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- Listen for specific information about a problem

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Ask for permission; give and refuse permission

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Write an opinion

- Organizing your ideas
- Introducing the topic
- Describing contrasting opinions
- Writing a conclusion giving your opinion

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- Explaining why you are writing
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UNIT 5 > Teen problems



Communication

- Describe a problem
- Ask for and give permission

Grammar

- Reported speech
- *Said and told*

Vocabulary

- Colloquial expressions
- Feelings

1 Look at the photos. How are the people feeling? Circle the best adjective for each picture.

- | | | | |
|---|-------------|--------------|---------|
| A | comfortable | <u>angry</u> | jealous |
| B | embarrassed | stressed | down |
| C | depressed | nervous | happy |
| D | surprised | envious | upset |

2 Many teenagers have problems with issues like these. Check the ones you see in the photos.

- | | | | | | |
|------------|-------------------------------------|-----------------|--------------------------|------------|--------------------------|
| a. jobs | <input checked="" type="checkbox"/> | c. schoolwork | <input type="checkbox"/> | e. parents | <input type="checkbox"/> |
| b. friends | <input type="checkbox"/> | d. relationship | <input type="checkbox"/> | f. moods | <input type="checkbox"/> |

3 PAIRS. What other problems do teenagers in your community have?

5 Reading and Vocabulary

A good friend?

1  2.2 Read along as you listen.

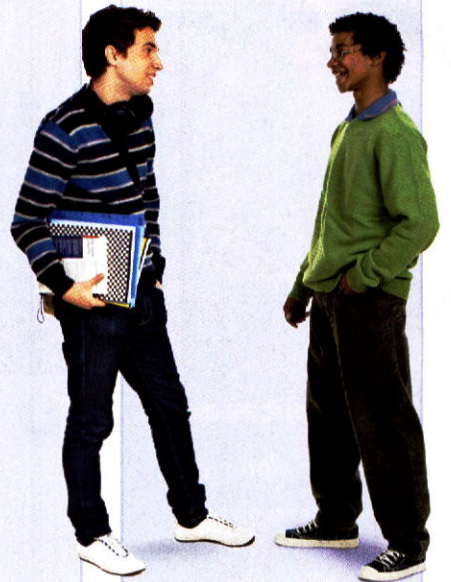
Scene 1

WINSTON: Hey, Mark, what's up?
MARK: Not much.
WINSTON: You look a little down.
MARK: I guess I am.
WINSTON: Because of your friend?
MARK: Yeah. I've never felt this angry with someone before.
WINSTON: Why don't you talk to him about it? See if he can talk tonight.
MARK: I can't! I'm too upset.
WINSTON: Oh, come on. I'll ask him for you.
MARK: You'd better not!



Scene 2

WINSTON: Hi, Mannie. How's it going?
MANNIE: Hi, Winston. I'm OK.
WINSTON: I was wondering ... Do you have time to talk tonight?
MANNIE: I Can't. I have a test tomorrow, and I have to study, and I have a cold, and ... I'm sorry. You're not upset, are you?
WINSTON: Oh, no. I get the message. Actually, it was Mark who wanted to talk to you.
MANNIE: Really? So why didn't *he* ask me?
WINSTON: He was too upset.
MANNIE: And why are *you* asking to talk to me?
WINSTON: Um, I don't know ...
MANNIE: Right. What a good friend *you* are! Well, you can tell Mark that I'll speak with him *if* he's man enough to ask me himself.




Scene 3

MARK: Hey, I saw you talking to Mannie. You didn't say anything about me, did you?
WINSTON: Actually, I did. I asked him if he wanted to talk to you ...
MARK: Oh, no!
WINSTON: ... and he said yes.
MARK: You're kidding!
WINSTON: No, I'm not. But he told me you have to be man enough to speak for yourself.
MARK: What did he mean by that?
WINSTON: Don't ask me. Ask him.



Colloquial expressions

- 2**  **2.3** Listen and repeat. Then match the expressions with their meanings.

- d 1. What's up?
 ___ 2. You'd better not!
 ___ 3. How's it going?
 ___ 4. I get the message.
 ___ 5. You're kidding!
 ___ 6. Don't ask me!
- a. You're joking!
 b. I understand what you're saying.
 c. I have no idea.
 d. What's happening?
 e. How are you?
 f. Don't do that!

- 3** **PAIRS. Discuss these questions.**

- How does Mark feel about Mannie?
- What does Winston say Mark should do?
- What does Mannie want Winston to do?
- Is Winston a good friend to Mark? Why or why not?

Pronunciation

Word stress

- a)  **2.4** Listen and repeat.

jealous upset
 angry depressed

- b)  **2.5** Listen. Circle the stressed syllable.

1. troubled 4. envious
 2. embarrassed 5. annoyed
 3. nervous 6. surprised

Feelings

- 4** Circle the correct word for each definition.

- angry when someone you love pays attention to another person
 a. embarrassed **b. jealous**
- troubled, unhappy
 a. envious b. upset
- sad, depressed
 a. down b. angry
- wishing for what someone else has
 a. envious b. happy
- ashamed and nervous
 a. down b. embarrassed

- 5** Match the two parts of each sentence.

- d 1. Sarah gets upset
 ___ 2. Steve was embarrassed
 ___ 3. Pam was jealous
 ___ 4. I'm envious of Toby
 ___ 5. When I'm feeling down,
- a. I call a friend or listen to music.
 b. when she saw the other girl's dress.
 c. because he gets everything he wants.
 d. when her parents argue.
 e. when he dropped his fork in the restaurant.

Reported speech

Direct speech	Reported speech
Simple present She said, "I study every day." "I don't like pizza," he said.	Simple past → She said (that) she studied every day. → He said (that) he didn't like pizza.
Present continuous She said, "I'm listening ."	Past continuous → She said (that) she was listening .
Present perfect "I haven't seen the movie," he said.	Past perfect → He said (that) he hadn't seen the movie.
Simple past He said, "I arrived at 7:30."	Past perfect → He said (that) he had arrived at 7:30.
Will "We'll be there," they said.	Would → They said (that) they would be there.
Can They said, "We can come ."	Could → They said (that) they could come .

(See Grammar Reference, page G 6.)

1 Circle the correct answer.

- Mark said that he _____ angry.
 a. was feeling b. is feeling
- Mark said that he _____ too upset to ask Mannie out.
 a. was b. is
- Mannie said that he _____ to study.
 a. has b. had
- Mannie said that his parents _____ him go out.
 a. won't let b. wouldn't let
- Winston said that he _____ it.
 a. gets b. got
- Mannie said that he _____ with Mark if he asked her.
 a. would talk b. will talk

2 Look at the pictures and read what the people said. In your notebook, rewrite each statement as reported speech.



- They said, "We've missed the bus."
They said that they had missed the bus.
- He said, "I don't want any vegetables."
- She said, "I'll see you tomorrow."
- He said, "I haven't been to Antarctica."
- They said, "We're going to Nick's house."
- She said, "I can't go to the party."

3 PAIRS. Yesterday Rob talked to the school counselor. Take turns reporting what he said.

- I have a problem with my schedule.
Rob said that he had a problem with his schedule.
- I've always wanted to study French.
- I need to take chemistry.
- French and chemistry are meeting at the same time.
- I'll have to take French next year.

Said and told

David **said** that he was fine.

David **told** me that he was fine.

Jill's parents **said** she couldn't go out.

Jill's parents **told** her she couldn't go out.

(See *Grammar Reference*, page G 7.)

4 Circle **said** or **told** to complete each sentence.

1. Mark **said** / **told** Winston that he was really angry.
2. Winston **said** / **told** Mark that he should talk to him.
3. Mannie **said** / **told** he wouldn't talk to Winston.
4. He **said** / **told** he would talk to Mark.
5. Mannie **said** / **told** Winston that Mark should ask him himself.

5 a) Complete the paragraph. Fill in the blanks with **said** or **told**.

Mark saw Winston after school yesterday. Winston ¹ said he was going to a meeting. He ² _____ it was a special meeting to help young people with depression. Mark ³ _____ Winston that he wanted to go to the meeting, too. Winston ⁴ _____ him that he would be very welcome. Mark ⁵ _____ Winston that he had been really down last year. He ⁶ _____ that some friends had helped him a lot, and he wanted to help other people now.

b) In your notebook, rewrite the paragraph in Exercise 5a as a conversation.

6 Linda and Gina were talking about school fashion. Unscramble the words to find out what they said.

1. said / short skirts / school clothes / Linda / weren't / appropriate
Linda said short skirts weren't appropriate school clothes.
2. Gina / her / was / just envious / told / she

3. her parents / Linda / to wear / didn't allow / short skirts / her / said

4. always / chose / her own / Gina / clothes / said / she

5. her / didn't have / Linda / very good / taste / told / she / that



5 Listening and Speaking



Describe a problem


1 PAIRS. Discuss these questions.

1. What do you see in the picture?
2. What type of TV show do you think it is? Why do you think so?
3. What type of TV shows do you like?

2 2.6 Listen to the first part of the interview. Answer the questions.

1. Who is the guest on the show?

2. What is the problem?

- 3 a)  2.7 Listen to the rest of the interview. Then check (✓) the things that Jamie wanted to do.

1. go on a school trip to the city
2. spend a weekend at the beach
3. go to a rock concert in the city
4. go to a pop music festival
5. celebrate his birthday with his family
6. celebrate his birthday with his friends

- b) Read the sentences. Write *T* for *True* or *F* for *False*.

- ___ 1. Jamie thinks his parents don't understand him.
- ___ 2. Last summer, Jamie wanted to go to the beach with his family.
- ___ 3. Jamie's parents let him go to the rock concert.
- ___ 4. Jamie celebrated his 16th birthday with his friends.
- ___ 5. Eve says Jamie's father says *no* all the time.
- ___ 6. She agrees with the father's strictness.

- c) PAIRS. Discuss: What advice would you give to Jamie? To his father?

Ask for permission; give and refuse permission

- 4 a)  2.8 Listen and read the conversation.

AMANDA: Can I go to the movies with Chris?

MOM: No, you can't.

PETER: Can I go over to Jim's house?

DAD: Sure. Just be home by 9:00.


TERRI: Is it OK if I call Sophie?

MOM: Not right now. It's almost dinnertime.

- b) PAIRS. Now make up your own conversation between a parent and a teenager.

- Decide what the teenager will ask to do.
- Decide if the parent will say yes or no.
- Follow the models in Exercise 4a.

- c) PAIRS. Role-play your conversation.

- 5 a)  2.9 Listen and complete the conversation.

JAMIE: Dad, Rosie's having a birthday party Friday night. ¹ Can I go ?

DAD: Is the party at her house?

JAMIE: Yeah. And everyone's going. I mean everyone! ² _____!

DAD: Will Rosie's parents be home?

JAMIE: I think so.

DAD: OK. ³ _____.

JAMIE: What did you say?

DAD: I said you could go if Rosie's parents are going to be home.

JAMIE: OK. ⁴ _____ Rosie and find out.

DAD: And ⁵ _____ be home by midnight.

JAMIE: ⁶ _____ I will. Thanks, Dad!

- b) PAIRS. Role-play the conversation.

- 6 Pair work.

Student A: Go to page P 4.

Student B: Go to page P 5.

5 Writing

Write an opinion

Writing rule

When you write an opinion essay,

- First, organize your ideas. Make some notes or a short outline.
- Introduce the topic.
- Describe the contrasting opinions.
- Write a conclusion giving your opinion.

1 a) Read the notes.

Notes

- relationship between parents and teens not easy
- some parents too strict, no trust, lots of arguments
- some parents too permissive, children free to do what they want, not good
- parents should trust, talk, listen to teens
- teens should understand parents, behave responsibly

b) Now read the essay. Fill in the blanks using information from the notes above.

How can parents and teenagers get along well?

- A It is not always ¹ easy for teenagers and their parents to get along.
- B On the one hand, some parents think they should control their children's lives and are too ² _____. They always want to know where their children are and don't often let them go out with friends. These parents don't trust their children, so there are many ³ _____ at home and everyone is unhappy.
- C On the other hand, some parents are too ⁴ _____. Their children are ⁵ _____ to do what they want, go where they like, and come home at any

time. This isn't a ⁶ _____ solution, either.

