

UNIT 4 UPS AND DOWNS

IN THIS UNIT YOU

- learn language to talk about mood and life satisfaction
- listen to a lecture about wealth and happiness
- write a thank-you note
- read about research on happiness
- talk about having a positive attitude
- learn about being a positive team member
- watch a video about the concept of Gross National Happiness

LISTENING

understanding discourse markers

What are some phrases you might hear that signal a change of topic or the conclusion of a topic?

WRITING


a thank-you note

In what situations do you need to write a thank-you note? Would different situations require a different style? Why?


LIFE SKILLS

WORK & CAREER

being a positive team member When you are working on a team, it is important to be positive. What are some characteristics of a positive team member?

A  Work in pairs. Do you agree with these definitions of happiness? Explain why or why not.



B  Work in pairs. First, complete the definition in your own words. Then explain your definition to your partner.

Happiness is ...

A

- Ask the students to read the six definitions of happiness. Give them a few minutes to work in pairs and to make a few notes about why they agree or disagree with the definitions.
- Write each definition on the board and poll the class. Make a tally of how many students agree with each definition. Discuss which one is most popular and which is least popular. Ask the students to state why the most popular one won. Remind them there is no one right answer.

Alternative

Ask the students to work individually and rank the definitions from 1 (the best) to 6 (the worst). Ask them to think of reasons for their rankings. Let the students compare their rankings with a partner. Listen to some of their ideas as a class.

B

- Remind the students that everyone's definition of happiness is different. Ask the students to complete their own definition of happiness. Tell them they can make use of the ideas on this page and/or use ideas of their own. Encourage them to write as much as they want; the definitions do not need to be restricted to one sentence. Get them started by asking what their idea of paradise is. Review the definition of this from the Lead-in on p. T44. Ask what qualities or activities make them happy.
- Put the students in pairs and ask them to share their definitions with their partners. Give them time to explain why they chose their definitions. Ask all the pairs to read their definitions to the whole class. Take a class vote on which definition they like best. Extend the activity by voting on other types of definition, such as most surprising or most unique.

Alternative

Ask the students to bring in a picture of an item or activity that makes them happy. The picture can be from a magazine or the internet, or it can be a personal picture. If the students choose to bring a personal picture, ask them to make sure there is no identifying information linking the student to the picture. Collect all the pictures and then show each picture individually. Have the students guess who the picture belongs to. When they get an answer right, ask the student who the picture belongs to to say why this item or activity makes them happy.

Extra: group project

Let the students create a class poster using all of the pictures.

Extra: speaking

Extend the exercise by asking the students to work individually and write a definition for unhappiness, beginning *Unhappiness is ...*. Put them in pairs and ask them to explain their definition to their partner. Listen to their suggestions as a class.

Extra: homework

Review the meanings of the words *paradise* and *utopia* (see the Lead-in on p. T44). For homework, ask the students to write two short paragraphs. One paragraph should describe what they think paradise would be. The other should describe a utopia. Ask volunteers to read one of the paragraphs to the class in the next lesson. Classmates determine whether the paragraph describes paradise or utopia.

1 Listening: understanding discourse markers

Lead-in

Write the word *lecture* on the board. Elicit what features make up a lecture and write the students' ideas on the board. Survey the class to see how many students find lectures challenging. Ask them what makes listening to lectures difficult. Ask the students to read the information in the skills panel. Explain that discourse markers can make listening to lectures easier. Remind them that they studied discourse markers (fillers) on p. 22, and encourage them to name the ones they remember.

A 1.16

- See p. T167 for the **audio script**.
- Explain to the students that they are going to listen to the introduction to a lecture in order to find out what it is going to be about.
- Play the audio, and then check the answer with the class.

Answer

the relationship between wealth and happiness

B 1.17

- See p. T167 for the **audio script**.
- Point out the four partial phrases. Explain that the full phrases are used in the lecture. Ask the students to listen to the full lecture and fill in the missing words.
- Play the audio and check progress. If necessary, play the audio one more time. After checking answers, ask the students to put the phrases in the correct section of the table. Explain that each phrase has a specific function.
- **Highlight** the functions of the phrases and give examples. Point out, for example, that people use *As a result*, *As a consequence*, and *Consequently* to talk about the result of something, e.g., *People need companionship. As a consequence, married people tend to be happier.*

C

- Explain that a common task in academic settings is to listen to a lecture and then answer questions about the content. Draw attention to the four questions. Tell the students you will play the lecture again and they should listen for those answers.
- Play the audio more than once if necessary. Put the students in pairs to discuss their answers.

Answers

- 1 People with higher incomes feel more satisfied with their lives.
- 2 People with higher incomes are not necessarily happier than those who earn less.
- 3 Satisfaction is the feeling of pleasure you get when you achieve something. It is just one element of happiness, which is the more general feeling of being happy.
- 4 Students' own answers, but will likely be based on this sentence in the lecture: People with lots of money can purchase lots of positive life experiences, like exotic vacations and expensive meals, and as a result, they may enjoy everyday pleasures less.

 Workbook p. 22, Section 1 

D

- Remind the students that words can have more than one part of speech, and knowing other forms of words can help them expand their vocabulary.
- Ask the students to complete the word form tables individually. Then check the answers with the class.

E

- Ask the students to work with a partner. Make sure they understand that they need to complete the sentences individually with the correct form of the word in parentheses and their own ideas, and then discuss them with their partner.

 Workbook pp. 22–23, Section 2 

1 LISTENING: understanding discourse markers page 22

Discourse markers often act as signposts, giving a listener clues about what they might hear next. They might introduce additional points, contrasting ideas, or a conclusion.

A **1.16** Listen to the introduction to a lecture. What is the lecture going to be about?

B **1.17** Listen to the full lecture. As you listen, write one word to complete the phrases. Then write each phrase in the correct place in the table.

In general On the other hand
As a result In addition

Phrases used to talk generally	Phrases used to introduce a contrasting point	Phrases used to introduce a result	Phrases used to introduce an additional point
(1) <u>In general</u> On the whole To a great extent	(2) <u>On the other hand</u> That said Nevertheless	(3) <u>As a result</u> As a consequence Consequently	(4) <u>In addition</u> What's more Furthermore



C Listen to the lecture again and answer the questions. Work in pairs and discuss your answers.

