

1 Tell Me About It!

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BE CURIOUS



Real or Fake?



What music and
fashion were your
parents into?



Milan's Fashion
Week

1. How much information can you see in this photo? How does it make you feel?

2. How do you get information about local or world events?

3. What important things are happening in your area right now?

UNIT CONTENTS

Vocabulary Media; Time expressions

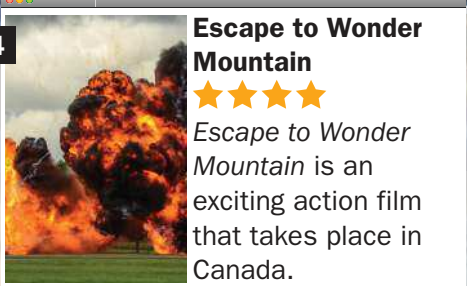
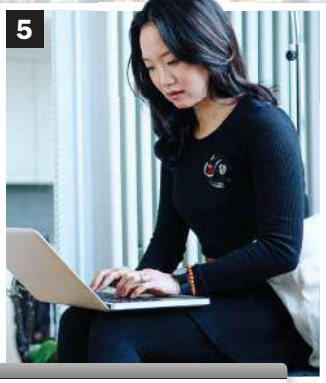
Grammar Past tense review; Review of *used to* + infinitive and *would*

Listening Cell phones were huge!

Vocabulary: Media

1. Complete the sentences.

article	interview	report
blogger	✓ news / the news	reporter
headline	paper	review



1. I watch the news on TV every night. My brother gets his news online.
2. Did you see the big _____ in today's _____? The _____ is about a tiger escaping from the zoo.
3. The _____ did an _____ with a local teen about a neighborhood fire.
4. I'm going to read the _____ before I go see that movie.
5. The _____ wrote about common trends in teen fashion on her website. She included a _____ about the most popular places to shop.



2. Listen, check, and repeat.

3. Work with a partner. Put the words from Exercise 1 in the correct categories. Some words can go in more than one category.

Things you read	Things you watch	Things you listen to	People
article			

Speaking: My news

4. **YOUR TURN** Work with a partner. When was the last time you did each of these things? Explain what each one was about.

- | | |
|---|--|
| <input type="checkbox"/> watched the news on TV | <input type="checkbox"/> read a review of a product, movie, or music album |
| <input type="checkbox"/> watched the news online | <input type="checkbox"/> read or watched an interview |
| <input type="checkbox"/> read an article in the paper | |

I watched the news on TV last night. I saw a report about . . .



Workbook, p. 2

Reading Finding the Facts; Crazy About Comics; Cinderella's Closet
Conversation Expressing interest and disinterest
Writing A blog post about an event

It isn't **always** NEWS.



You worked hard on your report for school. You read articles online. You even watched online videos. You thought you did well, but you got the report back from your teacher, and she said that you had to do it again. What did you do wrong? Well, when you were doing your research, you believed everything that was written on the Internet!

A lot of information on the Internet isn't true. Anyone can post information online. A lot of news *looks* real, but contains false information. Sometimes, an article is entirely false. Fake photographs have even been posted with some news stories. Because of this common problem, many websites have been developed to give people true information.

[Snopes.com](#) gives people information about urban legends, myths, and other false stories. Many people have used the website to find out whether a story is true or false. For example, there have been a lot of stories online that said that Bill Gates was giving people free laptops. However, Snopes.com reported this wasn't true.

[Factcheck.org](#) gives true information about what leaders in the United States say and do. It tells readers when stories aren't true. People who work at Factcheck.org believe that reporters should be honest all of the time and that the news should always be true.

Do you want true information about a person or event in history? [WhoWhatWhen](#) gives information about famous people and events from 1000 AD to today. You can even create a timeline of events based on a famous person's life. Do you want to know if the television was invented during Gandhi's lifetime? WhoWhatWhen can tell you!

Be careful when you write reports and use the Internet for research. Check your facts on websites like these and other sites that you know have true information!

DID YOU KNOW...?

Some websites create false news stories as a joke. These are called **satire websites**.

