











Scope and Sequence

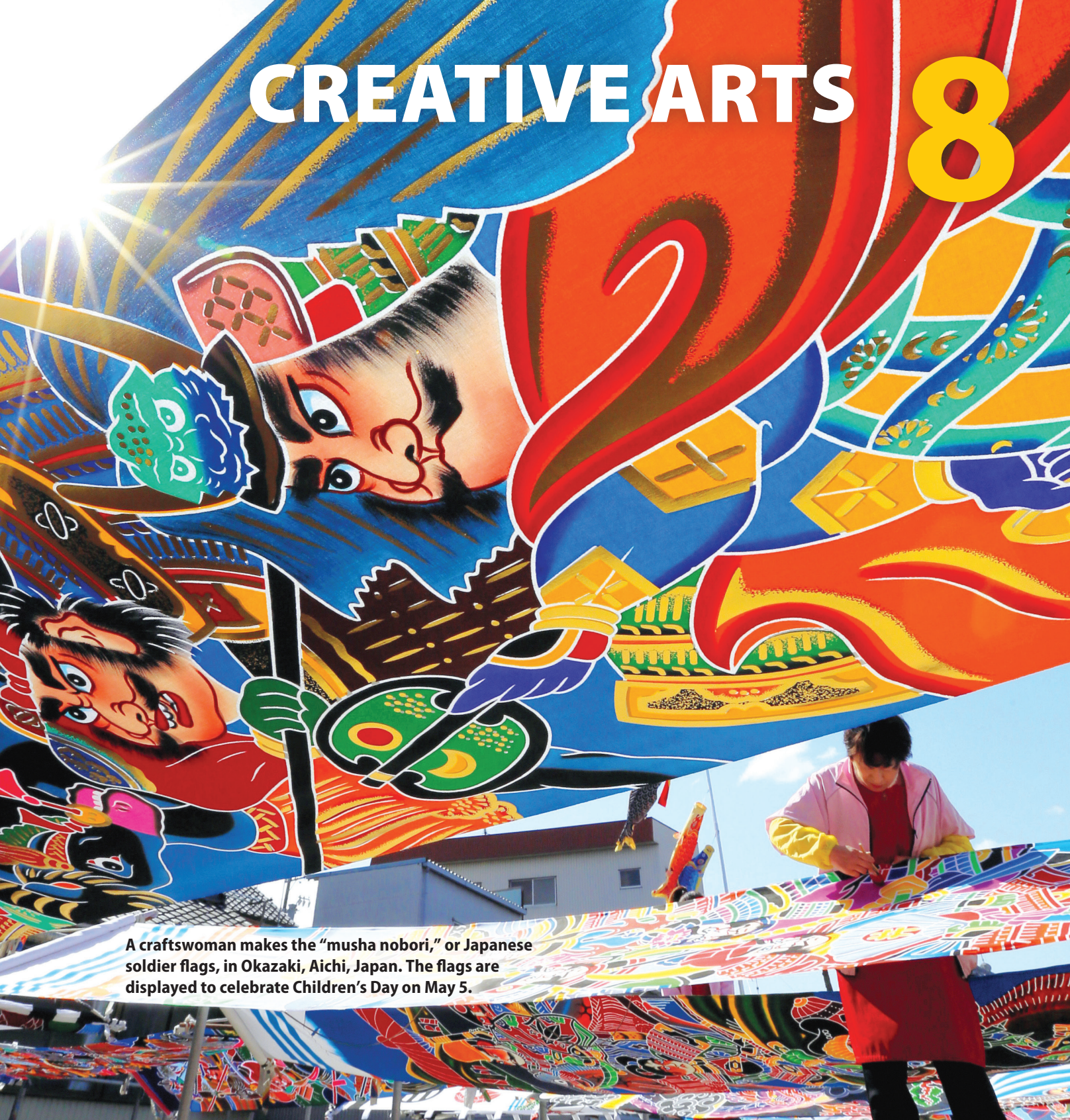
Pathways, Listening and Speaking: Level 1

ACADEMIC SKILLS

	Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
	1 LIVING FOR WORK <i>page 1</i> ACADEMIC TRACK: Career Studies/Social Science	Lesson A An Interview with Annie Griffiths (with slide show) VIDEO Becoming a Butler Lesson B A Conversation about Dr. Sylvia Earle	<ul style="list-style-type: none"> Identifying Main Ideas Taking Notes on Key Words and Phrases 	<ul style="list-style-type: none"> Communicating that You Don't Understand Introducing Yourself Lesson Task Taking a Career Aptitude Test Final Task Speaking about Yourself	Recognizing Word Families	<ul style="list-style-type: none"> The Simple Present vs. the Present Continuous Syllable Stress 	Focus Evaluating Options Analyzing, Evaluating, Interpreting an Infographic, Making Inferences, Personalizing, Predicting, Prior Knowledge, Reflecting
	2 GOOD TIMES, GOOD FEELINGS <i>page 21</i> ACADEMIC TRACK: Psychology/Sociology	Lesson A A Lecture about Laughter (with slide show) VIDEO Laughter Yoga Lesson B A Talk about City Parks	<ul style="list-style-type: none"> Understanding the Speaker's Purpose Using a Split Page to Take Notes 	<ul style="list-style-type: none"> Showing Interest Speaking to a Group Lesson Task Discussing Fun Activities Final Task Presenting on a Celebration or Holiday	Noun Suffixes	<ul style="list-style-type: none"> The Simple Present in <i>Yes/No</i> and <i>Wh-</i> Questions Intonation of <i>Yes/No</i> and <i>Wh-</i> Questions 	Focus Making Predictions Brainstorming, Organizing Ideas, Personalizing, Prior Knowledge, Ranking, Reflecting
	3 THE MARKETING MACHINE <i>page 41</i> ACADEMIC TRACK: Business/Marketing	Lesson A A Newscast about Marketing (with slide show) VIDEO Mascots: Fun for Everyone! Lesson B An Interview with a Graphic Designer	<ul style="list-style-type: none"> Listening for Examples Using Abbreviations 	<ul style="list-style-type: none"> Clarifying Ending Strong Lesson Task Discussing a Timeline Final Task Presenting a Marketing Plan	Common Verb Suffixes	<ul style="list-style-type: none"> The Simple Past Simple Past <i>-ed</i> Endings 	Focus Applying Information Analyzing, Applying, Brainstorming, Interpreting an Infographic, Organizing Ideas, Personalizing, Synthesizing
	4 WILD WEATHER <i>page 61</i> ACADEMIC TRACK: Environmental Science	Lesson A A Podcast about Strange Weather (with slide show) VIDEO Tornado Chase Lesson B A Conversation about Greenland	<ul style="list-style-type: none"> Listening for Definitions Using a T-Chart 	<ul style="list-style-type: none"> Expressing Likes and Dislikes Making Eye Contact Lesson Task Discussing Travel Plans Final Task Discussing Ways to Reduce Greenhouse Gases	Words with Similar Meanings	<ul style="list-style-type: none"> Count and Noncount Nouns Reduced <i>of</i> 	Focus Activating Prior Knowledge Analyzing, Analyzing Visuals, Applying, Personalizing, Predicting, Ranking, Reflecting
	5 FOCUS ON FOOD <i>page 81</i> ACADEMIC TRACK: Cultural Studies	Lesson A A Radio Show about Ugly Food VIDEO Food-Waste Rebel Lesson B A Lecture about Feeding the World (with slide show)	<ul style="list-style-type: none"> Listening for Reasons Using an Outline 	<ul style="list-style-type: none"> Telling a Story with Time Markers Using an Effective Hook Lesson Task Conducting a Survey about Food Final Task Presenting a Plan to Stop Food Waste	Recognizing Parts of Speech	<ul style="list-style-type: none"> Descriptive Adjectives Sentence Stress 	Focus Analyzing Visuals Evaluating, Organizing Ideas, Personalizing, Reflecting