- 1 What did the first study find out?
- 2 How did the second study contradict the first study?
- 3 What is the difference between satisfaction and happiness?
- 4 Why do you think wealthier people enjoy everyday pleasures less?

D VOCABULARY: LIFE SATISFACTION Complete the tables with the correct form of each word.

Adjective	Noun
happy	<u>happiness</u>
wealthy	<u>wealth</u>
<u>pleased / pleasing</u>	pleasure
<u>content</u>	contentment

Verb	Noun
<u>appreciate</u>	appreciation
enjoy	<u>enjoyment</u>
<u>satisfy</u>	satisfaction

E **VOCABULARY: LIFE SATISFACTION** Work in pairs. Complete the sentences with the correct form of the word in parentheses. Then discuss the sentences with your partner and use your own ideas.

- 1 I feel satisfied with my life when I ... (satisfaction)
- 2 People usually appreciate happiness more when they ... (appreciation)
- 3 I think people are generally more content when they ... (contentment)
- 4 Material wealth can sometimes cause unhappiness because ... (wealthy)
- 5 Enjoyment of life depends on ... as well as ... (enjoy)



2 GRAMMAR: noun clauses as objects

A  **1.18 LANGUAGE IN CONTEXT** Read the notice. Then listen to the conversation below. According to Michelle, how does laughter therapy work?

Rita: Look at this! Laughter therapy!

Michelle: Yeah, I've read about that. Apparently, laughing can help people feel happier and less stressed, so now they're using it as a therapy!

Rita: That sounds really interesting. Do you know what it involves?

Michelle: I'm not sure exactly, but I think they explain how laughter could help you deal with a problem. I think you learn techniques to see the positive side of a situation.

Rita: That sounds useful! I wonder when they're holding the workshop. Does it say where we can get more information?

Michelle: I'm sure there's more information on the website. I think we need to register online, and we might need to explain why we want to attend the course.

Rita: So, do you want to try it?



LAUGHTER CAN CHANGE YOUR LIFE!

Venue: Main Hall

Time: 9-5

Limited to 40 participants.

<http://laughtertherapy.campusworkshops.net>

REGISTER TODAY!

NOTICE!

Underline all the examples of **what**, **where**, **when**, **why**, and **how** in the conversation. What do you notice about the word order in the clauses that follow each one?

B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from the text.

	Noun clause	
Do you know	(= the thing(s)) (1) <u>what</u>	it involves?
They explain	(= the way) (2) <u>how</u>	laughter could help you deal with a situation.
I wonder	(= the time) (3) <u>when</u>	they're holding the workshop.
Does it say	(= the place) (4) <u>where</u>	we can get more information?
We might need to explain	(= the reason) (5) <u>why</u>	we want to attend the course.

C PRACTICE Complete the sentences with **what**, **where**, **when**, **why**, or **how**. More than one answer may be possible.

- I think you'll be interested in what they have to say about happiness.
- I don't understand how/why laughter therapy works.
- The presenters will demonstrate when/how/why laughter can help you be positive.
- I sometimes wonder why people at work are so stressed.
- They told us where the workshop will take place, but I've forgotten which office exactly.
- Do you know when the next workshop will be held? Is it next month?

D  **NOW YOU DO IT** Work in pairs. Complete the sentences in your own words. Then compare with your partner. How similar or different are your ideas?

I'd like to learn about what ... I'm happier if I know why ... I often wonder how ...

WATCH OUT!

- ✓ I agree with what you said.
- ✗ I agree with what did you say.

2 Grammar: noun clauses as objects

Lead-in

Write the word *laugh* on the board. Put the students in pairs and ask them to tell their partner what makes them laugh. Listen to their suggestions as a class. Elicit responses such as funny jokes, television sitcoms (situation comedies), friends, comedians, and so on.

A 1.18

- See the Student's Book for the **audio script**.
- Draw attention to the picture. Ask the students where they think these people are and what they are doing (they are laughing during a laughter therapy workshop).
- Ask them to read the notice and check their answers. Ask for opinions as to whether the students agree or disagree that laughter can change their lives.
- Ask the students to read the question and say how they think laughter therapy works. Then tell them to listen and read the conversation, and find out what Michelle says about it. Play the audio once, and elicit the answer from the class.

Answer

Laughter helps you deal with a problem. You learn techniques to see the positive side of a situation.

Alternative

Ask the students to close their books. Write the question from Ex. A on the board. Play the audio once and ask the students to answer the question. Then ask them to open their books and read the conversation to check their answer.

Culture note

When people laugh, their body relaxes. When that happens, the body releases natural painkillers called endorphins. The endorphins enter the bloodstream. The point of laughter therapy is to help people laugh more easily. In laughter therapy sessions, there are a range of activities designed to get people laughing, but luckily the body can't actually distinguish between real and fake laughter. In other words, pretending to laugh has the same beneficial effect.

NOTICE!

- Direct the students' attention to the **Notice!** box.
- Ask the students to underline all the examples of *what*, *where*, *when*, *why*, and *how* in the conversation.
- Ask the students what they notice about the word order following each question word.

Answer

The word order is subject + verb (i.e., there is no inversion after the question word).

B

Form

- Ask the students to read the conversation again, paying attention to the question words.
- Present the table. Explain that noun clauses can function as nouns, and that like nouns, they can be the object of verbs, and they can follow prepositions.
- **Highlight** that a noun clause contains a verb, but it is not a complete sentence by itself. Point out that the clauses in the table all function as objects.
- Ask the students to complete the table with examples from the conversation.
- Check the answers with the class.
- Direct the students' attention to the **Watch out!** box. Point out or elicit that the second sentence is incorrect because it is necessary to use the affirmative form, not the question form, in this type of clause. Elicit other examples and write them on the board.

C

- Ask the students to complete the exercise individually. Remind them that there may be more than one possible answer. Encourage them to refer to the table if they need help.
- When you check the answers, ask different students to read the complete sentence aloud in each case.

D

- Give the students a few minutes to work individually to complete the sentences with their own ideas.
- Then put them in pairs and ask them to compare and contrast their views.