Reading: An article about checking facts

1. Look at the title and the pictures. Why do you think the boy might have to write his report again?



2. Read and listen to the article. What should students do before they write a report?

3. Read the article again. Answer the questions.

1. Why is there a lot of false information on the Internet?

2. Which fact-checking website would you use to find out if something the current US president said were true?

3. Which website could you use to find out if it were possible for Elvis Presley to use a computer?

4. Which website tells whether an urban legend is true or false?

4. **YOUR TURN** Work with a partner. What false stories have you read or heard about?

I read that you can charge your smartphone with an onion, but it isn't true.

Grammar: Past tense review

5. Complete the chart.

Simple past	
Use simple past statements to talk about past events and activities.	
Regular	Irregular
What did you believe ? I _____ everything on the Internet. We didn't believe the story.	What _____ she write ? She wrote a report for school. She didn't write a blog post.
Past continuous	
Use the past continuous to talk about activities that were in progress in the past. To form the past continuous use was/were + present participle (-ing form).	
What _____ you _____ wrong? I was using incorrect information. I wasn't checking my facts.	
Present perfect	
Use the present perfect to talk about experiences that happened at an indefinite time in the past. To form the present perfect, use has/have + the past participle.	
Who has used Snopes.com? Many people _____ the website! I haven't used it before.	

➤ Check your answers: Grammar reference, p. 106

6. Complete the conversations with the correct form of the verbs in the questions. ✓ = yes, X = no.

1. **A:** What were you watching last night?
B: I was watching (✓) the news. I _____ (X) a movie.
2. **A:** Who has seen my keys?
B: Peter _____ (✓) them. He _____ (X) them today, though.
3. **A:** Where did Jackie go?
B: She _____ (✓) to the store. She _____ (X) to the market.
4. **A:** What were Tom and Jill posting online last night?
B: They _____ (✓) a video. They _____ (X) photos.

7. Write sentences. Use the form in parentheses.

1. the TV show / recorded / in April (past passive)
The TV show was recorded in April.
2. the papers / not deliver (present perfect passive)

3. the report / file / in the main office (past passive)

4. the letters / open (present perfect passive)

5. the name of the reporter / not give (past passive)

Past passive and present perfect passive

Use the passive when it is not important who does the action, or when you don't know who does it.

Past passive

To form the past passive, use was/were + past participle.
The television **was invented** during Gandhi's lifetime. It **wasn't invented** during Abraham Lincoln's lifetime.

Present perfect passive

To form the present perfect passive, use has/have + been + past participle.
Fake photographs **have been posted** online. They **haven't been printed** in our newspaper.

Speaking: A newsworthy event

8. **YOUR TURN** Work with a partner. Talk about a time you did or saw something special on vacation.

I went to a music festival last summer. It was in . . .

➤ Workbook, p. 3

Find out about fake news and photos. How has technology changed the way we share information? (Workbook, p. 73)



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1.1 REAL OR FAKE?



What Life WAS LIKE

Listening: Cell phones were huge!



1. Have you ever talked to your parents about what technology was like when they were young? How was it different from today?



2. Listen to Brandon talk to his mom about technology in the past. Check (✓) the things his mom DIDN'T have in high school.

☐ a smartphone ☐ a phone in her room ☐ a computer ☐ a color TV

3. Listen again. Are the sentences true or false? Write *T* (true), *F* (false), or *NI* (no information).

- 1. Brandon and his mom often watch old movies. _____
- 2. Brandon's mom's best friend had a cell phone. _____
- 3. Brandon's mom has a smartphone now. _____
- 4. Brandon's mom had a computer in college. _____
- 5. Brandon's mom did research at the library. _____
- 6. Brandon's mom watched the news by herself. _____

Vocabulary: Time expressions

4. Underline the event that happened first. If the events happened at the same time, underline them both.

- 1. I bought a new phone **after** I lost my old one.
- 2. **As** I was watching a movie, my brother was playing a video game.
- 3. I called Rick **as soon as** I found out the game was canceled.
- 4. **Before** my dad left for work, he read the paper.
- 5. **By the time** I got to the party, my friends were gone.
- 6. **Every time** I had difficult homework, I asked my sister for help.
- 7. I've watched video clips **since** my friend started posting them.
- 8. I studied at the library **until** it was dark.
- 9. **When** I got to the café, I sent Julia a text.
- 10. **Whenever** I get together with my best friend, I feel happy.
- 11. I read some reviews **while** I was online.

