

5 WHAT SEEMS TO BE THE PROBLEM?

PREVIEW THE UNIT

LESSON 1	Describe technology problems
	Vocabulary Technology problems
	Grammar Past perfect continuous
	Pronunciation Link final consonants to beginning consonants
LESSON 2	Talk about technology solutions
	Vocabulary Technology solutions
	Grammar Need with gerunds and passive infinitives
	Conversation skill Reassure someone
LESSON 3	Discuss how technology affects us
	Grammar Infinitives as subject complements
	Listening skill Listen for counterarguments
LESSON 4	Read an article about hacking
	Reading skill Identify contrasts
LESSON 5	Write a product review
	Writing skill Write relevant subheads
	Writing process tip Think about your readers
PUT IT TOGETHER	
	Presentation project An advance in technology
	Presentation skill Speak slowly and clearly

 Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

- A** • Write the unit title on the board and read it aloud. Ask the class, *Have you ever asked anyone this question? What was their answer?* Elicit answers. Ask, *Has anyone asked you this question? What was your answer?*
- Tell Ss to read the learning goals. Answer any questions they have.
- B** • Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *an office, people looking at a computer, papers or files on a desk.*
 - Explore the context. Ask, *What is going on? What seems to be the problem for these people? Have you ever felt the way these people do? What was the situation for you?*
- C** • Focus on the social media message. Ask, *Who wrote the message?* (Michael Stewart) Have Ss read what Michael says on page 4 or play the video of Michael. Then ask, *What do you know about Michael?* (He's a project manager.)
- Read Michael's social media message aloud. Ask, *Where is Michael going?* (to the New York office) *Why is he going there?* (to give an important presentation)

5

WHAT SEEMS TO BE THE PROBLEM?

LEARNING GOALS

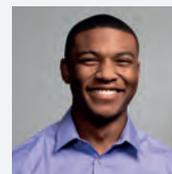
In this unit, you

- ⊗ describe technology problems
- ⊗ talk about technology solutions
- ⊗ discuss how technology affects us
- ⊗ read an article about hacking
- ⊗ write a product review



GET STARTED

- Read the unit title and learning goals.
- Look at the photo. What's going on?
- Now read Michael's message. Where is he going? Why?



MICHAEL STEWART

@MichaelS

Headed to the New York office for a big meeting. Giving an important presentation.



MICHAEL STEWART

@MichaelS

My presentation is about to start. Hope everything goes smoothly! Fingers crossed!

1 VOCABULARY Technology problems

- A** Read the ad for computer support. How much time do people waste with technology problems?
More than 20 minutes a day.
- B** ▶ 05-01 Listen. Then listen and repeat.

DID YOU KNOW? On average, people deal with technology problems for more than twenty minutes each day. Are you having frustrating tech problems at work, home, or school?

Has your

hard drive crashed?	log-in failed?
battery died?	screen frozen?

Have you gotten

an error message?	a virus?
spyware?	disconnected from the internet?

If so, we are here to help! Just give us a call or talk to one of our online support staff members. **We can help you solve all these problems and many more!**

- C** ▶ 05-02 Listen. Which technology problem is the speaker describing? Write a word or phrase from 1B.

1. <u>log-in failed</u>	3. <u>an error message</u>	5. <u>battery died</u>
2. <u>disconnected from the internet</u>	4. <u>screen frozen</u>	6. <u>a virus</u>
- D** **TAKE A POLL** Who in the class has had these problems? How much time do you think you spend on technology problems every day?

2 GRAMMAR Past perfect continuous

We use the past perfect continuous to show that an activity started in the past and continued up until another point in the past.

Statements					
Subject	Had (not) + been		Present participle		
I	had been		loading		my presentation files when the screen froze.
They					
Questions					
	Had	Subject	Been	Present participle	
	Had	you	been	loading	your files when the screen froze?
What	had	you	been	doing	when the screen froze?

>> FOR PRACTICE, GO TO PAGE 137

LESSON 1 DESCRIBE TECHNOLOGY PROBLEMS

- Read the lesson title and the social media message aloud. Ask, *What does about to start mean?* (will start soon) *What does smoothly mean?* (without problems)
- Ask, *What do crossed fingers look like?* Demonstrate by holding up your hand with your index (first) finger crossed over the middle finger. *What do crossed fingers mean?* (a wish for good luck)



CULTURE NOTE Crossed fingers is a gesture usually used to wish for luck in the United States and some other Western cultures. However, the same gesture is vulgar or insulting in other cultures. Good luck may be conveyed by other gestures in different countries. For example, *to press your thumbs for someone* in Germany means you are wishing someone good luck. Germans raise their fists with their thumb tucked in to show someone they are pressing their thumbs for the other person.

1 VOCABULARY

- A**
- With books closed, ask, *Have you ever had a problem with your computer, tablet, or phone? How much time did it take you to fix that problem?* Have Ss open their books and draw attention to the question.
 - Give Ss time to answer the question with a partner or small group.
 - Ask, *What is the longest time you ever had to spend fixing a technology problem?* Take a class survey to see whose problem took the longest to solve. *Did you feel it was a waste of time? Why or why not?*
- B**
- Solicit a volunteer to read the *Did you know* introductory statement and question. Draw attention to the pictures. Say, *Listen to the words and phrases that are commonly used to describe technology problems.* Before each vocabulary item, read the beginning of the question at the top of each section of the box. For example, say, *Has your...* and then play the audio for the relevant items.
 - Remind Ss to listen first, and then listen again and repeat. Play the audio.
 - Replay the audio if appropriate.
 - To review, have Ss read the questions with a partner after playing the audio.
 - Close the discussion by asking Ss to offer guesses about what are some of the “many more” problems the company can solve.



OPTION Clarify the meaning of these technology problems by showing an authentic picture of what these technology problems look like. Or, have Ss find images and share them in small groups.



EXTENSION Bring in samples of authentic technology help ads such as the one pictured. Ask, *Do you like this ad for computer support? Would you use this company? Why or why not?*



TEACHING TIP Keep in mind that some Ss may be able to afford technology equipment at home, but others may not. Consider using school equipment when possible to avoid any conflicts.



- D**
- Tell Ss they will hear several conversations that mention a technology problem. Read the instructions.
 - Play the audio. Repeat the audio if appropriate.
 - To review, let Ss compare answers with a partner. Then go over the answers with the whole class.
 - Take a poll by asking, for each of the eight types of problems, who has had this problem. Count responses when Ss raise their hand.
 - Extend the discussion by letting Ss share stories in small groups or with the whole class that explain what their technology problem was, how much time it took to fix, and if they used an ad like the one pictured in 1B to help them fix the problem.

