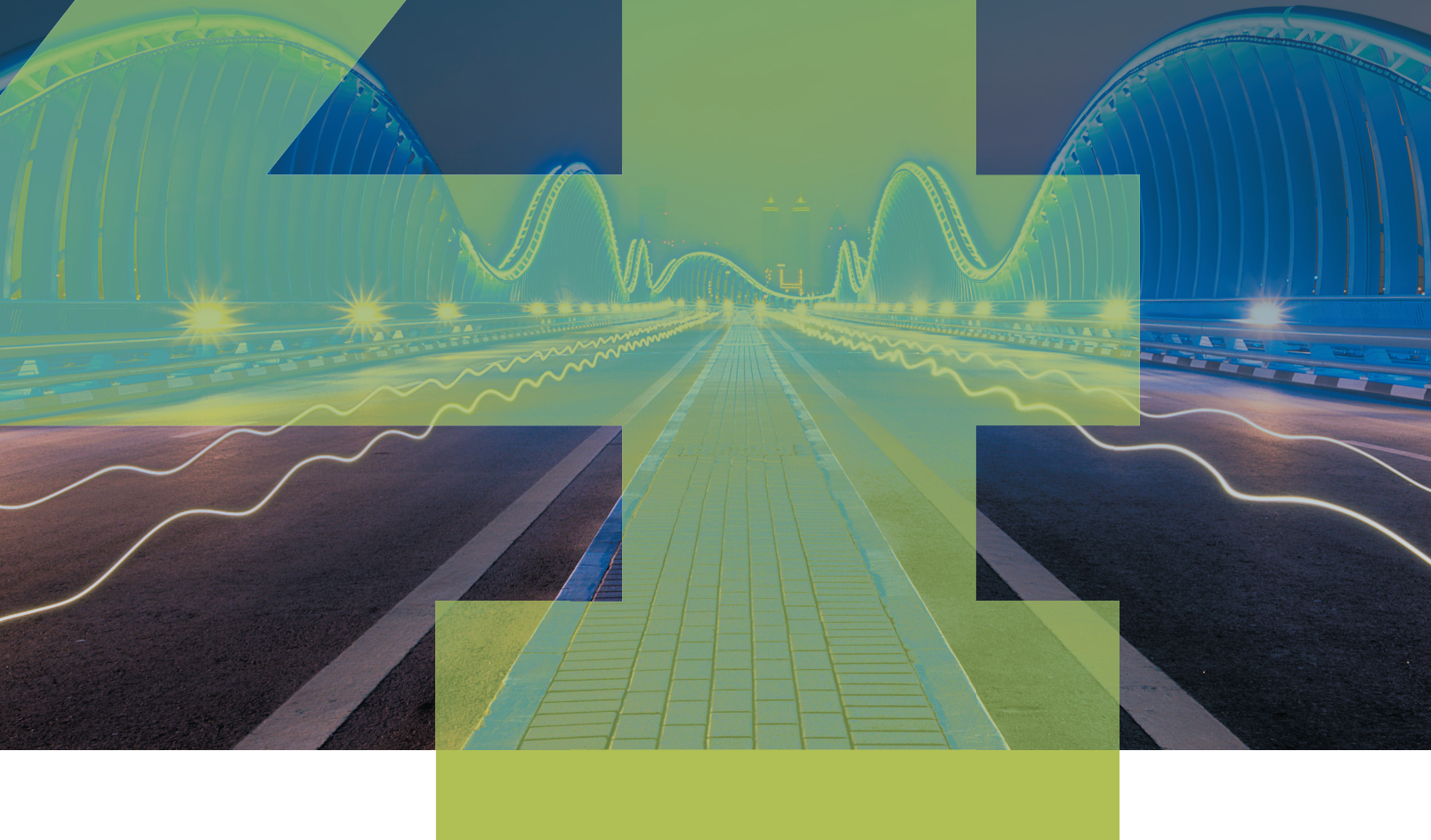


Shawna **COLE**  
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**John Wiltshier,**  
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# CONNECTIONS



With **Online Practice**  
and **Digital Resources**





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# CONNECTIONS

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# HIGHLIGHTS

The first page outlines the **learning objectives** in the unit. The number following each objective shows the rating on the GSE scale.

**UNIT 3** How Can We Work with Others?

**Objectives**

- Listening: Follow rapid or extended speech, with some repetition or clarifications. (GSE 3)
- Speaking: Show degrees of agreement using a range of language. (GSE 3)
- Reading: Make inferences or predictions about the content of articles from headings, titles, or headlines. (GSE 4)
- Watching: Take notes on key points during a talk on a familiar topic. (GSE 3)
- Speaking: Express opinions on social issues and current affairs. (GSE 3)
- Writing: Write a structured text signalling main points and supporting details. (GSE 2)

**WARM-UP**

**Review Triangle**

**Human Knot**

**Choose one of the activities below to do in a group.**

- In small groups, form triangle shapes. Work together to flip the base and the peak of the triangle moving only three people. Which group can reverse the triangle the fastest?
- In small groups, stand in circles and hold hands with two people who aren't directly next to you. Once you are all tangled together, start to untangle the knot to form a perfect circle – without letting go of anyone's hand.

**Discuss the following questions with your group.**

- What did your team have to do or believe to succeed in the activity?
- What would you do differently next time?
- What surprised you the most?
- How well do you feel you contributed as an individual to the task?

UNIT 3 • How Can We Work with Others? 39

The **audio icon** signals that there is an audio clip to listen to.

You learn and practise **listening** skills with tasks in three stages: **Before, While, and After You Listen**. The content includes podcasts and interviews.

**LESSON 1 LISTENING COLLABORATING MORE EFFECTIVELY**

**BEFORE YOU LISTEN**

**LISTENING STRATEGY**

**MAKE PREDICTIONS**

Before listening, look at the title and any images provided in the task. Connect this information with your own experience and knowledge to guess what you are about to hear.

**A.** You are going to listen to a podcast called 'How We Help Teams Collaborate More Effectively' based on the title, answer these questions with a partner.

- Who do you think we refer to in the title?
- What do you think participants will learn in the training?

**B.** Work in a group. Write down some words you think you might hear in the podcast based on the title. Add to the examples below.

- Leader
- Personnel
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**VOCABULARY**

Match the words with the correct definitions.

Word	Definition
1. engagement	a) the purpose for doing something
2. collaboration	b) a very independent person
3. prompts	c) working together with others to produce or create something
4. context	d) a short, interesting story about a real event or person
5. anecdote	e) the action of giving your full attention to something
6. intent	f) words or questions given to encourage a response
7. lone wolf	g) the situation or facts related to something that affect its meaning

**WHILE YOU LISTEN**

**C.** Listen to the first part of the podcast, and answer the following questions. Compare answers with a partner.

- When the facilitators start a team engagement series, what do they focus on?
- What is the series about?
- How do the facilitators introduce the topic?

**D.** Before listening to more of the podcast, answer these questions with your partner.

- Were any of your predictions from task A or B correct?
- What do you think the rest of the podcast will be about?

**E.** Listen to the rest of the podcast, and answer these questions. Compare your answers with a partner.

- Complete the prompts the facilitators give to the participants.
  - What is your \_\_\_\_\_?
  - What does \_\_\_\_\_?
- What does Brian, one of the facilitators, believe is one of the greatest mistakes that teams make?
- What did one group say collaboration was not?
- What do some team members who like to work alone not realize?
- What is revealed through these sessions?

**AFTER YOU LISTEN**

**F.** Discuss the following questions with a partner.

- Why do the facilitators give participants these prompts?
- Why do the facilitators try not to give participants a definition of collaboration?
- Why do the facilitators take notes during the training sessions?
- How do the facilitators involve participants who do not want to be there?

**G.** On a separate page, answer the following questions. Then, discuss in a group. Write any of your answers similar?

- For you, collaboration is ...
- For you, collaboration is not ...
- What makes some teams successful? What makes others unsuccessful?
- What additional topics would you include in this training series to help teams?

40 CONNECTIONS 4 UNIT 3 • How Can We Work with Others? 41

**Strategy** boxes give important tips to help you improve your skills.

The **speaking** tasks build your fluency for real-world applications. There are two speaking lessons in each unit, but you will practise speaking in all the lessons.

**Life Skills videos** are included in Units 1, 3, 5, 7, and 9. The videos serve as models and provide support for real-life situations such as making small talk and reaching a consensus. The **Life Skills Appendix** (page 193) provides tasks relating to each video.

**Pronunciation Focus** shows you how to pronounce words correctly. It includes practical tasks that you can apply in your conversations. There are two pronunciation focuses in each unit. These appear in Speaking or Grammar lessons.

**LESSON 6 SPEAKING SOFTENING WHAT WE SAY**

When we express an opinion, we often use hedging language to soften what we say by making it less direct. Hedging is an important part of polite conversation.

**A.** With a partner, discuss how you could soften the statements below.

- No, you're wrong. I don't think collaboration is a waste of time.
- I hate working on this project team.
- If you want to learn more about effective writing, go to the library.

