

CEFR **A2+**

Trekking

Live Escalate

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photographs

iStockphoto

StreamLine

Web 動画・音声ファイルのストリーミング再生について

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Live Escalate Book 2: Trekking

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CONTENT CHART

UNIT	COMMUNICATION STRATEGY	CONVERSATION	
UNIT 01 Occupations	<ul style="list-style-type: none"> Talking about different occupations 	Planning Your Future	
UNIT 02 At the Dinner Table	<ul style="list-style-type: none"> Practicing menu-related vocabulary and how to order a meal in a restaurant Introducing a restaurant review 	First and Last Lunch Date	
UNIT 03 Sports	<ul style="list-style-type: none"> Talking about sports Introducing themed races 	Staying in Shape	
UNIT 04 Health	<ul style="list-style-type: none"> Discussing symptoms of illnesses Talking about health threats caused by electronic devices 	Seeing a Doctor	
UNIT 05 What's on Your Playlist?	<ul style="list-style-type: none"> Talking about types of music and musical performers Talking about guitar 	Sounds Like a Good Hobby	
UNIT 06 At the Movies	<ul style="list-style-type: none"> Discussing different kinds of movies Talking about how horror movies attract and help us 	A Good Cry	
REVIEW 1 Review 1			
UNIT 07 Technology in Daily Life	<ul style="list-style-type: none"> Describing household appliances Talking about yesterday's technology 	New Home, New Electronics	
UNIT 08 Social Network	<ul style="list-style-type: none"> Describing social network terms Talking about app stickers 	Meeting an Online Friend	
UNIT 09 Looking on the Bright Side	<ul style="list-style-type: none"> Talking about the power of staying positive 	Staying Positive	
UNIT 10 Love Affairs	<ul style="list-style-type: none"> Talking about different kinds of relationships 	Keeping It Casual?	
UNIT 11 Storytelling	<ul style="list-style-type: none"> Introducing the origin and purpose of fables Looking at a popular fable and learning from it 	Honesty Is the Best Policy	
UNIT 12 The Power of Words	<ul style="list-style-type: none"> Talking about how to give compliments Learning the wisdom of riddles 	A Conversation between Friends	
REVIEW 2 Review 2			

	GRAMMAR	READING	WRITING
	<ul style="list-style-type: none"> • too ... to / enough ... to • Conjunctions: Although, But, Because, So 	The Job of a Firefighter	Write a letter to your future self
	<ul style="list-style-type: none"> • Modal Verbs 	Yummy's Tex-Mex	Make a recommendation for a restaurant
	<ul style="list-style-type: none"> • Adverbs of Frequency • Phrases of Frequency 	Themed Races: Run for Fun	Write about what you usually do in your free time
	<ul style="list-style-type: none"> • Infinitives and Gerunds • Stop / Remember / Forget + to V. / V-ing 	Health Threats Caused by Electronic Devices	Write an e-mail to ask for sick leave
	<ul style="list-style-type: none"> • Correlative Conjunctions 	The Beautiful Guitar	Write about your daily life
	<ul style="list-style-type: none"> • Sense Verbs • Reflexive Pronouns 	How Horror Hooks and Helps Us	Asking someone to the movies by e-mail
	<ul style="list-style-type: none"> • Dative Case • Conjunctive Adverbs: However 	Yesterday's Technology Makes a Comeback	Inventing something to make life easier
	<ul style="list-style-type: none"> • Noun Clauses 	App Stickers' Popularity	Update your status on social network sites
	<ul style="list-style-type: none"> • Linking Verbs • -ing adjectives VS. -ed adjectives 	Positive Thinking	List your methods of getting happy
	<ul style="list-style-type: none"> • Relative Pronouns 	Arranged Marriage	Asking someone out by e-mail
	<ul style="list-style-type: none"> • Relative Pronouns: Restrictive VS. Nonrestrictive 	The King and His Two Wives	Write a fable with a different ending
	<ul style="list-style-type: none"> • Adjective Complement • Subordinating Conjunctions: As Soon As 	What Riddles Can Teach Us	Write your own riddles

LEARNING OVERVIEW

The Live Escalate series comes in three volumes, from Book 1: Base Camp to Book 3: Summit. Each book is made up of 12 units and a review section after every six units. The following is the introduction for Book 2: Trekking. There are reading, listening, writing, and speaking activities in each unit. Readers will be challenged by the variety of fun and interesting content throughout the series.

