

Impact ISSUES 3

PRESENTING YOUR IDEAS IN ENGLISH



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Series Editor Michael Rost



THIRD EDITION

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Introduction

Impact Issues 3 is part of a three-book series (*Impact Issues 1*, *Impact Issues 2*, *Impact Issues 3*).

Impact Issues 3 is a complete course in oral communication for students at intermediate to upper intermediate level of English proficiency (GSE 41-59). The course is based on a collection of 20 highly engaging topics that spark critical thinking and meaningful discussion. Each unit has step-by-step support and language practice that deepens students' understanding of topics, and helps them express personal points of view, have animated interactions, and give meaningful presentations.

LEARNING PHILOSOPHY



The *Impact Issues* series has developed a unique "deep learning" approach to language acquisition. Often, communicative activities disappoint both students and teachers because of the focus on obvious ideas and superficial information exchange. The *Impact* series uses carefully chosen topics that engage students more deeply. The topics provoke reflection about life goals, ethics, careers, family, relationships, and more. Socially meaningful themes include education, equal rights, globalization, conflict and peace, nationalism, and environmental concerns. The focus on personally meaningful and socially relevant themes produces a highly engaging form of learning. The *Impact Issues* instructional process centers on four key areas: deep learning, community, engagement, and presentations.

DEEP LEARNING

 Simply knowing the meaning of words and sentences does not automatically produce deeper understanding. That requires active language processing and personal engagement with content. The *Impact* series nurtures this deeper form of understanding through infusion of "high impact" situational content; step-by-step support in engaging with the content; critical reflection on the situation; interaction with classmates to understand the issues and to present one's own perspective. Students gain familiarity with the issues, get to know the characters involved, reflect on a variety of opinions, and develop a personal connection to the issues. Deep learning is meaningful learning.

COMMUNITY

 Language learning is both personal and communal. Students are asked to explore their personal reasons and styles for language learning. They are encouraged to invite exposure to the life experiences of others in their learning community—the characters in the book and the other students in their own class. The *Impact* series is designed to nurture a positive classroom culture of sharing and diversity. This attitude will enhance the positive experience of contact with the new language. This is what we call "linguaculture learning." Learners gain a sense of participating in the larger community of English speakers as it exists around the world, and a sense of solidarity with other learners, turning language learning into an intercultural experience.

ENGAGEMENT



Learning a foreign language is challenging. We must engage with others using limited tools of understanding and self-expression. We must think and act in ways that feel foreign. These learning demands can easily produce resistance. Some textbooks might try to deal with this resistance by providing familiar topics and easy practice tasks, in the hope that students will eventually become ready to deal with deeper topics and real communication. Such an approach, however, typically leads to minimal engagement and less memorable learning. The *Impact* series introduces a range of stimulating topics that fully engage students from the outset. At the same time, each unit offers structured support to provide security. This approach reduces resistance, increases engagement, and leads to deep learning.

PRESENTATIONS



"Presenting your ideas in English" is an essential part of the *Impact Issues* approach. The final section of each unit provides an opportunity for each student to share his or her unique point of view about the unit theme. Presentations are not focused on surface performance—memorized scripts or practiced gestures. Presentations can be done in pairs and small groups—the key is for the students to focus on their personal content and connection to their audience, regardless of its size. To inspire students to share their own ideas, learners are first provided with a video model of a typical student sharing their thoughts on the unit theme. Following this, the students engage in simple exercises to plan their own presentations and the opportunity to express their ideas to others. Students build both proficiency and confidence as they develop their own "voice."

Using Impact Issues

The units in *Impact Issues* are designed to be accessible linguistically, while challenging students intellectually. *Impact Issues* is especially suitable for learners whose reading, grammar, and vocabulary skills are stronger than their oral production skills. Each unit features step-by-step preparation that turns students' passive knowledge into active communication practice.

Unit Opening

- Highlights two or three personal and social issues to be explored in the unit. Each situation presents a theme for students to reflect on, talk about, and present their views on.

Get Ready

Estimated time: 5 minutes

- Introduces the topic and gets students thinking about their ideas and opinions.
- Students ask and answer basic questions to connect with the topic.

Engage

A READ AND LISTEN (audio streaming at english.com/activate)

SITUATION

Estimated time: 10-15 minutes

- Presents the main issue of the unit in the form of a situational story, either a dialogue or a monologue.
- Students read the story and listen (on streaming audio) at the same time.

B GLOSSARY

Estimated time: 5 minutes

- Reviews expressions from the story to expand students' knowledge of colloquial vocabulary.
- Students say the target expressions out loud and learn a paraphrase for each one.

Understand the Situation

A CHECK YOUR COMPREHENSION

Estimated time: 5 minutes

- Ensures students understand the key points of the **SITUATION** before proceeding with the communicative sections of the unit.
- Students work in pairs to answer questions about the **SITUATION**.

B DRAMATIC READING

Estimated time: 5 minutes

- Gives students practice with expressive and dramatic reading to deepen engagement with the story.
- Allows for shadowing practice if done with the audio recording.
- Students work in pairs to re-enact the conversation out loud.

C LANGUAGE PUZZLE

Estimated time: 5 minutes

- Provides language awareness practice, encouraging students to re-examine selected language from the story.
- Offers a concrete game-like puzzle for friendly competition.
- Students re-read the story and analyze target grammar and vocabulary points.

Think about the Issue

A LISTEN (audio streaming at english.com/activate)

Estimated time: 5 minutes

- Offers three opinions to show alternative points of view.
- Helps students understand different perspectives.
- Students perform a tangible agree-disagree task.

B THINK

Estimated time: 5 minutes

- Gives students the opportunity to write out their own idea in their own words as a rehearsal for exchanging ideas.
- Students work on their own to formulate their own opinions.

Cosmetic Surgery

appearance, family relationships, cosmetic surgery

Get Ready

Work with a partner. Ask and answer these questions.

- Do you know anyone who has had cosmetic surgery?
- How do you feel about cosmetic surgery?

Engage

A READ AND LISTEN

INTRO Ayu is eighteen years old. She wants to have cosmetic surgery on her face. How does her mother feel about this decision?

Ayu: Mom, I have something exciting to tell you.
Mom: What's that?
Ayu: I'm going to have an operation to get my eyelids lifted.
Mother: What? You're going to have cosmetic surgery?
Ayu: Yes, it's very expensive. And it's only my eyelids.
Mother: Only your eyelids?
Ayu: Yes. It won't be big surgery, so you know, do anything drastic. I'm just going to fix them.
Mother: You're...
Ayu: Mom, I've been thinking for a long time now, and I want to do this.
Mother: So that's it? I think you've been talking about this for quite some time.
Ayu: Yes.
Mother: But Ayu, you're beautiful the way you are. You look great.
Ayu: Mom, don't you see how I feel? I feel like I'm invisible and no one notices me before I get it? Why not? I'm not even ugly! I have a chance to get jobs!
Mother: I think I've never seen Ayu this happy before. They're all over her.
Ayu: Mom, times have changed. More for cosmetic surgeries are common now, and they're even really safe.
Mother: Sorry, but you can't do this. Your father is going to say "No."
Ayu: Are you going to tell him whether I'm going to do it or not?
Mother: Ayu, I think you're making a terrible mistake.

B GLOSSARY Say these expressions.

shock = surprise afraid = have an impression
excited = dangerous

1 Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Answer the questions.

- What type of cosmetic surgery is Ayu planning to have?
- Why does Ayu want to have cosmetic surgery?
- What is her mother's idea about building confidence? Is it the same as Ayu's idea?
- How will Ayu pay for her cosmetic surgery?
- What does Ayu think of her mother's advice?

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Ayu. One person is her mother.

C LANGUAGE PUZZLE

Underline the words to make sentences.

you / something / have / to / tell / I / exciting
how / feel / I / not / that's
may / can / like / be / beautiful / you / he

D **INTERACTION MODELS**

In your opinion,	who has	the best idea?
I think that	Ayu has	the strongest argument?
Yeah,	I think so, too.	the most valid point?
		an interesting point?
		a strong argument?

C SHARE

Estimated time: 5 minutes

- Students work in pairs to share their opinions and practice responding to opinions.
- INTERACTION MODELS** presents clear examples of how to exchange and explore opinions in colloquial English.

Explore the Topic

A ON YOUR OWN

Estimated time: 5-10 minutes

- Lets students connect the unit topic to broader issues and develop critical thinking.
- Prepares students to give a meaningful presentation.
- Students work alone to consider a series of ideas in survey form, to broaden their understanding of the core issues of the unit.
- Develops critical thinking through "values clarification" questions.

B GROUP EXCHANGE

Estimated time: 10-15 minutes

- Students interact by exchanging opinions about items in the survey.
- Students share and exchange their views in a concrete "rotating pairs" or "group discussion" task.
- Students make a list of the most popular or most interesting ideas.

Explore the Topic

A ON YOUR OWN

What would you do to feel more confident? Check the ideas you agree with. Then add two new ideas.

I WOULD...
get cosmetic surgery to change my looks.
go on a diet.
try to wear fashionable clothes.
get better grades by studying harder.
increase my knowledge.
improve my self-control.
earn more money.
try to change my personality.
praise myself more.
try not to compare myself with others.
MY IDEA
MY IDEA

THINK ABOUT healthy activities, lifestyle changes, things that make you feel good.

B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What would you do to feel more confident?"

"Would you _____ to feel more confident?"



When you talk, take notes. Fill in the table.

Name _____	Name _____
+	+
+	+

Name _____	Name _____
+	+
+	+

Which opinion are most popular?

1. _____
2. _____
3. _____

Present Your Ideas

A WATCH (video streaming at english.com/activate)

Estimated time: 5 minutes

- Features a 1-2 minute video of a student giving a presentation on the topic. (Script is in the Appendix.)
- Students watch a sample presentation, take notes, answer content questions and communication style questions, to learn tips for giving their own presentations.

B BRAINSTORM

Estimated time: 5 minutes

- Students think about the topic of their presentation and write key words only.

C ORGANIZE

Estimated time: 5-10 minutes

- Students prepare their presentations individually.
- Provides simple scaffolding to allow students to organize their presentations—without writing them out in full.

D PRESENT

Estimated time: 5 minutes

- Students give their presentations to a partner, or a larger group.
- Students take turns in the role of speaker and listener.

E FEEDBACK

Estimated time: 5 minutes

- Ensures that students are actively listening to their partners' presentations.
- Students listen to their partners' presentations and give feedback on how the presentation affected them.

Present Your Ideas

Improving myself.

A WATCH

Take notes on Daniel's presentation. Script is on page 601.



B BRAINSTORM

What do you want to improve to feel better about yourself? Write your ideas: 5-10 key words.

C ORGANIZE

What do you want to say?

The title of your presentation:
Introduce your topic:
Your main idea:
Your conclusion:

D PRESENT

Give your presentation to a partner.

E FEEDBACK

Listen to your partner's presentation. Fill in this form.

Partner's name: _____
Title of the presentation: _____
What was your overall impression? <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Did you understand the main idea? <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
What are some important words from the presentation? _____
What do you want to ask your partner? _____
What is your reaction to the presentation? _____
Other feedback: _____

To the Student

Impact Issues will help you to express yourself more confidently in English. With practice, you will develop the ability to participate successfully in discussions and give engaging presentations. The topics and the situations are so interesting that you will want to say something. When you have something you really want to say, you learn to speak to the best of your ability.



Here are some tips to help you use *Impact Issues*:

Engage

- Imagine yourself in the situations. How would you feel? What would you do? How can you solve the issue?
- As you read and listen to the dialogue or story, think about each person's point of view.
- Be sure to answer the comprehension questions. Do you understand the situation? And read the story or dialogue out loud. This will deepen your sense of the issues.

Think about the Issue

- Listen to the opinions. Try to understand their ideas and feelings. Do you agree? Disagree?
- Give your own opinion. Don't worry about making mistakes.
- Ask for your partner's opinion. It is fun to compare your ideas with another person. Try to understand their ideas. Why do they feel this way? This is real communication.

Explore the Topic

- This section will clarify your ideas and values about the topic. What is important to you? What would you do? Explore your own ideas first.
- Then exchange ideas with your classmates. Get to know your classmates' ideas and values. Be curious! It is interesting to find out your classmates' ideas and discover which ideas are the most popular in your class. You might change your way of thinking a little, or you might still like your ideas best!

Present Your Ideas

- Watch the sample presentation. Try to understand the content. Notice the style of the speaker. What does he or she do to communicate well?
- Remember, you have already done a lot of thinking about the topic and made your ideas and opinions clear. You have learned words and expressions through the exercises, too. Now get ready to do your own presentation.
- Tell your own story. Speak in a loud voice. Use notes. Don't worry about mistakes or pauses. Be confident. You are going to do a great job!
- After you finish, get some feedback from your classmates. Answer their questions, too.

Enjoy communicating in English.

By the time you finish Impact Issues, you will be a powerful communicator!

How to use *Impact Issues* for self-study:

- : Read the **Get Ready** questions and think about the topic. Write your answers.
- : Listen to the audio (you can access the audio at english.com/activate) while you read the **Engage** section. Read and listen two or three times. Close your eyes. Try to imagine the situation. Don't worry if you don't understand all of the words.
- : Review the words in the **GLOSSARY** at the bottom of the page.
- : Try **CHECK YOUR COMPREHENSION** to make sure you understand the story.
- : Go to **Think about the Issue**. Listen to and read the people's opinions. Listen two or three times. Decide if you agree or disagree with each opinion.
- : Now go to **Explore the Topic**. Read the questions or statements in **ON YOUR OWN**. Read them out loud. Think about each one. If you have a friend or tutor who can work with you, exchange your ideas, too.
- : Finally, go to the **Present Your Ideas** page. Start with **WATCH**. Watch the model presentation two or three times (you can access the video at pearsonelt.com/activate) and answer the questions.
- : Do the **BRAINSTORM** and **ORGANIZE** steps. Take your time! Prepare to give your own presentation. Record yourself on audio or video. Listen to or watch your presentation. Congratulate yourself! You did one full unit on your own!
- : When you have finished one topic, choose another one that looks exciting and interesting. You can choose any topic anywhere in the book.

Scope and Sequence

UNIT	SITUATION	VOCABULARY	OPINIONS & INTERACTION	GROUP DISCUSSION TASK	PRESENTATION
 1 Cosmetic Surgery appearance, family relationships, cosmetic surgery PAGES 10-13	Ayu wants to get cosmetic surgery, but her mother doesn't approve.	<ul style="list-style-type: none"> • drastic • the way you are • confidence • affect • cosmetic surgery 	<p>Ayu doesn't need surgery to feel good about herself. I think she makes an interesting point. I think so, too.</p>	What would you do to feel more confident?	Improving myself.
 2 Friends or lovers? friendship, relationships PAGES 14-17	Jeanette and Marcel have been friends for a long time. They are studying at the library when something changes.	<ul style="list-style-type: none"> • ruin • attractive • take it to the next level • more than just friends • lovers 	<p>Once someone starts to be romantic, you can't be friends any more. I agree with him. I don't see it that way.</p>	What qualities are important in a good friend?	A unique friend.
 3 Why care? environmental issues, relationships PAGES 18-21	Dana and Bob are roommates. They disagree about how to reduce pollution.	<ul style="list-style-type: none"> • all it takes • wishful thinking • you're overreacting • get with the program • pollution 	<p>Bob needs to think about how to help stop pollution. I agree with you. I don't agree with you.</p>	What should you do to help stop global pollution?	Saving the environment.
 4 Rules, rules, rules! family relationships, rules PAGES 22-25	Ramona is a college student. She lives with her parents and doesn't always agree with their rules.	<ul style="list-style-type: none"> • worried sick • curfew • courtesy • arrangement • responsible 	<p>Ramona's parents need to give her some freedom. I think she's right. I think she's wrong.</p>	Do you think these problems are serious or not serious?	Rules at home.
 5 Plagiarism education, personal responsibility, honesty PAGES 26-29	Kan asks his roommate Peter for help with his essay. Peter notices a big problem.	<ul style="list-style-type: none"> • reference • give the impression • come up with • plagiarize • get kicked out 	<p>Kan is trying to cheat. Peter shouldn't help him anymore. I have the same opinion.</p>	What would you do to help a friend?	Why we need friends.
 6 Housework chores, relationships, gender issues PAGES 30-33	Hye-jin and Kwan are cleaning up after dinner. They have a discussion about who does more housework.	<ul style="list-style-type: none"> • leftovers • this stuff • do one's share • picky • complain 	<p>It doesn't matter who does the housework. I understand what he means. I don't understand his point of view.</p>	In a relationship, who should do these tasks?	Roles in my family.
 7 Starting a Family family, relationships, personal choices PAGES 34-37	Ellis and Trish want to start a family, but they are having some problems.	<ul style="list-style-type: none"> • discouraging • it is what it is • fertility treatments • time-consuming • DNA 	<p>Having children is not everything in life. She has a good point. Really? I don't think so.</p>	What do you want your future family life to be like?	My future family.
 8 Earning Money jobs, education, career, money PAGES 38-41	Alex is thinking about his life. He graduated from a good university and is now working as a waiter.	<ul style="list-style-type: none"> • shift • all things considered • couldn't care less • tips • land a job 	<p>Alex is lazy. He should get a real job. I think that he should think about his situation.</p>	What is important in a job?	Your perfect job.
 9 Body Art appearance, culture, family PAGES 42-45	Mae was born in the US, but her parents are from South Korea. Her father finds out a secret about her.	<ul style="list-style-type: none"> • not a big deal • get with it • What's gotten into you? • raise someone • express yourself 	<p>In the past, tattoos weren't acceptable. But now, a lot of people have them. I guess she has a good point. I'm not sure.</p>	What would you be willing to do to look fashionable?	Your fashion philosophy.
 10 Boomerang Children trends, living situations, culture, family PAGES 46-49	Youth Move is an international talk show about culture. Guests on the show are talking about a new trend.	<ul style="list-style-type: none"> • contradiction • trend • parasite • creepy • take advantage of someone 	<p>If adult children keep living at home, they will never grow up. What's your take on this? I see what you mean, but...</p>	What do you think of boomerang children?	A big milestone in my life.