- D In my opinion, if parents want to have a good relationship with their children, they should talk to them, listen to them, and ⁷ _____ them. At the same time, teenagers should understand their parents' feelings and try to behave ⁸ _____. For example, they should tell their parents where they are going and come home on time so their parents don't have to worry about them as much.

2 Find these expressions in the essay. Match each one with its meaning.

- b 1. On the one hand
____ 2. On the other hand
____ 3. At the same time
____ 4. In my opinion

- a. This is what I think.
b. This is one idea or piece of information.
c. This is an opposing idea or piece of information.
d. Here are more details or thoughts about something.

3 Fill in the blanks with the correct letters.

1. Paragraph _____ gives the introduction.
2. Paragraphs _____ and _____ give the contrasting opinions.
3. Paragraph _____ gives the conclusion.

4 In your notebook, write a short essay with this title: *Should teenagers always tell their parents the truth?* Follow the writing rules and use expressions from Exercise 2.

How well do you know your parents?



"It's not fair!" "You're so mean!" "You don't care!"

Who wants to be unfair, mean, and uncaring? No one. Yet teenagers frequently use these words to describe their parents — especially when their parents won't let them do things that they really want to do.

Children expect their parents to understand them, and most parents try hard

to do so. But do children take the time and effort to learn about their parents' lives as well?

In order to understand other people, you must learn about the things, places, and people that matter most to them. Knowing about what they don't like also helps!

So how well do you know your parents? Answer the questions below and find out.



Check (✓) Yes or No.

	YES	NO
1. Do you know your parents' favorite colors?		
2. Can you name one of your parents' favorite movies?		
3. Do you know your parents' favorite pastimes or hobbies?		
4. Can you tell a story about your parents when they were children?		
5. Do you know your parents' favorite foods?		
6. Can you name at least two of your parents' best friends?		
7. Can you name two of your parents' favorite songs or musicians?		
8. Do you know what your parents do when you're at school?		
9. Do you know where your parents like to shop?		
10. Do you know your parents' favorite books or TV shows?		

Count your Yes answers. Then read your score below.

7 - 10 Wow! You've really made an effort to get know your parents, and they have shared a lot with you!

4 - 6 You and your parents are on your way to understanding each other well.

0 - 3 You may want to spend more time with your parents and get to know them better. That will help them get to know you better, too!

What Would You Do?

1 PAIRS. Discuss the questions below.

"If you say that you never lie, you are lying."

- Do you think this sentence is true?
- A white lie is an unimportant lie that is usually told to be polite. Is it okay to tell white lies once in a while? Explain your answer.
- Is "omitting the truth" the same as lying?
- Talk about a time you told a lie. What happened? Would you tell the same lie again?

2 GROUPS. What would you do in these situations?

- You are at a supermarket and you see someone shoplifting.
- You see someone cheating on an exam.
- You see your best friend's car being stolen.
- Someone is telling a racist joke.
- At a store the clerk gives you more money than you should get back.

3 PAIRS. Read each moral dilemma below. What would you do in each situation? Discuss your answers.

There will be an amazing concert in a bad part of town. People sometimes get hurt in that area, and illegal things happen there, too. You and your friend aren't allowed to go because your parents are concerned about safety. Your friend thinks you should both sneak out of the house and go to the concert anyway. You do really want to go. Your friends will think it's cool if you go to the concert. On the other hand, your parents will be mad at you and going could be dangerous. What do you do?

You have worked very hard at school this year. You have dedicated most of your time to studying for your classes. On the other hand, your friend loves to play computer games and rarely studies. Now, it's the final exam. You are sure of the answers, and the test is easy for you. Then, you look over and see that your friend is struggling through the questions. She looks at you in a panic and tries to look at your paper. What do you do? Ignore her? Pass her your answers?

UNIT 6 > Decorate it!



Communication

- Talk about ideas for a mural
- Discuss opinions

Grammar

- Tag questions with *be*
- Tag questions with *do*
- Tag questions with *will* and *won't*
- Tag questions with *have*

Vocabulary

- Adjectives
- Body decorations

1 Check (✓) the objects you see in the picture.

- | | | | |
|-----------|-------------------------------------|------------|--------------------------|
| 1. stones | <input checked="" type="checkbox"/> | 4. wall | <input type="checkbox"/> |
| 2. hands | <input type="checkbox"/> | 5. T-shirt | <input type="checkbox"/> |
| 3. hat | <input type="checkbox"/> | 6. vase | <input type="checkbox"/> |

2 PAIRS. Discuss these questions.

1. What other things do people often decorate?
2. What do people use to decorate things?
3. Why do people decorate things?

6

Reading and Vocabulary


- 1 a) Look at the pictures. What can you see in these pictures? Circle your answers.

- A. lizard / fish
B. dog / leopard
C. lion / tiger

b) Read the article quickly. Did you guess correctly?

- 2 a)  2.10 Read along as you listen to paragraph 1. Then discuss these questions.

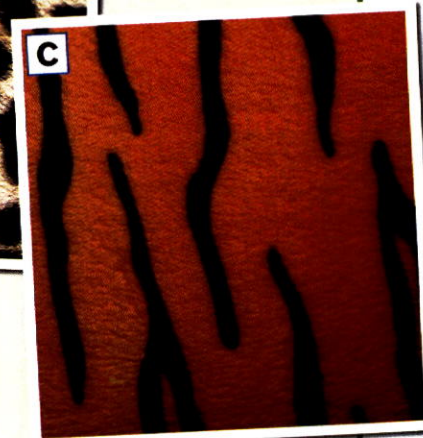
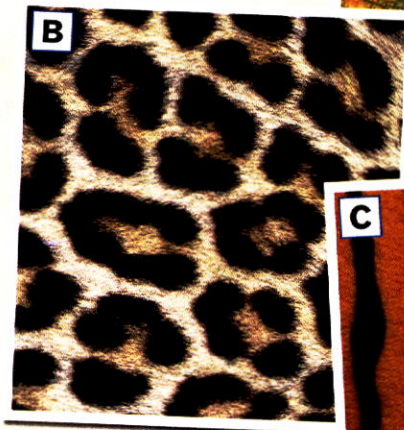
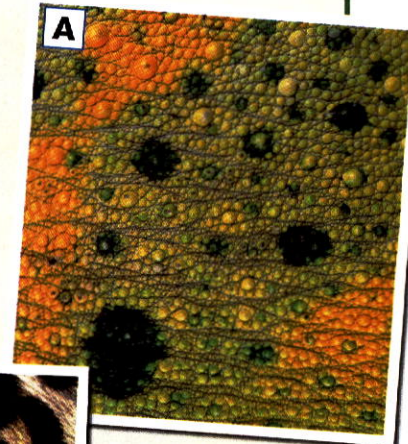
1. Why do people decorate their bodies?
2. What is your opinion of body art?

- b)  2.11 Read along as you listen to the rest of the text. Then match the people with the photos.

- C 1. Dennis Avner
___ 2. Erik Sprague
___ 3. Tom Leppard

Body art

- 1 Body decorations can change a person into a work of art. They can also express a person's ideas and beliefs. Body art can show that a person belongs to a certain group or community. It can make a person look attractive, interesting, or even scary and ugly to others. Read about three men who have taken body decorations to weird extremes.
- 2 Meet **Dennis Avner**, also known by his Native American name of Stalking Cat. Originally from Michigan, this man is now a tiger! He has spent about 20 years and \$200,000 getting orange and black stripes all over his body. His nails are claws, and his face looks just like a cat's. He even wears cat's-eye contact lenses!
- 3 **Erik Sprague**, who lives in Texas, began his unique transformation into a lizard in 1994. His body is designed from head to toe with green scales. His teeth are pointed like a lizard's, and his tongue is split in two. What's his job? He's an entertainer! As the Lizardman, he has performed all over the world. He has even appeared on TV and in movies.
- 4 Finally, **Tom Leppard** is officially recognized as one of the world's strangest men. He was in the British navy for 28 years, a job which he found very stressful. When he left, he couldn't adapt to normal society. He now lives alone on the Scottish island of Skye. He spent about \$11,000 to cover his body with leopard spots. "I wanted to be unique," he says. This is definitely one unusual design, isn't it?
- 5 So, what do you think? Are these men impressive works of art or simply shocking? Weird and ugly, or unique and special? You decide!



- 3 Read the sentences. Who do they describe? Write each sentence number next to the correct name.

Dennis Avner: 4 _____

Erik Sprague: _____

Tom Leppard: _____

1. His teeth and tongue are not "human."
2. He was in the British navy.
3. He has spots all over his body.
4. He has a Native American name.
5. He wears special contact lenses.
6. He lives alone on an island.
7. He entertains people.
8. He doesn't have normal nails.

Adjectives

- 4  2.12 Listen and repeat. Match these adjectives with their definitions.

- b 1. weird _____ 4. impressive
 _____ 2. attractive _____ 5. shocking
 _____ 3. unique _____ 6. normal

- a. the only one
- b. strange
- c. causing admiration
- d. surprising in a bad way
- e. usual
- f. nice to look at

- 5 **PAIRS.** Take turns describing the men from the article. Try to use adjectives from Exercise 4. Your partner must guess who you are describing.

Example:

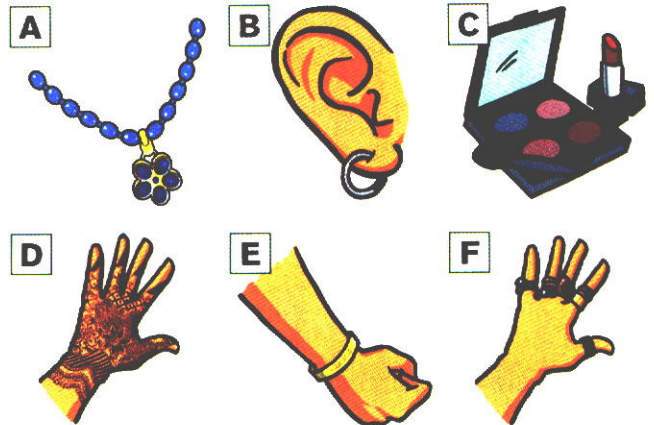
A: His face looks like a cat's. He has claws instead of normal fingernails. His whiskers are a bit shocking!

B: That's Dennis Avner.

Body decorations

- 6 a)  2.13 Listen and repeat. Match the words with the pictures.

- F 1. rings _____ 4. wristband
 _____ 2. henna _____ 5. necklace
 _____ 3. makeup _____ 6. earring



- b) **PAIRS.** Discuss: What is your opinion about body decorations? Use the adjectives below and your own ideas in your discussion.

Example:

I think some body decorations are ugly.

- attractive
- scary
- special
- impressive
- ugly
- unusual
- interesting
- weird
- unique
- shocking

- 7 **PAIRS.** Discuss these questions.

1. What is your opinion of people who have a lot of body decorations?
2. What kinds of jewelry do you usually wear?
3. In your opinion, what kinds of makeup are attractive? What kinds are ugly?
4. Do you think boys and girls worry equally about their appearance?

6 Grammar

Tag questions with *be*

Affirmative statements	Expected answers
Tony is your friend, isn't he?	Yes, he is .
Your sisters are here, aren't they?	Yes, they are .
It was unusual, wasn't it?	Yes, it was .
They were surprised, weren't they?	Yes, they were .
Negative statements	Expected answers
He isn't very tall, is he?	No, he isn't .
They aren't studying, are they?	No, they aren't .
She wasn't shocked, was she?	No, she wasn't .
They weren't sad, were they?	No, they weren't .

(See Grammar Reference, page G 7.)

1 Circle the correct tags.



- The kids aren't home yet, are they / aren't they?
- Hannah is going to sleep at Emily's house, **is she** / isn't she?
- Andrea isn't home, **is she** / isn't she?
- Jordan is watching a movie with his friends, **is he** / isn't he?
- We're having a nice, quiet evening, **are we** / aren't we?
- You weren't asleep, **were you** / weren't you?

Tag questions with *do*

Affirmative statements	Expected answers
They like pizza, don't they?	Yes, they do .
She has a makeup, doesn't she?	Yes, she does .
He lived alone, didn't he?	Yes, he did .
Negative statements	Expected answers
She doesn't like him, does she?	No, she doesn't .
They don't listen, do they?	No, they don't .
We didn't upset you, did we?	No, you didn't .