2 GRAMMAR

- Write on the board: *We had been studying vocabulary when I said it was time to study grammar.* Say it aloud. Ask, *What happened first in this sentence?* (studying vocabulary) Ask, *Is studying vocabulary finished?* (Yes, it started and finished in the past.) Ask, *When did it finish?* (when something else also in the past started) Say, *We are going to study the past perfect continuous.* Mention that this tense is easily confused with the past continuous. Make sure Ss understand how the tenses are different. Say, *The past perfect continuous is different from the past continuous because it places more emphasis on the duration of or repetition of the earlier action.*
- Ask Ss to look at the grammar chart. Read the explanation and example statements aloud. Ask, *Why is the word not in parentheses?* (It is used only to make the sentence negative.) Write a sentence on the board using the word *not*: *I had not been working very long when the screen froze.*
- Draw attention to the second half of the grammar chart with the questions. Solicit volunteers to read the sample questions aloud. Then ask the second question and tell Ss to answer with any activity they were doing last night. Give an example: *What had you been doing when the screen froze? I had been studying my grammar when the screen froze.*

3 PRONUNCIATION

- A** • Direct Ss' attention to the pronunciation note. Say, *When speaking English, some words are linked. This means they are said together rather than sounding like they are two different words.* Play the audio.
- Write on the board: *pink blanket*. Say, *This is an example of a final consonant sound linking to a different beginning consonant sound.* Pronounce it and have Ss repeat.
 - Write on the board: *big game*. Say, *This is an example of a final consonant linking to the same beginning consonant sound.* Pronounce it and have Ss repeat.
 - Write on the board: *first car*. Say, *This is an example of the final consonant sound /st/ linking to another beginning consonant sound.* Pronounce it and have Ss repeat.
- B** • Read the instructions. Play the audio. Have Ss listen, and then listen and repeat.
- C** • Read the instructions aloud. Play the audio. Have Ss listen and complete the exercise individually.
- Put Ss in pairs to compare answers.
 - Write the sentences on the board. Ask two **higher-level Ss** to read the conversation aloud with their answers.
 - Then have Ss listen, check answers, and repeat. Correct any mistakes on the board.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people? (Michael and Pablo) What are they doing? (Michael is working on his laptop; Pablo is looking at Michael's laptop screen.)*
- Give Ss time to preview the exercise items. Ask, *What do you think Michael and Pablo are talking about?*
 - Have Ss listen or watch. Ask, *Was your prediction correct? Go over the answers as a class.*
- B** • Say, *We are going to watch again.* Read the questions aloud. Tell Ss to listen for the answers to these questions.
- Have Ss listen or watch again and complete the exercise. Review answers.
 - Check Ss' understanding of vocabulary items such as *approval, to display, settings*.
 - Read the question in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.

- +** **EXTENSION** Ask additional comprehension questions:
1. *Where are they?* (the New York office)
 2. *What is keeping Pablo really busy?* (a new ad campaign)
 3. *Pablo says it is never _____.* (boring)
 4. *What does Pablo say also happened to him a few weeks ago?* (his screen froze)
 5. *Pablo says Michael might have a problem with his _____.* (settings)

LANGUAGE NOTE Michael says there is a lot *riding* on his presentation. *Ride on* is a phrasal verb used as an idiom to mean *depend on to be successful*.

- C** • Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.

5 TRY IT YOURSELF

- A** • Read the instructions aloud.
- Answer any questions and then give Ss time to take notes. Remind them to be as detailed as they can.
- B** • Pair Ss to discuss their problems. Tell them to take turns being Student A and Student B. Remind them to use the conversation in 4C as an example.
- C** • Schedule time for reports.
- Poll the class. After each report, see how many Ss have had the same problem. Keep a tally on the board.

EXIT TICKET Write on the board: *Think of a time when you had an accident or made a mistake. What had you been doing when it happened?* Have Ss write their names on a blank card. Put them in pairs to ask and answer the question. Model an answer: *I had been talking to my friend when I sent a chat message to the wrong person.* Ask them to think of three examples. Listen and take notes on areas for review and extra practice.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to talk about technology problems
- ✓ using the past perfect continuous
- ✓ linking final consonants to beginning consonants

3 PRONUNCIATION

- A** ▶ 05-03 Read and listen to the pronunciation note.
- B** ▶ 05-04 Listen. Notice how the final consonants are pronounced. Then listen and repeat.
- Final consonant + Different beginning consonant
blank page, laptop, password, tech support
- Final consonant + Same beginning consonant
support team, hard drive, half-finished, big game
- Final /st/ + Different beginning consonant
last night, next problem, first computer
- C** ▶ 05-05 Listen. Complete the dialog. Then listen and repeat.

A: Oh, no! My laptop just shut down. And my report is only half-finished .

B: I'll call tech support. They have a(n) great guy there.

A: This isn't the first time. It happened twice last night .

B: Don't worry. If he can't fix it, you can use mine.

4 CONVERSATION

- A** ▶ 05-06 Listen or watch. What do Michael and Pablo mainly talk about?
Answers may vary. Possible answer: Michael and Pablo mainly talk about the problems with Michael's laptop.
- B** ▶ 05-07 Listen or watch again. Answer the questions.
- Why is Michael giving a presentation?
Michael is giving a presentation so he can get approval for a new project.
 - What four problems does Michael have with his laptop?
He gets an error message, the screen has frozen, his log-in failed, and his presentation won't display.
 - What does Pablo first suggest trying as a solution?
Pablo suggests trying to restart the computer.
 - Who does Pablo go to get for help?
Pablo goes to get tech support.



How would you describe Michael and Pablo's work relationship?



- C** ▶ 05-08 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Michael: Hmm...that's strange. I thought I had this all set up and now I'm getting a(n) error message .

Pablo: Error message? That's not good. Was it working OK earlier?

Michael: Yeah, there were no problems. I'd been looking at my presentation and everything seemed fine, and now the screen is frozen .

Pablo: Hmm...the same thing happened to me a few weeks ago.

5 TRY IT YOURSELF

- A** **THINK** When did you last have a technology problem? What was the problem? What had you been doing when the problem happened? Take notes.
- B** **PAIRS** Student A: Describe the technology problem you had. Use the information in 5A. Student B: Ask questions to get more information. Use the conversation in 4C as an example.
- C** **REPORT** Present your technology problems to the class. Which is the most common problem experienced by your classmates?

I CAN DESCRIBE TECHNOLOGY PROBLEMS.





MICHAEL STEWART

@MichaelS

Ugh. Technology. Is it me or does it always go wrong at the worst time? Sometimes I think we'd be better off without it.

1 VOCABULARY Technology solutions

A ▶ 05-09 Listen. Then listen and repeat.

reset: to change something like a password or control so that it is ready to use again

recharge: to put a new supply of electricity into a battery

reboot: to start a computer after it has stopped working

install: to add software to a computer so it is ready to use

restore: to return a control setting to its original state

replace: to get something new to put in place of something old or broken

reconnect: to establish a connection to something like a server again

uninstall: to remove a software program from a computer

B Label the pictures with words from 1A.



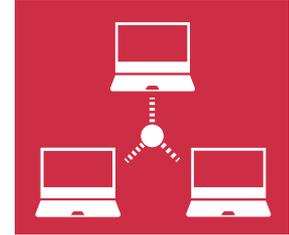
1. restore
a setting



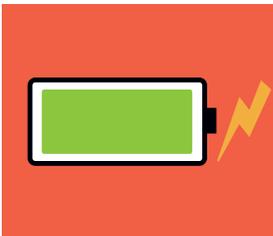
3. reboot
a device



5. uninstall
a program



7. reconnect
to a network



2. recharge
a battery



4. install
antivirus software



6. replace
a power cord



8. reset
a password

C PAIRS Compare answers.

2 GRAMMAR Need with gerunds and passive infinitives

Need can be followed by a gerund or a passive infinitive. The meaning is the same in both cases.

Need + gerund			Need + passive infinitive		
Subject	Need	Gerund	Subject	Need	Passive infinitive
The battery	needs	charging.	The battery	needs	to be charged.
Our employees	need	training.	Our employees	need	to be trained.

