration.
- Ask students to summarize what happens during their celebration. Be sure they explain why these things happen. If they can, ask them to present some historical facts.
- Invite groups to present on their celebration.
- Allow other students to ask questions and share what they know about the celebrations.

### Vocabulary

- Read the vocabulary lists aloud slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

### Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to share their answers and give feedback.

### Teacher's Note Module 2 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

**Lesson 2** Past tenses

**Lesson 3** Describing the relationship between past events

**Lesson 4** Subjunctive mood

### Module 2 Preview

#### Vocabulary

Read the words and put a check mark (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> abandon	<input type="checkbox"/> commemorate	<input type="checkbox"/> primitive	<input type="checkbox"/> hunger	<input type="checkbox"/> hatred
<input type="checkbox"/> accumulate	<input type="checkbox"/> stunning	<input type="checkbox"/> flee	<input type="checkbox"/> produce	<input type="checkbox"/> intolerance
<input type="checkbox"/> engage	<input type="checkbox"/> discovery	<input type="checkbox"/> isolated	<input type="checkbox"/> feast	<input type="checkbox"/> racism
<input type="checkbox"/> monotonous	<input type="checkbox"/> heritage	<input type="checkbox"/> ally	<input type="checkbox"/> tender	<input type="checkbox"/> legacy
<input type="checkbox"/> preserve	<input type="checkbox"/> campaign	<input type="checkbox"/> protective	<input type="checkbox"/> pastry	<input type="checkbox"/> protest
<input type="checkbox"/> fluent	<input type="checkbox"/> trace	<input type="checkbox"/> extinct	<input type="checkbox"/> bland	<input type="checkbox"/> unite
<input type="checkbox"/> elder	<input type="checkbox"/> moderate	<input type="checkbox"/> intruder	<input type="checkbox"/> wheat	<input type="checkbox"/> slavery
<input type="checkbox"/> generation	<input type="checkbox"/> staggering	<input type="checkbox"/> distress	<input type="checkbox"/> hearty	<input type="checkbox"/> condemn

#### Grammar

Answer the questions.

- What tense is the underlined part of the sentence?  
I had enjoyed Thanksgiving until I learned the truth of its history.  
a. simple past                      b. past perfect  
c. past continuous                d. past perfect continuous
- Circle the correct word to fill in the blank.  
I was ( support / supporting ) native rights in the protest.
- Write in your own answer to complete the sentence.  
When I learned of the tragedy, I \_\_\_\_\_.
- Underline the subjunctive in the following sentence.  
My mother asked that I participate in this year's Thanksgiving celebration, despite my objections.

#### Write

Write about your favorite tradition.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Key

- b
- supporting
- Answers will vary. When I learned of the tragedy, I donated to help those affected.
- that I participate

### Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

### Teacher's Note Sample Response

Every year, I have a big New Year's lunch with my family. All my family members make it a point to be present at my parents' home for the event. Nobody misses the huge feast! We enjoy eating good traditional food and wishing each other good fortune and health. It's a great way to start the new year.

### Teacher's Note Traditions Taken for Granted

Some students may believe traditions only occur during special events or during ceremonies. Have a discussion with students to clarify exactly what defines a tradition.

# Module 2 Overview: History & Culture

## Lesson 1: A Language at Risk

**Aims:** - Talk about languages  
- Describe why languages are important

**Vocabulary:** Traditions

## Lesson 2: Celebrating American History

**Aims:** - Talk about holidays and why they are celebrated  
- Consider whether the intended celebration of a holiday is an accurate representation of what really happened

**Vocabulary:** History

**Grammar:** Past tenses

## Lesson 3: Living in a Bubble

**Aims:** - Talk about cultures that are separate from the industrialized world  
- Discuss whether isolated tribes should or should not be contacted

**Vocabulary:** Words to Convey Concern

**Grammar:** Describing the relationship between past events

## Lesson 4: Food Culture

**Aims:** - Talk about the food of different cultures  
- Describe how food is an expression of culture

**Vocabulary:** Cultural Foods

**Grammar:** Subjunctive mood

## Lesson 5: Cultural Conflict

**Aims:** - Talk about cultural conflicts arising in various parts of the world  
- Write an opinion essay

**Vocabulary:** Conflict

**Writing Guide:** Giving Your Opinion

## Lesson 1 A Language at Risk

### Aims

- Talk about languages  
- Describe why languages are important

### Vocabulary

monotonous	abandon	elder	instruct
accumulate	engage	fluent	generation
motivate	preserve		

### A Warm-up

- Write the title of the lesson on the board: "A Language at Risk."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "Why are there so many languages in the world?" and "What are some reasons why people stop using certain languages?"
- Write on the board any new vocabulary and good answers that students come up with.

## Lesson 1 A Language at Risk

### A Warm-up

Talk about the questions as a class.

1. How many languages have you heard of? What are they?
2. Do you know of any languages that are spoken by only a small number of people? How are they kept alive?
3. How is language important to a culture's history?

### B Authentic Text

#### 1 Read the e-mail.

#### Brief note

The Winnemem Wintu are a Native American tribe located in Redding, California, USA.

#### Paragraph 1

Dear Christie,

It's been a challenging few months. At times, I was tempted to **abandon** the project altogether, but the dedication of the Winnemem Wintu kept me **engaged**. Although only a few **fluent** speakers remain, together we made great gains in the effort to **preserve** their language.

#### Paragraph 2

As you know, many Native American languages are at risk of being lost because **generations** of Native American children were forced to attend English-only schools. The Winnemem Wintu were not spared this attack on their traditions and culture. There is an oral history. If their spoken language disappears, so does the bulk of their cultural knowledge, **accumulated** over hundreds of years. We can't let this happen.

#### Paragraph 3

Over the last few months, we worked with the **elders** of the tribe to develop a written alphabet and a dictionary to preserve the wisdom of the Winnemem Wintu language. We also recorded them speaking the language, but this was only a first step. Developing a complete writing system will take years, and it's impossible to record the entire language. This week we started on a new phase of the project: teaching the young people to speak the language. It was fun to watch the elders **instruct** the children and to help develop their teaching systems.

#### Paragraph 4

I'll admit that the recording phase of the project was **monotonous** at times. I'm happy to be moving on to working with the younger people. They learn amazingly fast and are easily **motivated**. Two more weeks of this, and then we'll be wrapping up. We won't really be finished, however. Two weeks is just how much longer our funds will last. It cost a lot to get as far as we did, and it will cost a lot more to preserve just this one language. Can you believe that there are 236 other at-risk languages in North America alone? We've got our work cut out for us!

Love always,  
Thomas

#### Brief note

To have your work cut out for you is to have a large task that you need to complete.

#### 2 Discuss the questions.

1. How did the Winnemem Wintu language become threatened with extinction?
2. What techniques can be used to preserve a language?
3. How are young people important for the preservation of a language?
4. Why is it valuable to preserve a language that might be lost?

#### 3 Choose the best title for each paragraph.

- |                               |   |
|-------------------------------|---|
| _____ The Work to Come        | _____ The Language Preservation Project |
| _____ A Disappearing Language | _____ The Phases of the Project         |

### Teacher's Note Pros and Cons of Many Languages

Students may receive mixed messages about the advantages and disadvantages of speaking many languages. Some students may have heard that fewer languages or one universal language would be an advantage for humanity. In this lesson, languages are important expressions of cultures, particularly of vanishing cultures. Weigh the pros and cons of preserving languages. Allow students to determine whether having many languages is an advantage or disadvantage.

### B Authentic Text

This text is an email between friends. One friend is working to document a vanishing language. In this text, an argument for the cultural significance of language preservation is made.

#### Part 1

- Tell students that they will read an email about one person's efforts to document a vanishing language.
- Ask students to take turns reading.
- Use the brief notes to explain difficult parts of the text, such as *have your work cut out for you*.

#### Part 2

- Ask students to read each question.
- Have students consider each question by themselves first.
- Then lead a discussion based on the questions in which you facilitate student participation.

4 Choose the five statements below that are true according to the information in the reading.

1.  Thomas has been working on the project for several years.
2.  Native American children were forced to learn English in school.
3.  Thomas found creating a written alphabet and dictionary to be monotonous at times.
4.  Funds for Thomas's current project will run out in two weeks.
5.  Thomas worked only with the elders.
6.  The current phase of the project is teaching the children to speak the language.
7.  The Winnemem Wintu are dedicated to preserving their language.

### C Vocabulary

1 Write the words from the box under the correct pictures.

monotonous      abandon      elder      instruct



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

2 Look at the words in bold in the reading. Write your own definition for each word. Then check your definitions using a dictionary. Rewrite the definitions if necessary.

1. abandon (*v.*) \_\_\_\_\_
2. accumulate (*v.*) \_\_\_\_\_
3. elder (*n.*) \_\_\_\_\_
4. engage (*v.*) \_\_\_\_\_
5. fluent (*adj.*) \_\_\_\_\_
6. generation (*n.*) \_\_\_\_\_
7. instruct (*v.*) \_\_\_\_\_
8. monotonous (*adj.*) \_\_\_\_\_
9. motivate (*v.*) \_\_\_\_\_
10. preserve (*v.*) \_\_\_\_\_

### D Use the Language

#### Languages at Risk

Work with a partner to answer the following questions.

1. How are your cultural traditions preserved through your language?
2. Imagine a time when your language becomes at risk of dying out. How could you save it? Discuss and draft a plan to preserve your language. Share this plan with the class.



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Answers may vary.

1. The children of the tribe were taken and forced to attend English-only schools.
2. A language can be preserved through development of a written alphabet and through audio recordings.
3. Young people are important if they learn the language. Speaking a language is the best way to keep it alive.
4. Every culture that has a language is worth saving. Preserving a language signifies the practice and continuation of a people's culture. In addition, some aspects of culture lose their meanings when not expressed in the native language.

### Part 3

- Ask students to read each title.
- Have students complete this activity by themselves first.
- Then ask students which title is for Paragraph 1, Paragraph 2, etc.
- Give feedback.

Key 4, 2, 1, 3

### Part 4

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key True statements: 2, 3, 4, 6, 7

### Teacher's Note Cultural Conquest

Throughout history, cultures have come into conflict. Sometimes, cultures destroy one another completely. Other times, one culture is subsumed by another, and the people of the weaker culture become part of the dominant culture. Often, there is a mixture of these two approaches. Have students consider how cultures interact in these ways. You may not want to bring this aspect up depending on the country that you're in. Avoid this discussion if you think it may be inappropriate and too much to handle for your students.

### C Vocabulary

#### Part 1

- Ask students to look over the vocabulary words.
- Say each word slowly with a focus on pronunciation.
- Ask students to complete the activity alone or with a partner.
- Ask students to share their answers with the class.
- Give feedback.

Key 1. abandon 2. elder  
3. instruct 4. monotonous

#### Part 2

- Ask a student to read the direction lines.
- Ask if students need clarification. Have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Answers may vary.

1. to leave without explanation or intention to provide further care
2. to gather a large amount of something
3. an older member of a community
4. to interact with
5. to be able to speak quickly and naturally
6. a group of people born within a few years of each other
7. to teach
8. boring because things aren't changing
9. to inspire someone to do something
10. to keep something as is and to protect it

### D Use the Language

- Have students work with a partner.
- Ask students to read the questions.
- Allow partners to discuss their responses to each of the questions.
- Encourage partners to explore one another's thoughts by asking follow-up questions of their own.
- Then have students go online to research the steps needed to preserve their language.
- Allow an opportunity for students to share their plans with the class.

### Extension Preserving Culture

- Ask students to work in small groups of three or four.
- Have students choose a short story from their culture.
- Groups should begin by writing out their stories in their native language.
- Next, have group members work together to translate the stories into English.
- Ask students to read each of the stories in their group. Have them consider if and how the two versions of each story differ.
- Have students share their thoughts on whether they feel culture must be preserved in their native language.

# Lesson 2 Celebrating American History

Aims				
- Talk about holidays and why they are celebrated				
- Consider whether the intended celebration of a holiday is an accurate representation of what really happened				
Vocabulary				
opt	staggering	moderate	stunning	trace
heritage	campaign	commemorate	discovery	immigrant
Grammar				
Past tenses				

## Warm-up

- Write the title of the lesson on the board: "Celebrating American History."
- Ask students what they think they will learn about in the lesson.
- Tell students to look at the picture at the top of the page.
- Ask students how this photo might relate to the text.

## A Authentic Text

This text is a news article about an upcoming Columbus Day celebration. It points out that many people do not like Columbus Day and provides some suggestions that perhaps the holiday should be changed.

- Tell students that they will read some opinions regarding the American celebration of Columbus Day.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as *second-class citizen*.

This weekend, thousands will wake up early to attend and participate in the Columbus Day parade. Teenaged marching band members, football players, and beauty pageant contestants will all conquer their adolescent sleep cycle to put on a spectacle for the town.

The holiday commemorates when Christopher Columbus navigated across the Atlantic Ocean and landed on a Caribbean island. His voyage made the western world aware of the Americas and led to the founding of the United States.

Many question the practice of celebrating such a controversial historical figure. Not only is his supposed discovery of America questionable at best, but he also forced the native people off their lands. Many also claim that celebrating Columbus for discovering America is inaccurate. By the time Columbus arrived, Native Americans had been living here for many generations. Some people have suggested that, instead, we trace our celebration back to the Native Americans and rename it "Indigenous Peoples' Day." The fight for this change has been long, but it has gained acceptance recently. The first Indigenous Peoples' Day celebration was in 1992, on the 500th anniversary of Columbus's 1492 voyage, in Berkeley, California. Now, the rebranded holiday is celebrated in cities across the country.

Other Americans have opted to view Columbus Day as a time to celebrate Italian heritage. In fact, the holiday was officially recognized in 1907 because of the efforts of a first-generation Italian immigrant named Angelo Noce. At the time, Italian Americans were seen as second-class citizens. In an effort to improve that situation, Noce campaigned to make Columbus Day a national holiday.

Whatever your feelings about the holiday, this year's parade promises some stunning displays. Dozens of floats will roll down Main Street, and there is strong competition. Participants have been trying to dethrone the reigning champion for years, but Harrison's Farm is holding strong with their straw replicas of the Niña, the Pinta, and the Santa Maria.

The recent torrential rain should end tomorrow and Sunday's weather is predicted to be mild with moderate cloud coverage. The size of the crowd last year was staggering, with thousands of spectators, so come out well before festivities start at 10:00 a.m. if you want a front-row seat!

Key

# Lesson 2 Celebrating American History

## A Authentic Text

Read the news article below. Circle the simple past verbs.

### Brief note

A *second-class citizen* is a person who is treated as less important, and given fewer privileges, than other people in the same society.

This weekend, thousands will wake up early to attend and participate in the Columbus Day parade. Teenaged marching band members, football players, and beauty pageant contestants will all conquer their adolescent sleep cycle to put on a spectacle for the town.



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### Brief note

The three ships that Columbus led from Italy across the Atlantic were called the Niña, the Pinta, and the Santa Maria.

## B Vocabulary

1 Read the statements and circle true or false.

- |   |      |       |
|---|------|-------|
| 1. Opt is a synonym for "choose."   | true | false |
| 2. Staggering could indicate a small amount.  | true | false |
| 3. If the weather predicts moderate showers, there will most likely be torrential rainfall. | true | false |
| 4. If someone says that you look stunning, it is a compliment.                              | true | false |
| 5. We can trace our ancestry using DNA.   | true | false |

2 Write your own sentences using the words from the box.

heritage      campaign      commemorate      discovery      immigrant

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## C In Your World

### National Holidays

Think about the national holidays in your country. Discuss the questions as a class.

- What makes a leader worthy of a national holiday?
- In the past, how have you celebrated your favorite holiday?
- Are there any historical events that you feel should have a holiday, but don't?

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## Teacher's Note News or Opinion?

There is much debate today about the role of news reporting on the shaping of public opinion. At one time, the purpose of the news was to present facts regarding what was happening in society. During this period in the history of news, it was considered inappropriate to overtly influence public opinion. Now, many newscasters consider it their duty to shape society through the skillful insertion of opinion within fact-based reporting. Encourage students to identify where the journalist's opinions might be showing in this article.

## B Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

### Part 1

- Ask a student to read the direction line for the activity.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key

- |         |          |          |
|---------|----------|----------|
| 1. true | 2. false | 3. false |
| 4. true | 5. true  |          |

### Part 2

- Ask a student to read the direction line for the activity.
- Ask if students need clarification.



**D Grammar**

**Past tenses**

simple past
The simple past tense shows an action or condition completed or ended in the past, using the past form of the verb (-ed form in regular verbs).
In 1492, Columbus <u>navigated</u> across the Atlantic Ocean and <u>landed</u> on a Caribbean island.
past perfect
The past perfect tense shows an action completed before another action or time, using the helping verb <i>had</i> + the past participle (-ed form in regular verbs).
She <u>had studied</u> English for several years before she visited the United States.
past continuous
The past continuous tense shows a continuing action or condition, especially as it relates to another past event, using <i>was</i> or <i>were</i> + the present participle (-ing form).
They <u>were eating</u> lunch when the fire started.
past perfect continuous
The past perfect continuous shows an action or condition that was happening in the past prior to another past event, using <i>had</i> + <i>been</i> + the present participle.
By the time Columbus arrived, the Native Americans <u>had been living</u> here for many generations.

**1 Write the tense for each underlined verb.**

1. He was watching TV when you called. \_\_\_\_\_; \_\_\_\_\_
2. He asked you to call back after the show ended. \_\_\_\_\_; \_\_\_\_\_
3. By noon, they had been riding on the train for two hours. \_\_\_\_\_
4. They had planned to go tomorrow, but they changed their minds. \_\_\_\_\_; \_\_\_\_\_
5. You and your girlfriend were walking down the street, holding hands. \_\_\_\_\_

**2 Write a sentence to describe each picture. Use at least one past tense in each sentence.**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**E Use the Language**

**Pros and Cons**

1. Should the United States continue celebrating Columbus Day? Fill out the pros and cons chart. If you need more information, use the Internet for brief research.

Columbus Day	
Pros	Cons

2. Now, have a debate. Share your chart with a classmate, and then decide which side you want to defend. Share your debate with the rest of the class.

25

- Then have them complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

*Answers will vary.*

1. This day is an important celebration of our heritage.
2. The university has launched a campaign to get students to stop smoking.
3. She sang the song to commemorate the soldiers who died in battle.
4. The discovery of new land expanded the empire.
5. He is an immigrant working to help his new country.

**Extension A Celebration in Your Culture**

- Have students work in pairs.
- Challenge students to describe a celebration in their culture using as many vocabulary words as possible.
- After students have had time to work, ask if any were able to use all the words.
- Determine which group was able to use the most words.
- Have groups share their work with the class.

**In Your World**

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to work in pairs.
- Have students discuss the questions with their partners first. Encourage them to take notes as they work together.
- Lead an open discussion about the questions.

**D Grammar**

Lesson 2 covers the following grammar: past tenses. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

**Part 1**

- Ask a student to read the directions for part 1.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

- |                                 |                              |
|---------------------------------|------------------------------|
| 1. past continuous; simple past | 2. simple past; simple past  |
| 3. past perfect continuous      | 4. past perfect; simple past |
| 5. past continuous              |                              |

**Part 2**

- Ask a student to read the directions for part 2.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

*Answers will vary.*

1. He was sleeping while the teacher was talking.
2. She cleaned the kitchen.
3. She looked at her watch and realized that she was late.
4. The cat was waiting to be adopted.

**Check the Workbook**

For further grammar practice, use Activities 1 and 3 in Module 2, Lesson 2 of the workbook.

**E Use the Language**

- Write the title of the activity on the board: "Pros and Cons."
- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to consider what it would be like to celebrate Columbus Day in the United States. Would they feel that this holiday was relevant to them?
- Have students work in pairs to have a mock debate about whether the United States should or should not celebrate Columbus Day.
- Either have students select a side of the argument to defend, or assign sides for students.
- Walk around and give feedback.
- Ask students to present their debates to the class.
- Give feedback.

**Extension A Debated Practice**

- Ask students to identify a practice within their culture that is debated among people in their culture.
- Take a poll of students' opinions on this debate.
- Have pairs prepare a mock debate regarding this topic. Have each partner take one side of the debate to argue.
- Either have students select a side of the argument to defend, or assign sides for students.
- Walk around and give help if needed.
- Ask students to present their debates to the class.
- Give feedback.

## Lesson 3 Living in a Bubble

### Aims

- Talk about cultures that are separate from the industrialized world
- Discuss whether isolated tribes should or should not be contacted

### Vocabulary

flee	isolated	distress	intruder	primitive
protective	extinct	descendant	harsh	ally

### Grammar

Describing the relationship between past events

### A Warm-up

- Write the title of the lesson on the board: "Living in a Bubble."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "Do people have a right to deny one another knowledge?" and "What would be the pros and cons of contacting isolated tribes?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Audio

This talk is a radio report talking about the Sentinelese people. It describes a culture isolated from the rest of the world and the positive and negative aspects of life in this unusual culture.

#### Part 1

- Tell students that they will listen to a radio report talking about the Sentinelese people.
- Play the audio.
- Use the brief note to explain the phrase *wash up*.
- Answer questions that students may have regarding the audio.

#### Part 2

- Play the audio as students read the questions for part 2.
- As students listen, have them write answers to the questions.
- Have volunteers read aloud the questions and their answers. As they do, check that they have the correct answers.
- Answer any outstanding questions that students may have.

Key

The Sentinelese are an indigenous tribe off the coast of India. When the Sentinelese encounter visitors, they usually attack. The Sentinelese live without agriculture, fire, industrialization, and allies. Isolation allows the Sentinelese preservation of their culture, including language, and protection from disease.

#### Part 3

- Play the audio again as students read the sentences for part 3.
- As students listen, have them fill in the blanks in the sentences.
- Ask students to read the sentences aloud to the class. As they do, check that they have added the correct words to the blanks.
- Answer any outstanding questions that students may have.

## Lesson 3 Living in a Bubble

### A Warm-up

Talk about the questions as a class.

1. Which do you think is more valuable, preserving individual cultures or sharing among cultures?
2. What are major threats to isolated tribes?

### B Audio

#### Brief note

To *wash up* means to appear on land because the ocean or another body of water left it there.

#### 1 Listen to the radio report.

It's hard to imagine that, in our globalized, industrialized world, there are still people who live without the most basic elements of modern civilization.

In fact, anthropologists know of many indigenous cultures so primitive that they have not developed agriculture or discovered how to make fire. One of these tribes—who are known as uncontacted people or isolated people—are the Sentinelese.

The Sentinelese live on North Sentinel Island in the Bay of Bengal, off the coast of India. Thought to be direct descendants of the earliest humans in Africa, the Sentinelese seem to just live as they have for 60,000 years.

Contact with the Sentinelese has been so limited that the Indian government doesn't know their population; estimates range from under 20 to over 100 people. The Sentinelese resist interaction with people on nearby islands, choosing not to form any allies despite the tiny size of their own community.

The isolation appears to be exactly what the Sentinelese want. In the late 20th century, a handful of expeditions to the island clearly demonstrated the tribe's feelings about intruders. Confronted by visitors, the Sentinelese usually attack until the visitors flee. One especially harsh incident involved a couple of fishermen whose boat washed up on the island. The Sentinelese killed them with arrows and spears, which they also threw at the helicopter that came to retrieve the bodies. They even reacted violently to a coast guard helicopter that surveyed the islanders for signs of distress after the 2004 tsunami.

The tribe's protective attitude has helped preserve their primitive culture, including their language, which is unique to this one small tribe and has yet to be translated. With so many other indigenous languages already extinct, it is remarkable that this one remains intact. Isolation may be important for the tribe's survival because they probably lack immunity to diseases that have developed through the centuries. To protect both the Sentinelese and outsiders, India in recent years has made it illegal to approach North Sentinel Island.

#### 2 Fill in the chart as you listen again.

Who are the Sentinelese?	How do the Sentinelese react to visitors?
What do the Sentinelese live without?	What are some benefits of the tribe's isolation?

#### 3 Complete the sentences about the Sentinelese.

1. North Sentinel Island is part of \_\_\_\_\_.
2. The Sentinelese are probably descendants of the earliest humans in \_\_\_\_\_.
3. Isolated tribes with primitive lifestyles are known as \_\_\_\_\_ people.
4. The Sentinelese attacked rescue helicopters with arrows and \_\_\_\_\_.
5. The Sentinelese probably lack \_\_\_\_\_ to diseases because of their isolation.
6. Unlike many other indigenous languages, Sentinelese has not become \_\_\_\_\_.
7. The government has made visits to North Sentinel Island \_\_\_\_\_.
8. The speaker implies that the Sentinelese do not use agriculture or know how to make \_\_\_\_\_.

Key

- |            |             |                |
|------------|-------------|----------------|
| 1. India   | 2. Africa   | 3. uncontacted |
| 4. spears  | 5. immunity | 6. extinct     |
| 7. illegal | 8. fire     |                |

### Extension A Debate about Living in Isolation

- Ask students if they think people in the industrialized world have the right to deny others the benefits of our advanced world.
- Have students imagine that they are members of an uncontacted tribe. How would they feel to learn that there's a world outside of their community like the modern technological world?
- As a class, decide whether students agree or disagree with the following statement: *It is for the good of the Sentinelese people that they remain uncontacted.*
- Have students form small groups of three or four people based upon their opinions.
- Ask these groups to prepare arguments for use in a debate.
- Allow groups to present and defend their arguments.

**C Vocabulary**

1 Fill in the blanks with the correct words from the box.

flee      isolated      distress      intruder      primitive

- The cabin was so \_\_\_\_\_ that there was no running water.
- When we realized that there was no town nearby, we felt totally \_\_\_\_\_.
- In the middle of the night, I heard a wild animal calling out in \_\_\_\_\_.
- I felt like a(n) \_\_\_\_\_ when I saw the flock of birds fly away as I approached.
- We had to \_\_\_\_\_ when the water level of the flood reached our front door.

2 Match the words with the correct definitions.

- |                 |  |
|-----------------|--|
| 1. protective • | • a. a country or person who helps another         |
| 2. primitive •  | • b. no longer existing                            |
| 3. extinct •    | • c. a person from a later generation in a family  |
| 4. descendant • | • d. extreme and dangerous                         |
| 5. harsh •      | • e. aiming to keep someone or something from harm |
| 6. ally •       | • f. simple, undeveloped, and unsophisticated      |

**D Grammar**

Describing the relationship between past events

describing the relationship between past events		
Use past tenses together to show how different past events are related.		
When the Sentinelese <u>saw</u> the helicopter, they <u>threw</u> spears.	simple past + simple past	<i>They threw spears <b>right after</b> they saw the helicopter.</i>
When the helicopter <u>flew</u> over the island, the people <u>were fishing</u> .	simple past + past continuous	<i>They were fishing <b>at the time that</b> the helicopter arrived.</i>
By the time the helicopter <u>left</u> , the Sentinelese <u>had thrown</u> 100 spears.	simple past + past perfect	<i>The Sentinelese threw 100 spears <b>before</b> the helicopter left.</i>
Before the helicopter <u>left</u> , the pilot <u>had been flying</u> around the island for hours.	simple past + past perfect continuous	<i>The pilot was flying <b>for a period of time before</b> the helicopter left.</i>

Write four sentences using the two tenses in parentheses.

- (simple past + simple past) \_\_\_\_\_
- (simple past + past continuous) \_\_\_\_\_
- (simple past + past perfect) \_\_\_\_\_
- (simple past + past perfect continuous) \_\_\_\_\_

**E Use the Language**

An Isolated Tribe

Consider what it might be like to live in a community with a tiny population and no contact with the outside world. Imagine being interviewed about the experience. Write at least six questions and answers. Work with a partner.

Question	Answer

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**Vocabulary**

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

**Part 1**

- Ask a student to read the direction line for part 1.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	1. primitive	2. isolated	3. distress
	4. intruder	5. flee	

**Part 2**

- Ask a student to read the direction line for part 2.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	1. e	2. f	3. b	4. c	5. d	6. a
------------	------	------	------	------	------	------

**D Grammar**

Lesson 3 covers the following grammar: describing the relationship between past events. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	1. When I came home, my dog jumped up in joy.
	2. When the teacher came into the classroom, the students were chatting loudly.
	3. By the time I finished my homework, my brother had eaten all the cookies.
	4. Before the guests arrived, we had been cleaning the house for hours.

**Check the Workbook**

For further grammar practice, use Activities 2 and 3 in Module 2, Lesson 3 of the workbook.

**E Use the Language**

- Have students work in pairs.
- Ask students to read the direction lines.
- Check for understanding.
- Allow students to develop questions and responses together.
- Ask students to write their responses in the form of a dialogue.
- Then have volunteers perform their dialogues for the class.

**Teacher's Note Self-Determination**

Remind students that although there is debate as to whether uncontacted tribes should be contacted and brought into modern society, the ultimate decision rests with the tribes themselves. Like the Sentinelese people, many of these tribes choose isolation. Whether they do this out of a sense of self-preservation or due to fear of the outside world remains unknown, but the wider society has come to respect their wishes and enable their continued isolation.

**Extension A New World**

- Have students work in pairs.
- Ask them to imagine that they grew up in an isolated tribe and that now they have decided to move to a modern city.
- Have them consider what they would need to learn in order to live successfully in the city.
- Ask what they think they would find most amazing about the modern world.
- Then ask them how they might feel if they were to move back to their isolated community after a year.
- Have students share their thoughts with the class.

# Lesson 4 Food Culture

Aims				
- Talk about the food of different cultures - Describe how food is an expression of culture				
Vocabulary				
hunger	produce	feast	tender	pastry
hearty	bland	wheat	dice	fatty
Grammar				
Subjunctive mood				

## A Warm-up

- Write the title of the lesson on the board: "Food Culture."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "How does the food of your culture differ from the food of other cultures?" and "Why do you think that different cultures use different ingredients in their cooking?"
- Write on the board any new vocabulary and good answers that students come up with.

## B Authentic Text

This text is an essay describing the writer's grandmother's cooking. The writer wishes that he were able to cook as well as his grandmother.

### Part 1

- Tell students they will read/hear about the cooking skill of an Italian grandmother.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text such as *from scratch*.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

### Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

Answers will vary.

Key

1. The family gained happiness, but they lost some of their traditions.
2. The writer imagines Nonnina's cooking because it is more delicious than the takeout food.
3. The writer values Nonnina's cooking because it reminds him of his family and their traditions.

### Part 3

- Ask a student to read the direction line for part 3.
- Check for understanding.
- Tell students to complete the activity by themselves first.
- Ask for volunteers to share their answers with the class.
- Ask students if they have ever tried making the foods mentioned here. Ask which they think would be most delicious.
- Give feedback.

Key

1. brandy, espresso, egg yolks, milk, sugar
2. zucchini, onions, tomatoes
3. wine, lemon juice, chicken breast
4. stewed tomatoes, oregano, basil
5. chocolate, cookies
6. ground beef, carrots, orzo pasta, green veggies

# Lesson 4 Food Culture

## A Warm-up

Talk about the questions as a class.

1. Who is the best cook in your family? Why is he or she the best?
2. What foods do you eat during special occasions or cultural celebrations?
3. What are some traditional dinners and desserts from your culture?

## B Authentic Text

1 Read the personal essay. 

### Brief note

The phrase *from scratch* means to make from basic ingredients rather than pre-made or frozen food.

### Nonnina's Masterful Meals

My family immigrated from Italy to the United States in the mid-1900s. We were happy in our new country, but over time, we lost the traditions and skills from our home country. I know only a few Italian phrases and my nephew cannot speak the language at all. We watch American football now rather than soccer, and we eat too much fast food! I live with **hunger**—both literally and figuratively—for a time when we ate **hearty** home-cooked dinners with our entire family.

Fortunately, my grandmother preserves our heritage with her incredible traditional Italian food. Cooking is her passion. She searches for perfect tomatoes and other fresh **produce** at the local markets and makes entire meals from scratch. Nonnina makes so much food that her meals seem like **feasts**. Whenever I'm eating takeout at work, I daydream about being at her table with a huge plate of lasagna.

When we celebrate Easter, Nonnina makes baked zucchini casserole, with zucchini, onions, and tomatoes all in a casserole dish. She makes her special sauce by stewing tomatoes until they are **tender** and she uses so many herbs, such as oregano and basil, that other foods seem **bland** by comparison. Were you to taste a spoonful of this sauce over some **wheat** pasta, you would want to eat a whole bowl and ask for a second serving. (You wouldn't actually have a choice—Nonnina insists that everyone have seconds!) For weddings, she makes Italian wedding soup, a hearty dish of ground beef, orzo pasta, and carrots, plus green veggies that she **dices** before adding to the broth.

Her best dish is her chicken *Francese*. She tenderizes the chicken breasts and trims them so that the sauce won't be **fatty**. She adds lemon juice and wine for flavor. If I were to try for a decade, I wouldn't be able to recreate Nonnina's chicken *Francese*.

For dessert, she makes a dessert called tiramisu by whisking egg yolks, sugar, and milk together, and then adding a perfect amount of espresso and brandy. When we have coffee after dinner, she sets out a tray of **biscotti**: a crunchy, twice-baked **pastry** that she drizzles with chocolate. I've been known to eat as many as a dozen **biscotti** in one sitting!

I hope that, someday, I will learn to cook like she does, so that I can preserve my family's culture and make meals that bring everyone together.



### Brief note

To have seconds is to eat another serving of the dish you have been eating.

2 Talk about the questions after you read.

1. What did the writer's family gain when they moved to the United States? What did they lose?
2. Why do you think the writer imagines eating Nonnina's cooking rather than takeout food at work?
3. Why does the writer value Nonnina's cooking?

3 Read the passage again and list the ingredients that are used in each dish.

1. Tiramisu: \_\_\_\_\_
2. Casserole: \_\_\_\_\_
3. Chicken *Francese*: \_\_\_\_\_
4. Pasta sauce: \_\_\_\_\_
5. Biscotti: \_\_\_\_\_
6. Italian wedding soup: \_\_\_\_\_

## C In Your World

### Favorite and Least Favorite Foods

Work with a partner. Ask and answer the questions.

1. What is your favorite food, and why do you think it is so good?
2. What is a food most people like, but you do not like?

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## Extension Learning a Recipe

- Ask students to consider who in their family is the best cook.
- Then ask them to name their favorite dish that this person makes.
- Have students list the ingredients and cooking directions to cook the dish or meal if they know them. If not, have them do brief online research.
- Ask students to write a recipe for the dish.
- Have students share their recipes with the class.

## C In Your World

- Write the title of the activity on the board: "Favorite and Least Favorite Foods."
- Ask a student to read the direction line.
- Check for understanding.
- Tell students to work in pairs.
- Have students discuss the questions with their partners first.
- Encourage them to take notes as they work together.
- Lead an open discussion about the questions.

## D Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.



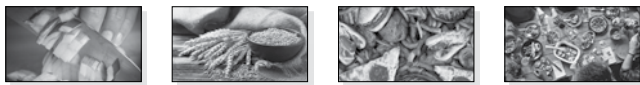
**D Vocabulary**

1 Write the words in bold from the reading next to the correct definitions. Some will not be used.

- \_\_\_\_\_ a strong wish for something
- \_\_\_\_\_ fruits and vegetables
- \_\_\_\_\_ soft and easy to cut
- \_\_\_\_\_ a sweet, baked dessert
- \_\_\_\_\_ nutritious and filling (referring to a meal or dish)
- \_\_\_\_\_ having little taste

2 Write the words from the box under the correct pictures.

wheat      dice      feast      fatty



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**E Grammar**

**Subjunctive mood**

subjunctive mood		
The subjunctive is used in unreal conditional sentences and sentences that indicate a wish, need, command, or suggestion.		
My grandmother suggested that I use more tomatoes. I requested that she give me her recipe.	verb: infinitive without to key word: <i>that</i>	expressing necessity, often after verbs of requesting, suggesting, or commanding
Last night, you danced as if you were flying. If I were as good a cook as my grandma, I would be glad.	verb: <i>were</i> key words: <i>if, as if, unless</i>	unreal conditional, hypothetical, or figurative situation
Be that as it may, I simply can't make it to the party. Were I stronger, I could lift that box by myself.	verb: <i>were or be</i>	<i>were or be</i> starting a conditional sentence

Complete the sentences using the subjunctive. The new sentences should express the same ideas as the original sentences.

- "Move the pan off the burner before your food catches fire!" I strongly suggested.  
I strongly suggested \_\_\_\_\_
- You have to prepare food for your little brother.  
It is necessary \_\_\_\_\_
- Being a chef would mean that I cooked for all my friends.  
If \_\_\_\_\_, I would cook for all my friends.
- "Be careful when you chop those onions," my mother demanded.  
My mother demanded \_\_\_\_\_
- "Use a potholder when you take the lasagna out of the oven. I insist!"  
I insist \_\_\_\_\_

**F Use the Language**

What should we eat?

With a partner, choose one of the countries below and research their food culture. Choose one dish that you think would be delicious and share it with your class. Provide reasons why you think this would be a delicious dish.

Peru	Sweden	Mexico	South Korea	Nigeria	Greece
------	--------	--------	-------------	---------	--------



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**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification.
- Have them complete part 1 on their own.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	1. hunger	2. produce	3. tender
	4. pastry	5. hearty	6. bland

**Part 2**

- Ask a student to read the direction line for part 2.
- Ask if students need clarification. Then have them complete the part.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	1. dice	2. wheat
	3. fatty	4. feast

**Grammar**

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Answers will vary.

**Key**

- that you move the pan off the burner before your food catches fire.
- that you prepare food for your little brother.
- I were a chef
- that I be careful when I chop those onions
- that you use a potholder when you take the lasagna out of the oven.

**Extension Using the Grammar**

- Ask students to describe their favorite recipes, including the grammar in the lesson.
- Have students write several sentences explaining how to prepare their favorite recipes.
- Make sure that their sentences use the subjunctive.
- Ask students to share their sentences with the class.

**Check the Workbook**

For further grammar practice, use Activity 2 in Module 2, Lesson 4 of the workbook.

**Use the Language**

- Write the title of the activity on the board: "What should we eat?"
- Ask students to read the direction lines.
- Check for understanding.
- Have students work in pairs.
- Encourage students to research a country with which they are not familiar.
- Have students describe the foods they choose in as much detail as possible.
- Make sure that they describe whether they think this food would be delicious and provide reasons for their opinion.

**Extension Similar Dishes**

- Have students work with their partners from activity F.
- Ask students to consider some of the dishes that they came across while studying the foods of their chosen cultures.
- Ask them to think about similar dishes from their own culture.
- Then have students choose one food from their culture and one similar food from the other culture.
- Have students describe the ways in which these two foods are similar and ways in which these two foods are different.
- Ask students to share their findings with the class.

**Teacher's Note Preserving Culture through Food**

The author of the personal essay loves his grandmother's cooking. He laments that he does not eat such delicious things often. He states that if he tried for ten years, he would not be able to recreate one of her recipes. He also expresses hope that someday he will learn something about cooking from his grandmother. Encourage students to talk about the great cooks in their families, especially those who prepare the families' favorites, and to think about what they might learn from these family members.

# Lesson 5 Cultural Conflict

Aims				
- Talk about cultural conflicts arising in various parts of the world				
- Write an opinion essay				
Vocabulary				
root	slavery	racism	diversity	intolerance
race	hatred	protest	unite	supportive
condemn	legacy			
Writing Guide				
Giving Your Opinion				

## A Warm-up

- Write the title of the lesson on the board: "Cultural Conflict."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "Why do individuals choose to join certain groups?" and "Why is it important to resolve conflicts?"
- Write on the board any new vocabulary and good answers that students come up with.

## B Prewriting

- Review the chart.
- As a class, ask for suggestions of a cultural conflict or problem affecting the students.
- Have students complete the chart on their own.
- Invite students to share their responses with the class.

## C Authentic Text and Audio Track 08

This text is an op-ed from a newspaper. The writer describes a controversial event that occurred the previous day.

### Part 1

- Tell students they will read an op-ed from a newspaper.
- Ask students to take turns reading parts of the text.
- Take time to answer any questions students may have about the text or the vocabulary and use the brief notes to provide further detail.

#### Teacher's Note What is an Op-Ed?

Explain to students that "op-ed" originally referred to the page opposite from the editorial page in a newspaper. Over time, it came to mean "opinion editorial." Op-ed pieces are usually written by writers who are not a part of the newspaper's full-time editorial staff. Often, anyone can submit articles for inclusion on an op-ed page. For this reason, op-ed articles are usually more opinion-driven than articles found elsewhere in the newspaper.

### Part 2

- Have a student read the direction line.
- Play the audio for the students.

# Lesson 5 Cultural Conflict

## A Warm-up

Talk about the questions as a class.

1. What are some conflicts that you have seen in your region, or in the world?
2. Why do conflicts happen between groups of people?
3. How can we resolve conflicts between different groups of people?

## B Prewriting

Think about a cultural conflict, or other problem, that has impacted your region. What are the causes? What are the effects?

Issue: \_\_\_\_\_

Cause:	Cause:	Cause:
Effect:	Effect:	Effect:

## C Authentic Text and Audio

- 1 Read the Op-Ed from a local newspaper.

#### Brief note

The "Unite the Right" rally occurred in Charlottesville, Virginia, on August 12, 2017. Many people showed up to protest the rally.

Yesterday a terrible thing happened in our city. Charlottesville became the center of a disturbing protest. There was hatred, violence, and racism. There were Nazi flags and burning torches. A woman was killed and 19 others were injured in a vehicle attack. And it was all because of a statue.

Like many cities in Virginia, and all over the Southern United States, we have monuments dedicated to Confederate leaders. The Confederacy lost the US Civil War. We know that slavery was the root of that war, and we know that it was wrong. These monuments represent that terrible period in our country's past. Now, people are uniting around these monuments and using them to promote intolerance. They claim to be protecting our nation's heritage, but their actions speak otherwise. They carry Nazi and Confederate flags, and spew white supremacist

slogans. They are violent. They carry torches, not for light, but as weapons. They carry guns as well. Their followers are mostly white men, and many have stated clearly that they believe all other races are inferior. These people are a danger to our society, and to our peace. Their intolerance must be condemned, just like the statues used to promote it.

For many years these confederate statues have represented a sad, despicable legacy. Now they represent something worse. They represent the modern remains of that racist legacy. These monuments must be torn down. Anything that empowers these hate-filled people must be taken from them. Those that seek to divide us must be fought; we shall unite in opposition.

#### Brief note

White supremacists believe that the light-skinned races are superior to all other races. They are a small group, but they exist in nations around the world.

- 2 Listen to a radio discussion about the Charlottesville protest. Track 08

## D Analyze the Text

- 1 Read the statements and circle true or false.

- |   |      |       |
|---|------|-------|
| 1. The writer believes that Confederate statues must be taken down.             | true | false |
| 2. The writer claims that white supremacists are protecting their heritage.     | true | false |
| 3. The male speaker believes that Confederate statues should not be taken down. | true | false |
| 4. The male speaker supports white supremacists.                                | true | false |
| 5. Both the writer and the male speaker condemn intolerance.                    | true | false |

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## D Analyze the Text

### Part 1

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

#### Key

1. true    2. false    3. true    4. false    5. false

### Part 2

- Ask a student to read the questions aloud.
- Allow a short time for students to answer the questions on their own.
- Ask for volunteers to share their responses.
- After each question has been answered by a volunteer, ask the class as a whole if they agree with this response. Allow alternate responses to be expressed.
- Evaluate responses as a class.

#### Key

1. She means that the men who united around the statue were not protecting their heritage. They were promoting intolerance.
2. He believes that they represent history. He doesn't want that history to be erased.
3. The writer believes that the monuments represent hate, and the speaker believes that they simply represent history.

2 Answer each question with one or two complete sentences.

1. What does the writer mean when she says, "but their actions speak otherwise"?  
\_\_\_\_\_
2. Why doesn't the male speaker want the Confederate monuments to be taken down?  
\_\_\_\_\_
3. How do the writer and the male speaker differ in their viewpoints?  
\_\_\_\_\_

**E Vocabulary**

1 Match the words with the correct definitions.

- |                |   |   |
|----------------|---|---|
| 1. root        | • | a. non-acceptance of beliefs, opinions, or customs that are different from your own |
| 2. slavery     | • | b. the belief that other races of people are not as good as your own                |
| 3. racism      | • | c. the practice of owning other human beings  |
| 4. diversity   | • | d. a group of people with common features such as skin color and nationality        |
| 5. intolerance | • | e. when many different types of people are included in something                    |
| 6. race        | • | f. the origin of an event or problem  |

2 Use each of the following words in a sentence.

hatred    protest    unite    supportive    condemn    legacy

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**F Use the Language**

Giving Your Opinion

Now it's your turn to write a personal essay about a cultural conflict. It can be a specific event or a broader idea. It can be a local conflict or a world conflict. Use the chart below to list some ideas.

Brexit	Civil rights	US and Mexico border wall	_____

Writing Guide

The purpose of a personal essay is to write about your perspective on an issue. You need to explain the issue, provide your opinion on it, and provide supporting details to back up your opinion.

1. Give a brief insight into what your essay will be about and clarify your opinion on the topic.  
*I'm going to speak about... This essay will cover the impact of... I believe that...*
2. Give supporting details and facts for your opinions.  
*This evidence shows... This started a long time ago... On this date, [event] happened...*
3. Discuss disagreeing ideas or further expand on your evidence.  
*Some believe that... Evidence shows that this is not true... Furthermore, there have been several studies done on the impact of...*
4. End by summarizing your issue or giving a call to action.  
*We must not ignore this problem... All of these facts are important because...*

**E Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class by reading a word and the definition they chose.
- Give feedback.

**Key** 1. f 2. c 3. b 4. e 5. a 6. d

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their answers with the class by reading their sentences.
- Give feedback.

**Key** Answers will vary.  
 1. Her hatred of those who think differently is upsetting.  
 2. At the protest, people were demonstrating for equal rights.  
 3. If we unite, we can achieve great things.  
 4. Our teacher is very supportive of our ideas.  
 5. It's OK to disagree, but we must condemn violence.  
 6. The mafia boss's legacy was one of crime and deception.

**F Use the Language**

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "Giving Your Opinion."
- Read the writing guide with the students.
- Explain the intention of each paragraph as described in the table.
- Allow students to search online to find further information on their chosen topics.
- Have students complete the activity.
- Have students exchange their work with a partner for a peer edit.

**Teacher's Note Sample Response**

I believe that a wall between the United States and Mexico will hurt rather than help both countries. Open borders provide many great benefits, between the United States and Mexico and among countries worldwide.

Free travel into the United States is one of the country's strengths. Immigration started a long time ago when the Pilgrims landed in the New World. The Pilgrims found themselves in a strange land struggling to survive. They were not prevented from traveling into the lands that would later become the United States. Instead, they were welcomed by the Native Americans and taught how to survive.

Some believe that open borders allow for undesirable people to enter the country. Evidence shows that this is not true. The people who enter the country do not take away jobs from American citizens. More frequently, they fill the jobs that citizens do not want.

Furthermore, there have been several studies on the impact of foreign workers sending money back to their home countries. They are happy to work for the wages they receive because these wages are still much higher than what they would earn in their home countries. The money they send to family back home often allows that family to survive.

We must not ignore the problems associated with stopping the flow of people between the United States and Mexico. Not only would the United States lose a valuable work force, but Mexico would lose a valuable source of income. All these factors are important because the world deserves to live in freedom and prosperity for all.

**Extension Debate the Issue**

- Have students get into groups of four.
- Ask them to select one of the cultural issues discussed in activity F.
- Have two students defend each side of the conflict.
- Go around the room and give help if needed.
- Have students present their debate results with the class.

## A Read

- Ask a student to read the direction line.
- Check for understanding.
- Have students read the passage silently to themselves first.
- Then ask for volunteers to read the passage. Divide the reading among students if many volunteer.
- Ask a volunteer to read the questions.
- Have students answer the questions on their own.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. past perfect
2. Squanto instructed them on how to survive off the land.
3. They had a hearty feast with the Wampanoag tribe.

### Extension Harvest Celebrations

- Explain that most cultures have a celebration for harvest time. These festivals usually occur in the fall when the weather begins to turn cold. Typically, food is at the center of these celebrations.
- Ask students whether their culture has a harvest celebration. If so, ask them how their festival is similar to the American celebration of Thanksgiving. If not, ask them which festivals in their culture involve the most food.
- Tell students to research other countries' harvest celebrations.
- Have students work in groups of three to four to produce a summary of their chosen country's harvest celebration.
- Ask students to share their summaries with the class.

## B My Favorite Holidays

- Ask a student to read the directions.
- Check for understanding.
- Have students work in pairs.
- Give students time to complete the table.
- Allow volunteers to share their thoughts.
- Give feedback.

## C Changing Traditions

- Ask a student to read the direction lines.
- Check for understanding and clarify any points of confusion.
- Provide time for students to draft their responses.
- Invite volunteers to share their responses.

### Teacher's Note Sample Response

In my city, there is an annual snake round-up. Snakes are captured and brought to the fairgrounds in the center of the city. Here, the snakes are collected, counted, and killed. The goal of this event is to lower the number of dangerous snakes living near humans. However, many people drive far outside city limits to capture the snakes. I understand that in the past these snakes proved a danger to people, but now we have other ways of dealing with them. We should not kill the snakes. Instead, we should relocate them so that they can be free to live their lives. Also, we need to be sure only to interfere with the lives of the snakes nearest to our homes. We no longer need to viciously hunt the dangerous snakes in our community, and I think that this tradition needs to end.

## A Read

Read about the history of Thanksgiving in the United States. Then answer the questions.

In 1621, English immigrants arrived in North America, in what is now called Massachusetts, to establish a colony in Plymouth. Only half of them survived that first harsh winter. When spring arrived, a Native American named Squanto, seeing that they were in distress, instructed them in how to survive off the land. They learned to raise corn, collect sap from maple trees, and catch fish in the rivers. Squanto also helped the settlers find allies in the neighboring Wampanoag tribe. When the settlers had harvested their first crop of corn, they arranged a celebration and invited the Wampanoag. They had a hearty feast that helped unite the settlers and the Wampanoag. Though it wasn't called Thanksgiving at first, generations of Americans have always celebrated this feast ever since; it was made a national holiday in 1863.



1. What is the tense of the underlined part of the passage?  
\_\_\_\_\_
2. How did Squanto help the settlers?  
\_\_\_\_\_
3. How did the settlers celebrate their first harvest?  
\_\_\_\_\_

## B My Favorite Holidays

What are your favorite holidays? Why do you like them? List them below and discuss with a partner.