Extra: homework

Give the students some more sentence beginnings and ask them to complete them. For example, *A good vacation is when ...*, *An embarrassing situation is when ...*, *A nice place to relax is where ...*, *A good job is when ...*, *I like talking to friends when ...*, *We should all live where ...*, *School teaches you what ...*

 Workbook p. 23, Section 3

3 Reading: a magazine article

Lead-in

Ask the students if they ever read magazines. Invite volunteers to share the titles of their favorite magazines. Continue the discussion by asking if the students read magazine articles online, on e-readers, or in printed versions. Ask them to share the topic of an interesting magazine article they have read recently.

Culture note

Magazines are published on a regular schedule. One of the earliest magazines in history was started in Germany. It was a literary and philosophy magazine called *Erbauliche Monats Unterredungen*. A magazine's popularity is measured by its circulation, which is the number of copies distributed. Some of the most popular magazines around the world include *Caijing* (Asia), *What's Cooking* (Canada), *Mathrubhumi* (India), and *Pronto* (Spain).

A

- Ask the students to close their books. On the board, write the question *What are some ways to be happier?* Elicit ideas from the class and write them on the board. Explain that they will read a magazine article on this topic, and see if their ideas match what the research mentions in the article.
- Ask the students to read the article, keeping the question in mind.
- Allow enough time for them to read the article silently. Then elicit answers to the question. See if any of their original ideas were the same as the two ways mentioned in the article.

Answer

Deciding to be optimistic about life and practicing positive emotions are two ways to be happier.

Extra: reading practice

Write these questions on the board to check the students' comprehension.

- 1 How do psychologists define happiness?
- 2 Why is happiness subjective?
- 3 What are some basic components of happiness?
- 4 What is the greatest influence on happiness?
- 5 Why do scientists research happiness?

Answers

- 1 "a state of well-being"
- 2 Because it can mean different things to different people.
- 3 physical condition, genetics, and choice about how we feel and think
- 4 our choice about how we feel and think
- 5 It is useful and we can learn more about developing social or psychological traits that can help us lead fuller lives.

B

- Remind the students that understanding when something is accurate is important to succeeding in school. Give the students time to answer the true/false questions individually. Point out that they have a third option for each question: *NM* (not mentioned).
- Put the students in pairs to compare their answers before checking the answers as a class.

Extra: reading practice

Ask the students to read the article again, and to find the reasons or explanations for the statements.

Answers

- 1 Happiness is a very subjective state and can mean different things to different people.
- 2 NM
- 3 One component of happiness is genetic.
- 4 Some research has found that practicing positive emotions can have a positive effect on our general state of well-being.
- 5 A recent study found that using an app to find out how happy people are feeling was reliable.
- 6 A study found that people who are less focused are less happy.

Extra: discussion

Put the students in pairs or small groups to discuss if they agree or disagree with the statements in Ex. B.

C

- Ask the students to notice the words in bold in the article. Explain that these are all mood words. Define the word *mood* if necessary (the way that someone is feeling, for example, whether they are happy, sad, or angry).
- Give the students time to match each mood word with its definition. Have them work individually for this activity.
- Put the students in pairs to compare their answers before checking the answers as a class.

3 READING: a magazine article

A Read the magazine article. What are two ways to be happier, according to research mentioned in the article?

HAPPINESS

WHAT IS HAPPINESS?

¹ Is it being **in a good mood**? Is it a state of contentment, or is it a feeling of excitement or pleasure? It seems that happiness is all of these things. Psychologists have defined it as a "**state of well-being**"—a combination of life satisfaction and experiencing more positive than negative **emotions**.

WHAT MAKES US HAPPY?

² Happiness is a very subjective state and can mean different things to different people. However, researchers have identified some basic components of happiness.

³ One component is our physical condition, such as our level of income and state of health. There is no doubt that financial stress and illness can have a negative impact on our level of happiness. But wealth on its own isn't enough; you can be very wealthy and also very unhappy.

⁴ Another component is genetic; it seems that some of us may be born to be cheerful. Some of our character traits are inherited and may include a tendency to either be more **optimistic** or to get **depressed** more easily.

⁵ By far, the greatest influence on our happiness is our choice about how we feel and think. We can make a decision to be optimistic about life, or choose to focus on the negative side and be more **pessimistic**. Some recent research has found that practicing positive emotions such as gratitude, joy, hope, and kindness can have a positive effect on our general state of well-being. In other words, we can control how happy we are.

HOW CAN WE MEASURE HAPPINESS?

⁶ One simple method is just to ask people how they are feeling. A recent research project used a cell phone app to track how happy people were. From time to time, the app sent a message asking the person to report how happy he or she was feeling as well as what activity the person was doing. The study found that people who are less **focused** on what they're doing tend to feel less happy. When they get **distracted**, they start to worry or think about negative things, which makes them unhappy.

WHY DO SCIENTISTS RESEARCH HAPPINESS?

⁷ Researchers believe that researching happiness is very useful. The more we understand about the causes of happiness, the more we can learn about developing social or psychological traits that contribute to our general state of well-being and help us lead fuller lives.



B Read the statements and choose T (true), F (false), or NM (not mentioned).

- 1 It is not possible to measure happiness.
- 2 Scientists disagree about the causes of happiness.
- 3 Our personality influences our level of happiness.
- 4 It is possible to learn how to be happier.
- 5 Asking people about their state of mind is unreliable.
- 6 Lack of concentration can cause negative emotions.

T / F / NM

T / F / NM

T / F / NM

T / F / NM

T / F / NM

T / F / NM

C VOCABULARY: MOOD Match the definitions (a–h) with the words in bold in the text.

a) having a generally positive attitude
optimistic

b) preoccupied, thinking about something else
distracted

c) feeling of general happiness
state of well-being


d) having a generally negative attitude
pessimistic

e) feelings
emotions

f) unhappy
depressed

g) concentrated on what you're doing
focused

h) cheerful
in a good mood

D  **VOCABULARY: MOOD** Work in pairs and answer the questions.

- 1 What is your mood right now?
- 2 Do you consider yourself to be generally optimistic or pessimistic? Why?
- 3 Do you ever get depressed? If so, what do you do?

4 GRAMMAR: review of conditional forms

A  **1.19 LANGUAGE IN CONTEXT**

Listen to the conversation. What advice does Tom's uncle give?

Tom: Do you think I should take a year off before going to college? I think that if people take a year off, they're more mature when they start school, and they get more out of it. What do you think?

Uncle: That's a good question. If I had taken a year off, I would have traveled around the world. I think it can be a very good idea if you plan it properly and do something useful with it.