>> FOR PRACTICE, GO TO PAGE 138

LESSON 2 TALK ABOUT TECHNOLOGY SOLUTIONS



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What is a solution?* (a way to fix a problem) To check comprehension, ask, *What kinds of things do you try to find solutions for?* Accept any reasonable answer. Start the list with a few suggestions: *technology problems, relationship problems, health issues.*
- Read the social media message aloud. Ask, *Have you ever had something go wrong with your technology at the worst time? Tell us about it. Do you agree with Michael that we'd be better off without it? Why or why not?*

1 VOCABULARY

- A**
- Draw attention to the words in 1A. Say, *These words are all related to technology solutions.* Have Ss cover the definitions with a piece of paper and ask them to guess what the words mean. Then, have Ss look at the definitions in 1A. Ask, *Did you guess correctly?*
 - Tell Ss to listen to the pronunciation of the vocabulary words as you read them aloud.
 - Play the audio.
 - Replay the audio. This time, remind Ss to listen and repeat.



LANGUAGE NOTE Six of the vocabulary words begin with the prefix *re-*. *Re-* originally was found in words with Latin roots and means *again* to indicate repetition. It can also have the meaning *back* or *backward* to indicate withdrawing or moving backward.



EXTENSION Put Ss into mixed-level teams to make a list of other words with the *re-* prefix. After a set time limit, have the teams write their lists on the board. Check the lists for accuracy. The team with the most words that no other team has on their lists is declared the winner. Go over the definitions of the new *re-* words. If Ss need a few examples to help them get started, review the list in 1A or provide some new words, such as *retreat, revert, repeat, or regenerate.*



- Say, *These are pictures showing the verbs listed in 1A.* Read the instructions.
- Have Ss work individually. Circulate to help as needed.



EXTENSION Have Ss use a search engine to do an online search for images for each of the words. Ask, *Were the images you found similar to the ones in our textbook? What other images did you find?*



- Pair Ss to compare their answers.
- Go over the answers with the whole class.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: *gerund* and *infinitive*. Also write: *tidying* and *to tidy*. Ask, *Which of these is a gerund?* (*tidying*) *Which is an infinitive?* (*to tidy*) *What is a gerund?* (a word that ends in *-ing*; it looks like a verb, but it functions as a noun) Give an example on the board: *We were tidying for two hours. I hate tidying.* Say, *In the first sentence, tidying is part of the verb. In the second sentence, tidying is the noun.* Ask, *What is an infinitive?* (the basic form of the verb that begins with *to*)
- Say, *The verb need can be used with a gerund or passive infinitive to discuss necessity.* Write on the board: *The house needs tidying up. The house needs to be tidied.*
- Have Ss open their books and look at the grammar chart. Read the explanation and example statements aloud. Ask, *Is there any difference in meaning between the two sentences?* (no)



LANGUAGE NOTE Ss may need to know how to form the *passive infinitive*. It is especially common after modal verbs such as *may, should, or could*. The *passive infinitive* indicates what is possible or correct. To form the *passive infinitive*, use the verb *be* and the past participle, for example, *He is hoping to be elected to the student council. The house needs to be tidied up. She could be awarded first prize for her science project. The doors should be locked before you go to bed.*



EXTENSION Remind Ss that not all verbs can be followed by both infinitives and gerunds. Write the following sentences on the board, and have Ss complete them with gerunds or infinitives. Sample answers are in parentheses:

1. *I usually go _____ on Saturdays.* (shopping)
2. *When I finish _____, I will meet you for dinner.* (studying)
3. *She wants _____ a new place for vacation.* (to visit)
4. *Jose avoids _____ because it isn't good for him.* (eating candy)
5. *Linjia promised _____ me on Friday.* (to meet)

3 CONVERSATION SKILL

- A** • With books closed, ask, *Have you ever tried to make someone feel better when they were worried? There are certain expressions you can use to make someone feel better.*
- Have Ss open their books. Read the conversation skill aloud. Model the sample expressions. Have Ss repeat.
 - Say, *It is important that you use an appropriate tone of voice to help the person feel better. You don't want to sound angry or upset.*

- Direct Ss' attention to 3A. Say, *Notice that Speaker B reassures Speaker A.* Play the audio.
 - Ask Ss to underline the words Speaker B uses to reassure Speaker A in each conversation.
- B** • In pairs, have Ss practice the conversations. Time permitting, have them swap roles and practice again.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people? (Michael and Amy) What is Amy's job? (She works in tech support.) Where are they? (in Michael's presentation room)*
- Ask, *What do we remember from the previous lesson about Michael's technology problems? What problems do you think Michael will report to Amy?*
 - Have Ss listen or watch. Ask, *Were your predictions correct?*
- B** • Tell Ss to listen or watch again to answer the questions. Give them time to preview the exercise items.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
 - To review, go over the answers with the whole class.
 - Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share how they feel about Amy's helpfulness. Point out that in the video, Michael calls Amy a *lifesaver*. A *lifesaver* is an idiom that means someone or something that saves someone from a serious problem.



EXTENSION Ask additional questions to test comprehension:

1. *How is Michael feeling at the beginning? (frustrated)*
2. *What words does Amy use to reassure Michael after she greets him? (no problem)*
3. *What was Michael worried his computer had? (a virus)*
4. *Where is Amy's office? (right down the hall)*
5. *What solutions does Amy offer? (restoring settings, updating, rebooting the system)*

- C** • Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers. Ask, *What phrases does Amy use to reassure Michael? (this shouldn't be a big deal; it'll only take a few minutes)*
 - In pairs, have Ss practice the conversation. Monitor. Listen for the expressions of reassurance and offer feedback on intonation. Have Ss swap roles.

5 TRY IT YOURSELF

- A** • Say, *Imagine you have a technology problem with your phone. You can also use a problem you had in the past. Use yourself as an example. Say, My phone sometimes drops calls when I am talking to someone.*
- Draw the chart in the textbook on the board. Complete it using your example. Ask, *What are some solutions to my problem? Write answers in the chart.*
 - Ask the class to think about their own problem.
 - Give Ss time to complete the chart.
 - Monitor. Provide help with vocabulary and spelling as necessary.
- B** • Have Ss use their charts to role-play a conversation. Have Student A report his or her technology problem first and have Student B offer a solution after reassuring him or her. Remind Ss to use the conversation from 4C as a model. Then have Ss swap roles.
- C** • Ask Ss to share their partner's problem and solution with the class. Hold a class discussion about whether the proposed solution is the best one.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to talk about technology solutions
- ✓ using *need* with gerunds or passive infinitives
- ✓ reassuring each other



EXIT TICKET Ask, *What problem do you think we should try to fix in our city? Say, I think one problem our city has is traffic!* Give Ss a few minutes to write down their ideas. Write the list on the board. Give each S a blank card and have them write their name. Tell them to pick one problem and offer one solution. Give an example solution: *The traffic needs to be monitored by more police officers.* Collect the cards and make notes about what should be reviewed in future classes.

3 CONVERSATION SKILL

A ▶05-10 Read the conversation skill.

Listen. Notice how Speaker B reassures Speaker A.

- A: My computer screen has frozen, and I haven't saved my files. I may have lost everything.
B: It shouldn't be a problem. We can recover your files.
- A: I think my computer might have a virus.
B: Don't worry. I can get rid of it for you.

B PAIRS Practice the conversations.

Answers may vary. Possible answer: Michael tells Amy that he got an error message when he was looking at his presentation. Then the screen froze and his presentation wouldn't load.