5. **YOUR TURN** Complete the sentences with a time expression from Exercise 4 and your own information.

- 1. I've had a smartphone since I was 12.
- 2. _____ something exciting happens, I call _____.
- 3. _____ I turn 20, I _____.
- 4. _____ I see my best friend, we _____.
- 5. I do research online _____.

Grammar: Review of *used to* + infinitive and *would*

6. Complete the chart.

Use *used to* or *would* for things that happened repeatedly in the past but don't happen now.

Where **did** she **use to do** research?
She _____ **to do** it at the library.
She **didn't use to have** a computer.

Did you _____ **to go** to the library?
Yes, I **did**.
No, I **didn't**.

When **would** you **watch** the news?
I _____ it at 6:00.
I **wouldn't watch** it online.

_____ they **watch** the news every night?
Yes, they **would**.
No, they **wouldn't**.

Use *used to*, *not would*, for situations that happened in the past.

I **used to live** in Los Angeles. (NOT: I ~~would live~~ in Los Angeles.)

➤ Check your answers: Grammar reference, p. 106

7. Complete the sentences with *would* when possible. When not possible, use *used to*.



My cousin ¹ *used to live* (live) on a farm when he was a boy. As soon as he got up, he
² _____ (feed) the animals. He ³ _____ (not have) a computer or a smartphone
when he was young. Every time he wanted to use a computer, he ⁴ _____ (go) to the
library. I ⁵ _____ (not talk) to my cousin very much, but I ⁶ _____ (visit) him in
the country sometimes. We ⁷ _____ (not play) inside – we were always outside. My sister
and I ⁸ _____ (help) him with the animals. He ⁹ _____ (come) to our house in
the city, too. He ¹⁰ _____ (love) playing my video games. When we got older, we
¹¹ _____ (not see) each other very much. I moved to the country, and my cousin moved to
the city! Now, we both live in the city and see each other whenever we can.
Where ¹² _____ (you / live) when you were young?

8. Rewrite the sentences. Change *used to* to *would*. If it's not possible, write X.

- 1. I used to swim every summer. *I would swim every summer.*
- 2. Ellen used to be on a soccer team. _____
- 3. Jack and Terry used to play video games for hours. _____
- 4. I didn't use to have a phone in my room. _____
- 5. We didn't use to sleep late on the weekends. _____
- 6. Did you use to walk to school every day? _____
- 7. Where did Sara use to live? _____
- 8. When did they use to go on vacation? _____

Get it **RIGHT!**

Do not use **would** or **used to** for an event that happened once.
*I **watched** the news at 6:00 last night.*
(NOT: ~~I **would watch** the news at 6:00 last night.~~ ~~I **used to watch** the news at 6:00 last night.~~)

Speaking: My life in the past

9. **YOUR TURN** Work with a partner. Talk about your life 10 years ago.
How does it compare to now? Use the ideas in the box and your own ideas.

how you got to school what technology you used/had
activities you did at school what you did on the weekends

I used to walk to school every day because I lived close to the school. But then we moved, so now I take the bus.

I used public transportation when I was a kid. I would take the subway, and I take it now, too.

Say it **RIGHT!**

In sentences with **used to**, the **d** in *used* is often not pronounced and the **s** makes the /s/ sound.
With **used** in the simple past, the **d** is pronounced and the **s** makes the /z/ sound. Listen to the differences in the sentences.
*She **used to** walk to school every day.*
*He **used** public transportation.*
Pay attention to the way you say **used to** in Exercise 9.



REAL TALK

1.2 WHAT MUSIC
AND FASHION WERE
YOUR PARENTS
INTO?



Interests NOW and THEN

Conversation: Interests change.



1. **REAL TALK** Watch or listen to the teenagers talk about their parents' music and fashion in the past. Number the topics in the order you hear them.

- ☐ liked Michael Jackson
- ☐ liked the Beatles
- ☐ liked punk music
- ☐ liked pop music
- ☐ used to wear dresses with bows
- ☐ probably liked disco
- ☐ didn't like anything popular
- ☐ used to have pink hair

2. **YOUR TURN** What music and fashion were *your* parents into when they were growing up? Tell your partner.



