

SELF-ASSESS Consider the language and skills you learned in this unit.

How well can you . . . ?	Very well	Pretty well	I need improvement
use the key vocabulary from this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
consider alternate opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use <i>by</i> + gerund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use an outline to plan your writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A VOCABULARY Do you remember the meanings of these words? Look back at the unit and review the ones you don't know.

approach <small>AW</small>	benefit <small>AW</small>	cycle <small>AW</small>	drug	extreme
medical <small>AW</small>	memorable	memorize	mental <small>AW</small>	minor <small>AW</small>
physical <small>AW</small>	proof	psychology <small>AW</small>	recall	route <small>AW</small>
state	stress <small>AW</small>	symptom	tragic	transfer <small>AW</small>

B VOCABULARY EXTENSION Complete these tasks with a partner.

1. The words below can be made into verbs by adding *-ize*. Take turns making sentences using the verb form.

memory modern social summary visual

2. What expressions with *state* can you remember? Take turns making sentences with them.

C READING SKILL Complete the sentences below so they are true for you.

1. I often _____ **because** _____.
2. I _____, **so** I _____.

D LANGUAGE FOR WRITING Complete the sentences below using *by* + gerund.

1. You can improve your memory _____.
2. A good way to remember new words is _____.

SELF-ASSESS Look back at the chart above. Did you assess your skills correctly? What skills or language do you still need help with?

TRENDS IN EDUCATION6



Students watch a video through VR headsets at a primary school in China's Hunan province.

IN THIS UNIT, YOU WILL:

- Read an article about technology in a remote classroom
- Watch a video on outdoor learning
- Read an article about mental health in schools
- Write about advice for going to college

THINK AND DISCUSS:

1. The photo above shows primary school students in China watching a scientific video through VR (Virtual Reality) headsets during a class. How do you think the students feel?
2. Does your country have a good education system? What are its strengths and weaknesses?

EXPLORE THE THEME

Look at the information on these pages and answer the questions.

1. Have you used VR or AR technology before? What was the experience like?
2. How could VR and AR technology be used in your classroom? Give some examples.

VR and AR Technology in Schools

Schools around the world are using technology to teach students of all ages. Virtual Reality (VR) uses a headset to take the user out of the real world and into a completely new situation. Augmented Reality (AR) shows the real world but adds new features to it.

- At Beatrix Potter Primary School in London, teachers use AR to bring historical people from ancient Rome into the classroom. When students can see a 3D soldier or emperor, it makes history more real.
- At Mohawk College in Ontario, Canada, students practice industrial skills using AR and VR. For example, a student can learn how to weld two pieces of metal together, or how to operate the controls of a water pressure system.
- At the National University of Singapore, student nurses use VR to interact with “patients.” They observe the virtual patients and ask them questions. This helps improve the empathy and communication skills of the nursing students.



A student at Mohawk College wears a VR headset as he practices working in a virtual refinery.

Reading 1

PREPARING TO READ

A BUILD VOCABULARY The words in **blue** are used in the reading passage. Read the paragraph. Then write the correct form of each word next to its definition.

There are many **contrasts** between today's modern world and what the world was like a hundred years ago. One big contrast is the role of technology. Today, thanks to a network of **cables** on the ocean floor, **citizens** of countries around the world have access to the internet. **Knowledge** that used to be available only to well-educated people in big cities is now available to anyone with a smartphone or tablet. This is true even for people who live in some very **remote** areas.

- _____ : (n) understanding of or information about a subject
- _____ : (n) a noticeable difference between people or things
- _____ : (adj) far away from cities and places where most people live
- _____ : (n) a wire that carries electricity or electronic signals
- _____ : (n) a person who is a member of a particular country and has legal rights there

B BUILD VOCABULARY The words in **blue** are used in the reading passage. Match each word with its definition. Use a dictionary to help you.

- | | |
|-----------------------------|---|
| 1. _____ widespread | a. (v) to make something possible |
| 2. _____ surprising | b. (adj) unexpected; unusual |
| 3. _____ enable | c. (adj) extremely interesting |
| 4. _____ custom | d. (adj) existing over a large area or among many people |
| 5. _____ fascinating | e. (n) a way of behaving or a belief that has been around for a long time among a group of people |

C USE VOCABULARY Discuss the questions with a partner.