UNIT	SITUATION	VOCABULARY	OPINIONS & INTERACTION	GROUP DISCUSSION TASK	PRESENTATION
 11 Naomi's Dilemma career, relationships, boundary issues PAGES 50-53	Naomi asks her older brother for advice on a difficult situation at work.	<ul style="list-style-type: none"> dilemma wildly inappropriate consequence human resources (HR) 	If Naomi really likes her boss, maybe she should find another job. I think she makes a good point. I think so, too.	What do you think is acceptable work behavior?	An uncomfortable situation.
 12 The Art of Compromise gender issues, compromising, relationships PAGES 54-57	Bryan and Cheryl just got married. Each is having lunch separately with a parent to talk about their marriage.	<ul style="list-style-type: none"> newlyweds manage money over the maximum limits compromise messy 	Cheryl and Bryan should have discussed this before they were married. I think her idea makes the most sense. I don't think so.	What is a good compromise?	We need to compromise!
 13 Choosing your Career careers, lifestyle choices, environmental issues PAGES 58-61	Bruce has been offered two different jobs. He asks his friend for advice about which job he should take.	<ul style="list-style-type: none"> progressive advancement corporate culture data grabbing naïve 	Bruce should take the job that pays more. I think he has the best argument. If you ask me, his argument is weak.	Which job characteristics are important to you?	A job you want.
 14 Save our country! immigration, national identity, government policies PAGES 62-65	Katrina and Micah are discussing a lecture on immigration. They have different opinions.	<ul style="list-style-type: none"> admit strike (someone) diversity miss the point objective 	I think Katrina is being unrealistic. To tell the truth, I agree with her. I completely disagree with her.	How often are these issues discussed in your country?	Improving society.
 15 Life Online technology, social media, relationships PAGES 66-69	A couple has an argument over how much time they each spend online.	<ul style="list-style-type: none"> harmless shallow popularity contest shooter game mind-numbing 	Ann-Li and Trin spend too much time online. She really knows what she's talking about. She doesn't know what she's talking about.	How much do you live online?	My life online.
 16 A Man's Place gender issues, relationships PAGES 70-73	Dr. Lee discusses his new book about men in society.	<ul style="list-style-type: none"> I was inspired to role model macho struggle nurturing 	It's hard to know how to be a man. I understand what he's saying. I don't believe he's right.	How common are these ideas in your country?	A good parent.
 17 There's no place like home. intercultural communication, culture shock PAGES 74-77	Two British students have different ways to deal with culture shock.	<ul style="list-style-type: none"> take advantage of unique stressed out culture shock open-minded 	It's normal to have culture shock. You have a good point. I'm afraid I don't agree.	What are some good and bad points of living in another country?	A place you want to visit.
 18 Can war make peace? beliefs, war, peace PAGES 78-81	A teenager talks about his experience living in a war zone.	<ul style="list-style-type: none"> human rights injustice bully dignity ashamed 	I agree with Mir. War is not the answer. What would you do if you were him?	What do you think about war and peace?	Solving conflicts.
 19 One-sided Love relationships, boundary issues, friendship PAGES 82-85	Lena has a crush on a coworker, so she asks her friend for advice.	<ul style="list-style-type: none"> have a crush on somebody dreamy stalking tum (someone) down 	I really sympathize with her lack of confidence. I agree most with her. I agree least with him.	What are examples of romantic behavior?	What's important in a relationship?
 20 My Split Family family, life changes, divorce PAGES 86-89	Sam talks about his parents' divorce and how it changed his life.	<ul style="list-style-type: none"> get a divorce hit someone very hard back and forth refugee good together 	It's OK to get a divorce if you don't have children. Do you think she's right? I'm not sure.	What changes have you experienced in your life?	A big change in my life.

Appendix

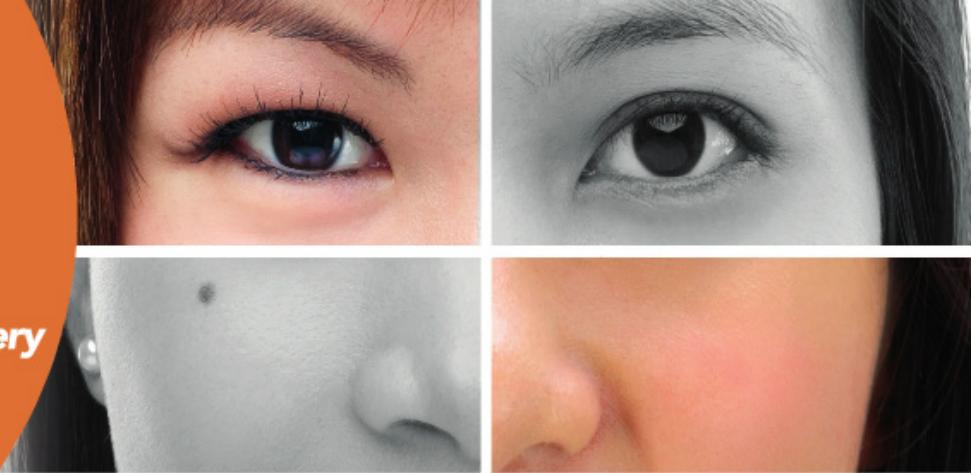
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Cosmetic Surgery

appearance, family relationships, cosmetic surgery



Get Ready

Work with a partner. Ask and answer these questions.

1. Do you know anyone who has had cosmetic surgery?
2. How do you feel about cosmetic surgery?

Engage

A



READ AND LISTEN

SITUATION Ayu is eighteen years old. She wants to have cosmetic surgery on her face. How does her mother feel about this decision?



Ayu: Mom, I have something exciting to tell you.

Mother: What's that?

Ayu: I'm going to have an operation to get my eyelids fixed.

Mother: What? Get your eyelids fixed? Are you saying that you're going to have cosmetic surgery?

Ayu: Yeah. It's not very expensive. And it's only my eyelids.

Mother: Only your eyelids?!

Ayu: Yeah. It's not like I'm going to, you know, do anything drastic. I'm just going to fix them.

Mother: But why?

Ayu: Why? So I can look prettier. I've been working to save my money, and I want to do this.

Mother: So that explains it. That's why you've been doing all those part-time jobs.

Ayu: Exactly.

Mother: But Ayu, you're beautiful the way you are. You look great.

Ayu: Mom, that's not how I feel. My eyes have always bothered me. I think this surgery will help build my confidence and make me feel better about myself. Maybe, when I finish university, I'll have a chance to get jobs that I

wouldn't be able to get if I didn't fix my eyelids.

Mother: Oh, Ayu. You should build your confidence through your education, your intelligence and your personality. All that is more important than your looks.

Ayu: Mom, you don't understand. What I look like affects how I act. If I become more confident because of my looks, I'll be able to do everything better.

Mother: Maybe, but have you ever thought about how risky cosmetic surgery can be? People even die sometimes. I've heard about all kinds of problems.

Ayu: This is a very simple surgery, Mom. There will be no risks.

Mother: I don't agree with you. Surgery is surgery. They're all risky.

Ayu: Mom, times have changed. Minor cosmetic surgeries are common now, and they're completely safe.

Mother: Sorry, but you can't do this. Your father is going to say "No," too.

Ayu: I'm doing it whether you guys like it or not. I'm an adult now.

Mother: Ayu, I think you're making a terrible mistake.



B

GLOSSARY Say these expressions.

drastic = extreme

the way you are = without changing anything about you

affect = have an impact on

risky = dangerous

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Answer the questions.

1. What type of cosmetic surgery is Ayu planning to have? _____
2. Why does Ayu want to have cosmetic surgery? _____
3. What is her mother's idea about building confidence? _____
Is it the same as Ayu's idea? _____
4. How will Ayu pay for her cosmetic surgery? _____
5. What does Ayu think of her mother's advice? _____

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Ayu. One person is her mother.

C LANGUAGE PUZZLE

Unscramble the words to make sentences.

you / something / have / to / tell / I / exciting
how / feel / I / not / that's
way / are / you / the / beautiful / you're

I / act / how / what / look like / I / affects
or / not / you / guys / doing it / like it / whether / I'm

Think about the Issue

A

 **LISTEN** Do you agree or disagree with these opinions?

IRIS

Ayu should have the cosmetic surgery now. She's the one to make decisions about her own body and appearance.

agree / disagree



SHIN

Ayu should not have the cosmetic surgery. It's not right to change your natural appearance.

agree / disagree



MARK

Ayu's mother is old-fashioned. Cosmetic surgery is common and safe. If something bothers you about your looks, you can change it.

agree / disagree



ANNA

Ayu doesn't need surgery to feel good about herself. She should work on her self-esteem. Beauty comes from within.

agree / disagree



B

THINK What do you think about Ayu's decision?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

In your opinion,	who has	the best idea? the strongest argument? the most valid point?
I think (that)	Anna makes	an interesting point.
	Shin has	a strong argument.
Yeah,	me, too.	
	I think so, too.	

Explore the Topic

A ON YOUR OWN

What would you do to feel more confident? Check (✓) the ideas you agree with. Then add two new ideas.

I WOULD...	✓
get cosmetic surgery to change my looks.	
go on a diet.	
try to wear fashionable clothes.	
get better grades by studying harder.	
increase my knowledge.	
improve my self-control.	
earn more money.	
try to change my personality.	
praise myself more.	
try not to compare myself with others.	
MY IDEA	
MY IDEA	



THINK ABOUT healthy activities, lifestyle changes, things that make you feel good

B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What would you do to feel more confident?"

"Would you _____ to feel more confident?"

When you talk, take notes. Fill in the table.



Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

Improving myself.

A

- WATCH** Take notes on Daniel's presentation. (Script is on page 90.)



B

- BRAINSTORM** What do you want to improve to feel better about yourself? Write your ideas: 5-10 key words.



C

- ORGANIZE** What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

- PRESENT** Give your presentation to a partner.

E

- FEEDBACK** Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

CONTENT

Are these statements true or false?

1. Daniel is a very neat person. T / F
2. Daniel thinks it's important to do things independently. T / F
3. Daniel lives with his family. T / F
4. Daniel finds it easy to wash dishes. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Daniel's presentation were interesting for you? What did you think of Daniel's presentation?
2. Do you think Daniel's suggestions were good? What do you think are good ways to improve yourself?
3. What about Daniel's communication was effective?

Friends or lovers?

friendship, relationships



Get Ready

Work with a partner. Ask and answer these questions.

1. Who is your best friend?
2. What relationships are important to you?

Engage

A



READ AND LISTEN

SITUATION Jeanette and Marcel have been friends for a long time. It's late at night. They've been studying together for a test. What happens? Will this end their friendship?



Jeanette: Good night, Marcel. Good luck on the test tomorrow!

Marcel: And thanks for studying with me tonight. I'm so nervous about this test.

Jeanette: Hey, don't worry, I know you'll do well. Come here for a second.

Marcel: What? What do you... hey! What are you doing?

Jeanette: There. That's a good luck kiss.

Marcel: That is not a good luck kiss! It's more than that. You're trying to kiss me like I'm your boyfriend!

Jeanette: Well, yes, isn't that OK? You know I like you.

Marcel: Yeah, I like you, too. You know that.

Jeanette: And maybe we should get a little closer.

Marcel: Closer? You mean, like... physically closer?

Jeanette: Yes, of course. It's just a natural way for us to develop our friendship.

Marcel: What? You mean like a... romantic relationship? Ah, I don't think of you in that way. You're my friend, Jeanette. My best friend! I don't want to ruin that. That's really important to me.

Jeanette: I'm confused... I don't understand. Don't you

see me as a woman?

Marcel: A woman? Of course I see you as a woman.

Jeanette: Do you think I'm attractive?

Marcel: Well... yeah. I mean, of course you're attractive. But... you're special to me. We're best friends. I want our relationship to stay that way.

Jeanette: What do you mean? You invite me out... you seem happy to see me... you tell me all the things going on in your life. Why would you do those things if you didn't like me?

Marcel: I do like you, but... what I mean is it's hard to... much harder to build a strong friendship... than to find someone to date.

Jeanette: Ahhh. I thought we could be more than just friends. I thought you were ready to take this to the next level.

Marcel: Wait, let me explain, Jeanette. Not all men and women who like each other have to become boyfriend and girlfriend. We have a good friendship. Let's not ruin it by trying to be lovers.



B

GLOSSARY Say these expressions.

ruin = damage, destroy

more than just friends = a romantic relationship

take it to the next level = develop a relationship in a serious way

lovers = people who have a romantic relationship

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

- | | |
|--|-------|
| 1. Jeanette and Marcel were studying together. | T / F |
| 2. Jeanette and Marcel met for the first time today. | T / F |
| 3. Marcel was happy that Jeanette kissed him. | T / F |
| 4. Marcel thinks Jeanette is an attractive woman. | T / F |
| 5. Marcel isn't usually very friendly with Jeanette. | T / F |

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Marcel. One person is Jeanette.

C LANGUAGE PUZZLE

Unscramble these words to make sentences.

studying / me / with / thanks / for / tonight
idea / isn't / this / good / a
do / why / would / things / you / those

ruin / want / don't / that / to / I
happy / seem / to / you / me / see

Think about the Issue

A

 4 LISTEN Do you agree or disagree with these opinions?

IRIS

Marcel is really selfish. He made Jeanette think he likes her, then somehow changed his mind. She should never talk to him again!

agree / disagree



SHIN

What's wrong with Jeanette? You can't just kiss someone without asking if it's OK. She's being too pushy.

agree / disagree



ANNA

Wow, what a misunderstanding! This is really just an innocent mistake. I think if they discuss things, they can keep their friendship.

agree / disagree



MARK

It's over. Once someone starts to be romantic, you can't be friends any more. It's hard for men and women to just be friends.

agree / disagree



B

THINK What do you think about Marcel and Jeanette's problem?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

I	agree with Iris. think Shin is right.	Marcel is selfish. Jeanette is pushy.
Yeah,	I think	that's true. you're right.
Really?	I don't	see it that way. agree with that.

Explore the Topic

A ON YOUR OWN

What is important in a relationship? Check (✓) your answers. Then add two new ideas.

A GOOD FRIEND SHOULD...	VERY IMPORTANT	IMPORTANT	NOT VERY IMPORTANT	NOT IMPORTANT AT ALL
have the same interests as you.				
listen to your problems.				
be the same age as you.				
have the same sense of humor as you.				
always stay in touch with you.				
enjoy the same kind of food you do.				
have the same level of intelligence as you.				
MY IDEA				
MY IDEA				



THINK ABOUT hobbies, lifestyle, family, money, "inner qualities"

B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What qualities are important in a good friend?"

"Should a good friend _____?"



When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

A unique friend.

A



WATCH Take notes on Amanda's presentation. (Script is on page 90.)



CONTENT

Are these statements true or false?

1. Sasha is taller than Amanda. T / F
2. Sasha isn't very good at sports. T / F
3. The first time Amanda went to Sasha's house, she met Walter. T / F
4. Amanda is now friends with both Sasha and Walter. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. How did you like Amanda's presentation? What was good about it?
2. What did you think was most interesting about Sasha? Who is an interesting person you know? Talk about that person.
3. What was effective about Amanda's presentation style?

B

BRAINSTORM What is your unique friend like? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

Why care?

**environmental issues,
relationships**



Get Ready

Work with a partner. Ask and answer these questions.

1. What is global warming?
2. What are some causes of global warming?

Engage

A

5

READ AND LISTEN

SITUATION Dana and Bob share an apartment. They are discussing the causes and dangers of pollution and global warming. What do they disagree about?



Dana: Bob, that was the delivery man. I put the food in the kitchen.

Bob: Great! I'm starving.

Dana: Did you use that delivery app again?

Bob: GetItNow? Yeah, isn't it great? They have menus from all the good restaurants in the city. Do you want to see it? It's easy.

Dana: Why do you keep doing that?

Bob: Eating?

Dana: Polluting.

Bob: What are you talking about?

Dana: You know that all that traffic in our city causes pollution. Cars and trucks release CO₂ into our environment.

Bob: Yes, and the Earth revolves around the sun. So?

Dana: That's right. It doesn't revolve around Bob. And we won't have an Earth at all if people like you keep polluting it.

Bob: Oh, Dana, just one truck is all it takes to deliver food to our apartment.

Dana: Yes, but that's one more truck.

Bob: What do you suggest I do then? If I drove to pick it up, then there would still be a car on the road.

Dana: You could cook yourself. It's not just the food. What about all of the other things?

Bob: What things?

Dana: The other things you buy online and have delivered here. Just yesterday there were five deliveries to the apartment. Think of how these trucks cause more pollution.

Bob: What do you want me to do? This is how people shop now. E-commerce, man. Get with the program.

Dana: I'm trying to open your eyes to personal responsibility.

Bob: Look, I'm just one person. You're overreacting. What I do doesn't cause pollution or global warming.

Dana: Yes, you're just one person. But we have to stop polluting. And everyone has to help.

Bob: Whatever. People will always want convenience. We'll just have to find technological solutions, like vehicles that don't pollute.

Dana: That's wishful thinking! Science may help, but it's still the job of each person to help reduce pollution.

Bob: All right, I'll give it some thought. Now how about dinner? Want to share this with me?



B GLOSSARY Say these expressions.

all it takes = all that is necessary

get with the program = do what is expected of you

you're overreacting = you are responding too strongly

wishful thinking = hope that a problem will be solved easily

Explore the Topic

A

ON YOUR OWN

What should you do to help stop global pollution? Check (✓) the actions you agree with. Then add two new ideas.

SUGGESTION	AGREE
Cook our own meals	
Ride bicycles	
Use energy-saving light bulbs	
Stop using plastic bags	
Take buses	
Buy electric cars	
MY IDEA	
MY IDEA	



THINK ABOUT energy, lifestyle

**B**

GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What should we do to stop pollution?"

"Should we _____ to stop pollution?"

When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

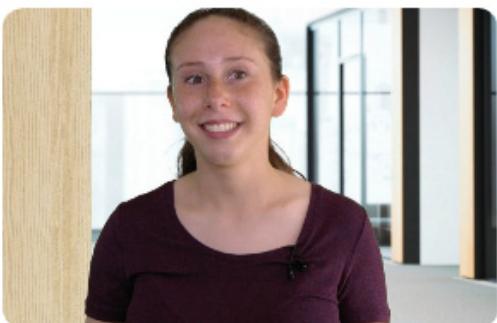
Present Your Ideas

Saving the environment.

A



WATCH Take notes on Zoe's presentation. (Script is on page 90.)



CONTENT

Answer these questions about Zoe's presentation.

1. Does Zoe use a lot of paper products?
2. Does Zoe use air conditioning?
3. What will Zoe take when she goes shopping?
4. Do you think Zoe will do all of the things in her presentation?

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. Was Zoe's talk interesting for you? What part was most interesting?
2. Zoe has some ideas for saving the environment. Which ideas do you agree with?
3. Zoe used some different communication techniques. What techniques do you think worked well?

B

BRAINSTORM What can you do to save the environment? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

Rules, rules, rules!

family relationships, rules



Get Ready

Work with a partner. Ask and answer these questions.

1. Growing up, what kind of rules were there in your family? (dating, phone calls, curfew, meals, cleaning up)
2. Explain one of your family's rules.

Engage

A

7

READ AND LISTEN

SITUATION Ramona is a college student. She lives with her parents. She is having a serious conversation with her mother. What are they talking about?



Ramona: Hi... I'm home! Are you still up?

Mom: Ramona, where have you been? It's past midnight. I was worried sick about you!

Ramona: Relax, Mom. I just went out with some friends.

Mom: But you know the rules! You are to be home by 11 o'clock unless you text me.

Ramona: C'mon, Mom. I'm twenty years old. I don't need a curfew!

Mom: It's not really a curfew, Ramona, it's a matter of courtesy.

Ramona: OK, whatever you want to call it, I'm not sixteen anymore. I'm sorry I didn't text.

Mom: Honey, you are always out with your friends or working part-time. I never see you study.

Ramona: Just because you don't see me doesn't mean I'm not studying, Mom. Besides, I need to work. You and Dad make me pay rent to live here. Remember?

Mom: Well, also part of the arrangement is that you do well in school. How are your grades?

Ramona: Can we talk about this tomorrow?

Mom: It is tomorrow. It's after midnight.

Ramona: Ha, ha, Mom.

Mom: Wait one minute, young lady. Do I smell smoke on your clothes? Have you been smoking? I thought we agreed that you aren't going to smoke.

Ramona: We agreed? No, you made another rule.

Mom: If you were more responsible, you wouldn't need rules.

Ramona: Either way, I'm not a child. I can smoke if I want to!

Mom: Actually, Ramona, no, you can't. Not if you want to live in this house.

Ramona: Oh, Mom. What century are you living in?

Mom: You know these "rules" are for your own good. You'll thank me and your father someday. We just want what's best for you. We want you to become a responsible adult...