Holiday	Why I Like It

## C Changing Traditions

What is a tradition that you think should change? Why? Write a paragraph below arguing how and why the tradition should change. Provide supporting details. Share your ideas with the class.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Teacher's Note Change for Change?

Some students may not be able to think of a tradition they'd like to change, but they still should work with the theme of changing behaviors. Encourage them to consider some imperfection in modern society and propose ways to improve it.

### Extension A New Holiday

- Have students consider the reasons they provided for their favorite holidays.
- Encourage them to consider how all their favorite things were combined in one holiday. Is there a holiday like that already?
- If students do not know of a holiday that already includes all their favorites, have them propose a new holiday.
- Ask students to name the holiday and provide a reason for why it would be celebrated.
- Most importantly, have students identify how all their favorite things will be incorporated into this new holiday.
- Invite students to share their holiday ideas with the class.



**A Warm-up**

Brainstorm some cultural conflicts that you know. What are they? What is the history of each conflict? What are the current issues? Work in small groups to fill in the chart.

Conflict	History	Current Issues

**B Listen**

Listen to the speech. Then read the statements and circle true or false. 

- |   |      |       |
|---|------|-------|
| 1. The speaker is unhappy about what happened last weekend.                         | true | false |
| 2. The speaker sees the recent immigrants as a threat.                              | true | false |
| 3. The speaker reminds the audience that they were all immigrants at one point.     | true | false |
| 4. The speaker says that we should all believe the same thing.                      | true | false |
| 5. The speaker claims that the only way to stop the hatred is to embrace diversity. | true | false |



**C Discuss**

Choose one of the cultural conflicts you listed in activity A. Work in groups to find some possible solutions to this conflict.

Conflict: \_\_\_\_\_

Solution 1: \_\_\_\_\_

\_\_\_\_\_

Solution 2: \_\_\_\_\_

\_\_\_\_\_

Solution 3: \_\_\_\_\_

\_\_\_\_\_

**B Listen** 

- Ask students to read the direction line.
- Play the audio for students.
- Have students read the sentences one at a time.
- Have students complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

**Key** 1. true 2. false 3. true 4. false 5. true

**C Discuss**

- Ask students to work in the same small groups that they worked with in activity A.
- Have them review the work they did in activity A.
- Ask students to choose one of the cultural conflicts they identified.
- Begin by having them, as a group, decide on the outcome they would like to see.
- Then have them consider the outcome the opposing group would want to see.
- Ask them if there is a middle ground that would satisfy both groups.
- Have groups work together to identify three possible solutions to the cultural conflicts they chose.
- Invite groups to share their thoughts with the class.

**Teacher's Note Sample Response**

Conflict: Women are only paid an average of \$0.82 for every dollar a man earns.

Solution 1: Much of the pay discrepancy stems from the fact that women are not hired for the top positions in companies, so companies should hire more women for their top positions.

Solution 2: Some of the discrepancy comes from companies offering more hours or full-time positions to men than to women, regardless of the pay scale. Companies should be required to offer the same amount of work to both genders.

Solution 3: A tax should be levied against men, and a portion of their pay should be turned over to women.

**Extension Working for Change**

- Have students consider the cultural conflicts that they identified in activity A. Which of these is most important to them individually?
- Ask them what groups they know of that work to fight this cultural battle.
- Have students do research on one of these groups.
- Ask them to describe the work the groups do and whether they agree with the way they fight their battles.
- Have students predict whether or not the groups will make the world a better place.
- Invite students to share what they've learned about their groups.

**A Warm-up**

- Have students review the chart.
- Ask them what they think this activity will be about.
- Have students work in groups of three or four.
- Tell students to complete the chart together.
- Encourage students to use the Internet to add further detail.
- Ask students to share their answers with the class.
- Give feedback.

**Teacher's Note Relevant Cultural Issues**

Students may have a hard time identifying cultural conflicts that are relevant to them. For this reason, it would be best to identify some cultural issues within your students' culture that you can point to, in order to help guide them in the right direction. Be very careful to choose cultural issues appropriate for your educational facility.

## A Vocabulary

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. c	2. b	3. b	4. a	5. c
	6. c	7. c	8. a	9. c	10. b

### Extension Test your Partner

- Have students write fill-in-the-blank sentences of their own using the vocabulary words from this activity.
- Allow students to exchange their sentences with their partners.
- Have students attempt to complete each other's sentences.
- Allow students to review each other's answers and determine whether they provided the correct responses.

## B Grammar

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. having	2. then	3. decided
	4. are having	5. celebrating, cancelled	6. were
	7. voiced	8. united	9. that
	10. had been		

### Teacher's Note Additional Grammar Practice

If any students have difficulty with the grammar, encourage them to get extra practice by using the grammar in the context of a personal paragraph. Challenge them to apply the grammar points to as many sentences as possible. Then, encourage students to work together with other students, or work with them individually, to check their work and provide feedback.

### Extension Vocabulary/Grammar Challenge

- Invite students to challenge themselves by using the vocabulary and grammar learned in the first quarter of the book.
- Have students review the vocabulary and grammar targets from modules 1 and 2.
- Then have them select one of the topics discussed in these two modules.
- Challenge them to summarize one of the lesson topics in a single paragraph, using as many vocabulary and grammar targets as possible.
- Ask students to share their work with the class.

## A Vocabulary

Choose the correct answers.

1. Mariah tries to \_\_\_\_\_ her favorite celebrities by talking, dressing, and acting like them.
  - a. motivate
  - b. instruct
  - c. emulate
2. It's important that we \_\_\_\_\_ cultural traditions as a way of remembering the past.
  - a. reassure
  - b. preserve
  - c. abandon
3. Our class \_\_\_\_\_ to create a monument commemorating our departed professor.
  - a. accumulated
  - b. campaigned
  - c. shocked
4. The president of our college \_\_\_\_\_ the outbreaks of violence following last Saturday's protest.
  - a. condemned
  - b. united
  - c. instructed
5. Sandra always \_\_\_\_\_ to be the best. That's why she was so upset when she got a B on the final exam.
  - a. traced
  - b. plotted
  - c. aspired
6. It takes a \_\_\_\_\_ mind to work long hours on a single project.
  - a. staggering
  - b. moderate
  - c. disciplined
7. During our camping trip, we built a(n) \_\_\_\_\_ shelter out of sticks and leaves.
  - a. extinct
  - b. driven
  - c. primitive
8. Tasha was admired for her \_\_\_\_\_ through all the challenges that she faced during the competition.
  - a. perseverance
  - b. legacy
  - c. heritage
9. The student body thinks that it is time for the president to \_\_\_\_\_ due to the scandals that are coming to light.
  - a. aid
  - b. opt
  - c. step down
10. It's important to have \_\_\_\_\_ if you are attempting to run for political office.
  - a. intruders
  - b. allies
  - c. poverty

## B Grammar

Circle the correct answers.

1. Karen was ( having / have ) a good time until the rain started.
2. If I finish my homework, ( when / then ) we can go out tonight.
3. Sam fell into the water during last week's canoe trip, so he's ( decided / decide ) to stay home this week.
4. We ( are having / have ) a celebration after school today to celebrate the end of finals!
5. Sarah had never liked ( celebrate / celebrating ) Christmas, so she was happy when her family ( cancels / cancelled ) their plans for this year.
6. If I ( was / were ) a better dancer, then I would be more likely to participate in our holiday ball.
7. Mariah has always ( voiced / voicing ) her concerns about important cultural issues.
8. Everyone was surprised when the two groups ( unite / united ) to support the same cause.
9. My grandmother suggested ( that / which ) I get more sun, so that I'm not so sad all the time.
10. They ( had been / were being ) surprised to learn that their teacher was intolerant of immigrants.

### C A Letter to a Celebrity

Read the letter from Gregory to his favorite celebrity. Then read the statements and circle true or false.

Dear Michelle Traunders,

I have always been such a huge fan! Even when you were playing a supporting role in *Those Were the Best Years of My Life*, I found your performances to be stunning. Now that you are a superstar, I'm even more in love! Maybe someday we can meet in person! What do you find most inspiring about your transition to being a superstar?

You've inspired me to start taking acting classes. I'd like to make millions of dollars so that I can aid all the poor people in the world. I really support sustainability and the other causes that you support. I think you do such wonderful work for our world. You are an ally for those that face racism every day. You support diversity and stand up for those who are weaker. I aspire to be a positive influence on society, just like you!

Thank you for being such a strong role model for people of all ages. And thank you for inspiring me in particular. It's helped raise my self-esteem to learn that you also had a harsh upbringing. You are such an incredible motivator!

With much love,  
Gregory

- |  |      |       |
|--|------|-------|
| 1. Michelle has always been a superstar.               | true | false |
| 2. Gregory has met Michelle in person.                 | true | false |
| 3. Michelle inspired Gregory to take acting classes.   | true | false |
| 4. Michelle supports racism and sustainability.        | true | false |
| 5. Gregory wants to make money so he can help people.  | true | false |
| 6. Gregory and Michelle both had difficult childhoods. | true | false |

### D My Own Letter

Write a letter to your favorite celebrity. Explain why you admire him or her. Provide specific details to support your opinion.

I admire you for your... I want to be like you because... Your work inspires me to...

Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### D My Own Letter

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

#### Teacher's Note Sample Response

Dear Betsy Squires,

Thank you so much for making *Amazing Chef Amazing Meals* on Happy TV. It is my FAVORITE show ever! I can't believe how you are able to make something exciting and delicious on every show. How do you do it?!

I want to be a great chef like you. Your cooking has inspired me to make spaghetti with pasta sauce made from scratch. I've also made a pound cake based on your recipe. Pretty soon, I'll be an Amazing Chef just like you!

Your work has inspired me to start my own cooking show online! I can't wait to show everyone how easy it is to cook. What will I make for my first video? Macaroni and cheese! I hope I don't burn it. Anyway, you can come on my show if I can come on yours. Thank you for being such a great inspiration!

Warm wishes,  
Anne Burns

### C A Letter to a Celebrity

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to read the letter to the celebrity and complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. false	2. false	3. true
	4. false	5. true	6. true

#### Teacher's Note Writing to Stars

Remind students that people write letters to celebrities for a number of reasons. They may want to thank the celebrity for his or her work, they may want to thank the celebrity for inspiring them to do something in their own lives, or they may just be hoping to make a personal connection with people they admire.



## Warm-up

1. What are three ways science can improve the human body?

---

2. How can automation improve our lives?

---

3. Would you want to be a colonist on Mars? Why or why not?

---

4. What is the future of money? Will we always use cash or banks? Why or why not?

---

5. What new technology might your future home have in it?

---



### Module 3 Goals

- I can summarize information and arguments from a variety of sources, highlighting significant points.
- I can understand in detail texts within my field of interest or specialty. I can understand specialized articles outside my own field if I can occasionally check with a dictionary.
- I can understand standard spoken language, live or broadcast, even in a noisy environment.
- I can give a clear, well-structured presentation, with highlighting of significant points, and can answer questions about the content.
- I can write clear, detailed descriptions of real or imaginary events and experiences.

### Warm-up

- Draw students' attention to the title of Module 3. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

### Extension What Does the Future Hold?

- The world is changing every day. Many changes are improvements, but some may not be.
- Have students work in groups of three or four.
- Ask students to make a list of changes they have seen within their lifetime.
- Challenge students to use this list to predict changes in the future.
- Have groups propose one change that they expect to see in the next decade. Ask them how this change will alter the way they interact with the world.
- Invite groups to share their thoughts with the class.

### Vocabulary

- Read the vocabulary lists aloud with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

### Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

Key

1. was
2. My mom said that she won't buy me a new cell phone.
3. A longer-lasting light bulb was created by Thomas Edison.
4. I will be a huge fan of 3D movies until the day I die.

### Teacher's Note Module 3 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

**Lesson 2** The future as seen from the past

**Lesson 3** Reported speech I

**Lesson 4** Passive voice I

### Module 3 Preview

#### Vocabulary

Read the words and put a check mark (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> fundamentally	<input type="checkbox"/> capable of	<input type="checkbox"/> historian	<input type="checkbox"/> programmer	<input type="checkbox"/> smart
<input type="checkbox"/> compatible	<input type="checkbox"/> development	<input type="checkbox"/> conservation	<input type="checkbox"/> wisely	<input type="checkbox"/> mechanism
<input type="checkbox"/> customize	<input type="checkbox"/> employ	<input type="checkbox"/> exploration	<input type="checkbox"/> probability	<input type="checkbox"/> appliance
<input type="checkbox"/> extend	<input type="checkbox"/> imaginative	<input type="checkbox"/> instrument	<input type="checkbox"/> utilize	<input type="checkbox"/> network
<input type="checkbox"/> gene	<input type="checkbox"/> personnel	<input type="checkbox"/> microscope	<input type="checkbox"/> notable	<input type="checkbox"/> monitor
<input type="checkbox"/> donor	<input type="checkbox"/> industry	<input type="checkbox"/> frontiers	<input type="checkbox"/> stability	<input type="checkbox"/> automatically
<input type="checkbox"/> portable	<input type="checkbox"/> prosperous	<input type="checkbox"/> sample	<input type="checkbox"/> plausible	<input type="checkbox"/> component
<input type="checkbox"/> simultaneous	<input type="checkbox"/> artificial intelligence	<input type="checkbox"/> bacteria	<input type="checkbox"/> viable	<input type="checkbox"/> record

#### Grammar

Answer the questions.

1. Circle the correct word to complete the sentence.  
I ( was / am ) going to change my major to chemistry this term, but now I think I should continue studying biology.
2. Rewrite the sentence as reported speech.  
My mom said, "I won't buy you a new cellphone!"  
\_\_\_\_\_
3. Rewrite the sentence in the passive voice.  
Thomas Edison created a longer-lasting light bulb.  
\_\_\_\_\_
4. Underline the verb in the future tense.  
I will be a huge fan of 3D movies until the day I die.

#### Write

Write about a technology that excites you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

### Teacher's Note The Mysteries of the Future

Some students may not be able to imagine what scientific advances might be in store for them in the future. These students may feel that they have nothing to write about for this activity. Have these students skim through this module. Ask them to look at the pictures and read the titles of the lessons. Encourage them to write about how the pictures and titles made them feel.

### Teacher's Note Sample Response

I am excited for the moment of singularity. This has been described as when artificial intelligence will begin learning on its own, triggering massive advancements in technology. Of course, this could be terrifying as well as exciting. If artificial technology decides that it no longer needs humans around, it might decide to get rid of us entirely. Oh well. It'll be exciting nonetheless.

# Module 3 Overview:

## Future Technology

### Lesson 1: The Cost of Genes

**Aims:**

- Talk about the medical possibilities associated with genetic manipulation
- Describe how altering genes could help or hurt humanity

**Vocabulary:** Genetics

### Lesson 2: No Work Left to Do

**Aims:**

- Talk about how automation is replacing human jobs
- Consider what a future with a lot of automation will be like

**Vocabulary:** Automation

**Grammar:** The future as seen from the past

### Lesson 3: Space Exploration

**Aims:**

- Talk about human exploration and settlement of Mars
- Describe what steps will be needed to live off Earth

**Vocabulary:** Space Travel & Colonization

**Grammar:** Reported speech I

### Lesson 4: Products That Will Change the World

**Aims:**

- Talk about how products and technology change the world
- Describe how the world will look with various new technologies

**Vocabulary:** Words to Convey Speculation

**Grammar:** Passive voice I

### Lesson 5: Smart Homes

**Aims:**

- Talk about what smart homes are and how they will be developed
- Write a short, informative article about technology

**Vocabulary:** Improvement

**Writing Guide:** What does the future hold?

## Lesson 1 The Cost of Genes

### Aims

- Talk about the medical possibilities associated with genetic manipulation
- Describe how altering genes could help or hurt humanity

### Vocabulary

gene	extend	customize	simultaneous
fundamentally	compatible	donor	portable
state-of-the-art	eliminate		

### A Warm-up

- Write the title of the lesson on the board: "The Cost of Genes."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "In what other ways has medicine changed over the past 100 years?" and "What did people think about medicinal advances at the time?"
- Write on the board any new vocabulary and good answers that students come up with.

## Lesson 1 The Cost of Genes



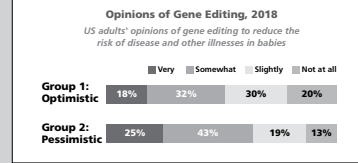
### A Warm-up

What do you know about genetic engineering? How do you feel about it?

### B Multi-Text

1 Look at the chart and read the texts. Then answer the questions.

#### Text 1



#### Talk about

1. According to Text 1, which group has the strongest feelings about gene editing? Why do you think this?
2. According to Text 2, what is one specific benefit of studying and editing human genes?
3. According to Text 3, what will Organic Organs Laboratories be doing next year?

**Brief note**  
To set something right is to make it work correctly again.

#### Text 2

Scientists are learning new ways to improve our health through gene therapy. By studying human genes, doctors will soon be able to **extend** lifespans and cure currently untreatable diseases. Companies have been working on gene-specific drugs that will treat rare diseases. These drugs can even be **customized** to treat specific individuals! With so many **simultaneous** scientific advancements, gene therapy is likely to **fundamentally** change medicine over the next few decades. Whether you find this disturbing or exciting is up to you.

#### Text 3

Health issues? Organ troubles? Just want to live longer? Come visit us at Organic Organs Laboratories, and we'll set you right! Are you on a waiting list for a transplant, just hoping that a **compatible donor** is found before you die? Well, worry no more! We've got **portable**, lab-grown organs customized to your genetic profile. We also offer specials on hereditary disease treatments. We use **state-of-the-art** technology to edit your genes directly, resolving potentially life-long diseases. We're already **efficient** at detecting and **eliminating** diseases in unborn children and will be raising our first batch of "gene-perfect" humans starting next year. The future is here!

**Brief note**  
A hereditary disease is an illness that is passed from a parent to a child in the genes.

2 Decide which text each statement refers to. Choose 1, 2, or 3 and write it on the line.

- \_\_\_\_\_ Patients who need organ transplants are placed on waiting lists.
- \_\_\_\_\_ Drugs can be customized to a patient's specific genes.
- \_\_\_\_\_ Gene therapy can extend patients' lifespans.
- \_\_\_\_\_ Genes could be edited directly to cure diseases.
- \_\_\_\_\_ A greater percentage of US adults are pessimistic about gene editing babies to reduce health risks.

3 Complete the following statements with exact information from the texts.

1. Scientists are using gene therapy to cure \_\_\_\_\_.
2. \_\_\_\_\_ percent of US adults are very optimistic about gene editing for babies.
3. Organic Organs Laboratories offers specials on \_\_\_\_\_.
4. You can have lab-grown organs customized to your genetic profile at \_\_\_\_\_.
5. \_\_\_\_\_ is likely to fundamentally change medicine over the next few decades.

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### B Multi-Text

This activity features three different texts. Text 1 is a graph showing findings about peoples' opinions regarding gene editing. Text 2 is an informational piece discussing how genetic manipulation may be used in the future. Text 3 is an advertisement for a laboratory offering genetic services.

#### Part 1

- Tell students that they will read about how genetic manipulation can be used to influence health and well-being.
- Ask students to take turns reading.
- Use the brief notes to explain difficult parts of the text, such as *set something right*.
- Ask students to read each question.
- Have students consider each question by themselves first.
- Then lead a discussion based upon the questions in which you facilitate student participation.

Answers will vary.

1. According to Text 1, the pessimists have the strongest feelings about gene editing. I think this is because there are always issues with new technology, and when this new technology is applied to the fundamental aspects of what makes humans who they are, errors could be disastrous for life as we know it.
2. One specific benefit is that doctors may be able to extend the human lifespan.
3. Next year, Organic Organs Laboratories will be raising its first batch of "gene-perfect" babies.

Key

**C In Your World**

**Medical Issues**

Think about a disease or other medical issue that you would like to see corrected. Do you think it might be cured with gene therapy in the near future? If necessary, go online and do some research. Discuss with a partner.

**D Vocabulary**

1 Fill in the blanks with the correct bold words from the reading.

- The invention of the airplane \_\_\_\_\_ changed the nature of mass transportation.
- The hospital \_\_\_\_\_ the prosthetic limbs to match his body perfectly.
- The plug wasn't \_\_\_\_\_ with the power outlet, so we needed an adapter.
- Many new treatments \_\_\_\_\_ the lifespan of terminally ill patients.
- He was relieved to learn that he did not have the \_\_\_\_\_ for those particular diseases.
- We were looking for a(n) \_\_\_\_\_ because my brother needed a new kidney.
- Since the software company had multiple divisions, it could handle several \_\_\_\_\_ projects.
- The newest laptop computers are extremely light and \_\_\_\_\_.
- The artist used \_\_\_\_\_ technology to print an accurate replica of the moon.
- Vaccines are helpful in \_\_\_\_\_ several diseases, such as smallpox and polio, in the US.

2 Write the words from the box under the correct pictures.

compatible      gene      portable      simultaneous



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

**E Use the Language**

**The Future of Gene Therapy**

1. In the future, gene research could make organs available for transplants without waiting lists. Many types of organs have already been successfully transplanted. A few are listed here; add two more. Use online research if necessary.

thyroid	pancreas	bone	stomach		
---------	----------	------	---------	--	--

2. With a partner, imagine that gene therapy has made it possible for compatible organs to be designed in a laboratory. What kind of diseases might this new technology cure? Use online research if necessary.
3. On a separate piece of paper, write a paragraph summarizing your thoughts. Share it with the class.



**Part 2**

- Ask a student to read the direction line.
- Check for understanding.
- Have students complete this activity by themselves first.
- Then ask students which text matches each statement.
- Give feedback.

**Key** 3, 2, 2, 3, 1

**Part 3**

- Ask a student to read the sentences aloud.
- Allow a short time for students to complete each sentence with the information in the article on their own.
- Ask for volunteers to share their responses.
- Evaluate responses as a class

**Key** 1. untreatable diseases      2. Eighteen  
3. hereditary disease treatments      4. Organic Organs Laboratories  
5. Gene therapy

**C In Your World**

- Have students work with partners.
- Ask students to read the directions.
- Allow partners to discuss their responses.
- Have partners develop statements summarizing their opinions.
- Encourage partners to explore each other's thoughts by asking follow-up questions about their statements.
- If necessary, have students go online to research the topic.
- Allow an opportunity for students to share their findings with the class.

**D Vocabulary**

**Part 1**

- Ask students to look over the vocabulary words.
- Say each word slowly with a focus on pronunciation.
- Ask students to complete the activity alone or with a partner.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. fundamentally      2. customized      3. compatible  
4. extend      5. genes      6. donor  
7. simultaneous      8. portable      9. state-of-the-art  
10. eliminating

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. gene      2. simultaneous  
3. compatible      4. portable

**E Use the Language**

- Write the title of the activity on the board: "The Future of Gene Therapy."
- Ask students to read the activity prompt for each question.
- Check for understanding.
- Tell students to get into pairs.
- Give students time to discuss the questions.
- Allow students to conduct further research into the future of gene therapy.
- Ask students to share their findings with the class.
- Give feedback.

**Extension Problems with Perfection**

- Have student pairs consider what problems may arise when people are able to target specific genes.
- Ask if students believe that people will be satisfied targeting only life-threatening diseases or if people might begin tailoring genes to be exactly how they want them.
- Have students imagine how people might treat one another after gene editing becomes commonplace.
- Ask whether students look forward to a future where gene editing is the norm.
- Invite students to share their thoughts with the class.

## Lesson 2 No Work Left to Do

### Aims

- Talk about how automation is replacing human jobs
- Consider what a future with a lot of automation will be like

### Vocabulary

capable of	development	employ	imaginative
personnel	industry	prosperous	unforeseen
trial	artificial intelligence		

### Grammar

The future as seen from the past

### Warm-up

- Write the title of the lesson on the board: "No Work Left to Do."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the pictures on the page.
- Ask students how these photos might relate to the text.

### A Vocabulary

- Ask students to look over the vocabulary words.
- Ask a student to read the direction line for the activity.
- Check for understanding.
- Tell students to look up the meaning and pronunciation of each word.
- Have volunteers say each of the words aloud with a focus on pronunciation. Then say each word and have students repeat after you.
- Give feedback.

### B Authentic Text

This text is a blog post. It discusses some of the positive and negative aspects of automation and considers a future in which many jobs are done by machines.

#### Part 1

- Ask a student to read the direction lines.
- Tell students to complete the activity by themselves first.
- Play the audio to let students check their answers.
- Ask students to read parts of the text.
- As they read the text, check that they have provided the correct words for each of the blanks.
- Give feedback.

Key

1. artificial intelligence	2. capable of	3. unforeseen
4. employ	5. industries	6. personnel
7. trial	8. prosperous	9. developments
10. imaginative		

#### Part 2

- Ask a student to read the direction line.
- Tell students to complete the activity by themselves first.
- Have a volunteer read a word and the definition that corresponds to it.
- Check for understanding.
- Answer questions if needed.

Key

1. g 2. b 3. c 4. a 5. i 6. e 7. d 8. h 9. j 10. f

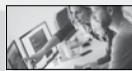
## Lesson 2 No Work Left to Do

### A Vocabulary

Look up the pronunciations and meanings of the words below.



capable of



development



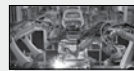
employ



imaginative



personnel



industry



prosperous



artificial intelligence




trial



unforeseen

### B Authentic Text

- 1 Read the blog post and fill in the blanks with the correct words from activity A. Change the form if necessary. Then listen and check your answers. 

Scientific advances in automation and ① \_\_\_\_\_ have allowed us to reduce the amount of work people have to do. Computers are already ② \_\_\_\_\_ thinking like humans, and in many cases, they are more reliable, accurate, and efficient.

These advances come with ③ \_\_\_\_\_ costs, though. The economy depends on businesses to ④ \_\_\_\_\_ people. Without jobs, we would have no way of making money. For example, one of the largest ⑤ \_\_\_\_\_ in the world is transportation. As self-driving trucks take to the road, the transportation industry will probably employ fewer and fewer ⑥ \_\_\_\_\_. Already, the automated production of vehicles in factories has put many transportation industry workers out of jobs. We are also seeing increasing automation in grocery stores and fast-food restaurants, which are installing self-service checkout registers on a ⑦ \_\_\_\_\_ basis.

A more ⑧ \_\_\_\_\_ economy may result in the short term, but what could be the long-term effects? The new economy will be great if you're building these job-stealing machines. But what about the people who need these jobs? New ⑨ \_\_\_\_\_ are happening almost every day, from AI lawyers to medical diagnostic machines that can think like real doctors. Perhaps we'll all work fewer hours for more money, but many doubt that will be the case. We will need some ⑩ \_\_\_\_\_ solutions to the AI crisis.

- 2 Match the words with the correct definitions.

1. artificial intelligence	•	a. the production of goods in factories
2. employ	•	b. to have someone work for you
3. personnel	•	c. people who work for a business
4. industry	•	d. not expected
5. prosperous	•	e. a test (period)
6. trial	•	f. able to think creatively
7. unforeseen	•	g. the ability of machines to think like humans
8. development	•	h. a recent event
9. capable of	•	i. making a lot of money
10. imaginative	•	j. having the ability to do something

### Extension Create Your Own Questions

- Have students work in pairs.
- Ask students to write comprehension questions for the text in section B.
- Go around the class and give help as students work.
- Have students ask each other the questions that they have come up with.
- Tell students not to look in their books as they answer.
- Give feedback.

### Extension Better or Worse

- Have students work in pairs.
- Ask students when they last interacted with an automated teller or some other piece of automated technology.
- Have them describe their experience.
- Ask students if they feel that their interaction was better or worse than if they had interacted with an actual human, and in what ways.
- Invite students to share their thoughts with the class.



**C In Your World**

**Future Jobs**

Discuss the following questions with a partner.

1. What do you think will happen as more traditional jobs disappear due to technology? Will new jobs take their place?
2. Do you think the passage is too negative? What are some possible benefits of these new technologies that it doesn't mention?
3. What can be done to create new jobs in an economy where workers are increasingly being replaced by machines?

**D Grammar**

**The future as seen from the past**

the future as seen from the past	
<i>Would</i> and <i>was going to</i> are used to describe past ideas of what the future would be.	
<i>would be</i> or <i>would have been</i>	<i>was/were going to</i>
She wrote that we <b>wouldn't be</b> riding in flying cars by next year.	She <b>was going to</b> drop out of the program next month, but she changed her mind.
If I had not quit, next year <b>would have been</b> my seventh year with the company.	We <b>weren't going to</b> attend this weekend's party until we found out that they had hired a band.

**1 Choose the sentences below that describe the future as seen from the past.**

1.  She believes that we will return to the moon one day.
2.  He is going to learn another language next summer.
3.  He was going to learn another language next spring.
4.  She would have visited the moon herself next year.
5.  They were going to save money for a rocket.
6.  She would have taken an unnecessary risk.
7.  He wouldn't have learned another language next spring anyway.
8.  They wrote a video game instead.

**2 Many inventions have changed the world. Fill in the blanks with the correct forms of *would*, *was*, or *were* plus the *be* verb.**

1. In the late 1800s, cars were invented, but few imagined that they \_\_\_\_\_ in use across the world in less than 100 years.
2. The printing press was invented in the 1400s, but no one knew that modern printers \_\_\_\_\_ available in people's homes.
3. If computers had not been invented, the Internet \_\_\_\_\_ able to connect people from around the world.

**E Use the Language**

**Conversation with a Truck Driver**

1. Work with a partner. Imagine that you are helping a truck driver switch to a new line of work after self-driving trucks have become popular. Before making any suggestions, what questions would you ask? Write at least three below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Role-play an interview. One partner is the truck driver, and the other is a career guidance expert who is helping the truck driver adjust to a new profession. Practice the interview, and then perform it for the class.



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**In Your World**

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to work in pairs.
- Tell students to discuss the questions.
- Ask students to share their answers with the class.
- Give feedback.

**D Grammar**

Lesson 2 covers the following grammar: the future as seen from the past. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

**Part 1**

- Ask a student to read the directions for part 1.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

**Key** Checked sentences: 3, 4, 5, 6, 7

**Part 2**

- Ask a student to read the directions for part 2.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. would be      2. would be      3. wouldn't be

**Use the Language**

- Ask a student to read the direction lines.
- Check for understanding.
- Have students work in pairs.
- Tell students to consider the job of a truck driver.
- Have students read and discuss the first question.
- Walk around and give feedback.
- Ask students to develop a dialogue between a truck driver and a career guidance expert.
- Have students present their dialogues to the class.
- Give feedback.

**Extension Further Automation**

- Tell students that, as they read in the blog post for this lesson, truck drivers are not the only workers at risk of losing their jobs to automation.
- Have students research other jobs that may be replaced by automated technology and select one to discuss.
- Ask students to consider being an employee in this job, facing replacement.
- Have pairs develop a new dialogue between a career guidance expert and this employee.
- Ask students to present their dialogues to the class.

# Lesson 3 Space Exploration

Aims			
- Talk about human exploration and settlement of Mars - Describe what steps will be needed to live off Earth			
Vocabulary			
bacteria	evaluate	historian	scarce
conservation	exploration	instrument	microscope
frontier	sample		
Grammar			
Reported speech I: statements			

## A Warm-up

- Write the title of the lesson on the board: "Space Exploration."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Draw the graphic organizer from activity A on the board.
- Lead an open discussion and complete the graphic organizer together as a class.
- Write on the board any new vocabulary and good answers that students come up with.

## B Audio

Tell students that they will listen to dispatches from three colonists working to build a colony on Mars. Although these dispatches are fiction, encourage students to imagine what it would be like to settle on a new planet in real life.

### Part 1

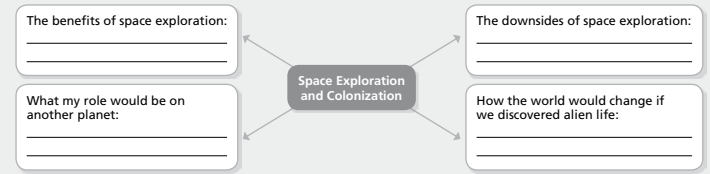
- Tell students that they will listen to three dispatches from Martian colonists.
- Play the audio.
- As they listen, ask students to complete the section by answering the questions.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- Give feedback.

Key	<b>Speaker 1:</b>
	1. She is a historian.
	2. She values documentation of events to understand them.
	3. There are six colonists in all.
	4. <i>Answers will vary.</i> I learned that many steps were taken before going to Mars.
	<b>Speaker 2:</b>
	1. He is a biologist.
	2. He values discovering new life.
	3. He mentions the chemist.
4. <i>Answers will vary.</i> I learned that there may be life in the ice on Mars.	
<b>Speaker 3:</b>	
1. He is an engineer.	
2. He values building a new human civilization.	
3. He mentions his father because he helped build the first rockets that could travel to the moon and back.	
4. <i>Answers will vary.</i> I learned that there is great opportunity for engineers in the future.	

# Lesson 3 Space Exploration

## A Warm-up

Reflect on your thoughts about space exploration and colonization. Then fill in the mind map.



## B Audio

1 NASA received three dispatches from three colonists they sent to Mars. Listen and then answer the questions below. 

**Brief note**

*Posterity is a formal term for the people who will exist in the future.*



**Speaker 1: Dr. Rachel Chadwick**

- What is Rachel's role as a colonist? \_\_\_\_\_  
 What does Rachel value? \_\_\_\_\_  
 How many colonists are there on this mission? \_\_\_\_\_  
 While listening to Rachel, what did you learn about Mars? \_\_\_\_\_



**Speaker 2: David Holmes**

- What is David's role as a colonist? \_\_\_\_\_  
 What does David value? \_\_\_\_\_  
 Which other colonist does David mention? \_\_\_\_\_  
 While listening to David, what did you learn about Mars? \_\_\_\_\_



**Speaker 3: Bowie Stevens**

- What is Bowie's role as a colonist? \_\_\_\_\_  
 What does Bowie value? \_\_\_\_\_  
 Why does Bowie mention his father? \_\_\_\_\_  
 While listening to Bowie, what did you learn about Mars? \_\_\_\_\_

2 Match the statements to the correct speakers.

- a. Our chemist said that he detected high oxygen levels in the soil. \_\_\_\_\_  
 b. My father helped build the first rockets that could travel efficiently to the Moon and back. \_\_\_\_\_  
 c. Maybe today will be the day I discover life on Mars. \_\_\_\_\_  
 d. Last week, we landed smoothly in one of NASA's designated Exploration Zones. \_\_\_\_\_  
 e. NASA sent his ashes up here, so in a way, he is the first colonist. \_\_\_\_\_  
 f. We are a team of six, and I have recorded everyone's accounts for posterity. \_\_\_\_\_

### Part 2

- Play the audio as students read the statements for part 2.
- As the audio plays, have students listen for the statements.
- Have volunteers read the statements and name the speaker for each statement.
- Ask the class if they agree that each statement was read by the speaker indicated.

Key	a. David Holmes	b. Bowie Stevens
	c. David Holmes	d. Rachel Chadwick
	e. Bowie Stevens	f. Rachel Chadwick

### Part 3

- Play the audio one more time.
- As students listen, have them fill in the blanks.
- To check, ask students to read the lines one at a time while filling in the blank with the answer they provided.
- Ask the class if they agree with the answers.

Key	1. engineer	2. ice, cave	3. Exploration, frontiers
	4. civilization	5. risks, Wild West	

3 Listen again and complete the sentences. © Track 11

- I'm Bowie Stevens, \_\_\_\_\_ of the Mars mission.
- There was \_\_\_\_\_ at the mouth of the \_\_\_\_\_, and I took a sample.
- I am tempted to step outside the \_\_\_\_\_ Zone to push the \_\_\_\_\_ of our physical knowledge.
- My goal is to document the events, big and small, of the first Martian \_\_\_\_\_.
- In life, he took few \_\_\_\_\_, but he always wanted to go to Mars and build a new \_\_\_\_\_.

C Vocabulary

Fill in the blanks with the correct words from the box. One word will not be used.

bacteria evaluate historian scarce conservation exploration

- Howard Zinn's book gave me a new perspective on how America was colonized, so I consider him to be a great \_\_\_\_\_.
- The food on the space station was not preserved properly and is growing microscopic \_\_\_\_\_ that could make you sick.
- Food and shelter from the sun are \_\_\_\_\_ in the desert and on the Moon.
- The colonists were most concerned about the \_\_\_\_\_ of their water.
- The engineer said, "I want to \_\_\_\_\_ the blueprint for the new launch pad before we start construction."

D Grammar

Reported speech I: statements

reported speech

Use reported speech when you are not quoting exactly. Reported speech does not use quotation marks, and it typically uses the word *that*. Reported speech does not have to be the exact words that the speaker used. Direct speech is an exact quote. It uses quotation marks and does not use the word *that*.

Direct: "I found high oxygen levels in the soil," the chemist said.  
Reported: The chemist said that he detected high oxygen levels in the soil.

Direct: The chemist said, "I wanted to wait for my instruments to complete their initial tests, but when I saw a wall of dust coming toward me, I knew that I had to be safe and return to base."  
Reported: He said that he wanted to wait for his instruments to finish their initial scan, but he saw signs of a dust storm on the horizon and took safety precautions.

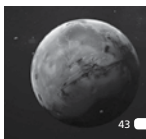
Turn the direct speech into reported speech.

- "That's one small step for man, one giant leap for mankind," the astronaut said.  
\_\_\_\_\_
- "I looked at the sample through my microscope and saw organisms that look nothing like those on Earth!" the biologist said.  
\_\_\_\_\_
- The entrepreneur said, "I want to go to Mars because I want to discover and sell its untapped resources such as diamonds and aluminum."  
\_\_\_\_\_

E Use the Language

A Dispatch from Mars

Expand on your thoughts in the mind map about space exploration and use them to write your own dispatch from Mars. Think about your motivations, your role as a colonist, and what you would do if you encountered alien life. Share your dispatch with the class.



Teacher's Note Mars Colonization

There are many different efforts underway to begin colonization of Mars. It is possible that Mars colonization will be a reality for your students. Whether they personally will have the opportunity to travel to Mars is a very different matter, but they might hear actual transmissions like these someday in their future. You may wish to explore your students' opinions of Mars colonization further by having an open discussion.

Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask a student to read the direction line for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key 1. historian 2. bacteria 3. scarce  
4. conservation 5. evaluate

D Grammar

Lesson 3 covers the following grammar: statements in reported speech. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Answers may vary.

- Key
- The astronaut said that it was one small step for man but one giant leap for mankind.
  - The biologist said that he looked into his microscope at the sample and saw organisms that didn't look like those on Earth.
  - The entrepreneur said that she wanted to go to Mars to discover and sell resources such as diamonds and aluminum.

Check the Workbook

For further grammar practice, use Activity 3 in Module 3, Lesson 3 of the workbook.

E Use the Language

- Ask a student to read the direction lines.
- Check for understanding.
- Have students create their own dispatches as if they were colonists on Mars.
- Have them consider what job they would want to perform on Mars. Ask them what their duties would be.
- Ask them to consider what difficulties they might encounter.
- Invite students to share their dispatches with the class.

Extension Living on Mars

- Tell students that many people talk about colonizing Mars as if they were colonists moving to the New World or heading out into the Wild West. However, colonizing another planet will be very different indeed. For one thing, there is no breathable atmosphere on Mars.
- Have students work in groups of three or four.
- Ask students to imagine the daily life of a Martian colonist. Have them consider what the colonist does for a job and what the colonist does for leisure.
- Have students list the pros and cons of living on Mars.
- Tell students to decide whether they would be interested in starting a life on Mars.
- Invite groups to share their thoughts with the class.
- Take a poll to determine how many of your students would want to move to a new planet.

## Lesson 4 Products That Will Change the World

### Aims

- Talk about how products and technology change the world
- Describe how the world will look with various new technologies

### Vocabulary

block	risk	utilize	programmer	viable
probability	notable	prediction	stability	plausible

### Grammar

Passive voice I

### A Warm-up

- Write the title of the lesson on the board: "Products That Will Change the World."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What product do you rely on most in your daily life?" and "Did this product exist ten or fifteen years ago?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Authentic Text

This text is an article from a finance magazine. It discusses the investment possibility and history of Bitcoin.

#### Part 1

- Tell students that they will read about Bitcoin and whether it would make a sound investment.
- Ask students to take turns reading.
- Use the brief notes to explain difficult parts of the text such as *kick yourself*.

#### Teacher's Note What is Investing?

Most students have probably not begun investing yet. You may wish to lead a brief discussion about investments and why people invest. Further, you may wish to explore the benefits of investing not just for the investor, but for the economy and wealth of a nation.

#### Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

Answers will vary.

1. People can use Bitcoin for a number of different purchases, from pizzas to various online retailers.
2. The advantages of digital currency are that anyone can use it and that it's free of manipulation. The downside is that its only value is in what people are willing to pay for it.
3. I think people will want a currency backed by something of actual value. Ironically, I think the future of currency is the history of currency and that gold-backed currency will once again reign supreme.

#### Part 3

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

## Lesson 4 Products That Will Change the World

### A Warm-up

Talk about the questions as a class.

1. What products and technology do we have now that your grandparents' generation did not have?
2. What products do you think will change the future? Why do you think so?

### B Authentic Text

1 Read the article from a finance magazine.

#### Brief note

To *kick yourself* means to be annoyed because you failed to act when you had the opportunity to do something.

#### Bitcoin: To Buy or Not to Buy?

Bitcoin was invented in 2009 by a programmer named Satoshi Nakamoto. Amazingly, very little is known of Nakamoto, including his actual identity! This matters little, however, as Bitcoin is not controlled by any one person or group of people. It is a digital currency, meaning it exists only as data on computers. Nakamoto only invented the software that secures Bitcoin. Everyone uses this software, but no one controls it. Some have made fortunes off Bitcoin, as its value has risen dramatically since it was first introduced. This leads to our Financial Question of the Day: Should you invest in Bitcoin?

Bitcoin was originally worth almost nothing. Like any currency, its value depends on it being used. In 2017, a single Bitcoin rose to the value of \$4,880. Compare this to a notable transaction in 2011, when 10,000 bitcoins were used to purchase two pizzas! If you had bought \$100 worth of Bitcoin in 2011, it would have been worth \$488,000 in 2017. Now you may be thinking: Why didn't I invest in Bitcoin back when it was so cheap? I would be a millionaire now! Don't kick yourself too hard. Bitcoin's value changes daily, and it's plausible that it could drop back to being worth almost nothing again. Is the risk worth the reward?

Bitcoin's stability is a concern, but supporters argue that it is no less stable than any other currency. It is simply younger. They predict that Bitcoin will rise and fall in value for some time before stabilizing. Another ongoing concern is its usability. In the beginning, no major companies accepted Bitcoin as payment, but now it is rapidly gaining acceptance. Bitcoin is compatible with any computer or smartphone and now has its own system of ATMs. From 2015 to 2017, the number of Bitcoin ATMs quadrupled from 400 to more than 1500. Bitcoin is accepted by vendors such as Overstock.com, Newegg.com, and other online stores.

Now, how about security? If everyone shares the same software, how safe is your Bitcoin? Bitcoin is protected by its transparency. Anyone can see every transaction that ever occurs on a log called the blockchain. This is shared by everyone who utilizes Bitcoin.

Bitcoin could one day be a viable alternative to traditional banking. This can threaten governments, and some have already blocked the use of Bitcoin. Our prediction? Bitcoin, or another digital currency, will only grow over time. Our advice? Invest wisely, and do your research. The probability is high that Bitcoin could net you great profits, but like any new technology, its future is not certain.

2 Talk about the questions after you read.

1. How do people use Bitcoin?
2. What are the advantages of a digital currency like Bitcoin? What are the disadvantages?
3. Do you think Bitcoin is the future of currency? Why or why not?

3 Read the statements and circle true or false.

1. The writer notes that these major vendors use Bitcoin: Newegg.com, Overstock.com, and Amazon.com. true false
2. The writer, while trying to give a fair analysis, supports digital currency. true false
3. Bitcoin was invented in 2009. true false
4. From 2015 to 2017, the number of Bitcoin ATMs has decreased. true false
5. Bitcoin currency lacks stability compared to traditional currency. true false
6. Bitcoin is worth less now than it was originally. true false

### C In Your World

What if it were online?

Choose a subject below and think about how the world would be different if it took place online. Share your ideas with a partner.

political protests   celebrating a holiday   sports   robbing a bank   funerals   weddings

### Key

1. false
2. true
3. true
4. false
5. true
6. false

### Extension Many Cryptocurrencies

- Ask students to work in pairs.
- Inform students that Bitcoin is only one of a number of digital currencies.
- Challenge students to research another cryptocurrency. Have them identify the currency and provide a brief description of what it is and how it is used.
- Ask student whether they think any of these currencies would make a good investment. Have them explain their reasoning.

### C In Your World

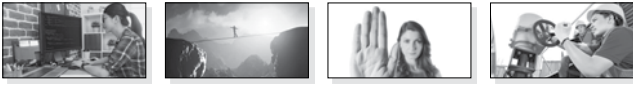
- Have students work with partners.
- Ask students to read the directions.
- Allow partners to discuss their responses.
- Have partners write their ideas.
- Encourage partners to explore each other's thoughts by asking follow-up questions about their ideas.
- Allow an opportunity for students to share their ideas with the class.



**D Vocabulary**

1 Write the words from the box under the correct pictures.

block      risk      utilize      programmer



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

2 Fill in the blanks with the correct words from the box.

viable      probability      notable      prediction      stability      plausible

- Climate scientists have concluded that the \_\_\_\_\_ of extreme weather changes caused by global warming is very high, but some people refuse to believe this \_\_\_\_\_.
- I watched a movie about people who could choose to live online or in the real world by taking a red pill or a blue pill, but I didn't think the plot was very \_\_\_\_\_.
- I have an idea for a new app to help college students save money, but I'm not sure if it is \_\_\_\_\_ when there is so much competition from other apps.
- For my final class presentation, I will speak about some \_\_\_\_\_ new technologies that will help create worldwide economic \_\_\_\_\_.

**E Grammar**

Passive voice I

passive voice

Use the passive voice to focus on who or what is being acted upon (the object in an active sentence), rather than who is doing the action (the subject in an active sentence).

Active: In 2009, a programmer named Satoshi Nakamoto invented Bitcoin.      Passive: Bitcoin was invented in 2009 by a programmer named Satoshi Nakamoto.

Change the active sentences into passive sentences.

- The heart surgeon performed complex operations every day.  
\_\_\_\_\_
- 3D printers can make toys, utensils, and even something as complex as car parts.  
\_\_\_\_\_
- Virtual reality can transport you to places you would not have the opportunity to visit.  
\_\_\_\_\_
- A thief overrode the security on my self-driving car.  
\_\_\_\_\_

**F Use the Language**

A Product That Will Change the Future

Expand on your ideas from the warm-up activity to create a short presentation about a product that could change the future. First create an outline of what you will talk about. Then present your product to a partner. Your partner will ask you questions about it. Switch roles and repeat for your partner's presentation.



**D Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly with a focus on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification.
- Then have them complete part 1.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. programmer      2. risk  
3. block              4. utilize

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. probability, prediction      2. plausible  
3. viable                          4. notable, stability

**Grammar**

Lesson 4 covers the following grammar: the passive voice. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key

- Complex operations were performed by the heart surgeon every day.
- Toys, utensils, and even something as complex as car parts can be made by 3D printers.
- You can be transported by virtual reality to places you would not have the opportunity to visit.
- The security on my self-driving car was overridden by a thief.

**Check the Workbook**

For further grammar practice, use Activity 3 in Module 3, Lesson 4 of the workbook.

**Use the Language**

- Write the title of the activity on the board: "A Product That Will Change the Future."
- Ask students to read the direction lines.
- Check for understanding.
- Have students work in pairs.
- Ask students to create a short presentation for their product.
- Have students share information about their products with the class.

**Extension Advertising**

- Have pairs review their product information from activity F.
- Ask them to think about their product a bit more. Ask them what the product would look like, who would want to use the product, how much the product will cost, and how the product would be sold.
- Provide time for students to prepare an advertisement for their product. This advertisement can take the form of an acted commercial that might appear online or on television, a print ad that would appear in a magazine, or any other interesting advertising technique.
- Have students present their advertisements to the class.

## Lesson 5 Smart Homes

### Aims

- Talk about what smart homes are and how they will be developed
- Write a short, informative article about technology

### Vocabulary

appliance	record	secure	component
network	installation	drone	automatically
mechanism	monitor	smart	

### Writing Guide

What does the future hold?

### A Warm-up

- Write the title of the lesson on the board: "Smart Homes."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What are the advantages to owning a house over renting an apartment?" and "What kind of home would you want to live in?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Prewriting

- Review the chart.
- For each heading, check for students' understanding by asking them to share an example that would apply to each category.
- Have students complete the chart on their own.
- Invite students to share their responses with the class.

### C Authentic Text

This text is an article about smart homes. It describes what a smart home is and what can be expected when smart homes become more popular.

- Tell students they will read an article about smart homes.
- Ask students to take turns reading parts of the text.
- Take time to answer any questions students may have about the text or the vocabulary in it.

### D Analyze the Text

#### Part 1

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key

True statements: 2, 3, 5, 6

#### Part 2

- Ask a student to read the questions aloud.
- Allow a short time for students to answer the questions on their own.
- Ask for volunteers to share their responses.
- After each question has been answered by a volunteer, ask the class as a whole if they agree with this response. Allow alternate responses to be expressed.
- Evaluate responses as a class.

## Lesson 5 Smart Homes

### A Warm-up

What are some things that you have to do when taking care of a house? Which things do you enjoy? Which things do you wish that you didn't have to do?

### B Prewriting

What technology do you use to make your life easier? What kind of technology would you like to see invented?

Technology I Use	Technology I Want to See

### C Authentic Text

Read the article about smart homes.

#### Brief note

Medical professionals track *vital signs* to measure a person's health. These include the person's heart rate, blood pressure, and other measurements.

#### Homes that Do Everything

Take a look at the next kind of impressive technology that people of the future may consider normal: the smart home. Imagine these kitchen appliances. The refrigerator has a screen on the front detailing all of the food inside, as well as how long it has been there. The oven has a mechanism that looks like a giant set of arms, which allows it to do all the cooking a person could do. The dishwasher has a small drone that picks up all the dishes after a meal. Best of all, the appliances are all wired into the same network, so the smart oven knows what is in the refrigerator and what meals it can make.