(See Grammar Reference, page G 7.)

2 Write the expected answers.

- Dennis looks like a tiger, doesn't he?

- Tom had a stressful job, didn't he?

- Tom doesn't live in London, does he?

- Erik didn't transform into a zebra, did he?

- They look weird, don't they?

3 Read the statements. Add the tags.

- Tom doesn't sing well, does he ?
- You don't enjoy cooking, _____?
- We didn't do well, _____?
- Matt doesn't work, _____?
- They look happy, _____?
- I look tired, _____?
- You love music, _____?
- She has a new car, _____?
- He likes you, _____?
- We had a good time, _____?

Pronunciation

Intonation in tag questions

a)  2.14 Listen and repeat.

Rising intonation (unsure)

You like her, don't you?

Falling intonation (sure)

He's good, isn't he?

b)  2.15 Listen. Circle *sure* or *unsure*.

1. sure unsure
2. sure unsure
3. sure unsure
4. sure unsure

Tag questions with *will* and *won't*

Affirmative statements

Jane will come, **won't she?**

They'll arrive soon, **won't they?**

Negative statements

We won't be late, **will we?**

He won't get a laptop, **will he?**

Expected answers

Yes, she **will**.

Yes, they **will**.

Expected answers

No, we **won't**.

No, he **won't**.

(See Grammar Reference, page G 7.)

4 Add tags to complete the questions.

1. It won't rain tonight, will it?
2. He'll drive us to the mall, _____?
3. They won't come to the party, _____?
4. Kristin won't be jealous, _____?
5. You'll be home soon, _____?
6. She'll join us, _____?

Tag questions with *have*

Affirmative statements

You've been here, **haven't you?** Yes, I **have**.

Kathy has met you, **hasn't she?** Yes, she **has**.

Expected answers

Negative statements

You haven't seen her, **have you?** No, I **haven't**.

Tom hasn't been sick, **has he?** No, he **hasn't**.

Expected answers

(See Grammar Reference, page G 8.)

5 Complete the dialogue.

PAM: Hey, that's a unique wristband. You'll let me wear it sometime, 1 won't you?

LISA: Sure. But you won't break it, 2 _____?

PAM: Of course not! You've had it a long time, 3 _____?

LISA: Yes, I have. My sister gave it to me. You haven't met her, 4 _____?

PAM: No, but I'd like to.

6 Write the tags. Then write the expected answers.

1. A: They haven't arrived yet, have they?
B: No, they haven't.
2. A: He has finished his homework, _____?
B: _____.
3. A: She won't get a house, _____?
B: _____.
4. A: They've been decorating the hallway, _____?
B: _____.
5. A: We'll have a good time, _____?
B: _____.

6 Listening and Speaking



Talk about ideas for a mural

1 a) Check (✓) what you see in the picture.

- | | | | | | |
|----------|-------------------------------------|---------|--------------------------|-------|--------------------------|
| graffiti | <input checked="" type="checkbox"/> | school | <input type="checkbox"/> | trash | <input type="checkbox"/> |
| wall | <input type="checkbox"/> | houses | <input type="checkbox"/> | car | <input type="checkbox"/> |
| mural | <input type="checkbox"/> | bicycle | <input type="checkbox"/> | bus | <input type="checkbox"/> |

b) Look at the picture. Discuss these questions.

1. Where do you think Annie and Winston are? What are they talking about?
2. Are there places like this in your community?

- 2 a)  2.16 Listen to the conversation. What are Winston and Annie planning to do?
- _____

b) Who said what? Write *A* for *Annie* or *W* for *Winston*.

- W 1. I wonder what drives a person to draw such an awful image.
- _____ 2. Don't be that judgmental.
- _____ 3. A normal person wouldn't draw such grossness.
- _____ 4. Some people consider these things art.
- _____ 5. Art should inspire.
- _____ 6. Beauty is in the eye of the beholder.

- 3 PAIRS. Discuss these questions.

- Whose idea do you prefer for the mural? Why?
- Do you think graffiti is art or vandalism?

Discuss opinions

- 4 a)  2.17 Listen and complete the conversation.

A: 1 What's your opinion about graffiti?

B: I hate them! 2 _____ graffiti are forms of vandalism. Most graffiti are ugly.

C: I disagree. 3 _____, graffiti are forms of art.


A: 4 _____. I consider them art because they're forms of self-expression.

C: 5 _____. They could be expressions of the artists's frustration or anger over certain issues.

B: I still think graffiti is vandalism. Cities with graffiti look ugly and dirty.

C: Well, we're all entitled to our own opinions.

b) PAIRS. Practice the conversation.

- 5 a)  2.18 Listen to an architect's opinion of hospitals. Then check (✓) the opinions you hear.



- Hospitals should not be attractive.
- Hospitals should be attractive.
- Hospitals should be quiet.
- Nurses stations should be colorful.
- Hospitals should be like a vacation place.

b) Discuss these questions:

- What design features does David have in his Texas hospital?
- Do you agree with David's opinion about how a hospital should be?

- 6 PAIRS. Choose an issue: tattoos or graffiti. Discuss your opinion about the issue. Use these expressions.

- What do you think ... ?
- I think ... ?
- I agree/disagree.
- I think so too.
- In my opinion ...
- I don't think so.

- 7 Pair work.

Student A: Go to page P 4.

Student B: Go to page P 6.

6 Writing

Write a description

Writing rule

- When you write a description of a piece of art, decide what its most interesting features are.
- Think of descriptive adjectives and adverbs of degree to help readers “see” the object.
- Put your ideas in logical order:
 1. general information
 2. specific details
 3. opinions

d) Number the ideas to show their order in the description.

- _____ the writer’s opinion of the mural
- 1 _____ the location of the mural
- _____ other people’s opinions of the mural
- _____ a general description of the mural
- _____ details about the most interesting features

2 a) Look at this mural and answer the questions.

1 a) Look at the mural and read the description.



This extremely colorful mural was painted on an apartment building. It shows a human face shouting. The mouth is wide open; the red tongue, the red lips, and the white teeth look quite aggressive. The eyes are on two different walls. The face is surrounded by purple, yellow, and orange hair. Many people find this mural very shocking or ugly. However, I think it is unique and impressive.

b) Circle five more descriptive adjectives.

c) Underline three more adverbs of degree.



1. Where is the mural?
It is painted on the wall of a school.
2. What does it show?

3. What are its most important features? Include colors and specific details.

4. What is your opinion of the mural?

b) Write a description of the mural in your notebook. Follow the Writing rule. Use the description in Exercise 1a as a model.

Review Units 5 and 6

Vocabulary

- ① Joel is having a bad day. How does he feel? Circle the best answer. (2 points each)
- Tom's MP3 player is much better than Joel's.
a. envious **b.** angry **c.** embarrassed
 - Somebody stole Joel's new cell phone.
a. envious **b.** upset **c.** jealous
 - Joel spilled ketchup on his white T-shirt.
a. envious **b.** jealous **c.** embarrassed
 - Fiona's friend is wearing a new dress.
a. jealous **b.** down **c.** embarrassed
 - Joel is alone and lonely.
a. jealous **b.** down **c.** embarrassed

- ② Write the correct adjective for each definition. (2 points each)

- impressive
- unique
- attractive
- weird
- ~~special~~
- shocking
- ugly
- normal

- not standard or ordinary: special
- the opposite of beautiful: _____
- very surprising, but not in a good way: _____
- extremely admirable: _____
- the only one in the world: _____
- very strange: _____
- pleasant to look at: _____
- regular: _____

Grammar

- ③ Circle the correct verbs. (2 points each)
- Andy said he **is** / **was** hungry.
 - Jean told us that she **can't** / **couldn't** take the test.
 - Frank told me he **is looking** / **was looking** for his cell phone.
 - She said she **will call** / **would call** me.
 - Gary told us that he **can't go** / **couldn't go** to the concert.
 - Maria said she **has finished** / **had finished** her homework.

- ④ Write the tags. (2 points each)

- You're American, aren't you ?
- Your father works at this store, _____?
- Sandra has talked to him, _____?
- You won't make a noise, _____?
- Joe wasn't upset, _____?
- It didn't rain yesterday, _____?

Writing

- ⑤ Complete these writing tips. Use words from the box. (2 points each)

- conclusion
- notes
- introduce
- contrasting

- First, make _____ about what you want to say.
- _____ the topic in your first paragraph.
- Then describe some _____ opinions about the topic.
- You can give your own opinion in the _____.

Colors

- 1** Who painted the original of these paintings? What do you know about the artist?



- 2** Find these colors in the paintings.

red	maroon
green	brown
light blue	gold

- 3** Which room ...
- is more relaxing?
 - seems depressing?
 - seems smaller?
 - seems larger?
 - looks brighter?

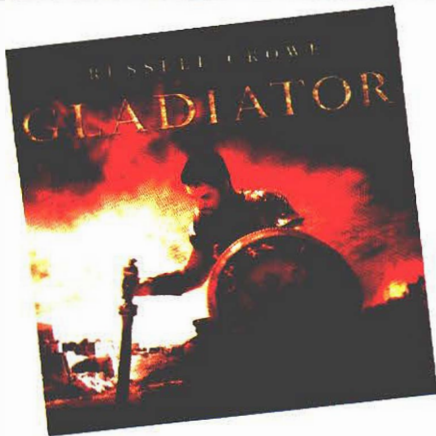
- 4** a) Read the text.

Did you know that colors affect us in different ways? For example, red increases our heartbeat and blood pressure. Orange not only stimulates our heartbeat and blood pressure, but it also stimulates our appetite — it makes us hungrier and makes us move more quickly. Blue has the opposite effect on our appetite because the color blue doesn't occur naturally in food, except when the food is moldy. That's why we tend to eat less when food is served on a blue plate! Green has a calming effect. It also has a relaxing effect on the eyes. Yellow can be overpowering and has an effect on people's temper. Mauve and violet suggest a professional atmosphere.

- b) **PAIRS.** Decide on the best colors to decorate the following:

- a classroom
- a doctor's office
- a soccer club
- a nursery school
- a fruit shop

- c) **PAIRS.** Tell the class what colors you have chosen and explain why.



- 1 What is your favorite director or actor and movie? Ask your parents what their favorite movies are. Write the information in the chart.

My favorites		My parents' favorites	
Actor or Director	Movie	Actor or Director	Movie

- 2 **GROUPS.** Share the information with your group members and talk about the movies. Discuss the following:

- What do you think of your parents' favorites? Do you like them? Why or why not?
- What are the differences between the movies you like and the movies your parents like? Discuss the differences in:
 - genre
 - year
 - actors

- 3 a) **GROUPS. Project:** Choose a director or actor and a movie each from your group's and your parents' favorites. Pretend you will be planning an event to show both movies. Design a poster for the event. Decide on the following:

- the message or tag line for your poster
- the images you plan to have in your poster

- b) Present your poster to the class.



Shakespeare

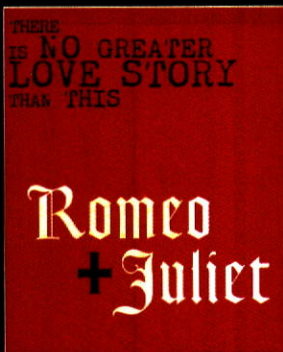
1  2.19 Read along as you listen.



Shakespeare for a Modern World

William Shakespeare is probably the most famous playwright in the English language. But Shakespearean language can be difficult to read—even for native speakers of English!

The good news is that many of Shakespeare's plays have been adapted into movies using contemporary language and situations. Read about two famous movies that are based on Shakespeare's plays.

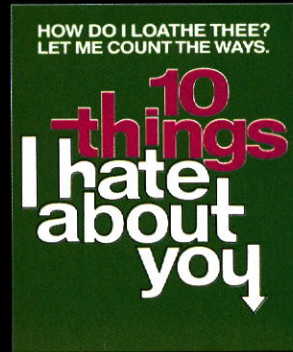


Based on: Shakespeare's Romeo and Juliet

Starring: Leonardo DiCaprio and Claire Danes

Original Plot: Romeo and Juliet are in love, but their families hate each other. They decide to run away together, but everything goes wrong.

Modern Twist: The feuding families are street gangs who carry guns and drive sports cars. They live in a modern-day city of Verona Beach, a fictional suburb of Los Angeles.