WARM UP

A warm-up section of the theme topic

Students start each lesson with critical-thinking questions. These thought-provoking questions will spark students' interest in the topic while also providing excellent speaking practice.

UNIT 01 Occupations

WARM UP
TALK ABOUT THIS
Talk about these questions.

Does anyone in your family have an interesting job? If yes, what?

Do you think it's better to have an easy job or a challenging job?

ACTIVATE
Listen to the short talks and choose the correct pictures. 1-02

Question 1:

Question 2:

Question 3:

10 11

Students will strengthen their listening and speaking ability with these engaging activities. First is a listening comprehension quiz, which consists of three short talks or monologues. Next is a short role-play. Here, students will put their communication skills to the test in various real-life scenarios.

CONVERSATION

A dialogue about the theme topic with a variety of questions

CONVERSATION

Planning Your Future

Watch the video clip and check the correct answers.

1. What will Aaron do at 2:00?
a. Go to a movie
b. Go to a coffee shop
c. Go to the gym

2. Why won't Julie go with Aaron?
a. She has too much homework to do.
b. She'll be at lunch with her parents.
c. She has to work in a restaurant.

3. What did Aaron say when Julie asked him what his future plans are?
a. Can you help me figure it out?
b. I'll figure it out soon.
c. I haven't figured that out yet.

4. Which is NOT true?
a. Aaron has no idea what he wants to do in the future.
b. Julie wants to turn their restaurant into a chain of restaurants.
c. Julie finally accepts Aaron's invitation to see the movie.

12 13

The dialogues use realistic, modern English to deliver practical and fun conversation practice.

Here, students will find various types of activities that will assess their understanding. Completing these tasks will help students feel confident in their English ability.

GRAMMAR

Explicit and lively grammar instruction through visuals

In this section, further information related to the grammar lesson is provided. The design, which resembles an instant-messaging service, is fun and relatable for students. They will feel like they have their own personal online tutor!

GRAMMAR 1 too ... to / enough ... to

S. + { be + too + adj. } + (for sb/sth) + to V.

- The decision was too hard for one person to make.
- I ran too slowly to catch the bus.

S. + { be + adj. } + enough + (for sb/sth) + to V.

- The ladder was tall enough for the fireman to climb to the sixth floor.
- Caroline shouted loudly enough to get the attention of the taxi driver.

Work It Out

1 Change too ... to to enough to; change enough to to so ... that.

1 Most earthquakes are too small to be noticed. (big)

Most earthquakes aren't big enough to be noticed.

2 I'm sorry, but you are too young to work here. (old)

3 The little boy was smart enough to solve the puzzle in only a few minutes.

4 Combine the sentences using the too ... to or enough to pattern.

1 The math question is very hard. Ted can't solve it easily.

2 My sister walked very quickly. I couldn't catch up with her.

3 Michael is very strong. He can lift the heavy box.

GRAMMAR 2 Conjunctions: Although, But, Because, So

because VS. so

- Danny stayed home yesterday because he was sick.
- Danny was sick, so he stayed home yesterday.

although VS. but

- Although my aunt is 60 years old, she looks very young.
- My aunt is 60 years old, but she looks very young.

Work It Out

1 Check the right conjunctions.

1 I don't have any special skills, () because / () so it's hard to get a good job.

2 I didn't feel well, () because / () so I rested all weekend.

3 Linda often gets angry, () though / () but she has a good heart.

4 Sharon does well at school, () because / () but she's a diligent student.

2 Fill in the blank with *although* or *but*.

1 _____ Jimmy has to work, he goes to the gym every evening.

2 I can deal with this problem, _____ I'll still ask Eric for help.

3 _____ Lisa has to work at a part-time job every day, she doesn't complain about it.