- STEM (science, technology, engineering, and mathematics) education has become increasingly popular worldwide. Why is this kind of **knowledge** important?
- What is the most **remote** place you have been to? Did you like it there? What did you find **surprising** about the place?


D PREDICT Skim the reading passage and look at the photos. What do you think the passage is mainly about? Choose a, b, or c. Then check your answer as you read.

- the challenges faced by teachers in remote areas
- how technology has changed a community in Kenya
- young technology entrepreneurs in East Africa

Critical Thinking



Samburu women with their digital tablets at Kiltamany Primary School in Kenya

A  A few hours' drive north of the Kenyan capital of Nairobi, children at Kiltamany Primary School—boys *and* girls—are learning how to read and do basic math using digital tablets. The school is a shining example of a wireless, technology-based classroom. But things weren't always like this.

B Kiltamany Primary School is in a **remote** area of the Samburu Reserve, one of the poorest parts of Kenya. It is hot, dry, and isolated. The people, most of whom can't read or write, work hard just to find water and to take care of their cattle and goats.

C In the 2000s, the school was very basic. It had only a few long wooden desks and a blackboard for hundreds of students—mainly boys—from the nearby villages. East Africa—and Africa in general—didn't have **widespread** access to high-speed internet, so the region was largely disconnected from the rest of the world. But once Kenya got its first internet **cables**, things started to change.

D Within the following decade, a high-tech center—similar to California's Silicon Valley—had formed in Nairobi. The government also started an initiative¹ to provide quality internet to all its **citizens**. Undersea cables, satellites,² and cell phones brought internet connection to more rural parts of

¹An **initiative** is a new plan to achieve a goal or solve a problem.

²A **satellite** is a device sent up into space. It is used to collect information or to be part of a communications system.

the country, eventually reaching places like Kiltamany Primary School. The digital tablets in the school connect to the internet through a satellite, and come loaded with various educational programs.

- E** It’s not only the children who are using this technology. Samburu women, whose traditions and **customs** often keep them at home, are also going to school now. “They want to inspire their kids to take education seriously,” says Slovenian photographer Ciril Jazbec. He spent two years traveling around East Africa to find out more about the growing technology scene there.
- F** For the women of the Samburu tribe, the tablets have **enabled** them to increase their skills and **knowledge**. Before the tablets arrived, only two women in the village knew how to read or write. But many of them wanted to learn. Over a couple of months, a few women came together to use the tablets and learn how to write their names. They also learned to do math so they could figure out how much money they should get when they sell their animals.
- G** Now, about 50 Samburu women meet every week to teach and learn at the school. These women are setting an example for their children by doing something they’d never been able to do before. Perhaps it’s not **surprising** that a team of five teenage girls from Samburu won an international technology competition in 2022.
- H** Jazbec says that his time with the Samburu showed some interesting **contrasts**. One hour, he was taking photographs in a digital classroom. The next, he was back in the Samburu village, where the people live a traditional lifestyle. “It was **fascinating** to see the clash between culture, technology, and desire,” he says.
- I** Providing technology to people in remote areas hasn’t been easy or quick. However, the experience at Kiltamany Primary School shows it can inspire and prepare the next generation to be part of the global competitive landscape.

▼ Technology developers work together at the annual Nairobi Tech Week.



UNDERSTANDING THE READING

- A UNDERSTAND MAIN IDEAS** Match each section from the reading passage (1–3) with a suitable heading.
- | | |
|------------------------|-----------------------------------|
| 1. ____ Paragraphs B–D | a. Culture vs Technology |
| 2. ____ Paragraphs E–G | b. Mothers Inspire Their Children |
| 3. ____ Paragraph H | c. Kiltamany—Past and Present |
- B UNDERSTAND DETAILS** Read the sentences. Choose **T** for true, **F** for false, or **NG** for not given.
- | | | | |
|---|----------|----------|-----------|
| 1. Kiltamany Primary School had internet access by the late 1990s. | T | F | NG |
| 2. The tablets in the school were designed by a company based in Nairobi. | T | F | NG |
| 3. Ciril Jazbec is interested in the growing technology scene in East Africa. | T | F | NG |
| 4. In 2022, a group of Samburu girls won a global technology competition. | T | F | NG |

CRITICAL THINKING Comparing and Contrasting

When you **compare** two things, you look at how they are the same or similar. When you **contrast** two things, you look at how they are different.