Based on: The Taming of the Shrew

Starring: Julia Stiles and Heath Ledger

Plot: Kat is a tough girl, but her sister Bianca is sweet. Bianca is very popular in school but their father has very strict rules about the sisters. Some events lead the father to bend his rules a bit. Now the girls have to find ways around their father's regulations.

Modern Twist: The story takes place in a high school in the United States. The soundtrack has songs by Letters to Cleo and George Clinton.

2 Match the summaries to the titles.

a. Hamlet

b. King Lear

c. Julius Caesar

1 In this play, the main character, a prince, mourns his father's death and his mother's (Queen Gertrude) remarriage to Claudius. The father's ghost appears and tells the prince that Claudius has murdered him. The enraged prince promises to seek revenge. In his anger, he acts like a madman. The prince kills the nosy Polonius, the court chamberlain. Polonius' son, Laertes, returns to avenge his father's death. Polonius' daughter, Ophelia, loves the prince, but she, too, becomes insane. She dies by drowning. A duel takes place. In the end, Gertrude, Laertes, Claudius, and the prince die.

2 The main character is a successful but very ambitious political leader of Rome. His main ambition is to be a dictator. One day, a prophet warns him to "beware the ides of March." The prophecy comes true. He is assassinated. Brutus is a respected senator, who is involved in the assassination conspiracy. He believes that getting rid of the ambitious leader will free Rome of tyranny. Mark Antony, a close friend of the murdered leader, delivers the famous speech ("Friends, Romans, and countrymen, ...") during the funeral.

3 **GROUPS.** Which story do you like the most? Which story do you like the least? Explain your answers.

3

An aging king decides to divide his kingdom among his three daughters. As a test, he asks each of them how much she loves him. The two older daughters say nice things about him, but they're not sincere. The youngest daughter, Cordelia, who loves her father the most, can't find the words to express her love. She says that she has nothing to say. The king gets very angry and tells her, "Nothing will come of nothing!" And he gives her nothing. Over time, the two older daughters begin to treat the old man with much cruelty. The story ends in tragedy.

4 **GROUPS.** Read the summaries in Exercise 2 again. Choose one for you to adapt and modernize into a movie. Then complete the chart.

New title: _____

Based on: Shakespeare _____

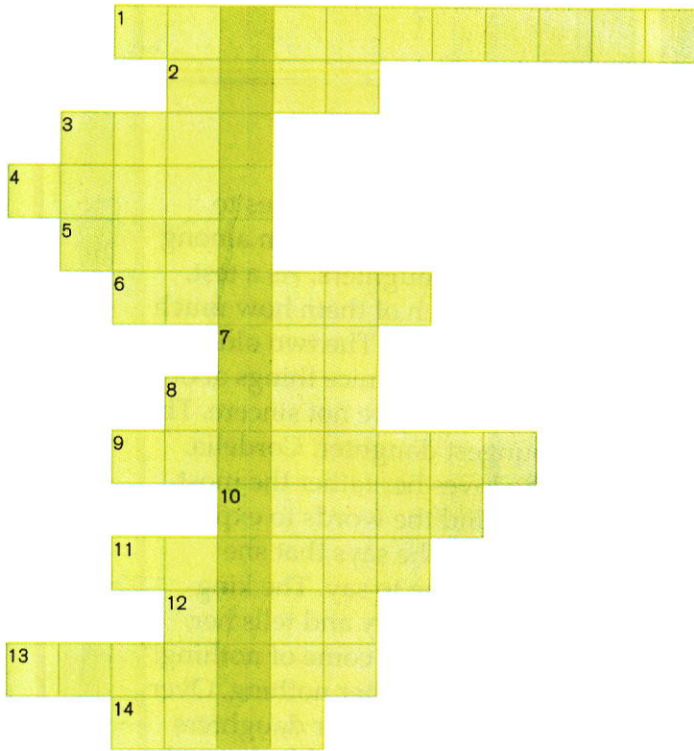
Description of the modern-day characters: _____

Modern twist to the plot: _____

Theme song: _____

> Break time

1 Complete the sentences to find the hidden word.



1. Jess was ____ when she dropped her plate of food at lunch.
2. I was feeling ____ so I played some music to make me feel happy again.
3. She ____ me to wait for my turn.
4. I'm so ____ - my teacher just assigned another essay!
5. He ____ he wasn't coming.
6. She likes to ski, ____ she?
7. Mom, ____ I go to Julie's party?
8. You ____ like seafood, do you?
9. I got a pair of ____ for my birthday, but my ears aren't pierced yet.
10. They're coming to the party, ____ they?
11. My ____ takes me to see my grandparents every week. She says I should get to know them well.
12. Shelly just got a new ____ . Doesn't it look so pretty on her hand?

13. She was ____ when she saw the other girl's dress.
14. That's a nice painting, ____ it?

2 Find 10 adjectives in the puzzle.



3 Rewrite the song titles into grammatically correct statements.

1. "Are you gonna go my way?"

2. "Gimme more"

3. "Gotta make it to heaven"

4. "Not gonna get us"

5. "I wanna love you"

UNIT 7 > Consumerism



Communication

- Talk about fair trade shopping
- Discuss wants and needs

Grammar

- The second conditional
- The third conditional

Vocabulary

- Money verbs

1 Match the words to the pictures.

- | | | |
|----------------------|-----------|--------------|
| <u>A</u> e-waste | ___ coins | ___ shoppers |
| ___ 100 dollar bills | ___ ATM | ___ sale |


2 *Consumerism* is the belief that people should buy and use many products. What do you think a *consumer* is? What is a *consumer society*?

3 Do you think a consumer society is a good thing? Why or why not?

4 Do you think money can bring happiness? Why or why not?

7 Reading and Vocabulary

1 What is a wise consumer? Discuss your ideas.

2 a)  2.20 Read along as you listen to the questionnaire. Circle your answers.



Are you a wise consumer?

1 How often do you buy something new?

- a. Only when I need it.
- b. When I have enough money.
- c. Every week.

2 What would you do if you received \$200 for your birthday?

- a. Deposit it in my **bank account** and let it earn interest.
- b. Keep it and spend it little by little.
- c. Go out and spend it all immediately.

3 If your parents gave you a **credit card**, what would you do?

- a. Use it sparingly and always pay the bill in full.
- b. Use it only for emergencies and use **cash** for everything else.
- c. Use it to buy whatever I wanted.

4 You really need some new jeans. What do you do?

- a. Compare prices and choose the best **value** for my money.
- b. Buy the cheapest – they're only jeans.
- c. Buy the most expensive and the most fashionable.

5 If you went to a country with a different **currency**, would you ...

- a. find out the **exchange rate** and calculate the prices of things before buying them?
- b. decide how much money to exchange and then spend it all?
- c. think "Dollars, euros, pesos—what does it matter? They're all just money."

6 What do you think of fair trade shops?

- a. They are a good way to help poorer countries.
- b. They are a good idea, but I've never been in one.
- c. Fair trade shops? What are they?

7 Your friends have the latest cell phones. Your old cell phone works perfectly. Do you ...

- a. continue using your phone and not worry about it?
- b. ask for a new phone for your next birthday?
- c. tell your parents that you need a new phone NOW?

8 You're thinking of getting a new computer. Do you ...

- a. buy a new one that can do everything you need it to do?
- b. buy a used one? It's probably good enough.
- c. buy the best? Computers become obsolete so quickly.

9 When you were younger, what did your parents do?

- a. They bought me new things when I needed them or on special occasions.
- b. They gave me a big **allowance** and let me decide what to buy.
- c. They bought me everything I wanted.



b) Did you circle mainly *As*, *Bs*, or *Cs*?
Read about your score below.

Score

Mainly As – You're a wise consumer. You understand the value of money and think carefully before spending.


Mainly Bs – You're careful with your money and don't spend more than you should.

Mainly Cs – You love spending money. You should look for other ways to enjoy life besides shopping.

3 Write the words in blue from the questionnaire that match these definitions.

1. what something is worth _____
2. the type of money that a country uses _____
3. the value of one country's money compared to another country's money _____
4. your own safe place to keep money in a bank _____
5. a small plastic card for buying things without cash _____
6. a certain amount of money given weekly or monthly _____
7. coins and bills _____

Money verbs

4  2.21 Listen. Then circle the best definition for each underlined word.

1. My parents will lend me money to buy a new computer.
 - a. give money to someone
 - b. give money to someone who promises to pay it back

2. I'd like to go to the concert, but I can't afford it.
 - a. have enough money to buy or do something
 - b. not have enough money to buy or do something
3. Terry has a great job. He earns a fortune.
 - a. gets paid well
 - b. works hard
4. It's wise to spend money only on things you really need.
 - a. pay or use
 - b. not pay or use
5. Karen wants to save enough money to buy a car.
 - a. put away for future use
 - b. use something immediately
6. If you borrow money from a friend, be sure to pay it back.
 - a. keep something for yourself
 - b. ask for something and promise to return it later

Pronunciation

The sounds /ʃ/ and /tʃ/


a)  2.22 Listen and repeat.

/ʃ/ cash

/tʃ/ exchange

fortune

_____	_____
_____	_____
_____	_____

b)  2.23 Listen and repeat. Then write each word in the correct column.

7 Grammar

The second conditional

Affirmative statements

If money **grew** on trees, I **would be** rich.
I **would be** rich **if** money **grew** on trees.

Negative statements

If she **didn't study** so hard, she **wouldn't get** such good grades.
She **wouldn't get** such good grades **if** she **didn't study** so hard.

(See *Grammar Reference*, page G 8.)

1 a) Write sentences. Use the second conditional and the cues.

1. I / have a bicycle / not have to walk to school

If I had a bicycle, I wouldn't have to walk to school.

2. they / went to bed earlier / not be tired all the time

3. Sam / get a credit card / spend too much money

b) Rewrite each sentence in Exercise 1a. Put the *if* clause at the end.

1. *I wouldn't have to walk to school if I had a bicycle.*

2. _____

3. _____

Questions

Yes/No questions

If you **had** enough money, **would** you **travel** around the world?

Would you **travel** around the world **if** you **had** enough money?

Information questions

If he **won** a million dollars, what **would** he **do**?

What **would** he **do if** he **won** a million dollars?

Answers

Yes, I **would**.

Probably not.

Answers

He **would give** it away.

He **would buy** a car.

(See *Grammar Reference*, page G 9.)

2 a) Complete these questions in the second conditional. Use the correct form of each verb.

1. Where (*live*) would you live if you (*have to*) had to move to another country?
2. What (*say*) _____ you _____ if you (*meet*) _____ Orlando Bloom?
3. If you (*be*) _____ the principal of your school, what (*change*) _____ you _____?
4. If you (*had*) _____ a job, (*save*) _____ you _____ all your money?

b) PAIRS. Ask and answer the questions in Exercise 2a.

Example:

A: Where would you live if you had to move to another country?

B: If I had to move to another country, I'd live in Italy. What about you?

The third conditional

Affirmative statements

If Josh **had called** home, his dad **would have talked** to him.

His dad **would have talked** to him if Josh **had called** home.

Negative statements

If you **hadn't left** early, Bob **would have asked** you to stay.

Bob **would have asked** you to play if you **hadn't left** early.

Questions

Yes/No questions

If you **had told** her, **would** she **have understood**?

Would she **have understood** if you **had told** her?

Answers

Yes, she **would**.

Probably not.

Information questions

If Nadine **had been** there, what **would** she **have done**?

What **would** Nadine **have done** if she **had been** there?

Answers

She **would have paid** the bill.

She **would have helped**.

(See *Grammar Reference*, page G 9.)

(See *Grammar Reference*, page G 10.)

3 Match the *if* clauses with the result clauses.

- b 1. If we had known Dan didn't like cheese,
- _____ 2. If my father hadn't brought home a puppy,
- _____ 3. If he hadn't spent all his money,
- _____ 4. If Connie had kicked the ball hard enough,
- _____ 5. If Mandy hadn't fallen out of the tree,
- a. Jack would have been rich.
- b. we wouldn't have ordered a cheese pizza.
- c. her team would have won the game.
- d. my mother would have gotten a cat.
- e. she wouldn't have broken her leg.

4 Complete these third conditional sentences.

1. If I had known that you didn't eat meat, I _____.
2. If you'd attended the party, you _____.
3. If I'd saved money, I _____.
4. If he'd told the truth, he _____.