Ramona: Mom, I'll tell you what. You treat me like an adult, and I'll act like one. That's my new rule!

Mom: Can't you see? It's that attitude. Disrespect for me and your father. That's why we need to have rules.



B

GLOSSARY Say these expressions.

worried sick = very worried or concerned

curfew = order or law that requires people to be home at a certain time

courtesy = polite behavior and respect for other people

arrangement = something that has been organized or agreed on

responsible = able to make good decisions and act in a sensible way

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

1. Ramona's mother wasn't upset when Ramona came home. T / F
2. Ramona's mother thinks that Ramona needs to spend more time studying. T / F
3. Ramona and her mother agreed that Ramona would not smoke. T / F
4. Ramona's mother thinks that Ramona is not very responsible. T / F
5. Ramona believes that having strict rules will help her become a more responsible person. T / F

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Ramona. One person is her mother.

C LANGUAGE PUZZLE

Find similar expressions in the conversation. Underline them.

The name does not matter.

For your benefit.

You have to text me if you are going to be late.

You are so old-fashioned.

Think about the Issue

A



LISTEN Do you agree or disagree with these opinions?

SHIN

Those rules seem a bit strict, but Ramona should at least understand her parents' good intentions.



agree / disagree

IRIS

Ramona's parents need to give her some freedom. They are trying to control everything.



agree / disagree

MARK

Ramona's parents are just trying to teach her to be responsible. I think that's a parental duty.



agree / disagree

ANNA

Ramona and her mother need to learn to communicate better. They're not listening to each other.



agree / disagree

B

THINK What do you think about Ramona's situation?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

Iris	thinks	Ramona's parents' rules are too strict.
	says	
Do you	think she's right?	
	agree with her?	
Yes,	I	think she's right. agree with her.
No,	I	think she's wrong. disagree with her.

Explore the Topic

A

ON YOUR OWN

Imagine you are the parent of a twenty-year-old. Do you think these problems are serious or not serious? Write serious or not serious. Then add two new ideas.

IF YOUR TWENTY-YEAR-OLD...

I THINK THIS PROBLEM IS

often comes home very late

starts drinking

keeps his/her room very messy

spends a lot of money on his/her hobby

gets bad grades

doesn't help with household work

is tired from many part-time jobs

often skips classes

doesn't have any social life

MY IDEA

MY IDEA



THINK ABOUT household chores, personal health, family communication

B

GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"Which of these problems are serious?"

"Is it a serious problem if _____?"



When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

Rules at home.

A



WATCH Take notes on Dominic's presentation. (Script is on page 90.)



B

BRAINSTORM What are the rules in your home? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation?

What do you want to ask your partner?

What is your reaction to the presentation?

Other feedback:

CONTENT

Are these statements true or false?

1. Dominic feels he has too many part-time jobs. T / F
2. Dominic is not really worried about his study time. T / F
3. Dominic feels part-time jobs are good experience for him. T / F
4. Dominic does not care how messy his room is. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Dominic's presentation were interesting for you?
2. Dominic talks about reasons students work a lot. Do you agree with those reasons? What do you think that students need to become successful adults?
3. Were Dominic's communication style and presentation techniques effective?

Plagiarism

education, personal responsibility, honesty

Get Ready

Work with a partner. Ask and answer these questions.

Plagiarism is when you pretend that someone else's words or ideas are your own.

1. Have your teachers ever explained plagiarism to you?
2. What do you think is the appropriate punishment for plagiarism at your school or university?

Engage

A



READ AND LISTEN

SITUATION Peter's roommate Kan needs help with his writing. How can Peter help?



Kan: Hi, Peter. I was wondering, have you had a chance to read my essay?

Peter: Yes, I did.

Kan: Oh, great, thanks for looking at it. Did I make a lot of grammar mistakes?

Peter: Kan, your grammar is pretty good, but, um... did you write everything in this paper?

Kan: Yes. I spent, like, two whole days on it.

Peter: Well, yeah, I can see you did a lot of work on it. And there are a lot of great ideas in your essay, but you don't have any references in the paper.

Kan: You sound like my professor.

Peter: What did your professor tell you?

Kan: She said we had to do research. And cite sources. I got some good ideas from articles she recommended.

Peter: OK... but are the ideas you "got" your ideas? Or are they the author's ideas?

Kan: Of course, they are my ideas. I wrote them down.

Peter: But, Kan, you can't give the impression that you came up with these ideas.

Kan: Why not? If I copy other people's ideas, that means I have learned those ideas, right? Their ideas were my

inspiration.

Peter: Yeah, well, it looks like more than inspiration. In some places, there are whole paragraphs that you directly copied from somewhere.

Kan: Ummm... Well, they said it really well. I can't say it that clearly.

Peter: Look, Kan, you need to write down where the ideas came from. Your professor knows this topic very well. She'll see that you copied. I don't want you to get in trouble.

Kan: Why would I get in trouble?

Peter: What you're doing here is called plagiarizing. The university is very strict about that. If they catch you plagiarizing, you'll fail the class. You could even get kicked out of school.

Kan: Can you help me fix it?

Peter: Tell you what, Kan. Let's sit down and I'll show you where you need to put things in your own words, or use quotes to show other people's ideas. OK?

Kan: Can you do that for me?

Peter: Not for you, Kan. With you!



B

GLOSSARY Say these expressions.

reference = source of information

give the impression = make people believe something that may not be true

come up with = find, discover

plagiarize = pretend that someone else's words or ideas are your own

get kicked out = be forced to leave

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Answer these questions.

- What did Kan ask Peter to do originally? _____
- What did Peter discover while he was reading Kan's paper? _____
- What is the university's policy about plagiarism? _____
- What did Peter offer to do? _____

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Kan. One person is Peter.

C LANGUAGE PUZZLE

Complete these sentences with expressions from the conversation.

- Have you _____ to read my essay?
- You can't _____ that you _____ the ideas.
- You need to _____ where the ideas _____.
- I don't want you to _____.

Think about the Issue

A LISTEN

Do you agree or disagree with these opinions?

MARK

Kan is trying to cheat. Peter shouldn't help him anymore. Kan should do his own work.

agree / disagree



IRIS

Peter needs to help Kan understand what plagiarism is. If he's a good friend, he should try to help him out.

agree / disagree



SHIN

Kan just doesn't understand how to write papers correctly. Peter can teach Kan about academic dishonesty.

agree / disagree



ANNA

It's hard to write in a foreign language. I think teachers should allow some plagiarism for students who are just learning the language.

agree / disagree



B THINK

What do you think about Peter helping Kan?

MY IDEA (I think... / I don't think...)

C SHARE

Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

I	think	Peter's right not to help Kan anymore.
	believe	
I	think so, too.	
	have the same opinion.	
	believe the same thing.	

Explore the Topic

A ON YOUR OWN

What would you do to help a friend? Read the situation and decide what you would do.

You are in a car that your friend is driving. Your friend is driving too fast and hits another car. The person in the other car suffers some minor injuries. No one saw the accident. The police ask you how fast your friend was driving. If you tell the truth, your friend will get in serious trouble. If you lie, your friend won't be punished. What would you do?

- I would tell the police the truth and not protect my friend.
- I would lie to the police to protect my friend.

Reason:



B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What would you do?"

"Would you lie to the police? Or would you tell the truth?"



When you talk, take notes. Fill in the table.

Name _____	Name _____
• decision: • reason:	• decision: • reason:
Name _____	Name _____
• decision: • reason:	• decision: • reason:

Which decisions and reasons are most popular?

1. _____
2. _____
3. _____

Present Your Ideas

Why we need friends.

A

⌚ 5

WATCH Take notes on Malik's presentation. (Script is on page 90.)



CONTENT

Are these statements true or false?

1. Malik believes friends can help you succeed. T / F
2. It's important to be nice to people to have friends. T / F
3. Malik believes you should not ask friends for help. T / F
4. Friends can only help in a few ways. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What was the most interesting thing that Malik said? Why was it so interesting?
2. Malik talks about ways of working with friends. Do you agree with his ideas? What are other times when friends are really important?
3. Were Malik's presentation techniques and communication style helpful to you? What was useful to you?

B

BRAINSTORM What are some situations in which you need friends? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

Housework

**chores, relationships,
gender issues**



Get Ready

Work with a partner. Ask and answer these questions.

1. When you were a child, who did most of the housework?
2. Which housework tasks do you like to do? Which do you hate?

Engage

A

11

READ AND LISTEN

SITUATION Hye-jin is cleaning up after dinner. She is asking her husband, Kwan, to do some things. What does she ask? How does Kwan respond?



Hye-jin: Honey, can you dry some of these dishes? There's no room left in the dish drainer.

Kwan: Sure. Let me finish putting the leftovers away.

Hye-jin: You're still putting food away? I'm mean, just put it in the plastic containers. It's not that difficult.

Kwan: Well I'm doing the best I can. Oh, no... I spilled it. Where are the paper towels?

Hye-jin: Come on, Kwan, this is just basic housework. Here.

Kwan: Yes, but you've been doing housework your whole life. It's easy for you. I never had to do these things until we got married. I'm just not very good at this stuff.

Hye-jin: Yes, honey, I've noticed!

Kwan: But you should at least appreciate that I'm trying! I help with the laundry. I help with vacuuming. I help with the dishes!

Hye-jin: Yes, exactly. You help. That's the problem!

Kwan: What do you mean?

Hye-jin: The problem is the word "help." You think that housework is *my* job and that you are just being generous by "helping" me.

Kwan: Well, I'm doing my share, right?

Hye-jin: I appreciate that you do some housework—but you think you're doing me a special favor.

Kwan: Well, a lot of men don't do anything.

Hye-jin: Right, and that's just plain wrong. Why is it the woman's job? Look, I don't expect anything special. I just want you to do your share.

Kwan: I do do my share. Whenever you do housework, I help you. We both spend the same amount of time doing it.

Hye-jin: But you just wait to be told what to do.

Kwan: That's because you're so picky about everything! You don't appreciate my effort.

Hye-jin: No, doing your share means taking responsibility for completing what you do! If you were truly doing your share, I would stop complaining.

Kwan: You'll never stop complaining! It's just a fact—this stuff is easier for you. I'll never be able to do it the way you want.



B

GLOSSARY Say these expressions.

leftovers = food that you save for later because it wasn't eaten
this stuff = these things

do one's share = do the part you are responsible for
picky = caring too much about small details

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Answer these questions.

1. Does Kwan do housework without being asked? _____
2. Why does Hye-jin think it's a problem for Kwan to "help" with housework? _____
3. Does Kwan think he does his share of the housework? _____
4. What complaint does Hye-jin have about Kwan and housework? _____

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Kwan. One person is Hye-jin.

C LANGUAGE PUZZLE

Find similar expressions in the conversation. Underline them.

1. There's no space left in the dish drainer.
2. I'm just not very good at these things.
3. You assume that housework is my job.
4. That's just not right.
5. If you were actually doing your share, I wouldn't be complaining.

Think about the Issue

12

A LISTEN

Do you agree or disagree with these opinions?

IRIS

Kwan is being childish. In the past, women were always expected to do housework. They had no choice, even when they worked outside the home. Kwan should stop feeling sorry for himself.

agree / disagree



SHIN

Husband or wife, whoever is better at domestic duties, like housework, should be mainly responsible. That's what a sharing relationship is about. Since Hye-jin is good at it, it's OK if she ends up doing more.

agree / disagree



MARK

It doesn't matter who does the housework. The problem between Kwan and Hye-jin is communication. They have to find ways to discuss these problems more calmly.

agree / disagree



ANNA

Hye-jin is too pushy. She should be more understanding toward her husband. He's trying hard, but she doesn't seem to appreciate it.

agree / disagree



B THINK

MY IDEA (I think... / I don't think...)

C SHARE

INTERACTION MODELS

How do you feel about	Shin's	opinion?
		point?
I	understand	what he means.
	don't	understand his point of view.

Explore the Topic

A ON YOUR OWN

In a relationship, who should do the following work? Check (✓) your answers. Then add two new ideas.

TASK	ME	MY PARTNER	BOTH OF US	A PROFESSIONAL
Wash the dishes				
Fix things that break				
Take out the garbage				
Take care of the children				
Move furniture				
Manage the money				
MY IDEA				
MY IDEA				



THINK ABOUT lifestyle, common chores, household tasks



B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"In a relationship, who should _____?"

"Should your partner _____?"

When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

Roles in my family.

A



WATCH Take notes on Daniel's presentation. (Script is on page 91.)



CONTENT

Are these statements true or false?

1. Daniel's father always helped with housework. T / F
2. Daniel's life changed when he was in junior high school. T / F
3. After his parents got divorced, David had to do more housework. T / F
4. Daniel is still angry about having to do housework. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Daniel's presentation were interesting for you?
2. Daniel talked about sharing household chores. Is your family similar to his? What do you think is a good way to divide chores?
3. What about Daniel's communication was effective?

B

BRAINSTORM Who did different tasks around the house when you were a child?

Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

Starting a Family

**family, relationships,
personal choices**



Get Ready

Work with a partner. Ask and answer these questions.

1. Do you want to be a parent?
2. If you couldn't have children, what would you do?

Engage

A

13

READ AND LISTEN

SITUATION Ellis and Trish have been married for nine years. They're just now leaving the doctor's office. What do they decide to do?



Ellis: Well, that's discouraging.

Trish: It is what it is, I guess.

Ellis: So... what do we do now?

Trish: I'm really at a loss here. We've tried all kinds of fertility treatments, but we still can't get pregnant. It's just not fair! We've done everything right!

Ellis: I know, Trish. These treatments have been time-consuming, expensive and painful.

Trish: Yeah, both physically and mentally.

Ellis: Yeah, especially for you. Do you think we should stop them now?

Trish: I don't know. I really want a baby!

Ellis: So do I! But honey, I hate to see you suffer. I think it's time for us to think about other choices.

Trish: Like?

Ellis: Adoption. We can adopt a baby and raise it as our child.

Trish: Yeah, that's an option. I thought about that too, but the baby won't have our DNA.

Ellis: Does DNA matter? We can build a family! We can give the baby love and care as parents. That's what we want, right?

Trish: But it's not just DNA, it's you and me making our own child. That's a beautiful thing. And would an adopted child be accepted by your family? I'm not so sure.

Ellis: Look, honey, an adopted child is still our child. Don't worry about other people. Love can overcome those things and we can be happy together.

Trish: I'm not sure what will make me happy. I want to be a mother. But to be honest, I don't want to go through these treatments anymore. And I'm just not sure about adopting a child. I don't know what to do.

Ellis: Well, Trish, you know, there is another choice.

Trish: What? What else can we possibly do?

Ellis: Well, we could simply give up on the idea of having children. I'm happy with you. Just you. We have our own life together. Without kids, we'll have more time for each other. More freedom. More money...

Trish: But no children!

Ellis: Don't worry, honey. Let's take some time and think about what's best.

Trish: But that's the problem, we don't have forever.



B

GLOSSARY Say these expressions.

discouraging = making you feel less confident about doing something

it is what it is = a situation that you can't change

time-consuming = taking too long to do

fertility treatments = medical treatment given to a woman to help her have a baby

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T, F or NI for not enough information.

1. Both Trish and Ellis have been getting fertility treatments. T / F / NI
2. Trish really wants to be a mother. T / F / NI
3. Both Trish's parents and Ellis's parents want grandchildren they are related to. T / F / NI
4. Trish is totally against adopting a baby. T / F / NI
5. Trish and Ellis will choose not to have a baby. T / F / NI

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Trish. One person is Ellis.

C LANGUAGE PUZZLE

Here are some adjectives and adverbs from the conversation. Fill in the missing letters. Then find the words in the text. Underline them.

dis_____ing

p____ful

es_____y

time-con__ing

ph_____ly

p_____ly

ex____ive

m_____ly

Think about the Issue

A



LISTEN Do you agree or disagree with these opinions?

ANNA

If you can't have your own child, adoption is an excellent idea. There are so many children who need parents in this world.

agree / disagree



SHIN

Some people really want their own kids. We should understand that. Those people should be able to use the newest technologies available to have children.

agree / disagree



IRIS

Having children is not everything in life. Think about all the time and money you could use for yourselves!

agree / disagree



MARK

Blood relations are very important. You should really try hard to have your own child, who has your DNA.

agree / disagree



B

THINK What do you think about Trish and Ellis's problem?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

Shin	has	a good point.
		a good argument.
Yeah,	I think	so, too.
Really?	I	don't think so. disagree with him.

Explore the Topic

A ON YOUR OWN

What do you want your future family life to be like? Check (✓) your ideas. Then add two new ideas.

Will you...	I WILL DEFINITELY DO IT.	I'M NOT SURE. I MIGHT DO THIS.	NO, I DON'T PLAN TO DO THIS.
get married?			
have one child?			
adopt a child?			
have three or more children?			
stay single?			
live with your family in or near your parents' house?			
MY IDEA			
MY IDEA			

 **THINK ABOUT** family types, future goals, lifestyle



B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What will your family life be like in the future?"

"Do you plan to _____ ?"

When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

My future family.

A



WATCH Take notes on Amanda's presentation. (Script is on page 91.)



CONTENT

Are these statements true or false?

1. Amanda is not interested in raising children. T / F
2. Amanda wants her own children. She does not want to adopt. T / F
3. Amanda feels not having any children is not bad. T / F
4. Amanda thinks people must have children to be happy. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. Did you enjoy Amanda's presentation? What did you like?
2. Amanda talks about having children. Do you agree with her ideas? What are your feelings about having children?
3. Did Amanda's communication style and techniques help you? What was useful for you?

B

BRAINSTORM What will your future family be like? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

Earning Money

jobs, education, career, money



Get Ready

Work with a partner. Ask and answer these questions.

1. What is important about a job?
2. What should you do if you don't like your job?

Engage

A

15

READ AND LISTEN

SITUATION Alex is thinking about his life. He graduated from a good university and now has a job. Is he happy with his life?



Alex: Hi, I'm Alex. I'm a waiter at Prima, which is a top restaurant downtown. I always work the busiest shifts, which are in the evenings, especially Friday and Saturday nights. All things considered, it's a great job. Being a waiter is actually pretty simple. Taking orders from customers, smiling, always being polite, even when I don't like the people. It's kind of like being an actor!

I only work in the evening, so I have my days free to do whatever I want. I read a lot, and I go for long walks with my dog, Chevy. And now I've just started taking guitar lessons, something I've always wanted to do. Good life, right? But I wonder if this is what I should be doing—being a waiter. Is this what I went to university to become? I could easily do this job without being a university graduate. The customers and my coworkers couldn't care less that I studied physics.

And the job at Prima pays pretty well, if you include tips. But when all is said and done, I just earn enough to pay rent for my apartment, feed Chevy, and keep my old car going. I don't really have any savings to travel or to move up in life. But hey, is money everything?

Two of my friends from university have landed jobs that pay them a lot of money. They work very hard and they work long hours. They don't have any free time. They complain about how exhausted they are all the time. I don't envy them. I don't need that kind of stress.

So, that's my situation. What should I do? I know being a waiter, even at a top restaurant, isn't what I'm destined to be. But I don't want to end up like some of my friends—with stressful jobs and no time to have fun. At the end of the day, I think I just need to find a job that will make me happy. I just need to think about what my perfect job will be.

B

GLOSSARY Say these expressions.

shift = a period of assigned work

all things considered = when you take everything into account

couldn't care less = don't care at all

land a job = find a job

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

1. Alex's job as a waiter is not hard work.
2. Alex doesn't like being a waiter.
3. His friends have a lot of free time.
4. Alex wants to find a well-paying job and work hard.
5. Alex knows what his dream job will be.