Tom: I know! But Mom thinks that if I travel for a year, I won't want to go to college when I come back.

Uncle: Yes, that is a risk, but if I were you, I'd go for it. Just make sure you keep your main goal in mind and don't get distracted!



NOTICE!

Underline sentences in the text that use conditional forms. How many types of conditionals can you find?

B ANALYZE Read the conversation in Exercise A again.

Form & Function Complete the table with examples from the text.


Type of conditional	Form	Function and Examples
third	If + past perfect, would(n't) have + past participle	To talk about unreal situations in the past. (1) <u>If I had taken a year off, I would have traveled around the world.</u>
second	If + simple past, would(n't) + base form	To talk about things the speaker feels are unreal or unlikely in the present or future. (2) <u>... if I were you, I'd go for it.</u>
first	If + simple present, will (won't) + base form	To talk about things that the speaker thinks are likely or possible in the future. (3) <u>... if I travel for a year, I won't want to go to college when I come back.</u>
zero	If + simple present, simple present	To talk about things that are generally true. (4) <u>if people take a year off, they're more mature when they start school ...</u> (5) <u>... it can be a very good idea if you plan it properly ...</u>

C PRACTICE Match the two parts to make complete sentences.

- | | | |
|---------------------------------|----|----------------------------|
| 1 You would have studied harder | a) | if you were more outgoing. |
| 2 You'll always succeed | b) | if you'd had more time. |
| 3 People are generally friendly | c) | if you're polite to them. |
| 4 You would have more friends | d) | if you work hard enough. |

WATCH OUT!

- ✓ If you had said you were sick, I would have called a doctor.
- ✗ If you would have said you were sick, I had called a doctor.

D  **NOW YOU DO IT** Work in pairs. Complete the sentences and tell your partner. Ask questions to get more information. Find three things you have in common.

If I had studied ..., I would have ... If I hadn't ..., I wouldn't have... If I were richer, I would ...

D

- Put the students in pairs to discuss answers to the questions. Encourage them to give reasons for their answers.
- Ask the pairs to share their answers with the class. Extend the discussion by asking the students what may cause states of well-being or moods to change. Ask them if they think it is possible to change a mood easily (either their own or someone else's).

Extra: homework

Ask the students to choose a mood word from Ex. C and write a paragraph describing a time they felt this mood or emotion. Encourage them to answer questions such as who or what made them feel this way, where they were, why they felt this, when it was, and how they changed (or stayed the same).

▶ Workbook p. 24, Section 4

4 Grammar: review of conditional forms

Lead-in

Ask the students to look at the picture. Ask them who they think these people are, how old they are, and what their relationship is. Listen to their ideas as a class. Eventually reveal that they are an uncle and nephew. Explain that the nephew, Tom, is getting advice from his uncle. Encourage them to talk about who they talk to when they need advice. Ask them what kinds of things they need advice about.

A 1.19

- See the Student's Book for the **audio script**.
- Ask the students to read the question first. Then ask them to listen and read the conversation and find the answer. Play the audio once.
- Elicit the answer, and encourage the class to discuss if they agree or disagree with the advice.

Answer

Tom's uncle advises him to take a year off before going to college, but to do something useful and not get distracted from his main goal.

Extra: speaking

Put the students in pairs to rewrite the conversation and change the advice the uncle gives. Encourage them to be creative. Plan time for the students to perform their conversations in front of the class.

NOTICE!

- Direct the students' attention to the **Notice!** box.
- Review the conditional forms if necessary. Ask the students how many types of conditionals there are in the conversation.

Answer

There are four types of conditionals in the text.

B

Form & Function

- Ask the students to read the conversation again, paying attention to the conditional forms.
- Review the forms and functions in the table. Give the students time to write the statements from the conversation that they underlined earlier in the correct place in the table.
- Check the answers. Remind the students that apart from *would*, they can also use *could* and *might* in third conditionals. Explain that this introduces an element of possibility into the sentence. Compare the meaning of *I would have gotten a much better job* (definite) and *I could have gotten a much better job* (possible).
- Direct the students' attention to the **Watch out!** box. Point out that *would have* never goes in the clause beginning with *if*, but in the main clause, so the second sentence is incorrect. You could write some other incorrect sentences on the board for the students to correct.

C

- Go over the instructions. Make sure the students understand that the first column contains the first parts of the sentences and the second column contains the second parts of the sentences.
- Ask them to work individually. Tell them to pay special attention to the verb forms to help them find the right answers. Encourage them to look at the table if they need help as they work.
- Check the answers with the class.

D

- Give the students time to work individually and complete the sentences.
- Put them in pairs to share their ideas. Encourage the partners to ask questions to get more information.
- Ask them to find three things they have in common.
- Listen to some of their ideas with the whole class. Correct any errors in the use of the conditionals.

Extra: grammar practice

Ask the students to use the sentence beginnings in Ex. D to write more sentences. Tell them that this time, they can use different topics and write about anything they choose.

▶ Workbook pp. 24–25, Section 5

5 Writing: a thank-you note

Lead-in

Define *favor* (a nice or helpful thing you do for someone else). Put the students in small groups to talk about favors that they've asked for, and favors that they've done for someone else. Ask a member of each group to summarize the discussion for the rest of the class.

Ask the students to read the information in the skills panel. Point out that thank-you notes include two elements: what you are thanking the person for and the effect it has had on you. Provide an example: *Thank you for the flowers you sent me when I was sick. They made me feel a lot better!* Hold a whole-class discussion about how the students feel when they receive a thank-you note, and how they feel if they don't receive one when they've done someone a favor or given someone a gift.

A

- Put the students in pairs to brainstorm a list of situations in which they would need to send a formal thank-you note. Elicit answers such as *a gift from a grandparent* or *information from a teacher*. Ask each pair to share their list with the class. Create a list on the board.
- Give the students time to read the thank-you note. Then ask them to read the questions, and read the note again to find the answers. Point out that the first letter is given for each word in item 4.
- Check the answers with the class.