4 CONVERSATION



A ▶05-11 Listen or watch. What problems does Michael report to Amy?



B ▶05-12 Listen or watch again. Answer the questions.

Amy doesn't think that the computer has a virus because Michael has installed the latest antivirus software.

- How does Michael feel when he sees Amy? *Michael feels happy and relieved to see Amy.*
- Why doesn't Amy think that the computer has a virus?
- What is the last step Amy recommends to Michael? *Amy tells Michael to open his presentation.*
- How does Michael feel when Amy leaves? Why?



C ▶05-13 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael feels happy and relieved when Amy leaves because his laptop is working properly again.

Michael: I restarted my computer, and everything looked fine, but now my presentation won't load. What do you think is wrong?

Amy: Hmm...Let me take a look.

Michael: Sure.

Amy: Well, this shouldn't be a big deal. Some of your settings just need to be restored. It'll only take a few minutes.

Reassure someone

When someone has a problem or is feeling worried, you can use expressions like these to help them feel better:

Don't worry.

It's not a big deal.

It's nothing to stress over.

This shouldn't be a problem.

I've seen worse.

Not a problem!



Does Amy seem helpful? What does she do to show she knows what she is doing?



5 TRY IT YOURSELF

A THINK Imagine you have a technology problem with your phone. What is the best solution for it? Complete the chart.

Problem	Solution

B ROLE PLAY Student A: Report your technology problem to Student B. Student B: Tell Student A what needs to be done. Make sure you reassure Student A first. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's problem and solution. Does anyone else have any advice?

■ I CAN TALK ABOUT TECHNOLOGY SOLUTIONS.





MICHAEL STEWART

@MichaelS

Watched this talk about technology making us lazier. Interesting, but I'm not sure I agree.

1 BEFORE YOU LISTEN

A What kinds of technology do you use that make your life easier? How often do you use them?



B ▶05-14 **VOCABULARY** Listen. Then listen and repeat.

depict: to show someone or something using language or pictures
entertain: to do something that interests people
exaggerate: to make something seem bigger, better, or worse than it really is
a digital assistant: a device that understands spoken language and allows you to control networked items in your home
a remote / a remote control: a thing you use to control a device, such as a television
convenience: the quality of being good or useful because it makes things easier
retain: to keep information in your memory, such as numbers, dates, or facts
critical thinking: the ability to make a careful judgment about something
media: the organizations that provide news and information

C Complete the sentences with words from 1B.

- I can tell my digital assistant to play music, change the TV channel, and turn on the lights.
- I'm glad I can use my phone to remember all of the information I can't retain .
- Nowadays if you're bored, you always have the internet to entertain you.
- I have one remote / remote control for my TV and another for the audio. It's very annoying!
- In the old days, there were a few TV channels and a lot of newspapers, but now the most important media source is the internet.
- Getting food delivered is expensive, but you're paying for the convenience .
- The new movie will depict the life of a famous politician.
- Paying attention to both sides of an argument can help you improve your critical thinking .
- Companies often exaggerate the importance of their new technology. It's not usually very different from what we already have.

2 GRAMMAR Infinitives as subject complements

We sometimes use infinitives after the verb *be* to describe or identify a subject. These sentences often introduce a goal, purpose, or plan.

Subject	Be	Infinitive	
Our goal	is	to move	as little as possible.
The purpose of technology	has been	to make	life easier.
Their plan	was	to develop	a safer car.

Note: *Be* + infinitive usually appears after an **abstract noun**:

His advice was to... *My dream* is to... *Their intention* was to... *The effect* will be to...

>> FOR PRACTICE, GO TO PAGE 139



LESSON 3 DISCUSS HOW TECHNOLOGY AFFECTS US



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Say, *Michael says he watched a talk that said*

technology is making us lazier. He isn't sure he agrees. What about you? Do you agree? Why or why not?

1 BEFORE YOU LISTEN

- A** • Read the questions aloud. In small groups, have Ss discuss the answers. Encourage them to take notes.
- Ask each group to write their lists and the total time the Ss use that technology a day as a group. For example, if Ss list *mobile phone* and each of the four Ss in the group uses their phone for one hour a day, then they would write *four hours* next to it. See which groups use which technologies the most.
- Ask, *Do you think we should use any technology more? Less?* Invite volunteers to share their ideas.



TEACHING TIP Talk about or review causes and effects. Draw a cause and effect graphic organizer on the board. Tell Ss this graphic organizer is a good way for Ss to organize their ideas about how something is affected by something else.



- +** **EXTENSION** Put Ss in groups. Have Ss write *mobile phone* or some other piece of technology in the Cause box. Give them time to think of as many effects of mobile phones as they can. Leave enough time for Ss to present their cause and effect graphic organizers on the board. Or, draw one Cause box and many Effect boxes on the board and complete it as a class.
- B** • Have Ss preview the terms and definitions before listening. Ask, *Which of these terms have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.



OPTION Have Ss use each word or phrase in a sentence. Ask Ss to write their sentences on the board. Turn it into a game by having Ss write their sentences on the board and leaving a line for the vocabulary term. Let Ss figure out the missing term.



- C** • Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns saying the answers aloud.



EXTENSION Arrange Ss in small groups to discuss the questions using the vocabulary items.

1. *How does the media depict your country or town?*
2. *What do you do to entertain yourself?*
3. *Have you ever exaggerated a story? What did you say?*
4. *Do you have a digital assistant like Echo or Alexa? What might be good about these? What might be bad about these?*
5. *Can you imagine life without remote controls? How have remote controls affected us?*
6. *Which innovation do you think has brought the most convenience: online shopping or online streaming?*
7. *What study tips do you have for how to retain important information?*
8. *Do you think technology prevents people from critical thinking?*
9. *What are your favorite media sources for news or information?*

2 GRAMMAR

- Ask, *Do you remember what an infinitive is from Lesson 2?* (the base form of the verb usually used with the word *to*) Say, *We can use infinitives as part of subject complements. What is a subject complement?* (a word or phrase that follows a linking verb and describes the subject of a sentence)
- Draw attention to the grammar chart. Read the explanation aloud. Write *Our goal is to speak English as best we can.* Point out the different parts of the sentence: subject, *be* verb (linking verb), and *to + infinitive* phrase.

- Read the examples aloud. Make sure Ss understand that they all follow the same structure.
- Read the Note aloud. Read the sample phrases with abstract nouns. Review the three sample sentences as well so Ss can see the abstract nouns.



LANGUAGE NOTE An abstract noun is a word that is an idea, quality, or state. You cannot experience abstract nouns with any of your senses, such as sight, smell, taste, touch, or hearing. For example, *love* is an abstract noun.

3 LISTENING

- A** • Tell Ss they are going to listen to or watch a presentation. Explain that these kinds of presentations to audiences may also be referred to as *persuasive speeches*. Read the presentation title aloud: *Our Lazy, Dumb Future*.
- Play the audio or video. Ask, *What is the speaker's intention?*

 **CULTURE NOTE** *WALL-E* is an American movie produced by Pixar for Walt Disney. The film is computer-animated and its genre is science fiction. In the movie, Earth is a wasteland and there are no humans left. WALL-E is the only thing left behind to pick up trash, but he falls in love with a probe sent to the planet to look for plant life.