**USEFUL LANGUAGE**

Useful Expression	Offer an Alternative	Use Hedging Verbs
I see your point, but I agree up to a point, but that's his, but I see what you're saying, but I think we should	Would it be better to I recommend How about Why don't we I think we should	seems to appear to tend to suggest that think that

**B.** Read each dialogue, and choose the best way to soften the underlined phrase. Compare your answers with your partner. Use the Useful Language box to help you.

- Alim:** People should avoid working on teams as much as possible because it takes so much longer to get the job done.  
**Richard:** Absolutely not! That's wrong. How would you get different perspectives then?  
**A.** That's fair, but **b.** How about
- Sam:** I'm frustrated because my manager is always telling me what to do. We don't collaborate.  
**Chloe:** Just tell your manager how you feel.  
**a.)** I recommend that **b.)** I agree up to a point, but
- Michael:** Can you take a look at my report for this project?  
**Fernanda:** Sure.  
**Michael:** What do you think?  
**Fernanda:** It's not what the project manager asked for.  
**a.)** I think that you should write it again. **b.)** Reports tend to follow a specific structure, and I see you've forgotten some key parts.

**LIFE SKILLS VIDEO REACH A CONSENSUS**

Watch the video of people trying to reach a consensus. See the Life Skills Appendix, page 194, to complete this task.

**C.** Participate in a group discussion. The goal is to reach a consensus.

- Read the situations below.
- Discuss your ideas for answering the question(s) for each situation.
- Decide on the best answers.

- The team keeps missing deadlines. The manager has given you a warning. All the members of the team feel that they are doing their part. What steps can they take as individuals and as a team to meet the deadline?
- Your school wants to update the common room. Management is asking each class for ideas. How should the common room be redesigned?
- So people are using your company from an out-of-town office. Your team has been asked to show the guests around and to take them out for dinner. They are here for two days. How will the two days be spent? Which departments of the office and areas of the city will you show them? Where will you go for dinner?

**D.** Use the handout to participate in a role play about consensus.

**PRONUNCIATION FOCUS**

**THE /r/ SOUND**

**A.** The /r/ sound is a weak, underlined vowel sound that is pronounced like /h/. In sentences, it is often found in function words like prepositions, auxiliary verbs, conjunctions, and articles.

I have to go to the mall. I have to go to the mall.  
I tried to help the new member. I tried to help the new member.  
I'll staff. I'll staff.

**B.** Listen to the six sentences. Underline the /r/ sounds in the function words. Practise saying them with a partner.

- I see what you are saying, but I don't agree.
- It takes a lot of time to do a team project.
- I think we should try that new restaurant down the street.
- What kind of games do you like working with?
- A new training system seems to be the best way forward.
- He should have helped us more.

**C.** Play a game to get more pronunciation practice in the handout.

**Useful Language** boxes introduce words and expressions that support your conversations.

The **audio icon** signals that there is an audio clip to listen to.

The **handout icon** signals that there is a handout to complete the task. Your teacher will provide the handout.

**LESSON 3 READING THE AVENGERS AND TEAMWORK**

**BEFORE YOU READ**

**A.** Look at the title below. Do you think these are examples of teams? Why or why not? Share your answers with a partner.

- Volunteers responding to a natural disaster
- A high school jazz band
- A building crew for a new urban high-rise

**B.** Think about a group activity or task you have done, for example, organizing a party or trip, or completing a school or work project. Choose any of the situations below that you faced and add two of your own. Discuss your answers with your partner.

No one agreed.  No one listened to me.

Not everyone helped.

One person took control.

**WHILE YOU READ**

**C.** Read the title and the first paragraph of the text. What is the text about?

**D.** Read the text quickly and answer the following questions.

- Who are the Avengers in the text?
- Who should not be underestimated?
- What results when teammates split off and don't communicate?
- What can a conflict become?
- What is split?
- What is one of the signs of good teamwork?
- What are the seven key takeaways the movie teaches us about teamwork?

**What the Avengers Teach Us about Teamwork**

The movie *The Avengers* gave us superheroes with unique abilities, motivation, and sparkling personas who have to work together for a common cause. The movie portrays a certain reality about teamwork, which is that getting a team of individuals with different perceptions and motivations to work together is difficult, whatever the common goal may be. This is repeated throughout the movie as we get to see our favourite superheroes learn how to get along and function as a team, where team heroes are celebrated over individual heroes. Here are a few takeaways from this blockbuster.

**UNIT 3 • How Can We Work with Others? 43**

You learn and practise **reading** skills with tasks in three stages: **Before, While, and After You Read**. The reading texts include magazine and news articles, biographies, and blog posts.

**Acknowledge Each Other's Signature Strengths**

Teamwork is all about having each other's back and knowing each other inside out. Iron Man is creative, Black Widow is observant, the Hulk is all about muscles, Thor is power personified. Each has a superpower and contributes in special ways. They work out who can do what at various stages, which eventually helps them to achieve their collective goal. Likewise, they understand each other's core strengths and play the right card at the right time.

**Don't Fight, Don't Blame**

Work through a conflict before it turns into an ugly argument. As a team of highly diligent people, you are bound to have differences, but you must not spend time forming camps or fighting a crusade. It wastes time and hampers team spirit. Even in the movie, we notice some members of the team having conflicting views, but going all out to pin the blame on each other doesn't do anyone any good. This is something that the Avengers realized too.

**Lock Your Ego and Throw away the Key**

Everyone has a blind spot and you may too. When you function as a team, you must forget about your own ego, just because you think you know it all doesn't give you any right to belittle people. In the movie, everyone fits in as a piece of a puzzle and puts his or her ego aside. Iron man struggles with his ego and thinks that he knows best, but in the end, he figures out that the needs of the team outweigh his own. When they work together as a team rather than one person trying to lead, they are more successful.

**Celebrate Small Wins**

When they destroyed the Hydra safe house, they were able to take away vital intelligence. For Thor, it was a reason to celebrate. Like the Avengers, celebrate small victories. This boosts team morale, keeps everyone going, and also strengthens the team bond.

**Talk to Each Other**

How is work going to get done if you don't communicate? As the Avengers learn to put their differences aside and communicate more often, their efficiency automatically improves and team spirit strengthens. They understand and acknowledge each other better, which is essential for anyone in a team. When teammates split off and work separately, it creates confusion if they don't communicate with each other.

**blind spot:** something you are unwilling to understand

**support:** a friendly agreement and understanding between people

**UNIT 3 • How Can We Work with Others? 44**

**Don't Underestimate the Sky Ones**

You may have people on your team who are quiet, but when it comes to their area of expertise, they are the best in the game. You shouldn't let them hide in a corner; you should encourage them to pitch in. They shy away from the spotlight, so you must speak to them on one on one. In the movie, Hawkeye and Black Widow are perhaps the quietest ones, yet they are extremely important to the team. It is worth the effort to notice the quiet ones because when it comes to teamwork, everyone's contribution matters.

**Consult Team Members before Making Decisions**

Consider this... if Iron Man had told the team that he was creating an advanced AI program to protect the world so that the Avengers wouldn't have to, the rest of the team would have called him out on it and Ultron wouldn't have attempted his attack in the first place. So, when you work as a team, you ought to make decisions as a team instead of announcing changes that have already been implemented. It would come as a shock to everyone because they were never a part of the decision-making process. It goes without saying that one of the signs of great teamwork is when everyone decides in unison. There should be one voice.

\*What the Avengers Teach Us about Teamwork | Work Better | 26 December 2016. www.independents.com/what-the-avengers-teach-us-about-teamwork/

**AFTER YOU READ**

**VOCABULARY**

**A.** Match each phrasal verb from the text with its definition.

Phrasal Verb	Definition
1. get along	a) to be socially compatible with others in a group
2. go all out	b) to separate from a group
3. fit in	c) to join in or help with something
4. figure out	d) to avoid something because you are afraid or lack confidence
5. split off (from)	e) to criticize someone for something they have said or done
6. shy away (from)	f) to have a good relationship with someone
7. pitch in	g) to put as much effort as possible into doing something
8. call out (on)	h) to discover or determine the meaning of something

**B.** Complete the handout on idiomatic expressions.

**E.** Read the text again, and discuss these questions.

- Why does the author use the Avengers to teach the reader about teamwork?
- Why is teamwork often compared to preparing for a battle?

**UNIT 3 • How Can We Work with Others? 45**

**Vocabulary** boxes include tasks to help you understand important words. Go to the **Vocabulary Appendix** (page 183) for more practice with selected words from the unit.

You learn and practise two **grammar** notions in each unit. There is a handout in each lesson to provide more practice.

**LESSON 4 GRAMMAR GERUNDS AND INFINITIVES**

**A.** With a partner, take turns making sentences about yourself using these verbs.

1. (enjoy) enjoy cooking      3. (forget) \_\_\_\_\_  
 2. (decide) \_\_\_\_\_      4. (regret) \_\_\_\_\_

Some verbs can be followed by a gerund, and others by an infinitive. Some verbs can be followed by either a gerund or an infinitive.