Smart houses aren't just designed with convenience in mind. You might see a bed with a component that monitors your vital signs and calls a hospital automatically if something drastic happens. Eating healthily is very important, so it's not unreasonable to imagine a dining room table with a component that records each food you eat and its nutritional value. These would be great aids to maintaining healthy lives. Smart homes are also more secure. A technician handles the installation of a set of security cameras so the home network can monitor for movement and intruders.

The extent of computer-based home improvement is almost limitless. If progress in this field keeps moving at a rapid rate, then you might be living in a smart home sooner than you think.

### D Analyze the Text

1 Choose the four statements below that are true according to the information in the reading.

- Smart homes won't be available for a long time.
- Each appliance in a smart home can be wired together.
- Ovens in a smart home could be able to cook on their own.
- Smart homes are designed only for convenience.
- Smart homes make a house safer from intruders.
- Certain appliances in a smart home could save your life.

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Answers will vary.

- Smart homes may be self-cleaning and very secure from burglary.
- Smart homes may contain tables that scan and monitor the food a person eats and evaluates its nutritional value. They may also contain a bed that monitors a person's vital signs while they sleep to help people avoid health emergencies.

### Extension My Ideal Smart Home

- Have students think about their ideal smart home.
- Ask them to think about the smart functions they would like to have.
- Tell students to prepare a short presentation on their ideal smart home.
- Have students share their ideal homes with the class.
- Give feedback.

2 Answer each question in one or two complete sentences.

1. What are two things that smart homes might be able to do in the future? \_\_\_\_\_  
\_\_\_\_\_
2. What are two ways in which a smart home could affect someone's health? \_\_\_\_\_  
\_\_\_\_\_

**E Vocabulary**

1 Match the words with the correct definitions.

- |                   |  |
|-------------------|--|
| 1. appliance •    | • a. a system or group of collected parts                    |
| 2. record •       | • b. one of the parts of a machine                           |
| 3. secure •       | • c. to track or store information, sometimes on a computer  |
| 4. component •    | • d. the act or process of putting in new equipment          |
| 5. network •      | • e. a piece of electrical equipment with a specific purpose |
| 6. installation • | • f. safe from danger or harm                                |

2 Write sentences with the given words. Use the passive voice.

1. drone  
\_\_\_\_\_
2. automatically  
\_\_\_\_\_
3. mechanism  
\_\_\_\_\_
4. monitor  
\_\_\_\_\_
5. smart  
\_\_\_\_\_

**F Use the Language**

What does the future hold?

Read the Writing Guide. Then choose one of the future technologies you listed in the Technology I Want to See column in activity B. Research it online. Use the Writing Guide to write a short, informative article (three to five paragraphs) about that technology.

Writing Guide

**Making Predictions:** Use the information you have about the world right now to make a statement about what could happen in the future.

*I predict that... I believe that... In the future, I think...*

**Connecting Words or Phrases:** These words can highlight the causes and effects in your predictions.

*so, because, which means that, then, therefore, The time it takes me to run a mile is getting shorter, so...*

**If, Then Statements:** Start a prediction with a condition and the word *if*, and then write your prediction with *then*.

*If storage for computers keeps getting bigger, then soon...*



**E Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class by reading a word and the definition they chose.
- Give feedback.

<b>Key</b>	1. e	2. c	3. f	4. b	5. a	6. d
------------	------	------	------	------	------	------

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Allow students to share their sentences with the class. Check for proper usage of the vocabulary words and passive voice.
- Give feedback.

<b>Key</b>	Answers will vary. 1. The dishes are picked up by a drone. 2. The house is cleaned automatically. 3. The doors were opened by a mechanism on the floor. 4. His activity is monitored by the guard. 5. The smart watch was shown at the convention.
------------	---

**F Use the Language**

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "What does the future hold?"
- Read the writing guide with students.
- Explain the intention of each sentence or statement as described in the guide.
- Allow students to search online to identify future technologies that they are interested in.
- Have students complete the activity.
- Have students exchange their work with partners for a peer edit.

**Teacher's Note Sample Response**

Self-Driving Cars

I believe that, in the next ten to twenty years, we will have self-driving cars instead of the cars we drive now. This is a good thing for everyone on the road.

Right now, people make errors on the roads that often lead to accidents, and these often lead to injury or even death. Self-driving cars won't make these same errors. As a result, injury and fatality will be drastically reduced.

The best part about a self-driving car is that people will no longer have to pay attention to the road. If cars drive themselves, they can be more like living rooms on wheels. You can sit back and relax with a nice book or even a television program while your car takes you where you want to go.

**Extension Let's Make It Happen**

- Have students get into groups of three or four.
- Ask them to share the short, informative articles that they wrote in activity F.
- Have each group choose one of these technologies to research further.
- Ask the group to identify how far development of the future technology has already gotten, which companies are working with the technology, and when this technology might become available to the public.
- Then have them describe how the world will be different once this technology is available.
- Invite groups to share their findings with the class.

## A Read

- Ask a student to read the direction lines.
- Check for understanding.
- Review the vocabulary in the box by reading each word aloud slowly and clearly.
- Have students read the passage quietly on their own while they complete the activity.
- After students have finished, invite volunteers to read the passage aloud.
- Ask students to share their answers as they read aloud. Invite students to provide feedback on the answer selections provided.
- Give feedback.

Key

- |                     |               |               |
|---------------------|---------------|---------------|
| 1. state-of-the-art | 2. capable of | 3. portable   |
| 4. imaginative      | 5. components | 6. customize  |
| 7. plausible        | 8. eliminate  | 9. programmer |
| 10. fundamentally   |               |               |

## B Discuss

- Ask a student to read the questions.
- Check for understanding.
- Have students work in pairs.
- Give students time to discuss the questions.
- Allow volunteers to share their thoughts.
- Give feedback.

### Teacher's Note Dangers of 3D Printing

3D printers are a reality. However, there are some dangers associated with people being able to print anything they want. One danger is that people will be able to print weapons such as guns and knives. Once 3D printers are commonplace, it will be exceedingly difficult to regulate these items. If students haven't identified this danger on their own, it might be worth bringing up this concern in conversation.

## C The Future of 3D Printing

- Have students work in pairs.
- Ask a student to read the direction lines.
- Confirm understanding and answer any questions students may have.
- Have students complete the chart. Allow online research if needed.
- Invite groups to present their findings to the class.

### Extension Pros and Cons of 3D Printing

- Have students work in groups of three or four.
- Ask them to review the reading about 3D printing.
- Have students consider the following questions: What are the benefits of 3D printing? What are some dangers that can arise from 3D printing? Do you think the benefits outweigh the negatives?
- Have students prepare and share their thoughts with the class.

## A Read

Read the passage about 3D printing. Fill in the blanks with the correct words from the box. Change the form if necessary.

programmer	eliminate	plausible	imaginative	component
customize	capable of	state-of-the-art	fundamentally	portable

3D printing is the wave of the future. This ❶ \_\_\_\_\_ technology is ❷ \_\_\_\_\_ creating almost anything without the need for a huge factory. All you need is the right printer and a set of programming instructions. Best of all, many printers are ❸ \_\_\_\_\_ and can be carried by a single person. Scientists have printed everything, from artificial legs for a dog to a customized car! The best part is that any ❹ \_\_\_\_\_ person can come up with a new idea and make it in their own home! It helps consumers because they can now print replacement ❺ \_\_\_\_\_ for old devices, instead of having to pay the company for expensive specialized parts. You can also ❻ \_\_\_\_\_ items to fit your specific needs. It's ❼ \_\_\_\_\_ that in-home printing could eventually ❽ \_\_\_\_\_ the need for factories altogether. When you need a specific item, you just need a ❾ \_\_\_\_\_ to build instructions for the 3D printer. This could ❿ \_\_\_\_\_ change the way that we buy products.



## B Discuss

Discuss the questions with a partner.

1. What is the main idea of the passage?
2. What is a drawback of 3D printing?
3. What would you make with a 3D printer?
4. Do you agree that 3D printing could fundamentally change the way we buy products? Why or why not?

## C The Future of 3D Printing

What are some other uses of 3D printing that are not mentioned in the passage? Work with a partner to fill out the chart. Research online if necessary. Share your ideas with the class.

Things that can be printed	Why they are useful



**A Listen to Write**

Listen to the dialogue about AI. Then answer the questions. © Track 12

1. What products developed with AI does the man mention?  
\_\_\_\_\_
2. Why does the woman consider AI a threat?  
\_\_\_\_\_
3. How does the man feel at the end of the conversation?  
\_\_\_\_\_

**B Speak to Write**

What are the pros and cons of AI? Work with a partner to write down some ideas. Research online. Present your ideas to the class.

Artificial Intelligence	
pros	cons

**C Now Write**

How do you think AI will affect the world? Use the ideas above to write a paragraph. Support your claims with details. Use the passive voice in at least two sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B Speak to Write**

- Have students work with partners.
- Ask them to research online to learn more about AI.
- Then have them discuss the pros and cons of AI as they fill in the chart.
- Draw a T-chart on the board. Label one side for pros and the other for cons.
- Lead an open discussion about AI.
- As students speak, complete the T-chart on the board.
- Take a poll to find out whether students feel the pros of AI outweigh the cons.

**Teacher's Note A Student-Led Discussion**

It may be tempting to take the reins of every classroom discussion, especially if students are hesitant to speak on their own. However, student-led conversations are important for development of speaking skills and confidence in language mastery. Of course, you should participate in keeping the conversation on target, and you may ask questions if a conversation falls into silence, but allow students to determine the talking points as much as possible.

**C Now Write**

- Have students work individually on this assignment.
- Ask them to refer to the chart from activity B and recall any conversations they may have participated in on this topic.
- If needed, allow students to look online for additional information to support their writing.

**Teacher's Note Sample Response**

AI Servants of the People

AI is coming. Leisure and relaxation are the ways of the future. Much work will no longer be done by people to make the world function. AI technology will do many of the hard jobs people now struggle with. What's more, things will be faster and more efficient. Decisions will be made in record time. Of course, AI may replace the jobs so many people rely on, but other jobs will rise to take their place. The future presents amazing possibilities for us to lead a more comfortable and relaxing life.

**Extension A Better World or a Darker World?**

- Take a poll of your students' writing. How many wrote about the rise of AI in a positive light? How many wrote in a negative light? How many wrote articles that balanced pros and cons?
- Determine whether, overall, your class sees the rise of AI as a good or bad thing.
- Invite students to share their writing with the class.
- Ask the class to determine whether they were presented with a positive or negative outlook on AI.
- Allow comments as to how the points brought up could be countered with points from the opposing viewpoint.

**A Listen to Write** © Track 12

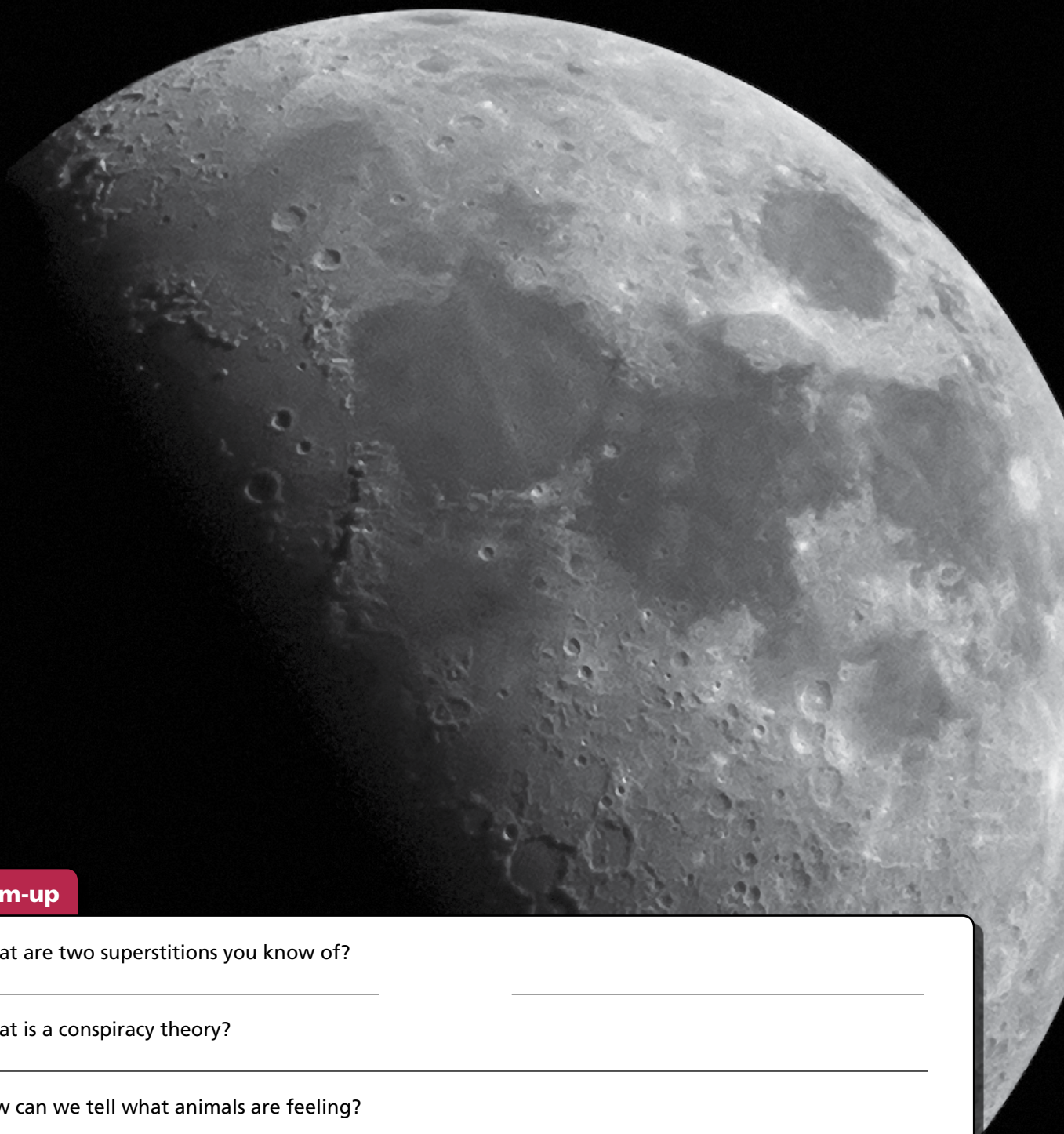
- Ask students to read the direction lines.
- Have students get into pairs.
- Play the audio for students.
- Tell students to complete the activity. Then discuss the questions.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. He mentions self-driving cars, computers that can recognize faces, and networks that can monitor events in your home.
2. She thinks it could turn on us and kill us.
3. He is also worried about AI.

**Teacher's Note AI in Everyday Life**

Students might not realize the extent to which AI is present in their daily lives. They are given examples of self-driving cars and facial recognition software in the audio track, but AI is much more common than that. People use it on their smartphones or online on social media. It may be helpful to have a conversation with your class about where they see and use AI in their world and what their feelings about AI are.

**Warm-up**

1. What are two superstitions you know of?

---

2. What is a conspiracy theory?

---

3. How can we tell what animals are feeling?

---

4. What is your favorite scary story?

---

5. Describe a popular or common misconception.

---

### Module 4 Goals

- I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, though I may want time to reread them.
- I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.
- I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signaled directly.
- I can develop an argument systematically in well-structured speech, highlighting significant points and concluding appropriately.
- I can present points of view in writing, developing an argument, highlighting the most important points, and supporting my reasoning with examples.

### Warm-up

- Draw students' attention to the title of Module 4. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

### Teacher's Note What Makes a Mystery?

Quite simply, a mystery is anything that people do not know the answer to. Crimes can be mysteries. But, rumors can be mysteries as well.

### Vocabulary

- Read the vocabulary lists aloud slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

### Extension Vocabulary Tic Tac Toe

- Have pairs create nine fill-in-the-blank sentences using vocabulary from the list. Each sentence should be on its own small square piece of paper.
- Then have students lay out their sentences in a 3 X 3 pattern.
- Have two pairs join, making groups of four.
- Ask pairs to exchange their 3 X 3 sentence blocks.
- Have the new pair use the 3 X 3 sentence block to play a game of tic tac toe.
- Partners take turns completing a sentence with a vocabulary word. Correct answers earn credit for that space in the block.
- The pair who wrote the sentences confirms whether completions are correct.
- A partner wins if he or she gets credit for a row, column, or diagonal of three sentences.
- Invite students to share their sentences with the class.

### Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

### Module 4 Preview

#### Vocabulary

Read the words and put a check mark (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> associate	<input type="checkbox"/> debunk	<input type="checkbox"/> symptom	<input type="checkbox"/> wary	<input type="checkbox"/> struggle
<input type="checkbox"/> connection	<input type="checkbox"/> contrary	<input type="checkbox"/> empathy	<input type="checkbox"/> frightening	<input type="checkbox"/> disprove
<input type="checkbox"/> chaotic	<input type="checkbox"/> evidence	<input type="checkbox"/> analyze	<input type="checkbox"/> hesitation	<input type="checkbox"/> day-to-day
<input type="checkbox"/> belief	<input type="checkbox"/> hypothesis	<input type="checkbox"/> insight	<input type="checkbox"/> uncertainty	<input type="checkbox"/> convinced
<input type="checkbox"/> jump to conclusions	<input type="checkbox"/> cover	<input type="checkbox"/> transformation	<input type="checkbox"/> tomb	<input type="checkbox"/> impose
<input type="checkbox"/> reinforce	<input type="checkbox"/> myth	<input type="checkbox"/> fully-fledged	<input type="checkbox"/> the unknown	<input type="checkbox"/> arthritis
<input type="checkbox"/> instance	<input type="checkbox"/> stem from	<input type="checkbox"/> loneliness	<input type="checkbox"/> devour	<input type="checkbox"/> misconception
<input type="checkbox"/> outcome	<input type="checkbox"/> vacant	<input type="checkbox"/> frustration	<input type="checkbox"/> resentment	<input type="checkbox"/> open-minded

#### Grammar

Answer the questions.

- Circle the correct transition word in the sentence.  
Jerry isn't sure he should believe the stories Jim tells him, ( but / since ) they are very convincing.
- Complete the following sentence.  
I spend a lot of time with animals so that \_\_\_\_\_
- Underline the transition word in the sentence.  
I will explain the mystery after you pay the fee.
- Write *metaphor* or *simile* after the sentence.  
The ocean is a black hole, holding mysteries we shall never uncover. \_\_\_\_\_

#### Write

Write about a mystery that you want to know the truth about.

---



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---



---



Scan the QR code to watch a preview video.

Key

- but
- Answers will vary. I can understand them better.
- I will explain the mystery after you pay the fee.
- metaphor

### Teacher's Note Module 4 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

**Lesson 2** Subordinating conjunctions and transitions

**Lesson 3** Clauses of purpose and result

**Lesson 4** Figurative speech

### Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

### Teacher's Note Sample Response

People claim to have seen UFOs flying in the sky. Sometimes, these UFOs are just bright lights, but other people claim to have seen distinct crafts flying in the sky. Some people even claim to have encountered actual alien beings! I've never seen a UFO myself, but I have to wonder if they could actually be real.



# Module 4 Overview: Mysteries

## Lesson 1: Superstitions

**Aims:** - Talk about the different beliefs that people have  
- Describe how superstitions differ from other beliefs

**Vocabulary:** Words to Convey Belief/Disbelief

## Lesson 2: Conspiracy Theories

**Aims:** - Talk about what a conspiracy theory is  
- Consider whether all conspiracy theories are false or whether there may be some truth to them

**Vocabulary:** Mysteries

**Grammar:** Subordinating conjunctions and transitions

## Lesson 3: Animal Emotions

**Aims:** - Talk about the emotions felt by animals  
- Describe how we influence the feeling and emotions of animals

**Vocabulary:** Words to Convey Empathy

**Grammar:** Clauses of purpose and result

## Lesson 4: A Ghost Story

**Aims:** - Talk about ghost stories  
- Discuss why people enjoy being scared by ghost stories

**Vocabulary:** Words to Convey Fear and Reluctance

**Grammar:** Figurative speech

## Lesson 5: What do you know?

**Aims:** - Talk about beliefs and why people believe them  
- Write an essay describing a common misconception

**Vocabulary:** Words to Convey Analysis and Understanding

**Writing Guide:** Making a Point

## Lesson 1 Superstitions

### Aims

- Talk about the different beliefs that people have
- Describe how superstitions differ from other beliefs

### Vocabulary

chaotic	associate	validity	belief
jump to conclusions	outcome	connection	reinforce
instance	causal		

### A Warm-up

- Write the title of the lesson on the board: "Superstitions."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "Why do people believe in superstitions?" and "What happens if you prove a superstition to be false?"
- Write on the board any new vocabulary and good answers that students come up with.

## Lesson 1 Superstitions



### A Warm-up

Talk about the questions as a class.

1. What are some superstitions that you are familiar with?
2. Do you believe in any superstitions?
3. What makes a belief a superstition?

### Brief note

The superstition of seven years of bad luck for breaking a mirror comes from Roman times. One solution is to throw a pinch of salt over your shoulder.

### B Authentic Text

#### 1 Read the journal article. ©Track 13

##### Paragraph 1

People use patterns to make sense of our chaotic world. Our brains have developed to quickly recognize patterns and will often jump to conclusions about the relationships between patterns and events. Sometimes, these conclusions have validity, and they help us respond quickly to events. Occasionally, however, the brain will form a causal relationship between patterns and events that are not related. If a person associates unrelated conditions with specific outcomes, a superstition may develop.

##### Paragraph 2

For example, if a baseball player wears a certain pair of socks and has a good game, that player may make a conscious choice to wear that pair of socks again. If he has a few good games while wearing those socks, this will reinforce the player's association of good performance with that pair of socks. Over time, the player may start to think that wearing the pair of socks brings good luck. This is actually common among baseball players, some of whom may even refuse to wash their "lucky" socks!

##### Paragraph 3

Negative superstitions can be reinforced in a similar way. One common superstition is that if a person breaks a mirror, he or she will have seven years of bad luck. Although breaking a mirror doesn't truly influence a person's luck, instances of bad luck may stand out after a mirror has been broken. A person who has recently broken a mirror might begin to associate any instance of bad luck with the broken mirror. This association reinforces belief in the superstition.

##### Paragraph 4

Letting go of a superstition can be difficult. The connections formed by the human mind can be powerful, and if beliefs have been held for a long time, they can be especially difficult to change. Changing a belief begins with breaking the mental habits that support it. It helps to focus on times when a good outcome occurred without connection to the superstition. For example, if a baseball player performs well without his lucky socks, his belief in the lucky socks might start to fade. If someone who breaks a mirror identifies lucky events that happen later, his or her belief in a curse will diminish. When people challenge a superstition by looking for events that contradict them, they can break free from the superstition.

#### 2 Discuss the questions.

1. How do people develop superstitions?
2. Have you heard of a sports player following a superstition? What superstitions might a sports player believe in?
3. Many people want to stop believing in their superstitions. Do you think that this is important?

#### 3 Choose the best title for each paragraph.

- |                               |                                 |
|-------------------------------|---------------------------------|
| _____ A Superstitious Brain   | _____ Scary Superstitions       |
| _____ Breaking a Superstition | _____ Superstitions for Success |

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### Teacher's Note Superstition or Cultural Belief?

Some cultures have beliefs that other cultures might consider superstitions. However, referring to a belief as a superstition sounds like a criticism or dismissal. Be sensitive, taking care not to insult a culture by calling any beliefs, especially religious, superstitious. Instead, allow your students to determine which of their beliefs might be considered superstitious. Allow them to suggest something as superstitious first and avoid labeling it yourself.

### B Authentic Text ©Track 13

This text is a journal article about superstitions. In the article, the writer describes several superstitions that people believe in, how they may have arisen, and why they persist.

#### Part 1

- Tell students that they will read/hear about superstitions and why people might believe in superstitions.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as *seven years of bad luck*.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

#### Part 2

- Ask students to read each question.
- Have students consider each question by themselves first.
- Then lead a discussion based on the questions in which you facilitate student participation.



4 Choose the four statements below that are true according to the information in the reading.

1.  Patterns help people make sense of a chaotic world.
2.  Pattern association can allow people to respond quickly to events.
3.  The human brain never forms a causal relationship between patterns and events that are unrelated.
4.  If a person has a few good games wearing the same pair of socks, that person may associate success with that pair of socks.
5.  Negative superstitions form in a different way from positive superstitions.
6.  If a person breaks a mirror, it leads to seven years of bad luck.
7.  If beliefs have been held for long periods of time, they can be especially difficult to change.
8.  Once a superstition takes hold, a person can never stop believing in it.

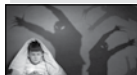
### C Vocabulary

1 Use the pictures as a guide to choose the correct words to complete the sentences.

chaotic      associate      validity      belief      jump to conclusions



1. Her behavior showed the \_\_\_\_\_ of her punishment.



2. He has a(n) \_\_\_\_\_ in monsters.



3. My grandfather has a(n) \_\_\_\_\_ collection of items in his garage.



4. Beth knows that it's best not to \_\_\_\_\_ about the future just because she made one brilliant prediction.



5. After today, she will always \_\_\_\_\_ the Eiffel Tower with her marriage proposal.

2 Match the words with the correct definitions.

- |                 |   |
|-----------------|---|
| 1. outcome •    | a. to make an idea or belief stronger                             |
| 2. connection • | b. the result of a series of events                               |
| 3. reinforce •  | c. an example of a particular event                               |
| 4. instance •   | d. showing a relationship in which one thing brings about another |
| 5. causal •     | e. a link between two things                                      |

### D Use the Language

Which superstition do you believe in?

Work with a partner to research some common superstitions. Then create a mock interview. Pretend one partner believes in a particular superstition. Act out your interview for the class.



Answers may vary.

1. I think people notice a pattern and then attribute cause to their observation.
2. There is one baseball pitcher who will only approach the pitcher's mound from the left side. He thinks that if he enters from the right, he'll have a bad game. He's not a very good pitcher though, so I think he shouldn't worry which side he uses.
3. I think people can easily be swept up in their superstitions. In fact, I think beliefs such as these can grow and begin taking over a person's life in an irrational way.

### Part 3

- Ask students to read each title.
- Have students complete this activity by themselves first.
- Then ask students which title is for Paragraph 1, Paragraph 2, etc.
- Give feedback.

Key First row: 1, 3, Second row: 4, 2

### Part 4

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key True statements: 1, 2, 4, 7

## C Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

### Part 1

- Ask a student to read the direction line
- Have students complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key 1. validity      2. belief      3. chaotic  
4. jump to conclusions      5. associate

### Part 2

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key 1. b      2. e      3. a      4. c      5. d

### Extension Describing A Strange Belief

- Have student pairs discuss strange beliefs that they have or someone they know has.
- Have students use the words from the vocabulary section to describe these beliefs.
- Have partners provide a peer edit of each other's sentences.
- Ask volunteers to share their sentences with the class.

## D Use the Language

- Have students work with partners.
- Ask students to read the directions.
- Have partners discuss their thoughts regarding this topic.
- Encourage students to go online to research the topic.
- Allow time for students to prepare their dialogues.
- Allow an opportunity for students to present their dialogues to the class.

### Extension Superstitions Around the World

- Have students discuss, in groups of three or four, what they've learned about superstitions.
- Ask students to work together to research superstitions around the world.
- Have them focus on a particular superstition in detail or popular superstitions from a certain country.
- Ask them to identify whether the superstition is about good luck or bad luck.
- Have them consider what people are supposed to do regarding the superstition and what supposedly happens if they don't follow through with this action.
- Have students share their ideas with the class.
- Ask the class which of the superstitions they consider most believable.

## Lesson 2 Conspiracy Theories

### Aims

- Talk about what a conspiracy theory is
- Consider whether all conspiracy theories are false or whether there may be some truth to them

### Vocabulary

debunk	conspiracy	contrary	evidence	hypothesis
claim	cover	stem from	vacant	myth

### Grammar

Subordinating conjunctions and transitions

### A Authentic Text

This text is a blog entry from a popular Internet forum. In this post, the writer reviews various conspiracy theories and provides reasons why these theories should be dismissed.

- Tell students that they will read a blog entry debunking various conspiracy theories.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as *chemtrail conspiracy*.
- As students read, have them underline the subordinating conjunctions and transition words.
- Check responses by having volunteers identify the subordinating conjunctions and transition words that they underlined.

Dear Readers,

In the past, I have debunked the flat Earth theory and the chemtrail conspiracy, but both pale in comparison to what I am going to talk about today. There is an idea circulating on the Internet that the moon is not what it seems. Conspiracy theorists claim that, contrary to popular belief, the moon is empty.

There is absolutely no evidence to support the Hollow Moon hypothesis, but this has not convinced the conspiracy theorists. Hollow Mooners, as they are called, believe that the moon is a giant spaceship. When asked to back up their claims, they often point to the size and shape of the moon's craters. Those refuting the Hollow Moon theory presume that this misinterpretation is due to perception. We are far away from the moon, and thus the craters seem small. Hollow Mooners also think that the news won't cover their story because the government doesn't want the truth to get out. In actuality, of course, the news won't broadcast information about the moon being empty because it is simply not true.

The Hollow Moon conspiracy is believed to stem from the equally ridiculous Hollow Earth theory, which states that the inside of the earth is vacant. Unlike the theory itself, its origins have a plausible explanation. There are many myths and legends that could have led to the misconception. For example, the Hollow Earth theory is often believed to have originated from the Greek myth of Hades, god of the underworld. In the stories, he actually lives within the planet.

Remember readers, never believe anything you read on the Internet, unless you check to see if it is based on facts!

Key

## Lesson 2 Conspiracy Theories

### A Authentic Text

Read the blog entry from a popular Internet forum. Underline the subordinating conjunctions and transition words.

Dear Readers,

In the past, I have debunked the Flat Earth theory and the chemtrail conspiracy, but both pale in comparison to what I am going to talk about today. There is an idea circulating on the Internet that the moon is not what it seems. Conspiracy theorists claim that, contrary to popular belief, the moon is empty.

There is absolutely no evidence to support the Hollow Moon hypothesis, but this has not convinced the conspiracy theorists. Hollow Mooners, as they are called, believe that the moon is a giant spaceship. When asked to back up their claims, they often point to the size and shape of the moon's craters. Those refuting the Hollow Moon theory presume that this misinterpretation is due to perception. We are far away from the moon, and thus the craters seem small. Hollow Mooners also think that the news won't cover their story because the government doesn't want the truth to get out. In actuality, of course, the news won't broadcast information about the moon being empty because it is simply not true.

The Hollow Moon conspiracy is believed to stem from the equally ridiculous Hollow Earth theory, which states that the inside of the earth is vacant. Unlike the theory itself, its origins have a plausible explanation. There are many myths and legends that could have led to the misconception. For example, the Hollow Earth theory is often believed to have originated from the Greek myth of Hades, god of the underworld. In the stories, he actually lives within the planet.

Remember readers, never believe anything you read on the Internet, unless you check to see if it is based on facts!



#### Brief note

The *chemtrail conspiracy* is popular on the Internet, and claims that the visible gas trail behind planes is actually made of chemicals that harm people.

#### Brief note

A *misconception* is an understanding of something that is based on incorrect information or bad logic.

### B Vocabulary

1 Fill in the blanks with the correct bold words from the reading.

- To prove his \_\_\_\_\_, James did an experiment with paper, water, and ink.
- The spaceship was \_\_\_\_\_ because the astronauts were out exploring Mars.
- He made some exaggerated \_\_\_\_\_ that nobody could believe.
- The results of the studies \_\_\_\_\_ her theory.
- Your fear of dogs may \_\_\_\_\_ from childhood trauma.
- Folklore and \_\_\_\_\_ are how ancient people explained the world around them.
- While some \_\_\_\_\_ theories sound plausible, most are fictional.
- The newspaper is not likely to \_\_\_\_\_ something without credible sources.
- Even when there is overwhelming evidence to the \_\_\_\_\_, conspiracy theorists hold tightly to their beliefs.

2 Use the pictures below as prompts to write sentences that include the words from the box.

claim

evidence

vacant

hypothesis



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### B Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

#### Part 1

- Ask a student to read the direction line for the activity.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key

- |               |           |             |
|---------------|-----------|-------------|
| 1. hypothesis | 2. vacant | 3. claims   |
| 4. debunked   | 5. stem   | 6. myths    |
| 7. conspiracy | 8. cover  | 9. contrary |

#### Part 2

- Ask a student to read the direction line for the activity.
- Ask if students need clarification. Have them complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

Answers may vary.

Key

- Despite having no **evidence**, Jim believes that his tinfoil hat will protect his brain from harmful waves.
- Some believe the **claim** that the pyramids were built by ancient aliens.
- The new retail space stayed **vacant** for months due to its exorbitant rent.
- The researcher deduced that her **hypothesis** was correct after viewing the sample evidence under the microscope.

**C In Your World**

**Social Media Conspiracy Theories**

Have you ever seen a post on social media about a conspiracy theory? What did it claim? What are some ways that you can distinguish credible sources from unreliable sources online? Discuss with a partner.

**D Grammar**

**Subordinating conjunctions and transitions**

transition words					
addition	contrast	time	cause and effect	condition	
also for example furthermore likewise similarly additionally	although in contrast conversely unlike whereas while	after before eventually later until when whenever	as a result of because consequently for thus therefore since	if whether unless	

Underline the transition word and write the type of transition (addition, contrast, time, cause and effect, or condition).

- I'll take out the trash after my neighbors finish watering their grass. \_\_\_\_\_
- When I bent over the campfire, I burned the ends of my hair. \_\_\_\_\_
- Furthermore, the two characters were obviously destined to fall in love. \_\_\_\_\_
- Spot, my dog, went to the vet because he had fleas. \_\_\_\_\_
- Everyone will be sorry if I turn out to be right. \_\_\_\_\_
- I'll start writing my report, although I don't think I have all the information I need. \_\_\_\_\_
- Grace was very shy until she was a teenager. \_\_\_\_\_
- As a result of your going out every night this week, you will have to study all weekend. \_\_\_\_\_

**E Use the Language**

**Debate a Conspiracy Theory**

Briefly research a conspiracy theory on the Internet. Make a list of evidence for and against the conspiracy theory. With a partner, debate the validity of the conspiracy theories you chose. Choose to defend or refute the plausibility of each theory.

Evidence for and against the \_\_\_\_\_ conspiracy theory:

For	Against



Key

- [underline "after"], time
- [underline "When"], time
- [underline "Furthermore"], agreement
- [underline "because"], cause and effect
- [underline "if"], condition
- [underline "although"], disagreement
- [underline "until"], time
- [underline "As a result of"], cause and effect

**✓ Check the Workbook**

For further grammar practice, use Activities 3 and 4 in Module 4, Lesson 2 of the workbook.

**Use the Language**

- Write the title of the activity on the board: "Debate a Conspiracy Theory."
- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to select a conspiracy theory from the Internet.
- Have students work together to find support for and evidence against the conspiracy theory.
- Walk around and give feedback.
- Have students develop a dialogue portraying a mock debate between a supporter and a skeptic of the conspiracy theory.
- Ask students to present their dialogues to the class.
- Give feedback.

**Extension It Was True!**

- Some conspiracy theories have turned out to be true.
- Have students research conspiracy theories that were found to be factual.
- Ask them to share what the conspiracy theory claimed. Then have them describe what the truth was that led to this claim.
- Invite students to share their findings with the class.

**In Your World**

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to work in pairs.
- Have students discuss things they've read online.
- Tell students to list several claims that they have read on the Internet. Ask them to identify the ones they feel may not be credible.
- Ask students to share their answers with the class.
- Give feedback.

**D Grammar**

Lesson 2 covers the following grammar: subordinating conjunctions and transitions. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

# Lesson 3 Animal Emotions

Aims				
- Talk about the emotions felt by animals - Describe how we influence the feeling and emotions of animals				
Vocabulary				
symptom	empathy	loneliness	insight	neglect
frustration	transformation	fully-fledged	analyze	heal
Grammar				
Clauses of purpose and result				

## A Warm-up

- Write the title of the lesson on the board: "Animal Emotions."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the graphic organizer from activity A on the board.
- Lead a discussion with students and fill in the chart as a class. Fill in the graphic organizer on the board as students fill in the ones in their books.
- Write on the board any new vocabulary and good answers that students come up with.

## B Audio

This audio track features three people who work with animals. They describe their experiences working with animals and the emotions they see in the animals.

### Part 1

- Tell students that they will listen to three accounts describing the emotions of animals.
- Play the audio.
- As students listen, ask them to complete part 1.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	<b>Jessie</b>
	Job: animal empath
	Motivation: to ease the distress of animals
	How she helps animals: runs a shelter
	Feelings toward job: wouldn't trade it for the world
	<b>Scarlett</b>
Job: veterinarian	
Motivation: to help sick animals	
How she helps animals: provides healthcare	
Feelings toward job: passionate and learning more every day	
<b>Eve</b>	
Job: pet sitter	
Motivation: to achieve two things at one time (can do homework while she pet sits)	
How she helps animals: gives them attention, takes care of them	
Feelings towards job: absolutely loves it	

### Part 2

- Play the audio as students read the statements for part 2.
- As students listen, have them match each statement to the correct speaker.
- Ask students to read the sentences aloud to the class. As they do, ask them to identify the speaker who made the statement.
- Check answers by asking the class if they agree with the speaker's answer.

# Lesson 3 Animal Emotions

## A Warm-up


What emotions do animals feel? How do you know? Fill out the chart below.

Animal	Emotions	Evidence

## B Audio

### Brief note

The idiom *kill two birds with one stone* means to achieve two things at one time through a single action.

1 Listen and then answer the questions below. 

### Speaker 1: Jessie



Job: \_\_\_\_\_  
 Motivation: \_\_\_\_\_  
 How she helps animals: \_\_\_\_\_  
 Feelings toward job: \_\_\_\_\_

### Speaker 2: Scarlett



Job: \_\_\_\_\_  
 Motivation: \_\_\_\_\_  
 How she helps animals: \_\_\_\_\_  
 Feelings toward job: \_\_\_\_\_

### Speaker 3: Eve



Job: \_\_\_\_\_  
 Motivation: \_\_\_\_\_  
 How she helps animals: \_\_\_\_\_  
 Feelings toward job: \_\_\_\_\_

2 Match the statements to the correct speakers.

1. I can feel their loneliness. \_\_\_\_\_
2. It fits great into my schedule as a university student. \_\_\_\_\_
3. I can't always tell what they are feeling, but I can use medical tools to analyze their symptoms. \_\_\_\_\_
4. I like my job, but sometimes it's difficult for me to see so much suffering. \_\_\_\_\_
5. I give them attention, and then they feel less lonely. \_\_\_\_\_
6. I wouldn't trade my job for any other in the world. \_\_\_\_\_

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## Key

- |                         |                         |
|-------------------------|-------------------------|
| 1. Jessie / Speaker 1   | 2. Eve / Speaker 3      |
| 3. Scarlett / Speaker 2 | 4. Scarlett / Speaker 2 |
| 5. Eve / Speaker 3      | 6. Jessie / Speaker 1   |

### Part 3

- Play the audio one more time.
- As students listen, have them complete the sentences by filling in the blanks.
- Ask students to read the sentences aloud, adding their answers as they do.
- Check answers by asking the class if they agree with the reader's answers.

## Key

1. gives me insight / emotional and physical
2. feel the transformation / regain their desire
3. help heal them / reduce their pain
4. visit my clients' homes
5. we just cuddle / do homework

### Extension Your Animal Experience

- Have students work with partners.
- Ask partners to share an experience they have had interacting with an animal.
- Ask them whether they could sense emotions from the animal.
- Invite volunteers to share their thoughts with the class.



3 Listen again and complete the sentences. © Track 14

1. Being an animal empath \_\_\_\_\_ into their \_\_\_\_\_ needs.
2. It's amazing to \_\_\_\_\_ in a neglected pet; to feel them \_\_\_\_\_ to live and to appreciate life again.
3. I use my training to \_\_\_\_\_ and to \_\_\_\_\_.
4. In between classes, I can \_\_\_\_\_ and take care of their animals.
5. Sometimes \_\_\_\_\_, and I get to \_\_\_\_\_.

C Vocabulary

1 Write the words next to the correct definitions.

symptom	empathy	loneliness	insight	neglect
frustration	transformation	fully-fledged	analyze	heal

1. \_\_\_\_\_ the state of feeling alone or being lonely
2. \_\_\_\_\_ a change in the body or mind which shows that a disease is present
3. \_\_\_\_\_ (the ability to have) a clear and deep understanding of a difficult problem or situation
4. \_\_\_\_\_ to not take care of someone or something
5. \_\_\_\_\_ to make or become well again
6. \_\_\_\_\_ to figure out how something works
7. \_\_\_\_\_ a complete change in the appearance or character of something or someone
8. \_\_\_\_\_ a feeling of being stuck and unable to do what you want
9. \_\_\_\_\_ the ability to feel what others are feeling
10. \_\_\_\_\_ completely developed or trained

D Grammar

Clauses of purpose and result

clauses of purpose and result	
Purpose clauses indicate the purpose of the action in an independent clause. Result clauses state the result of the action in an independent clause. A comma is used before the result clause so.	
Purpose so that, in order to	Result so
I work with animals <u>so that</u> I can ease their distress.	Our drugs are designed for specific animals, <u>so</u> each creature gets exactly what it needs.

Identify each underlined clause as *purpose* or *result*.

1. Tammy bought another bird so that her cockatiel wouldn't be lonely. \_\_\_\_\_
2. Bill has always lived with lots of pets, so he's comfortable around all kinds of animals. \_\_\_\_\_
3. The farmer held the horse gently, in order to calm it after the storm. \_\_\_\_\_
4. Tristan moved his family to the countryside so that they would be closer to nature. \_\_\_\_\_

E Use the Language

What Animals Feel Poster

How can we tell what animals feel? Do they feel the same things that we do? Create a poster.

1. Research the topic of "animal emotions" using the Internet. Using your notes from activity A, investigate what people believe that various animals feel. Take notes and prepare a poster to present your findings.
2. Ensure that you cite your sources on your poster. Include images and make sure that you draw clear connections between each animal and what it can feel. Include scientific data where possible.
3. Present your poster to the class.



G Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete the part.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. loneliness	2. symptom	3. insight
	4. neglect	5. heal	6. analyze
	7. transformation	8. frustration	9. empathy
	10. fully-fledged		

D Grammar

Lesson 3 covers the following grammar: clauses of purpose and result. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Have a student read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Have students share their answers with the class.
- Give feedback.

Key	1. purpose	2. result
	3. purpose	4. purpose

✓ Check the Workbook

For further grammar practice, use Activity 3 in Module 4, Lesson 3 of the workbook.

E Use the Language

- Have students work in pairs.
- Ask students to read the direction lines.
- Check for understanding.
- Allow students to plan what aspect of animal emotion they wish to explore in their posters.
- Encourage students to look online and in other sources to find information supporting their project. Remind them to retain source information for adding their citations to the poster.
- Have students plan and take notes before they begin their posters.
- Then have volunteers share their posters with the class.

Teacher's Note Citing Sources

There are various ways to cite sources. A citation on a poster should appear in the same format as in a book. However, a poster should not include as many sources as a written paper. Familiarize students with how to cite sources, and indicate that citations should appear as footnotes at the bottom of the work.

Extension Animals in the News

- Ask students to research animals in the news.
- Have students present about a news event involving an animal or news about animal behavior or research.
- Have students work in pairs.
- Allot enough time for research and planning.
- Have students share their information with the class.

# Lesson 4 A Ghost Story

Aims				
- Talk about ghost stories - Discuss why people enjoy being scared by ghost stories				
Vocabulary				
tomb	frightening	spirits	devour	wary
omen	hesitation	the unknown	uncertainty	resentment
Grammar				
Figurative speech				

## A Warm-up

- Write the title of the lesson on the board: "A Ghost Story."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What is the scariest thing you've ever seen?" and "Do you think that your scary experience would make a good ghost story?"
- Write on the board any new vocabulary and good answers that students come up with.

## B Authentic Text

This text is a ghost story. It is told to a group of campers late at night. The storyteller wants to scare the campers in an entertaining way.

### Part 1

- Tell students that they will read/hear a ghost story.
- Either ask students to take turns reading or play the audio for students to listen to.
- If you haven't already played the audio, you can play it after they've read to solidify comprehension.

### Extension Ghost Story Themes

- Explain that ghost stories appear in all cultures. Typically, ghost stories share themes.
- Lead a discussion with your students about the ghost stories they are familiar with.
- Draft a list of stories on the board as students talk.
- Have them identify the themes of each story they list. What are the main characters? What happens in each of the stories?

### Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

Key	Answers will vary.
	1. Winter is compared to death in this story.
	2. The townspeople left the town because the priest convinced them. He had seen a bad omen.
	3. They became ghosts because no one was left to perform their last rites.

### Part 3

- Ask a student to read the direction lines for part 3.
- Check for understanding.
- Ask for volunteers or call on students to read each of the fears and each of the statements.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

# Lesson 4 A Ghost Story



## A Warm-up


Talk about the questions as a class.

1. Do you believe in ghosts and life after death? Why or why not?
2. Have you ever encountered a ghost?

### Brief note

When camping, it is a tradition to sit around the campfire at night and tell scary stories.

## B Authentic Text

- 1 Read the ghost story that a camper is sharing with her friends around the campfire. 

### The Ghosts of the Holding Tomb

You might feel safe in our camp, but you should be **wary**. A long time ago, there used to be small towns in remote northern woods like these. But those towns are dead, and the people are long gone. The winters and nights were too long, and those who didn't leave starved or froze to death. On one of the last houses, not too far from here, someone had scratched on the wall, "The winter is a hungry wolf waiting for you to stumble."

Like most little towns, this one had a church with a graveyard. It was so cold through most of the year that the ground was as hard as stone—too hard to dig graves for the dead. So, the townspeople kept the dead in an above-ground building called the Holding Tomb. There they would stay until they could be buried in the spring thaw.

Spring was a far-off dream through every winter, but in the year of 1863, the townspeople never got to see it come. A crow flew into the priest's bedroom, frightening him. He interpreted the crow as a bad **omen** of a terrible blizzard to come. Overcome with fear, he begged the townspeople to leave. They had some **hesitation** at first, fearing the **unknown** and the fate that awaited them if they left their homes. Some of the more reasonable ones argued that the priest did not have any evidence to justify his fears. In the end, fear won over **uncertainty** and they decided to flee, but they didn't get far through the harsh mountains. They were devoured by wolves before they made it to the shelter of the valley. It is unknown whether anyone survived the attack, but I say that it's better to be eaten quickly than to starve and freeze, lost and alone.

When spring finally came, only the dead of the Holding Tomb remained... and there was no one left to bury them. The dead grew restless, argued with each other, and became bitter and full of **resentment** that the town had been abandoned before they had received their **last rites**. Their vengeful spirits escaped through the cracks of the Holding Tomb, chilling the spring air.

The ghosts of the Holding Tomb still haunt the forest at night, favoring places so dark that even moonlight and starlight cannot reach them. Places that are as dark as the tomb they escaped.

But they often gather around campfires like ours, watching us. They are invisible and lighter than snow, but heavy in a different way; they are hunger, they are fear, they are the cold your body feels when you realize that you and everyone you know will someday be dead and forgotten. Perhaps all the ghosts want is to be warm and less alone, but they will never be. So, they will always return.

### Brief note

The **last rites** refer to a religious ceremony that is performed by a priest for someone who is dying.

- 2 Talk about the questions after you read.

1. What is winter compared to in this story? What does this comparison evoke?
2. Why did the townspeople leave the town?
3. Why did the bodies in the Holding Tomb become ghosts?

- 3 Ghost stories are told to scare readers or listeners. "The Ghosts of the Holding Tomb" evokes many common fears. Match the sentences and phrases from the story to a particular fear. Some answers may have more than one match.

- |                                |  |
|--------------------------------|--|
| 1. fear of the natural world • | • a. "Only the dead of the Holding Tomb remained... and there was no one left to bury them."   |
| 2. fear of ghosts •            | • b. "They are hunger, they are fear, they are the cold your body feels when you realize that you and everyone you know will someday be dead and forgotten." |
| 3. fear of abandonment •       | • c. "Their vengeful spirits escaped through the cracks of the Holding Tomb, chilling the spring air."   |
| 4. fear of death •             | • d. "The ghosts of the Holding Tomb haunt the forest at night, favoring places so dark that even moonlight and starlight cannot reach them."                |
| 5. fear of being watched •     | • e. "They often gather around campfires like ours, watching us."  |
| 6. fear of the dark •          | • f. "They were devoured by wolves before they made it to the shelter of the valley."  |

### Key

- |         |               |         |
|---------|---------------|---------|
| 1. f    | 2. b, c, d, e | 3. b, a |
| 4. a, b | 5. e          | 6. d    |

## Teacher's Note Not Just Ghosts

Ghost stories don't necessarily have to be about ghosts. The term "ghost story" can describe any short, scary story. Often, these stories deal with monsters, criminals, or the mysterious unknown.

## C In Your World

- Write the title of the activity on the board: "Haunted Places."
- Ask students to read the direction lines.
- Check for understanding.
- Have students get into groups of three or four.
- Tell students to consider the real-life events they are familiar with that could inspire a good, scary ghost story.
- Have students summarize these ideas and write a short story.
- Invite groups to read their stories or act them out as skits.


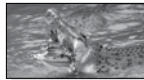


**C In Your World**

**Haunted Places**

Have you ever been somewhere that was said to be haunted by ghosts? Did you witness things that do not have reasonable explanations? If you don't have your own "ghost story," have you read accounts in the news? As you think about these incidents, identify why they remain mysteries. Share your accounts and explanations with a partner.