- B** • Focus on the Listening Skill. Read it aloud. Have Ss repeat the sentence frames after you. Say, *Pointing out counterarguments before your own opinions can make your ideas more persuasive*. Remind Ss that Unit 4's Writing Skill looked at how to introduce opposing arguments in persuasive writing.
- For the second listening or viewing, tell Ss to listen specifically for the counterarguments and to check them when they hear them. Give Ss time to read the list before listening.
 - Play the audio or video. Give Ss time to compare ideas.
 - To review, read each item and ask Ss to raise their hand if they think this is a counterargument. Keep a tally on

the board. Check if the highest votes were indeed the counterarguments.

- C** • Tell Ss they will now focus on the details. Ask Ss to preview the exercise items. Explain that they will circle the things the speaker feels are making us lazier and / or less intelligent.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.
- D** • Have Ss focus on the vocabulary.
- Play the audio or video again if appropriate. Have Ss complete the exercise individually.

 **EXTENSION** On the board, write this expression in a circle: *well on the way to...* Ask, *What are you well on the way to?* Draw four lines out from the circle and write Ss' ideas at the end of the lines. Complete the first line for an imaginary student. Say, *This student is well on his way to buying a car*. Write *buying a car* at the end of one of the lines. Complete the lines with a few other examples. Have Ss complete a circle for themselves. Then repeat this process for the expression *to tune (something or someone) out*.

- E** • In pairs, have Ss read the sentences aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

4 DISCUSSION

- A** • Say, *We are going to have a discussion about modern technology. This might be challenging because we are going to talk about modern technology that was NOT mentioned in the talk*. Draw attention to the questions in 4A.
- Give Ss time to think about the questions. Encourage them to take notes to use during the discussion. Give an example on the board: *Self-driving cars. Purpose: To save people time and make driving safer; Effect: One effect is to reduce the number of people who own a car.*
 - Monitor. Provide help with vocabulary or spelling as necessary.
- B** • Have Ss work with a partner to share opinions and examples about modern technology, its purpose, and its effect on people.

 **EXTENSION** Tell Ss to take notes on their partner's ideas because they will have to report on those to the rest of the class. Schedule time for Ss to report back on what they discussed with their partners.

- C** • Give Ss time to analyze what the speaker says in the talk. Have Ss report to the class about whether they agree with the speaker and give a suggestion

about what we should do to prevent ourselves from becoming lazier and less intelligent.

- Encourage **higher-level Ss** to begin their report with an introduction and conclusion as studied in the Listening Skill box in Unit 2.



LOOK FOR While Ss are completing the Discussion activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to discuss how technology affects us
- ✓ using *to* + infinitives as subject complements
- ✓ using abstract nouns
- ✓ including counterarguments



EXIT TICKET Have Ss write their names on a blank card. Have them write a counterargument to support one of their ideas from 4C. Give an example. *Some people say that technology makes us less intelligent, but I disagree. I think technology makes us smarter because we have to learn how to use it and that takes critical thinking!* As Ss leave, collect their cards. Read the cards to identify areas for review and additional practice.

3 LISTENING



- A** ▶05-15 Listen or watch. What is the speaker's intention?
- a. to explain how we need to improve technology
 - b.** to warn that technology could have a negative effect
 - c. to convince us to stop using technology



- B** ▶05-16 Read the Listening Skill. Listen or watch again. Check (✓) the ideas that are introduced as counterarguments.

- a. The vision of the future in *Wall-E* is wildly exaggerated.
- b. Some people no longer leave the house to buy things.
- c. Digital assistants are a wonderful convenience.
- d. It's easy to ignore other people's opinions.
- e. I'm being unreasonable about technology. It makes life better.



- C** ▶05-17 Listen or watch again. According to the speaker, which things could be making us lazier and / or less intelligent? Circle the items.

- a.** shopping online
- d.** digital assistants
- g.** hundreds of TV channels
- b. movies
- e. self-driving cars
- h.** washing machines
- c.** social media
- f.** internet-connected refrigerators

- D** **VOCABULARY EXPANSION** Read each sentence from the talk. What do the underlined expressions mean?

1. You may think this vision of the future is wildly exaggerated, but I've got bad news for you, folks. I think we're well on the way there.
making a lot of progress toward
2. Brick-and-mortar stores are closing all over the world as more and more of us decide not to leave the house to buy things.
stores that are in buildings, not online
3. If a TV newscaster or a writer or my uncle on social media presents ideas that I don't like, I can just tune them out by changing the channel, or putting the book down, or clicking "unfollow."
stop paying attention to them

- E** **PAIRS** Compare answers in 3D.

4 DISCUSSION

- A** **THINK** List three examples of modern technology not mentioned in the talk. What is the purpose of each one? How does it affect people? Take notes.
- B** **DISCUSS** In small groups, share your examples and opinions from 4A.
- C** **ANALYZE** Report to the class. Do you agree with what the speaker says about technology? What can we do, if anything, to prevent ourselves from becoming lazier and less intelligent?



LISTENING SKILL

Listen for counterarguments

Speakers often present counterarguments—ideas they don't agree with—before they explain their own opinions. They may introduce counterarguments with expressions like:

You may think...

Some people say...

Many people believe...





MICHAEL STEWART

@MichaelS

I just read an article that made me rethink how I feel about hacking. Is it always such a terrible thing?

1 BEFORE YOU READ

A PAIRS Has anyone you know ever been hacked? What happened?



B **05-18 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

justified expose corruption confidential outweigh
 privacy jeopardize

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 139

2 READ

A PREVIEW Read the title and the subheadings. Look at the photos. What do you think the article will be about?

B **05-19** Read and listen to the article. Was your prediction correct?

IS HACKING EVER JUSTIFIED?

HACKING AND BUSINESSES

Take these cases for example. In recent years, major international law firms have been hacked. Information from the firms, which included millions

15 of personal documents, was passed on to journalists who published some of it on their news sites. Through these hacks, the public learned how some of the world's richest, most powerful people were spending and managing their money, in some cases

20 even to avoid paying taxes. When this information was revealed, a lot of people were surprised and angry. They felt that the hacks were justified because they showed how the rich and powerful have access to systems that other

25 people don't. They strongly believed that the public had the right to know this kind of information. Not everyone, however, agreed that the ends justified the means. They thought that even the rich and powerful deserved to keep their information private.

30 They also worried that if it was OK to hack these people, what could protect other people?

HACKING AND GOVERNMENTS

Other situations have involved individuals and organizations that have attempted to hack into governments, either their own or foreign ones.

35 Sometimes, these hackers manage to get sensitive information that they hand over to journalists or publish on their own websites for the whole world to see. This information often contains personal details about government officials and confidential documents about

40 government programs and operations. People have very different opinions about this kind of hacking. On the one hand, some people believe that it is helpful to show what governments and government officials are doing. They claim that this enables citizens

45 to be more aware of their leaders' actions, in order to prevent things like corruption. On the other hand, critics say that these hackers go too far and are doing something potentially dangerous. They are concerned that this kind of hacking could reveal national secrets,

50 jeopardize people's careers, or even endanger their lives.

Hacking has become a big part of modern life. Every day, governments, organizations, businesses, and individuals are at risk of having their private information stolen and revealed. In fact, a University of Maryland study has shown

5 that one hacking attempt takes place about every 39 seconds. Everyone can probably agree that most kinds of hacking are wrong, such as stealing customers' financial data or removing photos from celebrities' phones. But what about when hacking reveals that something illegal has taken place? Or

10 when it exposes corruption? Are there any situations where hacking is actually justified?