Verbs Followed by Gerunds (base form + -ing)	Verbs Followed by Infinitives (to + base form)	Verbs Followed by Gerunds or Infinitives
Sarah finished <u>working</u> on her project ahead of time. We <u>enjoy</u> spending time together. Gerunds are also used after prepositions. They talked <u>about</u> collaborating as a team.	I <u>hope</u> to participate in the swimming next month. I <u>need</u> to finish my project before I go to the cinema.	With no change in meaning: I <u>enjoyed</u> reading 'as read even though the article was boring.' With a change in meaning: She <u>stopped</u> talking when the teacher arrived. She <u>stopped to talk</u> to her teacher after class.

See the Grammar Reference Appendix, page 202, for more details and examples.

**B.** Read the pairs of sentences. Underline the gerunds and highlight the infinitives. Which pairs have the same meaning? Which pairs have different meanings?

1. a) I started doing yoga last week.  
 b) I started to do yoga last week. \_\_\_\_\_ Same

2. a) He stopped talking when I arrived.  
 b) He stopped to talk when I arrived. \_\_\_\_\_

3. a) She prefers working with others.  
 b) She prefers to work with others. \_\_\_\_\_

4. a) I remembered scheduling the team meeting.  
 b) I remembered to schedule the team meeting. \_\_\_\_\_

**C.** Complete the paragraph with the correct gerund or infinitive form of the verbs in parentheses. Remember that some verbs can be followed by either form.

The Avengers continue (show) \_\_\_\_\_ the difficulties of teamwork. They teach us to remember (communicate) \_\_\_\_\_ with each other. We start (ask) \_\_\_\_\_ our favourite superheroes learn how to function as a team and their collaboration pays off. When individuals work together, they should stop (listen) \_\_\_\_\_ to what everyone in the group thinks.

**D.** Write two sentences with different meanings. Use gerund and infinitive forms of the verbs in parentheses. Discuss the meanings with a partner.

1. (forget) \_\_\_\_\_  
 2. (try) \_\_\_\_\_

**E.** Play a game in the handout to practise using gerunds and infinitives.

46 CONNECTIONS 4

You can refer to the **Grammar Reference Appendix** (page 198) for charts and the irregular verb list.

You watch a video in each unit to practise your **watching** and listening skills. There are tasks in three stages: **Before, While,** and **After You Watch.** Videos include interviews and news items.

The **video icon** signals that there is a video to watch.


**LESSON 5 WATCHING TEAM BEHAVIOUR**

**BEFORE YOU WATCH**

**A.** Oppo Brothers Ice Cream called Bebin for help building high performing teams.

1. What do you think Bebin did to help? \_\_\_\_\_

2. What do you expect to find out in the video? \_\_\_\_\_



**WHILE YOU WATCH**

**B.** Watch the video, and take notes on a separate page. Then, answer these questions.

1. What was the purpose of the games the participants played? \_\_\_\_\_

2. How did the Oppo brothers do team projects before the workshop? \_\_\_\_\_

3. What were the names of the team roles mentioned in the video? \_\_\_\_\_

4. How were teams assigned for the games? \_\_\_\_\_

5. According to one of the participants, what is helpful about this kind of training? \_\_\_\_\_

6. What might change in the Oppo Brothers' business in the future? \_\_\_\_\_

**AFTER YOU WATCH**

**C.** Discuss these questions with a partner.

1. What were the positive or negative experiences for participants? What evidence from the video demonstrated these? \_\_\_\_\_

2. What did you learn from the video that could help you when you work in a team? \_\_\_\_\_

UNIT 3 • How Can We Work with Others? 47

**LESSON 8 WRITING STRUCTURED PARAGRAPH**

When you write a paragraph, it is important to develop one clear, central idea. The graphic below shows the essential components of a paragraph.

**Topic Sentence**

- Start your paragraph with one clear sentence that names the topic to something specific.

**Supporting Details**

- Use details that support and prove the point you are making, such as examples, statistics, facts, and quotations.

**Explanation**

- Explain why the supporting details are relevant or important and how they prove your point.

**Concluding Sentence**

- Summarize the key points you made.
- If appropriate, link your paragraph to the next paragraph.

**A.** Look at the model paragraph. Then, answer the questions.

Effective leadership requires specific qualities that anyone can develop. For example, leaders can learn to communicate and delegate more effectively. \_\_\_\_\_ There are classes and workshops on the topics of communication and delegation that will help leaders be more efficient, which is important when leading a team. \_\_\_\_\_

1. What components are in the paragraph? Label them. \_\_\_\_\_

2. Which paragraph component is missing? \_\_\_\_\_

**B.** Write the missing sentence on the lines in 2A above. Compare with a partner.

**C.** On a separate page, write a 100-word paragraph on team collaboration. Include all the components of a structured paragraph. Here are some possible ways to begin.

- Three things the Avengers taught us about teamwork are ...
- Three things a team member should avoid doing are ...
- Three things a team member can do to collaborate more effectively are ...

**D.** Proofread your paragraph using the checklist in the handout.

51 CONNECTIONS 4

In the **writing** lesson, you will learn to write paragraphs, emails, blog posts, letters, and an essay on subjects related to the theme of the unit and to real life.



The **Final Project** synthesizes the unit content. With a partner or in a group, you will follow step-by-step instructions to plan, design, and build the project.

The **Wrap-Up** tests your English skills and your grammar and vocabulary knowledge once you complete the unit.

## Final Project TEAM BUILDING

You will participate in a team-building exercise. First, you will develop an action plan on how the exercise could be done effectively. After, you will reflect on the roles you performed on your team.

**STEP 1**  
In groups, select one of the team-building activities below. Your teacher will give you more details and the necessary materials.

- 1. Lost at Sea**  
You are all shipwrecked and stranded in a lifeboat. You have a boat of supplies and a number of items that you categorized on the handout as the most important for their survival.
- 2. The Great Egg Drop**  
Teams must work together to build a container to protect an egg, which is dropped from a height. The egg must not break or crack as a result of being dropped.
- 3. Marshmallow Spaghetti Tower**  
The goal of the exercise is to see which team can use the marshmallows provided to build the tallest tower within an allotted time period. The tower must be able to stand on its own.
- 4. Create Your Own**  
The goal of the exercise is to work together to create a team-building activity with instructions and rules that another group could perform.

**STEP 2**  
Before completing the activity, fill in the action plan for how your group will complete the exercise effectively.  
Goal of the activity \_\_\_\_\_

Steps	Assigned To	Resources Needed	Measure of Success

**STEP 3**  
Complete the handout on the roles each member of your group performed in the team-building activity.

**STEP 4**  
Share your results with the class. Did the action plan help your group perform the task more effectively? What were the common team roles in the class? What were some common strengths and weaknesses?

**STEP 5**  
Think about what you learned in this unit. How will it change the way you work on a team in the future? Share your thoughts with your group.

## WRAP-UP

**TEST YOUR SKILLS**

**SPKING**

2. Complete the following sentences with your own ideas.

- I have \_\_\_\_\_.
- I'm not a fan of \_\_\_\_\_.
- I enjoy \_\_\_\_\_.
- I read \_\_\_\_\_.

3. Take turns reading your completed sentences to a partner. Agree or disagree with your partner's sentences. Give reasons why you agree or disagree.

**WRITING**

Write a 50-word paragraph describing a famous duo or team, without using names. Then, read your paragraph to a group. The group must guess the team or duo that you described. Be sure to include the essential components of a paragraph.

**TEST YOUR KNOWLEDGE**

**VOCABULARY**

Write the correct word from the list to complete the phrasal verb that matches each definition.

Definition	Phrasal Verb
1. to be socially compatible with others in a group	.....it
2. to separate from a group or from something	off (from)
3. to have a good relationship with someone	along
4. to criticize someone for something they have said or done	out (on)
5. to avoid something because you are afraid or lack confidence	away from
6. to put as much effort as possible into doing something	all out
7. to discover or determine the meaning of something	out
8. to join in or help with something	in

**GRAMMAR**

2. Complete the following sentences with the ground or infinitive form of the verbs in parentheses.

- Stop talking! I really need (do) \_\_\_\_\_ my homework!
- I completely forget (buy) \_\_\_\_\_ my sister's boyfriend a Christmas present.
- My New Year's resolution was to stop (eat) \_\_\_\_\_ fast food.
- I regret (tell) \_\_\_\_\_ my teammates I didn't like her idea.
- Did you remember (lock) \_\_\_\_\_ the door when you left this morning?
- One of my co-workers eventually went on (become) \_\_\_\_\_ an author.
- I forgot (buy) \_\_\_\_\_ my mom a Mother's Day gift because it was so long ago.
- I really like (ride) \_\_\_\_\_ horses.