T / F
T / F
T / F
T / F
T / F

B DRAMATIC READING

Work with a partner. Take turns reading Alex's story.

C LANGUAGE PUZZLE

Find similar expressions in the story. Underline them.

I like having my days open, nothing to do.
I don't want to live like them.

My job isn't a lot of work.
Other people I work with don't care what I studied.

Think about the Issue

A



LISTEN Do you agree or disagree with these opinions?

SHIN

Alex is lazy. He should get a real job.

agree / disagree



ANNA

Alex is enjoying his life but he needs more money. Maybe he should get another part-time job.

agree / disagree



MARK

Alex should stop thinking about his life and be happy with what he's doing.

agree / disagree



IRIS

I think Alex is confused. He needs help finding a job that is right for him.

agree / disagree



B

THINK What do you think Alex needs to do?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

I think that	Alex should think about his situation.
I believe that	
What	do you think?
I agree	with you.
I think	so, too.

Explore the Topic

A ON YOUR OWN

What is important in a job? Check (✓) the opinions you agree with. Then add two new ideas.

OPINION	AGREE
It's important to have a good salary.	
It's important to have a lot of free time.	
It's important to have opportunities for a promotion.	
It's important to have a good salary.	
It's important to have an office close to where I live.	
MY IDEA	
MY IDEA	



THINK ABOUT lifestyle, commute, what you like to do



B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What is important in a job?"

"Is it important to _____ in a job?"



When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

Your perfect job.

A

 **WATCH** Take notes on Masa's presentation. (Script is on page 91.)



CONTENT

Answer these questions.

1. Why do pilots have a lot of free time?
2. Is being a pilot a dangerous job?
3. Why does Masa want to be a pilot?
4. Why don't his friends want him to have his dream job?
5. Do you think he'll be a pilot? Why or why not?

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Masa's presentation were interesting for you?
2. Masa talks about why he wants to be a pilot. Do you think his reasons are good? What kind of job would you like to have in the future? Why?
3. What parts of Masa's communication style were effective?

B

BRAINSTORM What is your perfect job? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

Body Art

appearance, culture,
family



Get Ready

Work with a partner. Ask and answer these questions.

1. How important is other people's appearance to you?
2. What famous person do you think is fashionable or attractive?
3. Do you like "extreme fashion?" What do you like? (piercings, tattoos, wild clothes.)

Engage

A

17

READ AND LISTEN

SITUATION Mae was born in the United States, but her parents are from Korea. Her father finds out a secret about her. What is the secret? How does he react?



Dad: Oh, I dropped my wallet!

Mae: I'll get it, Dad.

Dad: Oh, thank you, dear. Wait, what's that?

Mae: Uh... nothing. Here's your wallet!

Dad: What is that on your arm, Mae? Let me see!

Mae: Dad, calm down. It's just a little tattoo...

Dad: A tattoo!

Mae: Dad, it's not a big deal. Everyone gets tattoos these days.

Dad: No, everyone does not get tattoos. Tattoos are for criminals and gangsters!

Mae: Come on, Dad, get with it! That may have been true when you and Mom lived in Korea. But now tattoos are cool. And they mean something completely different.

Dad: My own daughter? With a tattoo? What's gotten into you? Does your mother know? How on earth are you going to explain this to her? She'll have a heart attack.

Mae: Dad, calm down. Umma knows. She's not happy about it, but she understands.

Dad: But... how will you find a job? No one will hire you with that on your arm!

Mae: I can cover it up if I need to. Also, tattoos are really common. One of my professors at university even has one!

Dad: Your mother and I did not raise you this way. To... scar yourself for the rest of your life! What got into you? Why did you do this?

Mae: OK, Dad, if you really want to know, it's because I want to express myself. Look at my tattoo, Appa. Don't you see what it is? It's a hibiscus flower, the national flower of South Korea. When I look at this tattoo, I think of our family and our culture.

Dad: Oh, oh, I see. Well, that's not so bad then. But there are other ways to express yourself. And other ways to honor your family.

Mae: Dad, you're just too old-fashioned. There's nothing wrong with getting a tattoo. Besides, you didn't say anything when Joe got his tongue pierced!

Dad: Your brother got his tongue pierced? What does that mean? It sounds worse than a tattoo!

Mae: Oh no... you didn't know? Let me explain...



B

GLOSSARY Say these expressions.

not a big deal = not a problem

get with it = update your views

What's gotten into you? = What caused you to act this way?

raise someone = take care of someone from the time they are a child until they are an adult

express yourself = show or share your thoughts and feelings

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

- | | |
|---|-------|
| 1. Mae's father is upset because he dropped his wallet. | T / F |
| 2. Mae's father thinks tattoos are only for bad people. | T / F |
| 3. Mae's mother doesn't know she has a tattoo. | T / F |
| 4. Mae's brother got a tattoo, too. | T / F |
| 5. Mae thinks her father's views are out of date. | T / F |

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Mae. One person is Mae's father.

C LANGUAGE PUZZLE

Find similar expressions in the conversation. Underline them.

Maybe that was true before...

I want to show who I am.

You're too traditional.

She'll be so shocked.

Your parents did not bring you up with these values.

Think about the Issue

18

A LISTEN

Do you agree or disagree with these opinions?

SHIN



Mae's dad is old-fashioned. In the past, tattoos weren't acceptable. But now, a lot of people have them.

agree / disagree

ANNA



I would never get a tattoo. It looks unprofessional. And in many parts of the world, it's not good to have a tattoo.

agree / disagree

IRIS



There's nothing wrong with getting a tattoo. Mae's father needs to let go of his old-fashioned ideas. Tattoos aren't a big deal anymore.

agree / disagree

MARK



I agree with Mae's father. People with piercings and tattoos look cheap. I would never hire someone with a tattoo.

agree / disagree

B

THINK What do you think about tattoos? Are they OK or not appropriate?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

What do you think of	Iris's	opinion?
How do you feel about		point?
I guess	she's right.	
	she has a point.	
It's not clear to me.		
I'm not sure. I'll have to think about this.		

Explore the Topic

A ON YOUR OWN

What would you be willing to do to look fashionable? Check (✓) your answers. Then add two new ideas.

ACTION	I WOULD.	I MIGHT.	NO WAY!
Get a tattoo			
Change your hair			
Spend lots of money on clothes			
Have cosmetic surgery			
Go to a spa			
Change what you eat			
Exercise every day			
MY IDEA			
MY IDEA			



THINK ABOUT diet, daily habits, lifestyle



B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What would you do to look fashionable?"

"Would you _____ to look fashionable?"

When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

Your fashion philosophy.

A



WATCH Take notes on Malik's presentation. (Script is on page 91.)



CONTENT

Are these statements true or false?

1. Malik likes to see what famous people are wearing. T / F
2. Malik says he is a quiet person. T / F
3. Malik thinks that clothes should reflect who you are. T / F
4. Malik doesn't like expensive name brand clothes. T / F

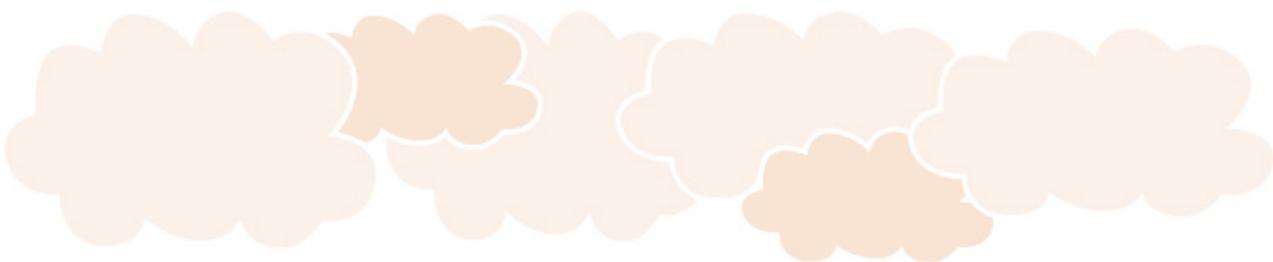
YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What did you think of Malik's presentation?
2. Malik gives his ideas about fashion. Are your ideas similar to his? What ideas do you have about clothing and fashion?
3. What was effective about how Malik expressed his ideas?

B

BRAINSTORM What is your fashion philosophy? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

Boomerang Children

trends, living situations, culture, family

Get Ready

Work with a partner. Ask and answer these questions.

At what age should people do the following things? Give reasons.

- move out of their parents' house
- start working
- get married
- have children

Engage

A

19

READ AND LISTEN

SITUATION *Youth Move* is an international talk show about culture. What trend are they talking about? What are the reasons for this trend?



Asha: Asha Samra here, your host of *Youth Move!* Today's topic: adult children. It sounds like a contradiction. What is an "adult child?" Well, today we're going to talk about adults living with their parents. Let's meet our guests. We have Rie Hoshino, a journalist from Tokyo, and William Fox, from *Voice* magazine in London. Welcome Rie and William. Rie, let's start with you. What's your take on this issue?

Rie: Thanks, Asha. In Japan, this is becoming a huge trend. We call adult children living with their parents "parasite singles."

Asha: Sounds creepy.

Rie: Well, these young people are unmarried and live off of their parents' income, like parasites.

Asha: How about in the UK, William? Do you have a "parasite" problem?

William: Well, something similar is happening here. But I wouldn't call these young adults "parasites." We call them "boomerang children."

Asha: Boomerang? Like the flat wooden triangular... device?

William: Right, the thing that flies back to you when you throw it in the air. These are young people who have left their parents' home and then returned.

Asha: So are these young people simply taking advantage of their parents?

Rie: Yes! They've been spoiled by their parents, so they don't want to grow up.

William: OK. But there are also practical reasons.

Rie: Of course. Living by yourself is expensive. Better to have your parents pay for everything.

Asha: And this can create problems... right, Rie?

Rie: Yes. These young people get married later, if at all, they don't buy houses, cars, and so on. That's contributing to a depressed economy.

William: But many of these boomerang children are actually quite hard-working. Some are saving money to go to school or buy a home.

Asha: But in the past, young people wanted to leave home to be free. What has changed?

Rie: Today, young people are too lazy to support themselves.

William: Now, I don't think that's fair. We shouldn't forget that many young people actually move home to take care of their parents.

Asha: What do our listeners have to say? Our first caller is from New Delhi...



B

GLOSSARY Say these expressions.

trend = a general direction of change

parasite = a person who habitually takes advantage of the generosity of others

creepy = scary, frightening, weird

take advantage of someone = use a person for your own benefit

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

1. Rie says that adult children living at home is becoming more common in Japan. T / F
2. In the UK, young people who come back to live with their parents are called "parasite singles." T / F
3. The criticism of adult children living with their parents is that they are lazy. T / F
4. A good thing about adult children living with their parents is that they can help care for their parents. T / F
5. Rie and William agree that it is good for adult children to live with their parents. T / F

B DRAMATIC READING

Work in a group of 3. Read the conversation out loud. One person is Asha. One person is Rie. One person is William.

C LANGUAGE PUZZLE

Find similar expressions in the conversation. Underline them.

This is starting to be more common.

It seems like these are opposite ideas.

They rely entirely on their parent's money.

In addition, there are real reasons.

Think about the Issue

A

20

LISSEN Do you agree or disagree with these opinions?

ANNA
If adult children keep living at home, they will never grow up.
agree / disagree

SHIN
Living with your parents is a good idea. You can save money. Most parents like having their children around.
agree / disagree

MARK
It's important for young people to become independent. To do that, they need to live on their own.
agree / disagree

IRIS
I think it's good for children to stay at home and take care of their parents.
agree / disagree

B

THINK What do you think about adult children living with their parents?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

What's	your take on this?
--------	--------------------

What	do you think?
------	---------------

I see what you mean, but...

Well, I can see what you're saying, but...

That's all well and good, but...

Explore the Topic

A

ON YOUR OWN

Boomerang children are becoming more common all over the world. What do you think of this trend? Check (✓) the opinions you agree with. Then add two new ideas.

OPINION	AGREE	DISAGREE
I don't like this trend. They are taking advantage of their parents.		
There are good things about this trend. It helps children become close friends with their parents.		
Moving back in with your parents is OK if it's absolutely necessary.		
If adult children live with their parents, they will always be children.		
Adult children can take care of their aging parents, so it can be good for everyone.		
MY IDEA		
MY IDEA		



THINK ABOUT lifestyle, future plans, family relationships

**B**

GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What do you think of this trend?"

"Do you think it's a good idea for adult children to live at home?"

When you talk, take notes. Fill in the table.

Name _____	Name _____
• • •	• • •
Name _____	Name _____
• • •	• • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

A big milestone in my life.

A

WATCH Take notes on Lara's presentation. (Script is on page 91.)



B

BRAINSTORM What was a big milestone in your life? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

CONTENT

Are these statements true or false?

- | | |
|---|-------|
| 1. Lara wasn't very good at playing soccer. | T / F |
| 2. Lara wanted to try out for the national team. | T / F |
| 3. Lara made it onto the national team. | T / F |
| 4. Lara thinks she learned a lot by playing soccer. | T / F |

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Lara's presentation were interesting for you?
2. Lara talks about her future goals. Did you have a big goal like her when you were younger? Do you think having goals is important? Why?
3. What was effective about Lara's communication style?

Naomi's Dilemma

**career, relationships,
boundary issues**

Get Ready

Work with a partner. Ask and answer these questions.

1. Are men and women treated equally at work?
2. What kinds of problems do men or women face at work?

Engage

A

21

READ AND LISTEN

SITUATION Naomi calls her older brother, Tom, to ask for advice about a situation at work.
What advice does she need?



Tom: Hello?

Naomi: Hey, Tom. It's me.

Tom: Oh, hey, Naomi. How are you doing?

Naomi: Well, I need your advice.

Tom: Oh, OK. Anything wrong?

Naomi: Not really. I just have this... situation at work.

A bit of a dilemma.

Tom: Let's hear it.

Naomi: Well, it's between me and my boss.

Tom: Victor? What happened?

Naomi: Well, nothing happened. Yet.

Tom: What do you mean "yet?"

Naomi: Well, today he asked me out.

Tom: Asked you out? Like on a date?

Naomi: Yeah. On a date. We're working on this new project together. We were in the conference room and when no one else was in the room, he asked me out for dinner.

Tom: Oh, man. That's inappropriate.

Naomi: Well, I'm not sure. That's why I'm calling you. What should I do?

Tom: Well, in my opinion, it's not right. He's your boss.

What if you say no and he gets upset, and takes you off the project or something?

Naomi: Yeah, but I do kind of like him, and we're both single. So it's not like wildly inappropriate behavior.

Tom: Yeah, but that's not the point. It's not appropriate for a boss to ask an employee on a date. The consequences are never good. You should report it to HR.

Naomi: Why would I report it to Human Resources?

Tom: You have to. That's the right thing to do. Make it clear that it's not OK.

Naomi: But if I report it to HR, it'll just lead to trouble. I think Victor would be shocked if I did that. I don't think he sees anything wrong with asking me out.

Tom: Yes, that's the problem. He should know better. He shouldn't use his position that way.

Naomi: I don't think he's trying to use his position, and I do kind of like him...

Tom: Listen, Naomi. I'm your big brother. You wanted my advice. I think you need to report it. But hey, it's your call.

Naomi: I see your point... but...



B

GLOSSARY Say these expressions.

dilemma = a difficult problem

wildly = very

inappropriate = wrong or not proper for the situation

consequence = end result, effect

human resources (HR) = a department in a company that deals with employees

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Answer the questions.

1. Why did Naomi call her brother? _____
2. What is Naomi's dilemma? _____
3. What is her brother's advice? _____
4. Do you think Naomi will follow his advice? Why? _____

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Tom. One person is Naomi.

C LANGUAGE PUZZLE

Find similar expressions in the conversation. Underline them.

Something happened at work.
He should know that's wrong.

It's your choice.
That's the correct action to take.

Think about the Issue

A



LISTEN Do you agree or disagree with these opinions?

ANNA

Naomi likes her boss, so maybe she should go out with him. One time won't hurt.



agree / disagree

SHIN

Naomi should keep quiet. If she complains, she could lose her job. But she definitely shouldn't date her boss.



agree / disagree

IRIS

Naomi's boss is in the wrong. It's never OK for a boss to ask an employee on a date. Naomi should report it.



agree / disagree

MARK

If Naomi really likes her boss, maybe she should find another job. Then she could date him.



agree / disagree

B

THINK What do you think about Naomi's situation?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

What do you think of	Anna's	idea?
	Shin's	opinion?
I think	she makes a good point. he has the right idea.	
Yeah, I	think so, too. totally agree with you.	

Explore the Topic

A

ON YOUR OWN

What do you think is acceptable work behavior? Check (✓) your answers. Then add two new ideas.

BEHAVIOR AT WORK	DON'T DO IT!	MAYBE NOT	IT DEPENDS	PROBABLY OK	NO PROBLEM
Asking a coworker on a date.					
Going to the boss's house with your coworkers.					
Talking about personal problems with coworkers.					
Talking about personal problems with your boss.					
Complimenting your boss on the way he / she looks.					
Asking your boss out on a date.					
MY IDEA					
MY IDEA					



THINK ABOUT company events, social events
after work, meeting co-workers socially

**B**

GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What do you think is acceptable behavior at work?"

"Is _____ OK at work?"

When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

An uncomfortable situation.

A



WATCH Take notes on Dominic's presentation. (Script is on page 91.)



CONTENT

Are these statements true or false?

1. Dominic wasn't very good at playing the piano. **T / F**
2. Dominic was able to play in the end. **T / F**
3. Dominic had problems after moving to a new school. **T / F**
4. Dominic still feels bad about how he was treated by other children. **T / F**

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. How was Dominic's presentation? What was interesting?
2. Dominic talks about challenges he had. What do you think about the way he handled these problems? What do you think are good things to do if you have challenges like these?
3. What was effective about the way Dominic presented his ideas?

B

BRAINSTORM Have you been in an uncomfortable situation? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

The Art of Compromise

gender issues, compromising, relationships



Get Ready

Work with a partner. Ask and answer these questions.

1. Do you know a man who is good at managing money?
2. Do you know a woman who is very well organized?

Engage

A

23

READ AND LISTEN

SITUATION Bryan and Cheryl are newlyweds. Each is having lunch separately with a parent to talk about their marriage. What problems are they having?



Father: Hey, Cheryl. How are things going?

Cheryl: Actually, Dad, I need to talk to you. I'm very worried about Bryan.

Father: Is he OK?

Cheryl: Yes... Well, no. It's just that Bryan isn't like you, Dad.

Father: What do you mean?

Cheryl: I don't know how to say this. He can't manage money.

Father: He can't manage money? Really? I mean... I think Bryan's a really smart guy.

Cheryl: Well, he's intelligent, but he can't take care of money. He's always spending too much. And our credit cards are over their maximum limits! You've always known how to manage money very well. Why can't he? Isn't that a "guy thing?"

Father: Well, Cheryl, not all guys are good at managing finances. You know, maybe you should compromise. You should help take care of your family's money. Ever thought of that? You're my daughter after all, you've got a good head for numbers, and I'm sure you'll do a great job!

Cheryl: Come on, Dad. I've never done that. That's a man's job.

Mother: Bryan, I'm so glad that we could get together for lunch. You sounded worried on the phone. Is everything OK?

Bryan: Well, it's Cheryl. She's great, but...