LESSON 4 READ AN ARTICLE ABOUT HACKING



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Elicit the meaning of *debate* (a formal discussion on a specific topic, often held in public or on television; debates discuss both sides of an issue). Ask, *Has anyone ever participated in or watched a debate? What are some common types of debates?* Have Ss discuss in pairs, then elicit answers from the class. If Ss have trouble getting started, provide some sample answers such as *presidential debates, debate teams in high school or college*.
- Point out that *debate* can also be a verb meaning to argue about a specific topic, usually in a formal manner and in public.
- Read the social media message aloud. Ask, *What is hacking?* (accessing data on a computer system illegally) Say, *How does Michael feel about hacking?* (He used to think it was bad, now he is unsure.) Invite volunteers to share their opinions with the class about whether hacking is bad. Take a class poll. Ask, *How many of you think hacking might not always be a terrible thing?* Write the results on the board.



EXTENSION Challenge Ss to make a list of popular debating topics. Start the list for Ss by suggesting school uniforms or universal healthcare as topics. Put Ss in groups to make lists. Then have them write lists on the board. Allow Ss to search online if desired.

1 BEFORE YOU READ

- A** • Say, *In this lesson, we are going to talk about hacking.* Draw attention to the questions posed in the instructions.
- Pair Ss to discuss the questions. Invite volunteers to share stories.
- B** • Have Ss preview the vocabulary before listening. Tell them to circle any words they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the vocabulary words on the board and ask Ss what each word means. Write Ss' ideas on the board.
- To gain a deeper understanding of the vocabulary, ask Ss additional questions. For example:
 1. *Share a story about a time that someone you knew justified something they did that others felt was not the right thing to do.*
 2. *What would you do if private information was exposed to others?*
 3. *Give an example of corruption.*
 4. *What kind of information should be kept confidential?*
 5. *Discuss [school uniforms]. Do the pros outweigh the cons or vice versa?*
 6. *Privacy is a big issue in the United States. What privacy rights do you think people should have?*
 7. *What do you think could jeopardize your privacy online?*
- Remind Ss they can go to page 139 for further clarification and practice.

2 READ

- A** • Say, *Hacking is a topic that has become a big part of modern life.* Draw attention to the pictures in the reading. Ask, *Who do you think the pictures show?* (hackers; people who hack computer systems)
- Focus Ss on the title. Take a class vote before Ss read. Write how many Ss think hacking is justified and how many think hacking is not justified on the board.
- Ask Ss to analyze the format of the text. Put Ss in groups. Ask, *What do these subheadings tell you about the organization of the article? What are some details you think you might read about in each section?* Remind them that the reading is continued on page 61.
- B** • Tell Ss they are going to read and listen to an article about whether or not hacking is ever justified.
- Have Ss listen to and read the article. Play the audio and pause after the first paragraph. Repeat the poll to see if Ss think that hacking is justified. Write any new totals on the board next to the first tallies. Say, *Let's finish reading to see if the numbers change after we learn more.*
- Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.
- Take a final class poll to see if the tally changed.



OPTION Arrange Ss by similar level. Ask **lower-level Ss** to take turns reading paragraphs aloud. Have **higher-level Ss** read silently and then write comprehension questions. Have the higher-level Ss pair with lower-level Ss to ask them the comprehension questions and show them where the answers are in the text.

3 CHECK YOUR UNDERSTANDING

- A** • Ask, *What is the main idea of the article?* Have Ss write down their answer.
- Have Ss discuss their answer to the question in pairs. Suggest they skim the article again if necessary.
 - Review the answer as a class. Ask Ss to explain why other options that were suggested are not correct, such as information or detail is included, but not a main idea, or the idea was not explained.
- B** • Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
 - Ask, *Do you think the hacking debate is going to continue in the future?* Have Ss share their opinions in pairs.
- C** • Ask a volunteer to read lines 6–10 aloud for the class. First have Ss figure out how *probably* is used. Read the answer choices and then let Ss find the sentence in the reading before they circle their choice.
- Then focus attention on the second item. Elicit the answer as to how the second sentence is connected to the first. Read the answer choices aloud.
 - Have Ss complete the exercise. Let Ss compare answers in pairs. Review the answer as a class.

⊕ **EXTENSION** Ask Ss to find another article online and find an example of two sentences that are connected. Have them write them on the board. Challenge Ss to think about how the two sentences are related.

- D** • Read the Reading Skill aloud. Say, *Contrasting is a common way writers organize or describe information in a reading.* Explain to Ss that writers use certain words or phrases to signal contrasts. Read the list provided in the box.

- Have Ss complete the exercise individually and then compare their answers in mixed-level pairs. Have **higher-level Ss** partner with **lower-level Ss** to compare answers.
- To review, make sure Ss have underlined all the examples.

⊕ **EXTENSION** Have Ss think of other words or phrases to signal contrasts. Some other words include *while, despite, in spite of, in contrast, yet, differ, difference, on the contrary, conversely, otherwise*. For an extra challenge review language that is used to identify comparisons or challenge Ss to make a list. Common comparison words and phrases include *like, likewise, in like manner, in the same way, alike, similarly, just as*.

- E** • Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

 **TEACHING TIP** Review summarizing as taught in Lesson 5 in Unit 3.

⊕ **EXTENSION** Ask, *What questions do you still have about the article?* Have Ss write down 1–2 other questions they would want to know about the topic and share them in pairs. For homework, have Ss research the answer to their questions. At the beginning of the next class, give them a few minutes to share what they learned with the same partner.

⊕ **EXTENSION** Draw attention to the Discuss sidebar. Give Ss time to research a recent case of hacking and report back to the class.

4 MAKE IT PERSONAL

- A** • Read the instructions and say, *I want you to think about whether hacking is ever justified.* Draw a chart like the one on page 61 on the board. Share one of your own opinions for each column. For example, *Hacking is justified when it protects national security. Hacking isn't justified when it steals credit card information.*
- Have Ss copy the chart from page 61 and add their ideas. Remind them they can use these notes when they share their experiences.

- B** • Have Ss share their notes in pairs.
- Present a sample conversation that Ss can use as a model.

A: *I think hacking can be justified when...*

B: *I disagree. Hacking is never justified because...*

 **EXIT TICKET** Have Ss write their names on a blank card or piece of paper. Write on the board: *Hacking is/is not justified when...* Have Ss write a sentence to complete each of these options. Remind Ss to use the vocabulary and grammar studied in this unit. Collect cards as Ss leave to identify areas for review.

> LOOKING AHEAD TO THE FUTURE

In all these situations there are strong arguments for and against hacking and revealing private information to the public. Now that everyone is so connected to technology, cases like these are very likely to happen again. In the future, will people agree that hacking can ever be justified? Will the public's right to know information ever outweigh individual privacy and national security? These questions remain to be answered, but everyone can agree on at least one thing: This debate about hacking is going to come up again.