To notice comparisons, look for words such as *also, too, similar, or like*.

To notice contrasts, look for words such as *unlike, but, however, or although*.

- C COMPARE** Look at these sentences from the reading passage. What two things are being compared? Choose a or b.
- | | | |
|--|-------------------------------|--|
| 1. <i>Within the following decade, a high-tech center—similar to California’s Silicon Valley—had formed in Nairobi.</i> | a. California and Nairobi | b. Silicon Valley and Nairobi’s high-tech center |
| 2. <i>It’s not only the children who are using this technology. Samburu women, whose traditions and customs often keep them at home, are also going to school now.</i> | a. Samburu women and children | b. Samburu traditions and customs |

- D CONTRAST** Complete the chart below about Kiltamany Primary School. Use words from the reading passage.

What the school used to be like	What the school is like now
No access to high-speed internet	Wireless and ¹ _____-based
Students looked at a blackboard.	Students use digital ² _____.
Children (mainly ³ _____) went to the school.	Children (both boys and girls) and women go to the school.

- E EVALUATE** As tribes like the Samburu modernize and adopt new technology, they may lose some aspects of their tradition and culture. Do you think this kind of change is a good thing? Discuss with a partner.

DEVELOPING READING SKILLS

READING SKILL Taking Notes (Part 2)

In Unit 3 (page 48), you learned why taking notes on a reading passage is helpful. You also learned about different types of graphic organizers.

Another note-taking method is to identify the main idea and the supporting details of each paragraph, or section, as you read. Writing down the main ideas and details in a summary chart will help you review the content more easily later. See pages 8 and 28 for tips on identifying the main idea and details.

When completing a summary chart, remember to note only the key points. Don't write complete sentences. Try to use your own words as much as possible.

A TAKE NOTES Complete the following summary chart with notes on "Technology in the Classroom" (pages 105–106).

Paragraph	Main Idea	Details
B	<i>what the Samburu Reserve is like</i>	<i>– hot, dry, isolated</i> <i>– most people can't read or write; have to work hard just to survive</i>
C		
D		
E		
F		
G		
H		

B APPLY Using the notes you took in Exercise A, write a one-paragraph summary of "Technology in the Classroom."

Students take photos of trees during a bioblitz.

Video

An Outdoor Learning Experience

To get students interested in science and biodiversity, schools can organize outdoor events called bioblitzes. In a bioblitz, students work alongside teachers and scientists to find and identify as many species as possible in a specific area over a short period of time. The goal is to get an overall count of the plants, animals, fungi, and other organisms that live in a place.

A PREVIEW What can students learn in a bioblitz? What might be some other benefits of taking part in a bioblitz event? Discuss with a partner. Critical Thinking

B MAIN IDEAS Watch the video. Check (✓) the topics that are discussed.

- ☐ 1. what it's like working in the rain
- ☐ 2. how local scientists help the students
- ☐ 3. how technology is used in the bioblitz
- ☐ 4. how long this bioblitz lasted
- ☐ 5. the benefits of outdoor learning

C DETAILS Watch the video again. Choose the correct answer for each question.

- Where does this bioblitz take place?
a. in a national park b. in a schoolyard
- What animals do the students find?
a. leeches and spiders b. snakes and rare butterflies
- What do the students do after they take pictures and film videos?
a. post them online b. complete a worksheet

D REFLECT According to one of the students in the video, "School should be like this." Do you agree? Would you be interested in taking part in a bioblitz? Discuss in pairs. Critical Thinking

Reading 2

PREPARING TO READ

A BUILD VOCABULARY The words in **blue** are used in the reading passage. Read their definitions. Then complete the paragraph with the correct words.