4 It's not all Amanda's fault, _____ she should accept part of the responsibility.

5 It's hot in the morning, _____ it's cooler in the afternoon.

6 _____ Meg studied hard, she didn't get a good grade on the final exam.

7 Mandy makes a lot of money, _____ she spends it all on clothes.

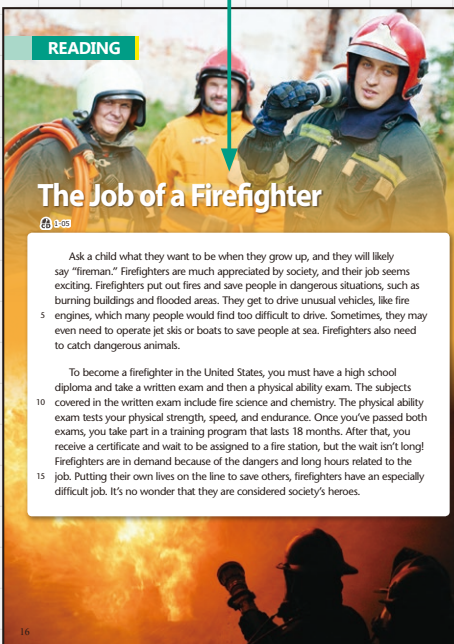
This quick and effective quiz provides students an instant assessment of what they've just learned. It also teaches them how and when to use the grammar points taught previously.

READING

An article about the theme topic with a variety of questions

The article features compelling topics and is filled with fascinating facts and information.

READING



The Job of a Firefighter

Ask a child what they want to be when they grow up, and they will likely say "fireman." Firefighters are much appreciated by society, and their job seems exciting. Firefighters put out fires and save people in dangerous situations, such as burning buildings and flooded areas. They get to drive unusual vehicles, like fire engines, which many people would find too difficult to drive. Sometimes, they may even need to operate jet skis or boats to save people at sea. Firefighters also need to catch dangerous animals.

To become a firefighter in the United States, you must have a high school diploma and take a written exam and then a physical ability exam. The subjects covered in the written exam include fire science and chemistry. The physical ability exam tests your physical strength, speed, and endurance. Once you've passed both exams, you take part in a training program that lasts 18 months. After that, you receive a certificate and wait to be assigned to a fire station, but the wait isn't long! Firefighters are in demand because of the dangers and long hours related to the job. Putting their own lives on the line to save others, firefighters have an especially difficult job. It's no wonder that they are considered society's heroes.

1 Fill in the blanks with the word choices given. Change the word form if necessary.

demand / certificate / physical / appreciate / operate

- Your kindness is much _____.
- There was nothing unusual about his _____ appearance.
- How do you _____ the remote control unit?
- The world _____ for oil seems to be growing.
- The police are waiting for the doctor to issue a death _____.

2 Check the correct answers.

- Firefighters are much _____ by society.
 - ☐ a. respected
 - ☐ b. criticized
 - ☐ c. overlooked
- How do many people find driving a fire engine?
 - ☐ a. They find it similar to operating a boat.
 - ☐ b. They find it too hard.
 - ☐ c. They find it quite simple.
- To become a firefighter, what must you do after taking a written exam?
 - ☐ a. Catch a wild animal
 - ☐ b. Get a high school diploma
 - ☐ c. Take a physical ability exam
- How long does a firefighter's training program last?
 - ☐ a. Half a year
 - ☐ b. One year
 - ☐ c. A year and a half
- Which of the following statements is correct?
 - ☐ a. Firefighters put people's lives on the line to save themselves.
 - ☐ b. Firefighters are thought of as heroes.
 - ☐ c. Demand for firefighters is not very strong.

Work with a partner. Give three hints about the kind of work someone in your family does. See if your partner can guess the job.

Hint 1: ex.) He works at a hospital.

Hint 2: _____

Hint 3: _____

Students will check their comprehension with different types of review questions.