5 a) Write *yes/no* questions for these sentences.

1. If Tess had known you were coming, she would have stayed home.

If Tess had known you were coming, would she have stayed home?

2. If you had told me, I would have understood.

3. If you'd seen him earlier, you wouldn't have recognized him.

b) Write information questions.

1. _____

If we'd had a choice, we would have lived in Hawaii.

2. _____

If he hadn't gotten a C in PE, he would have gotten the scholarship.

7 Listening and Speaking




Fair trade shopping

- 1 Look at the picture. Where are Annie and Winston?
- 2 Discuss these questions.
 1. What do you think *fair trade* means?
 2. Are there any fair trade shops in your community? What do they sell?

- 3 a)  2.24 Listen. What are Winston and Annie talking about? Circle the best answer.

- a. coffee
- b. fair trade
- c. consumer rights

b)  **2.25** Listen again. Then circle the correct answers.

1. Winston has to buy some **tea / coffee**.
2. Fair trade organizations **sell directly to / buy directly from** farmers.
3. Fair trade means that farmers get **more / less** money for their products.
4. Fair trade organizations are **for profit / nonprofit**.
5. Winston's family **used to / usually** buy everything at the supermarket.
6. Annie **promises / doesn't promise** to tell her parents about fair trade shops.

Discuss wants and needs

4 a) Read these definitions.

1. *Needs* are things you must have to survive and live. They are essential.
2. *Wants* are things you would like to have. They satisfy a desire.

b) Make a list of five things you consider *wants* and five things you consider *needs*.

Wants	Needs

c) PAIRS. Compare your lists.

5 a)  **2.26** Listen to the rap. Then fill in the blanks with words from the box.

- need
- waste
- spend (x2)
- save
- wants
- spending
- buy
- money

Wants Over Needs

In spite of all our ¹ *spending* there is poverty – because of what you want and all those luxuries. Lots of people in the world don't have what we do, so why do we ² _____ it? Why do we act like fools?

The water in your house is what you really ³ _____, but you'd rather ⁴ _____ your money on some Nikes.

The ⁵ _____ that you have make people cut down trees.

We mess up our lives because of wants over needs.

To try to save the world, ⁶ _____ some recycled paper –

Anything that helps to ⁷ _____ the ozone layer.

Keep the air fresh, and not just your sneaks –

Don't ⁸ _____ your ⁹ _____ on wants over needs.

Keep it alive, keep it fresh, keep it clean!

Don't waste your money on wants over needs.

Let it survive, let it rest, keep it green!

Don't waste your money on wants over needs.

Adapted from a rap by Jafyn Wilson

b) What is the message of the rap? Do you agree with the message? Why or why not?

6 Pair work.

Student A: Go to page P 4.

Student B: Go to page P 6.

7 Writing

Write a report

Writing rule

- Use the library or Internet to find facts about your topic.
- Write the facts in your own words. Be clear and concise.
- Use connectors to show how ideas are related.
- If you cite an opinion, tell whose opinion it is. Do not state opinions as facts.

1 a) PAIRS. Discuss the difference between facts and opinions.

b) Write *F* for *Fact* or *O* for *Opinion*.

- O 1. Teenagers often waste their money.
2. You must upgrade your computer every two years.
3. Fair trade organizations help farmers in poorer countries.
4. Fair trade products are made without harming the environment.
5. That coffee is too expensive.

2 Read the report. What do Japanese students spend their money on?

REPORT ON JAPANESE TEEN SPENDING

- 1 Many Japanese teens enjoy playing computer games and reading comic books. They spend some of their allowance on these activities. They also spend money on pop music. Most of the music they buy is “J-Pop,” or Japanese pop music, **although** several Western groups have also become popular in Japan.
- 2 Japanese teens don't buy many clothes. Most of them have to wear uniforms to school, **and** many students continue to wear their uniforms after school. Jewelry and other accessories are not usually allowed at school, **so** Japanese teens don't spend much money on these items. **However**, they like buying fashionable pens, pencils, pencil cases, and book bags.
- 3 Japanese schools collect money for various organizations, such as UNICEF and the Red Cross, and students often donate to these charities. In general, Japanese teens spend less money than American or European teens, **but** this trend is changing.



3 The blue words in the report are *connectors*. Which ideas do they connect? How are those ideas related?

4 In your notebook, write a report about teen spending in your country.

Teenagers at work



Many teenagers in the United States take part-time jobs to earn their own spending money or to save for college. Common part-time jobs include babysitting and working in a store or restaurant. Some teenagers make things to sell, such as cookies, greeting cards, or even paintings. Others earn money by offering services such as mowing lawns, washing cars, walking dogs, or even designing websites.



Part-time jobs allow teenagers to earn some extra cash and help them learn how to manage their own money. These jobs also teach them skills that will help them succeed in full-time jobs later in life. By working part-time, teenagers learn not only the value of things but also the value of hard work.



- 1** If you could have any part-time job you wanted, what would it be? List your top three choices.

- 2** PAIRS. Compare your lists. Discuss your reasons for choosing these jobs.

- 3** PAIRS. Think of a job that both of you would like to do. Make a poster to advertise the job opening. Include the job title, responsibilities, requirements, hours, and salary.

Example:

BABYSITTER WANTED!

Responsibilities:

Watch two children (ages 6 and 8) in our home. Help with homework; play games; supervise at mealtime and clean up after meals; supervise baths; read bedtime stories; put children to bed.

Requirements:

Must be 16 years old or older, in good health, mature, and responsible. Should have a pleasing personality and must like children! First-aid training required.

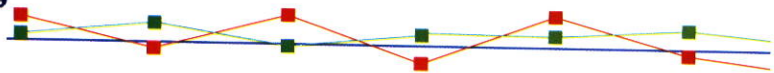
Hours:

Occasional evenings and weekends, usually 1 to 4 hours per day.

Salary:

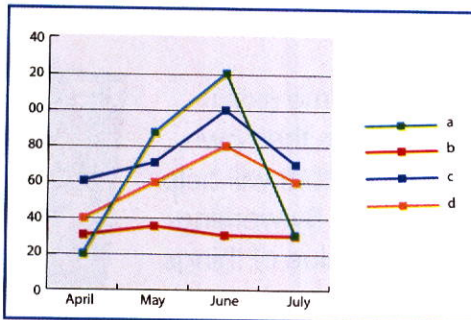
\$9/hour plus transportation

Understanding graphs



- 1** Match the trends in the graph (a-d) to the descriptions.

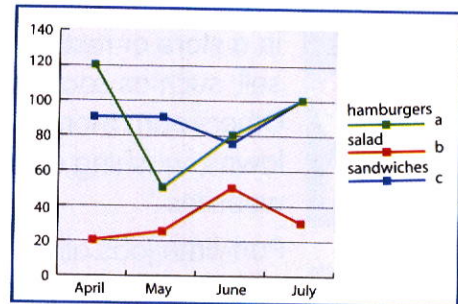
- _____ 1. stable
- _____ 2. a slight rise/fall
- _____ 3. a sharp rise/fall
- _____ 4. a steady rise/fall



- 2** Describe these trends.
Example: 1. There was a sharp rise in the number of CDs bought.

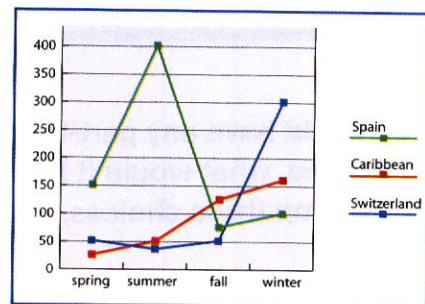
1. number of CDs bought
November – 240 CDs
December – 500 CDs
2. number of concerts attended
last year – 10 concerts
this year – 9 concerts
3. number of students eating fast food for lunch
Monday – 20 students
Tuesday – 23 students
Friday – 25 students
4. new pairs of jeans bought
March – 25 pairs
April – 8 pairs
5. amount of money spent
last year – \$5,000
this year – \$5,200

- 3** Describe the trends in the graph.
In April, there was a slight rise ...



School cafeteria survey

- 4** a) Look at this graph showing where people went on vacation.



Vacation destinations

- b) Study the graph and fill in the missing information.

In spring, the number of people who took a trip to Spain was 150. In the summer, there was a ¹ _____ to 400. In the fall, there was a ² _____ to 90 people, and in winter, there was a ³ _____ to 100 people.

- c) Now write a paragraph about how many people traveled to each of the other two destinations.

UNIT 8 > Nature



Communication

- Describe a vacation
- Plan a vacation

Grammar

- Relative clauses
- Time clauses

Vocabulary

- Natural features
- Natural disasters

1 Match the name of each place with its picture.

D desert ___ mountains ___ tropical beach
 ___ rain forest ___ countryside

2 Check (✓) the places you have visited or lived.

countryside mountains tropical beach
 rain forest desert

3 a) Look at the pictures. Answer the questions.

1. Which place would you like to go on vacation? ___
2. Which place would you like to live? ___

b) PAIRS. Compare and discuss your answers.

8 Reading and Vocabulary

1 PAIRS. Discuss these questions.

1. What is a national park?
2. Have you ever been to a national park? If so, what did you see and do?

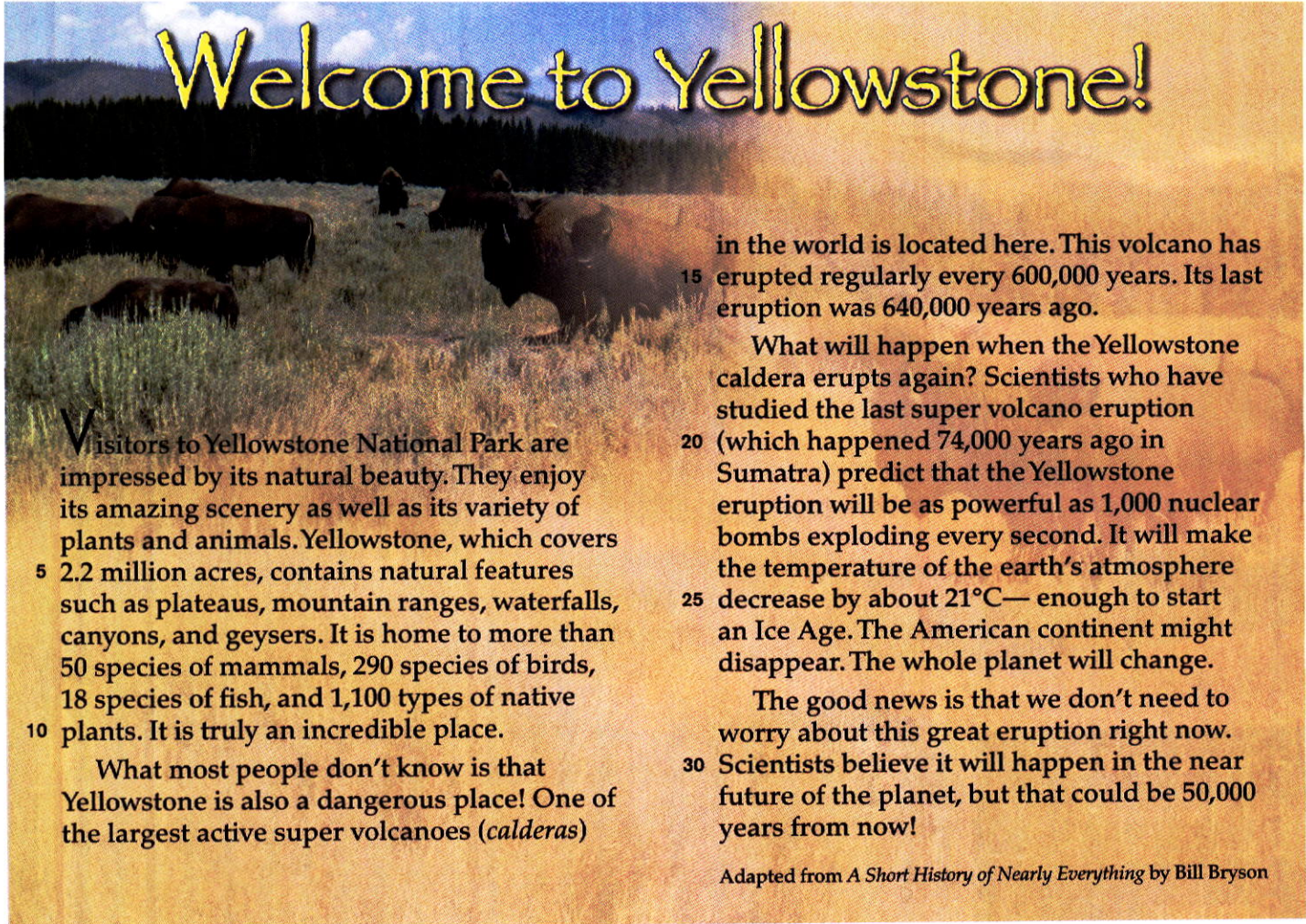
3. Do you think national parks are important? Why or why not?