3 CHECK YOUR UNDERSTANDING

- A** Read the article again. What is it about?
Answers may vary. Possible answer: It will be about hacking and whether it is ever justified.
- B** Answer the questions, according to the article.
- What kinds of hacking are usually considered wrong?
Stealing customers' financial data and removing photos from celebrities' phones are kinds of hacking that are usually considered wrong.
 - What did the public learn when major international law firms were hacked?
The public learned how rich and powerful people were spending and managing their money, sometimes even to avoid paying taxes.
 - What did the public learn when governments were hacked?
The public learned personal details about government officials and confidential information about government programs and operations.
 - Why is the hacking debate going to continue in the future?
The hacking debate is going to continue because everyone is connected to technology and hacking cases are very likely to happen again.
- C** **CLOSE READING** Reread lines 6–10 in the article. Then circle the correct answers.
- In line 6, the writer uses *probably* to show that ____ .
 a. it is possible that some people don't agree
b. there are kinds of hacking that are not wrong
c. most people usually like to agree with each other
 - The next two sentences are connected to the first sentence because they provide ____ .
a. more examples of when hacking is definitely wrong
 b. examples of when hacking might be OK
c. examples of things that hackers are not able to do
- D** Read the Reading Skill. Then reread the article. Underline the words and phrases that are used to show contrasts.
- E** **PAIRS** What is the article about? Retell the most important ideas. Use your own words.

READING SKILL Identify contrasts

Writers often use specific words and phrases to signal contrasts. They include *but*, *however*, *although*, *on the one hand*, and *on the other hand*.

What is a recent case of hacking that caught the public's attention?



4 MAKE IT PERSONAL

- A** **THINK** Do you think hacking is ever justified? Give reasons for each opinion.

Hacking is justified when:	Hacking isn't justified when:

- B** **PAIRS** Share your ideas from 4A.



MICHAEL STEWART

@MichaelS

I just got a new camera that takes 360-degree videos and images. Check out the photo I took and read my review!

1 BEFORE YOU WRITE

A How do you decide to buy something new, especially something expensive like a camera?

B Complete the sentences with the words in the box.

playback upgrade compact

1. Nina's new phone is definitely a(n) upgrade from her old one. It has so many cool new features.
2. The playback feature on the video camera lets us watch and listen to what we had just recorded right away.
3. This new phone has all the same features, but it is smaller and more compact.

C Read the review. What is Michael's purpose in writing this review? Answers may vary. Possible answer: Michael wants to review this product so that people know the pros and cons before they buy it.

Review: The GV500 360-Degree Video Camera

My greatest passions are ice hockey, windsurfing, and digital media. So I was really excited when the new GV500 360-degree camera came out. Not only does it have many new features, but the videos and pictures I shoot with it make me feel like I'm in the middle of the action again.

BEST FEATURES

First of all, the GV500 is the easiest to use of all the 360-degree cameras in its price range. It's light and compact, which is very important for me when I'm carrying other equipment. Its design is also really attractive, but it is sturdy enough for me to use in the middle of fast-paced sports action. And, when I am shooting windsurfers, it's good to know that the GV500 is waterproof to 12 meters, which is up from 4 meters for the GV400. In addition, some of the GV500's technical qualities are especially important for my digital design work. The audio quality is great and uploading to social media is very simple.

ROOM FOR IMPROVEMENT

However, there are still some ways the GV500 could be improved. For example, even though they've made using it as simple as possible, there is still a lot to learn. If you are not very technical, this could be a problem. I also found that the image quality is not as good as it could be. It's fine for posting things on social media, but when I do business presentations, the playback is not good enough on large computer or TV screens. Then there's the price. At about \$200, I had to ask myself whether this new model was that much better than the old one.

TO BUY, OR NOT TO BUY

Obviously, my answer was "Yes," and I am very happy I bought it. If you are buying your first 360-degree camera, or want an upgrade from your current one, I recommend the GV500. As for some of its drawbacks, I hope they'll be solved when the GV600 comes out!



LESSON 5 WRITE A PRODUCT REVIEW



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Elicit the meaning of the verb *review* in this context (a report that gives an opinion). Read the social media message aloud. Ask, *What is special about Michael's new camera?* (It takes 360-degree videos and images; 360-degree images are panoramic and show what the photographer saw to the left and right, and up and down.) *Do you think*

Michael's review will be positive or negative? Take a class vote and write the tally on the board.

- Ask, *Have you ever bought a camera? If you have, did you read the reviews people wrote about it? If you are planning to buy a camera, will you read the reviews people write about it? Why or why not?* Elicit ideas from the class.

1 BEFORE YOU WRITE

- A** • Say, *I like to make sure I am spending my money on something that is good quality, especially if I am buying something very expensive. There are always a few things I do before making an expensive purchase.* Read the question aloud. Have Ss share their opinions in pairs or small groups.
- Have volunteers share their answers with the class.
- B** • Draw attention to the word box. Tell Ss these three words complete the sentences in the exercise.
- Have Ss read the three sentences and choose the correct word.
 - Go over the answers.
- C** • Tell Ss to look at the text. Ask, *What is it?* (a product review) Ask, *Who wrote it?* (Michael) *Where do you think he posted this review?* (the camera company's website, but accept any reasonable answer, such as a store's website or a general review site) *What is the subject?* (his new camera)
- Ask, *What do you think Michael's purpose was in writing the review?* Have Ss discuss with a partner before reading the review. You can remind them of the structure: *His purpose was to + infinitive.*
 - Have Ss follow along in their books as you read Michael's review aloud for the class. Remind them to determine why he wrote it. Give Ss time to discuss the answer in small groups. Consider having **higher-level Ss** read sections aloud for the rest of the class.
 - Ask Ss to underline any instances in the review where Michael used a connective to express contrasts. (Its design is also really attractive, but it is sturdy enough for me to use in the middle of fast-paced sports action. However, there are still some ways the GV500 could be improved. For example, even though they've made using it as simple as possible, there is still a lot to learn.

It's fine for posting things on social media, but when I do business presentations, the playback is not good enough on large computer or TV screens.) Review the language taught on page 61 if necessary. Let Ss compare answers. Ask, *Did Michael use the contrasts correctly? What were the contrasting ideas?*

- Clarify the meaning of any words Ss have questions about.

⋮ **OPTION** In pairs, have Ss take turns reading the product review aloud. Ask them to take turns reading every 4-5 lines.

⊕ **EXTENSION** Ask Ss to discuss in pairs what websites they use to find reviews for items they are interested in buying. Ask them to discuss whether they have ever written their own product reviews on social media.

⊕ **EXTENSION** Have Ss find a product review online to share with the rest of the class. Ask them to report on what product was reviewed, what the person liked or disliked about it, and if the writer used contrast language.

- D** • Tell Ss to look at the text again and complete the chart. Tell them to identify the pros and cons. Review pros and cons as studied in Lesson 3 in Unit 3 on page 37.
- Circulate to help Ss as needed.
 - Draw a blank chart on the board. Solicit volunteers to write their answers in the chart.

⋮ **OPTION** Have Ss highlight the information in the product review that helped them determine the answers for the chart.

2 FOCUS ON WRITING

- Ask Ss to close their books. Write *synonyms* on the board. Ask, *What is a synonym?* (a word or phrase that means exactly or nearly the same thing as another word or phrase) Say, *Sometimes a person might not use the words pros or cons, but uses words that let you know they are talking about pros and cons.*
- Ask Ss to open their books. Read the Writing Skill aloud. Make sure Ss identify the subheads in the product review on page 62.
- Tell Ss to individually reread the text in 1C. Have them identify which subhead introduces the pros, which discusses the cons, and which is the conclusion.

- Remind them that the words *pros*, *cons*, and *conclusion* are not used but phrases that have similar meanings are used. Ask them to write the words *pros*, *cons*, and *conclusion* next to the relevant subheads.
- Have Ss complete the exercise individually and then compare their underlining and labels in pairs. Invite volunteers to share their answers.

⊕ **EXTENSION** Project or show pictures of other product reviews you find online. For each one, tell Ss to identify subheads and see if they can tell which subheads are pros and which are cons.