LEARNING OVERVIEW

WRITING

Read the sample article and write a letter to your future self. Share it with the class.

http://www.future.com

Dear future self,
My dream is to become a doctor. Maybe in 10 years we will be working for Doctors Without Borders and saving lives in an exciting foreign country!
Jenny Azure, 13 years old

Dear future self,
I got some teeth pulled last week, and it was terrible. I decided right then and there that I would become a dentist so I could make others feel the same horrible pain I did.
Trista Coughlin, 12 years old

Dear future self,
I think the best job is to be a backpacker. I could travel around the whole world, working in every country and getting a taste of what it's like before moving on. Now that's my kind of job!
Mike Hayden, 14 years old

Think about ...

- Why you want the job
- Details about the job
- Why the job is fun/interesting
- Where you'll work
- How much money you'll make

WRITING

Real-life writing tasks, such as letters and essays

Useful sentence patterns and instructions are given to prompt students and get them started. Students will improve their writing skills while having fun along the way!

CHALLENGE YOURSELF

A topic-related listening test

This section provides an excellent tool for students to track their improvement and be aware of the improvement in their English proficiency.

CHALLENGE YOURSELF

Part I Pictures 1-06

Look at the picture and choose the best answer.

1.



☐ a ☐ b ☐ c

2.



☐ a ☐ b ☐ c

Part II Question & Response 1-07

Listen to the statement or question and choose the best response.

3.

☐ a ☐ b ☐ c

4.

☐ a ☐ b ☐ c

5.

☐ a ☐ b ☐ c

6.

☐ a ☐ b ☐ c

Part III Conversations 1-08

Listen to the conversation and answer the questions.

7. What does the man want to know about Karen?

- ☐ a. What she does as a job
- ☐ b. If she's married or single
- ☐ c. What she likes to do for fun

8. What does the man want to do?

- ☐ a. Work in a library
- ☐ b. Study more about art
- ☐ c. Help people learn about art

9. Where does the woman work?

- ☐ a. At a theater
- ☐ b. In a restaurant
- ☐ c. At a hospital

10. What does the woman say about the party?

- ☐ a. It will start after eight o'clock.
- ☐ b. She's bringing a friend.
- ☐ c. There will be a lot of food.

Linguaporta Training

Let's review the unit with Linguaporta.



WELCOME TO *LIVE ESCALATE*!

The Live Escalate series comes in three volumes, from Book 1: Base Camp to Book 3: Summit. Each book is made up of 12 units and a review section after every six units. There are reading, listening, writing, and speaking activities in each unit. Readers will be challenged by the variety of fun and interesting content throughout the series.

A Complete Series

Each of the three books in this stimulating and pragmatic series is designed with a natural flow in mind: listening ⇒ speaking ⇒ reading ⇒ writing, with the result being that your English improves dramatically while you're unaware of the effort you've spent. The aim is that with minimal friction, learners of all ages will assimilate this language with the same fluidity a child does in his or her native environment, thus removing the sense of foreignness and frustration that is part of foreign language learning.

Unit Themes Focusing on Self-Expression

The units covered in this series pertain to ordinary life, focusing on the types of situations and challenges learners encounter every day, including shopping, eating, socializing, odds and ends around the house, leisure, and more.