ACADEMIC SKILLS							
Unit Title & Theme		Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
	<div><div>6</div><div>HOUSING FOR THE FUTURE</div><div>page 101</div><div>ACADEMIC TRACK: Engineering/Urban Planning</div></div>	<div><div>Lesson A</div><div>A Lecture about Housing Solutions (with slide show)</div><div>VIDEO</div><div>Livable Spaces of Steel</div><div>Lesson B</div><div>A Conversation about Building Homes</div></div>	<div><div>• Using Context Clues</div><div>• Making Note of Numbers</div></div>	<div><div>• Agreeing and Disagreeing</div><div>• Role-Playing</div><div>Lesson Task</div><div>Discussing Lifestyle Choices</div><div>Final Task</div><div>Role-Playing a Meeting with Real Estate Agents</div></div>	Recognizing Adjective Endings	<div><div>• Coordinating Conjunctions</div><div>• Focus Words</div></div>	<div><div>Focus</div><div>Prioritizing</div><div>Brainstorming, Predicting, Prior Knowledge, Reflecting, Synthesizing</div></div>
	<div><div>7</div><div>EXPLORING SPACE</div><div>page 121</div><div>ACADEMIC TRACK: Natural Science</div></div>	<div><div>Lesson A</div><div>A Class Presentation about Space Travel (with slide show)</div><div>VIDEO</div><div>How to Choose a Mars Landing Site</div><div>Lesson B</div><div>A Talk by a Tour Guide</div></div>	<div><div>• Making Inferences</div><div>• Using a Mind Map</div></div>	<div><div>• Asking Follow-Up Questions</div><div>• Using Signal Words</div><div>Lesson Task</div><div>Discussing Future Plans</div><div>Final Task</div><div>Presenting Travel Plans</div></div>	Choosing the Correct Meaning	<div><div>• Will and Be Going To</div><div>• Contractions with Will</div></div>	<div><div>Focus</div><div>Analyzing Pros and Cons</div><div>Analyzing, Evaluating, Interpreting a Timeline, Making Inferences, Organizing Ideas, Personalizing, Predicting, Prior Knowledge, Reflecting</div></div>
	<div><div>8</div><div>CREATIVE ARTS</div><div>page 141</div><div>ACADEMIC TRACK: Arts/Music</div></div>	<div><div>Lesson A</div><div>A Lecture about Temporary Art (with slide show)</div><div>VIDEO</div><div>Making Art from Recycled Glass</div><div>Lesson B</div><div>A Radio Program about Music</div></div>	<div><div>• Listening for Cause and Effect</div><div>• Using Arrows to Show Cause and Effect</div></div>	<div><div>• Hedging</div><div>• Speaking at an Appropriate Speed</div><div>Lesson Task</div><div>Discussing Art</div><div>Final Task</div><div>Presenting the Benefits of Art Education</div></div>	Prefixes	<div><div>• Modals</div><div>• Linking Final Consonants to Vowel Sounds</div></div>	<div><div>Focus</div><div>Synthesizing</div><div>Brainstorming, Organizing Ideas, Personalizing, Reflecting, Understanding Visuals</div></div>
	<div><div>9</div><div>OUR RELATIONSHIP WITH NATURE</div><div>page 161</div><div>ACADEMIC TRACK: Anthropology</div></div>	<div><div>Lesson A</div><div>A Lecture about Ethics (with slide show)</div><div>VIDEO</div><div>Our History with Horses</div><div>Lesson B</div><div>A Conversation about a Town in Zimbabwe</div></div>	<div><div>• Identifying Opinions</div><div>• Reviewing and Restating</div></div>	<div><div>• Rephrasing Key Ideas</div><div>• Ending a Discussion or Presentation</div><div>Lesson Task</div><div>Comparing Nature with Cities</div><div>Final Task</div><div>Giving a Presentation about the Natural World</div></div>	Collocations with Prepositions	<div><div>• Comparative and Superlative Adjectives</div><div>• Using Stress for Emphasis</div></div>	<div><div>Focus</div><div>Comparing and Contrasting</div><div>Analyzing, Brainstorming, Classifying, Evaluating, Interpreting a Timeline, Making Inferences, Predicting, Prior Knowledge, Reflecting, Using a Graphic Organizer</div></div>
	<div><div>10</div><div>HOW WE COMMUNICATE</div><div>page 181</div><div>ACADEMIC TRACK: Communication/Sociology</div></div>	<div><div>Lesson A</div><div>A Report about Communication Software</div><div>VIDEO</div><div>Elephants Communicate while at Play</div><div>Lesson B</div><div>A Lecture about Gestures (with slide show)</div></div>	<div><div>• Listening for Repeated Words</div><div>• Using a Chart</div></div>	<div><div>• Checking for Understanding</div><div>• Inviting and Answering Questions from the Audience</div><div>Lesson Task</div><div>Discussing Ways to Communicate</div><div>Final Task</div><div>Presentating a Form of Communication</div></div>	Collocations	<div><div>• The Present Perfect</div><div>• Thought Groups</div></div>	<div><div>Focus</div><div>Drawing Conclusions</div><div>Analyzing, Evaluating, Making Inferences, Organizing Ideas, Personalizing, Synthesizing, Using a Timeline</div></div>