**D Vocabulary**

1 Write the words from the box under the correct pictures.

tomb	frightening	spirits	devour
			

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

2 Write the bold words from the reading next to the correct definitions.

- something that is thought to be a sign or warning for what will happen in the future \_\_\_\_\_
- anger at being treated unfairly \_\_\_\_\_
- being unsure and slow to take action \_\_\_\_\_
- a state of not being sure \_\_\_\_\_
- something that you do not know about or understand \_\_\_\_\_
- concerned about possible dangers or problems \_\_\_\_\_

**E Grammar**

**Figurative speech**

figurative speech		
Figurative speech is language that expresses ideas beyond its literal interpretation. Figurative speech is used to express emotions and humor, or to describe something in a way that evokes a certain mood or tone, rather than to provide an accurate physical description. Commonly found in poetry, fiction, and personal essays, figurative speech includes a wide range of devices, including simile, metaphor, and personification.		
simile	metaphor	personification
Something is compared to something else with the words <i>like</i> or <i>as</i> .	Something is said to actually be something else for a stronger image.	Human qualities, ideas, or motives are given to an animal or inanimate object.
Her voice was <b>like a gently falling waterfall</b> as she sang the solo.	The winter <b>is a hungry wolf</b> waiting for you to stumble.	The sun <b>said farewell</b> to the day as darkness <b>wrapped its arms</b> around the world.

Read and underline the examples of figurative speech. Write the type of figurative speech in the blanks.

- Meredith peeked over the edge of the cliff and turned as pale as a ghost. \_\_\_\_\_
- The wind ran its fingers through my hair. \_\_\_\_\_
- When the bully shouted my name, my heart leaped and trembled, landing as a lump in my throat. \_\_\_\_\_
- When my professor argues a point about his favorite subject, he moves like a moth under a light, bouncing off ideas, statistics, and the occasional desk. \_\_\_\_\_

**F Use the Language**

**Ghost Stories**

Work with a partner. Write a ghost story using some of the vocabulary words. Present the story to the class.

**E Grammar**

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

- underline "as pale as a ghost" (simile)  
She is experiencing fear.
- underline "ran its fingers through my hair" (personification)  
The wind has fingers. The author is trying to evoke a cold mood.
- underline "landing in a lump in my throat" (metaphor)  
It's more powerful because we can imagine how the writer's heart responded so strongly.
- underline "like a moth under a light" (simile)  
This is funny because it's strange to picture a professor bouncing around like a moth, especially off a desk.

**Extension Using the Grammar**

- Invite students to describe a scary experience in their lives using figurative language.
- Encourage them to write 2-3 sentences using figurative language. Allow them to search online for more inspiration.
- Have students get into pairs.
- Ask them to share their sentences with partners to provide a peer edit.
- Have volunteers share their sentences.

**Check the Workbook**

For further grammar practice, use Activity 1 in Module 4, Lesson 4 of the workbook.

**D Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly with a focus on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification.
- Then have them complete part 1.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

1. tomb	2. devour
3. frightening	4. spirits

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

1. omen	2. resentment	3. hesitant
4. uncertainty	5. the unknown	6. wary

**F Use the Language**

- Write the title of the activity on the board: "Ghost Stories."
- Ask students to read the direction lines.
- Check for understanding.
- Have students work in pairs.
- When students have completed their story, invite them to share it with the class.

**Teacher's Note Why Tell Ghost Stories?**

Ghost stories appear in many different cultures. Often these stories follow a cause-and-effect structure. If a person does something, this action results in a predictable, and scary, effect. These stories are often used to control the actions of people, especially children. For example, a story may speak of a monster in the woods. This story is intended to keep children from wandering into the forest and getting lost or injured. Ask students to consider the purpose of some of the popular stories they are familiar with.

## Lesson 5 What do you know?

Aims			
- Talk about beliefs and why people believe them			
- Write an essay describing a common misconception			
Vocabulary			
open-minded	arthritis	convinced	struggle
disprove	day-to-day	impose	misconception
priority	convention		
Writing Guide			
Making a Point			

### A Warm-up

- Write the title of the lesson on the board: "What do you know?"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "Do you need evidence for something to be true?" and "Is it OK to believe something on faith?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Prewriting

- Review the chart.
- For each heading, check for students' understanding by asking them to share examples for each category.
- Have students complete the chart on their own.
- Invite students to share their responses with the class.

### C Authentic Text and Audio Track 16

This text is a letter submitted to a radio advice show. In the letter, a listener describes some of the beliefs held by his mother and how these beliefs affect his life.

#### Part 1

- Tell students that they will read a letter asking for advice.
- Ask students to take turns reading parts of the text.
- Ask them if they've heard of any of these beliefs before.
- Take time to answer any questions students may have about the text or the vocabulary in it.
- Use the brief notes to explain difficult parts of the text, such as *off on your own*.

#### Teacher's Note Sensitivity to Beliefs

Asking students to consider beliefs based on evidence will naturally bring spiritual beliefs into question. This can be a sensitive topic for some students. Tread carefully, as comments may draw out strong emotions. Be sure to treat this topic in a non-judgmental manner.

#### Part 2

- Have a student read the direction line.
- Then have students listen to the response from the radio host.
- Ask the class whether they agree with the advice that the radio host provided.

## Lesson 5 What do you know?

### A Warm-up

What are some things that are commonly believed to be true, but might not be? What evidence is there for these beliefs?

### B Prewriting

List some commonly held beliefs in your culture or around the world. Explain the belief, whether you believe in it, and what evidence there is to support it. Research online if necessary. Discuss with the class.

Belief	Explanation	Do you believe in it?	Evidence

### C Authentic Text and Audio

#### 1 Read the letter to a radio advice show.

Dear Sally,

I'm struggling with some of my mother's beliefs. She is usually open-minded, but she holds onto some ideas that have been disproven by modern science. I have shown her evidence, and I even tried having her speak to one of my professors, but she's so convinced that she won't budge! She just says, "I know what I know."

It would be OK if these were just her personal beliefs, but she imposes them on me as well. It's affecting my day-to-day life! For example, she believes that cracking your knuckles will lead to arthritis. My doctor says that this is incorrect, and he even showed me a famous study that proves it. Yet my mother still gets angry when I crack my knuckles because she thinks I'm going to get arthritis.

She also believes that swimming after you eat is dangerous because you could get stomach cramps and drown. She won't let me go swimming at the beach until at least one hour after we've eaten. Modern research has disproved this myth as well. I don't know of any studies that support the claim that swimming after you eat causes muscle cramps or other issues.

We've argued a lot about these two things, but the one we argue the most about is how I use a fan. She believes that if I leave a fan blowing on my body overnight it could lead to my death. This is a common misconception in my country. It's so common that manufacturers have even installed timers on fans so that they can't be left on all night! This one frustrates me because the summers where we live are hot and humid, and we don't have air conditioning. I need the fan so that I can sleep well at night!

Please help me convince my mom that she is wrong so that I can live my life how I want!

Sincerely,  
Tommy J.



#### Brief note

To be *off on your own* is to be independent of your parents and responsible for your own life.

#### 2 Listen to the radio response from Sally.

### D Analyze the Text

#### 1 Answer the questions.

- Which misconception frustrates Tommy the most?
  - Cracking your knuckles leads to arthritis.
  - Swimming after you eat leads to cramps.
  - Leaving a fan blowing on you overnight can lead to your death.
  - Living in a hot environment is bad for your health.
- What is the main idea of Sally's response to Tommy?
  - Tommy should provide better evidence for his mother.
  - Tommy should do everything his mother wants so that she doesn't get frustrated with him.
  - Tommy should prioritize his relationship with his mother over proving her wrong.
  - Tommy should try to understand his mother better so that he can see that she is actually correct.

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### D Analyze the Text

#### Part 1

- Ask a student to read the questions aloud.
- Allow a short time for students to answer the questions on their own.
- Ask for volunteers to share their responses.
- After each question has been answered by a volunteer, ask the class as a whole if they agree with this response. Allow alternate responses to be expressed.
- Evaluate alternate responses as a class.

Key

1. c      2. c

#### Part 2

- Ask a student to read the questions aloud.
- Allow a short time for students to answer the questions on their own.
- Ask for volunteers to share their responses.
- After each question has been answered by a volunteer, ask the class as a whole if they agree with the response. Allow alternate responses to be expressed.
- Evaluate alternate responses as a class.

Answers will vary.

Key

- He has shown her scientific evidence. He has also offered to have her speak to one of his professors.
- Possible answer: I don't think that he will be happy because he seems more interested in being right than in getting along with his mother. Maybe he will learn to prioritize their relationship over being right.



2 Answer the questions in one or two complete sentences.

1. In what ways has Tommy tried to change his mother's mind?

\_\_\_\_\_

2. How do you think Tommy will respond to Sally's advice?

\_\_\_\_\_

**E Vocabulary**

1 Use the words to write sentences inspired by the pictures.



1. open-minded      2. arthritis      3. convinced      4. struggle
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2 Match the words with the correct definitions.

- |                  |   |  |
|------------------|---|--|
| 1. disprove      | • | a. a common belief, idea, or action that is generally followed |
| 2. day-to-day    | • | b. something that is more important than something else        |
| 3. impose        | • | c. to show evidence that something is wrong                    |
| 4. misconception | • | d. happening on a regular basis                                |
| 5. priority      | • | e. a wrong or mistaken idea                                    |
| 6. convention    | • | f. to force ideas or decisions onto someone else               |

**F Use the Language**

**Making a Point**

Read the Writing Guide. Then on a separate sheet of paper, write an essay describing a common misconception, why people believe in it, and why you think it is incorrect.

**Writing Guide**

When writing an **expository essay**, you should clearly state your claim, explain the importance of the claim, and provide evidence to support the claim. A cause-and-effect structure will help you show the relationship between what people believe and what reasons they have for their beliefs.

- In the first paragraph, provide a claim explaining the common misconception you are proving wrong, as well as a brief explanation of why it is wrong.  
*Many people believe... However, this is incorrect because...*
- In the second and third paragraphs, provide evidence for why people believe this and also why these beliefs are incorrect.  
*This misconception stems from... Recent research shows... Scientists have proved that...*
- In the final paragraph, summarize your claims. Use a cause and effect structure.  
*From this evidence it is clear that... Because [claim] is true, this common misconception is clearly false...*



**E Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly with a focus on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class by reading the sentence they wrote.
- Ask the class to identify whether they feel that vocabulary words are used correctly.
- Give feedback.

**Key** Answers will vary.

1. The open-minded woman loved to swim in new places whenever she got the chance.
2. The lady feels the pain of arthritis in her hand.
3. The man is not convinced of the woman's seriousness.
4. Jimmy is really struggling with his mountain of paperwork.

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their answers with the class by reading a word and the definition they chose.
- Give feedback.

**Key** 1. c      2. d      3. f      4. e      5. b      6. a

**F Use the Language**

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "Making a Point."
- Read the writing guide with students.
- Explain the intention of each paragraph as described in the table.
- Allow students to search online for facts regarding the belief they wish to write about.
- Have students exchange their work with partners for a peer edit.

**Teacher's Note Sample Response**

Many people believe that swimming after eating may increase the likelihood of drowning. However, no study has shown support for this claim.

This misconception stems from the idea that blood is diverted from a person's arms and legs after a big meal. It is thought that if the arms and legs do not get enough blood, a person won't be able to swim. Unable to swim, the person will drown.

Recent studies show no correlation between eating and drowning. Scientists have done numerous studies attempting to identify a link. After many such studies, scientists have shown that eating before swimming does not increase the risk of drowning.

From this evidence, it is clear that people should be allowed to eat in connection with swimming. If you're planning a pool party, don't forget the snacks!

**Extension How Would You Convince Someone?**

- Have students work in pairs.
- Ask students to share their writing with their partner.
- Ask pairs whether their beliefs line up with or oppose each other's.
- Have students consider how they would convince a non-believer of their opinions.
- Ask pairs to develop a dialogue in which one partner convinces the other of a different belief.
- Have students perform their dialogues for the class.

**Extension Call into a Radio Show**

- Have students get into pairs.
- Ask students to create a dialogue between a radio host and a caller.
- The topic of their conversation should be superstitions or misconceptions.
- Give students enough time to prepare and practice their dialogues.
- Have students perform their dialogues for the class.

# Module 4 : Active Review

## A Listen

- Ask a student to read the direction line.
- Check for understanding.
- Have students listen to the dialogue about a mysterious creature.
- Ask a student to read each of the questions aloud.
- Give students an opportunity to answer the questions on their own.
- After students have finished, play the audio again.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. The woman says that she saw a large creature. She thinks it was Bigfoot.
2. She says that it was eight feet tall, walked like a man, and was covered in hair.
3. The man is not convinced because the woman didn't provide any evidence. Also, it was Halloween last night.
4. They will go out together to see if they can find evidence of Bigfoot.

### Teacher's Note **Cryptozoology and Cryptids**

Many people spend their lives looking for mysterious creatures. These people are called cryptozoologists. Cryptozoologists' investigations are inspired by stories in folklore or the claims of witnesses. Some cryptozoologists begin their work after their own experiences. Inform your students that the study of mysterious creatures has a name and that many people seriously study these mysterious claims. The mysterious creatures are given the name "cryptids."

## B Mysterious Creatures


- Ask a student to read the direction lines.
- Check for understanding.
- Review that chart with students. Have them confirm understanding by suggesting some information that would fit each category of the chart.
- Have students work in groups of three or four.
- Give students time to complete the charts. Allow students to look online for more information.
- Allow volunteers to share their thoughts.
- Give feedback.

## C Proof of Existence

- Have students work individually.
- Ask students to select one of the creatures they identified in activity B.
- Have students research the creature further.
- Ask students to prepare an argument about why their chosen creature could be real.
- Have them present arguments as if they were cryptozoologists attempting to convince the public of the existence of their chosen creatures.

## Active Review

### A Listen

Listen to the dialogue about a mysterious creature. Then answer the questions. 



1. What did the woman say she saw last night?  
\_\_\_\_\_
2. How does the woman describe what she saw?  
\_\_\_\_\_
3. Why isn't the man convinced?  
\_\_\_\_\_
4. What will they do tonight?  
\_\_\_\_\_

### B Mysterious Creatures

Investigate mysterious creatures in small groups. These need to be creatures that are not proven to exist. Fill out the chart together. Research online.

Creature	Description	Location

### C Proof of Existence

Choose one of the creatures you listed in activity B and write an argument for why it actually exists.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### D Share

Share your answer from activity C with the class. Take turns debating your ideas.

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## D Share

- Invite students to share their work from activity C with the class.
- Review proper listening behavior to ensure a respectful presentation.
- Allow an opportunity for students to ask questions of the presenter.

### Teacher's Note **Sample Response**

The Mysterious Chupacabra

In South America, a mysterious creature has been terrorizing the countryside. Late at night, the Chupacabra sneaks into the goat pens of innocent farmers. Slowly, it sneaks up to a goat. Then it sucks its blood! Chupacabra means "goat sucker" because it sucks the blood of goats. Not only have several farmers claimed to see the creature first hand, several farmers have filed reports with police claiming that their goats have been drained of blood by these creatures. Police have documented goats with marks on their necks where the Chupacabra has fed. Also, Chupacabra sightings have been associated with strange lights in the sky. It's possible that Chupacabra are aliens from outer space!

**A Warm-up**

Work with a partner. Brainstorm some mysteries that you know of. Research online and fill out the chart. This could be a scientific mystery, a historical mystery, a murder mystery, or any other type of mystery.

Mystery	Detail #1	Detail #2

**B Discuss**

With your partner, discuss one of the mysteries that you researched. You will be presenting this mystery to the class, so make sure you choose a mystery with lots to talk about. Write down your key talking points below. Do more research if necessary.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



**C Present**

Present your mystery to the class with your partner. Include all the important details, and ask the class for ideas about how you could solve the mystery. Write down your classmates' ideas and solutions.

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**B Discuss**

- Ask students to read the direction line.
- Have students work with their partners from activity A.
- Have students plan out key talking points for the mysteries they've selected.
- Tell students that they can present the information in a regular presentation or in dialogue format.
- Have students do more research if necessary.

**C Present**

- Invite pairs to present their mysteries to the class.
- Allow the class to ask questions and to offer solutions to solving the mystery.
- Give feedback.

**Teacher's Note Sample Response**

The Mystery of the Lost Cities of Gold

**Man:** Did you know that there were mysterious cities made entirely out of gold?

**Woman:** What? Really? I don't think that's true.

**Man:** When the Spanish explorers first arrived in the New World, they learned of these mysterious cities. They spent years looking for them.

**Woman:** And did they ever find them?

**Man:** No, they never did.

**Woman:** It sounds like the native people were just trying to lead the Spanish on a wild goose chase.

**Man:** It's possible. But there are reports that the Aztec in South America actually plated their walls in gold.

**Woman:** Well, until they find a city made from gold, I'll stay skeptical.

**A Warm-up**

- Ask a student to read the direction lines.
- Check for understanding.
- Review the chart with students. Have them confirm understanding by suggesting some information that would fit each category of the chart.
- Have students work with a partner.
- Give students time to complete the chart. Allow students to look online for more information.
- Allow volunteers to share their thoughts.
- Give feedback.

**Teacher's Note Selecting a Mystery**

Whether or not a cryptid exists is a mystery, but encourage students to think about different mysteries for this activity. Review briefly the mysteries talked about in this module, but have students select something new to talk about. Selecting a new topic will allow students to use their language skills in new and challenging ways.

## A Vocabulary

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. a	2. b	3. b	4. c	5. a
	6. b	7. b	8. a	9. c	10. c

## B Grammar

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. would be	2. was created	3. reported
	4. when	5. since	6. eventually
	7. so that	8. is like	9. is
	10. would be		

### Teacher's Note Time for Last-Minute Questions

Before starting the quiz, you may wish to answer any last-minute questions that students may have. It's possible that they encountered questions during their study period that they would benefit from answers to.

### Extension Pair Quiz

- Have students develop multiple-choice exercises of their own using the vocabulary and grammar targets from this module.
- Have pairs exchange and complete each other's exercises.
- Have students check and respond to each other's work.

## A Vocabulary

Choose the correct answers.

- Brian has been on the kidney \_\_\_\_\_ list for over five years now.
  - donor
  - personnel
  - bacteria
- Cassandra's natural \_\_\_\_\_ saved her from stepping in front of a speeding car.
  - risk
  - hesitation
  - resentment
- Scientists are working to \_\_\_\_\_ pollution from coal burning plants.
  - devour
  - eliminate
  - struggle
- The door \_\_\_\_\_ on my fridge broke, and now it won't stay shut.
  - convention
  - symptom
  - mechanism
- We need a(n) \_\_\_\_\_ to help us understand the origins of this celebration.
  - historian
  - conservation
  - instrument
- Sam used a \_\_\_\_\_ to examine the tiny piece of state-of-the-art electronics.
  - bacteria
  - microscope
  - network
- We have some great ideas during our meetings, so I will start \_\_\_\_\_ them.
  - neglecting
  - recording
  - struggling
- Adnan is a \_\_\_\_\_ candidate for the position because of his background in electronics and engineering.
  - viable
  - day-to-day
  - convinced
- Scientists can examine the \_\_\_\_\_ of unborn babies to see what diseases they might develop.
  - claims
  - components
  - genes
- Some people think the original moon landing was just a(n) \_\_\_\_\_ to show that America was better than the Russians.
  - symptom
  - insight
  - conspiracy

## B Grammar

Circle the correct answers.

- Last year Brian was convinced that we all ( would be / have been ) living in outer space by now.
- The anti-vaccine movement ( created / was created ) by a scientist who presented false data.
- The newspapers ( reported / reporting ) that the president had denied communicating with Russian officials.
- The details of the murder will be released ( when / until ) the investigation is complete.
- Tobias hasn't been happy ( whether / since ) it was announced that funding for Mars exploration was cut.
- Many people are convinced that AI will ( eventually / as a result of ) take over the world.
- Trevor dimmed the screen on his laptop ( in order to / so that ) the battery would last longer.
- Seeing you wake up ( is like / like ) watching the sun rise.
- My boss ( is / has to ) a sheep in wolf's clothing.
- I thought there ( would be / were ) more people at tonight's party.



### C Future Technologies

Read the online article about the effects of technology. Then read the statements and circle true or false.

While science has greatly improved our day-to-day lives, many are convinced that we are heading on a path to destruction. Pollution threatens to destroy our environment, and portable nuclear weapons could destroy the world itself. Even everyday technology like cell phones have components that people fear will damage their health. Nobody can predict the outcome of the advance of technology, but I'd argue that technology will save the world, rather than destroy it. Solar power is now cheaper than burning fossil fuels. The Internet has connected us, allowing cultures around the world to unite and fight against the forces that threaten to divide us. Advances in gene technology promise to extend our lifespans. Automation provides us with more time to create things that matter, and to pursue the development of our true selves. We need to keep pushing the frontiers of science in order to create a safe, healthy, happy world for all that live within it. Only then can we be truly free.

- |   |      |       |
|---|------|-------|
| 1. The writer believes that technology will destroy the world.              | true | false |
| 2. Some people fear that cell phones can harm them.                         | true | false |
| 3. Solar power is a cheap way to create energy.                             | true | false |
| 4. The writer thinks we need to keep developing technology.                 | true | false |
| 5. Gene technology can help us automate our lives.                          | true | false |
| 6. The writer believes the Internet is a force that threatens to divide us. | true | false |

### D My Predictions

Write your own predictions about the future of technology.

\*I believe that future technologies will improve our lives because....

\*I fear that technology will...

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### D My Predictions

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

#### Teacher's Note Sample Response

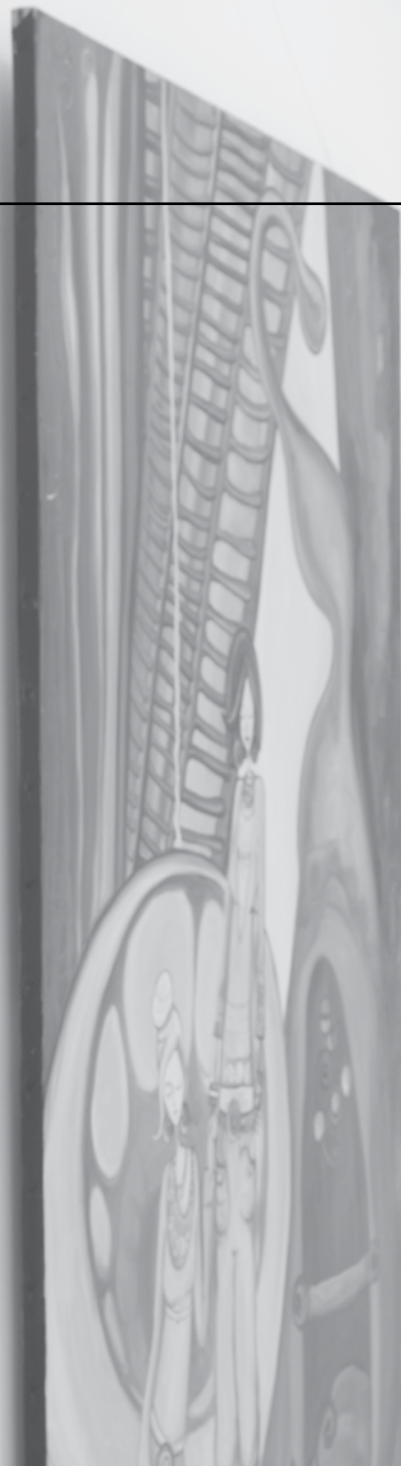
##### The Future of Travel

I believe that travel will get better and better in the future. Every year, modes of transportation gets faster, easier, and safer. We can now reach any major city on the Earth in less than 24 hours. Now, scientists have actually been able to teleport matter! It's true! Chinese scientists were able to instantly send several atoms from Earth to an orbiting space station. As this technology develops, people may be able to instantly transport themselves anywhere in the universe! Of course, I worry that a slight miscalculation could leave people helplessly floating in deep space, but that's years away.

### C Future Technologies

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. false	2. true	3. true
	4. true	5. false	6. false

**Warm-up**

1. List three jobs you know in the field of art.

\_\_\_\_\_

2. Do you have any tattoos? If not, would you get a tattoo?

\_\_\_\_\_

3. What is your favorite piece of art? Why? Do you know what movement it is from?

\_\_\_\_\_

\_\_\_\_\_

4. Is there such a thing as bad art? Explain.

\_\_\_\_\_

5. How is art important to society?

\_\_\_\_\_

# Module 5

## Art

### Module 5 Goals

- I can scan relatively quickly through books and articles within my field of interest and assess their relevance to my needs.
- I do not have to restrict what I want to say at all; if I can't find one expression, I can substitute with another.
- I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.
- I can give clear, well-structured descriptions of complex subjects.
- I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.

### Warm-up

- Draw students' attention to the title of Module 5. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

### Extension What Is and Isn't Art?

- Have students consider a variety of things that have been defined as being art.
- Provide sample images of some artworks that have been debated and deemed controversial at some point, such as: Marcel Duchamp's *Fountain*, Richard Serra's *Tilted Arc*, and Damian Hirst's *For the Love of God*.
- Ask students to work in groups of three or four.
- Have students discuss the works.
- Ask each group to share their thoughts on the art.
- Poll your class to see how many students consider each item to be art.
- Then lead an open discussion as to how something is determined to be art.

### Vocabulary

- Read the vocabulary lists aloud slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

### Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

### Teacher's Note Module 5 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

**Lesson 2** Rhetorical questions and tag questions

**Lesson 3** Passive voice II: personal and impersonal structures

**Lesson 4** Reported speech II: questions

### Module 5 Preview

#### Vocabulary

Read the words and put a check mark (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> anticipate	<input type="checkbox"/> apply	<input type="checkbox"/> master	<input type="checkbox"/> taste	<input type="checkbox"/> boundary
<input type="checkbox"/> auction	<input type="checkbox"/> hone	<input type="checkbox"/> collaboration	<input type="checkbox"/> disgust	<input type="checkbox"/> censor
<input type="checkbox"/> availability	<input type="checkbox"/> completion	<input type="checkbox"/> definition	<input type="checkbox"/> sensational	<input type="checkbox"/> alarming
<input type="checkbox"/> consider	<input type="checkbox"/> depict	<input type="checkbox"/> credit	<input type="checkbox"/> elite	<input type="checkbox"/> drastic
<input type="checkbox"/> consult	<input type="checkbox"/> determine	<input type="checkbox"/> prominent	<input type="checkbox"/> subjective	<input type="checkbox"/> authority
<input type="checkbox"/> direct	<input type="checkbox"/> elaborate	<input type="checkbox"/> founder	<input type="checkbox"/> universal	<input type="checkbox"/> legislation
<input type="checkbox"/> bid	<input type="checkbox"/> intention	<input type="checkbox"/> pioneer	<input type="checkbox"/> pleasurable	<input type="checkbox"/> moral
<input type="checkbox"/> aesthetics	<input type="checkbox"/> represent	<input type="checkbox"/> expressive	<input type="checkbox"/> composition	<input type="checkbox"/> deem

#### Grammar

Answer the questions.

1. Circle the correct word to complete the tag question.  
Modern sculpture is confusing, ( isn't / is ) it?

2. Rewrite the sentence in the passive voice.  
Bill received an award for his senior art project.

3. Circle the reported speech question in the following sentence.  
I asked my sister if she wanted to visit the art museum.

4. Write *rhetorical* or *tag* after the question.  
Is there any point continuing this senseless violence? \_\_\_\_\_

#### Write

Explain why you like or don't like to make art.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Scan the QR code to watch a preview video.



#### Key

1. isn't
2. An award was given to Bill for his senior art project.
3. [circle] if she wanted to visit the art museum.
4. rhetorical

### Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

### Teacher's Note Many Kinds of Art

When you ask students if they like to make art, help them to recognize a variety of art forms, such as singing, dancing, or even cooking fancy meals. Ask if they like to write stories or poetry. All of these could be considered art.

### Teacher's Note Sample Response

My favorite art is sculpting. I usually use clay to make my sculptures. I love its feel as I squish it between my fingers. My favorite things to sculpt are small figures. I like to make the characters from fairy tales or my favorite television shows. When the clay is dry, I paint my figures. I've even sold some of them.

# Module 5 Overview:

## Art

### Lesson 1: Working with Art

**Aims:** - Talk about jobs related to art  
- Discuss duties and responsibilities of jobs in the art world

**Vocabulary:** Art

### Lesson 2: The Art of Tattooing

**Aims:** - Talk about tattoos and what it takes to get them just right  
- Determine whether tattoos are considered fine art

**Vocabulary:** Tattoos

**Grammar:** Rhetorical questions and tag questions

### Lesson 3: Art Movements

**Aims:** - Talk about different styles of art  
- Describe how art has changed in periods called movements

**Vocabulary:** Movements

**Grammar:** Passive voice II: personal and impersonal structures

### Lesson 4: Taste

**Aims:** - Talk about individual taste in regard to art  
- Describe the importance and limitations of opinion

**Vocabulary:** Taste

**Grammar:** Reported speech II: questions

### Lesson 5: Artistic Freedom

**Aims:** - Talk about the importance of freedom of expression  
- Write a persuasive essay

**Vocabulary:** Functions

**Writing Guide:** An Appropriate Art Subject

## Lesson 1 Working with Art

### Aims

- Talk about jobs related to art  
- Discuss duties and responsibilities of jobs in the art world

### Vocabulary

consider	auction	bid	anticipate
consult	on show	aesthetics	availability
direct	have a high/low opinion of		

### A Warm-up

- Write the title of the lesson on the board: "Working with Art."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "Where would you go if you wanted to buy a piece of art?" and "How do you know what a piece of art is worth?"
- Write on the board any new vocabulary and good answers that students come up with.

## Lesson 1 Working with Art

### A Warm-up

Talk about the questions as a class.

- What do you know about art and the art world?
- What kinds of jobs are there in the art world?
- Which famous artworks do you think are the most valuable? Why are they worth so much?

### B Multi-Text

1 Read the texts and look at the chart. Then answer the questions.

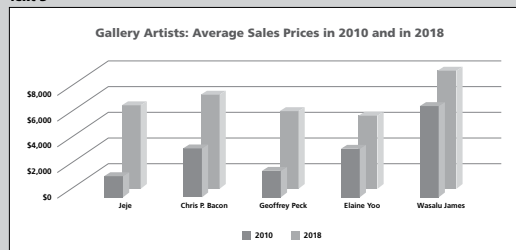
#### Text 1

Gallery One is a place where art is on show for viewing by the public. Like a gallery found in a museum, Gallery One displays art rather than offering it for sale. However, a potential buyer can discuss purchasing it directly from the artist. Gallery Two is where art is displayed for sale. Sales representatives are available full time to assist potential buyers at Gallery Two. As gallery director, you will direct the placement of art in Gallery One or Gallery Two. You must consider the value, popularity, size, and aesthetics of a piece when making this decision. For Gallery Two, you must anticipate which pieces are most likely to sell and be as profitable as possible. It's essential that you know which artists the public has a high opinion of and remain familiar with their work.

#### Text 2

Gallagher's Fine Art is in search of a full-time sales consultant to work in our Santa Fe gallery. The main duty of the sales consultant will be to consult with our gallery director to assess the value of various art pieces for purchase or sale. Knowledge of recent auction bids is a must. Sales consultants are expected to maintain a running record of the recent sales prices of works by various artists. Knowing how much a piece has recently sold for will help predict the value of other paintings by the same artist. Submit applications online. Experience in consultancy is preferred.

#### Text 3



#### Talk about

- How is Gallery One different from Gallery Two?
- What kind of experience is preferred for the sales consultant position in Text 2?
- According to Text 3, which artist's value has increased by the greatest percentage between 2010 and 2018?

#### Brief note

Art is often referred to as a piece which is short for a "piece of art." This is a way of speaking of individual creations by an artist.

2 Decide which text each question refers to. Choose 1, 2, or 3 and write it on the line.

Which text...

- \_\_\_\_\_ shows the latest auction values for various artists' work?
- \_\_\_\_\_ discusses the responsibilities of a gallery director?
- \_\_\_\_\_ advertises a job opening at Gallagher's Fine Art's Santa Fe gallery?
- \_\_\_\_\_ discusses the responsibilities of a full-time sales consultant?

### Teacher's Note The Money Factor

Many artists sell pieces for large amounts of money, but most artists do not. It may be worth exploring the idea of success with students. Ask them if monetary value is the only way to determine good art. Have them consider in what other ways the value of art could be considered.

### B Multi-Text

This activity features three different texts. Text 1 is a description of a gallery in which art can be viewed or purchased. Text 2 is a want ad searching for an employee for an art gallery. Text 3 is a chart demonstrating how the value of artwork by various artists has changed from 2010 to 2018.

#### Part 1

- Tell students that they will read about art galleries and working in an art gallery.
- Ask students to take turns reading.
- Use the brief notes to explain difficult parts of the text such as *piece*.
- Use the talk about questions to confirm comprehension of the passage.

#### Part 2

- Ask a student to read the direction lines.
- Check for understanding.
- Have students complete the activity by themselves first.
- Then ask students which text matches each statement.
- Give feedback.







3 Complete the following statements with phrases from the text.

1. Gallery One is a place where art is \_\_\_\_\_.
2. Potential buyers can \_\_\_\_\_ from the artist for art in Gallery One.
3. For Gallery Two, the art director must \_\_\_\_\_ and be as profitable as possible.
4. The main duty of the sales consultant will be to consult with our gallery director to \_\_\_\_\_.
5. Knowing how much a piece has recently sold for will \_\_\_\_\_.

C Vocabulary

1 Write the words from the box under the correct pictures.

consider	auction	bid	anticipate
			
1. _____	2. _____	3. _____	4. _____

2 Match the words with the correct definitions.

- |                               |   |   |
|-------------------------------|---|---|
| 1. have a high/low opinion of | • | a. when something or someone can be obtained or reached         |
| 2. consult                    | • | b. available for viewing  |
| 3. on show                    | • | c. to think positively or negatively about someone or something |
| 4. aesthetics                 | • | d. to organize and control how something is done                |
| 5. availability               | • | e. the artistic or beautiful qualities of something             |
| 6. direct                     | • | f. to go to a particular person for information or advice       |

D Use the Language

Jobs in the Art World

Research jobs in the art world that you might like. Present your findings to the class.

1. Research online to find articles that discuss different jobs in the art world. List some of the jobs below.

Gallery Director	



2. Pick one of the jobs. Find more information about the job, including its salary and responsibilities. Is this a job you would like to have? Why or why not? Share your findings with the class.

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Key 3, 1, 2, 2

Part 3

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

Key 1. on show for viewing by the public  
2. discuss purchasing art directly  
3. anticipate which art is most likely to sell  
4. assess the value of various art pieces for purchase or sale  
5. help predict the value of other paintings by the same artist

G Vocabulary

Part 1

- Ask students to look over the vocabulary words.
- Say each word slowly with a focus on pronunciation.
- Ask students to complete the activity alone or with a partner.
- Ask students to share their answers with the class.
- Give feedback.

Key 1. anticipate 2. consider  
3. bid 4. auction

Part 2

- Ask a student to read the direction line for part 2.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key 1. c 2. f 3. b 4. e 5. a 6. d

D Use the Language

- Ask students to read the directions.
- Tell students to research jobs in the art world.
- Have them list jobs in the chart.
- Ask students to focus their research on one particular job.
- Students should consider details such as salary and responsibilities.
- Have students share their findings with the class.

Extension A Gallery of Your Own

- Ask students to imagine managing an art gallery of their own.
- Have students work in pairs.
- Tell students to plan what types of art they would sell in their gallery.
- Encourage pairs to map out their gallery. Have them go online to select specific pieces of art to carry in their gallery.
- Have each pair describe their gallery to the class and talk about the art they would sell with the class.

Teacher's Note Speaking and Sharing

As students work on their galleries in pairs, be sure that they remember that sharing is the most important part. Although this activity is an exercise to practice their freedom of choice and expression, the ultimate goal of this activity is to practice speaking and sharing with the class.

## Lesson 2 The Art of Tattooing

### Aims

- Talk about tattoos and what it takes to get them just right
- Determine whether tattoos are considered fine art

### Vocabulary

apply	tip	elaborate	determine	completion
represents	depict	intention	selective	hone

### Grammar

Rhetorical questions and tag questions

### A Authentic Text

This text is a personal blog in which a person discusses a tattoo. The writer discusses the time, effort, and thought involved in getting a tattoo just right.

- Tell students that they will read about someone's thoughts regarding a tattoo.
- Tell students to read through the passage on their own first.
- Have students pay close attention to the vocabulary words in bold. Encourage them to pause and look up the definitions for any words that they don't know.
- As students read, have them underline each of the questions they come across.
- Read the piece again having students take turns reading aloud.
- Draw attention to the questions by inviting students to share the questions that they underlined while reading.

Key

Students should underline these questions:  
 "That kind of dedication sounds like art, doesn't it?"  
 "That kind of precision sounds like art, doesn't it?"  
 "So, are tattoos fine art?"  
 "My tattoo might not be hanging in a gallery or museum, but couldn't you consider my skin to be the exhibition space in this case?"

### B Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

#### Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. completion	2. apply	3. tip
4. elaborate	5. selective	6. honed
7. determines	8. represents	9. depicted
10. intention		

#### Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. hone	2. elaborate	3. determine
4. completion	5. tip	6. depict

## Lesson 2 The Art of Tattooing

### A Authentic Text

Read the personal blog. Underline all the questions.



#### My Tattoo Fine Art?

An artistic medium is the material used in making artworks. Statues are made from clay, stone, or metal. Drawings use pencil and paper. Paintings use paints and canvas. Tattoos use ink, needles, and skin.

I've spent thousands of dollars on my tattoo. It's taken years to get it just right. I've worked with six different tattoo artists. Each artist focused on just one of the details contained within this single large tattoo. Carefully, they **apply** my ideas to my body by pressing the **tip** of their ink-laden needles into my skin. **Elaborate** tattoos like mine are a collaborative effort between the tattoo artist and the person who wears the tattoo. That kind of dedication sounds like art, doesn't it?

The person who wears the tattoo **determines** what the tattoo will look like. The person decides when the art has reached its **completion** and whether or not it has been done correctly. That's why selecting the right tattoo artist is so important. A mistake made in a tattoo can be impossible to fix. The tattoo artist must work to make a person's vision a reality. That kind of precision sounds like art, doesn't it?

My tattoo **represents** my life's journey **depicted** through a Japanese-inspired artistic style. It will never truly be complete because my **intention** is to add to it throughout my life. I am very **selective** of the artists who will work on my tattoo, and I carefully consider their previous work and how they've **honed** their artistry.

So, are tattoos fine art? Fine art is defined by its dedication, precision, and beauty. It is enjoyed for its creative and aesthetic qualities. I know that's why I enjoy my tattoo. Everywhere I go, people tell me how much they love my art. My tattoo might not be hanging in a gallery or museum, but couldn't you consider my skin to be the exhibition space in this case?

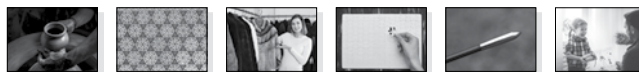
### B Vocabulary

1 Fill in the blanks with the correct bold words from the reading. Change the form if necessary.

- The project reached \_\_\_\_\_ in 2017.
- You should \_\_\_\_\_ the rules for good behavior to every social situation.
- Make small cuts by only using the \_\_\_\_\_ of your knife.
- He told a(n) \_\_\_\_\_ story about why he missed the meeting.
- This school is very \_\_\_\_\_ about the students they admit to their art programs.
- I have \_\_\_\_\_ my painting skills through long hours of practice.
- My father always \_\_\_\_\_ where we go on our family vacations.
- The feminist sculptor's latest piece \_\_\_\_\_ women's struggles in a male-centered society.
- The hero in this story is \_\_\_\_\_ as a strong and brave individual.
- It is my \_\_\_\_\_ to treat everyone fairly.

2 Write the words from the box under the correct pictures.

tip completion elaborate depict hone determine



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

### Teacher's Note Cultural Taboo?

In many cultures, tattoos are frowned upon. You may wish to explore with your students how their culture views tattoos. Ask them why they believe that some cultures don't accept tattooing.

### C In Your World

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to work in pairs.
- Have students discuss whether they would or would not get a tattoo. If they answer that they would, what type of tattoo would they want? If they answer that they would not, ask them why not.
- Ask students to share their answers with the class.
- Give feedback.
- Take a poll. How many would get a tattoo? How many would not?

**C In Your World**

**To tattoo or not to tattoo?**

Discuss these questions with a partner.

Do you have any tattoos? What do they mean to you? If not, have you ever thought of getting a tattoo? Why or why not? If you were to get one, what kind of tattoo would you get?

**D Grammar**

**Rhetorical questions and tag questions**

rhetorical questions	
Rhetorical questions are questions for which an answer is not expected. The speaker of a rhetorical question might already know the answer, or might be proposing a challenging idea for which there is no clear answer. Rhetorical questions are often used to reinforce points.	
Sometimes, rhetorical questions are used as a form of figurative speech—to respond to questions for which the answer is obviously “yes.” For example, if a person were asked an obvious question, the person might respond with the question, “Is rain wet?”	
rhetorical questions with expected “yes” answers	rhetorical questions with no expected answer
Should a person obey laws? Should a government protect its people? Is it important for people to be kind to one another?	Who cares? Why bother? How should I know?
tag questions	
Tag questions are statements followed by a short question clause. The tag question shows that the writer or speaker is looking for confirmation of the statement. Positive statements are followed by negative tags, and negative statements are followed by positive tags.	
positive statement + negative tag	negative statement + positive tag
These exams are hard, aren't they? That kind of dedication sounds like art, doesn't it?	The children don't like going to museums, do they? Ted isn't a very good painter, is he?

Identify each question as *rhetorical* or *tag*.

1. It's going to rain for the next seven days. Isn't that great? \_\_\_\_\_
2. Art gallery employees are underpaid, aren't they? \_\_\_\_\_
3. The conditions in this shelter are terrible. How can people live this way? \_\_\_\_\_
4. I've got five job offers to choose from. Isn't that amazing? \_\_\_\_\_
5. She can't do that, can she? \_\_\_\_\_

**E Use the Language**

**Getting a Tattoo**

1. Think of a tattoo you might like to get. If you don't want a permanent tattoo, it can be a temporary one. Now, think of how you would describe this tattoo to a tattoo artist.
2. Work with a partner. Role-play a phone conversation between yourself and a tattoo artist. Describe your tattoo idea to your partner, while your partner tries to write down and/or draw what you are explaining. The person playing the tattoo artist should ask clarifying questions. Put up a divider between yourselves or sit back to back, facing away from each other.  
Example dialogue: *You mean three balloons placed over a large teddy bear, right? That will be colored-in black outlines, won't it?*
3. After the conversation is over, the student role-playing as the tattoo artist should share results with his/her partner. Check to see how closely they match your idea. Switch roles and role-play again.

**D Grammar**

Lesson 2 covers the following grammar: rhetorical questions and tag questions. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	1. rhetorical	2. tag	3. rhetorical
	4. rhetorical	5. tag	

**✓ Check the Workbook**

For further grammar practice, use Activity 4 in Module 5, Lesson 2 of the workbook.

**E Use the Language**

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to consider a design they think would make a good tattoo. How would they describe this to another person?
- Have students work with a partner. Have one partner describe a design to the other.
- Have the second partner ask clarifying questions. Has the design been described adequately?
- Ask students to develop a dialogue.
- Have students share their dialogues with the class.
- Give feedback.

**Extension Body Art & Modification Around the World**

- Tell students that tattooing the skin is just one of many types of body modification. Piercings and surgical augmentation are some other forms. In some cultures, body modification has been taken to some very striking extremes.
- Have student pairs research one other type of body modification.
- Ask students to describe this body modification and explain in which cultures this type of body modification occurs and the process by which the body is modified.
- Ask students whether they consider body modification to be an art. Have them explain and defend their positions.
- Have students share their thoughts with the class.

**Extension Body Art in Your Culture**

- Ask students to consider the different forms of body art or modification that are acceptable in their culture or country.
- Have students consider in what ways, besides getting a tattoo, they might consider changing their bodies. Remind them that this could be as simple as a new haircut or getting pierced ears.
- Have students work with partners.
- Ask them to share their ideas and describe the changes they would consider making to their bodies.

**Teacher's Note Shy Students**

Some students may not be comfortable talking about their bodies and changing their appearance. For these students, have them describe items in a more general way. Have them describe a picture they've seen or a person from a magazine. The main goal of the activity is to describe items to a partner.

# Lesson 3 Art Movements

## Aims

- Talk about different styles of art
- Describe how art has changed in periods called movements

## Vocabulary

provoke	expressive	collaboration	master	dawn
founder	pioneer	definition	prominent	credit

## Grammar

Passive voice II: personal and impersonal structures

### A Warm-up

- Write the title of the lesson on the board: "Art Movements."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What is your favorite painting?" and "Who made this painting?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Audio

This audio recording is from an art museum's audio guide. In it, students will hear descriptions of three paintings and information about the artists who created them.

#### Part 1

- Tell students that they will listen to an audio guide from a museum.
- Play the audio.
- Ask students to complete part 1.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- Give feedback.

Key

Impressionism: emphasizes physical movement; changing light, modern scenes; appreciation of the complexity and chaos of the modern world  
 Cubism: a new way of thought and expression; concepts of deconstruction  
 Surrealism: works in high definition that are dreamlike or even absurd with deep symbolism

#### Part 2

- Play the audio as students read the questions for part 2.
- As students listen, have them fill in the blanks.
- Ask students to read the sentences aloud to the class. As they do, check that they have added the correct words to the blanks.
- Answer any outstanding questions that students may have.

Key

1. movements, response
2. appreciate, chaos
3. created, express
4. Deconstruction, individual
5. dreamlike, symbolism

# Lesson 3 Art Movements

## A Warm-up


Talk about the questions as a class.

1. Who are your favorite artists? How would you describe their style?
2. What art movements do you know?

### Brief note

A still life is a painting or drawing of an arrangement of a group of objects that do not move, such as flowers, fruit, bowls, etc.

## B Audio

- 1 Listen to a recording from an audio guide at an art museum. An art docent is describing three paintings, their artists, and why they exemplify an art movement. Fill out the chart as you listen. Write down the key features of each art movement. 

Impressionism	Cubism	Surrealism
emphasizes changing light		



- 2 Listen again and fill in the blanks. 

1. Like all art \_\_\_\_\_, Impressionism began as a(n) \_\_\_\_\_ to work that came before it.
2. Artists took to the outdoors and learned to \_\_\_\_\_ the complexity and \_\_\_\_\_ of the modern world.
3. Cubism's importance cannot be overstated, as it \_\_\_\_\_ a new way for artists to think and \_\_\_\_\_ themselves.
4. \_\_\_\_\_ involves analyzing a single object, word, or idea, and breaking it down into \_\_\_\_\_ parts.
5. They painted images with high definition that were \_\_\_\_\_ or even absurd with deep \_\_\_\_\_.

### Brief note

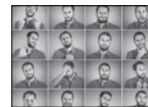
A visceral reaction is a powerful, instinctual, emotional reaction to sensory details.

## C Vocabulary

- 1 Write sentences using the words and images.



1. provoke



2. expressive



3. collaboration



4. master

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Teacher's Note Other Movements

The movements discussed in this lesson refer to painting styles. Some students might not quickly see how a movement is defined by the terms provided. For these students, help them understand the difference in movements by relating the theme to another genre. Music is an easy way to help students understand how certain themes can influence an entire set of works. Ask students how different genres of music are defined. This can help them to clearly see how different movements in art are defined.

### C Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

#### Part 1

- Ask a student to read the direction line for part 1.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class.
- Give feedback.



2 Write the correct words next to the definitions.

dawn	founder	pioneer	definition	prominent	credit
------	---------	---------	------------	-----------	--------

- the beginning of something new \_\_\_\_\_
- someone who starts an organization, nation, or movement \_\_\_\_\_
- to say that something is because of someone or something \_\_\_\_\_
- very important and well-known (in a professional or artistic field) \_\_\_\_\_
- the quality that makes it possible to see the shape, outline, and details of something clearly \_\_\_\_\_
- a person who is one of the first people to do something \_\_\_\_\_

**D Grammar**

Passive voice II: personal and impersonal structures

personal and impersonal passive	
<p><b>Personal passive</b> When there is a stated or implied actor in a passive sentence, the passive structure is personal. In a passive sentence, the actor is the <b>agent</b> of the passive verb (following the word <i>by</i>). In some personal passive sentences, the agent is not directly stated. The personal passive is also formed with <i>subject + is + said/thought, etc. + infinitive</i>.</p> <p>The artist's work is sometimes <b>attacked</b> by critics. (agent stated) When critics review her work, it is sometimes <b>attacked</b>. (agent implied) Active: Critics sometimes attack the artist's work.</p>	<p><b>Impersonal passive</b> When there is no stated or clearly implied actor in a passive sentence, the passive structure is impersonal. Impersonal passive often uses phrases such as <i>is said that, is believed that, and is thought that</i>. If an impersonal passive were written as an active sentence, the subject might be "people" in its general sense.</p> <p>Impersonal: It <b>is said that</b> Cubism is one of the most influential movements. Personal: Cubism <b>is said to be</b> one of the most influential movements in modern art. Active: People say that Cubism is one of the most influential movements in modern art.</p>

Identify each passive sentence as personal or impersonal.

- The museum's headphones were stolen by the high school student. \_\_\_\_\_
- An artistic movement is defined by its historical context. \_\_\_\_\_
- The master's painting was sold for \$10 million by the art seller. \_\_\_\_\_
- It is thought that the manuscript is 1,000 years old. \_\_\_\_\_
- It is believed that Pablo Picasso founded Cubism in the early 20th century. \_\_\_\_\_
- This painting is considered to be a prime example of Impressionism. \_\_\_\_\_

**E In Your World**

My Favorite Artist

Think about your favorite painter, musician, writer, or other artist. What is his or her style? What artists is he or she similar to? How does his or her art respond to historical events, technology, or important ideas? Discuss your favorite artist with a partner.



Answers will vary.

Key

- It's not appropriate to **provoke** your employees by yelling at them.
- His portfolio shows that he can be very **expressive**.
- The family's **collaboration** helped them finish the puzzle quickly.
- This is the work of a true **master**.

**Part 2**

- Ask a student to read the direction line for part 2.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key

- |              |               |            |
|--------------|---------------|------------|
| 1. dawn      | 2. founder    | 3. credit  |
| 4. prominent | 5. definition | 6. pioneer |

**D Grammar**

Lesson 3 covers the following grammar: passive voice II: personal and impersonal structures. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. personal	2. personal	3. personal
	4. impersonal	5. impersonal	6. personal

✓ **Check the Workbook**

For further grammar practice, use Activity 3 in Module 5, Lesson 3 of the workbook.

**E In Your World**

- Have students work in pairs.
- Ask students to read the direction lines.
- Check for understanding.
- Allow students to discuss their responses with classmates.
- Have students take notes as they talk.
- Then have volunteers share their thoughts with the class.