3. Listen to Liz and Ivan talk about music. Complete the conversation.

USEFUL LANGUAGE: Expressing interest and disinterest

- crazy about

✓really into

all about
- not crazy about

not that into

can't stand

Liz: I like your hair, Ivan.
Ivan: Thanks. I'm ¹ really into the punk look right now. The music, too.
Liz: What bands do you listen to?
Ivan: Well, I'm ² _____ the punk bands today. My mom used to listen to punk music, so I listen to all the bands she liked in the 1970s.
Liz: That's cool.
Ivan: What kind of music do you like?
Liz: Well, last year I was ³ _____ pop music, but this year I'm ⁴ _____ it. I listen to a lot of rap these days.
Ivan: I see. It's funny how interests change. Last year, I didn't know what punk music was, and now I'm ⁵ _____ it!
Liz: So what did you listen to last year?
Ivan: Rap music! Sorry, Liz, but now I ⁶ _____ it!
Liz: That's OK.

4. Practice the conversation with a partner.
5. **YOUR TURN** Work with a partner. Talk about your interests in the past and today. Use the situations in the chart or your own ideas.

What	When
music	last year and this year
fashion	five years ago and this year
sports/games	eight years ago and now

I'm really into rock music.

What bands do you listen to?

Last year, I really liked this local band, Volcanic Fire. But this year, I'm all about rock bands from the '80s like Joan Jett and the Blackhearts.





CRAZY ABOUT COMICS

by Brian Campbell

I went to Comic-Con International in San Diego by myself last Saturday. It's an event for people who are crazy about comic books.

As soon as I got there, I went to a discussion group. Five comic book writers were talking about their comics. As I was leaving the room, I met one of the writers. It was an amazing experience because I myself hope to be a comic book writer someday! After that, I met a friend, and we bought comic books for ourselves. Some people who go to Comic-Con dress up as their favorite characters. I used to dress up as Rocket Raccoon, but this year, I went as Spider-Man. Comic-Con International is an amazing event. The best thing about it is meeting new people with similar interests.

Next year, Comic-Con International is in July. There are also Comic-Con events all over the world.

Reading to write: A blog post about an event

6. Look at the photo. What event do you think Brian went to?
Read his blog post to check.

Focus on **CONTENT**

- When you write about an event, present the information in this order:
1. Give general information about the event.
 2. Give details about what you did or saw.
 3. Give your opinion about the event.
 4. Give information about the event in the future or similar events.

7. Read Brian’s blog post again. What is the event? What did Brian do there? What does he think about the event?

Focus on **LANGUAGE**

You can use *reflexive* and *emphatic pronouns* in blogs. Use *emphatic pronouns* to emphasize a noun.

Reflexive	Emphatic
myself	I myself
yourself / yourselves	you yourself / you yourselves
herself / himself	she herself / he himself
ourselves	we ourselves
themselves	they themselves
<i>I made dinner myself. My mother herself said it was delicious!</i>	

8. Find the reflexive and emphatic pronouns in Brian’s blog.

9. Complete the sentences with pronouns from the Focus on Language box.

1. The comic book writer _____ said that he was going to introduce a new character.
2. I bought _____ three new video games.
3. Lauren and Rafa learned about the problem _____ by reading articles online.
4. We watched _____ in a video last night.
5. You _____ said that the concert was boring.



Writing: Your blog post about an event

PLAN

You are going to write a blog post about an event. Think of an event you went to and write notes about it.

Name of the event	
Brief description of the event	
What you did or saw	
Your opinion of it	
Information about future or similar events	

WRITE

Write your blog post. Use your notes to help you. Write at least 125 words.

CHECK

Check your writing. Can you answer “yes” to these questions?

- Is information from the Focus on Content box in your blog post?
- Do you use reflexive and emphatic pronouns correctly?



Cinderella's Closet

Prom is a big dance that students in the United States go to in their last two years of high school. Girls usually wear beautiful dresses and boys often wear tuxedos. Prom can be very expensive, and some students can't afford the dresses and tuxedos. Two high school students, Stephanie Tomasetta and Katie Adams, wanted to change that.

Stephanie and Katie's organization, Cinderella's Closet, provides dresses and tuxedos for high school students in New Jersey who don't have enough money for prom clothes. They now have over 1,200 prom dresses. Each year, boys and girls come to "shop" for dresses and tuxedos. They wear them to prom and then return them. They also get shoes and jewelry. In 2014, over 500 students borrowed clothes for prom. Stephanie and Katie knew how to make the event special. Over 150 volunteers helped with the event. Most of the volunteers were high school students. Some of them were "personal shoppers." They helped other teens pick out clothing. Other volunteers gave girls advice on makeup.