CREATIVE ARTS 8



A craftswoman makes the “musha nobori,” or Japanese soldier flags, in Okazaki, Aichi, Japan. The flags are displayed to celebrate Children’s Day on May 5.

ACADEMIC SKILLS

LISTENING Listening for Cause and Effect

Using Arrows to Show Cause and Effect

SPEAKING Hedging

Linking Final Consonants to Vowel Sounds

CRITICAL THINKING Synthesizing

THINK AND DISCUSS

- 1 What is the woman in the photo doing?
- 2 What are *creative arts*? Are art and creativity a part of your life? Explain.

EXPLORE THE THEME

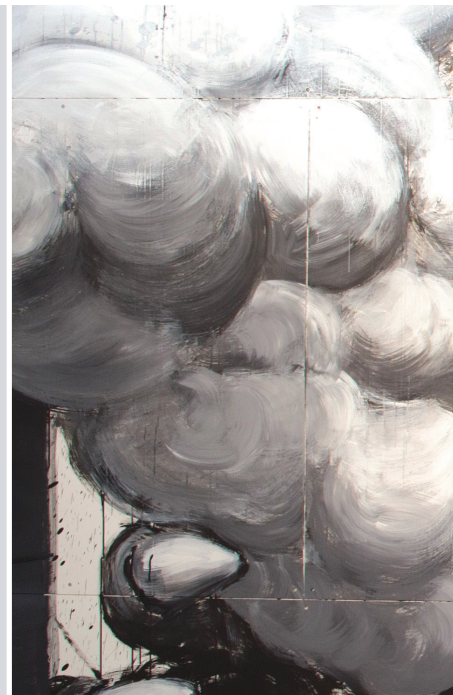
Look at the photos and read the captions and information. Then discuss the questions.

1. What different kinds of art do you see in the photos?
2. What are the benefits of creativity? Of arts education?
3. Which of these art forms do you enjoy most? Explain.

CREATIVE FORCES

WHY CREATIVITY IS CRUCIAL

Along with critical thinking, communication, and collaboration, creativity is one of “the 4 Cs” of 21st-century learning. Creativity leads to innovation, productivity, and growth. Researchers have found that music and arts education changes the developing brain, actually strengthening the connections between the left and right sides. Studies show that children who have learned a musical instrument or taken art classes get higher reading and math scores. They also have better working and long-term memory, better problem-solving skills, and improved coordination.





In Changsha, the capital city of Hunan Province, China, tourists visit a room where everything is upside down. This 'overturned' art space is surrounded by four mirrors and filled with lights.



This rhinoceros at Cannon Hall Museum, Barnsley, U.K., was made from steel and wire by sculptor Kendra Haste.




Chinese artist Qi Xinghua works on a painting for an exhibition in Dresden, Germany. The exhibition, "Magic City—The Art Of The Street," featured 40 street artists.

VOCABULARY SKILL Prefixes

Prefixes change the meanings of words. You can guess the meaning of an unfamiliar word if you understand the meaning of its prefix. Here are some common prefixes.

Prefix	Meaning	Example
<i>com-, con-</i>	<i>with, fully</i>	<i>complete, connect</i>
<i>dis-</i>	<i>not, opposite of</i>	<i>disappear</i>
<i>il-, im-, in-, ir-</i>	<i>not</i>	<i>incorrect, irresponsible</i>
<i>inter-</i>	<i>between</i>	<i>international</i>
<i>pub-</i>	<i>people</i>	<i>public</i>
<i>re-</i>	<i>again</i>	<i>return</i>
<i>tem -</i>	<i>time</i>	<i>temporary</i>
<i>un-</i>	<i>not</i>	<i>unbelievable</i>

A  **3.2** Listen and check (✓) the words you already know. Use the vocabulary skill to help you with any new words.


- | | | | |
|---|--|--|--|
| <input type="checkbox"/> conscious of (adj) | <input type="checkbox"/> display (v) | <input type="checkbox"/> repeat (v) | <input type="checkbox"/> temporary (adj) |
| <input type="checkbox"/> constantly (adv) | <input type="checkbox"/> forever (adv) | <input type="checkbox"/> sculpture (n) | |
| <input type="checkbox"/> copy (n) | <input type="checkbox"/> public (adj) | <input type="checkbox"/> solid (adj) | |

B Write each word or phrase from exercise A next to its definition.

- _____ work of art made by shaping stone, wood, or other materials
- _____ for everybody's use; not private
- _____ lasting only a short time
- _____ to show, put something in a place where people can see it
- _____ to do something again, happen again
- _____ hard or firm
- _____ for all time
- _____ thing made to look exactly like the original thing
- _____ noticing or realizing that something is happening
- _____ happening over a period of time without stopping

C With a partner, discuss the questions.

- What kind of art do you like: sculptures, paintings, photographs, or something else?
- Do you like to see art in public places? Explain.
- In your opinion, is there anything that lasts forever? Explain.
- Are you conscious of art in public places? Give an example.
- Why do you think the sculptures in the photo on page 145 are underwater?