Mother: What's the problem?

Bryan: The problem is... she's... messy.

Mother: What? That's the problem?

Bryan: Please don't laugh at me, Mom. I'm serious. She's totally unorganized.

Mother: So what? Lots of people are not well organized.

Bryan: But she is *really* unorganized. Have you seen our kitchen? The dishes are just everywhere. She never puts things away! She knows it bothers me. But nothing changes. She's not at all like you. You've always been so well organized. Our house was always neat and tidy. I thought women were more organized than guys.

Mother: Well, maybe you should compromise—you can clean and organize the apartment yourself. Ever thought of that? You're my son after all, and you know how to keep things in order. I'm sure you could do a great job.

Bryan: Me? Organize and take care of everything? Come on, Mom. That's a woman's job.



B

GLOSSARY Say these expressions.

manage money = control how you spend money, spend money carefully

over the maximum limits = more than what is allowed; too much

compromise = agree to accept less than what you want

messy = not neat, disorganized

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

- | | |
|---|-------|
| 1. Cheryl thinks Bryan is not very intelligent. | T / F |
| 2. Bryan loves his wife. | T / F |
| 3. Bryan's mother is unorganized. | T / F |
| 4. Cheryl's father takes care of money very well. | T / F |

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Bryan or Cheryl. One person is Bryan's mother or Cheryl's father.

C LANGUAGE PUZZLE

Find similar expressions in the conversation. Underline them.

He is not able to handle money.
extremely disorganized

pick up and put things in their place
organized and clean

Think about the Issue

A 24 LISTEN

Do you agree or disagree with these opinions?

ANNA

Cheryl and Bryan should have discussed this before they were married. Too late to solve it now.

agree / disagree



MARK

Cheryl should learn to manage the money and Bryan should organize everything in the apartment. This is a good compromise.

agree / disagree



IRIS

If Cheryl and Bryan aren't willing to compromise, they should get divorced.

agree / disagree



SHIN

They should just accept each other the way they are. That's the only solution.

agree / disagree



B THINK

What do you think Cheryl and Bryan should do?

MY IDEA (I think... / I don't think...)

C SHARE

Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

I think	Anna's	idea makes the most sense.
I feel		argument is the best.
Yeah,	I think so, too.	
	she's got the right idea.	
I	don't think so.	
	don't think that makes sense.	

Explore the Topic

A

ON YOUR OWN

What is a good compromise in each situation? Write a compromise. Then add your own situation and write a compromise.

ONE SPOUSE...	THE OTHER SPOUSE...	COMPROMISE
1. wants to get a dog	is allergic to dogs	
2. wants to stay home and watch movies on weekends	wants to go out on weekends (movies, dinner, dancing)	
3. wants no children	wants two children	
4. wants to save money for retirement	wants to spend money to enjoy life now	
5. wants to live in the country	wants to live in the city	
6. likes to talk about their problems (all the time)	is tired of always talking about their problems	
7. MY IDEA	MY IDEA	



THINK ABOUT lifestyle, family, where you want to live

**B**

GROUP EXCHANGE

Talk to your classmates. Ask about situations from A. Write the situation number and the compromise.

"What would you do to compromise in Situation _____?"

When you talk, take notes. Fill in the table.

Name _____	Name _____
Situation # _____	Situation # _____
Compromise	Compromise
Name _____	Name _____
Situation # _____	Situation # _____
Compromise	Compromise

Which situation did you talk about the most? How did people in your group decide to compromise in those situations?

- _____
- _____
- _____

Present Your Ideas

We need to compromise!

A



WATCH Take notes on Chao's presentation. (Script is on page 92.)



B

BRAINSTORM Describe a situation in which a compromise is necessary. Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

CONTENT

Are these statements true or false? Circle T or F.

1. Yao should keep his apartment clean, no matter how tired he is. T / F
2. The landlord is wrong to blame Yao for the rats in the building. T / F
3. Yao's messiness is not the cause of the rat situation. T / F
4. Chao's idea for a compromise is a good one. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Chao's presentation were interesting for you?
2. Chao thinks that Yao and the landlady should split the costs. Do you agree? What do you think are good ways of solving problems like this one?
3. What was effective about how Chao told his story?

Choosing your Career

**career, lifestyle choices,
environmental issues**

Get Ready

Work with a partner. Ask and answer these questions.

1. When you were a child, what did you want to be?
2. What is your job now? What kind of job do you want?
3. How did you / will you choose your career path?

Engage

A

25

READ AND LISTEN

SITUATION Bruce has been offered two jobs. He's telling his friend Lenore about the offers.

Which job offer does Lenore think he should take?



Lenore: So, how's your job search going?

Bruce: Great! You won't believe this—I got two job offers.

Lenore: Fantastic! Who are they from?

Bruce: I got one job offer from Promolix. And one from Ecolene, too.

Lenore: Congratulations! That sounds like an easy choice. Promolix is that global chemical company, right? With all those environmental lawsuits? I wouldn't touch that one!

Bruce: I don't know. They seem like a growing company

with a bright future.

Lenore: Well, Ecolene is a great company, too. And they just won the "Champion of the Earth" award for their green policies. It's a very progressive company.

The perfect place to work.

Bruce: Actually, I'm thinking about taking the Promolix job.

Lenore: You're kidding!

Bruce: Listen, I'd be crazy to say no. It pays a lot more than Ecolene. It's also a much bigger company. That means a lot more career advancement opportunities.

Lenore: But you'll be a robot in a suit! Is that what you want? The salary may be bigger, but you'll wind up

working—what?—70 hours a week!

Bruce: Well, you have to work hard to succeed. That's part of their corporate culture.

Lenore: I bet it is. So is polluting the air and water. And weren't they involved in a data grabbing scandal? Stealing information from their customers?

Bruce: That could happen to any company. Besides, who knows how long a small company like Ecolene will be around? I don't see any advantage to working there.

Lenore: Really? Well, less stress is one thing. And they're more socially responsible. And I bet they have a more creative work culture, too.

Bruce: Honestly, I think you're being a bit naive. Business is all about competition. And in a big company you have more room to move up.

Lenore: If I were you, I'd take less money and have a better life.

Bruce: But I have big dreams. I want to succeed!

Lenore: Well, I don't think money and a big office can make someone happy. I think you're making a mistake if you go for the Promolix job.



B GLOSSARY Say these expressions.

progressive = supporting new or modern ideas and methods

corporate culture = the way that people in a corporation think and behave

data grabbing = getting data in an unfair way

naive = showing a lack of experience

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F or NI (not enough information).

- | | |
|---|------------|
| 1. Bruce would consider Ecolene if it paid more money. | T / F / NI |
| 2. Lenore thinks that Bruce should choose a company with a good work environment. | T / F / NI |
| 3. Bruce doesn't mind working in a competitive environment. | T / F / NI |
| 4. Bruce and Lenore agree about what success is. | T / F / NI |
| 5. Bruce and Lenore agree about which job offer is better. | T / F / NI |

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Bruce. One person is Lenore.

C LANGUAGE PUZZLE

Find expressions in the conversation that are similar. Underline them.

It's stupid not to accept it.

Because Ecolene is a small company, it may not last for a long time.

I think you're being a little too simple.

Think about the Issue



A LISTEN Do you agree or disagree with these opinions?

MARK

Bruce shouldn't sell himself to whatever company pays the most. Lifestyle is important, too.



agree / disagree

ANNA

He should start out with Promolix and see how it goes. Like he says, if you want success, you have to work hard.



agree / disagree

SHIN

Lenore's not being realistic. Bruce should take the job that pays more.

agree / disagree

IRIS

Lenore's right about money. You can't buy happiness with it. He should take the Ecolene position.



agree / disagree

B THINK

What do you think Bruce should do?

MY IDEA (I think... / I don't think...)

C SHARE

Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

I	think Shin	has the best argument. has the right idea.
What	do you think? is your opinion?	
If you ask me, his	argument is a bit weak. idea doesn't make sense.	

Explore the Topic

A ON YOUR OWN

Read the following job characteristics. Which are most important to you?
Make a check (✓) in one column for each point. Then add two new ideas.

CHARACTERISTIC	REALLY IMPORTANT	SOMEWHAT IMPORTANT	NOT SO IMPORTANT
The size of the company			
Good benefits			
Creative work			
Easy commute			
Environmentally sensitive			
Flexible hours			
Chance to travel			
High salary			
Famous company			
Chance to move ahead			
Number of female executives			
MY IDEA			
MY IDEA			



THINK ABOUT work culture, work environment, lifestyle

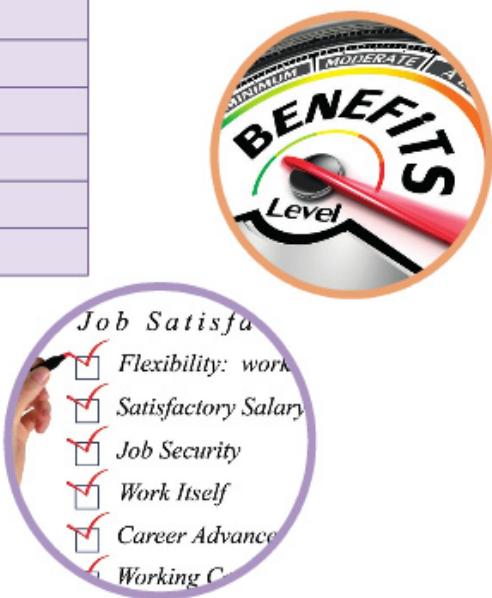
B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"Which things are important to you in a job?"

"Is/Are _____ important to you in a job?"

When you talk, take notes. Fill in the table.



Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

A job you want.

A

13

WATCH Take notes on Amanda's presentation. (Script is on page 92.)



B

BRAINSTORM Think about a company you want to work for. Why do you want to apply for a job with this company? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

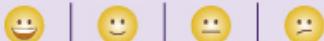
E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

CONTENT

Are these statements true or false?

1. Amanda wants to do creative work at this company. T / F
2. She wants to work at this company because the salary is good. T / F
3. She feels women have a good chance to succeed in this company. T / F
4. She is concerned about the environment. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Amanda's presentation were interesting for you?
2. Amanda explained why she liked a company. Are those things important to you? What qualities are you looking for in a company or a place to work?
3. What was effective about Amanda's communication style?

Save our country!

*immigration, national identity,
government policies*



Get Ready

Work with a partner. Ask and answer these questions.

1. Do people from other countries live in your country? What countries do they come from?
2. What are people's attitudes toward them?

Engage

A

27

READ AND LISTEN

SITUATION Katrina and Micah are college students discussing a lecture they heard about immigration. Do they have the same opinions?



Micah: That lecture was really interesting.

Katrina: Totally! I didn't realize how few refugees our country admits every year. There are so many people escaping war and economic problems, but there are so few places that are willing to help them—including our country.

Micah: Hmmm. I agree it was a good lecture, but that's not what struck me.

Katrina: What struck you?

Micah: The speaker talked about how people in many countries are worried about the massive wave of immigrants.

Katrina: Exactly. It's a human tragedy. We have to respond!

Micah: But with all the conflict in the world, people want to protect their own country.

Katrina: Protecting your country doesn't mean you have to reject immigrants.

Micah: But if we allow so many immigrants to come here, it's going to create a lot more problems.

Katrina: I completely disagree. Bringing in immigrants from other countries benefits us.

Micah: In what way?

Katrina: People around the world will respect our country

more if we allow immigrants to come here. Immigrants will also work hard and bring diversity.

Micah: No, I think you're missing the point. Most immigrants don't speak our language. And they just don't fit in. That can lead to a lot of social problems.

Katrina: Do immigrants really create social problems? Isn't that just an image from the media? Giving immigrants support isn't that difficult, or expensive.

Micah: Whoa, back up a second. Supporting immigrants is very expensive. We have a responsibility to our country first. Of course we should help people around the world, but we can't solve everyone's problems.

Katrina: Tell you what, let's find some objective data about these issues. If we know the facts, I'm sure we'll find some points of agreement.

Micah: You're right. Let's not let extreme opinions get in the way of finding solutions.

Katrina: Totally. To solve the world's problems we have to work together, not yell at each other. And sometimes, we may just agree to disagree.

Micah: Sounds good. Hey, I guess it really was a good lecture today! It really got us thinking.



B

GLOSSARY Say these expressions.

admit = allow into a country or a place

strike (someone) = to make an impression (on someone)

immigrant = person who moves permanently to a new country

diversity = a variety of people

miss the point = not understand what is important

objective = based on fact not opinion

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Answer the questions.

- How did Micah and Katrina feel about the lecture?
- What points did Micah remember about the lecture?
- What points did Katrina remember about the lecture?
- What do Katrina and Micah agree about in the end?

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Micah. One person is Katrina.

C LANGUAGE PUZZLE

Unscramble these words to make sentences.

people / from / countries / welcoming / us / other / benefits
 lead / can / to / problems / that / social
 data / about / objective / find / issue / let's / this
 thinking / really / us / got / it

Think about the Issue

A LISTEN

Do you agree or disagree with these opinions?

SHIN

People everywhere should have the same rights. We should be more open to immigration.

agree / disagree



ANNA

I understand Katrina's feelings, but I think she's being unrealistic. It's not practical to try to help everyone.

agree / disagree



MARK

Arguing about immigration is a waste of time. There are bigger problems, such as global warming. We need to focus on bigger issues.

agree / disagree



IRIS

People will never agree on this issue. Some people are more open to outsiders than others. You can't change anyone's mind.

agree / disagree



B THINK

What do you think about Micah and Katrina's ideas?

MY IDEA (I think... / I don't think...)

C SHARE

Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

What do you think of	Shin's opinion?	
How do you feel about		
To tell the truth,	I agree with him.	We should be more open to immigration.
I	completely	disagree with him.

Explore the Topic

A ON YOUR OWN

How often are these issues discussed in your country? Check (✓) your answers. Then add two new ideas.

ISSUE	ALMOST NEVER	ONCE IN A WHILE	SOMETIMES	ALL THE TIME
Immigration				
Population size				
Poverty				
Environmental problems				
Global warming				
Gender equality				
MY IDEA				
MY IDEA				



THINK ABOUT lifestyles, individual rights, government policies

B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What issues are often discussed in your country?"

"Is / Are _____ often discussed in your country?"



When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which issues are most popular?

- _____
- _____
- _____

Present Your Ideas

Improving society.

A

⌚ 14

WATCH Take notes on Daniel's presentation. (Script is on page 92.)



CONTENT

Are these statements true or false?

1. Daniel thinks it's bad that men and women aren't treated equally. T / F
2. Daniel thinks there aren't enough women in powerful positions. T / F
3. Daniel thinks that life is quite easy for men. T / F
4. Daniel thinks women should be in charge of everything. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What did you think of Daniel's presentation?
2. Daniel gave examples of gender inequality. Do you think those are important issues? What are other examples of inequality in society?
3. What about Daniel's communication was effective?

B

BRAINSTORM How can we improve society? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

15 Life Online

technology, social media, relationships



Get Ready

Work with a partner. Ask and answer these questions.

1. Do you think that people today communicate more or less because of online activities?
2. Do you think online activities bring people together or keep people apart?

Engage

A

29

READ AND LISTEN

SITUATION Trin and Ann-Li are talking about their online activities. What do you think they will disagree about?



Trin: Good morning. I said good morning, Ann-Li.

Ann-Li: Oh, morning.

Trin: What are you doing? Ann-Li, what are you doing?

Ann-Li: Oh, look. That picture I took in Hawaii got a thousand likes!

Trin: What? Wait, that's me. Posing on the beach with those surfers.

Ann-Li: Yeah, it's a great picture, if I do say so myself.

Trin: But I never said you could post that! Me, in my little swimming trunks, with my belly sticking out. I don't want people to see me half-naked like that.

Ann-Li: Oh, come on, it's harmless.

Trin: Ann-Li, you've got to stop using social media so much. You're posting so many pictures of us all the time. We don't have any privacy.

Ann-Li: Hey, look at this comment from Chandra: What a cute little butterball!

Trin: Really, Ann-Li, that's offensive. And who's this Chandra?

Ann-Li: Oh, she's one of my friends. We've been following each other for about a year. I really like her.

Trin: Have you two ever met? I mean, in person?

Ann-Li: In person? Well, no. But we chat a lot and comment on each other's posts.

Trin: Online relationships like that are so... *shallow*. It's all about how many likes you get. Like some kind of weird popularity contest.

Ann-Li: Oh, it's not weird. These people are my friends. They're interested in my life!

Trin: It's just a game.

Ann-Li: Speaking of games, how about all those silly shooter games you play? They're just childish. And they're so violent. They're also pretty mind-numbing if you ask me. At least what I do is social.

Trin: Hey, my games are social, too. We have a great community of players. There's a lot going on. They're not just "silly games."

Ann-Li: OK, whatever.

Trin: And at least I limit myself to just playing in the evenings, after work.

Ann-Li: You do not. You're online all the time!

Trin: So are you! In fact, you barely even notice me anymore.

Ann-Li: Yeah? Well, I feel the same way.



B

GLOSSARY Say these expressions.

shallow = superficial, not deep or meaningful

popularity contest = a competition to decide who is more popular

shooter game = video game in which players attempt to "kill" characters

mind-numbing = very boring, not requiring any thought

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

1. Ann-Li loves to post photos online. T / F
2. Trin thinks he is in good shape. T / F
3. Trin feels he has no privacy because of Ann-Li's posts. T / F
4. Ann-Li thinks the online games Trin plays are interesting. T / F
5. Ann-Li thinks Trin should spend more time with her and less time online. T / F

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Trin. One person is Ann-Li.

C LANGUAGE PUZZLE

Put the words in order to form sentences. Then find the same sentences in the conversation. Underline them.

post / said / could / I / you / never / that
any / have / privacy / we / don't
social / do / I / what / is

time / online / you're / the / all
way / feel / I / the / same

Think about the Issue

▶ 30

A LISTEN

Do you agree or disagree with these opinions?

SHIN

Ann-Li shouldn't post Trin's photos without getting his permission. She is offending him.

agree / disagree



IRIS

Ann-Li and Trin spend too much time online. They should do more activities together offline.

agree / disagree



MARK

Ann-Li and Trin should understand and respect each other's online communities more.

agree / disagree



ANNA

They should break up. They live in totally different worlds. I don't think they are interested in each other anymore.

agree / disagree



B THINK

What do you think about Trin and Ann-Li's situation?

MY IDEA (I think... / I don't think...)

C SHARE

Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

Whose opinion	do you	agree with?
Definitely Anna's. She	really knows	what she's talking about.
Definitely not Anna's! She	doesn't know	
Probably Mark's. He	has	the right idea.
Certainly not Mark's. He	doesn't have	a clue.

Explore the Topic

A

ON YOUR OWN

How often do you do these different online activities? Write 1, 2, or 3. Then add two new ideas.

HOW OFTEN DO YOU _____ ONLINE?		1 = OFTEN 2 = HARDLY EVER 3 = NEVER
search for information		
share photos		
play games		
shop		
update a personal web page or social media site		
listen to music		
MY IDEA		
MY IDEA		



THINK ABOUT social media, online activities, connecting with friends

What are the top three activities you do online?

1. _____ 2. _____ 3. _____

B

GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What are the top three activities you do online?"

"Do you _____ ?"



When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which activities are most popular?

- _____
- _____
- _____

Present Your Ideas

My life online.

A

⌚ 15

WATCH Take notes on Lara's presentation. (Script is on page 92.)



CONTENT

Are these statements true or false?