Answers

- 1 giving an inspiring workshop and explaining how the work environment affects mood
- 2 The workers are all smiling more and the workplace is more attractive and pleasant.
- 3 formal; students should note the use of complete sentences, division into paragraphs, use of correct punctuation, formal language and tone, formal ending

B

- Tell the students that they are going to write a thank-you note, and ask them to choose one of the situations.
- Present the starting expressions that the students can use in their letters.
- Encourage the students to write a beneficial effect and ending expression, based on the letter they choose to write. Provide some common ending expressions, such as *Take care, Keep in touch, See you soon, Love, Thanks again*.
- Remind them to think about what they are thanking the person for, and the effect this has had: how their actions helped, and/or how things might have been different if they hadn't helped. Suggest some common phrases (*If you hadn't given me ..., If I hadn't gotten that ...*) and review conditionals if necessary.

C

- Put the students in pairs for a peer-review session. Ask the students to suggest ways to improve each other's notes.

Extra: homework

Ask the students to take the advice from the peer-review session into consideration and to rewrite their thank-you note for homework.

▶ Workbook p. 25, Section 6

6 Pronunciation: reduced forms of *would you* and *did you*

A 1.20

- See the Student's Book for the **audio script**.
- Explain that native English speakers often use reduced forms. Remind the students that reduced forms are never written; they are only spoken. Tell the students it is important not only to be able to pronounce these, but also to understand them when they are listening to native speakers.
- Write *would you* and *did you* on the board. Briefly pronounce the reduced forms, and tell the students that the audio you are about to play has more examples.
- Play the audio. Ask the students to notice the reduced forms of *would you* and *did you* in each pair.
- Play the audio again, and pause after each question. Ask the students to repeat the question, using the reduced form.

B 1.21

- See p. T167 for the **audio script**.
- Make sure the students understand the task (to choose the question they hear from each pair in Ex. A).
- Play the audio once. Repeat only if necessary. Check the answers.

C

- Put the students in pairs to take turns saying one question from each pair in Ex. A. Ask them to pronounce it clearly so that their partner can identify it.
- Circulate to help as needed.

5 WRITING: a thank-you note

Writing a thank-you note for a gift or a favor is an important way to make people feel appreciated. In a thank-you note, be sure to say what you are giving the person thanks for, and explain what effect it has had, if relevant.

A Read the thank-you note and answer the questions.

- 1 Identify two things the writer is saying thank you for.
- 2 What positive changes does the writer report since the event?
- 3 Is this a formal or informal thank-you note? How can you tell?
- 4 What three words in the note increase the positive tone?
 - a) i nspiring
 - b) f ascinating
 - c) b eneficial

B Choose one of the situations and write a thank-you note. Write your note using the prompts to help you.

You received some money as a birthday gift from your aunt.
You attended a job interview with a computer company.
You received a goodbye gift from your co-workers when you left your job.
You attended a dinner at your professor's home.

Starting expression:

I am writing to thank you for ...

I would like to express my gratitude/appreciation for ...

Thank you for your wonderful hospitality/generosity/kindness.

Your gift was so thoughtful/inspiring/helpful.

Beneficial effect (if any): _____

Ending expression: _____

C Work in pairs and take turns showing your notes. Suggest ways to improve your partner's notes.

Dear Lucinda,

Thank you so much for your inspiring workshop at our annual professional development day last week.

It was fascinating to hear your advice on maintaining a positive attitude in the workplace. We have tried out some of your ideas and it has already had a beneficial effect on our office environment. We're all smiling more than we used to, thanks to you! And thank you so much for explaining how our work environment affects our mood. If you hadn't, we wouldn't have thought of changing things. It's a much more attractive and pleasant place to work now. We are planning to use many of your ideas in our office over the coming months.

We hope to attend one of your workshops again very soon.

Many thanks again from all of us here.

Sincerely,
Kate Dansworth

Human Resources Manager

6 PRONUNCIATION: reduced forms of *would you* and *did you*


A 1.20 Listen to the questions. Notice the reduced forms of *would you* /wʊ-ɔː/ and *did you* /dɪ-ɔː/.

- | | |
|------------------------------|--------------------------|
| 1 a) What would you do? | b) What did you do? |
| 2 a) Why would you go? | b) Why did you go? |
| 3 a) When would you leave? | b) When did you leave? |
| 4 a) How would you find out? | b) How did you find out? |

B 1.21 Listen and choose which question you hear from each pair in Exercise A.

C Work in pairs and practice. Say one question from each pair in Exercise A. Your partner will identify which one they hear.

7 SPEAKING: talking about having a positive attitude

A  Work in groups. Discuss what you think each of these sayings means. Does each one express a positive or negative attitude?



THINK OF
 ≡ *the glass as* ≡
HALF FULL,
 NOT HALF
empty.


→ Always expect ←

★ THE WORST ★

≡ and then ≡

• YOU'RE NEVER •

disappointed.

B  **1.22** Listen to the person talking about a workshop he attended. Check the things that helped him.

- | | |
|---|---|
| <input checked="" type="checkbox"/> talking about a problem | <input type="checkbox"/> learning techniques for relaxation |
| <input checked="" type="checkbox"/> thinking positively | <input type="checkbox"/> remembering a similar experience |
| <input type="checkbox"/> talking to an expert | |

C Think of a time when you experienced a difficult situation at school or at work. Complete the notes.

What was the difficult situation?

How did it make you feel?

What did you do about it?

If things had been different, what might have happened?

D  **Independent Speaking**

Work in pairs. Tell each other about the situation you made notes on in Exercise C. Then ask your partner to tell your problem back to you. Try to offer positive advice and suggestions on what you could have done differently.

HOW TO SAY IT

I'd like to tell you about what happened when ...

It was difficult for me because ...

If I hadn't ..., he/she/they wouldn't have ...

7 Speaking: talking about having a positive attitude

Lead-in

On the board, write the phrases *I never promised you a rose garden*; *Every day may not be good, but there's something good in every day*; *April showers bring May flowers*; and *Life isn't a bowl of cherries*. Ask the students if they know what the phrases mean (I never said that life would be perfect; Even bad days have some positive aspects; A negative situation can lead to a positive outcome; Life isn't always happy or easy.) Ask the students if these are positive or negative (negative, positive, positive, negative). Continue the discussion by asking the students if they know of equivalent sayings in their own languages.

A

- Ask the students to read the sayings. Explain that they are additional common sayings, or proverbs, in English. Put the students in small groups to discuss what the sayings mean, and if they express a positive or negative attitude. Ask them to explain why.
- Listen to their ideas as a class before giving the answers.