Anxiety is a feeling of worry, unease, or nervousness.
When you **organize** an event or activity, you plan and make arrangements for it.
When you **recognize** something, you know what it is.
If you are **concerned** about something or someone, you are worried about it or them.
People who are **depressed** are very sad or unhappy.

If you have a friend who is feeling very sad or ¹_____, or who is experiencing a lot of ²_____, you will likely be ³_____ about them. How can you help? First, you need to be able to ⁴_____ the warning signs. Then, you can take action. For example, you can encourage your friend to get professional help. If your friend finds it difficult to start this process, you could even ask if they'd like you to ⁵_____ an appointment with a therapist and go with them on the first visit.

B BUILD VOCABULARY The words in **blue** are used in the reading passage. Match each word with its definition. Use a dictionary to help you.

- | | |
|----------------------------|---|
| 1. ____ manage | a. (v) to hurt or damage physically or mentally |
| 2. ____ technique | b. (v) to succeed in dealing with a difficult situation |
| 3. ____ harm | c. (adj) feeling shy, uncomfortable, or ashamed |
| 4. ____ routine | d. (n) a way of doing something that needs skill or thought |
| 5. ____ embarrassed | e. (n) the usual series of things you do at a particular time |


C USE VOCABULARY Discuss the questions with a partner.

- What are some things that you do every morning? Describe your typical **routine**.
- How **concerned** are you about the issue of mental health in schools? Give reasons for your answer.

Critical Thinking | **D BRAINSTORM** Note some **techniques** you can use to relieve stress. Then share your ideas with a partner.

A teenage boy gets advice from his school counselor.

Prioritizing Students' Mental Health

A  Every day, Emily Herring, a school mental health counselor,¹ meets with kids in trouble: a boy who got angry in class, or a child whose parent died. Sometimes she sits down with kids who just need to talk.

B Supporting students' mental health is more important now than ever. Many students around the world experience **anxiety**. They worry about everything from grades to their appearance. Others have problems making friends. And still others feel angry or **depressed**. According to a World Health Organization report, one in seven 10- to 19-year-olds has a mental health problem.

c There used to be a lot of stigma² around the issue of mental illness. People with anxiety or depression were often

made to feel **embarrassed**, and most of them were told to just “snap out of it.” But since the COVID-19 pandemic,³ society has become more aware of the importance of mental health to overall well-being. People are talking about mental health much more now. Kids are also more open to reaching out for help. “A lot of our students who would never seek help are coming to my office saying they’re desperate,” says Herring. “Nearly every day I have students say to me, I’ve never told anyone that before.”

AN EPIDEMIC WITHIN A PANDEMIC

D During the first year of the pandemic, there was an increase in mental illness for students of all ages. In a 2021 U.S. study, 46 percent of parents said that

¹A **counselor** is someone who is trained to listen to people and give advice about their problems.
²If something has a **stigma** attached to it, people think it is something to be ashamed of.
³A **pandemic** is a disease outbreak that affects many people over a very wide area.

their teenage child had a new mental health problem or one that became worse. Three-quarters said the pandemic **harmed** their child’s friendships.

E As students’ daily **routines** changed during the pandemic, anxiety and depression increased. Social skills became worse as a result of the long months at home. Simple conversations were more uncomfortable, and solving conflicts more difficult. Herring and her colleagues also saw a dramatic increase in fighting after schools reopened. Some experts are **concerned** about the long-term effects of the pandemic on kids’ mental health.

FINDING SOLUTIONS

F To reduce students’ stress, many schools and universities have added mental health counselors. Like Herring, these counselors meet with students in person and are trained to **recognize** the early signs of anxiety and depression. They help students understand and **manage** difficult emotions.

G If students don’t have access to school counselors, parents can find counselors to work with their children outside of school. With telehealth—or online—counseling, students can use the internet to talk with

their counselor from home. Many students prefer this to in-person counseling because they can get help from the safety of their bedroom. “You have all your comfort items right there,” said one 16-year-old.

H Students may also join or develop peer support programs. When students help one another, it can build a sense of community and encourage others to get help too. Aneeska Sohal, 24, created a podcast about mental health when she was at Oxford University. Students shared stories with their peers about what helped them.