3. Write an, an, or a (no article) beside the words.

1. _____ hair	5. _____ water	9. _____ fever	13. _____ like
2. _____ student	6. _____ people	10. _____ handle	14. _____ furniture
3. _____ information	7. _____ cup	11. _____ country	15. _____ grape
4. _____ advice	8. _____ holiday	12. _____ money	16. _____ bread

**Now I Can**

- listen to and follow a podcast on team engagement and collaboration
- recognize and use language to agree and disagree
- read information or predictions about a text from headings, titles, or features
- use pronouns and infinitives
- watch a video, and take notes on key points to improve comprehension
- use language to express opinions less directly
- use articles correctly
- write a structural paragraph containing the essential components

**OUTSIDE CLASS**

2. Organize an event or outing with your friends or classmates this week. For example, invite a group of friends to dinner and a movie.

3. After attending the event, reflect on how well you did the following things in your planning.

- I listened to other members of the group.
- I tried to get everyone in the group to agree.
- I respected the other group members' feelings.
- I encouraged everyone in the group to participate.

**Outside Class** provides real-world and research tasks for you to do with your friends and family. You will bring the results of the tasks back into the classroom for discussion.

**Now I Can** gives you the opportunity to assess what you have learned in the unit.

The **Appendices** include the Pronunciation Guide, Vocabulary, Life Skills, Grammar Reference, and Text Models.

## APPENDICES

**Pronunciation Guide** ..... 182  
The table shows the International Phonetic Alphabet (IPA).

**Vocabulary** ..... 183  
Green words are high frequency, the 3000 most frequent words in English. Blue words are mid-frequency, the 3000-6000 most frequent words. Orange words are low frequency, the 6000-9000 most frequent words.

**Life Skills** ..... 193  
Watch five life skills videos, and complete comprehension and speaking tasks.

**Grammar Reference** ..... 198  
Charts support each grammar lesson in the book.

**Text Models** ..... 209  
Model texts support some of the writing tasks in the book.

**PRONUNCIATION GUIDE**

Vowels					
IPA	Example	IPA	Example	IPA	Example
æ	cap, back	ɜː	bird, nurse	ɪ	bird, odd
ɑː	arm, father	ɪ	bird, stirrer	ɪ	bird, odd
ɑː	cat, back	i	sea, heat	ai	five, eye
ɪ	bird, odd	ɪ	bird, stirrer	ɪ	bird, odd
ɪ	bird, odd	ɪ	bird, stirrer	ɪ	bird, odd

Consonants					
IPA	Example	IPA	Example	IPA	Example
b	bat, job	θ	thing, author	ʃ	check, church
d	day, lady	n	no, bus	θ	think, both
f	fish, of	ŋ	ring, finger	ð	this, mother
g	give, bag	p	pat, map	v	vice, live
h	how, hello	r	red, try	w	wet, window
j	job, better	s	see, class	z	zero, zoo
k	cat, back	t	tea, crash	z	zero, zoo
l	leg, little	l	look, getting	dʒ	just, large

# OVERVIEW

Unit	Reading	Listening	Watching	Speaking
<b>1</b> <b>How Do We Communicate across Cultures?</b>	Cross-Cultural Communication <ul style="list-style-type: none"> <li>Scan a text to find specific information.</li> </ul> Strategy: Identify Keywords	Cultural Differences <ul style="list-style-type: none"> <li>Understand the meaning of unknown words from context.</li> </ul>	Non-Verbal Communication <ul style="list-style-type: none"> <li>Understand the key points of a video.</li> </ul>	<ol style="list-style-type: none"> <li>Compliments in Conversations               <ul style="list-style-type: none"> <li>Initiate conversation to encourage communication.</li> </ul> </li> <li>Conversation Starters               <ul style="list-style-type: none"> <li>Use strategies to start a discussion.</li> </ul> </li> </ol> Strategy: Break the Ice
<b>2</b> <b>How Do We Make Connections?</b>	Emails and Emotions <ul style="list-style-type: none"> <li>Infer attitudes and feelings based on evidence in a text.</li> </ul> Strategy: Make Inferences	Now or Never <ul style="list-style-type: none"> <li>Listen to and understand a radio podcast about friendship.</li> </ul>	Talking on the Phone <ul style="list-style-type: none"> <li>Recognize key points and relevant information from a video.</li> </ul>	<ol style="list-style-type: none"> <li>Discussions with Friends               <ul style="list-style-type: none"> <li>Politely interrupt during friendly conversations.</li> </ul> </li> <li>Talking and Listening to Friends               <ul style="list-style-type: none"> <li>Show active listening skills.</li> </ul> </li> </ol>
<b>3</b> <b>How Can We Work with Others?</b>	The Avengers and Teamwork <ul style="list-style-type: none"> <li>Make inferences or predictions about a text from headings, titles, or headlines.</li> </ul>	Collaborating More Effectively <ul style="list-style-type: none"> <li>Listen to and follow a podcast on team engagement and collaboration.</li> </ul> Strategy: Make Predictions	Team Behaviour <ul style="list-style-type: none"> <li>Watch a video, and take notes on key points to improve comprehension.</li> </ul>	<ol style="list-style-type: none"> <li>Agreeing and Disagreeing               <ul style="list-style-type: none"> <li>Recognize and use language to agree and disagree.</li> </ul> </li> <li>Softening What We Say               <ul style="list-style-type: none"> <li>Use language to express opinions less directly.</li> </ul> </li> </ol>
<b>4</b> <b>What Makes People Happy?</b>	World Happiness Report <ul style="list-style-type: none"> <li>Recognize significant points and arguments in a newspaper report.</li> </ul> Strategy: Scan for Information	Your Secret to Happiness <ul style="list-style-type: none"> <li>Listen and understand the key points of a radio program.</li> </ul>	Can You Buy Happiness? <ul style="list-style-type: none"> <li>Watch a video, and take notes using the Cornell Note-Taking Strategy.</li> </ul> Strategy: The Cornell Note-Taking System (the 5 Rs)	<ol style="list-style-type: none"> <li>Idioms in Your Daily Life               <ul style="list-style-type: none"> <li>Use idioms in your everyday life.</li> </ul> </li> <li>Giving Advice               <ul style="list-style-type: none"> <li>Ask for and give advice on a range of subjects.</li> </ul> </li> </ol> Strategy: Use Idioms
<b>5</b> <b>What Can Your Story Teach Others?</b>	Hearing Family Stories <ul style="list-style-type: none"> <li>Identify supporting details and main points in a text.</li> </ul>	The Moth <ul style="list-style-type: none"> <li>Identify main ideas and supporting details in an audio clip.</li> </ul>	Who Was Maya Angelou? <ul style="list-style-type: none"> <li>Watch a video, and follow the chronological sequence of events in someone's life.</li> </ul> Strategy: Dates and Numbers	<ol style="list-style-type: none"> <li>Then and Now               <ul style="list-style-type: none"> <li>Describe the significance of events and experiences.</li> </ul> </li> <li>Making Stories Interesting               <ul style="list-style-type: none"> <li>Tell a short story about something funny or interesting.</li> </ul> </li> </ol> Strategy: Techniques to Tell a Humorous Story

Pronunciation	Writing	Grammar	Life Skills	Final Project
<ol style="list-style-type: none"> <li>1. The /u:/ Sound</li> <li>2. Rising and Falling Intonation</li> </ol>	<p>Emails in Your Daily Life</p> <ul style="list-style-type: none"> <li>■ Use the appropriate level of formality in emails.</li> </ul> <p>Strategy: Distinguish Formal from Informal Tone</p>	<ol style="list-style-type: none"> <li>1. Use simple and progressive tenses in the present and past.</li> <li>2. Ask information, yes/no, and tag questions in the present and past.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make Small Talk</li> </ol>	<p>Interview</p> <ul style="list-style-type: none"> <li>■ Choose one of your classmates to interview about cross-cultural communication strategies, and present what you learned.</li> </ul>
<ol style="list-style-type: none"> <li>1. Sentence Stress</li> <li>2. The <i>-ed</i> Ending</li> </ol>	<p>Posting Online</p> <ul style="list-style-type: none"> <li>■ Share personal feelings and communicate effectively in an online post.</li> </ul> <p>Strategy: Use Coordinators</p>	<ol style="list-style-type: none"> <li>1. Use the simple past and present perfect tenses correctly.</li> <li>2. Understand and use the present perfect progressive.</li> </ol>		<p>Role Play</p> <ul style="list-style-type: none"> <li>■ Role-play a scenario that involves making new friends.</li> </ul>
<ol style="list-style-type: none"> <li>1. /ʌ/, /æ/, /ɒ/ sounds</li> <li>2. The /ə/ Sound</li> </ol>	<p>Structured Paragraph</p> <ul style="list-style-type: none"> <li>■ Write a structured paragraph containing the essential components.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use gerunds and infinitives.</li> <li>2. Use articles correctly.</li> </ol>	<ol style="list-style-type: none"> <li>2. Reach a Consensus</li> </ol>	<p>Team Building</p> <ul style="list-style-type: none"> <li>■ Participate in a team-building exercise, and develop an action plan.</li> </ul>
<ol style="list-style-type: none"> <li>1. Can versus Can't</li> <li>2. The Verb <i>Have</i></li> </ol>	<p>News Article</p> <ul style="list-style-type: none"> <li>■ Write an article with a catchy headline to engage attention.</li> </ul> <p>Strategy: Differentiate Fact from Opinion</p>	<ol style="list-style-type: none"> <li>1. Use present modals to express degrees of certainty.</li> <li>2. Use past modals to express degrees of certainty.</li> </ol>		<p>Report</p> <ul style="list-style-type: none"> <li>■ Create a World Happiness Report.</li> </ul>
<ol style="list-style-type: none"> <li>1. Assimilation</li> <li>2. /b/, /p/, and /v/ sounds</li> </ol>	<p>Biography</p> <ul style="list-style-type: none"> <li>■ Write a biography.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the past perfect.</li> <li>2. Recognize simple, compound, and complex sentences.</li> </ol>	<ol style="list-style-type: none"> <li>3. Tell a Story</li> </ol>	<p>Tell a Story</p> <ul style="list-style-type: none"> <li>■ Use the pecha kucha technique to convey a positive message.</li> </ul>