**Teacher's Note** Unfamiliar with Art

Some students may not be familiar with the various artists and genres of painting. Emphasize again that there are many different types of art. Encourage these students to respond to the prompt asking about a musician, writer, or other artist. If needed, have a brief class discussion about the various genres that can be discussed for this activity.

**Extension** My Partner's Favorite Artwork

- Have students work with partners.
- Have partners describe their favorite art pieces to each other.
- Ask pairs to take notes about the most important aspects of each other's favorite art pieces.
- Then have students present information about their partners' favorite pieces to the class.
- Challenge the class to guess the art piece based on the description provided.

## Lesson 4 Taste

### Aims

- Talk about individual taste in regard to art
- Describe the importance and limitations of opinion

### Vocabulary

upper class composition	pleasurable subjective	disgust sensational	imitate elite	universal taste
-------------------------	------------------------	---------------------	---------------	-----------------

### Grammar

Reported speech II: questions

### A Warm-up

- Write the title of the lesson on the board: "Taste."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "How do you act when someone expresses an opinion you don't agree with?" and "What do you do when you see something you don't like?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Authentic Text

This text is a series of students' reactions to a piece of art. Each of the students expresses a different opinion of the same piece of art.

#### Part 1

- Tell students that they will read several responses to a piece of art.
- Ask students to take turns reading.
- Use the brief notes to explain difficult terms such as *cultural norms*.
- Encourage students to consider how the students' opinions were similar and different.

#### Part 2

- Discuss the questions in part 2.
- Allow students an opportunity to answer the questions by themselves first.
- Lead an open discussion.

Key

1. The sculpture depicts Perseus holding the head of Medusa.
2. Immanuel K. thinks the sculpture is beautiful because it shows physical beauty and the expression of great themes such as heroism.
3. He thinks that knowing good taste requires more education or being a part of an elite group.

#### Part 3

- Ask a student to read the direction line for part 3.
- Check for understanding.
- Ask for volunteers or call students to read each of the statements.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

Key

- |         |         |          |          |
|---------|---------|----------|----------|
| 1. true | 2. true | 3. false | 4. false |
| 5. true | 6. true | 7. false |          |

## Lesson 4 Taste

### A Warm-up

Talk about the questions as a class.

1. What do you think makes a work of art beautiful?
2. Do you think there is good taste in art or bad taste in art? What defines good or bad art?

### B Authentic Text

- 1 An art teacher presents the sculpture *Perseus with the Head of Medusa* by Benvenuto Cellini to her students. Read their reflections on whether the work is beautiful and whether it is in good or bad taste.



#### Student Reflection 1 - David H.

Taste is a matter of personal preference, controlled in part by cultural norms. Someone who dislikes violence might think that this sculpture is in bad taste. He or she might call it tacky or sensational. Someone else might find the composition to be delightful, showing great expertise. He or she might say that the sculpture is in good taste based on sensory appreciation. However, taste goes beyond feeling pleasure while viewing art. Taste requires appreciating the complexity of art by noticing the emotions it makes us experience, both pleasurable and painful.

Regardless, I can't form an opinion about this sculpture, because "good taste" often implies more education or membership in an elite group. I can guess that the sculpture includes important symbolism, but I don't understand what it represents.

#### Student Reflection 2 - Immanuel K.

I think that this sculpture is beautiful and in good taste. While I feel disgust at its portrayal of violence, I have a pleasurable experience viewing it nonetheless. It shows a scene from the Greek myth of Perseus, who slayed the monster Medusa as part of his quest to help his mother. He killed her by cutting off her head, and here he is holding up her head. He defeated Medusa not just with strength, but by overcoming trials and using his mind. While the details of the body are masterful, the aesthetic value of this work is that it makes me react on physical, emotional, and intellectual levels. Here, I see both physical beauty and expression of great themes such as heroism.

#### Student Reflection 3 - Pierre B.

Our teacher asked us whether this is beautiful, but I would rather ask, "What's the point of trying to answer that question?" Beauty and taste are entirely subjective, not universal. This piece is no more or less beautiful than a scene on a so-called trashy crime show. I appreciate things about art, such as how it recreates or imitates reality. I appreciate the skill of artists, but I judge all art as equally valuable. The only difference between good and bad taste is what the upper class thinks is good or bad.

#### Brief note

*Cultural norms* are the ways in which a culture is predictable. They are the general standards by which people act and think.

#### 2 Talk about the questions after you read.

1. What does this sculpture depict?
2. Who thinks this sculpture is beautiful and why?
3. What does David think is required for good taste?

#### 3 Read the statements and circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Immanuel K. thinks the sculpture is beautiful and in good taste.                | true | false |
| 2. Pierre B. thinks that taste and beauty are defined by upper-class society.      | true | false |
| 3. David H. knows about the Greek myth that inspired the sculpture.                | true | false |
| 4. Immanuel K. enjoys the sculpture because it reminds him of a modern crime show. | true | false |
| 5. David H. was not able to come to his own conclusions about the painting.        | true | false |
| 6. Pierre B. appreciates the skill of those who create artworks.                   | true | false |
| 7. Immanuel K. thinks that the man in the sculpture enjoys killing.                | true | false |

### C In Your World

#### Beautiful Art

Choose a song, film, painting, or other work of art that you admire. Write a short description and reflection about why you think that it is beautiful. Describe this work of art to your partner.

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### Extension Give Your Opinion

- Present students with a piece of art of your choosing. Try to make the piece something striking that will elicit strong emotions.
- Ask students to write an opinionated response to the art piece.
- After students have had a chance to write their response, get a general opinion of the piece from the class by having a discussion.
- Ask volunteers to share their opinion pieces with the class.
- Have students consider how opinions differ among their classmates.

### C In Your World

- Write the title of the activity on the board: "Beautiful Art."
- Ask students to read the direction lines.
- Check for understanding.
- Allow students an opportunity to consider their chosen song, film, painting, or other artwork and prepare their description.
- Have students work with their partner to talk about and describe their work.
- Invite volunteers to share their work with the class.

**D Vocabulary**

1 Write the words from the box under the correct pictures.

upper class

pleasurable

disgust



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2 Fill in the blanks with the correct words from the box.

imitate composition subjective sensational elite universal taste

- My friends say that I have bad \_\_\_\_\_ in music, but what I like sounds beautiful to me!
- This TV show has very little aesthetic value because it relies on scandalous and \_\_\_\_\_ scenes that do not give the viewers food for thought.
- Paintings of mountains \_\_\_\_\_ the images of actual mountains.
- I don't understand why my new book doesn't have \_\_\_\_\_ appeal—it should be loved by everyone!
- Some politicians try to censor art because of their \_\_\_\_\_ feelings about difficult subjects such as sex and violence.
- I admire this painting because all the separate elements of its \_\_\_\_\_ are harmonious to the eye.
- Eric studied art history and appreciation at the most prestigious and \_\_\_\_\_ institution in the country.

**E Grammar**

Reported speech II: questions

reported speech: questions

Reported speech is used when you're not quoting someone, but describing what they said. (See Module 3, Lesson 3.) Reported speech works the same way with questions as with statements. The present tense in a direct question often changes to past tense in the reported question.

Direct question: "Do you feel well enough to go to school today?" my mother asked my little brother.

Reported question: My mother asked my little brother if he felt well enough to go to school today.

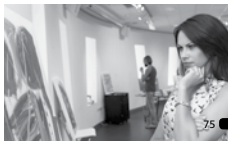
Turn each direct question into a reported question.

- "Do you think that this new reality show is in bad taste?" my aunt asked.  
\_\_\_\_\_
- He asked, "Do you think beauty is in the eye of the beholder?"  
\_\_\_\_\_
- The philosopher asked his students, "If we cannot define beauty, how can we discuss whether something is beautiful?"  
\_\_\_\_\_
- "Why do you think this song is terrible?" I asked my grandfather.  
\_\_\_\_\_

**F Use the Language**

Another Perspective

Expand on your ideas from activity C. Describe your chosen work from the perspective of someone who might think it is ugly and in bad taste. Share your new perspective with the class.



**Extension Two Views**

- Expand on the In Your World activity by having students select a song or painting.
- Have students consider their opinions of this work and record them briefly in writing.
- Ask students to share with partners by playing the song or showing the painting. Use the Internet for this.
- Have pairs consider their own opinions of each other's selected works and record them briefly in writing.
- Invite partners to compare their opinions. Ask them how their opinions are similar and how they differ. Then invite pairs to share their findings with the class.

**D Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification.
- Then have them complete part 1.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. disgust 2. upper class 3. pleasurable

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

1. taste 2. sensational 3. imitate  
4. universal 5. subjective 6. composition  
7. elite

**E Grammar**

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

- My aunt asked if I thought this new reality show was in bad taste.
- He asked if I thought that beauty was in the eye of the beholder.
- The philosopher asked his students how we can discuss whether something is beautiful if we cannot define beauty.
- I asked my grandfather why he thought this song was terrible.

**Check the Workbook**

For further grammar practice, use Activity 3 in Module 5, Lesson 4 of the workbook.

**F Use the Language**

- Write the title of the activity on the board: "Another Perspective."
- Ask students to read the direction lines.
- Check for understanding.
- Tell students to examine their opinions from activity C again.
- Have them consider their chosen song, film, painting, or other art piece from the perspective of someone who doesn't like it. Ask them to identify which aspects specifically this imagined person doesn't like.
- Ask students to work with partners to provide a peer edit.
- Invite students to share their responses with the class.

## Lesson 5 Artistic Freedom

### Aims

- Talk about the importance of freedom of expression
- Write a persuasive essay

### Vocabulary

boundaries	censor	authority	legislation	deem
alarming	consequence	moral	drastic	values

### Writing Guide

An Appropriate Art Subject

### A Warm-up

- Write the title of the lesson on the board: "Artistic Freedom."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the questions on the board. Ask students to respond to the questions as you lead a discussion.
- Ask students to expand upon the Warm-up questions by considering how the piece of art they've identified changed their outlook on the world.
- Ask students to consider how they would feel if that piece of art had been disallowed by an authority.
- Write some of the responses on the board.

### B Prewriting

- Review the chart.
- For each heading, check for understanding by asking students to share an example that would apply to each category.
- Have students complete the chart on their own.
- Invite students to share their responses with the class.

### C Authentic Text

This text is a persuasive essay discussing censorship. It makes the argument that art enables new and challenging thought. It further argues that limiting people's access to art limits their ability to challenge authority.

- Tell students that they will read a persuasive essay.
- Ask students to take turns reading parts of the text.
- Take time to answer any questions students may have about the text or the vocabulary in it.

#### Teacher's Note Freedom of Speech

Many countries do not guarantee freedom of speech to their citizens. Freedom to speak one's opinions may be the most powerful tool citizens have to shape their world. For this reason, many governments are quick to limit this freedom. Be careful about how you address this topic in countries where free speech may be frowned upon or restricted.

### D Analyze the Text

#### Part 1

- Have a student read the direction line.
- Then have students read the questions one at a time.
- Allow students to consider the answers on their own.
- Invite volunteers to share their thoughts.
- Take the opportunity to lead a discussion on the topic.

## Lesson 5 Artistic Freedom

### A Warm-up


Has a piece of art ever changed the way you thought about something? Have you ever had negative feelings about the message in a piece of art? What were those artworks and the feelings that they evoked?

### B Prewriting

In the column on the left, write subjects that you think are appropriate for artists to depict. In the right column, list subjects that you think that artists should avoid.

Appropriate Subjects	Inappropriate Subjects

### C Authentic Text

Read the persuasive essay about censorship. 



#### The Necessity of Artistic Freedom

One of the most important things that art can do for society is to push the **boundaries** of comfort. When artists use their work to challenge the common values of an era, they make people stop and think about why they believe in those values. Artists can be a **driving force** for change, and in drastic cases, can wake society up to something that's wrong with their culture. Sometimes people with political power try to **censor** art, either changing it into something they deem more appropriate or banning it altogether. This is unacceptable in modern society, as it restricts creativity and freedom. Even if people find their moral beliefs questioned, it shouldn't be up to **authority** figures to determine what art the public is allowed to see.

Censorship has been happening for centuries. Michelangelo found his work challenged by the Catholic Church in 1565. His famed fresco on the ceiling of the Sistine Chapel depicted dozens of nude figures ascending to heaven, which the church considered to be indecent. The pope had a lot of power at this time, and eventually one of the painter's pupils came in and put loincloths on all of the und clothed figures. A more recent example of an artist being the subject of censorship is the artist Ai Weiwei. In 2010, he created an installation of thousands of hand-painted sunflower seeds made of porcelain. The exhibit was designed to be a commentary on the porcelain industry in China, and its connection to labor and famine. The Chinese government considered his artwork to be offensive, so Ai's work was removed from an art festival and his name was stripped from the records of past winners.

Preventing citizens from accessing certain knowledge prevents them from being able to think in different ways. No one should be allowed to control how people think and express themselves. Many countries have **legislation** preventing the government from censoring the speech and works of the public, but historically, an **alarming** number of governments have used censorship to keep themselves in power. Some leaders send artists and journalists to prison for speaking negatively about the current political situations in their countries. As a consequence, the only ideas shared about the government are simple, positive ones. This is dangerous. Once we start letting authority determine what is heard, they are in control of how people think.

#### Brief note

A **driving force** is the person or thing that is most important in making something happen.

### D Analyze the Text

1 Answer the questions in one or two complete sentences.

1. What can art do for society? \_\_\_\_\_
2. What is a reason that the writer thinks censorship is wrong? \_\_\_\_\_

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Answers may vary.

1. Art can help to push the boundaries of comfort. / Art can challenge the common values of an era to make people stop and think about why they believe in those values.
2. The author believes that governments should not be able to control how people think.

### Part 2

- Have a student read the direction line.
- Ask students to read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key

True statements: 3, 6, 7, 8

### Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

### Part 1

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class by reading a word and the definition they chose.
- Give feedback.



2 Choose the four statements that are true according to the information in the reading.

1.  Censorship does not occur in this day and age.
2.  Censorship is a relatively new concept.
3.  Censorship decreases creativity and freedom.
4.  Only the government should be allowed to censor its citizens.
5.  Censorship makes for a safe and happy society.
6.  No one in power should censor the ideas of the people.
7.  There are laws that prevent the government from censoring the people's speech and work.
8.  Artists should push the boundaries of society.

**E Vocabulary**

1 Write the correct words in bold from the reading next to the definitions.

1. \_\_\_\_\_ edges or limits
2. \_\_\_\_\_ worrying or frightening
3. \_\_\_\_\_ a law or set of laws
4. \_\_\_\_\_ someone with official responsibility and power to control
5. \_\_\_\_\_ to restrict or change content that you do not want seen or heard

2 Write a sentence using each of the words.

1. consequence  
\_\_\_\_\_
2. moral  
\_\_\_\_\_
3. drastic  
\_\_\_\_\_
4. values  
\_\_\_\_\_
5. deem  
\_\_\_\_\_

**F Use the Language**

**An Appropriate Art Subject**

Pick one of the subjects you listed in the Prewriting section. Read the Writing Guide. Use the Writing Guide to write a short persuasive essay (two to four paragraphs) to convince readers that the art subject you picked is an (in)appropriate topic.

**Writing Guide**

**Thesis statement:** In your first paragraph, have a sentence that states why the subject is (in)appropriate. Support it with general claims about the subject's importance and suitability as an art topic.

*X is (in)appropriate because... For these reasons, I believe...*

**Examples and effects:** In your second and third paragraphs, give your examples of why the subject is (in)appropriate.

*One major reason people need art is... For example,...*

**Concluding sentences:** In your final paragraph, end on a strong note about what art does for society and how the subject helps it. Use firm language.

*If we don't do anything to support artists,.... The bottom line is that art...*



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- |            |               |             |                |
|------------|---------------|-------------|----------------|
| <b>Key</b> | 1. boundaries | 2. alarming | 3. legislation |
|            | 4. authority  | 5. censor   |                |

**Part 2**

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

Answers may vary.

1. As a **consequence**, we won't be going to the fair this year.
2. I don't think that was a **moral** thing to do.
3. Dennis decided that he would have to take **drastic** measures to solve the problem.
4. There seems to be less focus on family **values** in society these days.
5. Jules **deemed** him worthy of her time.

**F Use the Language**

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "An Appropriate Art Subject."
- Have a student read the direction lines.
- Check for understanding.
- Read the writing guide with the students.
- Explain the intention of each paragraph as described in the guide.

- Allow students to research online if necessary.
- Complete the activity.
- Have students exchange their work with a partner for a peer edit.

**Teacher's Note Sample Response**

I believe that graffiti is an appropriate form of art to bring up social issues. Street artists often use graffiti to spread their messages, including important messages about poverty. When confronted with the plight of the poor in bold colors on public walls, people may be less likely to turn away from this issue.

However, the work of street artists is often illegal. One major reason that people react negatively to graffiti is that it's dirty and ugly. For example, it's often used to spread personal messages or even mark the boundaries of street gangs' territory. It is no surprise that public opinion is easily turned against it.

The public may react negatively to street artists who use their graffiti to spread a message about the poor and homeless, but perhaps for different reasons. For example, acknowledging the inequity in society is painful. It is for this reason that street artists are often underappreciated. Their graffiti causes unwelcome awareness of problems that were previously easy to ignore.

We should support street artists; otherwise, people will only remain aware of their messages for a short time. The same laws that erase the graffiti of the gang members are used to erase the street artists' message. Even though a street artist's message may be temporary, the bottom line is that it breaks the silence of society's denial.

**Extension Acceptance and Boundaries**

- Have students get into groups of three or four.
- Explain that laws regulating acceptance of art and public opinion are different. In many ways, public opinion is far more powerful than laws. If the public rejects an artist, the artist will be unable to spread his or her message despite any laws protecting freedom of expression.
- Ask them to consider the opinions of their culture and society.
- Ask them to consider what taboos exist that would result in the rejection of an artist.
- Help them to identify that these are the true boundaries of expression facing artists.

## A Listen

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to read along with the passage as you play the audio track.
- Confirm comprehension by allowing students to ask questions.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the passage.
- Ask the class whether they agree with the answers.
- Then discuss the questions with the class.

Key	1. collaboration	2. pleasurable	3. hone
	4. direct	5. prominent	6. taste
	7. composition	8. consider	9. availability
	10. consult		

## B The Value of Art

- Ask a student to read the direction lines.
- Check for understanding.
- Have students work in small groups or pairs.
- Give students time to discuss the questions.
- Then ask students to write a short paragraph of their own.


### Teacher's Note Sample Response

Although the value of art is often determined by an individual's taste, there is a good argument to be made that some art is objectively more valuable than other art. I believe that art that depicts human struggle or teaches a lesson brings the added value of stimulating a person's thought, in addition to the person's appreciation of beauty. However, people will always choose art based on personal taste, often regardless of its objective value. So, many artists who value popularity (or income) more than self-expression will imitate art that is popular with buyers.

## C Share your Ideas

- Allow students to prepare their thoughts for presentation.
- Invite them to share their paragraphs with the class.
- Be sure to review proper and polite listening strategies with the class to ensure that speakers are given the respect they deserve.
- Encourage students to ask questions.

## A Listen

Listen to the radio advertisement for a shared workspace. Fill in the blanks with the words you hear. Then listen again, check your answers, and discuss the questions below. 

Grime Art Studios is now offering shared workspaces for artists of every medium! Work side by side or in ① \_\_\_\_\_ with artists of all ages, interests, and skills. This workspace hopes to create a(n) ② \_\_\_\_\_ work environment for artists to ③ \_\_\_\_\_ their skills, share ideas, and ④ \_\_\_\_\_ projects. Here, you can learn by working alongside ⑤ \_\_\_\_\_ artists in different fields. You will also discover the differences in ⑥ \_\_\_\_\_ and ⑦ \_\_\_\_\_ that accomplished artists ⑧ \_\_\_\_\_ when creating new works. If this sounds appealing to you, give us a call to check for ⑨ \_\_\_\_\_. You can also come to the studio to ⑩ \_\_\_\_\_ with our staff and to get to know the people you'll be sharing a workspace with.



1. Do you know what a shared workspace is? Do you think they're a good idea or bad idea?
2. Do you enjoy working collaboratively? Why or why not?

## B The Value of Art

1 In groups, discuss the value of art using the words in the box to stimulate your discussion. Then discuss the following question: Is some art more valuable than other art. Why?

depict      selective      taste      composition      moral      imitate

2 Based on the ideas you talked about in part 1, write a short paragraph explaining what you think the value of art is. Provide details to support your claims.

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## C Share your Ideas

Share your paragraph with the class. Encourage your classmates to ask questions, and be ready to give examples for why you feel the way you do about the value of art.

**A Read to Speak**

Read the critique of a modern art exhibit. Then read the statements and circle true or false.

In his latest installation, titled *My Nice Time*, Harry Walden understands the “time” he refers to is not “nice” for everyone. Henry pushes the boundaries of fine art, and yet again has provoked the upper-class art world. Their reactions to his elaborate, mysterious, and often sensational images range from disgust to delight. Some believe his intentions are simply to shock, while others consider his aesthetics universal and pleasurable. One thing is clear: his style is impossible to imitate. Those who question the moral value of his work think it should be censored. Some even say that he should be sent to jail! (While no current legislation allows for such drastic consequences, prominent figures in the art world are pushing for it anyway.) At auction, his work continues to sell for sums higher than any could anticipate. Our take on it? Value is in the eye of the beholder, and morals have no place in art. Keep it coming, Harry. You are a true pioneer in the field of provoking the most sensitive among us.

- |  |      |       |
|--|------|-------|
| 1. Walden’s intention is to disgust the upper class. | true | false |
| 2. Walden’s style is imitated by several artists.    | true | false |
| 3. Walden’s work is in high demand at auction.       | true | false |
| 4. The reviewer supports Walden’s work.              | true | false |

**B Write to Speak**

What do you consider “good” art? What do you consider “bad” art? Do you expect art to have morals? Discuss with a partner and fill in the chart.

Art	
good	bad

**C Now Speak**

Research different artists online and decide if they are “good” or “bad.” You can also decide that they are neither. Discuss with your partner and work together to write a paragraph about one of these artists. Explain why they are well-known, and discuss how people react to their art. Consider researching some of the following artists, or choose your own. Once you finish your paragraph, present your ideas to the class.

Jean-Michel Basquiat   Banksy   Marcel Duchamp   Francisco Goya   Andy Warhol


**Extension A Poll of Good and Bad**

- After students have completed their charts on good and bad art, lead a discussion.
- Invite students to share the types of art that they listed in the chart. Write them on the board.
- Once you have several types of art listed on the board, take a poll of the class to see how many feel that this type of art is good and how many feel that it is bad.
- Have students consider the results and lead an open discussion.

**Now Speak**

- Ask students to work in pairs.
- Have students read the names of the different artists provided.
- Ask students if they are familiar with any of these artists. If so, ask if they have a positive, negative, or neutral opinion of these artists.
- Have groups choose an artist to work with further. Encourage each group to work with a different artist.
- Allow students to research their chosen artist and familiarize themselves with this artist’s work.
- Have students discuss whether they like or dislike the artist’s work. Ask them to provide reasons for their opinions.
- Invite students to share their research and opinions.
- Ask the class whether each presentation has helped shape their opinion of the artist.

**Teacher’s Note Sample Response**

Andy Warhol is a famous artist known for creating pop art. Pop art is based on things seen in popular, modern culture. Andy Warhol is most famous for his paintings of tomato soup cans. When first released in 1962, these iconic paintings were displayed as 32 copies of a can of soup, each with minor differences. Andy Warhol was an advertising artist before he was recognized for his talent. Many artists, including future advertising artists, were inspired by Andy Warhol. I like Andy Warhol’s work. However, since so many people have copied his style, it doesn’t seem very special anymore. Despite this, I think that Andy Warhol is a good artist.

**Extension A “Good” Piece and a “Bad” Piece**

- Have students work with partners.
- Ask them to think about pieces of art that they really enjoy. Also, have them consider pieces of art that they do not enjoy.
- Have students search the Internet to find images of the art they are referring to.
- Invite students to present their pieces of art, including those that they like and those that they don’t.
- Ask the class if they agree or disagree with the presenters.

**A Read to Speak**

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to read the passage on their own.
- Confirm comprehension by allowing students to ask questions.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.

**Key**    1. false    2. false    3. true    4. true

**B Write to Speak**

- Ask a student to read the questions.
- Check for understanding.
- Have students work in pairs.
- Give students time to discuss the questions and complete the chart.
- Allow volunteers to share their thoughts.
- Give feedback.

# Core Concepts



DREAM

BELIEVE

ACHIEVE

## Warm-up

1. What are three careers you might want to pursue?

\_\_\_\_\_

2. What makes you happy?

\_\_\_\_\_

3. What are five traits of a good leader?

\_\_\_\_\_

4. What goal do you most want to achieve?

\_\_\_\_\_

5. What's more important, happiness or success?

\_\_\_\_\_



# Module 6

## Core Concepts

### Module 6 Goals

- I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.
- I can formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction, etc.
- I can follow most lectures, discussions, and debates, both within and outside my field.
- I can produce clear, well-structured speech and writing, linking my ideas into coherent text.
- I can write clear, detailed, well-developed short stories and descriptions of personal experiences.

### Warm-up

- Draw students' attention to the title of Module 6. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

### Extension What is Success?

- Remind students that success means different things to different people.
- Have students work in groups of three or four.
- Ask them to define what it would mean to be successful.
- Then ask them to determine how individuals can achieve this success.
- Invite groups to share their definitions with the class.
- Lead a discussion asking the class which definitions of success they feel are the most accurate for the most people.

### Vocabulary

- Read the vocabulary lists aloud with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

### Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

### Teacher's Note Module 6 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

**Lesson 2** Clauses of reason, concession, result, and purpose

**Lesson 3** Sentence linkers

**Lesson 4** Articles

Key

1. in order to                      2. but                      3. definite

4. Answers will vary.

Greg voted for Susannah because he believed in Susannah's stance on environmental issues.

### Module 6 Preview

#### Vocabulary

Read the words and put a check mark (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> accept	<input type="checkbox"/> applaud	<input type="checkbox"/> leadership	<input type="checkbox"/> realize	<input type="checkbox"/> comprise
<input type="checkbox"/> enrich	<input type="checkbox"/> idealistic	<input type="checkbox"/> principle	<input type="checkbox"/> focus	<input type="checkbox"/> dedicate
<input type="checkbox"/> concerned with	<input type="checkbox"/> fluctuate	<input type="checkbox"/> influential	<input type="checkbox"/> committed	<input type="checkbox"/> musical
<input type="checkbox"/> distinction	<input type="checkbox"/> corruption	<input type="checkbox"/> convey	<input type="checkbox"/> doubt	<input type="checkbox"/> medical
<input type="checkbox"/> undertake	<input type="checkbox"/> variable	<input type="checkbox"/> spokesperson	<input type="checkbox"/> strive	<input type="checkbox"/> tertiary
<input type="checkbox"/> obligatory	<input type="checkbox"/> elated	<input type="checkbox"/> accolade	<input type="checkbox"/> generalize	<input type="checkbox"/> significance
<input type="checkbox"/> provider	<input type="checkbox"/> middle class	<input type="checkbox"/> diplomacy	<input type="checkbox"/> desire	<input type="checkbox"/> ultimately
<input type="checkbox"/> asset	<input type="checkbox"/> toast	<input type="checkbox"/> charisma	<input type="checkbox"/> accomplish	<input type="checkbox"/> professional

#### Grammar

Answer the questions.

- Circle the correct word(s) to complete the sentence.  
The government reduced taxes on the lower class ( in order to / because ) give them a better quality of life.
- Circle the correct word to complete the sentence.  
Ted wanted to succeed at university, ( but / however ) no matter how hard he tried, he couldn't get passing grades.
- Identify the underlined article as *definite* or *indefinite*.  
Bill Smithers wanted to be the world's greatest boss. \_\_\_\_\_
- Write your own answer to complete the sentence.  
Greg voted for Susannah because \_\_\_\_\_  
\_\_\_\_\_

#### Write

Describe how you plan to succeed in the future.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with partners.

### Teacher's Note Students' Success for the Future

Everyone has goals. However, some of your students may not have considered major, long-term goals. Encourage students to consider big goals for this assignment.

### Teacher's Note Sample Response

In order to describe how I will succeed, I first need to determine what I wish to succeed at. My biggest and most important goal is to become a parent. For this, I need to attract the right person with whom I can settle down. I need someone who is committed and big-hearted. For that reason, I must prove myself to be committed and big-hearted as well. As for any goal, achieving this one will require patience and hard work.

# Module 6 Overview: Core Concepts

## Lesson 1: Success at University

**Aims:** - Talk about applying to university  
- Describe how university studies can help you achieve your goals

**Vocabulary:** Success

## Lesson 2: The Happiness Report

**Aims:** - Talk about what is required to be happy  
- Describe ways in which people can achieve greater happiness

**Vocabulary:** Happiness

**Grammar:** Clauses of reason, concession, result, and purpose

## Lesson 3: Leadership Styles

**Aims:** - Talk about various leaders  
- Describe what qualities are needed to be a good leader

**Vocabulary:** Leadership

**Grammar:** Sentence linkers

## Lesson 4: Reaching Your Goals

**Aims:** - Talk about goals  
- Discuss how to achieve various goals

**Vocabulary:** Motivations

**Grammar:** Articles

## Lesson 5: What to Be, and What Not to Be

**Aims:** - Talk about success and happiness  
- Write a short narrative

**Vocabulary:** Priorities

**Writing Guide:** Success vs. Happiness

## Lesson 1 Success at University

### Aims

- Talk about applying to university
- Describe how university studies can help you achieve your goals

### Vocabulary

accept	material	distinction	volunteer
concerned with	asset	provider	obligatory
undertake	enrich		

### A Warm-up

- Write the title of the lesson on the board: "Success at University."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What did you / would you choose to study at university?" and "What preparations did you make or are you making to attend university?"
- Write on the board any new vocabulary and good answers that students come up with.

## Lesson 1 Success at University

### A Warm-up

Talk about the questions as a class.

1. What are your feelings about attending university?
2. What drives you to learn more?

### B Multi-Text

1 Look at the chart and read the texts. As you read, answer the questions.

#### Text 1

STUDENT: Kimberly Tennga  
Course Selection, Semester 1

Class	Days	Time	Credit Hours
Communications 101	MWF	9:00-9:50	3
English 101	MWF	11:00-11:50	3
Math 101	Tu	1:00-2:15	3
Psychology 101	MWF	10:00-10:50	3
Psychology 101 Lab	Thu	1:00-2:50	1
Sociology 101	TuThu	10:00-10:50	3

1. According to Text 1, how many classes does Kimberly have on Wednesdays?
2. According to Text 2, why did Kimberly start volunteering?
3. According to Text 3, what is a reason Kimberly was accepted to UNM?

#### Text 2

To Whom It May Concern,

I'm interested in learning more about the psychology program offered at the University of New Mexico. Throughout high school, I volunteered in my community for at least two hours per week. It was obligatory at my school to do a service activity for one semester, but I quickly realized that I had a passion for helping others. I worked as a care provider at a psychological residency facility. I found that I loved this work, and so I kept volunteering long after the school's service requirements were met.

Because I spent so much time at the facility, I got to know many of the residents and their individual needs. I was often tasked with grouping residents for therapy sessions, as I knew well how each of them acted and thought. This work also gave me a chance to speak with psychologists regarding common psychological conditions. It is my intention to major in psychology as an undergraduate, and UNM is my top choice. I'd like to attend a school that is close to home, and remain connected to my community. I'd also love to attend a school with a strong psychology program that is concerned with long-term care of mentally ill patients. Any informational material explaining your psychology program would be greatly appreciated.

I am excited to undertake this major step in my life. I look forward to your response to my application.

Sincerely,  
Kimberly Tennga

#### Text 3

Dear Kimberly,

We are pleased to accept you as a student at the University of New Mexico, starting this autumn. We were most impressed with your application. You stood out with distinction due to the work you have already performed in the field of psychology. This experience will be a valuable asset during your time at UNM, and we are convinced that you will enrich our community with your passion and motivation to help others.

Congratulations, and we look forward to seeing you this fall.

Best wishes,  
Edwin Cooler  
Dean of Admissions

### Teacher's Note Alternatives to College

Not everyone goes to college after graduating from high school. There are many paths a high school student can take after graduation. Discuss the alternatives to university with your students (vocational school, the military, entrepreneurship, etc.). Ask them how they feel about university and what alternatives they think might be good choices.

### B Multi-Text

This activity features three different texts. Text 1 is a class schedule showing a student's first semester at university. Text 2 is a letter from a student considering attendance at a university and contacting the university for more information. Text 3 is an acceptance letter from a university.

#### Part 1

- Tell students that they will read about the process of applying to a university.
- Ask students to take turns reading.
- Use the discussion questions to begin a conversation with students to confirm understanding.

2 Decide which text each question refers to. Write 1, 2, or 3 on the line.

Which text...

1. \_\_\_\_\_ shares specific information about dates and times?
2. \_\_\_\_\_ explains why Kimberly wants to attend UNM?
3. \_\_\_\_\_ shares Kimberly's experiences volunteering?
4. \_\_\_\_\_ tells when Communications 101 will be held?
5. \_\_\_\_\_ confirms that Kimberly will be able to attend UNM?

3 Choose the five statements below that are true according to the information in the reading.

1.  Kimberly is interested in psychology.
2.  Kimberly volunteered at a psychological residency facility.
3.  Kimberly worked as a psychiatrist at a psychological residency facility.
4.  Kimberly wrote to UNM for more information.
5.  UNM didn't accept Kimberly as a student.
6.  UNM was impressed by Kimberly's application.
7.  Kimberly wanted to take 12-15 credit hours during her first semester.
8.  Kimberly doesn't want to take Sociology 101.

### C Vocabulary

1 Write the words from the box under the correct pictures.

accept      material      distinction      volunteer



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2 Match the words with the correct definitions.

- |                     |   |
|---------------------|---|
| 1. concerned with • | • a. a useful or valuable quality, person, or thing; an advantage or resource |
| 2. asset •          | • b. required, not optional   |
| 3. provider •       | • c. to begin something, especially something challenging                     |
| 4. obligatory •     | • d. to be about a particular subject   |
| 5. undertake •      | • e. a person who gives or supplies something                                 |
| 6. enrich •         | • f. to improve the quality of something by adding something else             |

### D In Your World

#### University Success

Work with a partner. Discuss the following questions.

1. Are you planning to continue your studies? What are you doing now to prepare?
2. How can you adjust your schedule to get the most of your time?
3. What are your long-term career plans? How will you be successful in this career?



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### Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Have students complete this activity by themselves first.
- Then ask students which figure matches each statement.
- Give feedback.

**Key** 1, 2, 2, 1, 3

### Part 3

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

**Key** True statements: 1, 2, 4, 6, 7

### C Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

### Part 1

- Ask a student to read the direction line for part 1.
- Ask students to complete the activity alone or with a partner.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. volunteer      2. accept  
3. distinction      4. material

### Part 2

- Ask a student to read the direction line for part 2.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. d    2. a    3. e    4. b    5. c    6. f

### D In Your World

- Have students work with a partner.
- Ask students to read the questions.
- Allow partners to discuss their responses to each of the questions.
- Encourage partners to explore each other's thoughts by asking follow-up questions of their own.
- Have students share their thoughts with the class.

#### Teacher's Note Why Extracurricular Activities?

Help students to understand that extracurricular activities could make the difference between acceptance and rejection by a university. Explain that experience, even a small amount of volunteer experience, can help a candidate shine above their competitors. Encourage students to participate in the extracurricular activities they identify as being potentially helpful.

#### Extension An Extracurricular Edge

- Have small groups of students consider the areas of study they would like to pursue if they attend university.
- Ask them to discuss what additional activities they could participate in now to get experience in those areas.
- Have students make a plan in which they determine how to bolster their university application with extracurricular experience.
- Invite volunteers to share their thoughts with the class.

## Lesson 2 The Happiness Report

### Aims

- Talk about what is required to feel happy
- Describe ways in which people can achieve greater happiness

### Vocabulary

applaud	middle class	toast	inequality	elated
fluctuate	corruption	idealistic	well-being	variable

### Grammar

Clauses of reason, concession, result, and purpose

### Warm-up

- Write the title of the lesson on the board: "The Happiness Report."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the pictures on the page.
- Ask students how these photos might relate to the text.

### A Vocabulary

- Ask a student to read the direction line for the activity.
- Check for understanding.
- Tell students to look up the meaning and pronunciation of each word.
- Have volunteers say each of the words aloud with a focus on pronunciation. Say the words and ask students to repeat after you.
- Ask students to share their answers with the class.
- Give feedback.

### B Authentic Text

This text is a news report discussing a report on happiness. It explains how the report calculates happiness and which countries measure highest in happiness by this calculation method.

#### Part 1

- Ask a student to read the direction lines.
- Tell students to complete the activity by themselves first.
- Ask students to read parts of the text.
- As they read the text, check that they have provided the correct word for each of the blanks.
- Give feedback.

Key	1. elated	2. inequality	3. middle class
	4. fluctuate	5. applauded	6. toast

#### Part 2

- Ask a student to read the direction line.
- Tell students to complete the activity by themselves first.
- Go around the class and have students read a word and the definition that corresponds to it.
- Check for understanding.
- Answer questions if needed.

Key	1. b	2. d	3. c	4. a	5. f	6. e	7. g	8. h
-----	------	------	------	------	------	------	------	------

## Lesson 2 The Happiness Report

### A Vocabulary

Look up the pronunciations and meanings of the words below.



applaud



middle class



toast



inequality




elated



fluctuate

### B Authentic Text

- 1 Read the news report and fill in the blanks with the correct words from activity A. Change the form if necessary. Then listen and check your answers. 

The latest World Happiness Report (WHR) is out for the public to review. Back in 2012, the United Nations published the first WHR in order to help ensure the importance of people's well-being and happiness in public policy. The report measures six key variables that contribute to happiness: freedom, trust, generosity, having someone to turn to in times of trouble, income, and healthy life expectancy. The top-ranking countries have consistently been Norway, Denmark, and Iceland. Those in Norway were ① \_\_\_\_\_ to see their country move to the top.

Although income does appear to contribute to happiness, it does not play as large a role as some might think. When it comes to money, it's all about fair distribution. ② \_\_\_\_\_ of wealth is a large contributor to unhappiness. Some have suggested that those in the ③ \_\_\_\_\_ are more satisfied because they spend less time working and more time doing activities that they find pleasurable. Middle-class families are more likely to be able to afford proper healthcare than those with lower incomes. This is very significant; the report states that problems with mental health have a large impact on overall life satisfaction.

Unfortunately, America's happiness ratings have fallen. The recently released report suggests that the decline in their WHR ranking is because of an increase in corruption in the US. But not to worry; rankings have been known to ④ \_\_\_\_\_. It's not idealistic to believe that your country's WHR score will improve. Encourage your government to make happiness a priority!

Those countries ranking at the top of the list should certainly be ⑤ \_\_\_\_\_ because the health and prosperity of their people are clearly their top priority. No matter where you are, raise a glass for a ⑥ \_\_\_\_\_ to your happiness and for a higher ranking in next year's report.

- 2 Match the words with the correct definitions.

- |                   |  |
|-------------------|--|
| 1. middle class • | a. extremely happy and excited   |
| 2. corruption •   | b. the social class consisting of those with good jobs who are neither very rich nor very poor |
| 3. idealistic •   | c. believing that great things can happen even when others think that they are unlikely        |
| 4. elated •       | d. illegal, bad, dishonest behavior, especially by people in powerful positions                |
| 5. fluctuate •    | e. a time when people lift their drinks and cheer someone's good health and success            |
| 6. toast •        | f. to change frequently between one level or thing   |
| 7. well-being •   | g. someone's physical and mental health and quality of life                                    |
| 8. variable •     | h. a number, amount, or situation that is subject to change                                    |

### Extension Prerequisites and the Definition of Happiness

- Have students work in groups of three or four.
- Ask them to discuss times when they are happy. Ask them specifically to identify what they were thinking about when they were happy. Ask them also to consider what they weren't thinking about.
- Then ask students to consider times when they were not happy. Again, ask them what they were thinking about when they were unhappy.
- Have them consider what would be necessary to stop having negative thoughts.
- Ask if students think eliminating negative thoughts would be sufficient for guaranteeing happiness.
- Have some volunteers share their definitions of happiness with the class.

### Teacher's Note Barriers to Happiness

Many people have barriers to happiness. Some of these are physical, some are financial, and some are mental. There is no requirement in life to be happy. It's important to emphasize that feeling unhappy is not a shortcoming.



**C In Your World**

How happy are you?

Discuss the following questions with a partner.

1. Of the six variables listed in the news report, which do you think contributes most to your overall happiness? Why?
2. Do you think that the World Happiness Report is a worthwhile project? Why or why not?
3. Look up your country's ranking. Based on your quality of life, do you feel that its ranking is accurate?

**D Grammar**

Clauses of reason, concession, result, and purpose

clauses of reason, concession, result, and purpose	
reason	concession
The subordinating conjunctions <i>because, as, since</i> and <i>that</i> are used to indicate why something is happening.	The subordinating conjunctions <i>although, even though, even if, while, and whereas</i> are used to suggest an idea that opposes another one.
Those countries ranking at the top of the list should certainly be applauded <b>because</b> the health and prosperity of their people are clearly their top priority.	<b>Even though</b> my country is not in the top ten ranking, I am happy.
result	purpose
The subordinating conjunctions <i>so</i> and <i>so that</i> are used to indicate what happens as the result of an action mentioned.	The subordinating conjunctions <i>so, that, so that, in order to, and lest</i> are used to indicate the purpose for an action.
They ranked the countries <b>so that</b> now we can more easily compare different countries' policies.	The United Nations published the first WHR <b>in order to</b> help ensure the importance of people's well-being and happiness in public policy.

Write new sentences. Use the given clause and any other words that are needed.

Example: Sarah loves singing. (reason) → Sarah loves singing **because** she met her friends in choir.

1. The Jeffersons are a middle-class family. (concession)  
\_\_\_\_\_
2. I had to wash the floor. (reason)  
\_\_\_\_\_
3. Universal health care has proven to increase the standard of living. (concession)  
\_\_\_\_\_
4. They created the World Happiness Report. (result)  
\_\_\_\_\_
5. Brush your teeth. (purpose)  
\_\_\_\_\_
6. Raise your glass. (purpose)  
\_\_\_\_\_

**E Use the Language**

Create a Happiness Poll

1. Work with a partner. Imagine that you are a researcher polling citizens for the Happiness Report. What would you ask people, in order to determine their overall happiness? Write at least three questions.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Role-play an interview. Ask your partner what makes him or her happy. How could he or she be happier?

**In Your World**

- Ask a student to read the questions.
- Check for understanding.
- Tell students to work in pairs.
- Have students consider their personal happiness.
- Ask them to discuss the questions. Encourage them to take notes as they speak.
- Invite students to share their thoughts with the class.

**Extension Measuring Happiness**

- The World Happiness Report is one way to measure happiness. It has very specific measurements by which different countries can compare their happiness.
- Ask students to consider how the happiness of an individual could be measured.
- Have students work in groups of three to four to develop a way of measuring an individual's happiness. Ask them to consider what measurements they would look for.
- Have students within their group use the measurements to compare their happiness.
- Then have groups share their methodologies with the class.
- Take a poll to see which of the groups has the preferred method for measuring happiness.

**D Grammar**

Lesson 2 covers the following grammar: clauses of reason, concession, result, and purpose. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

*Answers will vary.*

**Key**

1. The Jeffersons are a middle-class family **even though** their grandparents were poor.
2. I had to wash the floor **because** a clean house makes me happy.
3. Universal health care has proven to increase the standard of living, **whereas** gross income stops influencing quality of life after a certain point.
4. They created the happiness index **so that** we can understand the factors that contribute to overall well-being.
5. Brush your teeth **in order to** avoid getting cavities.
6. Raise your glass **so that** we may toast to the bride and groom.

**Check the Workbook**

For further grammar practice, use Activity 2 in Module 6, Lesson 2 of the workbook.

**E Use the Language**

- Write the title of the activity on the board: "Create a Happiness Poll."
- Ask a student to read the direction lines.
- Check for understanding.
- Have students consider how individual happiness is different from and similar to group happiness.
- Have students share their work in pairs and provide a peer edit.
- Ask students to begin by considering the questions from the World Happiness Report.
- Then encourage them to tailor the questions for their own poll.
- Tell students to develop and practice a dialogue.
- Have students share their dialogues with the class.
- Give feedback.

# Lesson 3 Leadership Styles

Aims				
- Talk about various leaders - Describe what qualities are needed to be a good leader				
Vocabulary				
reign	accolade	diplomacy	convey	principle
leadership	predecessor	spokesperson	influential	charisma
Grammar				
Sentence linkers				

## A Warm-up

- Write the title of the lesson on the board: "Leadership Styles."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What qualities does the leader of your country have?" and "Would you be willing to do this job?"
- Write on the board any new vocabulary and good answers that students come up with.

## B Audio

This talk is from a lecture discussing famous leaders. In it, the speaker discusses several leaders and the qualities that made them great.

### Part 1

- Tell students that they will listen to a lecture about various leaders.
- Play the audio.
- Use the brief notes to explain difficult parts of the text such as *Civil Rights Movement*.

### Part 2

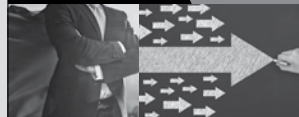
- Have a student read the direction line.
- Ask students to complete part 2.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. b	2. a	3. a	4. c	5. b	6. c
-----	------	------	------	------	------	------

### Extension Interview with a Leader

- Have students work with a partner.
- Ask students to pick one of the leaders from the audio recording.
- Ask students to do further research into their chosen leaders.
- Have students consider what questions they would ask him or her. Then have them imagine how he or she would answer the questions.
- Ask students to develop a dialogue in which one partner plays the part of the leader and the other plays the part of the interviewer.
- Have students share their dialogues with the class.

# Lesson 3 Leadership Styles



## A Warm-up

Talk about the questions as a class.

- Who are some famous leaders whom you admire?
- What traits do these leaders have in common?

## B Audio

1 Listen to the lecture about famous leaders. 

2 Answer the questions below.

- What is the main topic of the talk?
  - rebellions and their impact
  - leaders and their defining qualities
  - how far charisma can get you in life
- How many followers does the Dalai Lama have on Twitter?
  - more than 16 million
  - about 100,000
  - none
- What did the speaker say was the purpose of the talk?
  - to analyze leadership qualities
  - to learn about leaders in different time periods
  - to categorize different governing styles
- During what time period was Martin Luther King, Jr. an activist?
  - the Renaissance
  - the French Revolution
  - the Civil Rights Movement
- Who was feuding when Elizabeth I took the throne?
  - England and Spain
  - Protestants and Catholics
  - her father and sister
- Which is true about all three leaders in the passage?
  - They were members of the UN.
  - They led the same country.
  - They promoted peace.

### Brief note

The *Civil Rights Movement* in America was a movement to gain equal rights for African Americans.

### Brief note

A *tug of war* is a type of battle. Used metaphorically, it means that two sides are struggling for the same thing.

## C Vocabulary

1 Write the words from the box under the correct pictures.

reign                      accolade                      diplomacy



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

2 Match the words with the correct definitions.

- |                 |   |  |
|-----------------|---|--|
| 1. convey       | • | a. a basic idea or a moral rule  |
| 2. principle    | • | b. a person who had a job or position before someone else              |
| 3. leadership   | • | c. a person who speaks for or represents someone or something          |
| 4. predecessor  | • | d. having the power to affect people or things                         |
| 5. spokesperson | • | e. to communicate information  |
| 6. influential  | • | f. the set of characteristics that make a good leader                  |
| 7. charisma     | • | g. a special ability to attract the attention and admiration of others |

## C Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

### Part 1

- Have a student read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. diplomacy	2. accolade	3. reign
-----	--------------	-------------	----------

### Part 2

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete the part 2.
- Have students share their answers with the class.
- Give feedback.

Key	1. e	2. a	3. f	4. b	5. c	6. d	7. g
-----	------	------	------	------	------	------	------

**D Grammar**

**Sentence linkers**

sentence linkers	
Sentence linkers are words or phrases used to join ideas. These linkers are also used to compare, contrast, refer to time or indicate causation. Sentence linkers are usually used in the form clause + linker + clause.	
However, yet, and but show contrast:	
All three leaders are known for their moderate and peaceful rhetoric; <b>however</b> , they each have unique characteristics.	He was a spokesperson for nonviolence, <b>but</b> he faced opposition and violence in pursuit of his ideals.

Rewrite each sentence using the given word. Add commas if necessary.

- King advocated for nonviolence / many still protested in violent ways. (*yet*)  
\_\_\_\_\_
- Queen Elizabeth I was more peaceful than her father / she was a skilled military leader. (*however*)  
\_\_\_\_\_
- The Dalai Lama fled Tibet / he continued to work as a diplomat for his home country. (*but*)  
\_\_\_\_\_
- She rose to power / she was unable to restore peace. (*however*)  
\_\_\_\_\_

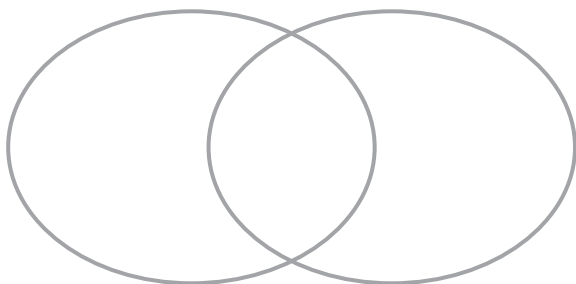
**E In Your World**

**Compare and Contrast Leaders**

Work with a partner. Compare and contrast two leaders.

- Choose two famous leaders. Each of you should do quick online research about the leaders. Then use the Venn diagram below to record the two leaders' similarities and differences.
- Discuss your diagram with your partner. Did you place the leaders' qualities in the same locations (similar or different)?
- Discuss what you think are the most important leadership qualities for each leader you chose.

Leader 1: \_\_\_\_\_ Leader 2: \_\_\_\_\_



**E In Your World**

- Write the title of the activity on the board: "Compare and Contrast Leaders."
- Have students work in pairs.
- Ask students to read the direction lines.
- Check for understanding.
- Ask students to choose two famous leaders.
- Have students complete the Venn diagram.
- Tell students to discuss their responses with one another.
- Then have volunteers share their thoughts with the class.