2



2.27

Read along as you listen.



Welcome to Yellowstone!

Visitors to Yellowstone National Park are impressed by its natural beauty. They enjoy its amazing scenery as well as its variety of plants and animals. Yellowstone, which covers 2.2 million acres, contains natural features such as plateaus, mountain ranges, waterfalls, canyons, and geysers. It is home to more than 50 species of mammals, 290 species of birds, 18 species of fish, and 1,100 types of native plants. It is truly an incredible place.

What most people don't know is that Yellowstone is also a dangerous place! One of the largest active super volcanoes (*calderas*) in the world is located here. This volcano has erupted regularly every 600,000 years. Its last eruption was 640,000 years ago.

What will happen when the Yellowstone caldera erupts again? Scientists who have studied the last super volcano eruption (which happened 74,000 years ago in Sumatra) predict that the Yellowstone eruption will be as powerful as 1,000 nuclear bombs exploding every second. It will make the temperature of the earth's atmosphere decrease by about 21°C— enough to start an Ice Age. The American continent might disappear. The whole planet will change.

The good news is that we don't need to worry about this great eruption right now. Scientists believe it will happen in the near future of the planet, but that could be 50,000 years from now!

Adapted from *A Short History of Nearly Everything* by Bill Bryson

3 Discuss these questions.

1. Why do people visit Yellowstone National Park?
2. What can people see in the park?
3. Why is the park dangerous?
4. When was the last super volcano eruption at Yellowstone?
5. What will happen when the Yellowstone caldera erupts again?

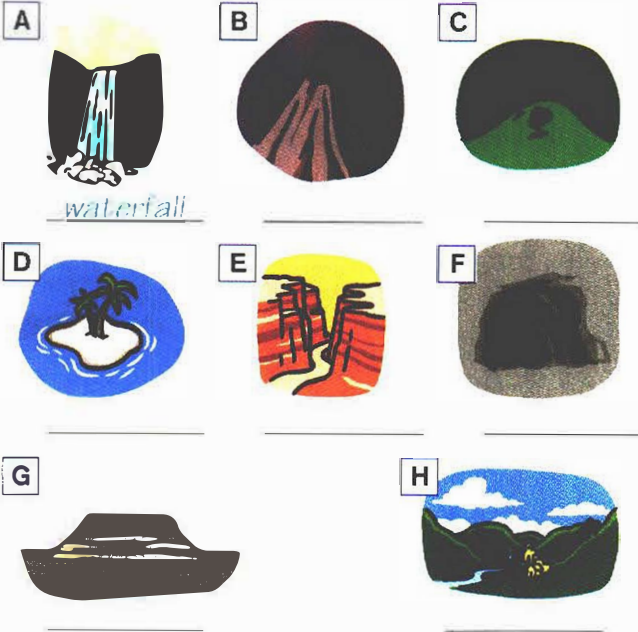


Natural features

4 a)  2.28 Listen and repeat.

- island • canyon • hill • volcano
- valley • plateau • cave • waterfall

b) Label the natural features.



5 Complete each sentence with a word from Exercise 4a.


1. The town was in a valley between two mountains.
2. A _____ is a high piece of land with a flat top.
3. When you explore a _____, watch for animals hiding inside.
4. A _____ is not as high as a mountain.
5. When a river drops over a cliff, it forms a _____.
6. A _____ is deeper than a valley and has very steep sides.
7. An _____ is a piece of land surrounded by water.
8. Hot ash and lava come flying out when a _____ erupts.

Pronunciation

The /æ/ sound


a)  2.29 Listen and repeat.

- | | |
|--------|------|
| /æ/ | /eɪ/ |
| canyon | cave |

b)  2.30 Listen and repeat. Circle the words with the /æ/ sound.

- volcano • plant • land
- nature • acre • dangerous

Natural disasters

6 a)  2.31 Listen and repeat.

- volcanic eruption • hurricane
- thunder and lightning • flood
- earthquake • drought

b) Write the correct word from Exercise 6a next to each description.

1. There was water everywhere. It even came into our house. flood
2. Our apartment building shook. Many old buildings fell down. _____
3. It was a terrible storm. The whole sky lit up, and the noise was so loud. _____
4. Everything was dry. There wasn't even any water in the river. _____
5. Storms like this start over water. Scientists give them names like Andrew or Katrina. _____
6. It was a huge explosion. Hot lava and ash burst out and covered the ground. _____

8 Grammar

Relative clauses

A volcanologist is a scientist **who** studies volcanoes.

The Yellowstone *caldera*, **which** last erupted 640,000 years ago, may erupt again.

Here's the money **that** I owe you.

Is that the girl **whose** mother won the lottery?

- who** ⇒ people
- which** ⇒ places or things
- that** ⇒ people, places, or things
- whose** ⇒ possession or relationship

(See Grammar Reference, page G 10.)

1 a) Circle the correct relative pronouns.



1. On our vacation, we went to a resort **who / that** had a huge pool.
2. I swam with other kids **which / whose** families were staying at the resort.
3. I made friends with a girl **which / who** was from Canada.
4. One day I got a terrible sunburn, **which / whose** really hurt!
5. The people **which / who** worked at the resort were very helpful.
6. They gave me directions to a shop **who / that** sold sunscreen.

b) In Exercise 1a, find the noun described by each relative clause. Draw a box around it.

2 Complete the sentences with *who*, *which*, or *that*.

1. The Hawaiian islands, which are in the Pacific Ocean, are part of the United States.
2. Scientists _____ study natural features spend much of their time outdoors.
3. A mountain is a natural feature _____ is higher than a hill.
4. Did you hear about the earthquake _____ hit Japan yesterday?
5. Farmers are worried about this drought, _____ is the worst in 20 years.
6. Yellowstone, _____ was established in 1872, was the first U.S. national park.
7. Most people _____ visit Yellowstone want to see a geyser.

3 Rewrite each pair of sentences as one sentence with a relative clause.

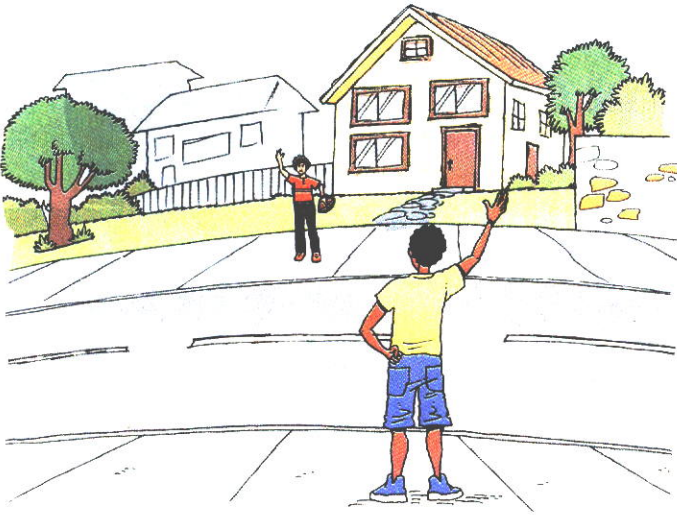
1. A platypus is an unusual mammal. It lays eggs. (*that*)
A platypus is an unusual mammal that lays eggs.
2. A penguin is a bird. It can't fly. (*that*)

3. Penguins are excellent swimmers. They use their wings as flippers. (*which*)

4. We met a woman. She works at Yellowstone National Park. (*who*)

5. She took us to see Old Faithful. It erupts about every 90 minutes. (*which*)

- 4 Complete each sentence with *who* or *whose*.



That's my friend Tony, ¹ who lives across the street. He's the one ² _____ brother plays professional football. Tony's brother, ³ _____ name is David, is a quarterback. David, ⁴ _____ plays for the Seattle Seahawks, came to visit last month. It was exciting to meet someone ⁵ _____ is a professional football player. David is the one ⁶ _____ gave me this football.

- 5 Complete each sentence with a relative clause and your own information. Write the sentences in your notebook.

- I'd like to meet someone ... (*who*)
I'd like to meet someone who plays in a rock band.
- I'd like to visit a national park ... (*that*)
- I don't like TV shows ... (*that*)
- Immigrants are people ... (*who*)
- My favorite movie is _____, ... (*which*)
- I have a friend ... (*whose*)

Time clauses

I'm going to Yellowstone National Park.
While I'm there, I'll take lots of photos.
 I'll send you a postcard **when** I get there.
 I'll mail it **as soon as** I arrive.
 I hope you receive it **before** I get home.
 I won't see you again **until** school starts.

(See *Grammar Reference*, page G 11.)

- 6 Complete the sentences with words from the box.

- before
- until (x2)
- while
- when
- ~~as soon as~~

- As soon as you feel an earthquake, get under a table or stand in a doorway.
- Stay there _____ the earthquake is over.
- _____ you're sure that it's over, you can leave the building.
- Turn off the water, gas, and electricity _____ you leave.
- _____ you're outside, stay away from tall buildings.
- Don't go back inside _____ you're sure it is safe.

- 7 Write three more pieces of advice for campers. Use time clauses.

- Before you go camping, plan carefully.
- _____
- _____
- _____

8 Listening and Speaking



Describe a vacation

1 a) Look at the picture and the names of the sports below. Which of these adventure sports would you like to try?

- white water rafting
- jet-skiing
- paragliding
- ice climbing

b) Discuss these questions.

1. What is your opinion of adventure sports?
2. What is your opinion of people who are into adventure sports?

- 2 a)  2.32 Listen to Part 1. What are Winston and Annie talking about?

- b)  2.33 Listen again and circle the correct answers.

1. Last year, Winston went **to the beach / on an adventure sports vacation.**
2. He went **windsurfing / paragliding.**
3. This year, Winston wants to try **paragliding / kitesurfing.**
4. He thinks paragliding is **easier / more difficult** than hang-gliding.
5. Annie thinks white water rafting is **scary / exciting.**
6. Winston will go to **Chile / Canada.**

- 3 a)  2.34 Listen to Part 2. What kind of vacation is Annie planning?

- b)  2.35 Listen again. Write *T* for True or *F* for False.

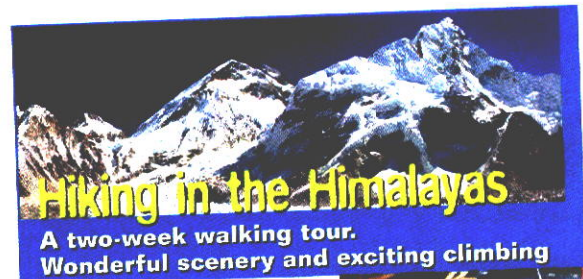
- T 1. Annie is going to go mountain climbing.
2. She has climbed several mountains before.
3. Her group is going to collect garbage on the mountain.
4. Annie will be gone for five weeks.
5. Winston wants to go on a working vacation, too.

4 Discuss these questions.

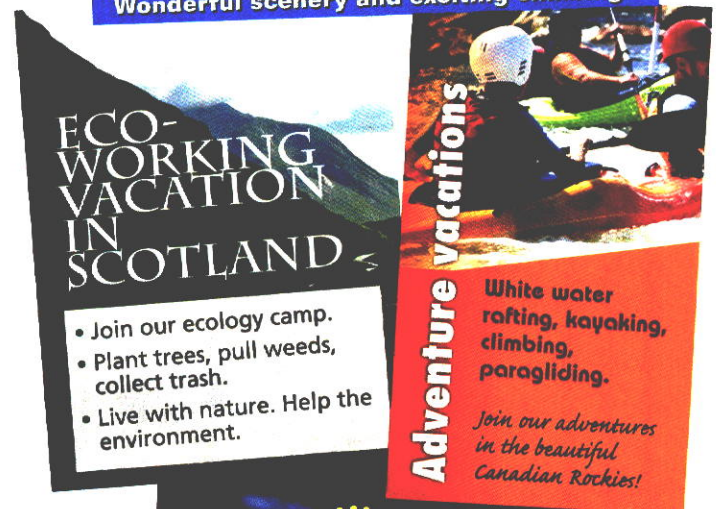
1. Describe Winston's vacation. Would you enjoy it? Why or why not?
2. Describe Annie's vacation. Would you enjoy it? Why or why not?