Unit	Reading	Listening	Watching	Speaking
<b>6</b> <b>How Can You Be an Everyday Leader?</b>	<b>Influential Leaders</b> <ul style="list-style-type: none"> <li>Find specific information in a text.</li> </ul>	<b>Day One Leadership</b> <ul style="list-style-type: none"> <li>Follow an interview on a common topic.</li> </ul>	<b>How Bad Is Your Boss?</b> <ul style="list-style-type: none"> <li>Understand a video on a familiar topic.</li> </ul>	<ol style="list-style-type: none"> <li><b>Giving a Speech</b> <ul style="list-style-type: none"> <li>Tell a story using your own words.</li> </ul> </li> <li><b>Designing a Presentation</b> <ul style="list-style-type: none"> <li>Give a short presentation on a familiar topic.</li> </ul> </li> </ol> <p><b>Strategy: Tips for a Presentation</b></p>
<b>7</b> <b>Does Education Determine Success?</b>	<b>Opinion on Education</b> <ul style="list-style-type: none"> <li>Explain the main points in a text in your own words.</li> </ul> <p><b>Strategy: Use Your Own Words</b></p>	<b>How Education Is Changing</b> <ul style="list-style-type: none"> <li>Listen to a podcast, and recognize how examples relate to and support ideas.</li> </ul>	<b>Degrees of Disappointment</b> <ul style="list-style-type: none"> <li>Follow changes of topic in a documentary program, and understand the main content.</li> </ul>	<ol style="list-style-type: none"> <li><b>Comparing Education</b> <ul style="list-style-type: none"> <li>Use language to compare and contrast.</li> </ul> </li> <li><b>Education and Experience</b> <ul style="list-style-type: none"> <li>Make concepts easier to understand.</li> </ul> </li> </ol>
<b>8</b> <b>What Is Happening in the Media?</b>	<b>Impact of Social Media</b> <ul style="list-style-type: none"> <li>Read a short article on a familiar topic, and answer detailed questions.</li> </ul>	<b>Blurring the Lines</b> <ul style="list-style-type: none"> <li>Listen to a panel discussion, and distinguish between different points of views.</li> </ul>	<b>The Morning Show</b> <ul style="list-style-type: none"> <li>Follow unscripted speech in an interview, and understand the main points.</li> </ul> <p><b>Strategy: Filler Words</b></p>	<ol style="list-style-type: none"> <li><b>Correcting Yourself</b> <ul style="list-style-type: none"> <li>Report factual information about yourself or given by other people.</li> </ul> </li> <li><b>Taking Sides</b> <ul style="list-style-type: none"> <li>Use language to express contrasting opinions.</li> </ul> </li> </ol> <p><b>Strategy: Politely Correct</b></p>
<b>9</b> <b>How Does Innovation Help People?</b>	<b>Challenges of 2050</b> <ul style="list-style-type: none"> <li>Read and reflect on challenges facing society in the future.</li> </ul> <p><b>Strategy: Identify Problems and Solutions</b></p>	<b>Innovation</b> <ul style="list-style-type: none"> <li>Listen to and follow an interview on the principles of innovation.</li> </ul>	<b>Elon Musk</b> <ul style="list-style-type: none"> <li>Understand ideas and note specific details in a video.</li> </ul>	<ol style="list-style-type: none"> <li><b>Giving Yourself Time to Think</b> <ul style="list-style-type: none"> <li>Learn phrases to give yourself time to think in a conversation.</li> </ul> </li> <li><b>Reasons Why</b> <ul style="list-style-type: none"> <li>Suggest solutions to problems, and explain why they would work.</li> </ul> </li> </ol>
<b>10</b> <b>How Would You Rebuild the Planet?</b>	<b>Climate Apocalypse</b> <ul style="list-style-type: none"> <li>Understand key ideas in a paired reading task.</li> </ul>	<b>Tai Asks Why</b> <ul style="list-style-type: none"> <li>Listen to a podcast, and recognize examples of hyperbole.</li> </ul> <p><b>Strategy: Hyperbole</b></p>	<b>Zombie Apocalypse</b> <ul style="list-style-type: none"> <li>Watch a video, and understand ideas related to science and disaster scenarios.</li> </ul>	<ol style="list-style-type: none"> <li><b>Causes and Effects</b> <ul style="list-style-type: none"> <li>Explain cause-and-effect relationships related to issues.</li> </ul> </li> <li><b>Making Recommendations</b> <ul style="list-style-type: none"> <li>Practise making recommendations.</li> </ul> </li> </ol>

Pronunciation	Writing	Grammar	Life Skills	Final Project
<ol style="list-style-type: none"> <li>Voiced or Unvoiced /th/</li> <li>Thought Groups</li> </ol>	<p>Essay</p> <ul style="list-style-type: none"> <li>Organize and write an essay.</li> </ul>	<ol style="list-style-type: none"> <li>Use relative pronouns.</li> <li>Use essential and non-essential relative clauses.</li> </ol>		<p>Call to Action</p> <ul style="list-style-type: none"> <li>Create a poster and give a speech.</li> </ul>
<ol style="list-style-type: none"> <li>/i:/ and /ɪ/ Sounds</li> <li>The –s Sound: Consonant Clusters</li> </ol>	<p>Cover Letter</p> <ul style="list-style-type: none"> <li>Write a concise cover letter for an application.</li> </ul> <p>Strategy: Write Concisely</p>	<ol style="list-style-type: none"> <li>Use present and past modal auxiliaries in the passive.</li> <li>Use present and past participial adjectives.</li> </ol>	<ol style="list-style-type: none"> <li>Help Others Understand</li> </ol>	<p>Design a Program</p> <ul style="list-style-type: none"> <li>Design and present an educational program that promotes the future success of its students.</li> </ul>
<ol style="list-style-type: none"> <li>Linking</li> <li>More Linking</li> </ol>	<p>Letter to the Editor</p> <ul style="list-style-type: none"> <li>Write a letter to the editor asking for something to be changed.</li> </ul>	<ol style="list-style-type: none"> <li>Use verbs in reported speech.</li> <li>Use common reporting verbs.</li> </ol>		<p>Newscast</p> <ul style="list-style-type: none"> <li>Create a newscast with a group.</li> </ul>
<ol style="list-style-type: none"> <li>Reduced Forms: <i>Gonna</i> and <i>'ll</i></li> <li>The –s Sound</li> </ol>	<p>Instructions</p> <ul style="list-style-type: none"> <li>Write instructions on the care and use of an object, device, or product.</li> </ul>	<ol style="list-style-type: none"> <li>Use different ways of expressing the future.</li> <li>Use the future perfect tense.</li> </ol>	<ol style="list-style-type: none"> <li>Give a Pitch</li> </ol>	<p>Product Pitch</p> <ul style="list-style-type: none"> <li>Design and pitch an innovative product.</li> </ul>
<ol style="list-style-type: none"> <li>The /dʒ/ Sound</li> <li>The /w/ Sound</li> </ol>	<p>Report</p> <ul style="list-style-type: none"> <li>Write a report based on a survey.</li> </ul> <p>Strategy: Peer Editing</p>	<ol style="list-style-type: none"> <li>Use the second conditional.</li> <li>Use the third conditional.</li> </ol>		<p>Action Plan</p> <ul style="list-style-type: none"> <li>Develop a plan for rebuilding the world after an apocalypse.</li> </ul>

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# What Can Your Story Teach Others?

## Objectives

- **Listening:** Distinguish main ideas and supporting details in a radio interview. [GSE 51]
- **Speaking:** Relate a straightforward narrative or description as a linear sequence of points. [GSE 57]
- **Reading:** Distinguish supporting details from the main points in a text. [GSE 61]
- **Watching:** Follow chronological sequences in informal speech at natural speed. [GSE 65]
- **Speaking:** Tell a short story about something funny or interesting that happened. [GSE 59]
- **Writing:** Write short biographies about real or imaginary people. [GSE 51]



## WARM-UP

- A.** Look at these photos with a partner and choose one. Discuss and agree on the first three sentences of a story about that photo. Write the sentences below.