Cinderella's Closet needs a lot of money for the dresses and tuxedos. For the past several years, Stephanie and Katie have become experts at raising money. One way they raise money is with a fashion show every year. People who attend the fashion show donate money. In 2014, they raised \$40,000. It was a special event because teenagers designed and made the outfits for the show. About 40 high school boys and girls modeled the fashions for a big crowd. The audience voted on the best design. People who work in fashion also voted and gave several awards to the student designers.

Stephanie and Katie say that Cinderella's Closet isn't just about beautiful clothing. It's about making teenagers feel good about themselves, too.

DID YOU KNOW...?

For some proms, students decorate their high school gyms for the dance. Other proms are at fancy hotels.

Culture: An organization for prom fashions

1. Look at the photos and the title of the article. What do you think Cinderella's Closet is?
2. Read and listen to the article. Why did Stephanie and Katie start Cinderella's Closet?
3. Read the article again. Check (✓) the things that teenagers do for Cinderella's Closet.
 - ☐ They sell dresses and tuxedos to students.
 - ☐ They lend dresses and tuxedos to students.
 - ☐ They volunteer and help other teens look for dresses.
 - ☐ They donate money to the organization.
 - ☐ They design clothes for the fashion show.
 - ☐ They model at the fashion show.
 - ☐ They work in fashion and voted at the fashion show.
4. **YOUR TURN** Work with a partner. What special dances or other events do you have at your school? What do teens wear or do for the events?

BE CURIOUS

Find out about the Milan Fashion Show. Does the blogger want to be a model? Why or why not? (Workbook, p. 74)



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1.3 MILAN'S FASHION WEEK

UNIT 1 REVIEW

Vocabulary

1. Circle the correct answers.
- 1. As soon as I got home, I watched the news / the article on TV.
 - 2. After I wrote a report / a reporter for class, I emailed it to my teacher.
 - 3. I want to be a headline / a reporter for the school paper / review next year.
 - 4. My brother only reads the headlines / paper, but I like to read the entire article / blogger.
 - 5. Before I buy something online, I always read the interview / reviews.
 - 6. My aunt is a report / a blogger, and she does interviews / news with community members and then writes posts about them on her website.

Grammar

2. Rewrite the sentences. Use the tense in parentheses.
- 1. I worked a lot yesterday. (past continuous)
I was working a lot yesterday.
 - 2. Tara didn't pass her test. (present perfect)

 - 3. They wrote the story in two days. (past passive)

 - 4. Ricky works for a TV station. (simple past)

 - 5. Are you reading an interesting article? (past continuous)

 - 6. They have written the report in three languages. (present perfect passive)

3. Complete the sentences with would when possible. When not possible, use used to.
- 1. When I was younger, I would watch (watch) videos online. I _____ (look) at them all day long. I _____ (be) crazy about animal videos.
 - 2. My cousin _____ (live) in San Diego, but now he's in Denver. In San Diego, he _____ (go) to Comic-Con every year. He _____ (have) a comic book collection, but he sold it a few years ago.
 - 3. _____ (you / be) a reporter for your school paper? _____ (you / write) articles about important issues?

Useful language

4. Circle the correct responses to complete the conversations.
- 1. A: Do you like punk music?
B: _____. It's too loud, and I don't understand the words.
a. I'm crazy about it.
b. I'm not crazy about it.
 - 2. A: What do you think of big sunglasses?
B: _____. I have three pairs!
a. I'm really into them.
b. I'm not really into them.
 - 3. A: What sports do you like to watch?
B: _____. I like all the games, and I especially like the World Cup.
a. I'm all about soccer.
b. I can't stand soccer.

PROGRESS CHECK: Now I can . . .

- | | |
|--|--|
| <input type="checkbox"/> talk about my news-watching habits. | <input type="checkbox"/> express interest and disinterest. |
| <input type="checkbox"/> talk about experiences in the past. | <input type="checkbox"/> write about an event. |
| <input type="checkbox"/> talk about habits in the past. | <input type="checkbox"/> talk about a special event. |