D  **3.3** Fill in each blank with the correct form of a word from exercise A. Then listen and check your answers.

MEANING FROM
CONTEXT

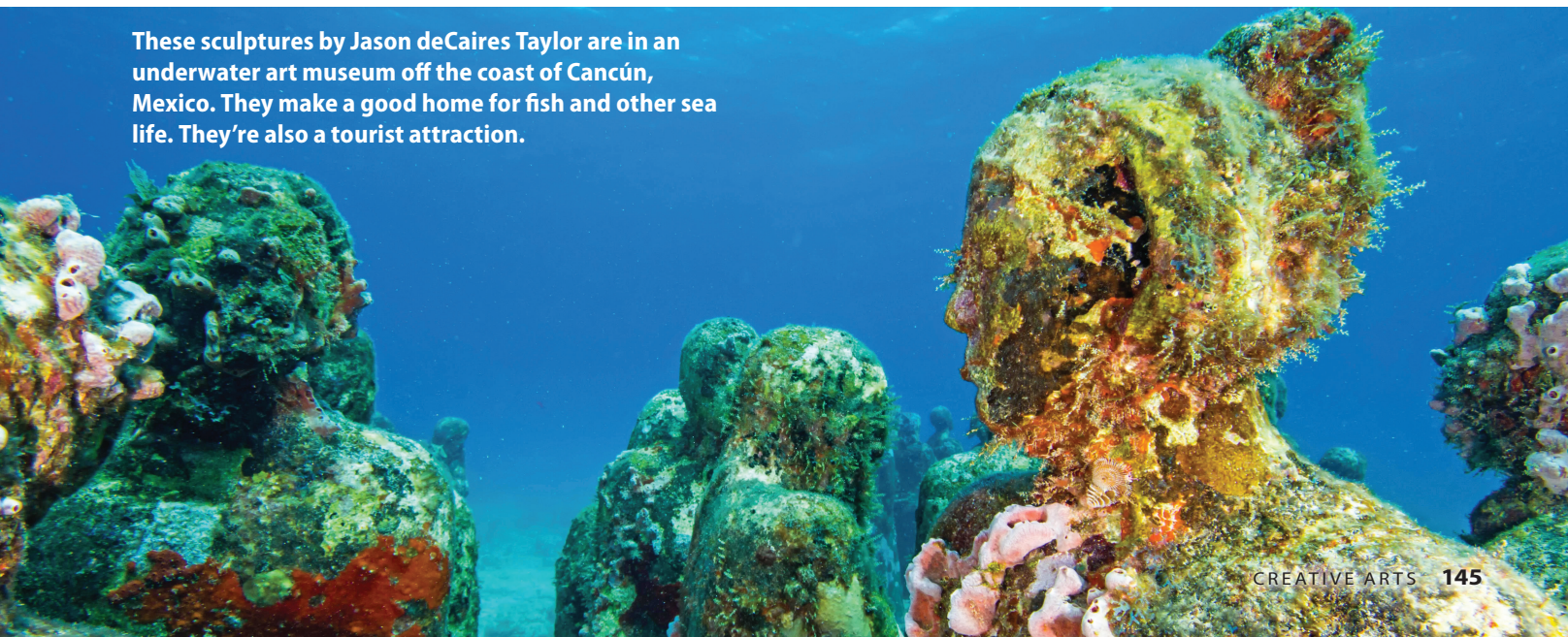
ARTIST PROFILE: JASON DECAIRES TAYLOR

Background: Taylor grew up in Asia and Europe. As a child, he often swam among Malaysia's coral reefs—places where small sea animals and plants grow on rocks or other _____₁ objects on the ocean floor. Reefs are important for many kinds of ocean life, but they're in trouble because of fishing and climate change.

Projects: These days, Taylor still likes to swim, and he is _____₂ the need to help ocean reefs, an important part of the ocean's ecosystem. His art project from 2009 does exactly that. *The Silent Evolution* is a group of _____₃. Taylor used real people as models when he was making them. In a way, all the sculptures are _____₄ of people, and they look just like them. The sculptures are in a _____₅ place, but they are not easy to see. Taylor _____₆ them on the ocean floor near Cancún, Mexico. There are more than 400 of them, and together, they form one huge piece of art. It's especially interesting because the artist did not _____₇ any of the sculptures—each one is a sculpture of a different person. In 2016, Europe's first underwater art museum opened off the coast of Spain. The Museo Atlántico features Taylor's sculptures, including a group of 35 people walking towards a gate and a shipwreck.

The Future: Taylor's artwork is _____₈ changing. Sea animals and plants make their homes on the sculptures, just as they do on natural reefs, and in time, a new reef will form. That means the shapes of the original sculptures are _____₉, so if you want to see them, you need to do it soon. Taylor hopes the new reef that forms over the sculptures will last _____₁₀, or at least far into the future.

These sculptures by Jason deCaires Taylor are in an underwater art museum off the coast of Cancún, Mexico. They make a good home for fish and other sea life. They're also a tourist attraction.



Listening

A Lecture about Temporary Art

BEFORE LISTENING

LISTENING SKILL Listening for Cause and Effect

Speakers often talk about cause-effect relationships. You will better understand these relationships if you listen for words and phrases that signal causes and effects.

Words That Signal Causes

because (of)

due to

cause

affect

Because sea animals and plants make their homes on the sculptures, the sculptures are always changing.

Words That Signal Effects

as a result (of)

so

therefore

As a result, the art is temporary.

Taylor's sculptures are constantly changing, **so** each time you visit, they look different.

A Discuss these questions with a partner.

1. Why do you think people create art?
2. How does art affect a city or town?
3. What are some reasons for art festivals or street art?

WHILE LISTENING

NOTE-TAKING SKILL Using Arrows to Show Cause and Effect

When you take notes, you can show a cause-effect relationship with arrows.

Fishing and climate change cause problems for reefs.

fishing + climate change → probs for reefs

NOTE TAKING

B 3.4 1.15 Read the incomplete notes below. Then listen to the lecture and complete as many of the notes as you can for each piece of art.