1. Lara uses online sources for her school work. T / F
2. She does not read news at all. T / F
3. She sells and buys things online. T / F
4. She feels she should reduce the time she spends online. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Lara's presentation were interesting for you?
2. Lara talks about her online activities. How are your online activities similar to hers? What do you think are the benefits of online activities?
3. What did you notice about Lara's communication style?

B

BRAINSTORM What do you do online? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

A Man's Place

gender issues, relationships

50/50

Get Ready

Work with a partner. Ask and answer these questions.

- When you were young, did your mother or father work outside the home?
- In your country, do most parents work or stay at home with the children?

Engage

A

31

READ AND LISTEN

SITUATION Dr. James Lee is being interviewed on the show *Today's Society*. He wrote a book called *A Man's Place*. What is his book about?



Interviewer: Welcome back to *Today's Society*. I'm Felicia Gomez, and today we're speaking with

Dr. James Lee about his new book, *A Man's Place*. Thank you for joining us, Dr. Lee. Could you tell us about your new book?

Dr. Lee: Certainly. I was inspired to write this book by my children, actually. I have a son and a daughter. They get very different messages about what they can grow up to be.

Interviewer: What do you mean?

Dr. Lee: Well, for example, my daughter hears that she can do anything—she can be a businesswoman, a professional athlete, or a stay-at-home mom. That's great. But these days there are few good role models for boys.

Interviewer: Hmm... In your book, you say that men are "lost." Can you explain that?

Dr. Lee: Well, traditional gender roles have changed. It used to be clear what it meant to be a "real man." Be strong, support your family, don't cry. Today, we still have super macho action heroes, but men are being told to be more sensitive and fair—and that's confusing.

Interviewer: I understand that you have experience as a stay-at-home dad.

Dr. Lee: Yes, when my wife started her own company, I quit my university job to take care of the family.

Interviewer: So now your son has a stay-at-home dad as a role model as well, right?

Dr. Lee: Well, yes. But he also saw that I didn't always get much respect for making the decision to stay home. My own father told me I wasn't a "real man" because I wasn't working to support the family.

Interviewer: Well, women have struggled for a thousand years to get more respect and equality. Should we really feel sorry for men?

Dr. Lee: I'm not saying that. It's still true that women do more work for less reward. I understand that.

Interviewer: So what's the problem, then?

Dr. Lee: Like I said, women are told they can be anything. Boys need to get that same message. They need to know that a man can be strong and nurturing.

Interviewer: Very interesting.



B

GLOSSARY Say these expressions.

I was inspired to = I got the idea to
role model = someone who we admire and want to be like

macho = showing qualities that are traditionally connected to men, like strength and power

struggle = have difficulties doing something
nurturing = caring

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

1. Dr. Lee was inspired to write his book after he lost his job. T / F
2. Dr. Lee thinks his two children get different ideas about what they can be when they grow up. T / F
3. Dr. Lee feels that men are "lost" because they are too busy supporting their families. T / F
4. Dr. Lee thinks boys need new role models. T / F

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is the interviewer. One person is Dr. Lee.

C LANGUAGE PUZZLE

Find similar sentences in the interview. Underline them.

My children inspired me to write this book, actually.

They aren't being given the same messages about what they can be in the future.

People used to understand what "being a real man" meant.

Women have been striving for a millennium to get more respect and equality.

Think about the Issue

32

A LISTEN

Do you agree or disagree with these opinions?

IRIS

Dr. Lee has no right to complain. Women are the ones who face discrimination. We should be talking about that.



agree / disagree

MARK

It's hard to know how to be a man. I don't want to be like my father, but I don't have a role model to follow.



agree / disagree

ANNA

Men have lots of advantages, but it must be confusing with so many changes. We should have more conversations like this.



agree / disagree

SHIN

A lot of people don't realize how stressful life is for men. It's a lot of pressure to be strong and responsible.



agree / disagree

B THINK

What do you think about Dr. Lee's opinions?

MY IDEA (I think... / I don't think...)

C SHARE

Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

How do you feel about	Mark's opinion?		
I	understand	what	he's saying.
	know		he means.
I	don't believe	he's right.	
	am not certain		

Explore the Topic

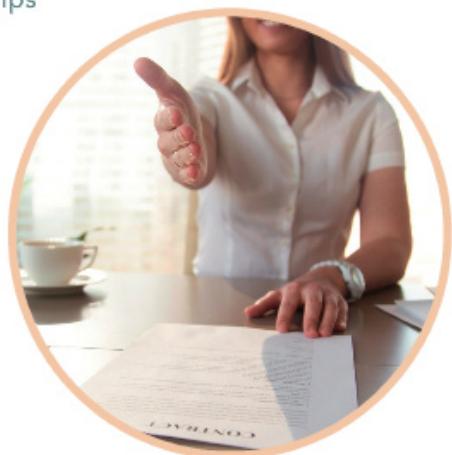
A ON YOUR OWN

How common are these ideas in your country? Check (✓) your answers. Then add two new ideas.

IDEAS	UNCOMMON	NOT VERY COMMON	PRETTY COMMON	VERY COMMON
Both parents should work.				
Men should do housework.				
Women are more gentle than men.				
Men shouldn't show their feelings.				
Men and women should be equal.				
MY IDEA				
MY IDEA				



THINK ABOUT things your parents did, modern life, relationships



B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"Which of these ideas are common in your country?"

"In your country, do most people think _____?"

When you talk, take notes. Fill in the table.

Name _____ • • •	Name _____ • • •
Name _____ • • •	Name _____ • • •

Which ideas are most popular?

- _____
- _____
- _____

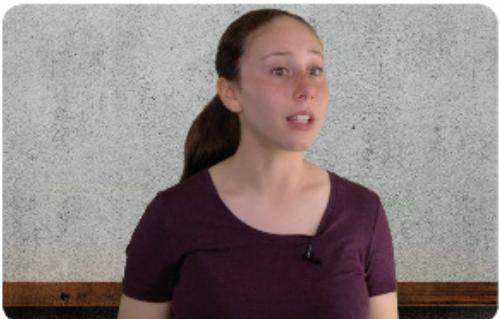
Present Your Ideas

A good parent.

A

⌚ 16

WATCH Take notes on Zoe's presentation. (Script is on page 92.)



CONTENT

Are these statements true or false?

1. The hardest thing about parenting is that it's expensive. T / F
2. Zoe thinks being generous is important for parenting. T / F
3. Zoe thinks her parents probably got tired of her. T / F
4. Zoe wishes her parents were more loving. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What did you think of Zoe's presentation?
2. Zoe talks about the things a good parent must do. Do you agree with her ideas? What are other qualities that a good parent needs to have?
3. What was effective about how Zoe expressed herself?

B

BRAINSTORM What does it mean to be a good parent? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

There's no place like home.

intercultural communication,
culture shock



Get Ready

Work with a partner. Ask and answer these questions.

1. What do you like about your country? What don't you like?
2. Where in the world would you most like to live?

Engage

A

33

READ AND LISTEN

SITUATION Oliver and Ethan are British students studying in Tokyo. Are they having the same experience living in Tokyo?



Oliver: Hi, I'm back!

Ethan: Where have you been?

Oliver: After class I went through Harajuku to the Meiji Shrine. Amazing! Then I found this really great noodle restaurant. What have you been up to?

Ethan: Not much. I did a few errands and then went down to The Wet Whistle.

Oliver: You mean that British pub we went to the other day?

Ethan: That's the one. I watched the match between Chelsea and Liverpool. It was awesome!

Oliver: Ethan, what's wrong with you? We're in Tokyo, mate! Why go to British pubs all the time and watch football?

Ethan: I don't know. I'm tired of temples and all that stuff. And I wanted some good food.

Oliver: Good food? But Japanese food is great. You barely even try the food here.

Ethan: Not true. I've tried lots of things. I just don't like most of it, that's all.

Oliver: But we only have one more month in our study abroad program. You really should take advantage of your time here.

Ethan: To tell the truth, I'm tired of being here. Everything's different. It's too weird.

Oliver: That's just culture shock. You're feeling stressed out because you're in a new culture.

Ethan: But it's not a new culture. Tokyo is just like big cities everywhere—shops, fashion, cars, traffic, crowds. It's just like London.

Oliver: But you never explore! If you tried a little harder, you might discover some new things. Tokyo is unique, it's not like other cities at all.

Ethan: Really? People bow instead of shaking hands, but so what?

Oliver: Come on, Ethan. You need to be more open-minded. All you do is watch Premier League Football and text your friends back home.

Ethan: Hey, mate, I'm proud to be English. You should be more proud of your country.

Oliver: You think I'm not?

Ethan: Sometimes. At the moment I really think you're more Japanese than English.

Oliver: All right, let's not argue. Life is too short. Come on, I'll buy you a drink at The Pig and Swan.

Ethan: Oh, I love that place! Let me get my jacket.



B

GLOSSARY Say these expressions.

take advantage of = get as much as you can from
open-minded = open to new ideas

culture shock = the feeling of stress from being in a new culture
unique = unlike anyone or anything else

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Answer the questions.

- What did Oliver do after class? _____
- What did Ethan do after class? _____
- How does Ethan feel about his experience in Tokyo? _____
- What is Oliver's explanation for the way that Ethan feels? _____
- What does Oliver say about Ethan's feelings about Britain? _____

B DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Ethan. One person is Oliver.

C LANGUAGE PUZZLE

Find similar expressions in the conversation. Underline them.

You hardly ever try the food here.

If you made a little more effort, you might have some new experiences.

You need to have a more open mind.

You're feeling pressure because you are not familiar with the place.

Think about the Issue

34

A LISTEN

Do you agree or disagree with these opinions?

MARK

Ethan is too narrow minded. He should appreciate his time abroad.

agree / disagree



IRIS

Oliver should appreciate his own country, not just foreign countries.

agree / disagree



SHIN

Ethan's right. Having pride in your own country is important. But so is learning about other cultures.

agree / disagree



ANNA

It's normal to have culture shock, but that shouldn't keep Ethan from exploring a new place!

agree / disagree



B THINK

What do you think about Ethan's and Oliver's reactions to living in another country?

MY IDEA (I think... / I don't think...)

C SHARE

Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

What's	your idea?
	your opinion?
What	do you think?
You have	a good point.
	an interesting point of view.
I'm afraid I	don't agree.
	disagree.

Explore the Topic

A

ON YOUR OWN

What are the good points about living in another country? What are some bad points?
Check (✓) your opinions. Then add two new ideas.

IDEA	IT'S A GOOD POINT!	IT'S A BAD POINT!
You can't talk to people and understand people easily.		
You learn about another culture.		
You understand your own country better.		
You have culture shock.		
You can eat different food.		
You can't watch popular TV shows.		
People treat you as being "different."		
MY IDEA		
MY IDEA		



THINK ABOUT food, pollution, cost of living

B

GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What are some good points about living in another country?"

"What are some bad points about living in another country?"



When you talk, take notes. Fill in the table.

Name _____	good points	bad points	Name _____	good points	bad points
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•
Name _____	good points	bad points	Name _____	good points	bad points
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

A place you want to visit.

A



WATCH Take notes on Victoria's presentation. (Script is on page 93.)



B

BRAINSTORM Where do you want to visit and why? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

CONTENT

Are these statements true or false?

1. Victoria is very excited about spending time in the Hawaiian Islands. T / F
2. The first island Victoria will visit is Maui. T / F
3. Victoria will take a hike up Diamond Head. T / F
4. Victoria has lived on Kauai. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Victoria's presentation were interesting for you?
2. Victoria gives reasons for going to Hawaii. Does it sound like a good place to visit? Where would you like to go on vacation? Why?
3. What was effective about Victoria's communication style?

Can war make peace?

beliefs, war, peace



Get Ready

Work with a partner. Ask and answer these questions.

1. Do you follow news about wars around the world?
2. Is war an important topic for you to learn about?
3. Can ordinary people do anything to stop wars?

Engage

A

▶ 35

READ AND LISTEN

SITUATION Mir is a teenager who lives in a war zone. He's against war and violence.

He faces a difficult decision. What is the difficult choice?



Mir: Life is hard in a war zone. I live near the border of my country and there has recently been fighting nearby. My school is often closed and I can't go to see my friends. It's terrible. I have seen dead bodies and destroyed buildings. My uncle was killed by a bomb and my brother is in the army. Many people have left the area. All of these things have made me think a lot about violence and war.

I believe that peace is our most fundamental human right. I am against the war. But my father tells me I am naive. He said that bad people do terrible things. He believes that war is sometimes necessary to have freedom and real peace. He says the enemy is trying to take what naturally belongs to our country. But is violence ever the answer? If we become violent, then we become bad, too! Can't we resist injustice without violence?

My father asks me to imagine that a bully is hitting my little sister. Wouldn't I defend her? Of course I would, I say. If we do nothing, he says, we lose everything, including our dignity. He says that some things are worth defending with our lives, but I'm not so sure.

The violence I see makes no sense. Houses are bombed. Many people die. War is a nightmare. My father tells me that my doubts are childish. Perhaps he's right.

Soon I will be old enough to fight in this war. I may be forced to join the army. What should I do then? I don't want to fight. My father would be ashamed to hear me say that. If I run away, I can lose everything. If I fight, I may lose everything, too. What should I do? I sometimes feel that I am at war with myself.

B

GLOSSARY Say these expressions.

human rights = the rights and freedoms that every person in the world should have

injustice = an action that is not fair

bully = a person who is cruel and mean to someone who is weaker

dignity = a sense of pride and self-respect

ashamed = embarrassed and guilty

Understand the Situation

A

CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

1. Mir has been thinking about war and violence because he lives in a war zone. T / F
2. Mir's father doesn't support the war. T / F
3. Mir thinks violence is necessary. T / F
4. Mir's father thinks violence is sometimes necessary. T / F
5. Mir is excited to join the army. T / F

B

DRAMATIC READING

Work with a partner. Take turns reading Mir's story.

C

LANGUAGE PUZZLE

Find similar expressions in the story. Underline them.

I am too innocent.
our respect

It is not understandable.
a frightening dream

Think about the Issue

A

LISSEN Do you agree or disagree with these opinions?

MARK

I feel bad for Mir,
but there is nothing
he can do, really. He
just has to stay strong.
agree / disagree

**ANNA**

Mir should
continue to share his
point of view. War
will never stop until
young people like Mir
speak up more.
agree / disagree

**SHIN**

Mir should listen
to his father and
join the army. Young
people should fight
to save their country.
agree / disagree

**IRIS**

I agree with Mir.
War is not the
answer. Mir and his
family should leave
their country.
agree / disagree

**B**

THINK What do you think Mir should do?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

What do you think	he should do?
What would you do	if you were him?
I can understand that.	
That makes sense to me.	
I can't understand that.	
That doesn't make sense to me.	

Explore the Topic

A ON YOUR OWN

How do you feel about these statements? Check (✓) your opinion. Then add two new ideas.

STATEMENT	YES	I'M NOT SURE	NO
It's OK to use violence to defend yourself or your country.			
Not enough people care about peace.			
War is acceptable if the cause is just.			
War and violence are a normal part of being human.			
Violence is always wrong.			
As long as humans keep producing deadly weapons, there will be wars.			
If all countries owned nuclear weapons, there would be no war.			
Educating children will lead to peace.			
Even reasonable people sometimes become violent.			
If women became leaders, the world would be more peaceful.			
MY IDEA			
MY IDEA			



THINK ABOUT ideas about war and peace in your country

B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"Which statements do you agree with?"

"Do you agree that _____?"

When you talk, take notes. Fill in the table.



Name _____	Name _____
•	•
•	•
•	•
Name _____	Name _____
•	•
•	•
•	•

Which opinions are most popular?

- _____
- _____
- _____

Present Your Ideas

Solving conflicts.

A



WATCH Take notes on Amanda's presentation. (Script is on page 93.)



B

BRAINSTORM How can we solve conflicts in our lives? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

CONTENT

Are these statements true or false?

1. Amanda told her best friend a secret. T / F
2. Amanda told Hanna not to tell her secret to anyone. T / F
3. Hanna knew why Amanda was angry at her. T / F
4. Amanda will never tell her secrets to anyone, including her best friends. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What part of Amanda's story was interesting for you?
2. Amanda says that the communication problem was partly her fault, too. Do you agree? What are things friends should or shouldn't do?
3. What did you find effective about Amanda's communication style?

One-sided Love

relationships, boundary issues, friendship



Get Ready

Work with a partner. Ask and answer these questions.

1. Do you believe in "love at first sight"?
2. Which statement do you agree with?

It happens all the time.

I know someone who fell in love at first sight. It happens sometimes.

It just happens in movies. It never happens in real life.

Engage

B

37

READ AND LISTEN

SITUATION Lena has a crush on someone she works with. She asks her friend Kevin for advice. What does he tell her?

Lena: Hey Kevin, could you give me some advice?

Kevin: Advice? I guess, but why me?

Lena: Well, I need a man's point of view.

Kevin: Did something bad happen?

Lena: No, something wonderful happened! I'm in love!

Kevin: Wow, that's great! Who's the lucky person?

Lena: A guy that works with me at the café. His name is Hami. He's so dreamy!

Kevin: Cool! How long have you been going out?

Lena: Well, that's the thing. We haven't gone out yet. I haven't found the right way to... move forward.

Kevin: Um, I don't get it. Move forward?

Lena: Yeah, like I've been following him on social media to see what he's like. And I followed him home once to see where he lives. But I don't know what else I can do.

Kevin: Lena, that's kind of like... stalking. Can't you just talk to him?

Lena: I do, kind of. I try to work at the counter when he does. And I asked the manager to change my schedule so I could work the same shifts. Hami likes raspberry

muffins, so on my break I get one and share it with him.

Kevin: Wait, you're doing all this, but you haven't asked him out or anything?

Lena: Well... no. But I think he likes me. He smiles at me sometimes. I just get nervous about talking to him.

Kevin: It's normal to get nervous, but are you sure he likes you, too?

Lena: I think so. He always seems happy to work with me. I thought about writing him a note. Maybe I should just ask him on a date.

Kevin: Yeah, maybe.

Lena: But if I ask him and he turns me down, I'll be so embarrassed. I would have to quit my job.

Kevin: That sounds a little extreme, Lena.

Lena: Actually, I don't really like that job. If it weren't for Hami, I would have quit already. But I think if we keep working together, he'll notice me. I just wish I was more confident.

Kevin: I don't think a lack of confidence is the real problem here.

B

GLOSSARY Say these expressions.

have a crush on somebody = have a strong affection for somebody who doesn't know you're interested in them
dreamy = very attractive

stalk = following someone without them noticing you
turn (someone) down = refuse an offer

Understand the Situation



CHECK YOUR COMPREHENSION

Work with a partner. Are the sentences true or false? Circle T or F.

- | | |
|---|-------|
| 1. Lena and Hami work in the same café. | T / F |
| 2. Lena is in love with Hami but has never talked to him. | T / F |
| 3. Hami told Lena that he likes her. | T / F |
| 4. Lena would quit her job if Hami didn't work there. | T / F |
| 5. Kevin thinks Lena just needs more confidence. | T / F |



DRAMATIC READING

Work with a partner. Read the conversation out loud. One person is Kevin. One person is Lena.



LANGUAGE PUZZLE

Find similar expressions in the conversation. Underline them.

I need a man's perspective on this.
How long have you been dating?
He seems to enjoy working with me.

I become anxious when I try to talk to him.
I wish I had more confidence.

Think about the Issue



LISTEN Do you agree or disagree with these opinions?