**Teacher's Note Using a Venn Diagram**

Most students will have encountered Venn diagrams by this stage of their studies; however, it is best not to assume that students know how to use them. Explain that Venn diagrams are a useful tool for comparing and contrasting two things. Demonstrate that details that apply only to Leader 1 go into the left side, details that apply only to Leader 2 go into the right side, and details that apply to both leaders go into the central part where the two ovals intersect, or cross.

**Extension Role-Play**

- Have students work with their partners from activity E.
- Each student should take the role of one of the two leaders.
- Have students develop a dialogue in which they explain their similarities and differences.
- Encourage students to make their role-plays as entertaining as possible.
- Invite students to share their dialogues with the class.

**D Grammar**

Lesson 3 covers the following grammar: sentence linkers. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	<i>Answers may vary.</i>
	1. King advocated for nonviolence, yet many still protested in violent ways.
	2. Elizabeth was more peaceful than her father; she was, however, a skilled military leader.
	3. The Dalai Lama fled, but he continued to work as a diplomat for Tibet.
	4. She rose to power; however, she was unable to restore peace.

**✓ Check the Workbook**

For further grammar practice, use Activity 3 in Module 6, Lesson 3 of the workbook.

# Lesson 4 Reaching Your Goals

Aims				
- Talk about goals - Discuss how to achieve various goals				
Vocabulary				
focus	strive	generalize	accomplish	committed
recognize	realize	doubt	desire	speak for
Grammar				
Articles				

## A Warm-up

- Write the title of the lesson on the board: "Reaching Your Goals."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "How long will it take for you to achieve your goals?" and "Is there any way to achieve your goals faster?"
- Write on the board any new vocabulary and good answers that students come up with.

## B Authentic Text

This text is a motivational speech about achieving goals. In it, listeners are encouraged to work ceaselessly toward reaching their goals. Further, they are encouraged to celebrate every step they make toward a goal.

### Part 1

- Tell students that they will read/hear a motivational speech about achieving goals.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts such as *room for improvement*.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

### Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

**Key** *Answers will vary.*

- The first step to achieving a personal goal is to set the goal.
- Thinking about the feeling of saying "I did that" is great motivation for me to do difficult things.
- I set a goal to learn to play piano. It took a long time, and I still have plenty of practice ahead of me, but now I'm able to play several songs.

### Part 3

- Ask a student to read the direction line for part 3.
- Check for understanding.
- Ask for volunteers or call students to read each of the statements.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

### Teacher's Note Motivation and the Mind

Motivational speaking is very popular. People often pay large amounts of money to listen to motivational speakers. It is encouraging to hear someone say that they believe in you and that you can achieve great things. However, it remains up to the individual to actually achieve. Discuss students' opinions of motivational speakers.


# Lesson 4 Reaching Your Goals



## A Warm-up

What are your goals in life? How will you achieve them? What did you do today to help yourself reach your goals?

## B Authentic Text

1 Read the following motivational speech. 

### Brief note

Having room for improvement means that you have space to grow. It's often used as a way of saying that things can always get better.

Everybody has a goal. The people in this room are struggling towards hundreds of different goals, big and small. But the focus of this speech is your personal goals. Your goal is the only goal that matters. If you don't prioritize your goals, you will never reach them successfully.

Now, I don't know your particular goals. I can't speak for you specifically. I'm going to generalize, but I want you to consider your own goals as I speak. Particularly, I want you to focus on the one goal you most want to achieve. Every time I say "goal," I want you to think about "the goal"—your goal. If you don't have a goal to consider, think of something small you'd like to change in your life. There's always room for improvement.

What's the difference between a goal and a dream? A dream could be anything that you desire, whether or not it's realistic, but a goal is something that you have reason to believe you can accomplish. Goals take work, but you're likely to reach them if you're committed and have a plan.

Some goals are small and easy to realize. Maybe you can achieve an easy goal in a week, a day, or even an hour. Some people feel that easy goals aren't worth celebrating. But any achievement is worth recognition.

Some goals are big and take a long time to accomplish. But if you think about it, big goals are built of many smaller goals. Breaking down a big goal into smaller goals will help you to complete it. Think about what you can do each day. Draft a daily plan and stick to it. Every day that you accomplish any part of your goal, you have taken a step forward and should celebrate your success.

Celebrating when you succeed will motivate you to continue working toward your goals. Invite others to share and recognize these successes with you. You'll quickly find that your friends are eager to see you succeed. Your success might also motivate them to strive to achieve goals of their own.

Stick to your smaller goals and don't doubt that you'll reach your larger goals. Maybe someday you'll even reach your dreams! For what is a dream but a goal yet to be realized?

## 2 Talk about the questions after you read.

- What is the first step towards achieving your own personal goal?
- What motivates you to set and achieve goals?
- What are some goals that you have achieved?

## 3 Cross out the two false statements about the speech. Number the true sentences 1-6 in the order that the speaker explains them.

- Your success might motivate others to achieve goals of their own.
- The speaker can speak for the audience's goals.
- Everyone has room for improvement in their life.
- A dream is something you desire, but that you might never achieve.
- If you don't prioritize your success, you will never reach it.
- Small goals aren't worth celebrating.
- Most big goals are made up of several smaller goals.
- Hundreds of goals are being struggled toward right now.

## C In Your World

### Ranking Goals

Some goals take longer to achieve than other goals. How much time does it take to do the following things? Rank them in order, from 1 (the least time) to 5 (the most time). Discuss your rankings with a partner.

read a novel	become a doctor	train to run a marathon	learn a second language	clean your house
_____	_____	_____	_____	_____

## Key

Cross out: "The speaker can speak for the audience's goals." and "Small goals aren't worth celebrating."

Order:

- Your success might motivate others to achieve goals of their own.
- Everyone has room for improvement in their life.
- A dream is something you desire, but that you might never achieve.
- If you don't prioritize your success, you will never reach it.
- Most big goals are made up of several smaller goals.
- Hundreds of goals are being struggled toward right now.

## Extension Methods of Motivation

- Ask students to get into pairs.
- Have students discuss ways in which they motivate themselves.
- Ask them to consider tasks that they don't enjoy or that are really difficult.
- Have them consider the ways in which they motivate themselves to complete difficult tasks.
- Have partners list three to five things that they do when they're in need of motivation.
- Lead a discussion in which students share their methods of motivation.
- As students share their motivational methods, write them on the board to create a master list.
- Ask the class which motivational methods might be most helpful for future use.



## D Vocabulary

### 1 Match the words and phrases with the correct definitions.

- |                 |   |
|-----------------|---|
| 1. focus •      | a. to say something that is often true but not always true              |
| 2. strive •     | b. believing that something is important and giving a lot of time to it |
| 3. generalize • | c. to try hard to do something or make something happen                 |
| 4. accomplish • | d. the thing that is getting the most attention                         |
| 5. committed •  | e. to succeed at doing something  |

### 2 Fill in the blanks with the correct words from the box.

recognize realize doubt desire speak for

- I \_\_\_\_\_ a happy, comfortable life.
- If you work hard, someday you will \_\_\_\_\_ your goals.
- Usually, it is not appropriate to \_\_\_\_\_ anyone except yourself.
- It's good to \_\_\_\_\_ and show approval for other people's important achievements.
- Never \_\_\_\_\_ you can accomplish your goal if you put your mind to it.

## E Grammar

### Articles

articles		
<b>definite article: the</b> Use the definite article to refer to a specific noun (singular or plural).	<b>indefinite article: a/an</b> Use the indefinite article to refer to an indefinite noun (singular only). Use a before words beginning in consonants, voiced h, and vowels used as consonants. Use an before words beginning in vowels and silent h.	<b>no article</b> Do not use an article to refer to an indefinite plural, or in some general references to singulars.
I received the honor with gratitude. My mother is in the hospital. But the focus of this speech is your personal goals.	It was an honor to meet you. There is a hospital on my street. There is a university in the nearby city. Everybody has a goal.	Most people are fascinated by eclipses. Every society needs hospitals. Pizza is my favorite food and cappuccino is my favorite drink.

### Fill in the blanks with the, a/an, or leave them blank if no article is needed.

- I have \_\_\_\_\_ small, fluffy dog.
- Many apartments that don't allow dogs do allow \_\_\_\_\_ cats.
- I would like to see \_\_\_\_\_ new action movie that I read about in the newspaper.
- Would you like to buy \_\_\_\_\_ new book today?

## F Use the Language

### My Goal

Reaching a goal requires working hard, planning, and staying dedicated. What is a goal that you would like to achieve? What motivates you to achieve it? Make notes in the chart. Then tell a partner about your goal and the motivations that drive you.

My goal	
What motivates me to achieve it	
What difficulties I might encounter	
How I will know when I have achieved my goal	



## G In Your World

- Ask a student to read the direction lines.
- Allow an opportunity for students to consider the goals. Ask them to imagine how long each goal would take to complete.
- Have students rank the described goals based upon the time each would take to complete.
- Ask students to discuss their rankings with partners.
- Write each of the goals on the board: "Ranking Goals."
- Ask students to vote on which goal they believe would take the longest and which they believe would take the least amount of time.
- Lead an open discussion about the time required to achieve other goals.

**Key** Answers may vary. 2, 5, 3, 4, 1

## D Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

### Part 1

- Ask a student to read the direction line.
- Ask if students need clarification.
- Then have them complete part 1.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. d 2. c 3. a 4. e 5. b

### Part 2

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. desire 2. realize 3. speak for  
4. recognize 5. doubt

## E Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. a 2. (no article) 3. the 4. a

### ✓ Check the Workbook

For further grammar practice, use Activity 2 in Module 6, Lesson 4 of the workbook.

## F Use the Language

- Write the title of the activity on the board: "My Goal."
- Ask students to read the direction lines.
- Check for understanding.
- Tell students to consider their responses and complete the chart.
- Then have students work in pairs.
- Tell students to discuss their goals.
- Challenge students to provide advice or encouragement as to how their partners can achieve their goals.

### Teacher's Note Predicting Roadblocks

Students may have a difficult time completing the part of the chart asking them to predict difficulties. It is very hard to foresee what difficulties may lie in the future. However, honing this skill will help lead to success. Encourage students to play through a scenario in their heads. Advise them to think it through several times, imagining different factors each time, and to explore in their minds how each factor might change the scenario.

## Lesson 5 What to Be, and What Not to Be

### Aims

- Talk about success and happiness
- Write a short narrative

### Vocabulary

musical      tertiary      pursue      medical      dedicate  
significance      ultimately      make it      comprise      professional

### Writing Guide

Success vs. Happiness

### A Warm-up

- Write the title of the lesson on the board: "What to Be, and What Not to Be."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What influences the careers people want to pursue?"
- Write down any new vocabulary and good answers that students come up with.

### B Prewriting

- Review the chart.
- For each heading, check for students' understanding by asking them to share an example that would apply to each category.
- Have students complete the chart on their own.
- Invite students to share their responses with the class.

### C Authentic Text

This text is a memoir describing a personal decision made by a student during college. In it, the student describes choosing between happiness and financial security.

- Tell students they will read a memoir describing an important decision.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as *be lost on someone*.
- Take time to answer any questions students may have about the text or the vocabulary used within.

#### Teacher's Note What is a Memoir?

Some students may not be familiar with memoirs. Although memoirs are often written well after the events they describe, an easy way to think of them is to compare them with a diary or a journal. Emphasize that a memoir documents important events in an individual's life.

### D Analyze the Text

#### Part 1

- Have a student read the direction line.
- Have students answer the questions on their own.
- Invite volunteers to share their thoughts.
- Take the opportunity to lead a discussion on the topic.

Key

1. b      2. c      3. c

## Lesson 5 What to Be, and What Not to Be

### A Warm-up

What did you want to be when you were younger? Has that changed now that you're an adult? Why or why not?

### B Prewriting

In the column on the left, make a list of things that you think are important to happiness. In the column on the right, make a list of things that you think are important to success. Some items might fit in both columns.

Happiness	Success

### C Authentic Text

Read the memoir below.

#### What to Be, and What Not to Be

All my life, I thought that I wanted to be a doctor. I was fascinated by science, and I loved the idea of going to work every day to help and heal people. As I finished high school, I pursued the colleges with the best medical programs because medicine was a stable and well-paying career. Once I got to college, in the tertiary stage of my education, I immediately set to work taking all the classes I would need to get into medical school. Unfortunately, while I was at college, I suddenly found my priorities in direct conflict with each other.

In addition to loving science, I've also always been a musical person. I started playing the piano when I was young, and I played in the orchestra throughout high school. I had never considered music to be an essential part of my life until I got to college. Suddenly I wasn't just playing in a huge group for a crowd of parents, but in bands comprised of just three or four other talented students. I developed a hunger that I had never experienced before—not just to play music, but to make music by composing my own! One day after class, my teacher came up to me. His face was very serious. He told me that I had a lot of talent, but if I wanted to be a professional then I had to practice almost three times as much as I had been doing. The significance of his words was not lost on me; I started to play music for hours every day.

I ended up facing a difficult choice between two of the biggest priorities a person can have: success and happiness. The more I studied medicine, the more I disliked it. But I was terrified that if I chose to pursue a career in the arts, I wouldn't make it as a musician. Ultimately, I decided that I would have to redefine my vision of success in order to keep both of my priorities intact. By viewing success as giving my dreams all the effort I can, I have no fear that dedicating my life to music will make me both happy and successful, no matter how much money I make.

#### Brief note

The idiom *be lost on someone* is used to say that something has little or no impact on someone. In this case, what was said had an impact since "the significance of his words was not lost on" the writer.

### D Analyze the Text

#### 1 Choose the correct answers.

- What did the author want to be when he was younger?
  - a musician
  - a doctor
  - a professional athlete
- When did the author find himself conflicted about his future?
  - in high school
  - on his 10th birthday
  - in college
- Who made it clear that the author would have to focus more?
  - his advisor
  - his mother
  - his teacher

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### Part 2

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key

- The author started to play in small student bands and learn how to make his own music.
- The author changed his definition of success so he could still be happy.

### Extension Whose memoir?

- Have students write a short passage about their life as seen from the future. Tell them to imagine that they are writing the memoir 20 years from now.
- Provide paper for the students to write on.
- Ask students to share details about key events in their life or moments in their life when they needed to make difficult choices.
- Tell students not to write their names on the paper.
- Collect the writing from the students.
- Mix up the papers and hand each student one of the papers, making sure that students don't get their own.
- Have students take turns reading.
- Have students guess which classmate wrote the memoir.

2 Answer the questions in one or two complete sentences.

- Why did the author get more interested in music? \_\_\_\_\_
- How did the author solve his problem? \_\_\_\_\_

**E Vocabulary**

1 Match the words with the correct definitions.

- |                 |   |   |
|-----------------|---|---|
| 1. musical      | • | a. to give most of your energy and time to something                |
| 2. tertiary     | • | b. talented in playing music or having a liking for music           |
| 3. pursue       | • | c. third, often as a stage of schooling at colleges or universities |
| 4. medical      | • | d. the importance or meaning of something                           |
| 5. dedicate     | • | e. to try to achieve or go after something                          |
| 6. significance | • | f. related to medicine or curing illnesses and injuries             |

2 Circle the answer that is closest in meaning to the word(s) in bold.

- Ultimately**, I had to ask him to go to the principal's office.  
a. sadly      b. thankfully      c. finally
- I think you could really **make it** as an actor!  
a. be talented      b. be successful      c. get hurt
- Our team was **comprised** of the most talented people at the game.  
a. made up      b. scared      c. jealous
- Carson wants to be a historical research **professional**.  
a. enthusiast      b. protestor      c. educated expert

**F Use the Language**

Success vs. Happiness

Read the Writing Guide. Use the Writing Guide to write a short narrative (two to four paragraphs) about someone who has to decide between success and happiness. This can be yourself or someone else.

Writing Guide

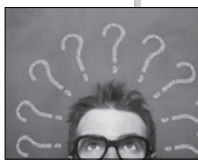
**Opening Premise:** When you tell a story, set the scene for the reader by telling him or her about a problem.

*When I was young, I... One day, many years ago, there was a...*

**Detail Sentences:** Use the next paragraph or two to give more information about what the conflict is and why it's a problem.

*The real difficulty was that... I wanted to... and I also wanted to...*

**Conclusion:** Use your last paragraph to describe what happened at the end and why.  
*In the end... When I was forced to choose, ultimately...*



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**E Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class by reading a word and the definition they chose.
- Give feedback.

**Key** 1. b      2. c      3. e      4. f      5. a      6. d

**Part 2**

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

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

**F Use the Language**

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "Success vs. Happiness."
- Tell students that they will write a narrative about someone who has to decide between success and happiness.
- Read the writing guide with students.
- Explain the intention of each sentence as described in the table.
- Have students complete the activity.
- Have students exchange their work with partners for a peer edit.

**Teacher's Note Sample Response**

My Big Choice

When I was young, I faced a big decision. I had to choose between trying out for the track team and volunteering at the animal shelter. I wish I could have done both.

I wanted to be on the track team, and I also wanted to work at the animal shelter. However, my schedule would not allow it. I couldn't do both after school since it would take away time from my homework and taking care of my baby brother.

In the end, I chose to volunteer because I felt that those animals needed my help. It led me down the road I'm on now. I recently applied to veterinary school. But I often wonder how my life would have been different if I had chosen to try out for the track team.

**Extension The Butterfly Effect**

- Have students work with a partner.
- Explain that our paths in life are made of many small decisions resulting in a chain of events that could have easily gone in another direction.
- Ask students to identify a decision that they made which helped to define them as a person.
- Tell them to track decisions leading up to the moment and the events that occurred after the decision was made.
- Ask them to imagine how their lives would be different had they made a different decision.

**Extension Success vs. Happiness Debate**

- Have students work in groups of four, or divide the whole class into two teams.
- Ask students to debate either "Happiness is more important than success" or "Success is more important than happiness."
- Have students form two opposing teams.
- Tell students to brainstorm and determine the arguments and supporting details for their side.
- Have students listen to each group debate.
- Ask students to share their thoughts about the debates.

## A Idealistic Spokesperson

### Part 1

- Ask a student to read the direction lines.
- Check for understanding.
- Review the vocabulary in the box by reading each word aloud slowly and clearly.
- Ask students to fill in the blanks on their own.
- After students have finished, play the audio to listen and check.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. spokesperson	2. volunteered	3. corruption
	4. leadership	5. well-being	6. significance
	7. professional	8. idealistic	9. inequality
	10. charisma	11. speak for	12. accomplish

### Part 2

- Have students read the questions.
- Allow an opportunity for students to answer the questions on their own.
- Invite students to share their responses with the class.
- Ask students if they agree with the responses.

Key	1. Even though you know this action risked the well-being of your job, you still stood up for us.
	2. She says that Teyonda has charisma and has risked the well-being of her job in order to protect the rights of the workers. She says that Teyonda is a true professional.
	3. <i>Answers will vary.</i> I wouldn't be able to do this because I am afraid of speaking in front of large crowds. I think it would be scary to have to stand up to the leadership of the company.

## B Workplace Conflict

- Ask a student to read the direction lines.
- Check for understanding.
- Have students work in groups of three or four.
- Give students time to discuss the topic and complete the chart.
- Allow volunteers to share their thoughts.
- Lead a class discussion about conflict in the workplace.
- Give feedback.


## C Make a Difference

- Have students work individually.
- Ask students to select one of the issues they identified in activity B.
- Have students research this issue further.
- Ask students to write a paragraph addressed to the company's leadership explaining the problem and how they feel that the problem could be fixed.
- Have students circle the definite articles that they use in their paragraph.

### Teacher's Note Sample Response

Attention HR Department:  
It has come to my attention that the coffee provided in the breakroom has become a point of tension. It is the responsibility of the last person to take a cup of coffee to reset the coffee maker for the next pot of coffee. However, this is rarely done. Most mornings, it is common to see an empty coffee maker and no one making more. I propose removing the coffee maker completely as it is causing resentment among the staff. If people wish to drink coffee, they can bring it to work themselves.

## A Idealistic Spokesperson

Read the letter and fill in the blanks with the correct words from the box. Then listen and check your answers. 

leadership idealistic	spokesperson inequality	volunteered accomplish	professional charisma	significance corruption	speak for well-being
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Dear Teyonda,

Your speech at the meeting last week was so inspirational! I know you were just acting in your role as a ① \_\_\_\_\_, but I feel that you accomplished more than just that. You've worked tirelessly to protect our rights as workers. On top of that, you ② \_\_\_\_\_ for this position, yet you took it upon yourself to fight ③ \_\_\_\_\_ in the company's ④ \_\_\_\_\_. Even though you knew this action risked the ⑤ \_\_\_\_\_ of your job, you still stood up for us. The ⑥ \_\_\_\_\_ of this action was not lost on anyone present. You are a true ⑦ \_\_\_\_\_



I, for one, have been enriched by your ⑧ \_\_\_\_\_ and passionate attack on the ⑨ \_\_\_\_\_ that we have all suffered under the current leadership. I don't have your ⑩ \_\_\_\_\_, so I would never be able to stand up and ⑪ \_\_\_\_\_ us as you did, and so convincingly as well. I truly hope this will help us all ⑫ \_\_\_\_\_ our goals to secure equality. Even if it doesn't, your speech will always hold a special place in my heart.

Eternally grateful,  
Eleanor

1 Find and write an example of a clause of result from the passage.

2 Answer the questions.

1. How does Eleanor praise Teyonda? Use specific words from the letter to support your answer.

2. Would you be able to do what Teyonda did? Why or why not?

## B Workplace Conflict

In small groups, discuss some issues that cause conflict in the workplace. How can they be fixed? What can people say or do?

Issue	Words	Actions

## C Make a Difference

Choose one of the issues you listed in activity B. On a separate sheet of paper, write a short paragraph addressed to a company's leadership. Explain what the issue is and how you think it needs to be fixed. Circle all the definite articles that you use.

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### Extension Suggestions for a Friend

- Have students work in pairs.
- Ask students to consider their goals.
- Have them share their goals with partners.
- Have pairs give each other suggestions about achieving their goals, using words from the box.
- Have partners evaluate whether they think this advice would be helpful.

### Extension Role-Play a Workplace Issue

- Have students work in groups of three or four.
- Ask them to choose one of the issues they listed in activity B.
- Have students create a dialogue discussing the issue and prepare a skit showing how their problem might occur and what could be done to solve it.
- Allow groups to perform their skits for the class.
- Ask the class to discuss alternate ways in which the identified problem could be solved.



**A Warm-up**

Use the words from the box to write suggestions to achieve each of the goals. Include one or two vocabulary words in each suggestion.

pursue desire    musical leadership    dedicate undertake    recognize asset    accomplish focus    accept fluctuate

Goal	Suggestions
To become a professional musician	<i>You should pursue your musical desires. Practice a lot and recognize that it will take a long time to become a professional.</i>
To be happier with my job	
To get into a top-level university	
To learn how to juggle	

**B Discuss**

With a partner, share some of your personal goals. Talk about the actions you can take to reach your goals. Choose one goal and write it down. Then list the actions you will take to reach your goal.

Goal: \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**C Write**

Write a paragraph describing your goal and how you will achieve it. Then share your blueprint for success with the class.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B Discuss**

- Ask a student to read the direction lines.
- Have students work in pairs.
- Ask students to consider the steps needed to achieve their goals.
- Tell students to complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

*Answers will vary.*

Goal: To learn a foreign language.

1. Select the language you want to learn.
2. Find classes that you can take in person or online.
3. Practice your language for a period of time every day.
4. Find other learners or a native speaker of that language to practice with.

**C Write**

- Ask students to review their thoughts from activity B.
- Using the information, have them develop a plan for success.
- Have students write their plans in the form of a paragraph.
- Allow time for students to share their writing with the class.

**Teacher's Note Sample Response**

My goal is to learn a foreign language. I've been thinking long and hard, and I think I want to learn Spanish. This language will be very useful, and it sounds very pretty. I downloaded a program online that will teach me how to speak Spanish. Now, it's up to me. I need to practice every day. Once I'm comfortable, I plan to take a trip to Spain to practice what I've learned.

**Extension A Plan in Action**

- Have students put their plans into action.
- Ask them to keep a journal for one week documenting the progress of their goals.
- Have them record information every day.
- At the end of the week, invite students to share their journals with the class.
- Ask students how they feel about working toward their goals. Ask if they think their plan is helpful or if they feel that they must make some changes to the plan.

**A Warm-up**

- Ask a student to read the direction lines.
- Check for understanding.
- Ask a student to read each of the words aloud. Ask students if they have any questions regarding the meaning of any of the words.
- Have a student read each of the goals included in the chart.
- Allow students to work on their own to complete the chart.
- Ask for volunteers to share their answers.
- Give feedback.

*Answers will vary.*

1. You should pursue your musical desires. Practice a lot and recognize that it will take a long time to become a professional.
2. You should accept what you can't change, and change what you can. Recognize your value as an asset to the company. Pursue a new career if you need to.
3. You should dedicate yourself to studying. It will take a lot of focus to accomplish this goal.
4. You should make sure that this is something you want to undertake. If you do, you should practice a lot and dedicate your time to honing this skill.

## A Vocabulary

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key

- |               |               |               |
|---------------|---------------|---------------|
| 1. anticipate | 2. obligatory | 3. provider   |
| 4. volunteer  | 5. elated     | 6. inequality |
| 7. credit     | 8. subjective | 9. moral      |
| 10. medical   |               |               |

### Extension Test your Partner

- Have students write fill-in-the-blank sentences of their own using the vocabulary words from this activity.
- Allow students to exchange their sentences with partners.
- Have pairs attempt to complete each other's sentences.
- Have partners check each other's answers.

## B Grammar

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. a    2. c    3. a    4. b    5. a    6. d    7. c    8. d

### Teacher's Note Practicing the Grammar

Encourage students to work further with the grammar by writing new sentences using each of the grammar points. Encourage them to summarize one of the readings from this module. Ask them to identify what they learned from that lesson. Using it in this way will help students develop a stronger command of the grammar.

## A Vocabulary

Fill in the blanks with the correct words from the box. Change the forms if necessary.

moral	credit	elated	provider	anticipate
obligatory	volunteer	inequality	subjective	medical

- Nobody could \_\_\_\_\_ that Elizabeth would one day become the first woman to set foot on the moon.
- Submitting a final project is a(n) \_\_\_\_\_ aspect of obtaining a Master's Degree in Fine Art.
- My father passed away when I was young, but my mother was a good \_\_\_\_\_ for the family.
- I \_\_\_\_\_ to help clean up the city beaches once a month.
- Taneesha was \_\_\_\_\_ to discover that she was admitted into her first choice of art schools.
- The \_\_\_\_\_ between the rich and the poor is worse now than it ever has been.
- I \_\_\_\_\_ my success to the undying support of my dear parents.
- Many people believe that taste in art is \_\_\_\_\_, but I believe that true quality is easy to see.
- Peter isn't a \_\_\_\_\_ person since he thinks it's acceptable to lie and cheat your way to the top.
- I would never get surgery unless I was advised by a \_\_\_\_\_ professional to do so.

## B Grammar

A Choose the correct description of each underlined portion or sentence.

- Is it even necessary to have that conversation?
  - rhetorical question
  - tag question
  - direct question
  - reported question
- While it was an interesting composition, Bill was not impressed with the artist's choice of colors.
  - impersonal passive
  - personal passive
  - clause of concession
  - clause of reason
- It's hot outside, isn't it?
  - rhetorical question
  - tag question
  - direct question
  - reported question
- The employee was scolded by his boss for being late.
  - impersonal passive
  - personal passive
  - clause of concession
  - clause of reason
- It is said that to achieve true happiness, one must know oneself first.
  - impersonal passive
  - personal passive
  - clause of concession
  - clause of reason
- My mother asked me if I was feeling well enough to attend the job interview.
  - rhetorical question
  - tag question
  - direct question
  - reported question
- Trevor asked, "Will you be able to come to lunch with me on Wednesday?"
  - rhetorical question
  - tag question
  - direct question
  - reported question
- Tamara was anxious about her upcoming debut, because her last show had been a complete disaster.
  - impersonal passive
  - personal passive
  - clause of concession
  - clause of reason

### C Speech

1 Listen to the graduation speech. Track 25

2 Listen to the speech again and complete the following sentences. Track 25

1. Some of you may find jobs that \_\_\_\_\_
2. This will be \_\_\_\_\_
3. It's not easy \_\_\_\_\_
4. I'd like to convey to you \_\_\_\_\_
5. Change is \_\_\_\_\_
6. Keep your mind and heart open, \_\_\_\_\_

3 Answer the questions in one or two complete sentences.

1. Which part of the speaker's advice do you find most useful?  
\_\_\_\_\_  
\_\_\_\_\_

2. What additional advice would you add to this speech?  
\_\_\_\_\_  
\_\_\_\_\_

### D The Path to Success

Write a speech to a group of graduating high school students. Using the words and grammar that you've learned, give advice on how to be happy and successful after graduation.

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### E Your Speech

Give the speech that you wrote to your class.

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Key

Answers may vary.

1. I find it helpful to realize that we'll always be traveling along the path of our lives. Sometimes, it feels as if I'm standing still, but that's not true. It's just that some stages of the journey are slower than others. No matter what, we're always traveling in time.
2. I would emphasize that failure is not the end of the world. So many people are afraid of failing. For many people, this failure prevents them from even trying. That's a shame.

### D The Path to Success

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.

#### Teacher's Note Sample Response

It is said that after today, nothing will be the same. But is that really true? Many of you will wake up tomorrow in the same bed that you woke up in today. You'll see the same people you see every day. You'll do the same things tomorrow that you did yesterday. But you know what that saying really means, don't you?

Today, you're a child. But tomorrow, you'll be an adult working in the real world. You'll have responsibilities: the obligatory job; the need to maintain credit; maybe children of your own soon.

We've all heard of responsibility, but very few of us have experienced it. At least, very few of us have truly experienced it. Remember that life is a tug of war between our desires and responsibilities. We could fail. And that's what responsibility is. Because we can fail, it's up to us to prevent that from happening. Only we can set the bar for our own success. More importantly, only we can reach that bar.

So fear not. We are all assets to this world, so be brave and face the future with eagerness, passion, and belief in yourself. Know that all experiences, good or bad, will enrich your existence and your path to a successful and happy life.

### Speech Track 25

#### Part 1

- Tell students that they will hear a graduation speech.
- Play the audio for students.

#### Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Play the audio again.
- As they listen, ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. satisfy your passions right away
2. the truth for many of you
3. to make it in the art world
4. the importance of never giving up
5. the only constant
6. and you will find a way in this world that will bring you success

#### Part 3

- Have a student read the direction line and the questions.
- Check for understanding.
- Allow students time to write their responses to the questions.
- Ask volunteers to share their responses.

### Your Speech

- Have students work with partners to provide a peer edit for each other's speech.
- Invite students to present their speeches to the class.

#### Extension Inspiring Words

- Explain that graduation speeches are a long tradition at both high school and college-level graduations. Inform students that many famous people have been asked to give inspiring speeches to graduating classes, and that transcripts and video recordings are readily available online.
- Encourage students to listen to or read several graduation speeches.
- Ask them to select portions of these speeches that they find inspirational.
- Invite students to share these selections with the class.
- Ask them to explain why they found these speeches so appealing.



**Warm-up**

1. What moral obligations do humans have toward animals?  
\_\_\_\_\_
2. Have you served in the military? Would you consider serving? Why or why not?  
\_\_\_\_\_
3. What responsibilities do corporations have towards the world?  
\_\_\_\_\_
4. Describe a time when you helped your community.  
\_\_\_\_\_
5. Name three problems you think need to be solved by society.  
\_\_\_\_\_



### Module 7 Goals

- I can understand complex texts where stated opinions and implied points of view are discussed.
- I maintain a high degree of grammatical control in speech and writing.
- I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.
- I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples.
- I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings, and reactions in depth.

### Warm-up

- Draw students' attention to the title of Module 7. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

### Extension Your Rights and Duties

- Have students work in groups of three or four.
- Ask them to identify as many rights as they can. If this part of the activity is too difficult for students, provide them with access to The Universal Declaration of Human Rights.
- Then have them select one of these rights to work with.
- Have groups fully explain the right that they have chosen to work with.
- After they have developed their explanation, ask students what duties they have to protect that right for themselves and others.
- Invite groups to share their thoughts with the class.
- Have a discussion about whose responsibility it is to protect people's rights.

### Vocabulary

- Read the vocabulary lists aloud slowly, with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

### Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with partners.
- Go over the activity as a class. Ask students to give their answers and give feedback.

Key

1. inverted
2. made
3. fill in
4. Answers will vary. Anthony was in trouble because he kept putting off studying for the test.

### Module 7 Preview

#### Vocabulary

Read the words and put a check mark (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> commodity	<input type="checkbox"/> shield	<input type="checkbox"/> initiative	<input type="checkbox"/> reputation	<input type="checkbox"/> overwhelming
<input type="checkbox"/> abuse	<input type="checkbox"/> serve	<input type="checkbox"/> environmentalist	<input type="checkbox"/> outweigh	<input type="checkbox"/> reverse
<input type="checkbox"/> habitat	<input type="checkbox"/> eligible	<input type="checkbox"/> corporate	<input type="checkbox"/> disruptive	<input type="checkbox"/> accelerate
<input type="checkbox"/> appeal	<input type="checkbox"/> mandatory	<input type="checkbox"/> regulate	<input type="checkbox"/> considerate	<input type="checkbox"/> imperative
<input type="checkbox"/> welfare	<input type="checkbox"/> invaluable	<input type="checkbox"/> philosophy	<input type="checkbox"/> mindful	<input type="checkbox"/> concrete
<input type="checkbox"/> advocate	<input type="checkbox"/> penalty	<input type="checkbox"/> manufacture	<input type="checkbox"/> privileged	<input type="checkbox"/> efficiency
<input type="checkbox"/> justice	<input type="checkbox"/> refusal	<input type="checkbox"/> agriculture	<input type="checkbox"/> civic	<input type="checkbox"/> biased
<input type="checkbox"/> compassion	<input type="checkbox"/> military	<input type="checkbox"/> finance	<input type="checkbox"/> ethics	<input type="checkbox"/> the bottom line

#### Grammar

Answer the questions.

1. Identify the underlined part of the sentence as *inverted* or *normal*.  
Never will Bill be able to pass economics. \_\_\_\_\_
2. Circle the correct word to complete the sentence.  
Trevor ( made / got ) his brother buy him groceries after school.
3. Circle the correct words to complete the sentence.  
Andrea helped her boss ( check out / fill in ) the environmental regulations form.
4. Write in your own answer to complete the sentence.  
Anthony was in trouble because he kept putting off \_\_\_\_\_

#### Write

Write about how you fulfill your responsibilities.

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Scan the QR code to watch a preview video.



### Teacher's Note Module 7 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

**Lesson 2** Inversion to show emphasis

**Lesson 3** Causative verbs

**Lesson 4** Phrasal verbs

### Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

### Teacher's Note Sample Response

I have many responsibilities. Some of them are things I do. For example, I take out the trash every Thursday night. That means I have to gather the trash from all the trash cans around the house and take it out to the curb. It also means I have to change the kitty litter. Yuck! But I do this job because it's a big help to my family. Another way I help my family is by the way I act. I must always be honest and hard-working. This behavior is my most important responsibility.

# Module 7 Overview: Rights and Obligations

## Lesson 1: Animal Rights

**Aims:** - Talk about the rights of people and the rights of animals  
- Discuss what rights animals deserve

**Vocabulary:** Rights

## Lesson 2: Serving Your Country

**Aims:** - Talk about military service  
- Describe the way soldiers serve in different countries

**Vocabulary:** Obligations

**Grammar:** Inversion to show emphasis

## Lesson 3: Corporate Social Responsibility

**Aims:** - Talk about whether corporations have social responsibility  
- Discuss what the responsibilities of corporations may be

**Vocabulary:** Corporations

**Grammar:** Causative verbs

## Lesson 4: My Responsibilities

**Aims:** - Talk about what is expected for living in a community  
- Describe a good community member

**Vocabulary:** Society

**Grammar:** Phrasal verbs

## Lesson 5: A Letter to the Senator

**Aims:** - Talk about the responsibilities of an elected politician  
- Write a persuasive letter

**Vocabulary:** Improvements

**Writing Guide:** A Letter for Change

## Lesson 1 Animal Rights

### Aims

- Talk about the rights of people and the rights of animals  
- Discuss what rights animals deserve

### Vocabulary

habitat	justice	compassion	advocate	captive
deprived	abuse	exploit	appeal	welfare

### A Warm-up

- Write the title of the lesson on the board: "Animal Rights."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "How are animals treated in your culture?" and "Do you think that animals deserve rights?"
- Write on the board any new vocabulary and good answers that students come up with.

## Lesson 1 Animal Rights



### A Warm-up

What do you know about how animals are treated in American culture?

### B Authentic Text

1 Read the press release. © Track 26

#### Animal Rights Author, Activist to Speak at Midtown Books

FOR IMMEDIATE RELEASE

Lakeville, New York — Midtown Books is pleased to host prominent author Sophia Bergeron as she reads from and discusses her latest book, *The End of Factory Farming*, from 6:30 to 8:30 p.m. on Thursday, September 12th. A book signing and Q&A session will follow Ms. Bergeron's presentation. ■ Admission is free.

The Lakeville Book Review praised *The End of Factory Farming* for "its urgent appeal to humanity" as well as the author's "well-reasoned steps toward justice for animals." Ms. Bergeron describes her book as "not just an argument against animal abuse by American factory farms, but a proposed solution for our ingrained cultural viewing of animals as a commodity." ■ She believes that we can end this brief chapter of history without the economic and societal breakdown that many people are afraid of.

Ms. Bergeron began her career as an animal rights advocate in the 1990s. While she was working as a news anchor, her TV station covered a disease scandal at a well-known Midwestern factory farm. ■ "I became so concerned, not just for the captive animals' welfare, but for the safety of the people who might unknowingly consume tainted products. Americans eat 270 pounds of meat per year, but we rarely think about where our meat comes from or how it's treated. Factory farms are nothing like these animals' natural habitats. These poor creatures are deprived of health, safety, and comfort all throughout their unnaturally shortened lifespans. I want to shed light on the ways that factory farms exploit American citizens as well as animals."

Ms. Bergeron has worked for a number of organizations promoting compassion and basic rights for animals. Her research and writing have taken her around the globe. ■ She will speak about these experiences and read excerpts from *The End of Factory Farming* at the event.

For more information, contact Jeff Lowell, general manager of Midtown Books, at (603) 555-2719 or jeff@midtownbooks.com.

#### Brief note

When attitudes, beliefs, or habits are *ingrained*, they are so firmly established that they are hard to change.



#### 2 Talk about the questions after you read.

- What questions would you ask the author after her presentation?
- What does it mean when the book is described as "an urgent appeal to humanity?"
- Are you familiar with any arguments against factory farming? What are they?

#### Brief note

To *shed light* on means to help to explain a situation.

3 Identify the main purpose of the press release.

- to convince people not to eat animals
- to provide information about an upcoming event
- to describe the process of becoming an author

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### Teacher's Note Which Animals?

When discussing animal rights, it's easy to think of animals that are close to humans, such as dogs and cats. After all, it was these animals for which the case for animal rights was first made. But today, the question of animal rights goes much deeper. People now question the rights of farm animals and wild animals as well. You may choose to explore the idea of different rights for different kinds of animals through additional discussion.

### B Authentic Text © Track 26

This text is a press release describing an upcoming talk by an animal rights activist. It describes the activist's career and the concerns that motivate her work.

#### Part 1

- Tell students that they will read/hear about an upcoming event in which an animal rights activist will speak.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as *ingrained*.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

#### Part 2

- Ask students to read each question.
- Have students consider each question by themselves first.
- Then lead a discussion based on the questions, in which you facilitate student participation.

4 Choose the correct answers.

- Where will the event take place?
  - at a stadium
  - at a bookstore
  - at a university campus
  - at an outdoor stage
- Why does Sophia Bergeron think people are afraid of ending factory farming?
  - There will be an economic and social breakdown.
  - People have to eat animal products to survive.
  - There will be nowhere to send the animals.
  - It will be the end of a cherished tradition.
- Look at the four squares (■) in the passage. One of the squares indicates where the following sentence can be added to the passage. *Although it seems deeply fixed in our national history, large-scale factory farming has only been in place for fifty years.* Where would the sentence best fit? Circle the correct square.
- Why did the author become an animal rights activist?
  - She is a lifelong vegetarian.
  - It is a well-paying job.
  - She saw abuse on factory farms.
  - She used to work for a factory farm.
- What is the author's goal?
  - to educate people about the history of animal rights
  - to raise money for animal shelters
  - to debate farmers and farm workers
  - to end factory farming in America

C Vocabulary

1 Write the words from the box under the correct pictures.

habitat      justice      compassion      advocates      captive



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

2 Match the words with the correct definitions.

- |             |   |   |
|-------------|---|---|
| 1. deprived | • | a. cruel or harmful treatment                                       |
| 2. abuse    | • | b. well-being and health  |
| 3. exploit  | • | c. not having the things that are needed for a good or healthy life |
| 4. appeal   | • | d. a serious and urgent request                                     |
| 5. welfare  | • | e. to take advantage of   |

D In Your World

Discussion on Animal Rights

Discuss the questions with a partner.

- What human or animal rights issue do you care most about? When and why were you first inspired to care about this issue?
- What solutions can solve the issue? What do you personally do to help solve this issue?



C Vocabulary

Part 1

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.
- Ask students to complete part 1 alone or with a partner.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. advocates	2. habitat	3. captive
	4. justice	5. compassion	

Part 2

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. c	2. a	3. e	4. d	5. b
-----	------	------	------	------	------

Extension Defending the Rights of Others

- Explain that one responsibility people have is to stand up for the rights of those who cannot stand up for themselves.
- Have students work in groups of three or four.
- Ask them to identify a group that cannot stand up for their own rights.
- Have them identify ways in which they could help amplify the voice of this group.
- Invite students to share their thoughts with the class.

D In Your World

- Have students work with partners.
- Ask students to read the questions.
- Allow partners to discuss their responses to each of the questions.
- Encourage partners to explore one another's thoughts by asking follow-up questions of their own.
- Ask students to go online to research the topic.
- Allow an opportunity for students to share their findings with the class.

Extension A Change in Behavior

- Tell students that one of the first things they can do to change the world is to change their own behavior.
- Ask them to think about what they learned in this lesson.
- Have students identify something they are unhappy about in regard to the way animals are treated.
- Ask them how their behavior might add to this problem. Then ask if there's anything they could do that would help change the situation.
- Have students share their thoughts with the class.

Extension Animal Rights Dialogue

- Ask students to create a dialogue based on the issue they selected in the In Your World activity.
- Tell students to work in the same pairs.
- For example, if students discussed animal testing in the previous activity, have them create a dialogue between an animal rights activist and a pharmaceutical company employee.
- Ask them to state opinions for both sides of the issue.
- Each side should try to convince the other of the validity of their stance.
- Have students share their dialogues with the class.
- Give feedback.

Answers will vary.

Key

- I would ask the author how we can change our society to live a more peaceful life with the animals who share our world.
- Saying that the book is "an urgent appeal to humanity" means that the author is extremely motivated that her message is heard and acted upon in the way she proposes.
- The most universal argument I've heard against factory farming is that factory farms are breeding grounds for disease. It's probable that a factory farm will be the birthplace of the next pandemic.

Part 3

- Ask students to consider the purpose of this article.
- Tell students to complete the activity by themselves first.
- Ask students to vote on which answer they feel is the correct option.
- Give feedback.

Key

1. b

Part 4

- Ask students to read the questions one at a time.
- Allow them to answer the questions on their own.
- Review answers as a class.
- Give feedback.

Key

1. b    2. a    3. paragraph 2 / square 2    4. c    5. d

## Lesson 2 Serving Your Country

### Aims

- Talk about military service
- Describe the way soldiers serve in different countries

### Vocabulary

serve	shield	eligible	invaluable	penalty
refusal	confiscation	mandatory	enforce	military

### Grammar

Inversion to show emphasis

### A Authentic Text

This text is a recreation of a military recruitment advertisement from the United States. It describes the process by which the US military establishes its Selective Service program and the responsibility of every male over age 18 to register for possible selection.

- Tell students that they will read about a duty held by every American male over age 18.
- Tell students to read through the passage on their own first.
- Have students pay close attention to the vocabulary words in bold. Encourage them to pause and look up the definitions for any words that may confuse them during the reading.
- Ask students to create a few comprehension questions as they read.
- Read the piece again, having students take turns reading aloud.
- Invite students to ask their comprehension questions to the class.
- Give feedback.

### B Vocabulary

- Ask students to look over the vocabulary words that are bolded in the reading.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

#### Part 1

- Have a student read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. mandatory	2. enforce	3. military
	4. invaluable	5. serve	6. refusal
	7. eligible	8. confiscation	9. shield
	10. penalties		

#### Part 2

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Have students share their answers with the class.
- Give feedback.

Key	1. confiscation	2. shield
	3. refusal	4. serve

## Lesson 2 Serving Your Country

### A Authentic Text

Read the recreation of a military recruiting advertisement from the USA. © Track 27

Are you a young man about to turn 18? It's time to **serve** your country and help protect and **shield** it from potential harm. If you are of age, don't forget to sign up for the Selective Service. While it is obligatory to sign up, it is also an honor to serve one's country. The Selective Service keeps track of all the **eligible** males above the age of 18 here in the US, but don't feel left out, ladies! Women, too, can provide an **invaluable** service to their country by enlisting.

Never will you be able to make your parents and your country as proud as when you dedicate yourself to the preservation of your homeland. And don't forget: there are **penalties** for ignoring your duty to your country. **Refusal** to register could result in the **confiscation** of your license or a hefty fine. Even though it is **mandatory**, we would much rather you volunteer than **enforce** any of these penalties.

The **military** appreciates your cooperation. We would like to thank you in advance for helping to strengthen this great country's defenses.



#### Brief note

The Selective Service was started in 1917 after too few men enlisted at the start of America's involvement in WWI. Registration is still mandatory today for all US males who are at least 18 years old.

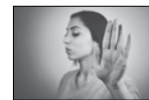
### B Vocabulary

1 Fill in the blanks with the correct bold words from the reading.

- Two countries that have \_\_\_\_\_ military service are Israel and South Korea.
- The police will \_\_\_\_\_ the new traffic laws to ensure people's safety on the road.
- After graduation, some students choose to enlist in the \_\_\_\_\_.
- You are getting a raise for your hard work because you are \_\_\_\_\_ to our company.
- It is important to thank those who \_\_\_\_\_ in our military.
- Some people admired Muhammed Ali's \_\_\_\_\_ to go to war.
- If you enlist, you could be \_\_\_\_\_ for scholarships and awards.
- Getting caught speeding too many times can result in the \_\_\_\_\_ of your license.
- Unfortunately, you cannot \_\_\_\_\_ your child from all the unpleasant things in the world.
- In our city, the biggest \_\_\_\_\_ are given out for littering and traffic violations.

2 Write the words from the box under the correct pictures.

shield      serve      confiscation      refusal



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

### Teacher's Note **Conscription Worldwide**

Many countries have mandatory military service. Check into your country's military requirements for its citizens. Your students may think that the people in the United States have it easy by comparison.

### Extension **The Best Protection**

- Have students work in pairs.
- Ask students to discuss the system of Selective Service in the United States compared to the military of their country.
- Ask them the following questions: How do people become soldiers in your country? Would there be enough soldiers if a war broke out? How would your country recruit more soldiers in a limited amount of time?
- Then ask students to develop a plan through which their country could enable a stronger military quickly.
- Invite students to share their thoughts with the class.



**C In Your World**

**Pros and Cons of Mandatory Military Service**

Do you believe that mandatory military service makes for a stronger military? What are the pros and cons? Fill out the table below and discuss with a partner.

pros	cons

**D Grammar**

**Inversion to show emphasis**

inversion to show emphasis	
Inversion is used to form questions, and it is also sometimes used for emphasis in a statement or command. When a sentence is inverted, the word order of the subject and verb is changed. Inverted sentences usually include keywords such as <i>hardly, never, no, not only, rarely</i> , and other negative words.	
<b>normal</b> You will never be able to make your parents and your country as proud as when you dedicate yourself to the preservation of your homeland.	<b>inverted</b> Never will you be able to make your parents and your country as proud as when you dedicate yourself to the preservation of your homeland.

**Invert the following sentences to change the emphasis.**

- He had never been so moved in his life.  
\_\_\_\_\_
- You should eat the cookies under no circumstances.  
\_\_\_\_\_
- The president's plane had barely landed when the crowd began to cheer.  
\_\_\_\_\_
- She had so rarely lost a race that everyone expected her to win yet again.  
\_\_\_\_\_
- I have seldom felt so happy.  
\_\_\_\_\_
- I am not only proud of you, but also amazed at your achievement!  
\_\_\_\_\_

**E Use the Language**

**Join the Military**

- Most militaries have several branches. Add two more to this list. Do online research if necessary.

army	air force		
------	-----------	--	--

- With a partner, imagine you are going to a career fair. Write interview questions about joining the armed forces. Choose one of the branches of the military above. Develop questions relevant to that specific branch of the military.
- Role-play with your partner. Take turns asking and answering questions in the roles of military recruiter and prospective recruit.

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**In Your World**

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to work in pairs.
- Have students consider how mandatory military service helps and harms a country.
- Tell students to add their thoughts to the chart.
- Ask students to share their answers with the class.
- Give feedback.

**Extension Debating Mandatory Military Service**

- Have students consider their pros and cons from activity C.
- Ask pairs to explore these thoughts deeper by developing a mock debate dialogue.
- Have one student take the position favorable to mandatory military service and the other take the position against mandatory military service.
- Ask students to develop a dialogue of two people debating from these positions.
- Give students time to practice their dialogues.
- Ask students to perform their dialogues for the class.

**D Grammar**

Lesson 2 covers the following grammar: inversion to show emphasis. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

1. Never had he been so moved in his life.
2. Under no circumstances should you eat the cookies.
3. Barely had the President's plane landed when the crowd began to cheer.
4. So rarely had she lost a race that everyone expected her to win yet again.
5. Seldom have I felt so happy.
6. Not only am I proud of you, but I am also amazed at your achievement!

**Check the Workbook**

For further grammar practice, use Activity 4 in Module 7, Lesson 2 of the workbook.