Type of art: snow sculpture
 Reason art is temporary: _____ ⇒ snow will melt
 Location: _____
 Importance: 1. temporary art often outdoors/public places
 2. _____

Location: _____
 Type of art: _____
 Importance: _____ ⇒ people will pay
 Reason art is temporary: 1. chalk is temporary medium
 2. _____ ⇒ damage it



A sand drawing by artist
Jim Denevan in Canon
Beach, Oregon, U.S.A.

Location: _____
Type of art: _____
Artist's name: Jim Denevan
Difference from other temporary art: artist works alone (doesn't bring people together)
Time to finish a piece: _____
Reason art is temporary: ocean tides ⇒

C **3.4** Listen again and check your notes. Complete any notes you missed the first time. **LISTENING FOR DETAILS**

AFTER LISTENING

D Discuss the questions below in a group.

1. Which type of art from the lecture is the most interesting to you? Explain.
2. Which piece of art do you think will probably last the longest? Explain.
3. Have you ever seen any temporary art? Where and what was it? Did it bring people together?

CRITICAL THINKING Synthesizing

When you synthesize, you combine information from two or more sources. This is an important critical thinking skill because it helps you create more connections between ideas.

E Think about Jason deCaires Taylor's work on page 145 and the information from this lecture. Discuss the questions with your group.

CRITICAL THINKING: SYNTHESIZING

1. In what ways is Taylor's work similar to and different from the temporary art in the lecture?
2. How do you think the materials and the location determine the art? What kind of temporary art do you think you could find:
 - on the beach?
 - at the top of a mountain?
 - in a city park?
 - on a lake or river?

GRAMMAR FOR SPEAKING Modals

Modals of Possibility and Probability

We use *might*, *may*, and *could* to express possibility.

He **might (not)/may (not)** be well enough to come to class.

It **could** be difficult to find a parking space at the winter festival.

We use *must* to talk about things that are probably true.

That painting **must** cost a lot of money. It's by a famous artist.

We use *must not* or *can't* to talk about things that are probably not true.

You **must not** be interested in the lecture. You look half asleep.

That **can't** be one of his paintings. The style is very different.

Modals of Necessity


We use *must* or *have to* to talk about things that are necessary.

Students **must** register for classes by September 9th.

We **have to** buy our tickets before the concert.

We use *don't have to* to talk about things that aren't necessary.

We **don't have to** hand in our papers today. They're not due until next week.

A  3.5 Read and listen to the conversations. Then underline the modals of possibility, probability, and necessity.

Conversation 1

A: Hmm. Jin isn't answering her phone, and I have to talk to her.

B: She didn't answer my email yesterday, either.

A: She must be out of town. She always answers her phone.

B: Right—she could be in Osaka.

A: Now I remember! She had to go home for the week.

B: She must be busy at home if she isn't answering her phone or her email.

Conversation 2

A: Who is the man over there near the door?

B: He might be Ann's father, but I'm not sure.

A: No, he can't be Ann's father. He's too young.

B: We could go over there and ask him.

A: Yes, but he may not want to talk to us now. He looks like he has to leave.

B: If we hurry, we might be able to speak with him before he goes.

B Practice the conversations in exercise A with a partner. Then switch roles and practice them again.

SPEAKING SKILL Hedging


When we aren't sure about something or we don't want to sound too strong, we can hedge. Modals of possibility and probability are one way to hedge. We can also use the adverbs *perhaps* and *maybe*, as well as expressions such as *I think*, *sort of*, and *actually*. Hedging is a way of being polite.

A: ***I think*** this painting is of the artist's house.

B: ***Perhaps*** it is, or it ***could*** be her studio. She lived in Paris, right?

A: ***Actually, I think*** she lived in Rome.

B: You ***might*** be right.

- C**  **3.6** Read the article. Choose the correct word or phrase. Then listen and check your answers.

ARE THESE ELEPHANTS REALLY ARTISTS?

You might think this painting is beautiful, or you (1) (must / might) not, but you (2) (have to / must not) admit it's unusual. It's a painting by an elephant, and some elephant art sells for thousands of dollars.

In Thailand, the Thai Elephant Conservation Center (TECC) teaches elephants to paint. They think it (3) (can't / might) be good for them. The animals learn to hold the paintbrush, and trainers help them to move their trunks and paint pictures. According to the TECC, the elephants don't understand the pictures. They just follow the instructions of their trainers.

However, some people think there (4) (could / can't) be more going on than that. Different elephants have their own painting styles, and their paintings become more detailed over time. An elephant named Ramona (5) (must not / may) be the most famous elephant in Bali. Many people buy her paintings, and she seems to have an artist's personality. Ramona likes to work with dark colors, and she only paints when she wants to paint.



D Form a small group. Read the facts and try to explain them. Use information from the article, your own ideas, and the expressions from the boxes on pages 148 and 149.

A: *Why do you think some elephants like to paint?*

B: *I think it may be fun for them.*

- Some elephants like to paint.
- Some people will pay a lot of money for elephant paintings.
- The TECC in Thailand teaches its elephants to paint.
- Different elephants have different styles of painting.
- Elephants' painting styles change over time and become more detailed.
- Ramona chooses her own colors and prefers dark colors.

PERSONALIZING

E Discuss the questions below with your group. Use hedging in your responses.

1. Why do you think humans paint or create other kinds of art?
2. Do you like the painting on page 149? Explain.
3. What other animals do you think could create art? Explain.

F Read the information about three artists. With your group, think of questions about each artist and his or her work. Then use *perhaps* and *maybe* in your answers.

A: *Why does Jennifer Maestre use colored pencils in her work?*

B: *Perhaps she uses colored pencils because she loves color.*

C: *Or maybe she uses them because they are a cheap medium.*

ARTIST 1

Jennifer Maestre is an American sculptor. Many artists use colored pencils to make drawings, but Maestre makes sculptures out of colored pencils. It takes hundreds of pencils to make each sculpture.