ANNA

Lena is living in a fantasy world. If Hami liked her, she would know it already. She should quit this job and move on with her life.

agree / disagree



SHIN

It's hard to tell when someone likes you. And people expect women to wait for the guy to take action. She needs to believe in herself. Go for it!

agree / disagree



IRIS

I feel sorry for Hami. Lena is acting like a stalker. She followed him home? That's weird! I hope she quits and leaves him alone. Get over it!

agree / disagree



MARK

Poor Lena! I really sympathize with her lack of confidence. She is clearly dedicated to Hami. She'd probably be a really good girlfriend.

agree / disagree



THINK What do you think about Lena's problem?

MY IDEA (I think... / I don't think...)



SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

I	agree most	with	Anna.
	agree 100 percent		
	kind of agree		
	sort of agree		Mark.
	agree least		

Explore the Topic

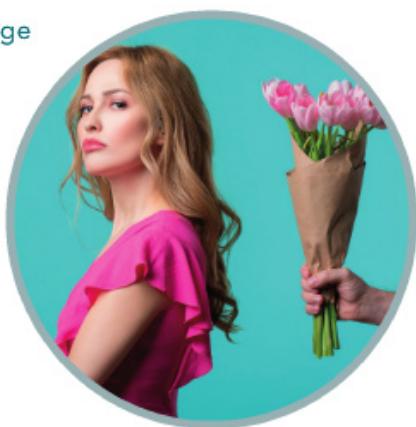
A ON YOUR OWN

Are these examples of romantic behavior? Check (✓) your answers. Then add two new ideas.

EXAMPLE	VERY ROMANTIC	ROMANTIC	WEIRD	VERY WEIRD
Giving someone flowers				
Getting a tattoo of your partner's name				
Telling all your friends you fell in love				
Secretly following someone home				
Sending an anonymous love letter or text				
Posting a video declaring your love				
MY IDEA				
MY IDEA				



THINK ABOUT ways to show love, ways to send someone a message



B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"Is _____ romantic?"

"What do you think is romantic?"

When you talk, take notes. Fill in the table.

Name _____	Romantic	Weird	Name _____	Romantic	Weird
•	•		•	•	
•	•		•	•	
•	•		•	•	
Name _____	Romantic	Weird	Name _____	Romantic	Weird
•	•		•	•	
•	•		•	•	
•	•		•	•	

Which opinions are most popular?

Romantic

Weird

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Present Your Ideas

What's important in a relationship?

A

⌚ 19

WATCH Take notes on Victoria's presentation. (Script is on page 93.)



B

BRAINSTORM What is important in a relationship for you? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

CONTENT

Are these statements true or false?

- | | |
|--|-------|
| 1. Victoria lived with her father growing up. | T / F |
| 2. Victoria's father didn't really like Elena. | T / F |
| 3. Elena showed an interest in Victoria. | T / F |
| 4. Victoria sees Elena often these days. | T / F |

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. How did you like Victoria's presentation? What was interesting for you?
2. Victoria talks about a person who was very important to her. Who is a special person for you? Why is he or she special for you?
3. What about Victoria's communication was effective?

My Split Family

family, life changes, divorce



Get Ready

Work with a partner. Ask and answer these questions.

1. Is divorce common in your country?
2. Do you have any friends whose parents are divorced?

Engage

A

39

READ AND LISTEN

SITUATION Sam is a high school student. His parents have recently got divorced.

What is his life like now?



Sam: Let me start off by just saying that I love my mom and dad. They're both really great. But last year, they got a divorce. It hit me very hard. I understand why they're no longer together, but at the same time, this has made things really challenging for me.

Now, instead of living with my family—my mom and my dad—I live with my dad for one month and then with my mom for a month, back and forth. First one, then the other one. It's very confusing.

My mom's house is pretty far away from my high school. She drives me to school, but we have to leave really early, like 6:30 in the morning! So I'm tired all day long. But at the same time, when I'm with my mom, she always helps me with my homework and makes dinner. She's a great cook, but I miss having my dad there when we eat dinner together. Sometimes I just start crying in the middle of dinner. I can't help it.

Now when I'm with my dad, it's different. My dad lives closer to the school, which is great. I can walk to school from his apartment. But one weird thing is that my dad also has a new girlfriend, Andrea. She's really nice, and she makes my dad happy. But, well, it's really strange seeing someone else with my dad. I'm not sure how I feel about it. And he's always busy doing stuff with her, so he can't help me with my homework, and we don't have time to really talk.

Anyway, sometimes I feel like a refugee—I don't really have a home anymore. I have places where I sleep, but nowhere really feels like home. Part of me wants my parents to get back together. But then I remember what it was like before they got divorced. They fought all the time, and I don't think they were very good together. I love my mom and dad and I want them to be happy, but I also want my old life back. It's so confusing.

B

GLOSSARY Say these expressions.

get a divorce = end a marriage legally

hit someone very hard = cause someone a lot of surprise and shock

back and forth = going from one place to another again and again

refugee = a person who is forced to leave his or her home

Understand the Situation

A CHECK YOUR COMPREHENSION

Work with a partner. Answer these questions.

- When did Sam's parents get a divorce?
- Where does Sam live now?
- How has the divorce affected Sam?
- Why does Sam start crying in the middle of dinner?
- Why did Sam's parents get divorced?

B DRAMATIC READING

Work with a partner. Take turns reading Sam's story.

C LANGUAGE PUZZLE

Fill in each blank with one word to express Sam's feelings.

I want my _____ to be happy.
 I feel like I don't really have a _____.
 It's really _____ seeing someone else with dad
 I also want my _____ life back.

Think about the Issue

A 40

LISten Do you agree or disagree with these opinions?

IRIS

Divorce is wrong.
 Husbands and wives
 should try hard to
 stay together.
 agree / disagree



SHIN

Divorce may help
 the children because
 they don't want to
 see their parents
 unhappy or fighting
 all the time.
 agree / disagree



MARK

With or without
 children, it doesn't
 matter. When love
 ends, the marriage
 is over.
 agree / disagree



ANNA

It's OK to get
 divorced if you don't
 have children. But
 if you do have kids,
 you should never
 get divorced.
 agree / disagree



B

THINK What do you think about Sam's situation?

MY IDEA (I think... / I don't think...)

C

SHARE Now work with a partner. Ask for your partner's opinion. Say your opinion.

INTERACTION MODELS

Mark	says	that when love ends, the marriage is over.
	thinks	
Do you think	he's right?	
	that's true?	
I	am not sure.	Every situation is different.
	don't know.	

Explore the Topic

A ON YOUR OWN

Have you experienced any big changes in your life? From the list below, check which changes you experienced. Then say how you would respond to that change. Then add two new ideas.

CHANGE	HAVE YOU EXPERIENCED THIS CHANGE?	RESPONSE
Losing a member of your family		
Having to change schools		
Losing your house because of natural disaster		
Moving to a new city or country		
Moving out of your parents' house and living by yourself		
Losing a pet you loved		
MY IDEA		
MY IDEA		

 **THINK ABOUT** changes with family, friends, jobs



B GROUP EXCHANGE

Talk to your classmates. Ask for their opinions.

"What big changes have happened in your life? How did you respond?"

When you talk, take notes. Fill in the table:

Name _____		Name _____	
Changes	Response	Changes	Response
•	•	•	•
•	•	•	•
•	•	•	•
Name _____		Name _____	
Changes	Response	Changes	Response
•	•	•	•
•	•	•	•
•	•	•	•

Which ideas are most popular?

Changes

1. _____
2. _____
3. _____

Responses

1. _____
2. _____
3. _____

Present Your Ideas

A big change in my life.

A

WATCH Take notes on Malik's presentation. (Script is on page 93.)



B

BRAINSTORM Who is special to you? Write your ideas: 5-10 key words.



C

ORGANIZE What do you want to say?

The title of your presentation:

Introduce your topic:

Your main ideas:

Your conclusion:

D

PRESENT Give your presentation to a partner.

E

FEEDBACK Listen to your partner's presentation. Fill in this form.

Partner's name: _____

Title of the presentation: _____

What is your overall impression?



Did you understand the main idea?



What are some important words from the presentation? _____

What do you want to ask your partner? _____

What is your reaction to the presentation? _____

Other feedback: _____

CONTENT

Are these statements true or false?

1. Malik's house was flooded some years ago. T / F
2. His dog died because of the flood. T / F
3. Malik feels his family is really important to him. T / F
4. Malik was able to cope with the situation with a lot of help. T / F

YOUR REACTION

Work with a partner. Ask and answer these questions.

1. What parts of Malik's presentation were interesting for you? Why?
2. Malik talks about a very difficult experience, but he says he learned something valuable. What did he learn? Have you had a difficult experience that you learned from? What was it?
3. What about Malik's communication was effective?

Appendix

Words that the speaker stresses are in **bold**.

PRESENTATION SCRIPTS

UNIT 1 : Improving myself.



DANIEL

Hi everyone. I'd like to talk with you about self confidence.

In my opinion, there is one main thing you have to do if you want to build confidence. I call this "self-management." If you can do things by yourself independently, you feel confident.

For example, if you make a decision to study tonight, and a friend calls you and asks, "Do you want to go to a movie or something?" you say, "No, thanks. I decided to study tonight." You make your own decision. That's a key thing.

A second thing that builds self-confidence is neatness. I know you may think it's funny, but it's true. Since I started at the university, I am now living alone for the first time. I have to clean my room and do laundry and wash dishes for myself. I'm not very good at that stuff, but I realize it's important. So now I'm improving that, and guess what? My place is neater, and I also feel more confident. I feel I can take care of myself.

So those are my two ideas for building self-confidence. Any questions?

UNIT 2 : A unique friend.



AMANDA

Let me tell you about my best friend Sasha. She's very unique. First of all, she's quite tall—she's always been the tallest girl in our class. Some people make fun of her, but she just ignores them. Sasha uses her height too. She plays volleyball and basketball. She's really good—and not just because she's tall.

One more thing that makes her unique. Sasha has an interesting pet. Ready for this? She has a big snake named Walter that she keeps at home. Walter is a brown python snake and is about one meter long. The first time I went to Sasha's house, she came out of her room with Walter around her neck. I was really freaked out! But Sasha introduced me to Walter, and we became friends. Now sometimes I go to visit Sasha, just to play with Walter. Maybe I should have introduced Walter as my unique friend, not Sasha!

UNIT 3 : Saving the environment.



ZOE

I will talk about two things that I intend to do to help save our environment.

To begin with, I know that I use the air conditioning all the time, night and day, during the summer months. But I know that I don't need it as much. I'm going to try to stop using my air conditioner so much.

I can open the windows to help keep my apartment cool, on really hot days. On cold days, I can wear warm clothes instead of having the heat on high. This will save energy, and all of us need to do that.

Next, I know I use a lot of plastic products too, like bags, straws, plates, cups, spoons and forks. I have heard that the plastic products often end up in the ocean. From now on, I will

try to stop using plastic products.

I will bring my own cloth bag when I go shopping. I will use bamboo straws, ceramic plates and cups. This will help save the oceans, which is important for our future.

So, in conclusion, I know I need to change how I live to help stop global pollution. I know that I'm only one person, but even one person's actions are important! Right?

And I will try to talk to my family and friends—to encourage them to be conscious of saving the environment.

The earth is our home, and we must do all we can to save our home!

UNIT 4 : Rules at home.



DOMINIC

I live with my parents. My parents have a rule that I can only work a certain number of hours per week. Like ten hours a week is the maximum, they say. I think they're worried about me because I'm busy with my part-time jobs—and I don't have much time to study. I want to tell them that it's not a serious problem. Everyone, I mean any student, has one or two part-time jobs these days and it's not just me.

It's true that I don't have much time to study, but I'm doing my best to find study time here and there. Besides, I feel that getting work experience is just as important as school grades.

I do have to admit that my room is a bit messy, because I have no time to clean up. And I'm just too tired to do anything about it, and I think that is a problem. So I think I may have to observe their rules about working time. If I don't, I won't have any balance in my life.

UNIT 5 : Why we need friends.



MALIK

I want to talk about friendship and succeeding in life.

Some people say that you don't need friends to succeed. They say that you have to be independent, you have to "go it alone."

But I disagree. Based on my own experiences, I absolutely think you do need friends to succeed.

First, I think that as human beings—that's us—we are supposed to work together. That is our nature, that's our strong point. When we help each other and support each other, we are more successful. So if you have a difficult assignment at school, it's OK to ask for help. That's the only way to be sure you're going to do your best. Get help and support from other people!

Second, success is more enjoyable when you share it with other people. You know those award ceremonies? Someone wins an award, for acting, or music, or sports, or science, right? They always say, "I'd like to thank my friends, my teammates, my colleagues,... my parents." That's good. I like that. That shows that you're sharing success with others.

So, thank you for listening to my presentation!

Appendix

PRESENTATION SCRIPTS

UNIT 6 : Roles in my family.



DANIEL

This topic is a bit **complicated** for me... maybe for many people. When I was a **child**, my living situation was traditional. You know the picture: My father went to **work** every day at an **automobile company** and my **mother** was at home. My mother **cooked** and **cleaned**, and my father didn't do anything around the **house**.

But, for a **variety** of **reasons**, my parents weren't happy together, and when I was in **junior** high school, they got a **divorce**. That changed **everything**. My mother started **working**, as a **sales rep** at an **insurance** company... it was very hard for her. She had to **visit** a lot of **customers** every day. She told me **very clearly** that I had to **do housework**. I **hated** it at first—laundry, cooking, dishes.

At that time—I remember very clearly—I was **angry** at **both** of my **parents**. Now, I understand that life isn't always like the **movies**, where everybody seems **happy** all the time. And now I **better understand** what a **family** is. For me, all **family members** should **share** in all the work that **needs** to be **done**. These days, I'm pretty good in the **kitchen**—you should **taste** my lasagna!

UNIT 7 : My future family.



AMANDA

In the **future**, maybe when I'm closer to **thirty or thirty-five**, I **hope** to get married and have **children**. Maybe **two**. If I **cannot** have **children**, I think I would **probably adopt** a child. This world is **already overpopulated**, and there are **many children** who **don't** have **parents**, so it is a very **humanitarian** idea that couples **adopt children**, and give them the **love** and **attention** and **opportunities** they deserve.

At the **same time**, I **don't** think having **children** is **essential** for you to have a **happy** life. I think **living** with a **partner** without having **children** is **fine** also. One **practical reason** is that it's **very expensive** to **raise children**. It also requires a lot of **work**! If you have a lot of things you want to **do**, like **travel**, or have a very active professional life, it's **difficult** to do all that if you have **children**.

UNIT 8 : Your perfect job.



MASA

My dream **job** is being an **airline pilot**. I love **traveling** and **going** to **different countries**. So if I become a **professional pilot**, I can **travel** around the **world** for **free**, basically. I can also **meet** many **different people**. I have **heard** that **pilots** for **major airlines** get very **good salaries**. This is **important** in my dream **job**: I **don't want** to have to **worry** about **money**. I think that **pilots** have a lot of **free time** between **flights** because they **need** time to **recover**. So that's **good**—a lot of **free time**!

I've talked about this career idea with some of my friends. Guess what? My friends are trying to talk me out of it. They tell me that being a **pilot** is **boring**. You go up and down, back and forth, to the same places over and over again. They say,

"**You're not free.**" They're **crazy**! I am **free**. In the sky I'm as **free** as a **bird**!

In conclusion, I believe that, to be **happy** in life, we have to find a challenging job that we **love**. And for me, that's being a **pilot**.

UNIT 9 : Your fashion philosophy.



MALIK

My **fashion philosophy**? Well, I **don't know** what's in **fashion** and I **don't care** at all what's **popular**. I **don't keep** up with that **stuff**.

I often hear people **talk** about what a famous **singer** or **actor** is **wearing**, and then they **go out shopping** for the same **fashion**. They become **obsessed** with **role models** and **brand names**.

I'm **not like that**. I think the **way** you **look** should **reflect** your **mood**—how you **feel**. Do you **know** what I **mean**? If you **want** to lift your **spirits**, maybe **wear bright colors**. That's **good**. Everyone's **different**, so we should **express our individuality**.

In addition to **individuality**, I have **one more part** to my **fashion philosophy**. That's **practicality**. For me, **clothes** have to be **practical**—they need to be **easy to wear**. I really **don't** like shirts or jeans that are, you know, too **confining** either. I have to be **comfortable** and **relaxed** in my **clothes**.

UNIT 10 : A big milestone in my life.



LARA

I want to talk about a **big milestone** in my **life**.

All of my **life** I have been a pretty **good soccer player**. Actually, in **school**, I was **always** the best player on my junior league teams. So I had this **fantasy**: I'm going to be on the **national team**. I'm going to go to the **Olympics** and I'm going to **score** the winning **goal**, win the **gold medal**!

After high school, I tried out for the **national team**. I went to the **summer soccer camp**. I was **sure** I was going to **make** the **team**. I worked **really hard** all **summer**. But **guess what**? I **didn't make** the **team**. I **got cut**. My **dream** was **over**.

But actually, this was an **important milestone** for me. I **realized**: OK, soccer has been an **important** part of my **life**, up until now. Soccer taught me how to dream big, but soccer is **not** my **real future**. I **needed** to **focus** on **new goals**. So I **went** back to **college**, and now I'm going to **graduate** soon, with a **degree** in **psychology**. I'm going to be a **psychologist**.

So it's **important** to **realize** that sometimes our **milestones** aren't **happy events**—but **help** us **find** our **purpose** in **life**.

Thank you.

UNIT 11 : An uncomfortable situation.



Dominic

An **uncomfortable situation**? Well, there are **two situations** I remember.

When I was a **kid** I took **piano lessons**. I was **pretty good**. But one time all of the **students** had to give a **concert**, in front of the **parents**. I **don't know** why, but I **froze**. It was like my **hands** were **frozen**. I couldn't start **playing**. I was **terrified** and **embarrassed**.

Appendix

Words that the speaker stresses are in **bold**.

PRESENTATION SCRIPTS

Finally, I took a deep breath, and just started and it was OK. The other situation I remember is, when I was in fourth grade. My family moved and I had to change schools. I didn't have any friends.

One of the kids, a kind of class leader, said that I was funny looking. And other kids started to call me names, like funny-face or weirdo. For a long time, I had to eat alone and kids would say mean things to me. I have no idea why... I guess just because I was new. Eventually, I made friends, but it was really hard. I never told my parents. It makes me kind of sad even to think about it now.

So, those are my two uncomfortable situations. My conclusion is this: Even though some situations are uncomfortable, they might teach us something. We can learn something or grow in some way if we work through the situation and we don't run away from it.

UNIT 12 : We need to compromise!



CHAO

I want to talk about a difficult situation my friend Yao was in. He lives in a small, cheap apartment. He just got a new job and is very busy. He's not home very much. His landlady, Ms. Ackerman, is upset with him. She says that Yao is too messy and leaves bags of trash outside of his apartment. This is true —Yao takes out the trash and sometimes forgets to take the bags down to the dumpster.

Now there are rats in Yao's building! The people who live next to Yao are upset. They think it's Yao's fault that rats are coming into their apartments. Ms. Ackerman wants to charge Yao for the cost of removing the rats. This could be a lot of money, and Yao has a very limited budget.

I have thought a lot about this situation and I think Yao should compromise with his landlady. Yao needs to promise to take his trash down to the dumpster. He should also pay for some of the cost of getting rid of the rats, since the rat situation was partly his fault. I think the landlady is responsible for the apartment and its environment, and there might have been problems before Yao moved in, so his landlady should pay the rest.