3 PLAN YOUR WRITING

- A** • Say, *You are going to write a product review for something you have bought recently.* Tell Ss to take notes.
- Have Ss draw a chart like the one in 1D and transfer their notes to the chart.
 - Circulate to provide feedback on vocabulary and spelling. Encourage Ss to use a dictionary if they want.
- B** • Put Ss into pairs to talk about their products and their pros and cons, using their charts. Encourage Ss to ask

questions and share ideas. They can still add more notes to their charts.

⊕ **EXTENSION** Have pairs form groups of four. Ask each pair to share the details about their product. **Lower-level Ss** can look at their classmates' chart while presenting. Challenge **higher-level Ss** to complete the activity without looking at their notes.

4 WRITE

- Bring Ss' attention back to 1D. Say, *You can see how Michael used a chart like this to organize his product review.*
- Tell Ss to use the notes in their chart to write their own product review. Remind them to use 1C as a model and include 3–4 sentences in each paragraph.
- **Higher-level Ss** should write longer product reviews and add more detail where possible. Take this

opportunity to work one-on-one with **lower-level Ss** who struggle with writing to help them use the charts to organize their writing.

- Direct Ss' attention to the Writing tip. Read the information aloud. Say, *You should always think about your audience when you are writing. Ask yourself questions. Who are you writing for? Where will you be posting your review?* Remind them that writing clearly and concisely is very important.

5 REVISE YOUR WRITING

- A** • Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's product reviews. Have them work through the three checklist questions.

- B** • Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask questions if there is information that is unclear.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
 - Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections. If there is a piece of feedback they still don't understand, encourage them to ask their partner for clarification.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their review.

📄 **EXIT TICKET** Ask, *Will you read more product reviews? Why or why not?* Have Ss write their names on a blank card or piece of paper. Encourage them to use the language from this unit to answer the question. Give an example: *Some people don't read reviews. However, I think it is a good idea and I will read more reviews before I buy things.* Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

D Read the review again. Complete the chart with the pros and cons of the GV500.

GV500 Pros	GV500 Cons
easiest to use at this price light and compact attractive design sturdy waterproof to 12 meters great audio quality simple to upload to social media	a lot of technical information to learn image quality could be better playback is not great on big screens a bit expensive

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the review. Underline the subheadings in the review. Which one introduces the pros, cons, and conclusion?

Pros - Best Features

Cons - Room for Improvement

Conclusion - To buy, or not to buy

WRITING SKILL Write relevant subheadings

Use subheadings to divide and define sections of a piece of writing. You can use subheadings between the paragraphs, chapters, or main sections of text. They show what a particular section is about.

3 PLAN YOUR WRITING

A THINK What have you bought recently? Are there features you like about this product? Is there anything you don't like? Draw a chart like the one in 1D.

B PAIRS Talk about the product and its pros and cons.

4 WRITE

Write a review of a product you bought recently. Explain why you bought it, its pros and cons, and why you would or wouldn't recommend it to others. Use a subheading for each paragraph. Use the review in 1C as a model.

Writing tip

When you write a review of a product to post online, think about the interests of your readers. Some people won't have time to read your whole review, so keep your points clear and simple, and put the most important points first.

5 REVISE YOUR WRITING

A PAIRS Exchange product reviews and read each other's writing.

1. Did your partner clearly explain why he or she bought the product?
2. Did your partner include the pros and the cons of the product?
3. Did your partner include a relevant subheading for each paragraph?

B PAIRS Can your partner improve his or her product review? Make suggestions.

6 PROOFREAD

Read your product review again. Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶05-20 Listen or watch. What is the topic of the presentation? *Answers may vary. Possible answer: The presentation is about a new kind of technology.*



B ▶05-21 Listen or watch again. Answer the questions.

- Where are some companies putting solar panels?
Some companies are putting solar panels on roads.
- What would the bottom layer of these new solar panels do?
The bottom layer of these solar panels would turn sunlight into energy.
- What are the benefits of using solar panels on roads?
These solar panels could create energy to power things like lights, include sensors that would detect changes in light and pressure, and recharge electric cars while they're in motion.

C Read the presentation skill. Have you ever tried to use this skill?

D Make your own presentation.

Step 1 Do research about an advance in technology. Describe the advance and its effects.

Step 2 Prepare a two-minute presentation about the advance in technology. Bring an item or photo related to the technology.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Speak slowly and clearly

Be careful not to rush through your presentation. Pronounce words carefully and pause occasionally.

How did you do? Complete the self-evaluation on page 165.



2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- Describe technology problems
- Talk about technology solutions
- Discuss how technology affects us

Vocabulary

- Technology problems
- Technology solutions

Conversation

- Reassure someone

Pronunciation

- Link final consonants to beginning consonants

Listening

- Listen for counterarguments

Grammar

- Past perfect continuous
- Need with gerunds and passive infinitives
- Infinitives as subject complements

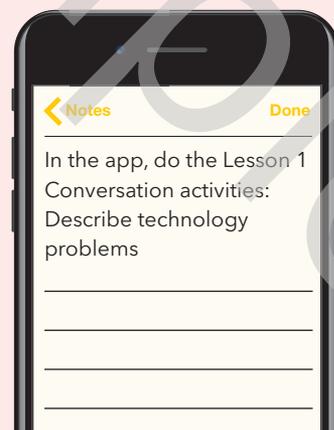
Reading

- Identify contrasts

Writing

- Write relevant subheadings

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

- A** • Have Ss look at the picture on the right. Ask, *How would you describe what you see in this picture?* (solar panels)
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* Review the answer as a class.
- B** • Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
 - Have Ss compare their answers to the questions in pairs. Review the answers as a class.
 - Have Ss discuss in pairs if their predictions were correct.
 - Ask, *What is something surprising or new you learned about solar energy? What is something surprising or new you learned about solar panels on roads?* Invite volunteers to share their answers with the class.
 - Check that Ss understand the concept of *clean energy*. (Some people use it to mean energy that does not cause pollution; others use it to mean any renewable energy sources.) Remind Ss that they read about different energy sources in Unit 4.
- C** • Read the Presentation Skill aloud. Read the script yourself to model speaking slowly and clearly for the Ss.
- Give Ss a paragraph from the script of the presentation or let them choose a paragraph from the reading in Lesson 4. Have Ss find a partner and read the script as if this were a presentation. Circulate to offer feedback on their presentation voices.
- D** • Read the three steps aloud for the class. Tell Ss they can present on any technological advance they are interested in. Give them time to look for several advances if they are having trouble thinking of options, and then choose one.
- Have them take notes about the technological advance that they found and explain its effects. Invite them to share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve their idea development.
 - Remind Ss to think about a good introduction and conclusion for their presentation. Walk around as Ss work and offer feedback on the introductions and conclusions as well as the organization. Provide help with pronunciation as necessary.
 - For homework, ask Ss to prepare a two-minute presentation based on the information in their notes. Have them refer to the following checklist as they practice their presentations:
 - Introduce a technological advance.
 - Include an introduction and conclusion.
 - Talk about its effects.
 - Speak slowly and clearly.
 - Remind Ss to bring in an item or picture related to their topic to show during their presentations.
 - Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
 - Have Ss give their presentations. Leave 2-3 minutes for questions and comments after each presentation.
 - Encourage Ss to complete the self-evaluation on page 165.

2 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.
- B** • Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
 - Then invite Ss to walk around and compare their ideas for learning different topics.