I Another strategy is to teach students how to improve their well-being. Being outside in nature or in a quiet place can help. If students are stressed, schools can **organize** group walks or nap rooms. Teaching students simple breathing **techniques** can also help them feel calmer.

J School can be stressful at every age. “Everyone is going to have issues that they deal with at some point,” says Poppy Lindsey, 20, a student at Reading University in the U.K. But there is hope: “People are more supportive than you think and want to help you,” she says.

▼ A student at the British Columbia Institute of Technology, Canada, pulls the sliding door inside a sleep pod to nap between classes.



UNDERSTANDING THE READING

A **UNDERSTAND MAIN IDEAS AND DETAILS** Complete the chart below using words or numbers from the reading passage.

Paragraph	Main Idea	Details
B–C	the importance of mental health	– many students feel anxious, angry, or ¹ _____ – 1/2 10- to 19-year-olds has a mental health problem – kids are more ² _____ to asking for help now
D–E	how the pandemic affected students’ mental health	– 2021 U.S. study: – ³ _____% of parents said their child had a problem – 3/4 said the pandemic had a negative effect on their child’s ⁴ _____ – increase in anxiety, depression, and fighting
F–I	four strategies to ⁵ _____ students’ stress	– school counselors – telehealth counseling – peer ⁶ _____ programs – improve well-being: be in nature or a ⁷ _____ place; simple breathing techniques

B **INFER MEANING FROM CONTEXT** Find and underline the following **bold** words and phrases in the reading passage. Use context to identify their meanings. Then write each word or phrase next to its definition.

snap out of it (paragraph C) **desperate** (paragraph C) **peers** (paragraph H)

- 1. _____: (n) people who are of a similar age
- 2. _____: (v) to suddenly stop feeling sad or upset
- 3. _____: (adj) feeling hopeless; suffering extreme need or anxiety

C **IDENTIFY CAUSE AND EFFECT** Look at these sentences from the reading passage. Underline the causes and circle the effects.

- 1. *Social skills became worse as a result of the long months at home.*
- 2. *Many students prefer [telehealth counseling] to in-person counseling because they can get help from the safety of their bedroom.*

D **RATE** To what extent does your school or workplace prioritize mental health? Rate your answer on a scale from 1 (not at all) to 5 (to a very large extent). Then share your rating and reasons with a partner.

Review this Critical Thinking Skill in Unit 1

Review this Reading Skill in Unit 5

Critical Thinking

VOCABULARY EXTENSION

WORD LINKen-

The prefix *en-* means “causing to be in a certain condition.” For example:

- If a device *enables* you to do a particular thing, it gives you the opportunity to do it.
- If an animal is *endangered*, it is in danger of becoming extinct.

A Complete each sentence using the correct form of a word from the box below.

- enableendangerenjoyenrichensure

1. The government should _____ that all children have equal access to education.
2. It was a wonderful vacation—we _____ every minute of it.
3. Anna’s good grades will _____ her to get into a decent college.
4. The sea turtle is an _____ species due to several factors including habitat loss, illegal poaching, and climate change.
5. Reading good literature can _____ your life.

WORD WEBAdjectives for Emotion

Using a variety of adjectives to accurately describe emotion can make your writing more interesting and effective. For example:

- Instead of using *excited*, use *thrilled* to express more excitement, or *pleased* to express less excitement.
- Instead of using *sad*, use *depressed* to express more sadness, or *wistful* to express less sadness.

B Complete the chart using the adjectives from the box below. Use a dictionary to help you.

- annoyeddistressedfuriousnervousoverjoyedsatisfied

Less	Emotion	More
	angry	
	happy	
	concerned	

EXPLORING WRITTEN ENGLISH

LANGUAGE FOR WRITINGUsing the Zero Conditional to Give Advice

Conditional sentences include an *if* clause and a result clause. The *if* clause states a condition, and the result clause explains what happens when the condition occurs. In zero conditional sentences, we use the simple present tense in both clauses.