Plan a vacation

- 5 a) Read the ads. Choose one for your next vacation.



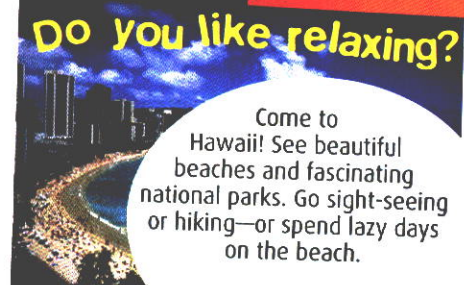
Hiking in the Himalayas
A two-week walking tour.
Wonderful scenery and exciting climbing



ECO-WORKING VACATION IN SCOTLAND

- Join our ecology camp.
- Plant trees, pull weeds, collect trash.
- Live with nature. Help the environment.

Adventure vacations
White water rafting, kayaking, climbing, paragliding.
Join our adventures in the beautiful Canadian Rockies!



Do you like relaxing?

Come to Hawaii! See beautiful beaches and fascinating national parks. Go sight-seeing or hiking—or spend lazy days on the beach.

b) PAIRS. Discuss these questions.

1. Where are you going on your vacation?
2. Why did you choose this place?
3. When are you going?
4. Who are you going with?
5. How long will you be gone?

6 Pair work.

Student A: Go to page P 5.
Student B: Go to page P 6.

8 Writing

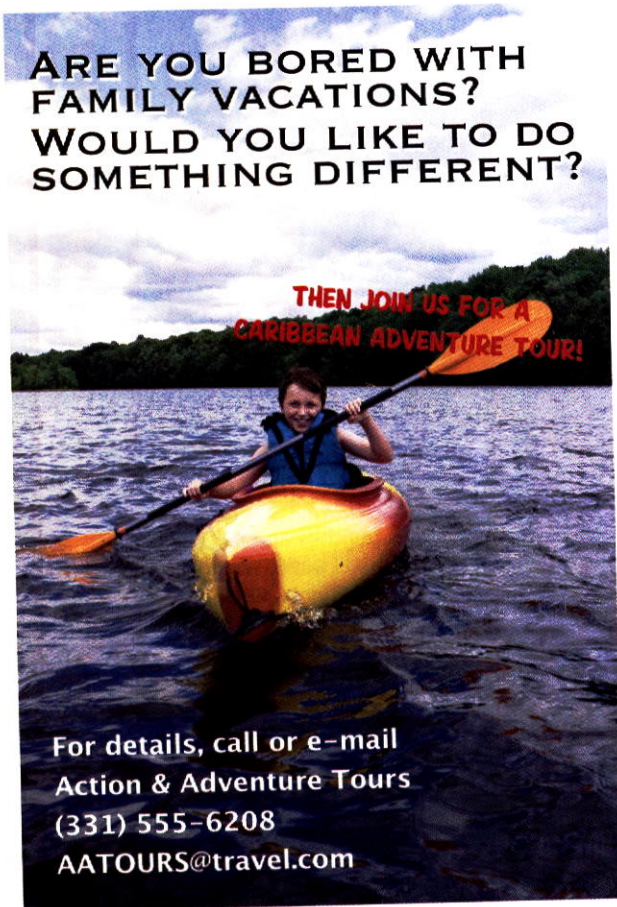
Request information

Writing rule

When requesting information,

- First, explain why you are writing.
- Provide all relevant details.
- State clearly what you want to know.
- Use polite language.

- 1 Read the advertisement and Winston's e-mail.



**ARE YOU BORED WITH FAMILY VACATIONS?
WOULD YOU LIKE TO DO SOMETHING DIFFERENT?**

THEN JOIN US FOR A CARIBBEAN ADVENTURE TOUR!

For details, call or e-mail
Action & Adventure Tours
(331) 555-6208
AATOURS@travel.com



Dear Action & Adventure Tours Representative:

I saw your advertisement in *Today's Teen* magazine, and I would like to find out more about your Caribbean adventure tours.

I am interested in taking a two-week trip next June. I would really like to try white water rafting and paragliding. Do you have a tour that offers these activities at that time?

If so, please send me details about the tour, including where it goes, what it costs, and what is included in the price. Also, please let me know if I would need to buy special equipment or if you provide the equipment for the activities.

Thank you for your help. I look forward to your reply.

Sincerely,

Winston Jones

- 2 Answer these questions about Winston's e-mail.

1. Is it a formal or an informal message?
2. How does Winston start and end his e-mail?
3. What details does he provide?
4. What information does he ask for?
5. What polite language does he use?

- 3 You are interested in this FunTours vacation package. Decide what you want to know about it.

- Adventure vacation in Costa Rica.
- See live volcanoes, exotic plants and animals.
- Camp in the rain forest.
- Try some exciting adventure sports.

- 4 In your notebook, write an e-mail to the FunTours company asking for more information.

Review Units 7 and 8

Vocabulary

① Circle the best word to complete each sentence. (1 point each)

- In Spain, the _____ is the euro.
a. value b. exchange rate **c. currency**
- I always compare prices and _____ my money wisely.
a. afford b. spend c. waste
- She has \$500 in her bank _____.
a. cash b. rate c. account
- I can't _____ it. It's too expensive.
a. afford b. borrow c. save
- How much do nurses _____ in a year?
a. lend b. cash c. earn

② Write the word after each definition. (1 point each)

- land surrounded by water _____
- lava and ash coming out of a mountain _____
- a space under the ground or in a mountain _____
- a high, flat area of land _____
- noise and flashes in the sky _____
- a long time without rain _____

Grammar

③ Complete these third conditional statements. (3 points each)

- If I'd studied harder, _____
_____.
- If I'd told my parents the truth,
_____.

④ In your notebook, rewrite each first conditional question as a second conditional question. (3 points each)

- Where will you go if you leave?
Where would you go if you left?
- Who will he ask if he needs help?
- Will you help me if you understand the assignment?
- Will they invite us if they have a party?

⑤ Complete the sentences. Use *who*, *which*, *that*, or *whose*. (2 points each)

- Mammals are animals that give birth to live babies.
- People _____ love the outdoors are nature lovers.
- Singing dunes are sand dunes _____ make sounds.
- This postcard is from my friend _____ family went to the Bahamas.
- Hurricane Katrina, _____ hit New Orleans, was a category 5 hurricane.
- Most tropical fish live near coral beds, _____ provide their food.

Writing

⑥ In your notebook, write the director of an English summer camp asking for information about the camp. Follow these instructions. (10 points)

- State the purpose of your letter.
- Ask three questions about the camp.
- End your letter with "I look forward to hearing from you."
- Sign your letter.

Natural disasters

1 Could you survive a natural disaster? Take this quiz to find out.

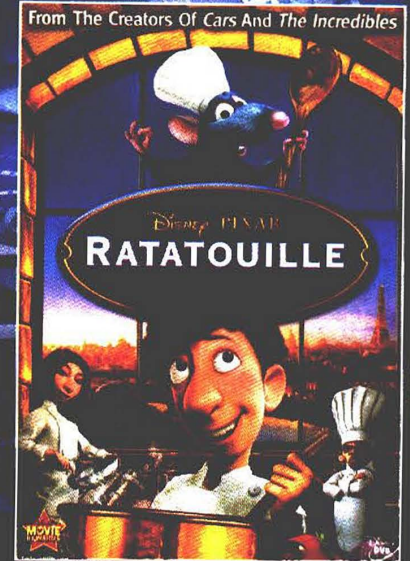
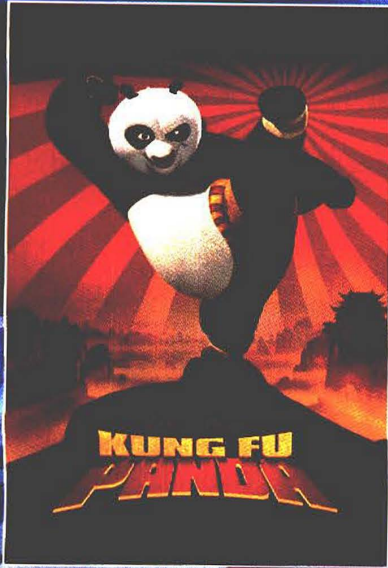


Natural Disasters

- 1 **A thunderstorm is coming and you are outside. What should you do?**
 - a. Go into a building or get in a car.
 - b. Stand under a tree; it will protect you.
 - c. Lie down on the ground.
- 2 **What should you do if a volcano erupts?**
 - a. Watch the ashes fall.
 - b. Breathe through a damp cloth to filter out the ash.
 - c. Stay outdoors; it's the safest place.
- 3 **Which of these indicates you might be in danger from lightning?**
 - a. You see the lightning and then hear the thunder almost immediately.
 - b. Your hair is electrified.
 - c. Both a and b.
- 4 **An underwater earthquake has caused a tsunami. What should you do?**
 - a. Go to the highest point of land and wait.
 - b. Go home and watch the news.
 - c. Go to the beach to see what happens.
- 5 **An earthquake begins when you are inside. What should you do?**
 - a. Run outside.
 - b. Stand in a doorway.
 - c. Go upstairs and hide under the bed.
- 6 **An earthquake begins when you are outside. What should you do?**
 - a. Run inside.
 - b. Stand under a tree and hug it tightly.
 - c. Run very quickly to an open space.
- 7 **When are natural disasters more likely to happen?**
 - a. In summer when the temperature is boiling and the climate is unstable.
 - b. In winter when it's freezing cold and raining.
 - c. Natural disasters can happen at any time of the year.
- 8 **How many centimeters of flood water can push you over?**
 - a. 15 cm.
 - b. 20 cm.
 - c. 25 cm.
- 9 **You are in the car and you see a flood ahead. What should you do?**
 - a. Get out and swim to the other side.
 - b. Stop, turn around, and go in the opposite direction.
 - c. Drive quickly through the water.
- 10 **You know a tornado is going to arrive in ten minutes. What should you do?**
 - a. Find cover immediately in a low place.
 - b. Get in the car and drive quickly in the opposite direction.
 - c. Go into a building and wait by a window.

2 Turn to page Word list 4 to check your answers.

3 What is the worst natural disaster you've ever heard of? What happened? What has been done to prepare for a similar disaster?