Answers

Every cloud has a silver lining. = A negative situation always brings some positive result. (positive)

Think of the glass as half full, not half empty. = Focus on the positive aspects of a situation, not the negative aspects. (positive)

Always expect the worst and then you're never disappointed. = Expect very little, in order to avoid unhappiness. (negative)

Alternative

Put the students in pairs to discuss what the sayings mean and whether they are positive or negative. Have the pairs combine to form groups of four to discuss their answers. Then have the groups take turns contributing their ideas to a class discussion.

Extra: proverbs

Ask the students if any of these proverbs translate into their language. Do they know any other proverbs in their language?

B 1.22

- See p. T167 for the **audio script**.
- Tell the students they are going to listen to a person talking about a workshop. Explain the task to the class, making sure they all understand the instructions.
- Play the audio once and check progress. If necessary, play the audio again before checking the answers.

C

- Explain the task. Make sure that the students have read and understood the questions. Point out that this task is in preparation for an independent speaking exercise. You could model the task by making notes on the board and completing a sample table.
- Give the students plenty of time to think of a situation and write notes for each question.

D

- Direct the students' attention to the examples in the **How to say it** box, and encourage them to begin their story with the first expression (*I'd like to tell you about what happened when ...*). Encourage them to use the third conditional in their story as well as any sayings. Review conditionals if necessary.
- Put the students in pairs. Ask them to talk to their partner about the situation they made notes on, and to speak for about one and a half minutes. Their partner should listen without interrupting, but partners can ask questions when they have finished. Ask the partners to tell the problem back to the speaker and to offer advice and suggestions. Then ask them to change roles and repeat the exercise.
- When the students have finished, have each pair join with another pair to share stories and get more advice.
- Ask volunteers to share what they learned with the whole class. When a student has finished speaking, point out any sayings from Ex. A or any conditionals or phrases from the **How to say it** box that were included.

lifeSkills: being a positive team member

Step 1: Focus on finding solutions rather than blaming people for problems. (Ex. B, Ex. C)

Step 2: Listen to other team members with a positive attitude. (Ex. D)

Step 3: Present your point of view in a positive way. (Ex. D, Ex. E)

Lead-in

Read the target skill aloud and invite the students to tell you what they think *being a positive team member* means. Continue the discussion by asking the students what kind of business they might like to work in and if there is any business or job where being a positive team member is important. Ask them to look at the picture and say what kind of business would use this type of equipment (an athletic company that produces sports and fitness equipment). Extend the discussion by asking them if they have used any of this type of equipment and if they like exercise and how it makes them feel. Ask them to support their answers.

Remind the students that group work and team projects are an important part of academic work as well as of careers and society. Ask the students in what kinds of situations people have to function as team members. Remind them that having a positive attitude is important, and ask them to share any personal experiences they have had with positive or negative attitudes when working in a group or team.

Then **highlight** the three-step strategy to develop the skill of *being a positive team member*.

A

- Ask the students to read the memo about Sportsense. Explain that this company is fictional, but the situation is similar to real-life situations people can face in their work. Ask the students what is happening in the picture at the bottom of the page (a business meeting). Extend the discussion by asking how the people in the picture are feeling (the team members don't seem to be getting along very well; there seems to be some sort of argument; one or two people look frustrated or annoyed). Review mood vocabulary from p. 48.
- Address any vocabulary questions before asking the students to answer the question and underline the company's issues.
- Check the answers with the class.

Answer

The problem is that the company's new project is facing a number of difficulties.

B

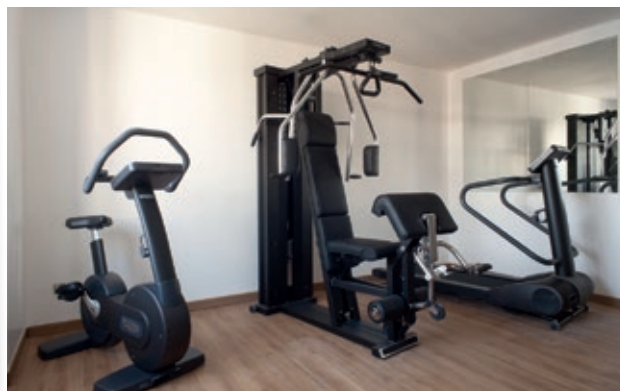
- Point out that positive thinking focuses on solutions, while negative thinking only focuses on problems. Explain that each pair of sentences contains one statement that focuses on a problem and one that focuses on a solution. Ask the students to work individually, read the sentences, and mark them with either *P* (for problem) or *S* (for solution).
- Have the students compare their answers in pairs before checking the answers with the class. Check that they understand *challenge* (something that requires a lot of skill, energy, and determination to deal with) and *supplier* (a company that supplies products or services).

BEING A POSITIVE TEAM MEMBER

- Focus on finding solutions rather than blaming people for problems.
- Listen to other team members with a positive attitude.
- Present your point of view in a positive way.

A Read about the following situation. What is the problem? Underline the issues.

Sportsense is a company which produces sports and fitness equipment. Their latest project, developing a new range of fitness equipment, has run into serious problems. It's very behind schedule, and the costs seem to be increasing. There also seem to be personal problems among some of the team members. If something isn't done very soon, the project may fail.



B Look at pairs of sentences. For each pair, write **P** next to the one that focuses on the problems, and **S** next to the one that focuses on solutions.

- a) P The project is behind schedule because we had a lot of problems the manager didn't expect.

b) S The project faced some unexpected challenges, but I'd like to suggest something.
- a) S It may be possible to work with the supplier to control the increasing costs.

b) P Someone chose the wrong supplier, so costs are increasing.
- a) P Some of the team members don't get along with the others and there are constant arguments.


b) S We should arrange team-building exercises to improve relationships within the team.
- a) S The design is very creative, but maybe we need to simplify it so that we can finish this project on schedule.

b) P If the designers hadn't made such a complicated design, we would have finished this project by now.

Self and Society

Work and Career

Study and Learning

C  **Work in groups.** Choose one of the following roles for each member of the group. Prepare for a meeting to discuss the project. Make notes of positive ways to present your problems, together with possible solutions.

Project Leader



You are responsible for the whole project. It is your job to make sure everything is done on time and within budget. You are worried that the project is behind schedule, costs are increasing, and there are personal problems between some members of the team. You think there are communication problems among the team members.