ARTIST 2

Bruce Hall is a well-known photographer, and he is legally blind. He can see some shapes and colors, but only from a few inches away. He especially enjoys underwater photography, but he takes pictures on land, too. He plans to put some of his best photographs into a book.

ARTIST 3

Many artists paint beautiful pictures of birds, fish, and other animals, but Guido Daniele paints them on people's hands. He spends up to ten hours to create one hand painting, but the result is amazing. Daniele makes the animals look almost real.



LESSON TASK Discussing Art

- A** Look at the photo on page 150. Practice the conversation below with a partner. Then switch roles and practice it again.

A: What do you think it is?
B: I don't know, but it might be some kind of art.
A: I think it must be a reptile.
B: Yes, it could be a snake.
A: Wait! I think it's someone's hand.
B: You're right! Why does the artist paint hands?
A: It could be for a special occasion.
B: You have to be very patient if you want to wear this kind of art.

- B** With your partner, discuss the photo below. Then complete and practice the conversation.

A: What do you think it is?
B: Well, it could _____ .
A: Yes, or perhaps it's _____ .
B: That's an interesting idea!
A: It must not _____
because _____ .
B: You're right. It's probably _____ .



PRESENTATION SKILL Speaking at an Appropriate Speed

When you speak to a group of people or role-play a conversation, it's important not to speak too quickly. Of course, you don't want to speak too slowly, either. Speaking a little more slowly during a presentation than you speak in a conversation will help the audience understand you more easily.

- C** Form a group with another pair of students. Take turns role-playing your conversations from exercise B. Be sure to use an appropriate speed while you speak.

This window was created using found glass objects.


Making Art from Recycled Glass

BEFORE VIEWING

A Look at the photo and read the caption. Then discuss the questions with a partner.

1. Have you seen art made from recycled or found materials? What was it like?
2. Do you think “found art” is beautiful? Interesting? Ugly? Explain.

MEANING FROM
CONTEXT

B  3.7 Read and listen to the information. Notice the underlined words. These are words you will hear in the video.

Recycled Glass as Art

This video is about using recycled glass to make a specific kind of art called stained glass. Artists need some special equipment to work with glass. Before they can reuse the glass, they have to remove the sticky paper label with water and detergent. They also have to cut the bottle in half. Artists use a special oven called a kiln to melt the glass pieces. Before they actually cut the glass into pieces for the stained-glass windows, they make a line, or score the surface.

C Work with a partner. Write each underlined word from exercise B next to its definition.

1. _____ (v) to mark a line into the surface of something
2. _____ (adj) with a glue-like surface
3. _____ (n) a piece of paper on an object that gives information
4. _____ (n) a type of oven used for baking clay, bricks, etc.
5. _____ (n) a kind of soap used for washing dishes or clothes

WHILE VIEWING

D  **1.16** Read the steps. Then watch the video and put the steps in order.

UNDERSTANDING MAIN IDEAS

- _____ a. Place the bottle in the kiln overnight.
- _____ b. Remove the labels.
- _____ c. Put the bottle in cold water and pour boiling water in it.
- _____ d. Score a line on the bottle.
- _____ e. Let the melted pieces cool.
- _____ f. Score the glass into shapes to fit into the new window.

E 1.16 Watch the video again. Choose the correct answer.

UNDERSTANDING DETAILS

1. Where is the warehouse?
 - a. London
 - b. Liverpool
2. What brings the recycled glass to the warehouse?
 - a. electric lorries (trucks)
 - b. railroad cars
3. How deep is the water they put the bottles in?
 - a. 7 cm
 - b. 17 cm
4. How hot is the temperature in the kiln?
 - a. 660 degrees C
 - b. 766 degrees C
5. What is one thing they make out of the glass?
 - a. vases
 - b. sculptures

AFTER VIEWING

F Read each statement. Complete the chart with your own opinions. Then discuss your answers with a partner.

	Agree	Disagree	Not Sure
1. It's easy to make stained glass from recycled bottles.			
2. This use of recycled glass will have a big impact on the environment.			
3. Stained-glass windows are beautiful.			

G Think about what you learned in Lesson A about temporary art, and what you saw in the video. Discuss the questions below with a partner.

CRITICAL THINKING: SYNTHESIZING

1. What role does the environment play in both temporary art and recycled art?
2. How might artists of both types of art, temporary and recycled, be similar and different? How might they be different from traditional painters or sculptors?

MEANING FROM
CONTEXT

A



3.8

Read the sentences. Notice each word in **blue** and think about its meaning. Choose the correct word or phrase. Then listen and check your answers.

1. We saved our money for a long time, and now we can **afford** to buy a piano. We (have / don't have) enough money.
2. The show was fun and the music was **lively**, so everyone wanted to (leave / dance).
3. It's a **simple** piece of music, so it was (easy / hard) for my son to learn.
4. A **typical** dance from the Dominican Republic is merengue. Merengue music is so (popular / unusual) that it has spread to many other countries.
5. She's going to **perform** at the Tango Club. You'll have to buy a (CD / ticket) if you want to hear her.
6. It takes more skill to write **original** music than to play songs written by (yourself / other people).
7. The trumpet can be a loud instrument, but its sound **appeals** to me. I really (like / dislike) it.
8. He **interprets** popular songs in an interesting way. He plays them (just like the original songs / in his own style).
9. They're playing at a classical music competition. There are several **awards** for the (best / worst) musicians.
10. The ukulele is a **traditional** instrument in Hawaii. People have used it for a (short / long) time.


B

Look at the photo and discuss the questions below in a group.

1. What musical instruments are the people playing?
2. What style of music do you think they are playing?
3. Do you think these musicians are performing or just practicing? Explain.

► **Three musicians play at a ski lodge in Austria.**



C  **3.9** Read the conversations. Fill in each blank with a word from the box. There are two extra words. Then listen and check your answers.

afford (v)	appeal (v)	lively (adj)	simple (adj)
award (n)	interpret (v)	traditional (adj)	original (adj)

A: Listen . . . Do you know the name of this song?