**E Use the Language**

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to imagine serving in the different branches of their country's military. Which branch might appeal to them best?
- Have students work with partners to develop a dialogue between themselves and a military recruiter.
- Walk around and give feedback.
- Ask students to present their role-plays to the class.
- Give feedback.

**Teacher's Note Military Branches**

Some students might not be familiar with the branches of the military. Although the militaries of different countries are divided differently, typical branches include an army for ground-based engagements, an air force for air-based engagements, and a navy for ocean-based engagements. You may elect to have a discussion with students as to why the military might be divided in this manner and what advantages separating the military into these branches might provide.

# Lesson 3 Corporate Social Responsibility

Aims			
- Talk about whether corporations have social responsibility - Discuss what the responsibilities of corporations may be			
Vocabulary			
initiative	environmentalist	corporate	regulate
philosophy	manufacture	agriculture	finance
incentive	labor		
Grammar			
Causative verbs			

## A Warm-up

- Write the title of the lesson on the board: "Corporate Social Responsibility."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Draw the mind map from activity A on the board.
- Lead a discussion with students to provide answers for the map. Fill in the map on the board as students fill in the ones in their books.
- Write on the board any new vocabulary and good answers that students come up with.

## B Audio

This audio recording consists of several people talking about their jobs. Each speaker introduces his or her job title and provides a brief description of his or her responsibilities.

### Part 1

- Tell students that they will listen to several descriptions of different jobs.
- Play the audio.
- Ask students to complete part 1.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	<b>Elaine:</b> Project manager for a construction company Builds LEED-certified and energy-efficient buildings All buildings are healthy to live and work in.
	<b>Jackson:</b> Human resources director Ensures that workers are paid fairly Treat people well, and they will do good work.
	<b>Shauna:</b> Owner of an organic vegetable farm Committed to hiring a diverse staff and paying fair wages All workers are treated like family.

### Part 2

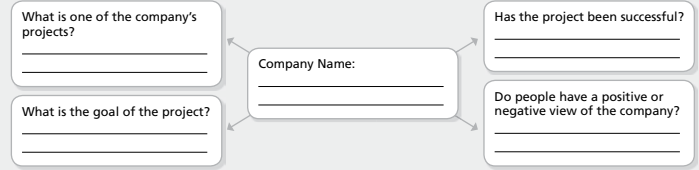
- Play the audio as students read the questions for part 2.
- As students listen, have them match each statement with the correct speaker.
- Ask students to read the selection of dialogue aloud to the class. Then have them indicate which speaker said the statement. Ask the class if they agree that this person was speaking.
- Answer any outstanding questions that students may have.

<b>Key</b>	a. Jackson	b. Shauna	c. Elaine
	d. Jackson	e. Elaine	f. Shauna


# Lesson 3 Corporate Social Responsibility

## A Warm-up

Think about a company that has had a positive impact on the world. Then fill in the mind map.



## B Audio

1 Listen and then answer the questions below. 



### Speaker 1: Elaine

Job title: \_\_\_\_\_  
One project she describes: \_\_\_\_\_  
How it has a positive impact: \_\_\_\_\_



### Speaker 2: Jackson

Job title: \_\_\_\_\_  
One project he describes: \_\_\_\_\_  
How it has a positive impact: \_\_\_\_\_



### Speaker 3: Shauna

Job title: \_\_\_\_\_  
One project she describes: \_\_\_\_\_  
How it has a positive impact: \_\_\_\_\_

2 Match the statements to the correct speakers.

- |   |                |
|---|----------------|
| a. I often collaborate with the finance director to ensure that we pay workers fairly.                            | Speaker: _____ |
| b. Many people think agriculture is a rustic industry run solely by families.                                     | Speaker: _____ |
| c. I am a project manager for a construction company.   | Speaker: _____ |
| d. I also look over corporate contracts to make sure that the labor requirements are fair to our workers.         | Speaker: _____ |
| e. That means we will be recognized by an environmentalist group for our energy-efficient buildings.              | Speaker: _____ |
| f. When it comes to employees, I have made two commitments: to hire a diverse staff and to always pay fair wages. | Speaker: _____ |

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### Part 3

- Ask a student to read the sentences aloud.
- Play the audio again.
- Allow a short time for students to complete each of the sentences on their own.
- Ask for volunteers to share their responses.
- After each sentence has been read by a volunteer, ask the class as a whole if they agree with this response.

<b>Key</b>	1. office buildings	2. organic	3. paid off
	4. impact; healthy	5. treat people well	

## Extension A Socially Responsible Job

- Have students work with partners.
- Ask students to list several jobs that they would be interested in doing.
- Have them consider the social and environmental impact of each of these jobs.
- Ask them in what ways each job could be changed to make it more socially responsible.
- Have students present their thoughts to the class.

3 Listen again and complete the sentences. © Track 28

- I am a project manager for a construction company. We primarily build high-rise apartments and \_\_\_\_\_.
- My name is Shauna, and I own an \_\_\_\_\_ vegetable farm.
- These commitments have really \_\_\_\_\_.
- Sure, it takes effort to regulate our environmental \_\_\_\_\_, but it feels good to know that all our buildings are \_\_\_\_\_ to live and work in.
- Our company's philosophy is simple: \_\_\_\_\_, and they will do good work.

C Vocabulary

Fill in the blanks with the correct words from the box.

initiative manufacture	environmentalist agriculture	corporate finance	regulate incentive	philosophy labor
---------------------------	---------------------------------	----------------------	-----------------------	---------------------

- Sandy was praised for her \_\_\_\_\_ and her innovative ideas at work.
- Bill's job was to \_\_\_\_\_ the use of toxic chemicals at manufacturing plants.
- \_\_\_\_\_ is the main industry in many rural regions.
- Sam works in \_\_\_\_\_ as a market analyst.
- Cassandra has a simple \_\_\_\_\_: treat others how you want to be treated.
- My father's business uses machines to \_\_\_\_\_ children's toys.
- A profit sharing plan is the company's newest \_\_\_\_\_ for its employees.
- The \_\_\_\_\_ structure in a company can be difficult for some to handle.
- The \_\_\_\_\_ chained herself to a tree to protest deforestation.
- There are strict \_\_\_\_\_ rules that control how long workers can work.

D Grammar

Causative verbs

causative verbs			
have	make	get	let
Mrs. Wallace had her husband make dessert for the party.	I even make my employees take a short, paid vacation.	She can never get him to clean his room!	I let my brother borrow my car last weekend.

Write your own sentences using the given causative verbs and phrases.

- Heather (have) the waiter...  
\_\_\_\_\_
- Your boss (let) you...  
\_\_\_\_\_
- Robert (make) his dog...  
\_\_\_\_\_

E Use the Language

Making a Positive Impact

Using your mind map, prepare a poster on a socially responsible company. Do online research if necessary. Present your poster to the class.



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Key

Answers will vary.

- Heather had the waiter bring more napkins to the table.
- Your boss let you leave early on Friday, didn't he?
- Robert made his dog stay outside while he mopped the kitchen floor.

✓ Check the Workbook

For further grammar practice, use Activity 4 in Module 7, Lesson 3 of the workbook.

E Use the Language

- Have students work in small groups of three or four.
- Ask students to read the direction lines.
- Check for understanding.
- Allow students to discuss their thoughts with one another before beginning work.
- Encourage students to go online to find more information about their topic.
- Allow students ample opportunity to create their posters.
- Invite students to share their posters with the class.

Teacher's Note Craft Supplies

Ensure that students have access to the materials they will need. Notify students in advance that they will be making a poster for this lesson or talk with your school administration about getting funds for this project. Provide poster board and supplies for students to provide the best work possible.

C Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. initiative	2. regulate	3. Agriculture
	4. finance	5. philosophy	6. manufacture
	7. incentive	8. corporate	9. environmentalist
	10. labor		

D Grammar

Lesson 3 covers the following grammar: causative verbs. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

# Lesson 4 My Responsibilities

Aims				
- Talk about what is expected for living in a community				
- Describe a good community member				
Vocabulary				
reputation	mindful	ethics	civic	rejection
disruptive	considerate	privileged	outweigh	philanthropy
Grammar				
Phrasal verbs				

## A Warm-up

- Write the title of the lesson on the board: "My Responsibilities."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "How do you act at home?" and "What could you do to help out in your neighborhood?"
- Write on the board any new vocabulary and good answers that students come up with.

## B Authentic Text

This text is a letter to the editor. In it, a student agrees with criticism of college students in a certain neighborhood. The letter describes inconsiderate and unfriendly behavior and tries to encourage others to rise above it.

### Part 1

- Tell students they will read about an individual commenting on the behavior of college students in a certain neighborhood.
- Ask students to take turns reading.
- Use the brief notes to explain difficult parts of the text such as *buzzkill*.

### Part 2

- Have students read the questions.
- Discuss the questions.
- Lead an open discussion.

Answers will vary.

Key

1. I agree and disagree. I think it is admirable that the writer does not deny the poor behavior of his peers, but I think it's misguided for him to attempt to take responsibility for others' behavior. The only person you can control is yourself.
2. I would focus on my behavior if an issue like this arose. I would make sure to be a good neighbor.
3. I think it's nice that the writer admits to the poor behavior, but I think it would be misguided to think that he could change the behavior of others.

### Part 3

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key

- |          |          |          |         |
|----------|----------|----------|---------|
| 1. true  | 2. false | 3. false | 4. true |
| 5. false | 6. true  | 7. false |         |

# Lesson 4 My Responsibilities



## A Warm-up

Talk about the questions as a class.

1. Who are the people who live in your neighborhood?
2. What are the qualities of a good neighbor? Are you a good neighbor?

## B Authentic Text

1 Read the letter to the editor.

### Brief note

Nuisances are people, things, or situations that annoy or cause trouble.

### An apology from your college-student neighbor

Dear Editor,

This letter is in response to the editorial, "College renters: neighborly or just nuisances?" I happen to be an undergraduate student at Park State University and I rent a home in that particular neighborhood. I want to address both the author's claims and my college peers.

The author writes, "Over the past five years, there has been a surge of college students renting in my neighborhood. I wish I could say that I value their contributions to the community, or that I would invite them to come over to dinner. Unfortunately, the negative aspects of their presence outweigh the positives." I am ashamed to say that I agree with the author. Many of my fellow students engage in disruptive behavior like throwing weeknight parties and leaving trash in their yards. More than once, I have had my own sleep interrupted by loud music. And when I ask, they won't ever turn it off! Not to mention the fact that trash sitting in the sun is an invitation for rats and cockroaches. No thanks!

Fellow renters, is it so hard to be considerate of the people around us? Is it too much for us to be mindful of the children and families who live here? Sure, we have the right to comfortably enjoy our homes—but not at the expense of others' comfort. Are we too privileged to consider that our temporary presence doesn't give us the right to act like slob?

The author asks, "Future leaders of the world, where are your morals?" You might think that dramatic question makes him a buzzkill, but I'll answer it. My sense of ethics is simple: I believe that everyone should contribute positively to the world. Whether it be through philanthropy and volunteer work, or simply not bothering people, it's our civic duty. It's a shame that a small group can ruin the reputation of all Park State students. Only a complete rejection of this behavior will do. If we truly want to be world leaders, we must start by looking after each other.

Sincerely,  
Aaron West

### Brief note

Buzzkill is a colloquialism that refers to a person who tries to stop others from enjoying themselves.

2 Talk about the questions after you read.

1. Do you agree with the writer's morals? Why or why not?
2. How would you respond to a similar issue in your community?
3. If you were the author of the original editorial, what would you think of this letter?

3 Read the statements and circle true or false.

- |   |      |       |
|---|------|-------|
| 1. The writer is a college student.                                       | true | false |
| 2. The writer likes to throw loud parties.                                | true | false |
| 3. The writer is responding to an author with whom he disagrees.          | true | false |
| 4. Park State students have a bad reputation in this neighborhood.        | true | false |
| 5. The writer thinks that people should act however they please.          | true | false |
| 6. The writer probably gets along with the families in his neighborhood.  | true | false |
| 7. The writer's solution is for students to move out of the neighborhood. | true | false |

## C In Your World

### Community Issues

Imagine that you want to talk with a neighbor about an issue in your community. What would you say about the topic? What would the neighbor say? Write a dialogue about a topic from this list.

loud neighbors	heavy traffic
difficulty parking	littering
Your choice: _____	

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## Extension Helping Out the Neighbors

- Ask students to work in pairs.
- Have them consider poor behavior that they have witnessed in their neighborhood.
- Ask them to make a list of behaviors that they would consider negative.
- Have students consider ways in which these issues could be addressed.
- Lead a discussion.
- As students share their lists of poor behavior, write a master list on the board.
- Explore as a class ways in which these problems could be addressed.

## Teacher's Note Be My Neighbor

Some students may not have thought about their neighbors before. Younger people may have not yet had the opportunity to understand how their behavior influences the people in their community. It may be helpful to take a poll of how many students have met their neighbors.



## D Vocabulary

1 Fill in the blanks with the correct words from the box.

reputation      mindful      ethics      civic      rejection

- One system of \_\_\_\_\_ says it's more important to build good habits than to learn specific rules for how to act.
- When you are looking for friends, \_\_\_\_\_ is one of the biggest fears people have.
- To stay healthy, Alana practices \_\_\_\_\_ eating habits such as counting calories and not reading or using her phone during meals.
- It's important that you do your \_\_\_\_\_ duty and vote in elections.
- Prominent figures like politicians are always worried about maintaining a positive \_\_\_\_\_.

2 Write a sentence using each word from the box.

disruptive      considerate      privileged      outweigh      philanthropy

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## E Grammar

Phrasal verbs

phrasal verbs		
Phrasal verbs are verbs made up of two or more words. One word (usually the first word) is the main verb, and the other word is a particle.	A phrasal verb is <b>separable</b> if you can put the direct object between the main verb and the particle.	A phrasal verb is <b>inseparable</b> if you cannot put the direct object in between the main verb and the particle.
<i>turn off</i> <i>write down</i> <i>look after</i> <i>look forward to</i>	<i>fill in</i> <i>come over</i> <i>put off</i> <i>check out</i>	And when I ask, they won't even <b>turn off the music!</b> (correct)  And when I ask, they won't even <b>turn it off!</b> (correct)
		I wish I could say that I value their contributions to the community, or that I would invite them to <b>come over</b> to dinner. (correct)  I wish I could say that I value their contributions to the community, or that I would invite to <b>come them over</b> to dinner. (not correct)

Write a sentence using each phrasal verb and direct object.

- put off / this assignment  
\_\_\_\_\_
- look forward to / my birthday  
\_\_\_\_\_
- check out / this interesting article  
\_\_\_\_\_

## F Use the Language

Neighborhood Dialogue

Expand your dialogue from activity C to include another neighbor. Imagine that this neighbor disagrees with you in an unreasonable way. Write a new dialogue including all three people. With two partners, act out the dialogue in front of the class.

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## In Your World

- Have students work in pairs.
- Begin by having students brainstorm topics about which neighbors might communicate. Encourage them to discuss problems facing their neighborhood.
- Have students consider how they might overcome this problem.
- Ask students to develop a dialogue of this conversation.
- Invite students to perform their dialogues for the class.

## D Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

### Part 1

- Ask a student to read the direction line.
- Ask if students need clarification.
- Tell students to complete part 1 on their own.
- Ask students to share their answers with the class.
- Give feedback.

**Key**      1. ethics                      2. rejection                      3. mindful  
             4. civic                              5. reputation

### Part 2

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

Answers will vary.

- Samantha was being disruptive in the classroom, so I had to send her to the principal's office.
- Be considerate of others, and they will be considerate of you.
- Wealthy people enjoy privileged status in society.
- The benefits of a carbon tax outweigh the negatives.
- The philanthropy of Warren Buffett is admired around the world.

## Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Have students complete the activity on their own.
- Ask students to share their answers with the class.
- Give feedback.

Answers will vary.

- I can't afford to put off this assignment any longer. / I can't afford to put this assignment off any longer.
- I look forward to my birthday every year because my friends always throw a big party. / inseparable
- You should check out this interesting article. / You should check this interesting article out.

## Extension Using the Grammar

- Invite students to describe good and bad behaviors using phrasal verbs.
- Have them create two sentences describing good behavior and two sentences describing bad behavior.
- Tell students to work with a partner to provide a peer edit.
- Invite volunteers to share their sentences with the class.

## Check the Workbook

For further grammar practice, use Activity 2 in Module 7, Lesson 4 of the workbook.

## Use the Language

- Write the title of the activity on the board: "Neighborhood Dialogue."
- Ask students to read the direction lines.
- Check for understanding.
- Have students work in groups of three.
- Have students review and revise their dialogues from activity C.
- Invite students to share their new dialogues with the class.

## Teacher's Note Resolving Major Conflicts

Inform students that sometimes issues are greater than can be handled within the community. It's not uncommon in these situations for the police to be called. Sometimes, neighbors are even arrested for poor behavior. Ask students to consider when this would be the necessary course of action.

## Extension A Letter After-the-fact

- Have students work individually.
- Ask them to consider the opinion of the neighbor they did not agree with in activity F.
- Ask them to write a letter to this neighbor.
- Ask them how they would feel after some time has gone by. Would they be calmer? Would they be able to see things from their neighbor's perspective?
- Invite students to share their letters with the class.

## Lesson 5 A Letter to the Senator

### Aims

- Talk about the responsibilities of an elected politician
- Write a persuasive letter

### Vocabulary

accelerate      concrete      imperative      efficiency      tax  
the bottom line      biased      overwhelming      monetary      reverse

### Writing Guide

A Letter for Change

### A Warm-up

- Write the title of the lesson on the board: "A Letter to the Senator."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "Is the change you envision one that you can achieve on your own?" and "How could you get others to join you in your effort to change society?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Prewriting

- Review the chart.
- Have students identify three issues that they think their society is facing.
- Ask students to consider ways that could help to change these issues.
- Invite students to share their responses with the class.

### C Authentic Text

This text is a letter to a senator. In it, the writer asks the senator to help pass laws governing the amount of carbon dioxide released into the atmosphere.

- Tell students that they will read a letter sent to Senator Hoffman.
- Ask students to take turns reading parts of the text.
- Take time to answer any questions students may have about the text or the vocabulary used within.
- Use the brief notes to explain difficult parts of the text such as *put a big dent*.

#### Teacher's Note Climate Change: Why the Debate

Despite agreement of many scientists regarding climate change, there is still debate regarding this issue. Why is this? Some people feel that climate change is real, but due to a natural process of Earth's fluctuating climate. They point to the fact that the Earth was hotter than today during the age of dinosaurs and colder than today only ten thousand years ago. Other people believe that climate change is real, but that it will cost too much both monetarily and socially to change human behavior. Still others don't believe that climate change is real at all. It may be worth leading a discussion to get a feel of your students' opinions regarding the issue.

## Lesson 5 A Letter to the Senator

### A Warm-up

In what ways do you think that society could improve? What actions should people take to improve it?

### B Prewriting

Choose three ways in which you feel society could improve. Below each issue, list some possible solutions and actions.

Issue 1:	Issue 2:	Issue 3:

### C Authentic Text

Read the letter to a representative of the United States Congress.

#### Brief note

In the United States, contacting your representative is one of the best ways to have your voice heard in local or federal politics.

#### A Letter to the Senator

Dear Senator Hoffman,

I am writing you this letter to ask for your support on an issue that is the most urgent threat facing the world right now: climate change. I work for a private organization dedicated to researching and recording atmospheric changes in an attempt to better understand climate change. You may think that makes me biased, but I argue that it makes me one of the most qualified people in the country to speak on the subject. The bottom line is that there is overwhelming evidence that climate change is real, dangerous, and accelerating wildly. There is also concrete evidence that this acceleration is caused by human action.

Carbon dioxide (CO<sub>2</sub>) levels have been rising rapidly for the last century and even more so in the last fifteen years. A vast majority of the energy that we use comes from fossil fuels, which put CO<sub>2</sub> into the atmosphere when they are burned. The average citizen may believe they don't have an impact, but 30% of the United States' carbon emissions come from our cars and other modes of transportation. If we hope to reverse any of the effects of emissions from burning fossil fuels, we must make a serious effort to use more sustainable energy, such as solar or wind power. These create energy with more efficiency than fossil fuels, but it would seem that neither corporations nor our government are interested in moving in this imperative direction.

The reason I'm writing to you in particular is the upcoming legislation for a carbon tax. There is a large monetary interest for many companies to keep coal and oil as our primary sources of energy. We must change directions and stop letting those corporate giants control our future. If the United States government decides to tax companies on their carbon use, not only will we put a big dent in their profits, but we will show the world that we have a policy recognizing climate change as a real danger to us. I urge you to do your duty and vote in the best interests of the citizens of your country. Please vote for this tax to become law.

Sincerely,  
Dr. Bart D. Tuttle

#### Brief note

To put or make a dent in something is to reduce the size of an issue or to start solving a problem.

### D Analyze the Text

1 Read the statements and circle true or false.

- |  |      |       |
|--|------|-------|
| 1. The writer works for an oil drilling company.             | true | false |
| 2. Climate change is a real threat.                          | true | false |
| 3. Human actions make climate change worse.                  | true | false |
| 4. Solar energy is just as bad as fossil fuels.              | true | false |
| 5. A carbon tax could help solve the climate change problem. | true | false |

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### D Analyze the Text

#### Part 1

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key

- |          |         |         |
|----------|---------|---------|
| 1. false | 2. true | 3. true |
| 4. false | 5. true |         |

#### Part 2

- Ask a student to read the questions aloud.
- Allow a short time for students to answer the questions on their own.
- Ask volunteers to share their responses.
- After each question has been answered by a volunteer, ask the class as a whole if they agree with this response. Allow alternate responses to be expressed.
- Evaluate alternate responses as a class.

Key

Answers will vary.

1. The writer believes that changing to more efficient forms of energy can help fight climate change.
2. The author is writing the letter to urge the senator to vote in favor of the upcoming carbon tax.

2 Answer the questions in one or two complete sentences.

1. What does the writer think is the best way to beat climate change? \_\_\_\_\_  
\_\_\_\_\_
2. Why is the writer writing the letter? \_\_\_\_\_  
\_\_\_\_\_

**E Vocabulary**

1 Write the correct words next to the definitions.

accelerate    concrete    imperative    efficiency    tax    the bottom line

1. \_\_\_\_\_: when someone or something makes the most of their time or energy
2. \_\_\_\_\_: the most important fact in a situation
3. \_\_\_\_\_: to make someone pay an amount of money to the government
4. \_\_\_\_\_: to increase in speed; to (make something) happen sooner or faster
5. \_\_\_\_\_: extremely important or urgent
6. \_\_\_\_\_: clear and certain, or real and existing

2 Circle the word or phrase that is closest in meaning to the word in bold.

1. I think that your opinion may be **biased**.  
a. incorrect                      b. under-researched                      c. based on personal beliefs
2. There was **overwhelming** public approval for the politician's decision to support the new bill.  
a. very strong                      b. too much                      c. not enough
3. We could try giving customers a **monetary** incentive to use our services.  
a. food-based                      b. money-related                      c. forceful
4. It will be extremely difficult to **reverse** the damage we've done to the environment.  
a. approve                      b. retain                      c. change

**F Use the Language**

A Letter for Change

Read the Writing Guide. Then choose one of the issues that you listed in activity B. Use the Writing Guide to write a short, persuasive letter about that issue to a member of your government.

Writing Guide

**Introduce the Problem:** In your first paragraph, explain what the problem is.  
*The problem is... Because of this... We cannot ignore...*

**Further Evidence of the Problem:** Use your next one to three paragraphs to give more details about what the problem is and what evidence supports your view.  
*In the past ten years... When you look at...*

**Suggesting Solutions:** Use your last paragraph to suggest a solution or explain what you think could be done to solve the problem.  
*If we... What must happen is...*



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**E Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class by reading a word and the definition that accompanies it.
- Give feedback.

<b>Key</b>	1. efficiency	2. the bottom line	3. tax
	4. accelerate	5. imperative	6. concrete

**Part 2**

- Ask a student to read the questions aloud.
- Allow a short time for students to answer the questions on their own.
- Ask for volunteers to share their responses.
- Give feedback.

<b>Key</b>	1. c	2. a	3. b	4. c
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**F Use the Language**

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "A Letter for Change."
- Read the writing guide with students.
- Explain the intention of each paragraph as described in the guide.
- Allow students to search online for additional information on the topic that they are interested in.
- Have students complete the activity.
- Have students exchange their work with partners for a peer edit.
- Invite volunteers to share their letters with the class.

**Teacher's Note    Sample Response**

Dear President Osmond,

I am writing to you about a very important matter. All over our country, there are children who are not getting proper nutrition. This isn't because they don't have enough food to eat, but because they are being fed junk food and food that doesn't have the vitamin and mineral content they need.

In the past ten years, we've been raising younger generations that will be less healthy than previous generations. That means greater cost in healthcare, and less potential GDP from their weaker contribution to our country.

What must happen is a new health campaign geared to the needs of young children. I propose a public relations effort to spread information about healthy and nutritious food. If it were easier to understand what children needed in their diets, perhaps more parents would provide the necessary food to their children. Please act quickly to improve the lives of children and the future health of our great nation.

Sincerely,  
Kris Walters

**Extension    Send Your Letters**

- Encourage students to treat this assignment seriously so that they could actually send their letters to politicians whom they chose.
- Response letters are often sent, so students would have something to look forward to.
- Encourage students to bring these response letters to class.

## A Major Announcement

### Part 1

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key	1. false	2. false	3. false
	4. true	5. true	6. true

### Part 2

- Ask a student to read the direction line and the questions.
- Allow students an opportunity to plan their responses before starting the discussion.
- Ask volunteers to share their thoughts with the class.
- Encourage other students to participate in the conversation by adding their own thoughts or asking questions of the speaker.

#### Extension Feedback to the Boss

- Have students work with partners.
- Tell students that communication with employees is a very important aspect of a large business and that many large businesses work very hard to understand the needs of their employees.
- Ask students to list ways in which they think a company might communicate with their employees.
- Have them rank these methods in order from most to least effective.
- Then ask students to consider what kind of information business management would want to get from employees.
- Invite students to share their thoughts with the class.

### B Brainstorm

- Ask a student to read the direction line and the titles for each category of the graphic organizer.
- Confirm understanding by having students propose one suggestion that would fit in each column of the graphic organizer.
- Have students work with partners.
- Allow ample opportunity for students to discuss and complete the graphic organizer.
- Write the graphic organizer on the board.
- Lead a discussion with students to provide answers for the graphic organizer. Fill in the chart on the board as students fill in the ones in their books.

#### Teacher's Note No Wrong Way to Brainstorm

While brainstorming, encourage students to write down all their ideas. Remind them that brainstorming is allowing one's thoughts to pass over everything that's even remotely related to a topic. It's unpredictable, and you never know when a great idea will suddenly appear. Let them know that all ideas count.

### A Major Announcement

1 Listen to the company announcement. Then read the statements and circle true or false. © Track 23

- |   |      |       |
|---|------|-------|
| 1. Employees are being asked to fill out a survey today.        | true | false |
| 2. The workday will change from six hours to eight hours.       | true | false |
| 3. Everyone's pay will increase.                                | true | false |
| 4. The business values personal time for its employees.         | true | false |
| 5. The speaker believes this approach will increase efficiency. | true | false |
| 6. The change will be optional for the first month.             | true | false |

2 Discuss the questions with the class.

1. What reasons does the speaker give for the initiative? Do you agree that it will work? Why or why not?
2. How do you think most employees would react to this announcement? Why?



### B Brainstorm

Work with a partner to come up with a business model for a restaurant. Brainstorm ideas for each of the categories in the table.

Working Hours	Employee Benefits	Working Environment

### C My Business Model

Write a short description of your business model. Explain how it will be profitable, and how the employees will probably respond. Include an explanation of the obligations you believe business management has to its employees.

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### D Share

Share your answer from activity C with the class. Read your paragraph out loud and answer questions your classmates may have.

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## C My Business Model

- Have students review their business models from activity B.
- Encourage them to consider details of their business models such as how their restaurants will make money.
- Ask them to consider how they will treat their employees.
- After they have had a chance to write, invite volunteers to share their thoughts with the class.

#### Teacher's Note Sample Response

Wings Around the World

My restaurant will sell chicken. We'll specialize in chicken wings, but we'll serve a variety of fried and baked chicken, including recipes from all over the world. People will be able to eat at my restaurant to try recipes from countries they may never get the chance to travel to. Best of all, I'll be really good to my employees. I'll send them to each of these countries so they can eat the chicken there and make sure our recipes are authentic.

### D Share

- Provide time for students to share their work from activity C with the class.
- Encourage classmates to ask questions of the speaker.
- Have students vote on which restaurant they would like to go to for lunch.



**A Read to Speak**

Read the letter to the editor. Then answer the questions.

To the Editor,  
As a police officer who often deals with traffic offenses, I am writing to inform your readers about an issue that is threatening the welfare of everybody in our city: unsafe driving practices. Over the past year, I have seen an increase in the following behaviors:

**1. Driving while using a cell phone.**

Although we have been strictly enforcing the law against cell phone use while driving, it has barely made a dent in this common bad habit. Just put it down! Use Bluetooth, or don't use your phone at all. Never is a call or a text message important enough to risk your life, not to mention the lives of others who share the road with you.

**2. Driving through red lights.**

Getting to where you're going five minutes sooner than you planned is not worth getting a ticket—or worse, having a car crash. Don't accelerate to beat the yellow light. When you see the light turn yellow, slow down and prepare to stop.

**3. Driving aggressively.**

When you are in control of a vehicle is NOT the time to let your anger out. If another driver does something that you don't like, just let it go. If their driving is especially dangerous, then do your civic duty and call the police. Have compassion for others on the road, and be mindful that your actions can impact others. Be safe and control your road rage.

Please take these concerns to heart and be considerate of other drivers on the road. We are all just trying to get somewhere. Let's all get there safely!

Thank you,  
Officer Burns McKinley, Jr.

**1. Which of the following is NOT a way the writer says we can be safer drivers?**

- a. by driving slower
- b. by not using cell phones
- c. by not driving angrily
- d. by not driving through red lights

**2. What other common unsafe driving behavior would you add to the list?**

**B Write to Speak**

Besides unsafe driving, what common individual behaviors can have a negative impact on others? How can these behaviors be changed? Brainstorm some ideas with a partner and list them in the table.

Behavior	Possible negative effects on others

**C Now Speak**

Choose one of the issues you listed above and suggest ways to change the behavior. Then present your ideas to the class.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**A Read to Write**

This text is a letter to the editor by a police officer, discussing proper behavior while driving. In it, the writer addresses several points of behavior that he considers problematic.

- Ask students to read the letter to the editor on their own.
- After students have had ample opportunity to digest the contents of the letter, have them take turns reading parts of the letter aloud.
- Tell students to complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

**Key**

1. a  
2. Answers will vary.  
People too often eat, drink, smoke, or put on makeup while driving. Many people also follow the car ahead of them too closely.

**B Write to Speak**

- Ask a student to read the direction lines and the title for each category of the graphic organizer.
- Confirm understanding by having students offer one suggestion that would fit in each column of the graphic organizer.
- Have students work with partners.
- Allow ample opportunity for students to discuss and complete the graphic organizer.
- Write the graphic organizer on the board.
- Lead a discussion to provide answers for the chart. Fill in the chart on the board as students fill in the ones in their books.

**C Now Speak**

- Ask students to work on their own.
- Have them consider their responses in activity B.
- Ask them to suggest ways in which they could change the behaviors they have chosen to work with.
- Have students share their thoughts with the class.

**Extension Enacting Change**

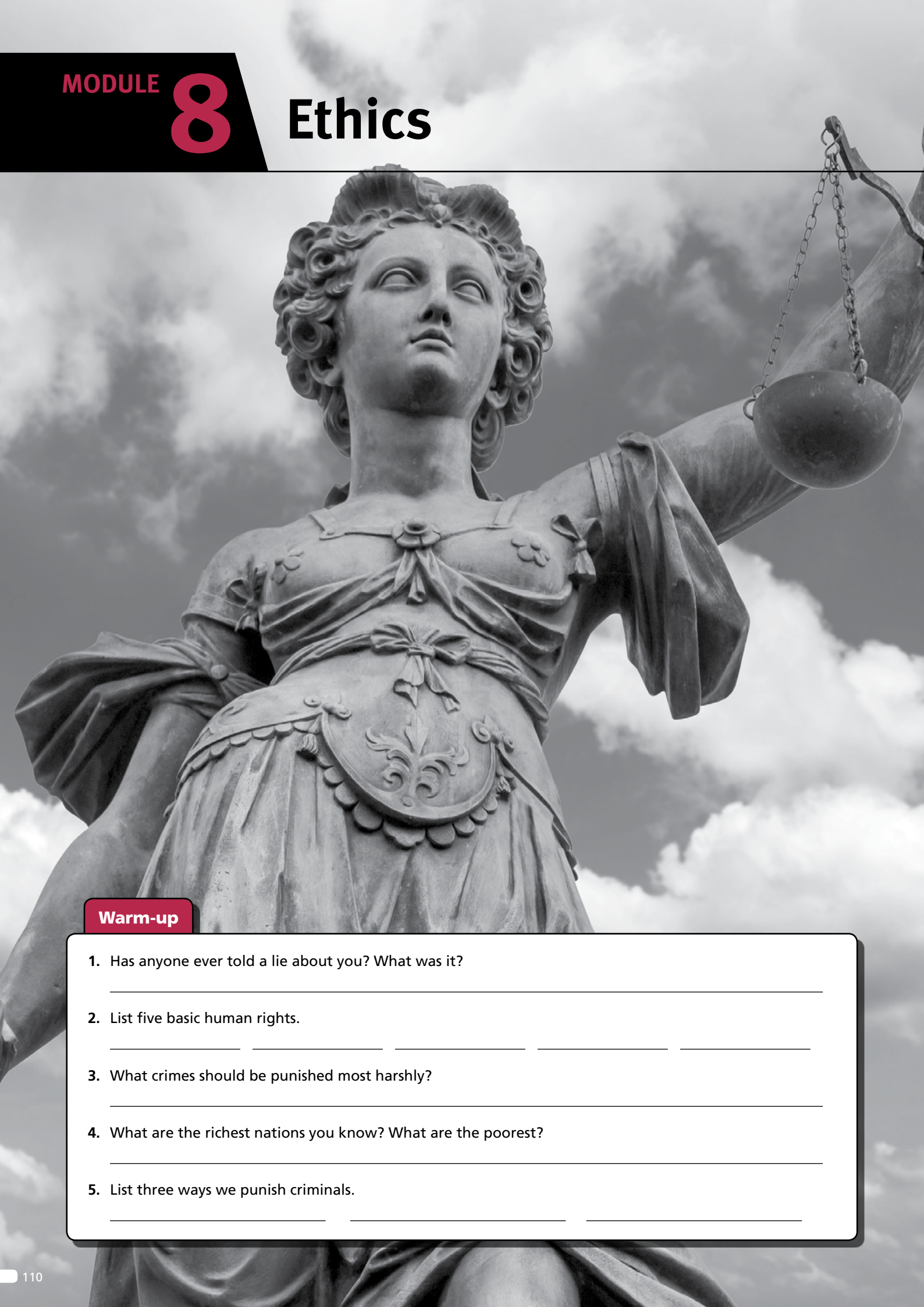
- Have students consider ways in which they could personally change one of the issues they identified in activity B.
- Have them make this change and stick with it for a week.
- As the week progresses, ask them to note any changes they see.
- At the end of the week, ask students if their efforts to make change were successful.
- Have them present their observations to the class.

**Teacher's Note Change On and Off the Road**

Talking about driving might be challenging for students who don't drive, but activity B gives them a chance to write about any behaviors they don't like. Remind them that they are not limited to issues regarding transportation, and that their issues can range from family matters to global social issues.

**Extension Community Responsibilities**

- Have students work in small groups of three or four.
- Ask them to think about what it means to be a citizen of their country and a member of their community. In what ways are these roles the same? In what ways are these roles different?
- Have groups list responsibilities that they have to their country and to their community.
- Invite groups to share their lists. Make sure that students explain each of the responsibilities they identify.
- Write a master list on the board as students share.

**Warm-up**

1. Has anyone ever told a lie about you? What was it?

---

2. List five basic human rights.

---

3. What crimes should be punished most harshly?

---

4. What are the richest nations you know? What are the poorest?

---

5. List three ways we punish criminals.

---

### Module 8 Goals

- I can understand lengthy, complex manuals, instructions, regulations, and contracts in my field.
- I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.
- I can understand in detail an argument in a discussion program.
- I can express myself fluently and spontaneously, except occasionally, when speaking about a difficult conceptual subject.
- I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.

### Warm-up

- Draw students' attention to the title of Module 8. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

### Extension Your Best Behavior

- Tell students that some behavior is generally considered to be good behavior. Regardless of an individual's culture or background, people would consider a person with this kind of behavior to be a good person and a valuable member of society.
- In groups of three or four, have students list as many good behaviors as they can.
- Ask them to consider whether these behaviors would be considered good in all cultures or only in some cultures.
- Also ask them to consider cases when they would not behave in accordance to the good behaviors they listed.
- Allow students to share their thoughts.

### Vocabulary

- Read the vocabulary lists aloud slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

### Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with partners.
- Go over the activity as a class. Ask students to give their answers and give feedback.

### Teacher's Note Module 8 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

**Lesson 2** Past perfect, conditional perfect, and third conditional sentences

**Lesson 3** Mixed conditionals

**Lesson 4** Determiners

### Module 8 Preview

#### Vocabulary

Read the words and put a check mark (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> sue	<input type="checkbox"/> inferior	<input type="checkbox"/> execution	<input type="checkbox"/> budget	<input type="checkbox"/> inmate
<input type="checkbox"/> allegation	<input type="checkbox"/> bond	<input type="checkbox"/> innocence	<input type="checkbox"/> crash	<input type="checkbox"/> deteriorate
<input type="checkbox"/> certain	<input type="checkbox"/> injustice	<input type="checkbox"/> convict	<input type="checkbox"/> homelessness	<input type="checkbox"/> lucrative
<input type="checkbox"/> civil	<input type="checkbox"/> helpless	<input type="checkbox"/> defend	<input type="checkbox"/> consumption	<input type="checkbox"/> dilemma
<input type="checkbox"/> operation	<input type="checkbox"/> thoughtful	<input type="checkbox"/> justified	<input type="checkbox"/> catastrophe	<input type="checkbox"/> reconstruct
<input type="checkbox"/> retract	<input type="checkbox"/> violate	<input type="checkbox"/> torture	<input type="checkbox"/> noble	<input type="checkbox"/> noticeably
<input type="checkbox"/> forgery	<input type="checkbox"/> humanitarian	<input type="checkbox"/> juvenile	<input type="checkbox"/> cure	<input type="checkbox"/> rehabilitate
<input type="checkbox"/> persist	<input type="checkbox"/> champion	<input type="checkbox"/> imprison	<input type="checkbox"/> starvation	<input type="checkbox"/> release

#### Grammar

Answer the questions.

- Circle the correct word to complete the sentence.  
Anthony ( had / has ) tried to stop his friends from stealing that car, but now they're in jail.
- Circle the correct word to complete the sentence.  
I would have made better decisions as a teenager, but I ( had / have ) no good role models.
- Circle the correct word to complete the sentence.  
If I had done better in high school, I ( would be / wouldn't be ) stuck working at McDonald's now.
- Identify the underlined determiner as *possessive* or *quantifier*.  
My mother always loves to play board games with her friends. \_\_\_\_\_

#### Write

Write about the ethical rules you try to live by.

---



---



---



---



---



---

Key

- had
- had
- wouldn't be
- possessive

### Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with partners.

### Teacher's Note Sample Response

I try to live by the simple philosophy of the golden rule, which states that you should "do unto others as you would want to be treated." This rule encourages us to see things from another's perspective. Putting yourself in another person's shoes helps you see that the world isn't just about your own wants. The golden rule is a good start, but many situations require deeper consideration. This is why studying philosophy and morality is so important. I want to be a good person, but sometimes it's difficult to know what the best, most moral choices are.



# Module 8 Overview:

## Ethics

### Lesson 1: Public Lies

**Aims:** - Talk about lying and making false claims  
- Describe the damage that can be caused by lies

**Vocabulary:** Misdeeds

### Lesson 2: Human Rights

**Aims:** - Talk about how to address injustices in the world  
- Consider what is needed to ensure that people are treated fairly

**Vocabulary:** Philosophy

**Grammar:** Past perfect, conditional perfect, and third conditional sentences

### Lesson 3: Capital Punishment

**Aims:** - Talk about punishments for crimes  
- Discuss how crimes should best be punished

**Vocabulary:** Social Issues

**Grammar:** Mixed conditionals

### Lesson 4: Nations Helping Nations

**Aims:** - Talk about philanthropy  
- Discuss the responsibilities nations have toward one another

**Vocabulary:** Global Issues

**Grammar:** Determiners

### Lesson 5: A Dilemma

**Aims:** - Talk about the appropriate treatment of prisoners  
- Write a short, informative essay

**Vocabulary:** Morality

**Writing Guide:** Laws for Morality

## Lesson 1 Public Lies



### A Warm-up

Talk about the questions as a class.

1. What does it mean to gossip about someone?
2. Have you ever gossiped about someone, or has someone gossiped about you?

### B Authentic Text

#### 1 Read the cease and desist letter.

January 4<sup>th</sup>, 2018  
The Bellwether Daily  
Attn: Jessica Stamos  
507 W 1<sup>st</sup> St  
New Brighton, CT 80021  
Re: False and defamatory statements made by The Bellwether Daily about Ray Smith regarding illegal business practices

#### Brief note

A Cease and Desist letter is a letter sent to an individual or company to stop supposedly illegal activity.

#### [paragraph 1]

Dear Ms. Stamos,

We represent Ray Smith in connection with the above-referenced matter. The Bellwether Daily, its directors, officers, agents, and employees (collectively, "Ms. Stamos") are hereby warned and notified to CEASE AND DESIST making false and defamatory allegations regarding Ray Smith.

#### [paragraph 2]

An article written by Ms. Stamos made the allegations that Ray Smith broke civil laws and produced a forgery of an official document. Furthermore, Ms. Stamos claimed that Ray Smith was part of an illegal operation involving stolen goods. Ms. Stamos went on to assert that if Ray Smith had not been friends with the governor, he would have been sentenced to jail time for these supposed crimes.

#### [paragraph 3]

We object to these unproven claims and are certain that the statements made by Ms. Stamos regarding Ray Smith are false and defamatory and, as such, are actionable under state law.

#### [paragraph 4]

If these claims are not retracted and an apology not issued, we will take Ms. Stamos to court, to sue on behalf of our client, Ray Smith. If you persist with these false claims, we will treat continued claims as additional damages to our client's reputation and will seek monetary damages. Be advised that we will seek recovery of all attorneys' fees and costs incurred herein as a result. While we certainly hope that this will not be necessary, we are prepared to pursue whatever is necessary on behalf of our client to stop the continued false statements made against Ray Smith by Ms. Stamos. There is no negotiation here. Our decision in this matter is final.

Sincerely,

Danielle Wright  
Wright, Edelman & Gold Law Firm  
cc: Ray Smith

#### Brief note

Something *defamatory* is both false and likely to hurt someone's reputation.

#### 2 Discuss the questions.

1. What is the cause-and-effect relationship in this letter?
2. How do you think Ms. Stamos' claims could negatively affect the client, Ray Smith?
3. Should newspapers investigate claims before writing articles? Why or why not?
4. How could the law firm prove that Ms. Stamos is wrong about her claims?

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## Lesson 1 Public Lies

### Aims

- Talk about lying and making false claims
- Describe the damage that can be caused by lies

### Vocabulary

allegation	operation	forgery	certain	treat
civil	retract	object	persist	sue

### A Warm-up

- Write the title of the lesson on the board: "Public Lies."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "How does gossip differ from lying?" and "How is the damage caused by gossip different from the damage caused by lying?"
- Write on the board any new vocabulary and good answers that students come up with.

### Extension When do You Encounter Gossip?

- Understanding when gossip is encountered will increase students' awareness of it and their likelihood of responding to it appropriately.
- Have students work in groups of three or four.
- Ask them to identify times when they have encountered gossip in their lives.
- Have students make a list.
- Ask students what topics are typically discussed through gossip.
- Have students consider whether gossip can be helpful or if it's always negative.
- Ask students to share their thoughts with the class.

### B Authentic Text

This text is a legal notification sent by a law firm to a publication to warn them of potential legal action that will be taken if certain behavior is not stopped.

#### Part 1

- Tell students that they will read a letter that insists that the Bellwether Daily must stop a certain behavior they are being accused of.
- Ask students to take turns reading.
- Use the brief notes to explain difficult parts of the text, such as *Cease and Desist*.



3 Choose the best title for each paragraph.

- \_\_\_\_\_ The False Claims                      \_\_\_\_\_ Our Purpose  
 \_\_\_\_\_ Our Request                        \_\_\_\_\_ Our Legal Rights

4 Choose the five statements below that are true according to the information in the reading.

1.  If Ms. Stamos does not stop making her claims, the law firm will continue sending letters asking her to stop.
2.  The law firm says that the statements against their client are false.
3.  Ms. Stamos wrote an article for *The Bellwether Daily*.
4.  Ms. Stamos claimed that Ray Smith made a forgery.
5.  Ms. Stamos is the client for Wright, Edelman & Gold Law Firm.
6.  Defamatory statements are illegal under state law.
7.  *The Bellwether Daily* will be allowed to continue writing whatever it wants about Ray Smith.
8.  If Ms. Stamos does not withdraw her comments, the law firm will sue her.

**C Vocabulary**

1 Choose the answer that is closest in meaning to the word in bold.

1. If he makes a false **allegation**, you can seek justice through the law.  
 a. a claim without proof                      b. an article in a newspaper                      c. fight
2. The **operation** would need more planning to be successful.  
 a. rest    b. activity    c. recommendation
3. The art **forgery** was good, but the expert could detect the ways in which it was different from the original.  
 a. story    b. fake    c. paper
4. As soon as he read the question, he was **certain** of the answer and quickly circled it.  
 a. unsure    b. confident    c. slow
5. Kyle would never **treat** an animal poorly, no matter how badly it misbehaved.  
 a. style    b. cake    c. handle

2 Fill in the blanks with the correct words from the box.

civil                      retract                      object                      persist                      sue

1. It's important to \_\_\_\_\_ to bullying by doing everything you can to stand up for the victim.
2. The \_\_\_\_\_ gathering included people from the surrounding neighborhoods and their families.
3. If you want to meet your goals, you must \_\_\_\_\_, even when things become difficult.
4. It can be a long legal process if you intend to \_\_\_\_\_ someone for a wrongdoing.
5. The journalist had to \_\_\_\_\_ his story after it came to light that it wasn't factually accurate.

**D Use the Language**

Your First Defamation Case

Work with a partner to answer the following questions.

1. How would you prove that lies being told about you were false? What kind of evidence could you provide?
2. Imagine that one of you is an attorney who has taken a defamation case and the other is the client whose reputation has been damaged. Role-play a short lawyer-client interview to decide what the false claims were, how they hurt the client, and how the attorney will work to prove the claims to be false.



**Part 2**

- Ask students to read the questions.
- Have students consider each question by themselves first.
- Then lead a discussion based on the questions in which you facilitate student participation.

Answers may vary.

Key

1. The cause is that Ms. Stamos made false claims about Ray Smith. The effect is that the lawyer is demanding that the false claims stop.
2. They would make it hard for him to get another job.
3. Yes, I think newspapers have a responsibility to ensure that what they are reporting is accurate. Otherwise, it's just fake news, and fake news can mislead people and cause trouble.
4. The law firm can show that there are no legal proceedings against Ray Smith, so he is not in fact guilty of forgery.

**Part 3**

- Ask students to read each title.
- Have students complete this activity by themselves first.
- Then ask students which title is for Paragraph 1, Paragraph 2, etc.

Key

2, 1, 4, 3

**Part 4**

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key

True statements: 2, 3, 4, 6, 8

**C Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

**Part 1**

- Have a student read the direction line.
- Ask students to complete the activity alone or with partners.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. a    2. b    3. b    4. b    5. c

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Key

1. object                      2. civil                      3. persist  
 4. sue                        5. retract

**Extension Describe an Ethical Issue**

- Have students work in pairs to discuss an issue in the news that involves an ethical dilemma or violation.
- Have students use the vocabulary words to write sentences describing what the issue is and how people are responding to it.
- Have partners provide a peer edit for each other's sentences.
- Ask volunteers to share their sentences with the class.

**D Use the Language**

- Have students work with partners.
- Ask students to read the questions.
- Allow partners to discuss their responses to each of the questions.
- Encourage partners to explore one another's thoughts by asking follow-up questions of their own.
- Have pairs work together to develop a dialogue between a lawyer and a client.
- Walk around and give feedback.
- Ask students to present their dialogues to the class.
- Give feedback.

**Teacher's Note Legal Terminology**

Students may be unfamiliar with the terminology used by lawyers in cases like this one. Although this is not required, students might want to incorporate this terminology into their dialogues to add interest and authenticity. Either encourage students to research online or list some common legal terminology on the board for students to use.

Examples of common legal terminology:

- Allegation:** A claim that something is true
- Case:** A lawsuit or court action
- Finding:** The decision of the court on the issues
- Hearsay:** Claims made by a witness who shares information seen by another person
- Motion:** A request made to the court
- Order:** Something the judge decides should be done
- Plea:** The response of the accused to a criminal charge, such as "not guilty," "guilty," or "no contest"
- Sentence:** The penalty decided on by a judge after deciding guilt in a crime

## Lesson 2 Human Rights

### Aims

- Talk about how to address injustices in the world
- Consider what is needed to ensure that people are treated fairly

### Vocabulary

inferior	the key to	injustice	helpless
thoughtful	violate	humanitarian	champion
bond	course		

### Grammar

Past perfect, conditional perfect, and third conditional sentences

### A Authentic Text

This text is a blog entry. In it, the writer makes a plea for equal treatment of all people and expresses frustration that there is injustice in the world.

- Tell students that they will read a blog asking why there is injustice in the world.
- Tell students to read through the passage on their own first.
- Have students pay close attention to the conditional sentences.
- As students read, have them underline each conditional sentence.
- Read the piece again having students take turns reading aloud.

Key

Underlined sentences:

If humans had been born perfect, there would have been no need for rules to keep them in line.