Book 3: Summit

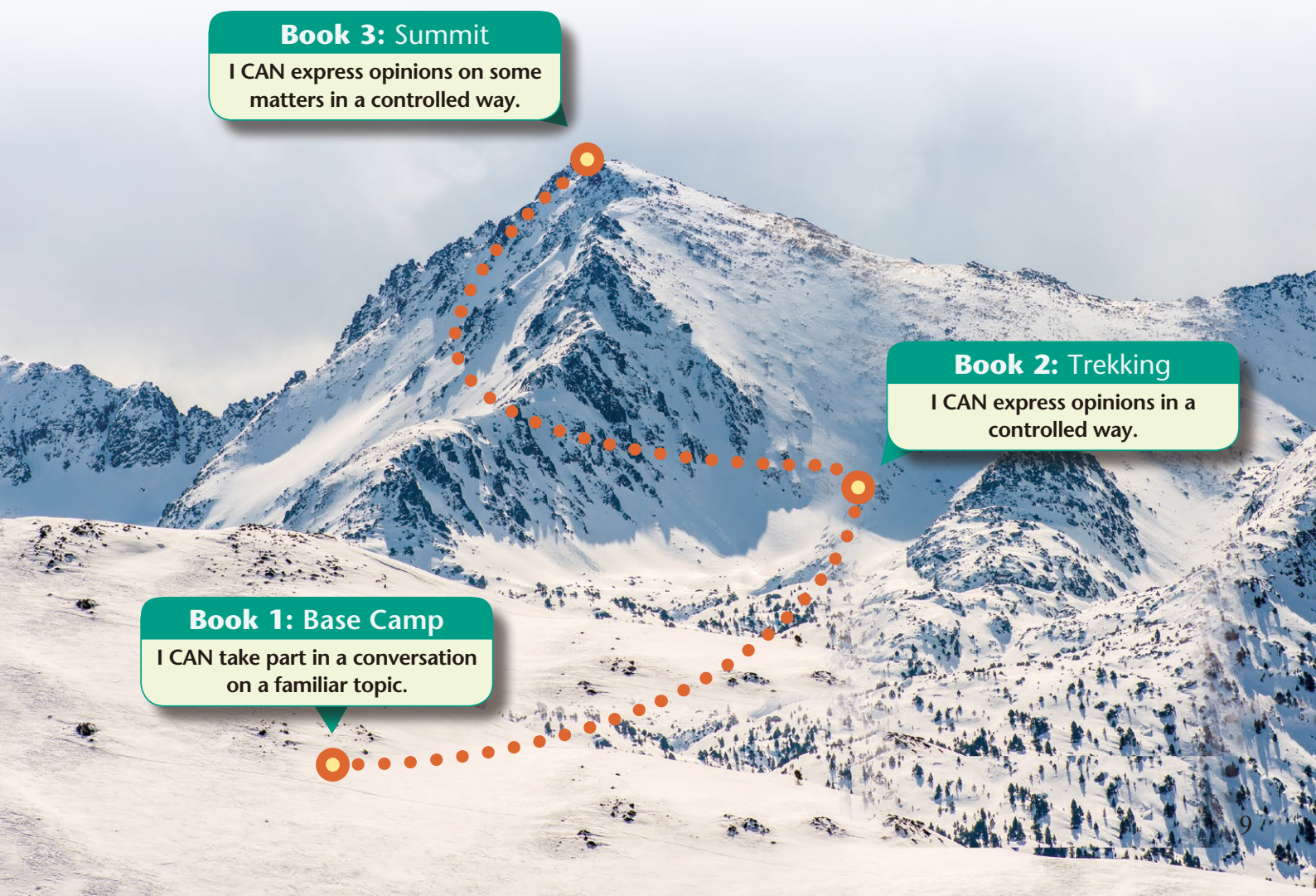
I CAN express opinions on some matters in a controlled way.

Book 2: Trekking

I CAN express opinions in a controlled way.

Book 1: Base Camp

I CAN take part in a conversation on a familiar topic.



WARM UP

TALK ABOUT THIS

Talk about these questions.

Do you think it's better to have an easy job or a challenging job?

ACTIVATE

A Listen to the short talks and choose the correct pictures.  1-02

Question 1.



Question 2.



Does anyone in your family have an interesting job? If yes, what?

Question 3.



B Role-play with a partner. Extend the conversation as much as you can.

A What does your father/mother do?

B He/She is a(n) _____.

A What are you going to be in the future?

B I'm going to be a(n) _____.



CONVERSATION

Planning Your Future



A Watch the video clip and check the correct answers.