B: I can't remember, but I think it's a(n) _____ song in Ireland, maybe a couple of hundred years old.
1

A: How do you know?

B: Can you hear the tin whistle? It's a(n) _____ instrument with only six holes, but it's part of many Irish songs.
2

A: This music is really _____—it makes me want to get up and dance!
3

B: Well, in my opinion, they're playing it too fast.

A: That's the way these musicians _____ the song. It's just their style.
4

B: Yes, but it doesn't _____ to me. I prefer calmer music.
5

A: I love this song! Let's buy the album.

B: I can't _____ it right now. Money's tight.
6

A: That's OK. We can just download one song if you want.

D Practice the conversations from exercise C with a partner. Then switch roles and practice them again.

E  **3.10** Read the article. Choose the correct word. Then listen and check your answers.

THE UKULELE: THE SOUND OF HAWAII

In the 1800s, small musical instruments similar to the guitar arrived in Hawaii with immigrants from Portugal. Hawaiians made changes to those instruments, and now the ukulele is an important part of Hawaiian culture.

The ukulele (1) (affords / appeals) to many people because it isn't expensive and it's fairly easy to play. Many parents can (2) (afford / appeal) to buy ukuleles, so schoolchildren in Hawaii learn to play (3) (traditional / original) Hawaiian songs on the ukulele in their music classes.

Ukuleles are small, (4) (lively / simple) instruments, with only four strings, but musicians are able to use these instruments to (5) (perform / afford) many styles of music.

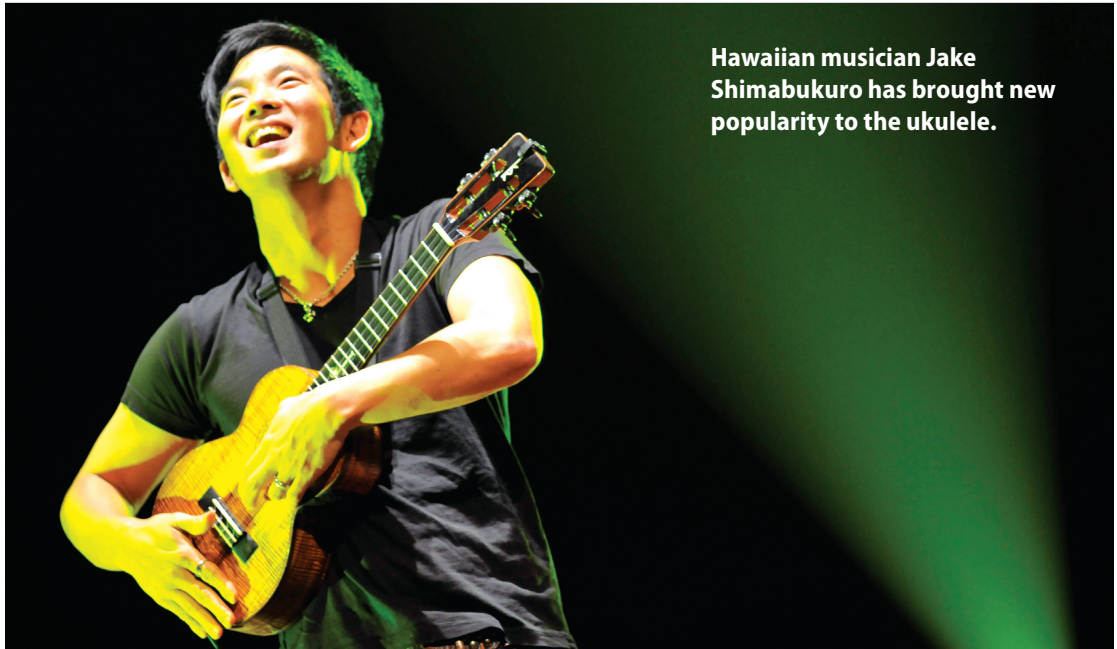


Hawaiian children play ukuleles at the 30th Annual Ukulele Festival, Hawaii, U.S.A.

Listening

A Radio Program about Music

BEFORE LISTENING



Hawaiian musician Jake Shimabukuro has brought new popularity to the ukulele.

CRITICAL THINKING: UNDERSTANDING VISUALS

A Look at the photo and read the caption. Then discuss the questions with a partner.

- What information do you know about the man in the photo?
☐ age ☐ job ☐ nationality
- What does the man's facial expression tell you?
- Would you like to hear this man's music? Why or why not?

WHILE LISTENING

LISTENING FOR MAIN IDEAS

B 3.11 Read the choices. Then listen to the radio program. Choose the speaker's main purpose.

- to entertain the audience with a funny story
- to inform the audience about a musician
- to persuade the audience to buy an album
- to teach the audience about Hawaiian culture

LISTENING FOR DETAILS

C 3.11 Listen again. Complete the details in the notes below.

Title of Shimabukuro's album: _____₁ _____₂ Ukulele

1999: Won top _____₃; worked with _____₄ other musicians

Songs have no lyrics because Shimabukuro isn't _____₅

This album is different because it's first time Shimabukuro didn't _____₆


AFTER LISTENING

CRITICAL THINKING: REFLECTING

D Discuss the questions below in a group.


1. Jake Shimabukuro often plays popular songs by well-known musicians such as Michael Jackson and George Harrison. Would you rather hear a musician perform songs you already know, or hear original music? Explain.
2. Why do you think Shimabukuro continues to play the ukulele instead of playing a more popular instrument such as a guitar? Explain.

PRONUNCIATION Linking Final Consonants to Vowel Sounds

 **3.12** Speakers often connect words together in a phrase or sentence. This is called *linking*. One common type of linking connects the final consonant sound in one word to a vowel sound at the beginning of the next word.


Separate words: *This – is – Rebecca. She – has – eight – ukuleles – at – home.*

Linked words: *This is Rebecca. She has eight ukuleles at home.*

E  **3.13** Draw a line to connect the words that are linked, and cross out the words that are not linked. Then listen and check your answers.