.....

.....

.....

- B.** Exchange sentences with another pair of students. Add three more sentences to continue their story. Present your stories to the class.

.....

.....

.....



George Dawes Green

**BEFORE YOU LISTEN**

**A.** What is a story that you often tell new friends? Why do you tell that story?

**VOCABULARY**

**A.** Match the words in bold from the audio clip with their closest meanings.

Word		Meaning
1. You tell stories where you are <b>relaying</b> the events of the day.	d	a) trying to find out private or secret information
2. It is about <b>elevating</b> the dinner story and putting it on stage.	e	b) a description or report of an event or experience
3. She learned what happened from the <b>accounts</b> of others.	b	c) moves forward
4. The story <b>skips ahead</b> to when she is 16.	c	d) passing on information
5. Her favourite pastime was <b>snooping around</b> the house.	a	e) raising something to a more important position



**WHILE YOU LISTEN**

**B.** Listen to the interview, and answer the following questions.

- In what year did *The Moth* begin? 1997
- Who was on stage telling stories? Different people such as an astronaut, a writer
- Who is Catherine Burns? The Moth's artistic director
- Who is *The Moth's* founder and what was his job? George Dawes Green / novelist
- What is *The Moth*? A podcast with people telling personal stories on stage

**C.** Are the questions in task B about main ideas or supporting details? How do you know?

Supporting ideas because they are simple: names, dates, proper nouns

**D.** What is the main idea of the interview?

The Moth took the dinner party story and made it an art form.

**AFTER YOU LISTEN**

**E.** Discuss the following questions with a partner.

- How did *The Moth* begin?
- How was Catherine Burns inspired by Ophira Eisenberg?
- How did *The Moth* help pioneer the modern storytelling movement?
- Do you think storytelling is important? Why or why not?

**A.** On the timeline below, write five major events in your life with the dates. Begin from when you were 12 years old until now. Tell a partner about the events.



**USEFUL LANGUAGE**

Use the following time markers to show a sequence of events.

after that    first    for a while    later    now    then    to start

**B.** Complete the sentences with words from the Useful Language box above. More than one expression may be used for some of the sentences.

1. **First, To start** ....., I should begin by telling you about my hometown.
2. **Then, After that, Later** ....., I moved to another city to take a job at a large firm.
3. **For a while** ....., I liked the job, but **then** ..... I developed a passion for English.
4. **Now** ....., I'm studying in a new country!

**C.** Tell your partner a story that includes two of the items from the list below. Add one idea of your own. Remember to use the Useful Language expressions.

- Your hometown
- Studying in a new country
- Moving to another city
- .....



**PRONUNCIATION FOCUS**

**ASSIMILATION**

**A.** Assimilation happens when the last sound in a word causes the first sound in the next word to change. Listen to the following sentences. Choose the sound that you hear: *sh /ʃ/* or *ch /tʃ/*.

1. I'm going later this year.       /ʃ/     /tʃ/
2. She went there last year.       /ʃ/     /tʃ/
3. For a time, it makes you feel good.       /ʃ/     /tʃ/
4. After all that, it's just you and me.       /ʃ/     /tʃ/

**B.** Say the sentences with a partner.



**D.** Look at the photos in the handout. Use expressions from Useful Language to tell a story to your group.



**BEFORE YOU READ**

**A.** Do you know any of these stories? Choose the ones you know and compare with a partner. You can add stories from your own country.

- Gianna the Beautiful
- Hansel and Gretel
- The Lion and the Crane
- Little Red Riding Hood
- Cinderella
- .....
- Aladdin
- .....

**B.** What happens in the stories? Summarize one of the stories for your partner.

**VOCABULARY**

Look at the words in bold in the text on page 79. Write the words beside the correct synonyms below.

- 1. simple: **primitive** .....
- 2. perfect: **idyllic** .....
- 3. caring: **sympathetic** .....
- 4. healthy: **robust** .....
- 5. upsetting: **agitating** .....
- 6. difficult: **strenuous** .....
- 7. skilled: **proficient** .....
- 8. giving: **generous** .....

**WHILE YOU READ**

**C.** Scan the text. Identify whether each of the numbered sentences is a main idea or a supporting detail.

Sentence	1	2	3	4	5	6	7	8	9
Main Idea	✓		✓				✓	✓	
Supporting Detail		✓		✓	✓	✓			✓

**D.** Read the text again, and choose true or false for the following statements.

Statement	True	False
1. Family storytelling helps children feel more connected to people as they grow up.	✓	
2. The drawbacks of storytelling are that children will have lower self-esteem and overall happiness, and difficulty connecting with others.		✓
3. Family stories with a negative element should be avoided unless something positive comes out of them.	✓	
4. Some families do not have stories to tell because of their culture or their circumstances.		✓

## What Kids Learn from Hearing Family Stories

1 [1] Reading to children has educational benefits, of course — but so does sharing tales from the past.

Most parents know about the benefits of reading stories from books with their young children. [2] Reading books with children on a daily basis advances their language skills, extends their learning about the world, and helps their own reading later in school.

[3] The cozy image of cuddling up with your young child while poring over a book, however, doesn't fit with reality for some parents and children. [4] Parents from some cultures are uncomfortable reading with their children because books were not part of their everyday lives growing up. For other parents, reading with children is an **agitating** activity because of their own negative experiences learning to read. Yet what most parents don't know is that everyday family stories offer many of the same benefits of reading — and even some new ones.



15 Research on family storytelling shows that children of the parents who learned new ways to reminisce also demonstrate better understanding of other people's thoughts and emotions. [5] In the preteen years, children whose families collaboratively discuss everyday events and family history more often have higher self-esteem. [6] Adolescents with a stronger knowledge of family history have more **robust** identities, better coping skills, and lower rates of depression and anxiety. Family storytelling can help a child grow into a teen who feels connected to the important people in his or her life. [7] Family stories can continue to be part of a parent's daily interactions with their children into adolescence, long past the age of the bedtime story.

[8] All families have stories to tell, regardless of their culture or their circumstances, but not all of these stories are **idyllic** ones. Research shows that children and adolescents can learn a great deal from stories of life's more **strenuous** moments as long as something good can be taken from the experience.

[9] Telling the story about the time the Christmas tree ignited because of faulty wiring and burned up the presents is fine, as long as you can find a silver lining. For example: Luckily you were able to save some favourite ornaments, and your family ended up at a soup kitchen for Christmas dinner where you met Marion, who would become a treasured family friend.

Oral storytelling has been part of human existence for millennia. Toddlers start telling **primitive** stories from nearly as soon as they can speak, beginning with simple sentences about past experiences such as "Cookie all gone." By age three or four, most children can tell a relatively sensible story of a past experience.



By the time they are in elementary school, children will entertain a **sympathetic** adult with highly detailed stories about events of great importance to them, such as scoring a goal at a soccer game, but they may fail to mention the bigger picture that their team still lost. In the preteen and early adolescent years, children tell highly **proficient** stories about events in their lives, but they still need help understanding difficult events, such as the time their best friend dumped them for someone else. It is not until mid-adolescence that teens can understand the impact of events on their lives and on who they are becoming. Even older adolescents still benefit from their parents' help in understanding life's **curveballs**.

Family stories can be told nearly anywhere. They cost us only our time, our memories, our creativity. They can inspire us, protect us, and connect us to others. So be **generous** with your stories. Remember that your children may have them for a lifetime.

Reese, Elaine. "What Kids Learn from Hearing Family Stories." *The Atlantic*, 9 Dec. 2013, [www.theatlantic.com/education/archive/2013/12/what-kids-learn-from-hearing-family-stories/282075/](http://www.theatlantic.com/education/archive/2013/12/what-kids-learn-from-hearing-family-stories/282075/).

**curveball:** surprising or unexpected event

### AFTER YOU READ

**E.** What kinds of stories do children in the following age groups tell? Write them below. With a partner, think of an example of each type.

1. Toddlers: Simple one-sentence stories about past experiences
2. Three to four years: Relatively sensible story of a past experience
3. Elementary school: Detailed stories about important events
4. Early adolescence: Highly proficient stories about events in their lives
5. Mid to late adolescence: Stories that show understanding of the impact of events on them

**F.** With a partner, discuss stories you read or that your parents told you when you were a child. Were any of them stories about family successes or failures?

- Family success: Son, when we came to this country, we had nothing. Our family worked. We opened a store. Your grandfather went to high school. Your father went to college. And now you ...
- Family failure: Sweetheart, we used to have it all. Then, we lost everything.



# LESSON 4

## GRAMMAR PAST OR PAST PERFECT



**1**  
Carlos hadn't slept well the night before so

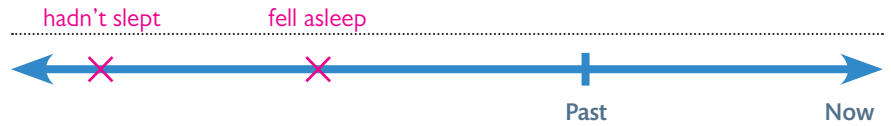


**2**  
he fell asleep in class.

**A.** Work with a partner. Look at the photos in the margin, and discuss what happened. Write the result under photo 2.

**B.** Read the sentence in task A and answer the questions.

- Did the actions happen in the present or the past? Past
- How many actions are there in the sentence? Two (studied and got)
- Which action happened first? Hadn't slept
- What form is used with *had* in the past perfect? Past participle
- Label the timeline with the actions from the sentence.