"If we had done something then, we could have changed the course of the world."

### B Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

#### Part 1

- Have a student read the direction line.
- Ask if students need clarification. Then have them complete the part.
- Ask students to share their answers with the class.
- Have a volunteer read a word and the definition that corresponds to it.
- Answer questions if needed.

Key

1. g 2. a 3. d 4. f 5. j 6. i 7. h 8. b 9. c 10. e

#### Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Have students complete this part by themselves first.
- Then ask students which word matches each picture.
- Give feedback.

Key

1. helpless 2. inferior  
3. champion 4. bond

## Lesson 2 Human Rights

### A Authentic Text

Read the blog entry below. Underline the conditional sentences.

...

#### WHERE DO WE GO FROM HERE?

If humans had been born perfect, there would have been no need for rules to keep them in line. Unfortunately, injustice happens all over the world, with those who are helpless being dominated by stronger people. While I prefer to think that we are all equal, there are too many who claim that others are inferior to them. They violate others' rights based on this false idea of superiority. This happened with the Holocaust and is even happening currently. It is happening right now in Sudan, Burma, and Syria. Because of cultural differences, whole groups of people are driven out of their homes and killed. Then there is the plight of the homeless and the ways that laws are made by the rich to help them get even richer. Sometimes, I can't help but think that the whole world has gone mad.

When you turn on the news, it's hard not to see the cruelty of others. Sometimes I think I would have been happier to be ignorant of all this. At this point, I can't help but think that we need more than just laws to govern us. When I was a child, I had believed that our human bonds made us treat one another well. Now though, I'm not sure if it's that simple. I do believe that the key to change will be humanitarian efforts from everyone, each and every day, whether standing up for the rights of those who can't speak for themselves or simply being thoughtful of others' needs and concerns.

The world needs a champion for the people now more than ever. We don't want to look back on this point in time and think, "If we had done something then, we could have changed the course of the world." This champion can't be just one person, either. We need to band together to fight the injustices of the world—not with weapons, but with words and actions. Help others. Speak up when you see injustice. Together we can make the world a better place.



#### Brief note

To *keep in line* means to make certain that someone or something behaves properly and follows rules.

### B Vocabulary

1 Write the letter of the definition next to the correct word or phrase.

- |                       |  |
|-----------------------|--|
| 1. inferior _____     | a. the best or only way to something                                 |
| 2. the key to _____   | b. a person who fights for something or fights to defend others      |
| 3. injustice _____    | c. a close and lasting relationship between people                   |
| 4. helpless _____     | d. unfair treatment or action  |
| 5. thoughtful _____   | e. the way something happens or develops                             |
| 6. violate _____      | f. lacking power   |
| 7. humanitarian _____ | g. lower in position or quality                                      |
| 8. champion _____     | h. helping to improve the lives of others and reduce their suffering |
| 9. bond _____         | i. to go against someone's rights                                    |
| 10. course _____      | j. considerate of others   |

2 Write the words from the box under the correct pictures.

champion

bond

helpless

inferior



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

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### Extension Answering the Age-Old Question

- Have students consider the question "Why do bad things happen?"
- In groups of three or four, have students discuss and research this question.
- Invite students to share their findings.
- Lead a discussion to address the question.

### Teacher's Note Why Do Bad Things Happen?

People have been asking this question for thousands of years. Still, there is no good answer. However, in recent years, the question has changed slightly. Now, it's sometimes asked as "Why do bad things still happen?" It might be worth exploring this change with students. Although it may seem like a minor change to an age-old question, it has major implications.

### C In Your World

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to work in pairs.
- Tell students to discuss the questions.
- Ask students to share their answers with the class.
- Give feedback.

**C In Your World**

**Firsthand Injustices**

What injustices have you experienced or seen firsthand? How did you or the people around you react? What problems did it cause, and were any changes made as a result? Discuss with a partner.

**D Grammar**

**Past perfect, conditional perfect, and third conditional sentences**

past perfect	
Past perfect refers to a point in time earlier than another past time. It is formed with <i>had</i> and the past participle.	
We had arrived too late <u>to be seated with the others.</u>	They had written to the politician <u>before the law was passed.</u>
When I was a child, I had believed that our human bonds made us treat one another well.	
conditional perfect	
Conditional perfect is used to express a condition in the past. It is formed with <i>would have</i> and the past participle.	
I would have liked to attend, but I was busy.	He would have gone, but he didn't.
Sometimes I think I would have been happier if I were ignorant of all this.	

**1 Underline the past perfect and circle the conditional perfect.**

- We would have hiked up the mountain if the rain hadn't come.
- If you had started your homework when it was assigned, you would have been finished by now.
- If he had bought the tickets, you would have gone to the show tonight.

third conditional sentences	
Third conditional sentences use the <b>past perfect</b> for the condition (the "if" clause) and the <b>conditional perfect</b> for the result (the main clause). Third conditions are "unreal," indicating something that would have happened under a certain condition, but did not happen.	
If humans had been born perfect, there would have been no need for rules to keep them in line. If we had done something then, we could have changed the course of the world.	If you'd given me your number, I'd have called you. You would've liked the show if you'd come to the concert last night.

**2 Write three third conditional sentences of your own.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**E Use the Language**

**Humanitarian Help**

- Using conditional sentences, write about how our lives today would be different if certain things hadn't happened in history. Example: *If women had not been given the right to vote, then only half of the population would have been making decisions for everyone.*
- With a partner, imagine that you are tackling a humanitarian issue. What are some effects that this issue has on people? Why is it important to address the issue? How could you help?
- On a separate sheet of paper, write your ideas. Share with the class.



Key

Answers will vary.

- If you'd really wanted to come, you would have signed up on time.
- I would have helped if I'd known you were in so much distress.
- I would have been there if my car hadn't broken down.

**✓ Check the Workbook**

For further grammar practice, use Activity 4 in Module 8, Lesson 2 of the workbook.

**E Use the Language**

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to consider some of the major events of history that have come to define our culture.
- Have pairs of students imagine how the world would be different today had these events not occurred.
- Ask students to write their ideas on a separate piece of paper.
- Have students share their work in pairs and provide a peer edit.
- Walk around and give feedback.
- Ask students to present their thoughts to the class.
- Give feedback.

**Extension Your Ideal World**

- Have students work with partners.
- Ask students to imagine what their perfect world would look like.
- Ask them what would have to change for such a world to come into being.
- Invite students to present a summary of their ideal world to the class.

**D Grammar**

Lesson 2 covers the following grammar: past perfect, conditional perfect, and third conditional sentences. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

**Part 1**

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for part 1.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key

- Circle "would have hiked," and underline "rain hadn't come."
- Circle "would have been finished," and underline "you had started."
- Circle "would have gone," and underline "if he had bought."

**Part 2**

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for part 2.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

## Lesson 3 Capital Punishment

### Aims

- Talk about punishments for crimes
- Discuss how crimes should best be punished

### Vocabulary

imprison	unresolved	juvenile	innocence	convict
execution	deterrent	abolish	contain	justified

### Grammar

Mixed conditionals

### A Warm-up

- Write the title of the lesson on the board: "Capital Punishment."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What is the punishment for murder in your country?" and "Do you think that severe penalties work to prevent people from committing crimes?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Audio

This talk is from a radio show discussing the death penalty. The host of the show supports the death penalty for people convicted of murder. The guest argues that the death penalty is not a justified form of punishment.

#### Part 1

- Tell students that they will listen to a radio show discussing the penalty for murder in the US state of Texas.

#### Part 2

- Play the audio again as students read the questions for part 2.
- As students listen, have them select the answers for each question.
- Check answers by asking students to read the question aloud and indicating the answer they selected.
- Ask the class whether they agree with the answer.
- Answer any outstanding questions that students may have.

**Key** 1. b 2. a 3. c 4. a 5. b 6. c

### Extension Proper Punishment

- Have students work with partners.
- Ask them to list several crimes.
- For each crime, ask students to indicate a punishment proper for that crime.
- Have students discuss the purpose of the punishment.
- Invite students to share their thoughts with the class.


## Lesson 3 Capital Punishment

### A Warm-up

Talk about the questions as a class.

1. Do you think that people should face the death penalty if they commit murder? Why or why not?
2. How do you think society should deal with people who repeatedly commit crimes?

### B Audio

1 Listen to the following segment from the fictional talk show *Politics Now*. 

2 Answer the questions below.

1. What does Dr. Dinah Maris do?
  - a. She is a talk show host.
  - b. She is a law professor.
  - c. She is a psychiatrist.
2. What is one argument that the host Rick Wolf makes for the death penalty?
  - a. It is a deterrent to other people who plan to kill.
  - b. It will teach young people an important lesson.
  - c. It will avenge the deaths of the people that were murdered.
3. What did the Texas killer do?
  - a. He shoplifted.
  - b. He refused to be treated for his disability.
  - c. He killed his uncle.
4. What is one argument that Dr. Dinah Maris makes against the death penalty?
  - a. The death penalty is a form of torture, and such cruelty has no place in modern society.
  - b. The death penalty increases crime.
  - c. The death penalty is too expensive. It costs the state less money to keep criminals in jail for life.
5. What personal attack does Rick use in his argument?
  - a. He accuses Dinah of being paid off.
  - b. He accuses Dinah of wanting to defend evil people.
  - c. He accuses Dinah of lying.
6. Why are some people who have been found guilty later found innocent?
  - a. They were juveniles when they committed their crimes.
  - b. The governor pardons them for their crimes.
  - c. New technology, such as DNA testing, proves their innocence.

#### Brief note

State-sponsored means that the government is supporting something.

#### Brief note

To pave the way for something is to set up a path for a thing to occur.

### C Vocabulary

1 Write the words from the box under the correct pictures.

imprison

unsolved

juveniles



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

### C Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

#### Part 1

- Have a student read the direction line.
- Have students complete part 1 on their own.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. juveniles 2. imprison 3. unsolved

#### Part 2

- Ask a student to read the direction line.
- Have students complete part 2 on their own.
- Have students share their answers with the class.
- Give feedback.

**Key** 1. d 2. a 3. g 4. e 5. c 6. b 7. f



2 Match the words with the correct definitions.

- |                |   |
|----------------|---|
| 1. innocence • | • a. to officially decide in a court of law that someone is guilty of a crime |
| 2. convict •   | • b. to control or not allow to spread  |
| 3. execution • | • c. to officially end or stop something                                      |
| 4. deterrent • | • d. lack of guilt  |
| 5. abolish •   | • e. something that stops people from doing something                         |
| 6. contain •   | • f. fair or having good reason   |
| 7. justified • | • g. the act of killing someone as punishment for a crime                     |

**D Grammar**

Mixed conditionals

mixed conditionals	
Mixed conditionals are those unreal conditional sentences that have the condition (if clause) and the result happening at different times.	
past and present	present and future
If a family member of yours <b>had committed</b> this crime, <b>wouldn't you want</b> to understand why they did it? If I <b>had installed</b> the new software, my smart phone <b>wouldn't be</b> so slow.	If all people <b>were aware</b> they could face the death penalty, they <b>would be</b> less likely to commit murder. If I <b>were smarter</b> , I <b>would get</b> better grades in all my subjects.

Rewrite each causal sentence as a mixed conditional.

- I'm not a lawyer because I didn't go to law school.  
\_\_\_\_\_
- The guard watched out for the prisoners because he cares about people.  
\_\_\_\_\_
- You're not enjoying the movie because you didn't bring your glasses.  
\_\_\_\_\_
- Your friend didn't make dinner because he didn't know you were coming.  
\_\_\_\_\_

**E Use the Language**

Panel Discussion

Form groups of three to create your own discussion about the death penalty. One student will be the moderator, the second student will be for the death penalty, and the third student will be against it. As time allows, switch roles when you complete the discussion.



**E Use the Language**

- Have students work in groups of three.
- Ask students to read the direction lines.
- Check for understanding.
- Allow students to discuss their responses with one another.
- Have students take notes as they discuss.
- Then ask volunteers to share their thoughts with the class.

**Teacher's Note No Death Penalty?**

Many countries do not have the death penalty. At the time of writing, only 58 of the world's 195 countries allowed the death penalty. Therefore, it is likely that the death penalty is not practiced in your country. Be sure to research your country's use of the death penalty. Knowing this information will allow you to better understand the potential opinions of your students.

**Extension Capital Punishment Debate**

- Ask students to debate the following debate resolution: "Capital punishment helps deter crime and protects the public."
- Depending on the size of the class, have students work in groups of four or six. Have each group split into two teams, one affirmative and one negative team.
- Ask them to brainstorm and prepare pro and con arguments for the resolution.
- Have groups present their debates one at a time.
- Give feedback.

**D Grammar**

Lesson 3 covers the following grammar: mixed conditionals. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

<b>Key</b>	<p><i>Answers will vary.</i></p> <ol style="list-style-type: none"> <li>1. I would be a lawyer if I had gone to law school.</li> <li>2. If the guard didn't care about people, he wouldn't have watched out for the prisoners.</li> <li>3. You would be enjoying the movie if you had brought your glasses.</li> <li>4. Your friend would have made dinner if he had known you were coming.</li> </ol>
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**✓ Check the Workbook**

For further grammar practice, use Activity 4 in Module 8, Lesson 3 of the workbook.

# Lesson 4 Nations Helping Nations

Aims				
- Talk about philanthropy				
- Discuss the responsibilities nations have toward one another				
Vocabulary				
homelessness	crash	starvation	catastrophe	thrive
budget	noble	consumption	cure	brutal
Grammar				
Determiners				

## A Warm-up

- Write the title of the lesson on the board: "Nations Helping Nations."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "What are some ways people help others?" and "What motivates people to help others?"
- Write on the board any new vocabulary and good answers that students come up with.

## B Authentic Text

This text is a dialogue between two people. One of the people is a journalist, and the other is a philanthropist. The journalist is seeking to understand the philanthropist's motivation to help people in foreign countries.

### Part 1

- Tell students they will read/hear an interview with a philanthropist.
- Either ask students to take turns reading or play the audio for students to listen to.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

### Extension Continue the Interview

- Ask students to work in pairs.
- Have students take the role of either the journalist or the philanthropist.
- Have students extend the conversation between the journalist and philanthropist.
- Give enough time for pairs to create additional dialogue for the interview.
- Have students practice the dialogue.
- Invite volunteers to perform their dialogues for the class.

### Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

Answers may vary.

1. He claims that the philanthropist focuses on helping other countries but doesn't help his own country.
2. He thinks that we should pay for services that everyone uses. He also believes that this obligation should extend to the world.
3. He says that, by helping poor nations, we help them thrive on their own and contribute more to the world economy.

### Part 3

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.


# Lesson 4 Nations Helping Nations

## A Warm-up

Talk about the questions as a class.

1. Why are some nations so rich, while others are so poor?
2. What are some solutions for fulfilling everyone's most basic needs, such as food, water, and housing?

## B Authentic Text

1 A famous philanthropist was interviewed by a reporter. Read the interview below. 



### Interview with a Famous Philanthropist

**JOURNALIST:** Our country has a 12 percent unemployment rate, a 20 percent poverty rate, a market crash, increasing homelessness, an environmental nightmare happening on the west coast, and lasting damage from a hurricane on the east coast. Why do you focus your efforts on helping people from other countries when your own country is in such need?

**PHILANTHROPIST:** I think that's a question for our nation's politicians. This government spends billions of dollars on military equipment and has given billions of dollars' worth of tax cuts to corporations, like the ones that are responsible for that oil spill on the West coast that you mentioned. Meanwhile, they spend only one percent of our budget on foreign aid. There's plenty of wealth to go around for everyone in the world, but most people who control that wealth don't spend it helping people in their own countries, let alone other countries. Even middle-class people in wealthy societies have a problem with too much consumption. I'm using my money as an individual to make the greatest impact for those who need it most, both for long-term programs and to help with unexpected catastrophes.

**JOURNALIST:** That's very noble of you. In a free society, do you think that the fortunate have an obligation to help the less fortunate?

**PHILANTHROPIST:** I see what you're saying. While I do believe in people's rights to personal property and wealth, I believe we all need to contribute to the public good. We pay taxes for roads and retirement funds that everyone uses, for example. I think this obligation should extend to the world, and we should help those who are suffering from war, starvation, and health crises. It's an investment in everyone's future.

**JOURNALIST:** But, when we give our money to poor nations, we receive nothing in return. By treating starvation, we are merely treating a symptom of their broken societies, rather than trying to cure them. It's charity, not an investment.

**PHILANTHROPIST:** You think of it as charity because you're not thinking in the long term. If wealthy nations use their wealth to, for example, provide health services to women in poor nations, birth rates will go down, and people will be able to plan for children rather than struggle to feed them all. In a few generations, this will contribute to a society that will be able to thrive on its own and contribute more to the world economy. Poverty is a curable disease.

2 Talk about the questions after you read.

1. How does the journalist criticize the philanthropist?
2. How does the philanthropist feel about contributing to the common good?
3. In what way does the philanthropist view his actions as an investment rather than as charity?

3 Read the statements and circle true or false.

1. The journalist thinks that the philanthropist's efforts will not solve the issue of global poverty. true false
2. The philanthropist believes that wealthy people should be forced to share their property with others. true false
3. According to the philanthropist, only one percent of the government's budget is spent on foreign aid. true false
4. The philanthropist only wants to spend his money on helping with catastrophes. true false
5. The philanthropist thinks helping poorer nations is a good investment. true false

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- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key

1. true
2. false
3. true
4. false
5. true

### Extension The Best Way to Help

- Ask students to consider their opinion of international charity.
- Have students work in pairs.
- Ask students to propose ways to help people in other nations to achieve their basic needs.
- What methods do they feel would best provide for the people in need?
- Ask students to make a plan that would help the greatest number of people for the least amount of money.
- Invite students to share their ideas with the class.

## C In Your World

- Have students work in pairs.
- Begin by having students consider their personal relationships with charity.
- Have students work with a partner.
- Ask them to consider and discuss the questions.

**C In Your World**

**Helping Others**

Do you donate to charity or volunteer to help others? Do you know people who do? Talk about the cause or activity and why you think it is important. Discuss with a partner.

**D Vocabulary**

1 Write the words from the box under the correct pictures.

homelessness      crash      starvation      catastrophe



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

2 Fill in the blanks with the correct words from the box.

thrive      budgets      noble      consumption      cure      brutal

- If we ignore the problems of poor nations, they will continue to face \_\_\_\_\_ conditions.
- When the underfunded school received more money, the students started to \_\_\_\_\_.
- Everyone thinks that Paul is so \_\_\_\_\_ for funding several organizations that help the poor.
- Wealthier nations should spend more of their \_\_\_\_\_ on helping poorer nations.
- We can attempt to \_\_\_\_\_ worldwide poverty if we help struggling nations with their issues.
- There is a higher \_\_\_\_\_ of unhealthy foods in low-income groups.

**E Grammar**

**Determiners**

determiners	
Determiners are used with nouns to show which person or thing is being referred to. Determiners include articles ( <i>the, a, an</i> ), demonstratives ( <i>this, that, those</i> ), interrogatives ( <i>which, what</i> ), possessives (such as <i>my, your, whose</i> ), and quantifiers (such as <i>some, many, any, a few</i> ).	
articles	In a free society, do you think that the fortunate have an obligation to help the less fortunate?
demonstratives	This administration spends billions of dollars on military equipment.
possessives	Our country has a 12 percent unemployment rate.
quantifiers	In a few generations, this will contribute to a society that will be able to thrive on its own and contribute more to the world economy.

Circle the determiners in each sentence. Then write the type of determiner.

- My aunt volunteers at homeless shelters on holidays. \_\_\_\_\_
- That book offers solutions about how wealthy nations can help poor nations with microloans. \_\_\_\_\_
- Tonight, we are going to the store to buy presents for homeless children. \_\_\_\_\_

**F Use the Language**

**In the Hot Seat**

Work with a partner. Ask each other the questions. Don't take any time to prepare or write your answers.

- What do you think we should do about countries who treat their workers poorly?
- Who is a figure you admire who helps others, and why do you admire this person's accomplishments?
- What factors do you think make some nations wealthy and some nations poor?

**D Vocabulary**

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

**Part 1**

- Ask a student to read the direction line.
- Tell students to complete part 1 on their own.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. crash	2. catastrophe
	3. starvation	4. homelessness

**Part 2**

- Ask a student to read the direction line.
- Ask if students need clarification. Then have them complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. brutal	2. thrive	3. noble
	4. budget	5. cure	6. consumption

**E Grammar**

Lesson 4 covers the following grammar: determiners. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Have a student read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Have students share their answers with the class.
- Give feedback.

Key	1. my, possessive
	2. that, demonstrative
	3. the, article

**Check the Workbook**

For further grammar practice, use Activity 3 in Module 8, Lesson 4 of the workbook.

**F Use the Language**

- Write the title of the activity on the board: "In the Hot Seat."
- Ask students to read the direction line.
- Check for understanding.
- Tell students to work in pairs.
- Have students answer the activity questions cold without having time to consider their answers first.

**Teacher's Note Cold Questions**

Asking cold questions can sometimes elicit responses that get to the true beliefs of the other person. Responding quickly doesn't allow the person to consider the opinions of others or what he or she might think is a "right" or "wrong" answer.

**Extension Deeper Consideration**

- After students have responded to the questions in activity F, have them consider the questions again.
- This time, ask students to respond to each question with a written paragraph.
- Give students adequate time to consider the questions deeply.
- Then ask students whether they answered the question differently than they did when they responded cold.
- Invite students to share their thoughts and responses.

**Extension Helping Nations Presentation**

- Ask students to prepare a short presentation on a United Nations agency/program that helps nations in need, or a news event dealing with nations helping nations.
- Tell students to work in pairs.
- Allow students to take the time to go online and do the necessary research.
- Have students give their presentations to the class.
- Give feedback.

## Lesson 5 A Dilemma

### Aims

- Talk about the appropriate treatment of prisoners
- Write a short, informative essay

### Vocabulary

repeatedly    lucrative    dilemma    remarkably    inmate  
release    deteriorate    noticeably    reconstruct    rehabilitate

### Writing Guide

Laws for Morality

### A Warm-up

- Write the title of the lesson on the board: "A Dilemma."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "Do prisoners have the same rights as other people in the community?" and "What rehabilitation should be offered to people who break the law?"
- Write on the board any new vocabulary and good answers that students come up with.

### B Prewriting

- Review the chart.
- Ask students to consider the purpose of prisons and the effects prisons have on the community, both for the inmates and for the people in the community.
- Allow students to complete the chart.
- Invite students to share their thoughts with the class.

### C Authentic Text

This text is an article comparing the prison system of the United States and that of Norway. It discusses the purpose of prison and the effects prisons have upon the people held within and the community at large.

- Tell students that they will read/listen to an article about prisons.
- Ask students to begin by reading the text silently on their own.
- Play the audio for students
- Take time to answer any questions students may have about the text or the vocabulary used within.
- Use the brief notes to explain difficult parts of the text, such as *stigma*.

#### Extension What's Different?

- Remind students that the countries of Norway and the United States have many differences beside their prison systems.
- Have students work with partners.
- Have students find statistics describing the crime rates of the United States and Norway.
- Ask students to identify differences between Norway and the United States that might explain some of the differences in crime rates between the countries.
- Ask students to explain how differences between the countries could make their crime rates different.
- With these differences in mind, ask students whether they feel Norway's prison systems would work in the United States.

## Lesson 5 A Dilemma

### A Warm-up

What is society's responsibility to those whom it imprisons? At what point does a method of imprisonment become immoral?

### B Prewriting


What is the purpose of prisons? List some effects that you think prison has on prisoners.

Effects of Imprisonment	
Positive	Negative

#### Brief note

A *stigma* is a sign of disgrace or dishonor that can cause someone to be a societal outcast.

### C Authentic Text

Read the article about prison systems. 

#### A Dilemma of Prisoners

Around the world, different national prison systems can be compared to different national crime statistics. Norway and America seem to be on the opposite ends of this spectrum. Norway takes a unique approach to imprisonment. It is designed to rehabilitate first and punish second. According to reports, many former criminals are remarkably improved after time in jail. They are kept in an environment that promotes learning and finding passions. Norwegian prison leaders say that this leads to inmates who are better prepared to re-enter society.



The US has a prison system that is noticeably different. In the United States, the prison system is less focused on helping inmates learn how to change their ways. Upon their release, former prisoners are left to reconstruct their lives on their own. Often, former inmates will find no work whatsoever, as there is a stigma against people who have been to prison. Because they aren't prepared to return to society, many former felons repeatedly find themselves back in prison. Upon returning, these individuals deteriorate further. The United States has a recidivism rate of over 75 percent. In sharp contrast, Norway has a rate of just under 20 percent.

One reason for this terrible statistic may be that prisons can be very lucrative for their owners. Unlike those in many other countries, US prisons are often owned by private corporations. When a company makes money from imprisonment, that company has an incentive for more people to be in prison. These for-profit prisons spend money to encourage the government to have stricter laws. This means more prisoners in prisons and more money in the owners' pockets. And the longer the prisoners are in prison, the longer the government has to pay to keep them there. This is an abuse of justice. These prisons have no reason to try to improve their conditions or push inmates toward rehabilitation because they want as many prisoners as possible.

The difference between the two systems is stark. As a Norwegian prison warden put it, "If we treat people like animals when they are in prison, they are likely to behave like animals. Here, we treat them as human beings."

#### Brief note

A *recidivism rate* is what percentage of prisoners return to jail within five years of leaving.

### D Analyze the Text

1 Answer the questions in one or two complete sentences.

1. What is a difference between Norwegian and American prison systems? \_\_\_\_\_
2. Why do some people in the US have reason to want more people imprisoned? \_\_\_\_\_

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### D Analyze the Text

#### Part 1

- Ask a student to read the questions aloud.
- Allow a short time for students to answer the questions on their own.
- Ask for volunteers to share their responses.
- After each question has been answered by a volunteer, ask the class as a whole if they agree with this response. Allow alternate responses to be expressed.
- Evaluate responses as a class.

Key

Answers may vary.

1. Norway focuses on helping prisoners change.
2. Money is an incentive for imprisoning citizens.

#### Part 2

- Have a student read the direction line.
- Then have students read the sentences one at a time.
- Allow students to complete the activity on their own.
- Check answers by having volunteers read the true statements.
- Ask the class whether they agree that each statement read aloud is actually true.

Key

True statements: 2, 3, 4, 6



2 Choose the four statements below that are true according to the information in the reading.

1.  Norway and the US have prison systems focused on rehabilitating prisoners.
2.  The United States has a very high recidivism rate.
3.  Norway doesn't believe in focusing on punishment.
4.  Private money influences prisons in the United States.
5.  Norwegian prisoners have a low rate of rehabilitation.
6.  Prisoners often find it difficult to find a job after being released.

### E Vocabulary

1 Write a sentence using each of the words.

1. repeatedly

\_\_\_\_\_

2. lucrative

\_\_\_\_\_

3. dilemma

\_\_\_\_\_

4. remarkably

\_\_\_\_\_

2 Match the words with the correct definitions.

- |                 |   |   |
|-----------------|---|---|
| 1. inmate       | • | a. clearly or visibly   |
| 2. release      | • | b. to put back together   |
| 3. deteriorate  | • | c. to help someone with a problem get better or to live a normal life |
| 4. noticeably   | • | d. when someone is allowed to leave prison                            |
| 5. reconstruct  | • | e. a person who is kept in a prison or mental hospital                |
| 6. rehabilitate | • | f. to become worse  |

### F Use the Language

#### Laws for Morality

Read the Writing Guide. Then look at the effects of imprisonment you listed in activity B. Research different prison systems online and choose one. Use the Writing Guide to write a short, informative essay (two to four paragraphs) about how prison impacts prisoners and how prison systems might be changed.



#### Writing Guide

**Topic sentence:** Tell your readers the pros and cons of the prison system you are discussing. *The [name] prison system is... It is based on the idea of...*

**Inform your readers:** Give your readers details and examples about the prison system and its effect on prisoners. *This affects prisoners by... Some sources say that...*

**Draw a conclusion:** Bring the information together in a closing idea, either promoting this prison system or advocating for it to change. *Looking at the patterns, one thing is clear... I believe this could be improved by...*

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### E Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly while focusing on pronunciation.

#### Part 1

- Have a student read the direction line.
- Ask if students need clarification. Then have them complete part 1.
- Ask students to share their answers with the class.
- Give feedback.

Key

Answers will vary.

1. He **repeatedly** found himself in challenging situations.
2. The new business venture proved to be very **lucrative**.
3. How to spend the lottery money turned out to be quite a **dilemma** for the winners.
4. Jared's grades have improved **remarkably** since last year.

#### Part 2

- Ask a student to read the direction line for part 2.
- Then have students complete the activity on their own.
- Have students share their answers with the class.
- Give feedback.

Key

1. e    2. d    3. f    4. a    5. b    6. c

### F Use the Language

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "Laws for Morality."
- Read the writing guide with the students.
- Explain the intention of each paragraph as described in the guide.
- Allow students to search online to identify a prison system of another country.
- Allow students time to complete the activity.
- Have students exchange their work with a partner for a peer edit.

#### Teacher's Note Sample Response

##### Singapore's Prison System

The Singaporean prison system is responsible for the incarceration, rehabilitation, and follow-up care of prisoners. It is also responsible for educating the citizens of Singapore in an effort to avoid crime. It is based on the idea that education and treatment are more effective than simple incarceration.

Some sources say that criminals are broken people who must be isolated from the greater society. This affects prisoners by convincing them that they are bad and unworthy of salvation. Often, this results in people returning to jail after they have been released.

The prison system of Singapore believes that prevention programs for educating people and treatment programs for helping people who are criminals or who are at risk of becoming criminals allows all people to function together in society. This helps prisoners by showing them that they have value in and of themselves, and their futures don't have to be limited by mistakes they may have made in the past. Once released, people work to find a beneficial place within their communities.

Based on patterns, one thing is clear: if you treat people like criminals, they will behave like criminals. I believe that we should treat people, even criminals, like valuable members of society. This treatment will make it more likely that they will actually lead productive, law-abiding lives.

# Module 8 : Active Review

## A Listen

- Ask a student to read the direction lines.
- Check for understanding.

### Part 1

- Ask students to read the questions.
- Play the audio and have students answer the questions.
- After students have finished, play the audio again.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. b 2. c

### Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

**Key**

1. Janet thinks it violates basic human rights because it lowers taxes on the wealthy and increases taxes on the poor.
2. Low-income citizens face starvation and a brutal winter.
3. The man thinks the taxes will be used to reconstruct services for low-income people.
4. She claims the taxes will be used to support the military.

## B Spending Taxes

- Ask a student to read the direction lines.
- Check for understanding.
- Have students work in small groups of three or four.
- Ask students to discuss some of the important roles a government performs and write these roles in the chart.
- Ask students to research the amount of money in their country's annual budget.
- Have students determine the percentage of the budget that the roles they identified should encompass.
- Have students research how much money it might cost to provide the necessary service to the people. Can the current budget pay for these services?
- Have students calculate how much money each person would need to pay in taxes to provide for these services.
- Allow volunteers to share their thoughts.
- Give feedback.

### Extension Personal Donation vs Taxes


- Remind students that taxes are often used to pay for social programs as well as the operating costs of government.
- Have students work in small groups of three to four.
- Ask students to consider what they feel the role of government should be.
- Have students list the advantages and disadvantages of funding privately-run charities and government-run social programs.
- Ask student to debate the question of whether it would be better to have lower taxes if people donate more to charity.
- Ask them how people could be persuaded to increase their charitable donations.

## C Planning Taxes

- Ask students to read the questions.
- Ask additional questions such as "Is it OK to take from some people to give to others?" "At what level of poverty do people deserve to have more given to them?" and "At what point do people have too much?"

## Active Review

### A Listen

1 Listen to the talk show discussion about a proposed new plan. Then answer the questions. 

1. What is the conversation mainly about?
  - a. the military
  - b. taxes
  - c. homelessness
  - d. natural disasters
2. Which of the following statements is NOT true according to Janet?
  - a. Military spending has increased.
  - b. Taxes will be raised on low-income families.
  - c. The president has added funds to social services.
  - d. The president's tax plan violates human rights.



2 Discuss the questions with your classmates.

1. Why does Janet disapprove of the president's tax plan?
2. What threats do low-income citizens face, according to Janet?
3. How does the man think the taxes will be used?
4. How does Janet claim the taxes will be used?

### B Spending Taxes

How should taxpayers' money be used by the government? Discuss with a small group and list some ideas. List the percentage of the budget that should be spent in each category.

Category & Details	Percentage of Budget
<i>ex. national defense</i>	<i>ex. 20%</i>

### C Planning Taxes

Should some people be taxed more than others? Why? How do you think these taxes should be spent? Why? Write your answer below, using your answers from activity B to help you write.

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### D Debate

Share your answer from activity C with the class. Take turns debating your ideas with your classmates.

- Tell students to write their answers.

### Teacher's Note Sample Response

Tax is Theft

People work hard for their money. They should decide what is done with it.

Yes, there is such a thing as a social contract. We live together in a society. We must pay for one another's protection through the police and military, and we should share the cost of things we all use like bridges and roads. I even feel that we should work to provide the best opportunities for the next generation. Schools and child health are important investments in the future.

However, people must be responsible for their own advancement or failure. I don't want people to starve on the streets, but we must only provide the bare minimum in welfare. There's no reason that people should be allowed to live a life of comfort off of my tax dollars. It is impossible with our current welfare system to differentiate from the deserving poor (those people who have honest need of financial assistance) and people who are just lazy. This is why charity should be left up to private organizations that can better evaluate a person's need.

### D Debate

- Invite students to share their feedback with the class.
- Encourage healthy debate. Ask students with opposing views to really explain their positions.

**A Warm-up**

What are basic human rights that should be protected by all governments? Why are these rights important? Work with a partner and do research online.

Basic Human Rights	Importance

**B Discuss**

Use the table from activity A to discuss the questions as a class.

1. How are basic human rights protected by governments?
2. Which basic human rights are sometimes abused?
3. How can we act to protect people whose rights are being abused?



**C Organize**

Choose one of the basic human rights you listed in activity A. List some ways that individuals and governments protect these rights.

Basic Human Right: \_\_\_\_\_

How to Protect It:

- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_

**D Write**

With a partner, do research online about a current humanitarian crisis. Discuss solutions to the crisis and write down your ideas below. Explain the crisis and present your solutions to the class.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B Discuss**

- Have a student read the direction line.
- Discuss the questions in activity B.
- Lead an open discussion.

**C Organize**

- Ask students to work in pairs.
- Have them choose one of the rights they identified in activity A to work with further.
- Have students use the graphic organizer to examine and organize their thoughts.
- Allow volunteers to share their work.
- Give feedback.

Key

The right to education

1. Governments provide free education.
2. International organizations provide schooling in conflict areas.
3. Schools should take proper measures to offer a safe environment.

**D Write**

- Have a student read the direction lines.
- Ask students to work with a partner.
- Have students do research online.
- Ask students to organize and write their ideas.
- Allow an opportunity for students to share their work with the class.

**Teacher's Note Sample Response**

Schools in Danger

It's becoming all too common to hear of violence filling our schools in the United States. Children are bringing guns to school and enacting revenge or expressing their anger through violence. Now, students are scared to go to class because they don't feel safe.

This is a complicated issue because the Bill of Rights, a part of the United States Constitution, guarantees that Americans can own firearms. Some people want to get rid of this right. They argue that getting rid of the right will make it possible to get rid of guns. Other people say that there are already too many guns and there's no possible way to get rid of them all. They say that bad people will always find a way to get a gun if they are determined to. Getting rid of the right to have guns will only prevent good people from having guns.

They might be right. It is estimated that there are over 300 million guns in the United States. There's no way that these guns will ever disappear. So what can we do to protect students? Increased security in schools is one idea. Another is to revise the way education works and incorporate more online learning so that students aren't clustered together in such large groups, which are targets.

**A Warm-Up**

- Draw the graphic organizer from activity A on the board.
- Lead a discussion with students to provide answers for the chart. Fill in the chart on the board as students fill in the charts in their books.
- Write down any new vocabulary and good answers that students come up with.

**Teacher's Note Governments and Rights**

Some people believe that rights are given to people by their governments. Others believe that rights are granted to people at birth by the fact that they are human. In fact, this is where the idea of "human" rights comes from. This latter group of people believes that all too often human rights are repressed by governments. This is why they rally against the growth of governmental power. It may be worth discussing the role governments have in protecting various rights. Have students consider which rights are given to people by their government, and which rights should be given to people regardless of their government.

## A Vocabulary

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. e 2. b 3. h 4. i 5. j 6. f 7. d 8. c 9. a 10. g

## B Grammar

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. c 2. a 3. b 4. b 5. c 6. c 7. b 8. a 9. c 10. b

### Teacher's Note Time for Last-Minute Questions

Before starting the quiz, you may wish to answer any last-minute questions that students may have. It's possible that they encountered a question during their final study period that they would benefit from an answer to. Be sure to review before students begin their quiz.

### Extension Pair Quiz

- Have students create sentences of their own using the vocabulary and grammar targets from this module.
- Encourage them to create sentences leaving blanks for the targets they wish to test.
- Then have students pairs exchange and complete one another's sentences.
- Allow partners to check each other's work.

### Extension Spelling Bee

- Give students enough time to look over the vocabulary on this page.
- Divide the class into two teams.
- Tell each team to stand in line facing you.
- Give one word at a time to each student, alternating teams.
- If a student spells the word correctly, he or she goes to the end of the line until his or her turn comes up again. If the word is spelled incorrectly, the student needs to sit down. The last team standing wins.

## A Vocabulary

Match the words and phrases with the correct definitions.

- |                  |  |
|------------------|--|
| 1. compassion •  | • a. having to do with business  |
| 2. enforce •     | • b. to make sure a law is being followed  |
| 3. initiative •  | • c. profitable and making a lot of money  |
| 4. consumption • | • d. feeling strongly about something because of previous experiences              |
| 5. torture •     | • e. a feeling of caring about others  |
| 6. deteriorate • | • f. to break down and become worse  |
| 7. biased •      | • g. the legal killing of a person, usually for committing a crime                 |
| 8. lucrative •   | • h. a series of actions intended to start or move things towards a certain result |
| 9. corporate •   | • i. the state or action of using goods or food                                    |
| 10. execution •  | • j. the act of causing a person pain to obtain a specific objective               |

## B Grammar

Choose the correct answers.

- \_\_\_\_\_ will a person act unethically without being pressured to do so.  
a. Unfortunately      b. Clearly      c. Rarely
- Can you \_\_\_\_\_ Thomas to take his pills after school?  
a. get      b. have      c. try
- I don't want to \_\_\_\_\_ her do the right thing. I want her to do it on her own.  
a. get      b. make      c. let
- Could you please \_\_\_\_\_ the music? Quiet hours started two hours ago!  
a. write down      b. turn off      c. fill in
- Will you \_\_\_\_\_ after school and help me with this report?  
a. fill in      b. check out      c. come over
- I \_\_\_\_\_ to buy a ticket before the show, but I arrived too late and they were sold out.  
a. have      b. has      c. had
- She \_\_\_\_\_ homeless if her parents hadn't taken her in.  
a. was      b. would have been      c. was being
- If I \_\_\_\_\_ with her before the meeting, then we would be in a stronger position now.  
a. had spoken      b. have spoken      c. were speaking
- Please turn off \_\_\_\_\_ light. I need to go to sleep.  
a. a      b. an      c. the
- If our country wants to be \_\_\_\_\_ ethical role model, then we need to start following our own laws.  
a. a      b. an      c. the



### C Letter to a Senator

Read the letter to Senator Hutch. Then read the statements and circle true or false.

Dear Senator Hutch,

I am writing to ask you to please do something about the problem of homelessness in our state. Winter is coming, and we have over 10,000 people currently living on the streets in brutal conditions. The coming cold is a threat, not just to these people, but to the entire structure of our society as well. People see the homeless as disruptive and as a nuisance, but soon you might not see them at all. Last year, over 80 homeless people died of exposure to the cold. This year is expected to be even colder.

Please release funds to improve our welfare system immediately. These people need shelter, food, and clothing. It is a humanitarian, not a budget, concern. These people are helpless, and they need a champion. You can be that champion.

It is your civic duty to act. Protect these people by voting for the Winter Welfare Funding Relief Act next week. If you truly are a representative of the people, then you will help prevent this potential catastrophe.

Sincerely,  
Kayla Jenkins

- |  |      |       |
|--|------|-------|
| 1. Over 10,000 people died of exposure to the cold last year.                | true | false |
| 2. The writer is asking for additional funds for the welfare system.         | true | false |
| 3. The writer implies that Senator Hutch is more concerned about the budget. | true | false |
| 4. The writer believes the senator should vote against the act.              | true | false |
| 5. The writer believes the senator can help prevent a catastrophe.           | true | false |

### D Problems and Solutions

Work with a partner to list problems in your city or at your school that you think need to be solved. Then list some solutions for the problems.

Problem	Solution

### E Taking Action

Work with a partner to write a letter to a school or government official asking them to solve the problems. Write on a separate sheet of paper. Use your answers from activity D. Research online if necessary.

### F Presenting Your Solutions

Read your letter out loud to the class. Be prepared to respond to other students' questions.

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### E Taking Action

- Ask a student to read the direction lines.
- Have students work in pairs.
- Ask students to draft a letter that could be sent to a politician.
- Have students refer to the problems and solutions they've developed from activity D.

### F Presenting Your Solutions

- Invite students to share their work with the class.

#### Teacher's Note Sample Response

Dear Senator Fledgier,

My classmate and I have been discussing several problems that we would appreciate your help in fixing.

First, we've observed that not all students have supplies with which to do their schoolwork. As you may realize, students need supplies in order to complete their work. For this reason, we ask that you increase the school budgets to provide supplies for every student.

Second, we live in the 21st century. It is essential that all students are able to use the Internet. Therefore, we ask that the Internet become a free public service. Further, we ask that the Internet be installed in every house in the country.

Third, and most important, communication is handled through phones and Internet devices these days. Without one of these devices, a student is at a severe disadvantage. These phones and Internet devices are a right, not a luxury. These items must be provided to every student in our country.

We thank you for your attention and expect these changes to be made without delay.

Signed,  
Mia First and Isabel Benson

### C Letter to a Senator

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

**Key** 1. false 2. true 3. true 4. false 5. true

#### Teacher's Note Understanding the Text

It may be beneficial to confirm understanding of the passage with students before having them move on to the activity. Allow a short period to clarify the meanings of difficult words.

### D Problems and Solutions

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to work with partners.
- Have students fill in the chart provided.
- Allow students to use the Internet.

#### Extension An Ethical Dilemma

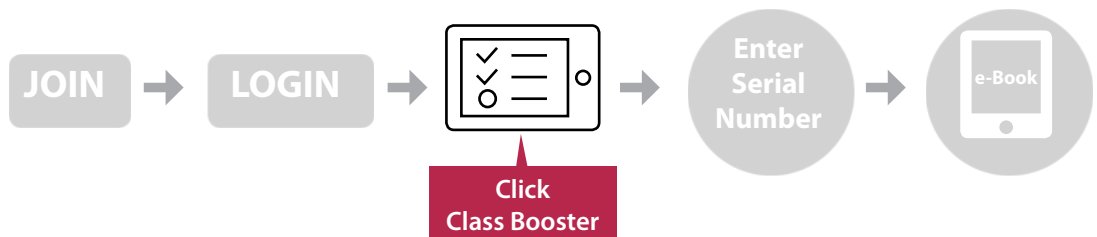
- Have students work in groups of three or four.
- Propose the following to students: Five people are on a runaway train car. They are about to hit a wall where all five people will be killed. Next to you stands a large man. If you push him onto the tracks, his body will stop the train car, thus saving the people on it, but his life will be lost. Is it moral to push the man onto the tracks to save the five people in the train car? Why do you think this way?
- Allow students to discuss the question in their groups.
- Ask students to share their thoughts with the class.



# Teacher's Class Kit

The **Teacher's Class Kit** includes interactive e-book versions of *Blueprint Student Book* and *Blueprint Workbook* that can be used in the classroom to facilitate teaching. The e-books are accessible through the Compass homepage. The *Blueprint Teacher's Guide* grants access to this tool through a serial number, which allows for one year of access to the *Teacher's Class Kit*.

## How to access the Teacher's Class Kit



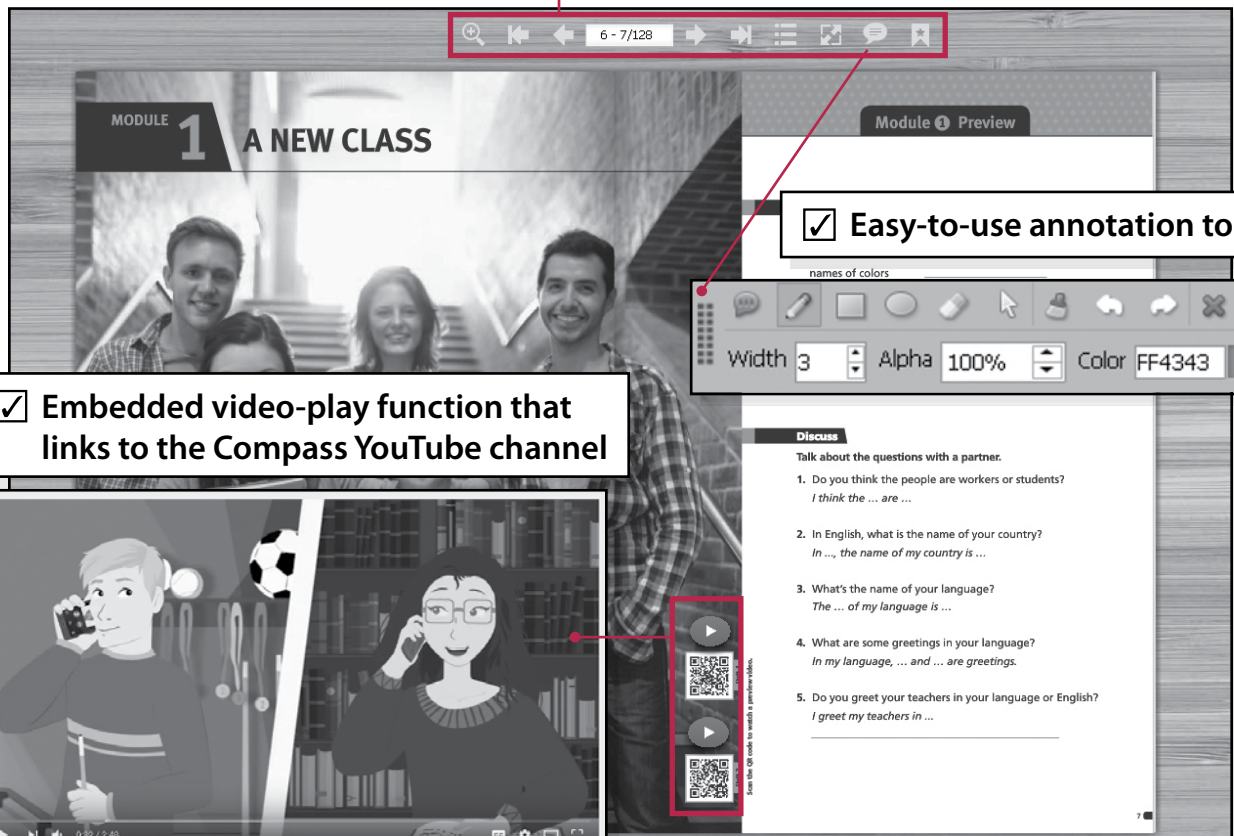
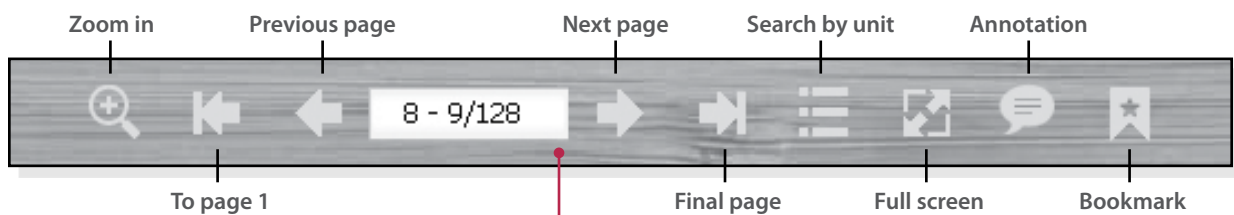
- 1** Go to the Compass homepage at [www.compasspub.com](http://www.compasspub.com) and sign in. Click **LOGIN** if you are already a member or **JOIN** if you need to sign up.
- 2** Click the **Class Booster** icon.
- 3** Click the **Enter Serial Number** button.
- 4** Enter the serial number for the Student Book or Workbook. (See next page.)

Anytime you want to use the e-books, simply return to the Teacher's Class Kit by repeating steps 1 and 2, above.

## Teacher's Class Kit features

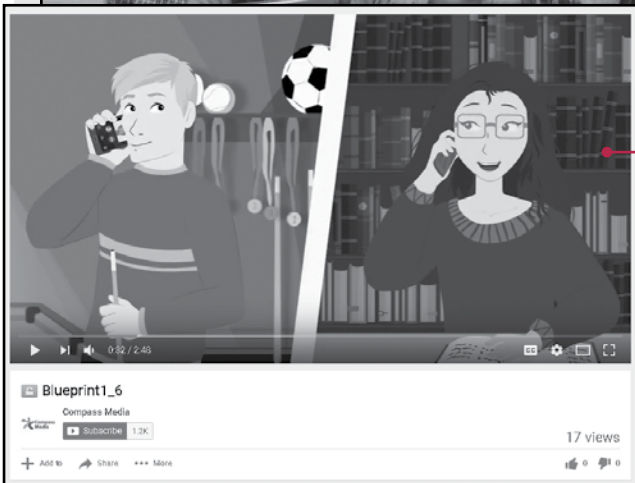
- Interactive whiteboard
- Full-color page view of student books and workbooks
- Embedded audio and video files
- Simple tool bar with page finder, zoom in and zoom out, annotation, and bookmark tools

### Intuitive navigation tools



### Easy-to-use annotation tools

### Embedded video-play function that links to the Compass YouTube channel



## How to get your serial number

To get your serial number for the *Teacher's Class Kit*, contact your local distributor. You may also email [info@compasspub.com](mailto:info@compasspub.com) to get your serial number.