In conclusion, I think this is a good compromise.

UNIT 13 : A job you want.



AMANDA

I would like to introduce myself and tell you my reasons for applying to work here. My name is Amanda. I'm 23 years old. I have recently graduated from university with a degree in engineering.

There are three reasons why I applied to your company. First, your company has a creative and supportive work environment. I learned this from a friend who works here. Creativity is very important to me.

Second, your company gives opportunities to women. I learned that a large percentage of managers at your company are women. That's great! I would like to know that I have room to grow here.

Finally, and this is extremely important to me, your company

is environmentally responsible. You try to improve the environment through your business practices and also through community activities. I am very impressed by that.

For those reasons, I would very much like to work for your company. I hope you will invite me to an interview, to get to know me in person. Thank you.

UNIT 14 : Improving society.



DANIEL

Wow, this is a big topic! There are many problems we need to work on, like population issues, and social justice and poverty. But the topic I'm interested in is gender equality. I think it's shocking that in modern times women are still not treated as equals in society.

There aren't enough women in powerful positions in politics or business. And the inequality is bad for both women and men. Men are expected to always be strong, to work, work, work; don't cry.

We need more balance—both men and women need to be strong and also kind, to take equal responsibility in society. Now that would make life better and make society a better place.

UNIT 15 : My life online.



LARA

I do a lot of things online. I think the time I spend online is increasing.

For school work, I do most of my research online. I go to the websites rather than find books and read them. I read news online too—I don't even remember the last time I looked at a newspaper or a magazine!

And of course there is communication. I do most of my communication with friends online. In fact, a lot of my friends—I rarely see them in person anymore, and rarely talk to them on the phone. It's all text messages and comments on their social media sites.

And third, there is my "financial life" online. Like I have a few bills every month, and I pay all with my banking app, online. In fact, I even pay at stores and coffee shops using my smartphone. I take photos of things I want to sell, and upload them and then people buy them. I also buy things that way too.

We can do more online than ever before, so I think it's natural that we spend more time online. To me, this is OK. It makes life more convenient!

UNIT 16 : A good parent.



ZOE

Parenting is a tough job. I think the hardest part is that children always need something from you. When they're babies, they need constant care.

When they get a bit older, you need to play with them. When they start school you need to help them study. When they get older, they need money to buy things they need.

There's no end! That's why I think being a good parent means being generous. You have to really enjoy giving your time and attention to your children. If not, you'll feel impatient, or you will want your children to leave you alone.

Appendix

PRESENTATION SCRIPTS

If you're not a **generous** person, maybe you would even abandon your **children**. So **generosity** is key.

Now I realize how **generous** my **own parents** are. I didn't **notice** it when I was a **kid**, but thinking back, I **realize** they have been **really generous** and **loving** to me. I feel **lucky** now!

UNIT 17 : A place you want to visit.



VICTORIA

Aloha!

I want to talk about a place that I hope to visit: **Hawaii**!

Why do I want to go to Hawaii?

To begin with, the **weather**. I have heard that the **weather** is always **wonderful**—**not too hot** and **not too cold**. Doesn't that **sound** great? And then there's the **beauty**. I have seen pictures of the **beautiful beaches** and the **deep blue ocean**. I'd love to go **swimming** in that **ocean**.

On my **trip**, I will visit **three islands**. First, I'll visit **Oahu**. I'll go to **Waikiki Beach** and **hike** up **Diamond Head**. And I'll be sure to go to **Hanauma Bay** to snorkel. I've heard that there are many different kinds of **fish** to see.

Second, I also want to visit the **Big Island**. I really want to see the **volcanos**. If I can, I would love to watch the lava from the **volcano** move slowly to the **ocean**.

Third, I want to visit the **island** of **Kauai**. It's called the **Garden Island** because of all of the **beautiful flowers** and **trees** and **waterfalls** everywhere you go. And since I **love hiking**, I really want to **hike** along the **Napali Trail**.

So that's my **trip plan**. And I hope I have made all of you interested in going to **Hawaii**!!

UNIT 18 : Solving conflicts.



AMANDA

I want to tell you about a **big conflict** I had with my **best friend**.

About two months ago, I had a **terrible misunderstanding** with **Hanna**, my **best friend**. I had **told** her a **secret** and then she **told** my **secret** to **someone else**! That person then **told** her **friend**. Soon everyone knew my **darkest secret**. I was very **angry**.

I felt that she **betrayed** me. I had a **hard time** talking with my **friends** because they all knew my **secret**.

I avoided seeing Hanna for a **week**. Finally, she **texted** to ask what was **wrong**. At first I was too **angry** to reply. Then after thinking more about it, I **realized** Hanna was my **best friend** and I **didn't want to lose** her.

When I **told** her why I was so **angry**, she was **surprised**. She said that she **really didn't know** that it was a **secret**. She **apologized**. In the end, I learned an **important lesson**. To solve a **conflict**, you need to **communicate**.

I should have told Hanna, "This is **personal**, just between me and you." So I'm **partially responsible** too.

UNIT 19 : What's important in a relationship?



VICTORIA

The special person I want to introduce is my aunt **Elena**. But to understand you need some **background**. My **parents separated** when I was little. I lived with my **dad** and, well, I didn't see my **mom** very **much**. There were **problems**.

My dad is a **great guy**, but he's a **guy**. He's very **serious**. But his **sister**, my aunt **Elena**, is **different**. She sometimes **came** to stay with us on **holidays** and it was so **great**!

She's **confident** and **funny**. My dad is always **relaxed** and open around her. When I was a **teenager**, Elena was the **only adult** that really **talked** to me, **asked** me questions, got **excited** about things in my life.

She makes me **believe** in myself. You know, she **doesn't live** nearby, and I **don't see** her that often, but she **means** so much to me.

Thanks Aunt **Elena**!

UNIT 20 : A big change in my life.



MALIK

I always get **emotional** when I tell this **story**. When I was in junior high school, there was a major **hurricane** in my city. There was a lot of **flooding**, and my **house** was completely under **water**. We had to go to the **top** of our **house** and we were **rescued** by a helicopter crew. That was a **surreal moment**.

I actually thought my life was over! All the things in my house were washed away. I lost my special belongings—my clothes, books, games, photos, just everything.

Luckily, nobody died in my family. Even our **dog Scout** survived! We were really at a loss, but, you know, we felt as long as we were alive and healthy, we could restart, and so we did.

Many people helped us: relatives, volunteers and friends. We even had support from the government too. I was really thankful to all of them. It was a terrible thing that happened, but for me, there was a lot to learn from it.

I realized the things I lost didn't matter as much as being with my family. I realized how important they were to me, and that gave me strength. With a lot of help, we could somehow cope with the situation.

Now we live in a new house, and we are happy that we are living a normal life!

Vocabulary

Study these words before or after you work on each unit. For additional online practice, go to english.com/activate.

UNIT 1

adult – a fully-grown person, or one who is considered to be legally responsible for their actions

affect – have an impact on, cause change

bothered – worried or upset

confidence – the feeling that you can trust someone or something to be good, work well, or produce good results

cosmetic surgery – medical operations that improve your appearance after you have been injured, or because you want to look more attractive

drastic – extreme and sudden

eyelid – a piece of skin that covers your eye when it is closed

operation – the process of cutting into someone's body to repair or remove a part that is damaged

part-time – a person who has a part-time job works for only part of each day or week

risky – involving a risk that something bad will happen

the way you are – without changing anything about you

UNIT 2

attractive – someone who is attractive is good looking

confused – unable to understand or think clearly about what someone is saying or what is happening

good luck – used to say that you hope that someone is successful or that something good happens to them

lovers – people who have a romantic relationship

more than just friends – a way of saying two people are in a romantic relationship

natural – normal and as you would expect

nervous – worried or frightened about something, and unable to relax

physically – in relation to your body rather than your mind or emotions

romantic – relating to feelings of love or a loving relationship

ruin – damage or destroy completely

take it to the next level – develop a relationship in a serious way

UNIT 3

all it takes – all that is necessary

CO₂ – carbon dioxide, the gas produced when animals breathe out, when carbon is burned in air, or when animal or vegetable substances decay

e-commerce – the activity of buying and selling goods and services and doing other business activities using the Internet

environment – the natural features of a place, for example its weather, the type of land it has, and the type of plants that grow in it

Get with the program – tell someone to pay attention to what needs to be done, and to do it

overreact – respond too strongly

pollution – the air, water, soil etc. are dangerously dirty and not suitable for people to use

release – let something go

starving – share very hungry

wishful thinking – hope that a problem will be solved easily

you're overreacting – you are responding too strongly

UNIT 4

arrangement – plans and preparations that you must make so that something can happen

attitude – the opinions and feelings that you usually have about something, especially when this is shown in your behavior

curfew – the time, decided by a parent, by which a child must be home or asleep in the evening

courtesy – polite behavior and respect for other people

disrespect – lack of respect for someone or something
for (someone's) own good – in order to help someone or improve a situation

grade – a mark that a student is given for their work or for an examination

responsible – sensible and able to make good judgments, so that you can be trusted

text – send someone a written message on a mobile phone

worried sick – extremely worried

UNIT 5

cite – mention something as an example, especially one that supports, proves, or explains an idea or situation

come up with – find, discover

document – support an opinion or argument with recorded facts

essay – a short piece of writing about a particular subject by a student as part of a course of study

get kicked out – be forced to leave

give the impression – make people believe a certain thing without actually saying it

plagiarize – present someone else's words or ideas as your own

reference – something you write in which you mention where you found information on a person or thing

source – where something or some idea originally comes from

strict – making sure rules are followed or obeyed

wondering – thinking about something that you are not sure about

UNIT 6

appreciate – understand how serious or important a situation or problem is or what someone's feelings are

complain – say that you are annoyed, not satisfied, or unhappy about something or someone

do one's share – do the part you are responsible for

generous – describes a person who is willing to give money or spend time and effort in order to help another person or make another person happy

housework – work that you do to take care of a house, for example washing and cleaning

leftovers – food that has not been eaten at the end of a meal

picky – someone who is picky only likes particular things and not others, and so is not easy to please

put away – put something in the place where it is usually kept

this stuff – these things

UNIT 7

adopt – take someone else's child into your home and legally become his or her parent

at a loss – confused and uncertain about what to do or say

discouraging – making you lose the confidence or determination you need to continue doing something

DNA – a substance that carries genetic information in the cells of the body

fertility – the ability of a person or animal to produce babies or young animals

fertility treatments – medical treatment given to a woman to help her have a baby

it is what it is – used to describe a situation you cannot change

overcome – successfully control a feeling or problem that prevents you from achieving something

physically – in relation to your body rather than your mind or emotions

possibly – used when saying that something may be true or likely, although you are not completely certain

time-consuming – taking a long time to do

UNIT 8

all things considered – when you take everything into account

couldn't care less – don't care at all

envy – wish that you had someone else's possessions or abilities

exhausted – extremely tired

land a job – find a job

move up in life – get ahead in your life

physics – the science of physical objects and substances, and of natural forces such as light, heat, and movement

shift – the particular period of time during the day or night that someone works

tip – a small amount of additional money that you give to someone such as a waiter or a taxi driver

when all is said and done – remind someone about an important point that needs to be considered

UNIT 9

calm down – become quiet and relaxed after you have been angry, excited, nervous, or upset, or to make someone become quiet and relaxed

criminal – someone who is involved in illegal activities or has been proved guilty of a crime

express yourself – show or share your thoughts and feelings

gangster – a member of a violent group of criminals

Get with it! – Update your views!

heart attack – a sudden serious medical condition in which someone's heart stops working normally, causing them great pain

not a big deal – not a serious problem

raise someone – take care of someone from the time they are a child until they are an adult

scar – a permanent mark that is left on your skin after you have had a cut or wound

tattoo – a picture or writing that is permanently marked on your skin using a needle and ink

What's gotten into you? – What caused you to act this way?

UNIT 10

boomerang child – someone who returns to live in their parents' home in their twenties or thirties after a period of being at university or living away from home

contradiction – a difference between two statements, beliefs, or ideas about something that means they cannot both be true

creepy – scary, frightening, weird

depressed economy – a bad situation in which people don't have jobs and have very little money to buy things such as food, clothes and cars

parasite – a person who takes advantage of the generosity of others

practical – useful and suitable for a particular problem or situation

spoiled – used to describe a person who, as a child, was always given what they wanted and allowed to do what they wanted by their parents

take advantage of someone – use a person for your own benefit

trend – the general direction in which things are moving

What's your take on this? – What's your idea or opinion about this?

UNIT 11

advice – an opinion you give someone about what they should do

ask (someone) out – invite a person to go with you on a date

consequence – the negative end result or effect of an action

dilemma – a situation in which it is very difficult to decide what to do, because all the choices seem equally good or equally bad

human resources (HR) – a department in a company that deals with employees who work for the company
inappropriate – not suitable or right for a particular purpose or in a particular situation
position – a person's job or rank in a company
shocked – feeling surprised and upset by something very unexpected and unpleasant
upset – unhappy and worried because something unpleasant or disappointing has happened
wildly – extremely, very

UNIT 12

a good head for something – the ability to do something very well
compromise – meet in the middle, agree to accept less than what you want
it bothers me – it makes me feel slightly angry and unhappy
manage money – control how you spend or take care of money
messy – not neat, disorganized
newlyweds – two people who have recently married
over the maximum limits – more than what is allowed
tidy – neatly arranged with everything in the right place
totally – completely or entirely
unorganized – not organized, not orderly or clean
worried – not feeling happy or relaxed because you keep thinking about a problem or something bad that might happen

UNIT 13

advancement – progress or development in your job, or level of knowledge
award – something such as a prize or money given to someone to reward them for something they have done
competition – a situation in which people or organizations try to be more successful than other people or organizations
corporate – a big company, or a group of companies acting together as a single organization
corporate culture – the way that people in a corporation think and behave
data grabbing – getting or stealing data in an unfair way
illegal – not allowed by the law
lawsuit – a problem or complaint that a person or organization brings to a court of law to be settled
naïve – not having much experience of how complicated life is, so that you trust people too much and believe that good things will always happen
policy – a way of doing something that has been officially agreed and chosen by a political party, business, or other organization
progressive – supporting new or modern ideas and methods
room – the chance to do something, or the possibility that something exists or can happen

UNIT 14

admit – to allow someone to enter a public place to watch a game or performance
benefit – if something benefits you, it gives you an advantage, improves your life, or helps you in some way
diversity – the fact of including many different types of people or things
extreme – very great in degree
immigrant – someone who enters another country to live there permanently
massive – unusually large, powerful, or damaging
miss the point – not understand what is important
objective – used to describe something that is based on facts rather than on your feelings or beliefs

refugee – someone who has been forced to leave their country, especially during a war, or for political or religious reasons

strike (someone) – if something strikes you, you think of it, notice it, or realize that it is important, interesting, true etc

tragedy – a very sad event that shocks people

UNIT 15

harmless – not likely to upset or offend anyone
in person – if you do something in person, you do it by going somewhere yourself rather than sending someone else or writing a letter etc

mind-numbing – very boring, not requiring any active thought

offensive – very rude or insulting and likely to upset people

popularity contest – a competition to decide who is more popular

post – put a message, image or computer document on the Internet so that other people can see it

shallow – superficial, not deep or meaningful

shooter game – a type of video game in which the player attempts to "kill" characters

trunks – a piece of clothing like very short trousers, worn by men for swimming

weird – very strange and unusual, and difficult to understand or explain

UNIT 16

athlete – someone who competes in sports competitions, especially running, jumping, and throwing

gender – the fact of being male or female

I was inspired to – I got the idea to

macho – behaving in a way that is traditionally typical of men, for example being strong or brave, or not showing your feelings

nurturing – a person who is nurturing helps others develop and grow

respect – a feeling of admiring someone or what they do, especially because of their personal qualities, knowledge, or skills

role model – someone who a person admires and wants to be like

sensitive – able to understand other people's feelings and problems

struggle – try extremely hard to achieve something, even though it is very difficult

support – provide enough money for someone to pay for all the things they need

UNIT 17

barely – almost never, hardly ever

culture shock – the feeling of stress from being in a new environment

errand – a short trip in order to do something

explore – travel around an area in order to find out about it

open-minded – willing to consider and accept other people's ideas and opinions

pub – a building in Britain where alcohol can be bought and drunk, and where meals are often served

take advantage of – get as much as you can from

unique – unusually good and special

watch the match – go to see a game such as football

weird – very strange and unusual, and difficult to understand or explain

UNIT 18

ashamed – embarrassed and guilty because of something you have done

bully – a person who is cruel and mean to someone who is weaker

defend – do something in order to protect someone or something from being attacked

destroy – damage something so badly that it no longer exists or cannot be used or repaired

dignity – your sense of your own value or importance

doubt – a feeling of being not sure whether something is true or right

fundamental – very necessary and important

human rights – the rights and freedoms that every person in the world should have

injustice – a situation in which people are treated very unfairly and not given their rights

nightmare – a very difficult, unpleasant, or frightening experience or situation

resist – use force to stop something from happening

violence – behavior that is intended to hurt other people physically

UNIT 19

advice – an opinion you give someone about what they should do

ask (someone) out – invite a person to go with you on a date

confidence – the belief that you have the ability to do things well or deal with situations successfully

dreamy – very attractive and desirable

embarrassed – feeling uncomfortable or nervous and worrying about what people think of you, for example because you have made mistake

have a crush on somebody – have a strong affection for somebody who doesn't know you're interested in them

point of view – a particular way of thinking about or judging a situation

shift – the particular period of time during the day or night that someone works

stalking – the crime of following and watching someone over a period of time in a way that is very annoying or threatening

turn someone down – refuse a request or invitation from someone

UNIT 20

back and forth – going in one direction and then in the opposite direction, and repeating this several times

challenging – difficult in an interesting or enjoyable way

get a divorce – end a marriage legally

good together – used to describe the relationship between two people who have a healthy relationship

hit (someone) very hard – cause someone a lot of surprise and shock

no longer – used when something used to happen or be true in the past but does not happen or is not true now

pretty far away – somewhat far away

refugee – someone who has been forced to leave their country, especially during a war, or for political or religious reasons

start off – begin something in a particular way, or to begin in a particular way

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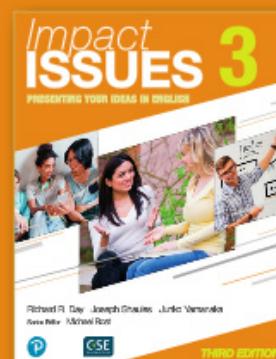
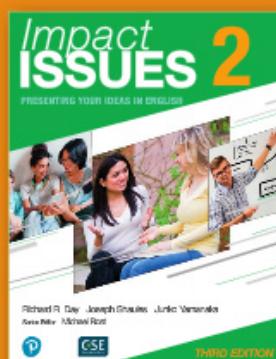
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Vocabulary index

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Full Audio: All situations dramatically performed, recorded interaction models

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TEACHING RESOURCES

Section-by-section Teacher's Manual with complete unit teaching guides, teacher development insights

Unit Tests, Semester Tests, Exit Test

ENGAGE

Imaginative situations and dramatic readings raise students' awareness of social issues



EXPLORE

Probing activities allow students to encounter a range of viewpoints and clarify their own ideas



THINK

Supportive activities allow students to articulate their own opinions and engage in meaningful conversations



PRESENT

Stimulating sample videos provide clear models for students' own pair and group presentations



GSE

10 20 30 40 50 60 70 80 90

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