- | | |
|----------------------------|-----------------------|
| 1. ten artists | 6. Hawaiian musicians |
| 2. violin music | 7. good audience |
| 3. favorite song | 8. rolled under |
| 4. beautiful evening | 9. interesting lyrics |
| 5. they're outdoors | 10. gave it |


F Practice saying the linked words in exercise E with a partner.

G  **3.14** Read and listen to an excerpt from the radio show. Notice and mark how the speaker uses linking.

He started to perform his music in 1998, and in 1999, he won a top award for his work with two other musicians. Soon after that, Shimabukuro left the trio and began his solo career. He has become very popular on the Internet, where you can download his songs, or if you can't afford music downloads, you can watch videos of his performances for free.

H Practice saying the excerpt from exercise G with a partner, alternating sentences. Use linking to connect final consonant sounds to vowel sounds.

Speaking

- A**  **3.15** Look at the photo and read the caption. Then read and listen to the information about a Mexican folk dancer. Underline the modals. Review the grammar on page 148 if necessary.

MEXICAN FOLK DANCING

My name is Alicia, and I live in the state of Guanajuato in central Mexico. Here in Guanajuato, music and dancing are a big part of life. There are a lot of festivals here, and many kinds of music, but my favorite kind of music is traditional Mexican music—the kind my grandparents and great-grandparents listened to.

I'm a folk dancer, and I love to perform at special events. To be a folk dancer, you have to love the culture and the music here. That's the most important thing, but you also must work hard and practice a lot. We dance in groups, and every person has to know the steps. And you can't buy traditional folk dancing dresses at the store, so we have to make our own. We wear traditional dresses that only come from this part of Mexico.

This folk dancer in Guanajuato, Mexico, performs at festivals and other special events.




BRAINSTORMING

- B** With a partner, compare the modals you underlined in exercise A. Then brainstorm a list of other things that are probably necessary (or not necessary) for Alicia.

- She probably has to travel a lot.
- _____
- _____
- _____
- _____
- _____

- C** Form a group with another pair of students. Compare your lists from exercise B. Then discuss the questions below.

1. Do you think it is easy or difficult to be a folk dancer? Explain.
2. In what ways is Alicia's dancing connected with her culture?
3. Compare Jake on page 156 with Alicia. How are their art forms similar? How are they different?

D  **3.16** Read and listen to the conversations. Underline the modals.

Conversation 1

A: Let's go to the festival next weekend.

B: That's a great idea! Maybe we can learn some new dances.

A: Yeah, we really have to try some new music. We might get some new ideas.

B: I'd sort of like to leave on Friday.

A: Sorry. I have to work late on Friday. But I could leave early Saturday.

Conversation 2

A: I have to finish this project for tomorrow's class. Do you want to go the library with me?

B: I'm sorry. I can't. I have to pick my sister up from the airport.

A: That's right. She's been in Vancouver for the semester. You must be so excited!

B: Yes! I really am.

E Practice the conversations in exercise D with a partner. Then switch roles and practice them again.

EVERYDAY LANGUAGE Responding to Invitations

Invitation: Would you like to study together this afternoon?

Response: Sure! OR Sorry, I have to talk to Professor Watts this afternoon.

Invitation: Let's go to the art museum on Saturday.

Response: That's a great idea! OR I'm afraid I can't. / I'm sorry, I can't. I have to work on Saturday.

F Work with a partner. Practice the expressions for responding to invitations. Then take turns inviting your partner to do one of the things below. Your partner will either accept or refuse your invitation.

- study at the library tonight
- listen to music later
- take a cooking lesson
- visit a museum on the weekend
- go to a show
- go to a photography exhibit

FINAL TASK Presenting the Benefits of Art Education

You will work in a small group to organize and give a presentation about the benefits of art and music education.

A Discuss the questions below in a group.

1. Which art from this unit is interesting or beautiful to you? Explain why you like it.
2. What kinds of music do you like? When or where do you listen to it?
3. What kind of art and music education (if any) have you had in school? Do you think it's important for people to learn about art and music? Explain.

CRITICAL THINKING:
REFLECTING

B Read the following situation.

The schools in your city don't have enough money, so they have to cut some of the programs; for example, foreign languages, sports, art, and music. You think it's very important to keep the art and music classes, so you must convince the school officials to keep those programs and save money in some other way.

BRAINSTORMING

C Read the topics and questions in the chart. For each topic, make a list of benefits of art and music education. Use the questions in the chart to help you get started.

Topic 1: Cultural Understanding	Topic 2: Career Preparation	Topic 3: Form of Communication
1. How do art and music help us understand other cultures?	1. What skills do people learn when they study art and music?	1. How can people use art and music to communicate?
2. How do art and music connect us with our own culture?	2. What careers require those skills, or require ability in art and music?	2. What can people feel when they look at art or listen to music?
3. Other ideas?	3. Other ideas?	3. Other ideas?

ORGANIZING IDEAS

D Plan and practice your group's presentation. Make sure that every group member does some of the talking.

PRESENTING

E Present to the rest of the class. Imagine that you are talking to school officials. Try to convince them to agree with you. Remember to speak at an appropriate speed.

REFLECTION

1. What ways did you learn in this unit to hedge in a polite conversation?

2. What was the most interesting thing you learned about art?

3. Here are the vocabulary words from the unit. Check (✓) the ones you can use.

- | | | |
|--|---|---|
| <input type="checkbox"/> afford | <input type="checkbox"/> forever | <input type="checkbox"/> sculpture |
| <input type="checkbox"/> appeal | <input type="checkbox"/> interpret AWL | <input type="checkbox"/> simple |
| <input type="checkbox"/> award | <input type="checkbox"/> lively | <input type="checkbox"/> solid |
| <input type="checkbox"/> conscious of | <input type="checkbox"/> original | <input type="checkbox"/> temporary AWL |
| <input type="checkbox"/> constantly AWL | <input type="checkbox"/> perform | <input type="checkbox"/> traditional AWL |
| <input type="checkbox"/> copy | <input type="checkbox"/> public | <input type="checkbox"/> typical |
| <input type="checkbox"/> display AWL | <input type="checkbox"/> repeat | |