1. What will Aaron do at 2:00?
 - ☐ a. Go to a movie
 - ☐ b. Go to a coffee shop
 - ☐ c. Go to the gym
2. Why won't Julie go with Aaron?
 - ☐ a. She has too much homework to do.
 - ☐ b. She'll be at lunch with her parents.
 - ☐ c. She has to work in a restaurant.
3. What did Aaron say when Julie asked him what his future plans are?
 - ☐ a. Can you help me figure it out?
 - ☐ b. I'll figure it out soon.
 - ☐ c. I haven't figured that out yet.
4. Which is NOT true?
 - ☐ a. Aaron has no idea what he wants to do in the future.
 - ☐ b. Julie wants to turn their restaurant into a chain of restaurants.
 - ☐ c. Julie finally accepts Aaron's invitation to see the movie.



Aaron calls Julie during summer vacation to invite her to a movie.

Aaron: Hey, Julie! I'm going to ¹ _____ a movie at 2:00. Do you want to come?

Julie: I can't. Although a movie does sound fun, I'm working at my family's restaurant this afternoon.

Aaron: Come on, Julie. You can help your family ² _____ day.

Julie: My future career is ³ _____! It's more important than a movie.

Aaron: You've already ⁴ _____ a career? Relax. We still have plenty of time for that!

Julie: It's never too early to start planning. I want to ⁵ _____ my family's restaurant one day, so I'm learning the ropes now.

Aaron: If you already know what job you're going to get, why do you need to plan?

Julie: My dream is to turn our restaurant into a ⁶ _____ of restaurants. For that, I'm planning on studying business at university.


Aaron: You've really thought this through.

Julie: Of course! If I want to ⁷ _____ my dreams, then I need to work hard and stick to my goals. What are your future plans?

Aaron: I don't know. I haven't ⁸ _____ that out yet.

Julie: Well, you should start thinking about it soon. OK, I've got to go. Talk to you later!

C Practice the conversation with your partner.

D Listen to the interview. What do these people do? Number their occupations, 1 to 5, in the order they speak.  1-04



S. + { **be + too + adj.**
V. + too + adv. } + (for sb/sth) + to V.

- The decision was **too** hard for one person **to** make.
be adj. V.
- I ran **too** slowly **to** catch the bus.
V. adv. V.

S. + { **be + adj.**
V. + adv. } + **enough** + (for sb/sth) + to V.

- The ladder was tall **enough** for the fireman **to** climb to the sixth floor.
be adj. V.
- Caroline shouted loudly **enough** **to** get the attention of the taxi driver.
V. adv. V.

Live Grammar

too + adj./adv. + to V.
→ so + adj./adv. + that clause

- The child is too young to go to school.
- The child is so young that he can't go to school.

Work It Out

A Change **too ... to** to **enough to**; change **enough to** to **so ... that**.

- ① Most earthquakes are too small to be noticed. (big)

Most earthquakes aren't big enough to be noticed.

- ② I'm sorry, but you are too young to work here. (old)

- ③ The little boy was smart enough to solve the puzzle in only a few minutes.

B Combine the sentences using the **too ... to** or **enough to** pattern.

- ① The math question is very hard. Ted can't solve it easily.

- ② My sister walked very quickly. I couldn't catch up with her.

- ③ Michael is very strong. He can lift the heavy box.

because VS. so

- Danny stayed home yesterday because he was sick.
→ + reason
- Danny was sick, so he stayed home yesterday.
→ + result



although VS. but

- Although my aunt is 60 years old, she looks very young.
→ + something surprising or unexpected
- My aunt is 60 years old, but she looks very young.
→ + something different from what you said before



Work It Out

A Check the right conjunctions.

- I don't have any special skills, (☐ because / ☐ so) it's hard to get a good job.
- I didn't feel well, (☐ because / ☐ so) I rested all weekend.
- Linda often gets angry, (☐ though / ☐ but) she has a good heart.
- Sharon does well at school, (☐ because / ☐ but) she's a diligent student.

B Fill in the blank with **although** or **but**.

- Jimmy has to work, he goes to the gym every evening.
- I can deal with this problem, I'll still ask Eric for help.
- Lisa has to work at a part-time job every day, she doesn't complain about it.
- It's not all Amanda's fault, she should accept part of the responsibility.
- It's hot in the morning, it's cooler in the afternoon.
- Meg studied hard, she didn't get a good grade on the final exam.
- Mandy makes a lot of money, she spends it all on clothes.