Rule	Form: <i>had (not) + past participle</i>	Keywords
1. We use the past perfect to talk about what happened before a certain point in the past. The past perfect identifies which action happened first.	<p><b>She had (never) studied</b> English before she took this course.</p> <p><b>Had she (ever) studied</b> English before she took this course?</p>	<i>after, already, before, by the time, ever, never, when</i>
2. With <i>before</i> or <i>after</i> , we can use either the simple past or the past perfect if the time relationship is clear.	<p><b>She studied</b> English before she took this course.</p> <p><b>Had she studied</b> English before she took this course?</p>	

**C.** Join the two sentences to make one sentence containing the past perfect. Use the keywords above. Compare with a partner.

- I arrived at the airport. My flight left.  
By the time / When I arrived at the airport, my flight had already left.
- The movie ended. I went to bed.  
After the movie had ended, I went to bed. / By the time I went to bed, the movie had ended.
- I already saw the movie. I read the book.  
I had already seen the movie before I read the book.
- I didn't arrange a homestay. I arrived in Canada last summer.  
I hadn't arranged a homestay before I arrived in Canada last summer.

**D.** Look at the series of events below, and explain what happened. Use the past and the past perfect.

- Missed the bus
- Missed my connecting flight
- Forgot my passport at home
- Finally arrived in Hong Kong



**E.** Complete your personal timeline on the handout, and ask your partner questions.

BEFORE YOU WATCH

A. Could you stop speaking for five years? Under what circumstances?

LISTENING STRATEGY

DATES AND NUMBERS

Dates and numbers are often used to highlight important information and organize it chronologically. For example, Maya Angelou was born in 1928 and died in 2014. Her most famous work was a book called *I Know Why the Caged Bird Sings*, written in 1969.



▶ WHILE YOU WATCH

B. Answer the questions below. Discuss your answers with a partner.

1. What is the purpose of the video? *It tells who Maya Angelou was.*
2. Which parts of Maya Angelou's life does it show? *It shows her early and later life.*

C. Complete the notes below about Maya Angelou. Compare them with a partner.

1. On January 20, 1993, Maya *read poetry at President Clinton's inauguration*.
2. Between the ages of eight and 13, Maya *didn't speak*.
3. In 1959, she moved to *New York City*, where she met two important men: *Martin Luther King, Jr. and Malcolm X*.
4. By the 1980s, *she was one of the most well-known writers in the US*.
5. In her 70s and 80s, *she directed a film, collaborated on an album, wrote an autobiography, campaigned for politicians, won an award*.

AFTER YOU WATCH

D. Why is Maya Angelou an important historical figure? Why did she advocate for her community? Discuss with a partner.

VOCABULARY

Match the words from the video with the correct definitions.

Word	Definition	Word	Definition
1. controversial	b	4. modern	f
2. well-known	c	5. inspired	a
3. noteworthy	d	6. involved	e
	a)		d)
	b)		e)
	c)		f)

**A.** Read the sentences, and underline the clauses. Write if each clause is independent or dependent. An independent clause expresses a complete thought. A dependent clause doesn't express a complete thought and cannot stand alone.

1. Many people immigrate every year. Independent
2. They love learning new languages, and they study hard. Independent; independent
3. Some students experience culture shock when they get to a new country.  
Independent; dependent

**B.** Look at the examples of the three main types of sentences in English. Then read the rules below. Write the numbers of the rules that match the examples in the correct column.

Simple Sentences	Compound Sentences	Complex Sentences
Most parents know about the benefits of reading.	She scored a goal, but the team still lost the game.	After being silent for five years, Maya Angelou finally began to talk.
Even older children still need help from their parents.	Catherine pulled out things from Ophira's story, and she connected them to her own life.	When she visited an air show in 1920, Amelia Earhart went on her first flight.
3	2, 4	1, 5
Rules		
<ol style="list-style-type: none"> <li>1. It is an independent clause joined by one or more dependent clauses.</li> <li>2. These independent clauses are joined by a coordinating conjunction (<i>for, and, nor, but, or, yet, so</i>).</li> <li>3. It expresses a single complete thought that can stand on its own.</li> <li>4. It has two independent clauses, which contain two simple sentences.</li> <li>5. It has a subordinating conjunction (<i>as, because, since, after, although, when</i>).</li> </ol>		

**C.** Write the sentence type for each sentence: simple, compound, or complex. Then, underline the dependent clauses. Refer to the Grammar Reference Appendix, pages 203 and 204, for help.

1. Harry Potter is my favourite series, but I also love *The Hunger Games*. Compound
2. They went to a famous restaurant to celebrate their anniversary. Simple
3. After hearing my grandfather's story, I researched Poland during WWI. Complex
4. The test was very difficult, and Jen thought she didn't pass. Compound
5. Now that I have graduated from university, I am going to look for a job. Complex
6. Vincent painted the apartment last weekend to surprise his wife. Simple
7. When I was fifteen years old, I went to France for a summer. Complex



**D.** Answer questions about independent and dependent clauses in the handout.

**E.** On a separate page, write four sentences about a book or a movie that you know. Read your sentences to a partner. He or she will guess which types of sentences they are (simple, compound, or complex).

When we tell stories, we often use the following techniques.

- Involve the audience in the story.
- Make it personal.
- Use descriptive language.
- Use humour.
- Bring characters to life.
- Build up to a moment the audience won't forget.
- End with a positive message.

### LIFE SKILLS VIDEO TELL A STORY



Watch the video of someone telling a story to his friends. See the Life Skills Appendix, page 195, to complete this task.

**A.** Discuss these questions with a partner.

1. What is a popular humorous TV show in your country? Why is it funny?
2. Do you think the show would be successful in other parts of the world? Why?

### SPEAKING STRATEGY

#### TECHNIQUES TO TELL A HUMOROUS STORY

The key to telling a funny or interesting story is to build up to a punchline, a final sentence that makes the audience react or laugh. Consider the following steps.

- |  |   |
|--|---|
| <b>a)</b> Grab the audience's attention.   | <b>c)</b> Include a twist (change in the expected outcome).                         |
| <b>b)</b> Set up the scene (establish time period, give descriptive details, introduce emotional qualities). | <b>d)</b> End with a punchline (final phrase or sentence that provides the humour). |

**B.** Number the events in the following stories in order to show the correct sequence. Then, write the letter of the technique used.

#### Story 1

.....**4, b**..... When my friend called, I listened for a few seconds. Then, I turned to my date and said, "I'm so sorry, but my dog is sick. I have to go home."

.....**5, c**..... You wouldn't believe what happened next.

.....**3, b**..... I met my date at the restaurant, and we started talking.

.....**2, b**..... Before going out, I asked my friend if she could call me in 30 minutes in case the date was going badly.

.....**6, d**..... He said, "No problem!" In a few more minutes, my dog was going to get run over!"

.....**1, a**..... The other day, I went on a blind date.

## Story 2

- 2, b One day, I gave the students in my class a test. They had to write an email.
- 5, d Bruno answered: "Teacher, the question says to write an email to someone in your country telling them about your life in Canada. My mother does not speak English."
- 1, a I have to tell you a funny story about something that happened to me.
- 3, b But there was a problem. As I collected the tests, I quickly looked at the answers.
- 4, c "Bruno, why did you write your email in Spanish?" I asked.

### USEFUL LANGUAGE

We can use the phrases below to grab attention or introduce a twist in a story. With a partner, write the number of each phrase in the correct column.

Grab Attention	Include a Twist
<u>2, 4, 5</u>	<u>1, 3, 6</u>

- Then, something unexpected happened.
- The other day, I was ...
- You wouldn't believe what happened next.
- You know, this funny thing happened to me.
- Have you heard about ...?
- But, there was a problem.

- C.** Tell a partner one of the stories from task B. Use different language to grab attention in the first sentence and to introduce a twist.



### PRONUNCIATION FOCUS

#### /b/, /p/, AND /v/ SOUNDS

When you say /b/ in *bore* and /v/ in *leave*, there is a vibration in your throat. When you say /p/ in *poor* and /f/ in *leaf*, there is no vibration.

- A.** Listen to the word pairs, and underline the word that you hear in each.
- buy pie
  - vase base
  - safe save
  - very ferry
  - have half
  - fine vine

- B.** Practise saying these tongue twisters with a partner.

- The base of that purple vase has a face.
- Patricia, leave the leaf behind.

- D.** Think about a funny situation you have been in. How you would tell others about it? Think about the questions below. Then, tell the story to a partner.

- How will you grab the audience's attention?
- How will you set the scene?
- If there is a twist, what will it be?
- What is the punchline?