Research and Development Manager



You are responsible for the designs of the equipment. It is your job to make sure they are safe and develop fitness. You have fallen behind schedule because there aren't enough people working in your department. You feel that the marketing department hasn't given you a clear idea of what they want and that they should have done more market research.

Logistics Manager



You are responsible for supplies. It is your job to make sure everyone has the materials they need at the right cost. You feel that the design department is being too ambitious and should try to cut costs. You also think that everyone needs to stick to the schedule more because delays increase costs.

Sales and Marketing Manager



You are responsible for selling the equipment. It is your job to make sure the company sells as many pieces of equipment as possible. You feel that the current designs won't appeal to enough people. You would like to have new designs as soon as possible so that you can do more market research.



HOW TO SAY IT





That's a good suggestion, and we could ...

That's a good point. I'd like to add that ...

I take your point. From my point of view, ...

Thanks for bringing that up.

D  **Work in your groups and role-play the meeting.** Listen to others carefully and make positive comments when appropriate. You should finish the meeting with an action plan, which is a list of ways to make the project more successful.

E  **Report your ideas to the class.** Explain how you are now planning to deal with the problems.

F  **Work in groups and discuss the questions.**

- 1 Do you feel you now have a better understanding of what it means to be a positive team member? In what ways?
- 2 Which aspects of being a positive team member come naturally to you? Which aspects do you think you need to work on?



REFLECT ... How can the skill of being a positive team member be useful to you in **Study & Learning** and **Self & Society**?



RESEARCH ...

What else makes someone a good member of a team? Look at a few websites that discuss this idea. Make a note of what you discover and report back to the class. Do all the websites you have looked at agree?

C

- Draw attention to the picture, and ask the students to contrast this with the picture on p. 52. Make sure they notice that this is another business meeting, but in this meeting the team members are working well together, are listening to each other, and seem to feel positively.
- Explain that the students are going to work in groups of four and that each person will have a role to play. Explain the setting (an office) and the situation (having a meeting to solve the company's problems that are putting the project at risk—being behind schedule, facing increasing costs, struggling with personal problems among members of the team). Tell them that they will have time to think of ideas for solving the problems from the point of view of their position in the company. Remind them that their goal is to think of positive ways to present their problems together with possible solutions.
- Put the students in groups of four, and ask them to decide together which role each group member will take. Ask them to read their role and not to read the others.
- Give the students time to prepare what they will say.

D

- Present the **How to say it** box. Explain that this language is used to give positive feedback to other members of a team. Encourage them to use these phrases in the role-play. Remind them to make positive statements as often as they can. Reiterate that using positive language and praise when working as a team motivates team members.
- Explain the role-play instructions. Remind them that the overall goal is to create one action plan to make the project more successful. Explain that there is likely to be conflict depending on their role, so approaching problems positively is the best option. Review the positive phrases in Ex. B and tell them that some of these phrases can be used. For example, the project leader might use the solution-focused phrase from item 3 as part of the discussion.
- Have the students role-play their meeting in their groups from Ex. C. Check that they are using positive language and giving praise where appropriate.
- Make sure that they have a clear action plan at the end of the meeting.

E

- Leave time for each group to present their final action plan to the rest of the class. Ask them to give reasons for their choices.
- Ask the class to decide which action plan is the most effective.

Extra: homework

Ask the students to use the action plan to write a short report outlining the problems and solutions that their group presented.

F

- Ask the students to discuss the questions in groups.
- Focus the students on what they still need to work on in order to improve the skill of *being a positive team member* in the domain of **Work & Career**.
- Have the groups share their ideas as a class.



REFLECT

- Discuss the question with the whole class. Ask the students to say what they feel are the most useful points they learned from this lesson, and how the skill of *being a positive team member* might be useful in the domains of **Study & Learning** and **Self & Society**, either now or in the future.
- Elicit the following ideas: *participating in school projects, pair and group work in classes, working with peers on homework, going to study groups, joining team sports, participating in family activities, making big decisions, helping friends or family with tasks, etc.*



RESEARCH

- Go through the task and check that the students are clear about what they have to do.
- Suggest that the students search for information related to business. Depending on class time and availability of computers, this could be done in class rather than outside of class.
- Have them share their findings (in class). Lead a class discussion about the information and any differences in the opinions given.

Language wrap-up

There are several approaches that you can use for the Language wrap-up exercises:

- in class as a test
- in class as a review
- as homework

Class test

- Ask the students to do the exercises in test conditions, and give a time limit (e.g., 20 minutes).
- Check answers with the class and deal with typical errors or problems.

Class review

- If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step review. First, ask the students to do the Vocabulary section individually. When they finish, ask them to check their answers carefully, and then put them in pairs to compare answers and discuss any differences.
- You can then apply the same procedure to the Grammar section.
- Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment.

Homework

- If you give the exercises for homework, you can ask the students to do them in test conditions, i.e., without referring to the language they covered in the unit, their notes, the Grammar reference section, dictionaries, etc.
- Give them a time limit (e.g., 20 minutes).
- Check answers with the class in the next lesson and deal with typical errors or problems.
- The scoring system has been designed to give the students an idea of the progress they are making. Each section has a total score of 10 or 12, depending on the complexity of the language covered and the nature of the exercises. Whichever approach you take to the Language wrap-up, after checking the answers to each section, ask the students to write their score. If they have a score lower than 8 (out of 10) or 10 (out of 12), direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

Alternatives

- With any of the approaches above, you can assist the students by looking at the exercises with them before they start, and discussing how they should go about them. For example, if they have to fill in the blanks in a text, encourage them to read through the whole text first to get an idea of the general meaning of it. If they have to choose the correct option to complete a sentence, encourage them to make sure they read the whole sentence first to understand the context.
- You can also use the Language wrap-up to review the material in the unit with the class and work on the exercises together as a class activity. In this case, you can ask the students, for example, to look back at the appropriate Grammar section in the unit and review the main points to clarify any misunderstandings before they begin an exercise. Similarly, you can ask the students to first work in pairs to check the meanings of words to be used in fill-in-the-blanks exercises in the Vocabulary section.
- Note that the more assistance you give the students, the higher the score you should expect them to get when they do the exercises.