The Job of a Firefighter

 1-05

Ask a child what they want to be when they grow up, and they will likely say “fireman.” Firefighters are much appreciated by society, and their job seems exciting. Firefighters put out fires and save people in dangerous situations, such as burning buildings and flooded areas. They get to drive unusual vehicles, like fire engines, which many people would find too difficult to drive. Sometimes, they may even need to operate jet skis or boats to save people at sea. Firefighters also need to catch dangerous animals.

To become a firefighter in the United States, you must have a high school diploma and take a written exam and then a physical ability exam. The subjects covered in the written exam include fire science and chemistry. The physical ability exam tests your physical strength, speed, and endurance. Once you’ve passed both exams, you take part in a training program that lasts 18 months. After that, you receive a certificate and wait to be assigned to a fire station, but the wait isn’t long! Firefighters are in demand because of the dangers and long hours related to the job. Putting their own lives on the line to save others, firefighters have an especially difficult job. It’s no wonder that they are considered society’s heroes.



A Fill in the blanks with the word choices given. Change the word form if necessary.

demand / certificate / physical / appreciate / operate

1. Your kindness is much _____.
2. There was nothing unusual about his _____ appearance.
3. How do you _____ the remote control unit?
4. The world _____ for oil seems to be growing.
5. The police are waiting for the doctor to issue a death _____.

B Check the correct answers.

1. Firefighters are much _____ by society.
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☐ a. Catch a wild animal
☐ b. Get a high school diploma
☐ c. Take a physical ability exam
4. How long does a firefighter's training program last?
☐ a. Half a year
☐ b. One year
☐ c. A year and a half
5. Which of the following statements is correct?
☐ a. Firefighters put people's lives on the line to save themselves.
☐ b. Firefighters are thought of as heroes.
☐ c. Demand for firefighters is not very strong.

Work with a partner. Give three hints about the kind of work someone in your family does. See if your partner can guess the job.

Hint 1 ex.) He works at a hospital.

Hint 2

Hint 3

WRITING

Read the sample article and write a letter to your future self. Share it with the class.

<http://www.future.com>



Dear future self,

My dream is to become a doctor. Maybe in 10 years we will be working for Doctors Without Borders and saving lives in an exciting foreign country!

Jenny Azure, 13 years old

Dear future self,

I got some teeth pulled last week, and it was terrible. I decided right then and there that I would become a dentist so I could make others feel the same horrible pain I did.

Trista Coughlin, 12 years old

Dear future self,

I think the best job is to be a backpacker. I could travel around the whole world, working in every country and getting a taste of what it's like before moving on. Now that's my kind of job!

Mike Hayden, 14 years old



Think about ...

- Why you want the job
- Details about the job
- Why the job is fun/interesting
- Where you'll work
- How much money you'll make

CHALLENGE YOURSELF

UNIT
01

OCCUPATIONS

Part I Pictures

CD 1-06

Look at the picture and choose the best answer.

1.



☐ a ☐ b ☐ c

2.



☐ a ☐ b ☐ c

Part II Question & Response

CD 1-07

Listen to the statement or question and choose the best response.

3. ☐ a ☐ b ☐ c

5. ☐ a ☐ b ☐ c

4. ☐ a ☐ b ☐ c

6. ☐ a ☐ b ☐ c

Part III Conversations

CD 1-08

Listen to the conversation and answer the questions.

7. What does the man want to know about Karen?

- ☐ a. What she does as a job
- ☐ b. If she's married or single
- ☐ c. What she likes to do for fun

8. What does the man want to do?

- ☐ a. Work in a library
- ☐ b. Study more about art
- ☐ c. Help people learn about art

9. Where does the woman work?

- ☐ a. At a theater
- ☐ b. In a restaurant
- ☐ c. At a hospital

10. What does the woman say about the party?

- ☐ a. It will start after eight o'clock.
- ☐ b. She's bringing a friend.
- ☐ c. There will be a lot of food.

Linguaporta Training

Let's review the unit with Linguaporta.