We can use the zero conditional with modal verbs to give advice. For example:

*If a company wants to promote a new product, it **should use** social media.*

*If you want to find out whether a school has a good academic reputation, you **can check** its ranking.*

We can also use the zero conditional with imperative verbs to give advice. For example:

*If you want to make new friends in college, **join** a club or an association.*

*If you want to start your own VR (Virtual Reality) or AR (Augmented Reality) business, **research** the industry thoroughly.*

If clauses can appear at the beginning or at the end of a sentence. Note that when the *if* clause appears at the beginning of a sentence, it is followed by a comma. When the *if* clause appears at the end of a sentence, there is no comma.

***If** you want to make a good impression at a job interview, dress professionally.*

*Dress professionally **if** you want to make a good impression at a job interview.*

See the Grammar Reference on page 208

A NOTICE The sentences below give advice. Above each underlined portion, write **C** if it shows the condition or **R** if it shows the result.

1. If students don’t have access to school counselors, parents can find counselors to work with their children outside of school.
2. If students are stressed, schools can organize group walks or nap rooms.
3. You should try to do some breathing exercises if you want to relax.
4. Arrange a visit at a college if you want to see what the campus is like.

B MATCH Match the following conditions and results.

- | Conditions | Results |
|--|-------------------------------|
| 1. ____ you need money for college fees | a. take a walk outside |
| 2. ____ you want to apply for an internship | b. visit several campuses |
| 3. ____ you want to choose the right college | c. get a part-time job |
| 4. ____ you need to relieve some stress | d. talk to a career counselor |

- C APPLY** Using the conditions and results in Exercise B (page 115), write four sentences giving advice. Use the zero conditional with imperative verbs.
1. If _____,
 2. _____
 3. If _____,
 4. _____

- D APPLY** In each pair of phrases, underline the condition. Then combine the condition and result phrases into zero conditional sentences that give advice.
1. talk to your teacher / you don't understand your homework assignment
 2. you can't afford to pay for college / you can apply for a scholarship
 3. you need to get better grades in school / hire a tutor
 4. you should talk to your manager / you have a problem with another employee

WRITING SKILL Giving Details That Support Advice

As you learned in Unit 2, detail sentences give descriptions, reasons, facts, and examples about supporting ideas to help the reader understand them. When you write about advice, it's important to include details that explain:

- *why* the advice is important.
- *how* to follow the advice.

The following paragraph gives advice on how to succeed at a new job. The colored sentences provide details that support the advice.

WRITING SKILL *Continued*

If you want to succeed at a new job, follow these tips. First, find a mentor who can show you how to do your job well. A mentor can teach you things that would take you a long time to learn on your own. To find a mentor, identify someone who has been working at the company for a long time and knows a lot about different jobs within the company. Second, you should ...

The **red** sentence explains *why* it's important to find a mentor. The **blue** sentence describes *how* to find a mentor.

- E** The paragraph below gives advice to parents about how to help their children succeed in school. Label each bold or underlined sentence. Write **W** if it's a *why* detail sentence or **H** if it's a *how* detail sentence.
- If you want your children to do well in school, there are a few things you can do. First, set a good example by continuing your own education and learning something new yourself. **This will encourage your children to study hard, too.** To do this, think about something you want to learn, and then join a class or study on your own. Second, be active in your children's school. **Talk to your children's teachers regularly, and volunteer in the classroom whenever possible.** By being involved, you will send the message that education is important. Finally, work with your kids to set good routines. **Make sure they set aside enough time every day for homework and study, and also for play and rest.** This will help them achieve a healthy, balanced lifestyle so that they stay motivated to learn.

- F** Look at the strategies below for improving students' mental health and well-being. Write *why* and *how* detail sentences for each. Refer back to page 112 to help you.
1. Parents can find telehealth (online) counselors to work with their children remotely.
Why: _____
How: _____
 2. Students can join or develop peer support programs.
Why: _____
How: _____
 3. Encourage students to take a break from their phones and spend more time outside in nature instead.
Why: _____
How: _____

WRITING TASK

GOAL You are going to write a paragraph on the following topic:
Imagine someone has asked you for advice about preparing to go to college. What advice would you give?

A BRAINSTORM Below are some topics that people might need advice about when they are preparing to go to college. Work with a partner and brainstorm at least three tips for each.