1 Vocabulary

- Ask the students to read the sentences for general understanding and to gain an idea of the context before filling in the blanks with the words from the box.
- Check the answers with the class by calling on individual students to read the completed sentences aloud.

2 Grammar

A

- Remind the students of the importance of word order in sentences with noun clauses as objects.

B

- Ask the students to read the whole text through first before completing the exercise. Encourage them to say each sentence silently to themselves before deciding on their answers.

Language wrap-up

1 VOCABULARY

Complete the paragraph with the words from the box. (12 points)

appreciate content depressed distracted emotions enjoyment
mood optimistic pessimistic pleasures wealth well-being

Do you sometimes feel sad or (1) depressed? Do you often experience negative (2) emotions? Do you have a generally (3) pessimistic outlook on life? If you answered yes, then this workshop is for you. Thought Power is a new technique that helps put in you in a good (4) mood and recover your (5) enjoyment of life. Happiness doesn't depend on material (6) wealth. We can all become more (7) content with our lives by focusing on the positive and not being (8) distracted by negative thoughts. Learn to be more (9) optimistic and improve your state of (10) well-being. It's easy to (11) appreciate the simple everyday (12) pleasures of life by using this simple technique. Try it and see!

10–12 correct: I can use words for describing life satisfaction and mood.

0–9 correct: Look again at Sections 1 and 3 on pages 46, 48, and 49.

SCORE: /12

2 GRAMMAR

A Complete the sentences with noun clauses as objects using the prompts and the question words in parentheses. (4 points)

- 1 I went to a laughter workshop last year. (when)
I want to tell you about when I went to a laughter workshop last year.
- 2 Something happened at work the other day. (what)
Did I tell you about what happened at work the other day?
- 3 You aren't happy. (why)
I can't understand why you aren't happy.
- 4 Stress can affect our state of well-being in many ways. (how)
The instructor explained how stress can affect our state of well-being in many ways.

B Choose the correct options to complete the text. (8 points)


"Did you hear about Megan? I saw her by chance. I was in a store, and if I (1) had / hadn't turned around when I did, I (2) won't / wouldn't have seen her. She told me she was looking for a new job. She got fired because she was two hours late one morning! Just imagine that! If she (3) were / would be more punctual, she (4) would / wouldn't still have her job. I can't understand it!

Well, she was really depressed, so I encouraged her to be more optimistic. If you (5) have / will have a positive attitude, it usually (6) helps / will help you find a solution to a problem. She seemed happy to hear that. Anyway, if I (7) will have / have time this weekend, I (8) will invite / invited her over for dinner. I'm sure with a little support, she'll be able to find something else very soon."

10–12 correct: I can use noun clauses as objects and use a variety of conditional structures.

0–9 correct: Look again at Sections 2 and 4 on pages 47 and 49.

SCORE: /12

A  **1.23** Read the question and listen to one man's response. Make notes under the headings below. Compare your notes with a partner.

Some people think that money is the key to happiness. Others think that family and friends are more important. What do you think? Explain why and give an example to support your answer.

Which option does the speaker select?
Family and friends are more important than money.

Reason 1:
You can be unhappy even if you have lots of money.

Example:
Friend's grandfather was rich but lonely.

Reason 2:
Money is very temporary.

Example: *Neighbor's house burned down and she lost everything very suddenly.*

Conclusion: *Money by itself can't make you happy.*



B Listen again and match the two parts to make correct phrases.

- | | |
|-------------|---------------------------------|
| 1 Although | a) of all |
| 2 There are | b) give you an example |
| 3 First | c) what I've been saying |
| 4 Let me | d) two main reasons |
| 5 To sum up | e) many people believe that ... |

C Read the question. Prepare your response. Complete the notes. Use the expressions in Exercise B.

Which option do you select?

Reason 1:


Example:

Reason 2:

Example:

Conclusion:

Some people think that happiness is a matter of good luck. Others think it is something you can create and control. What do you think? Explain why.

D  Work in pairs. Speak to your partner. Make sure to cover all the points in your outline.

HOW ARE YOU DOING?

- I stated my opinion clearly.
- I supported my opinion with at least two reasons and examples.
- I used a variety of discourse markers.

Speaking workshop: expressing personal preference

Lead-in

Survey the class. Ask them which they prefer: milk or juice, fruits or vegetables, pizza or spaghetti, dogs or cats, peanut butter cookies or chocolate chip cookies. Create as many choices as you like to get the students focused on expressing personal preferences.

A 1.23

- See p. T168 for the **audio script**.
- Ask the students if they have taken a standardized test in which they had to speak or write an answer expressing a personal preference, and support their answer. Invite volunteers to share their experiences and discuss what makes these questions challenging.
- Draw attention to the question in the box. Point out that this is similar to the types of questions they'll see on standardized tests, or that they will have to answer in academic studies.
- Ask the students what their answer would be.
- Explain that they will hear a response to this question.
- Play the audio and have the students take notes on the speaker's main points on the notepad provided.
- If necessary, pause the audio after each response to give the students time to write. Then play the audio through a second time for the students to complete their notes.
- Put the students in pairs to compare their notes. Then discuss answers as a class.

B

- Explain that English has collocations (words that often go together). It is important to remember these word combinations. Tell the students they will practice listening for some common word combinations.
- Play the audio again, and ask the students to match the words in the first column with the words that go with them in the second column.
- Repeat the audio only if necessary.
- Check the answers with the class.

Alternative

Ask the students to match the two parts of the phrases before playing the audio. Have them check their answers as they listen to the audio.

Extra: speaking

Ask the students to choose two or three of the discourse markers and use each one in a sentence. Then put the students in pairs and have them take turns saying their sentences to their partner.

C

- Explain that the students will now give their own answer to a new question. Encourage them to follow the same process by reading the question in the box, and then writing their own ideas for their answer on the notepad provided.
- Give the students time to make notes and prepare a response. Point out that they will present their answer to a partner.

D

- Put the students in pairs. Schedule enough time for each pair of students to present their answer to the question to each other. Each student should talk for about one minute.
- Remind the students that they should cover all the points in their outline, and they should try to use the discourse markers from Ex. B in their answers.

How are you doing?

- Ask the students to read the statements and check the ones they believe are true.
- Ask them to discuss their answer with their partner and identify things they could improve on next time.

 Workbook pp. 26–27, skillsStudio