- E.** Use the handout to prepare stories and give feedback to your classmates.

**A.** What do you know about the following people? Do research on them and complete the profiles with a partner.



Name: .....  
 Nationality: .....  
 Date of birth: .....  
 Famous for: .....  
 Key dates: .....

Name: .....  
 Nationality: .....  
 Date of birth: .....  
 Famous for: .....  
 Key dates: .....

Name: .....  
 Nationality: .....  
 Date of birth: .....  
 Famous for: .....  
 Key dates: .....

**B.** What is this kind of information used for? **Biography** .....

**C.** Read the biography below. The paragraphs are out of order. Write the paragraph numbers corresponding to the headings in the table. Then, read the paragraphs in the correct sequence in the Text Models Appendix, page 211.

Headings	Paragraphs
Where Amelia Earhart Grew up	2, 6, 8
First Time Flying	5, 9
First Woman to Cross the Atlantic	1
Crossing the Atlantic Solo	3, 4
World Flight	7

### Biography of Amelia Earhart

- In 1928, Amelia was invited to take part in a historic flight across the Atlantic. Together with pilot Bill Stultz and co-pilot Slim Gordon, Amelia flew across the Atlantic Ocean in the airplane Friendship. On June 18, 1928, after twenty-one hours of flying, the plane landed in Wales. She was the first woman to make the flight across the Atlantic.
- Amelia Earhart was born on July 24, 1897, in Atchison, Kansas. Her father Edwin was a lawyer who worked for the railroad. She spent a lot of her childhood playing with her younger sister Muriel.



3. Amelia was not satisfied, however. She wanted to make the same trip across the Atlantic, but this time she wanted to pilot the plane and make the flight by herself. On May 20, 1932, she took off from Harbour Grace, Newfoundland.
4. The flight was very dangerous because there was bad weather as well as thick clouds, and often her windshield and wings were covered with ice. Fourteen hours later she had crossed the Atlantic Ocean, but had to cut the flight short, landing in a cow pasture in Londonderry, Northern Ireland.
5. On December 28, 1920, Amelia and her father visited an air show in California. Amelia went on her first plane flight that day. She later said that she knew she had to fly as soon as the plane was just a few hundred feet off the ground.

6. Amelia's first flight was when she was just seven years old. With the help of Muriel and her uncle, she made a homemade roller coaster. After crashing dramatically, she told her sister that it "was just like flying."
7. Although she was the most famous woman pilot in the world, Earhart wasn't satisfied and wanted to be the first woman to fly around the world. On June 1, 1937, Amelia and Fred Noonan, her navigator, took off from Miami, Florida. They flew a number of flights, eventually getting all the way across Africa and Asia to New Guinea in the South Pacific. On July 2, they took off from New Guinea to fly to Howland Island in the Pacific Ocean, but they were never seen again.
8. When Amelia was eleven years old, in 1908, she saw one of the Wright Brothers' first airplanes at the Iowa State Fair. She had no interest in flying and didn't think much of the plane at the time.
9. Amelia worked hard and eventually purchased her own plane: a bright yellow airplane she nicknamed the Canary.

"Amelia Earhart." *Ducksters Education Site*, [www.ducksters.com/biography/women\\_leaders/amelia\\_earhart.php](http://www.ducksters.com/biography/women_leaders/amelia_earhart.php).

**D.** Underline the words or phrases that are used to express time in Amelia Earhart's biography. Then, write the key events in order on the timeline below.



**E.** On a separate page, write a 250-word biography. Write about one of the people from task A or someone you are close to. You can also write an autobiography of your own life. Include the kinds of information listed in task A.

# Final Project TELL A STORY

A pecha kucha is a storytelling format where you talk about 10 pictures or slides for 10 seconds each. You will use this technique to convey a positive message.

## STEP 1

Think about the biographies of Maya Angelou (Lesson 5) and Amelia Earhart (Lesson 8), and answer the questions below. Compare answers with a partner.

1. What is Maya Angelou's biography an example of?

**a)** A family success story

**b)** A family failure story

2. What evidence is there in the biography to support that?

Publishing books, talking at the presidential inauguration

3. What title would you give Maya Angelou's biography? Why?

4. What is Amelia Earhart's biography an example of?

**a)** A family success story

**b)** A family failure story

5. What evidence is there in the biography to support that?

Getting her own plane, being the first female pilot

6. What title would you give Amelia Earhart's biography? Why?

## STEP 2



Watch the example of a pecha kucha in the video, and answer the questions.

1. What is the key message of Rnold Smith's story? How he got over his fear of failure

2. What pictures did he show? List three examples. Possible answers include his family,

a guitar, a stage.

3. What did he say about each picture? The death of his father and mother inspired him

to take guitar lessons and enrol in musical theatre school.



## STEP 3

To prepare for your pecha kucha, complete the handout. Consider the following questions.

1. What is the key message of your story?

2. What pictures can you show to tell this story?

3. What will you say about each picture?





#### STEP 4

Think of a story from your life or about someone you know that has a great message or positive life lesson.

What is the story's title? .....

What is the message? .....



#### STEP 5

Rehearse your pecha kucha. If you are creating slides, see the handout for more instructions on how to create the slides. Present your pecha kucha to a partner.

#### STEP 6

As you are listening to your partner's pecha kucha, identify which storytelling technique(s) your partner used.

- |   |  |
|---|--|
| <input type="checkbox"/> Involve the audience in the story. | <input type="checkbox"/> Bring characters to life.                       |
| <input type="checkbox"/> Make it personal.                  | <input type="checkbox"/> Build up to a moment the audience won't forget. |
| <input type="checkbox"/> Use descriptive language.          | <input type="checkbox"/> End with a positive message.                    |
| <input type="checkbox"/> Use humour.                        |  |

#### STEP 7

Answer these questions.

1. Write two questions you would like to ask your partner, and record the answers.

Questions

.....  
.....

Answers

.....  
.....

2. What did you learn about your partner? List two things.

.....  
.....

#### STEP 8

Share what you learned about each other with the class.

# WRAP-UP

## TEST YOUR SKILLS

### SPEAKING

**A.** Tell a partner what you did last weekend, on your last trip, or the last time you went out with friends. Listen and identify which storytelling techniques your partner used.

- Involve your audience in the story.
- Make it personal.
- Use descriptive language.
- Use humour.
- Bring characters to life.
- Build up to a moment the audience won't forget.
- End with a positive message.

**B.** Write a phrase you might use to grab the audience's attention.

*You know, this funny thing happened to me yesterday. / The other day, I was* .....

### WRITING

What kind of information should be included in a short biography? Choose all the correct answers.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Name          | <input checked="" type="checkbox"/> What the person is famous for |
| <input checked="" type="checkbox"/> Nationality   | <input type="checkbox"/> A joke                                   |
| <input checked="" type="checkbox"/> Date of birth | <input checked="" type="checkbox"/> Key dates                     |

## TEST YOUR KNOWLEDGE

### GRAMMAR

**A.** Underline the correct past tense form to complete the sentences.

1. By the time we found the venue, the concert (finished / had finished).
2. When I talked to my mom last night, my dad (didn't arrive / hadn't arrived) home yet.
3. Before we showed up at the gym for our workout, the trainer (already exercised / had already exercised) for two hours.
4. He opened the window, jumped out, and (ran / had run).

**B.** Identify what type each of the following sentences is: simple, compound, or complex.

1. The best movie I saw last year was *Captain America*. Simple .....
2. Family storytelling can help children grow into people with stronger connections to others. Simple .....
3. After living in different cities, Maya Angelou moved to New York in 1959. Complex .....

4. For a time, I felt really sad about the situation. Simple
5. Fred Noonan and Amelia Earhart took off from New Guinea to fly to Howland Island, but they were never seen again. Compound
6. When I miss her, I can read all the journals she wrote. Complex
7. Reading to children has education benefits, but sharing tales from the past does too. Compound

## VOCABULARY

Complete the paragraph with the correct words from the list below.

controversial	generous	idyllic	inspired	strenuous
---------------	----------	---------	----------	-----------

When my parents got together, it was very controversial. Their families did not approve of their relationship. This impacted their marriage. When I was born, they were inspired to create a happy family for us. They made strenuous efforts to reconnect with their families so I could grow up with grandparents, aunts, uncles, and cousins in my life. My childhood was not the most idyllic, but I learned to be generous with my love.



### Now I Can

- identify main ideas and supporting details in an audio clip;
- describe the personal significance of events and experiences;
- identify supporting details and main points in a text;
- use the past perfect;
- watch a video, and follow the chronological sequence of events in someone's life;
- recognize simple, compound, and complex sentences;
- tell a short story about something funny or interesting that happened;
- write a biography.

## OUTSIDE CLASS

- A.** Find a biography or an autobiography of a well-known person you admire. Read the first 10 pages.
  1. Who is the book about? What did you learn about the person?
  2. Will you continue reading the book? Why?
  3. Do you think you will recommend it to a classmate. Why?
- B.** Share your answers with your classmates.