Topic	Tips
How to choose a college	
How to make friends in college	
How to pay for college	

B EVALUATE Look at your brainstorming notes above. Which topic can you give the best tips about? Circle that topic.

C WRITE A STRONG TOPIC SENTENCE In the outline below, write a topic sentence for your paragraph introducing the topic you chose.

Example: If you have problems . . . , you can try a few strategies to resolve the issue.

D PLAN Complete the rest of the outline using your three best tips from Exercise A. Then write *why* and/or *how* details for each tip. Don't write complete sentences.

OUTLINE

Topic Sentence: _____

Supporting Idea (Tip 1): _____

Detail(s): _____

Supporting Idea (Tip 2): _____

Detail(s): _____

Supporting Idea (Tip 3): _____

Detail(s): _____

E FIRST DRAFT Use the information in your outline to write a first draft of your paragraph. Use zero conditional sentences where appropriate, and remember to add a concluding sentence. Refer to the writing model below to help you.

WRITING MODEL

This model paragraph is similar to the one you are going to write. It gives advice on how to deal with a difficult classmate.

If you have problems with another student in your class, you can try a few strategies to resolve the issue. First, try telling the person that their behavior is bothering you. This is a good idea because they might not even realize that their behavior is annoying. You can also try to avoid the person. Minimize direct contact as much as possible, for example, by texting rather than speaking face-to-face. Finally, you can try talking to your teacher about your problem. Calmly describe the facts of the situation. If your teacher decides to talk to you both together, don't keep talking about the past; focus on solutions for the future. These tips will help you deal with a difficult classmate and create a more pleasant learning environment.

F REVISED DRAFT Now use the questions below to revise your paragraph.

- ☐ Does the topic sentence introduce the main idea of the paragraph?
- ☐ Does the paragraph include three supporting ideas that relate to the main idea?
- ☐ Does the paragraph include details for the advice in the supporting ideas?
- ☐ Is there a concluding sentence?
- ☐ Are all verb forms correct?
- ☐ Is there any information that doesn't belong?

G FINAL DRAFT Follow these steps to write a final draft.

- Check your revised draft for mistakes with the zero conditional.
- Now use the checklist on page 205 to write a final draft. Make any other necessary changes.
- Work in pairs and read your partner's final draft. Give feedback on each other's paragraphs.

Review this Writing Skill in Unit 1

Review concluding sentences in Unit 3

SELF-ASSESS Consider the language and skills you learned in this unit.

How well can you . . . ?	Very well	Pretty well	I need improvement
use the key vocabulary from this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compare and contrast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take notes using a summary chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the zero conditional to give advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
give details that support advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A VOCABULARY Do you remember the meanings of these words? Look back at the unit and review the ones you don't know.

anxiety	cable	citizen	concerned	contrast <small>AW</small>
custom	depressed <small>AW</small>	embarrassed	enable <small>AW</small>	fascinating
harm	knowledge	manage	organize	recognize
remote	routine	surprising	technique <small>AW</small>	widespread <small>AW</small>

B VOCABULARY EXTENSION Complete these tasks with a partner.

1. What words do you remember with the prefix *en-*? Take turns making sentences with them.
2. The adjectives below describe emotion. Take turns making sentences with them.

annoyed	depressed	nervous	overjoyed	pleased
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C READING SKILL Look back at the reading passage on pages 65–66 (“Where Have All the Fish Gone?”). Take notes on the main ideas and details using a summary chart. Then compare your notes with a partner.

D LANGUAGE FOR WRITING Work with a partner. Complete the sentences below with appropriate advice. Use the zero conditional.

1. If you can't decide on a college major, _____.
2. If you want to help a friend who's sad, _____.

SELF-ASSESS Look back at the chart above. Did you assess your skills correctly? What skills or language do you still need help with?



Lightning strikes over Chongqing, China.

IN THIS UNIT, YOU WILL:

- Read an article about tornadoes
- Watch a video on thunderstorms
- Read an article about wildfires
- Write about a natural or biological process

THINK AND DISCUSS:

1. The photo above shows cloud-to-ground lightning strikes in Chongqing, China. Have you seen or experienced anything like this before?
2. What other types of extreme natural events can you think of? Where do they occur?