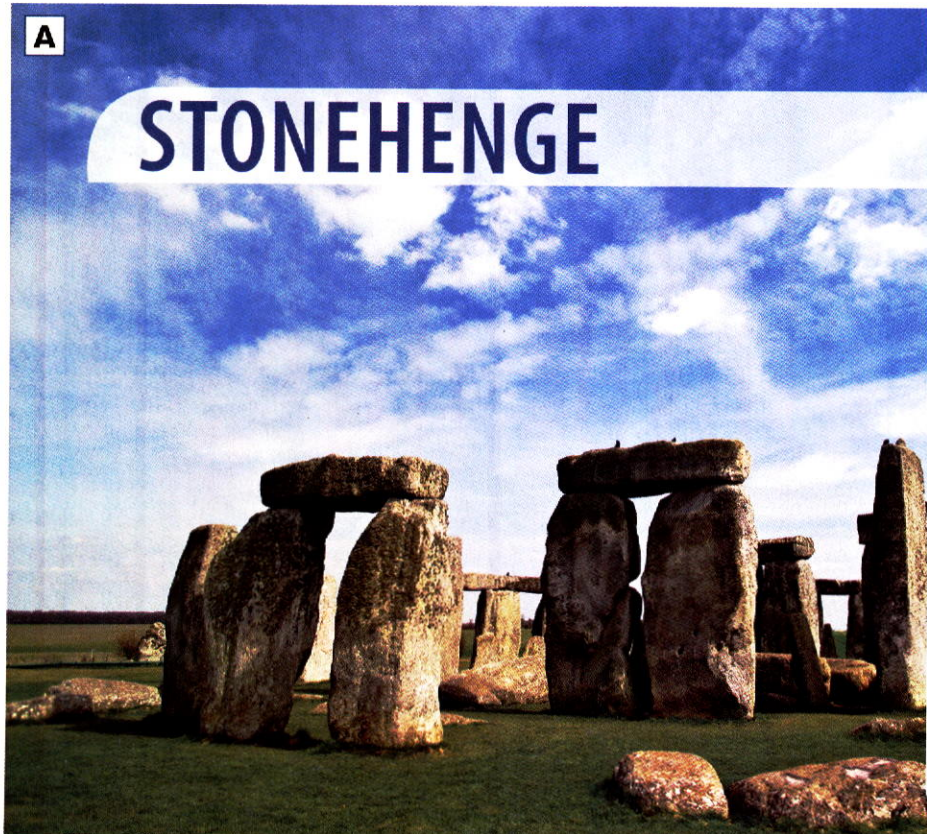
- 1 **GROUPS.** Look at the movie posters above. Which one do you like best? What do you like about it?
- 2 **GROUPS.** Think of your favorite movies. Choose one and watch it.
- 3 **a) GROUPS.** Discuss these questions:
 - What images come to mind as you were watching the movie?
 - What message does the movie have?
 - What colors would be appropriate to convey the mood of the movie?
- 4 **GROUPS.** Present your movie poster or mural to the class. Explain why you used the images and colors you did.
- 5 **CLASS.** Vote on the best movie poster or mural.
- 6 **GROUPS.** Create your movie poster or mural on a large piece of paper or poster board.

Wonders around the world

1  2.36 Read along as you listen.

A

STONEHENGE



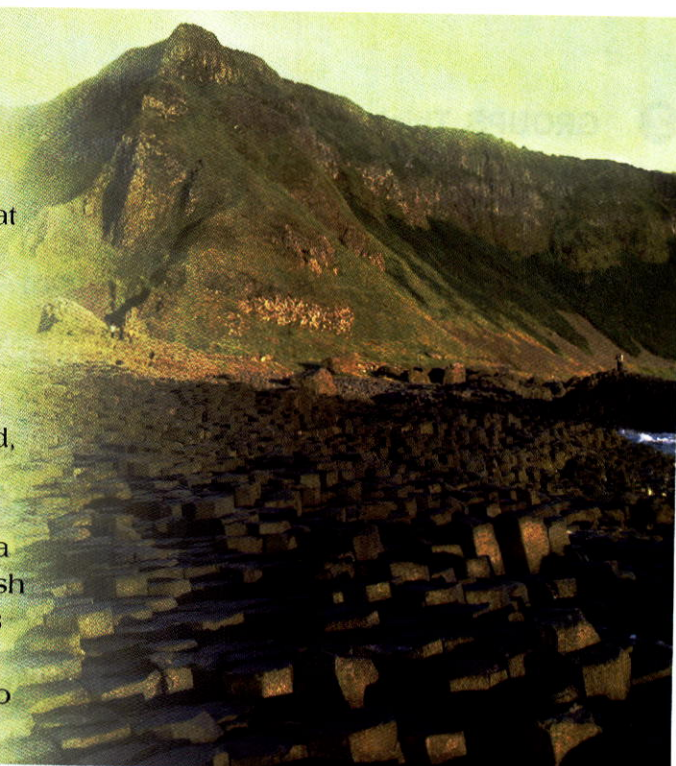
Mysterious, mystical, and magical. Welcome to Stonehenge! This 5,000-year-old site has many secrets. It is made up of three circles of enormous stones. Some of them come from Wales, over 200 miles away!

When Stonehenge was built, there were no modern machines to lift or transport the stones. It's a mystery how they got there.

Some people think Stonehenge was used for religious ceremonies. Some think it was a huge clock. Others believe that aliens brought the stones there! But nobody knows for sure why or how Stonehenge was built. What do you think?

B The Giant's Causeway

The Giant's Causeway is an area in Ireland that has more than 40,000 magnificent columns and structures. According to scientists, it was created when volcanoes erupted around 60 million years ago. The hot lava cooled when it met with the cool sea water and that's how the columns were formed. But according to legend, the causeway was built by the giant, Finn McCool. This giant was a warrior who fought for the king of Ireland. McCool fell in love with a lady giant who lived on a small island in the Irish Sea. Storms and hurricanes made it dangerous to sail to the island. So, McCool built the causeway to visit his love and bring her back to Ireland. Which version do you prefer?



C



Mount Rushmore is the largest work of art in the world. Each face is 60 feet high! When the project was offered in 1924 to Gutzon Borglum, a successful sculptor, he insisted that the monument symbolize the spirit of the United States of America through four of its most respected leaders: Washington, considered by Americans as the “father of their country” and who helped the nation achieve its independence from

England; Jefferson, who drafted the United States’ Declaration of Independence; Lincoln, known as the Great Emancipator and who fought the American Civil War to free the slaves; and Roosevelt, whose vision of America’s role in the world community, Borglum believed in.

The project took 14 years and cost \$900,000. More than 400 workers participated in its construction.

2 What makes each of these wonders special or unique?

1. Stonehenge _____

2. The Giant’s Causeway _____

3. Mount Rushmore _____

3 *Project.* Find out about a “wonder” in your country and present the information to your class. Take a poll to find out which place most of the class would prefer to visit.

> Break time

- 1 Work with a partner. Put the cards in the correct order and find the message.

W	O	T	EY	SN	REE	MON	GRO	N	T	S	DOE
MON											

- 2 Riddle.

If Beulah died in the Appalachian Mountains and Craig died at sea, why would people be happier about Craig dying?

- 3 How many different words can you make from the word ENVIRONMENT?

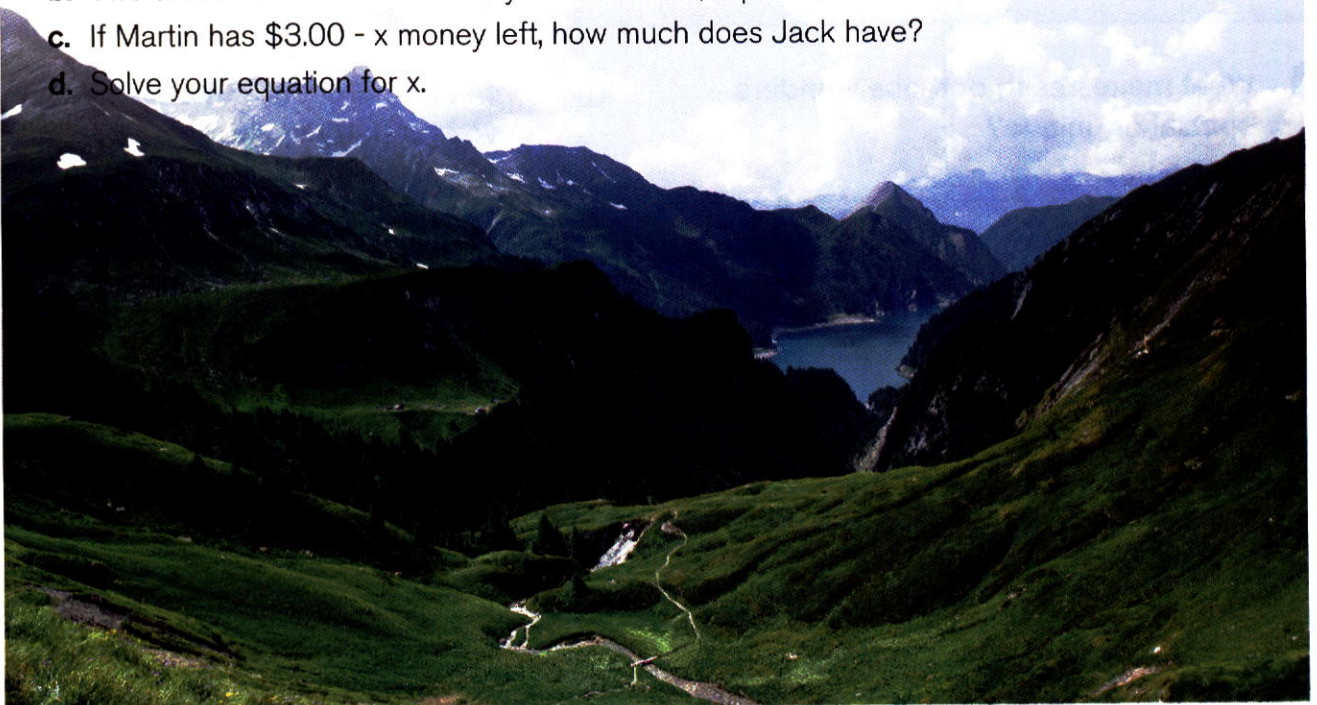
Example: vote, ten ...

- 4 Work with a partner and find out the answers.
Jack had \$4.50 and Martin had \$3.00. Jack spent twice as much as Martin and now sees that he has half as much money as Martin has.

1. How much money did Jack spend?
2. How much money did Martin spend?
3. How much does each of them have left?

Help

- a. If Martin spends x amount of money, then how much does Jack spend?
- b. Two times the amount of money Jack has left, equals ($=$) the amount Martin has left.
- c. If Martin has $\$3.00 - x$ money left, how much does Jack have?
- d. Solve your equation for x .





Pair work activities

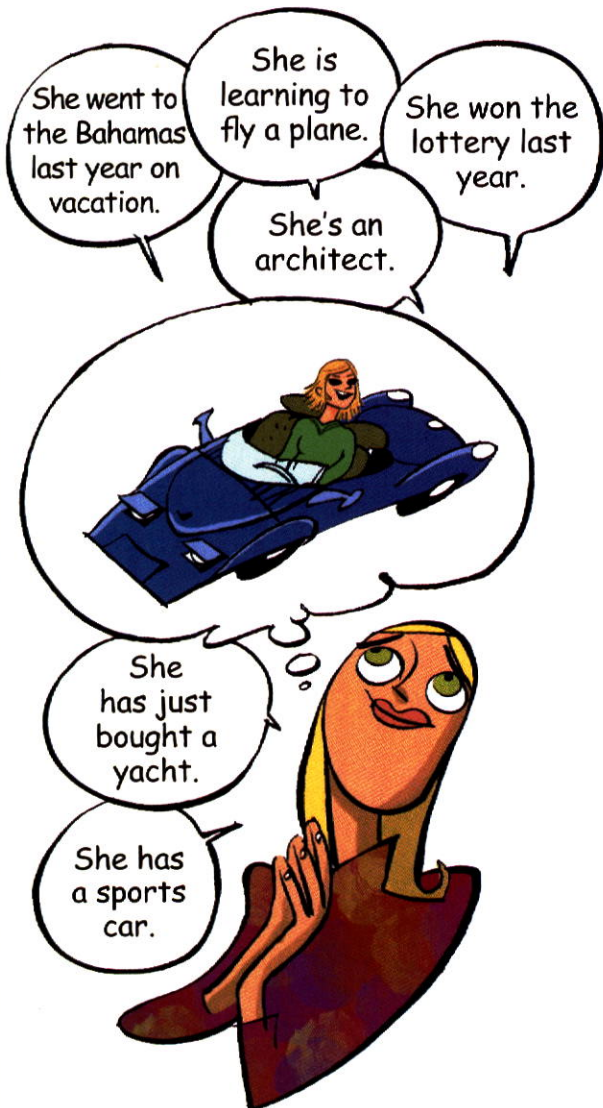
STUDENT A

Unit 5 Listening and Speaking, page 65

- 6** Fiona has just told you about her new friend. Tell your partner using reported speech.

Example: A: Have you heard about Fiona's new friend? She told me that she had a ...

B: That's not true! She told me that she had a ...

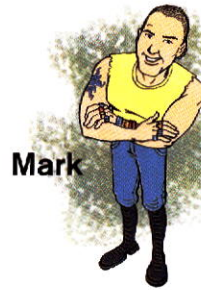


Unit 6 Listening and Speaking, page 75

- 7** Ask and answer tag questions to find differences for each person below.

Example: A: Mark's wearing a yellow T-shirt, isn't he?

B: No, he isn't. He's wearing ...



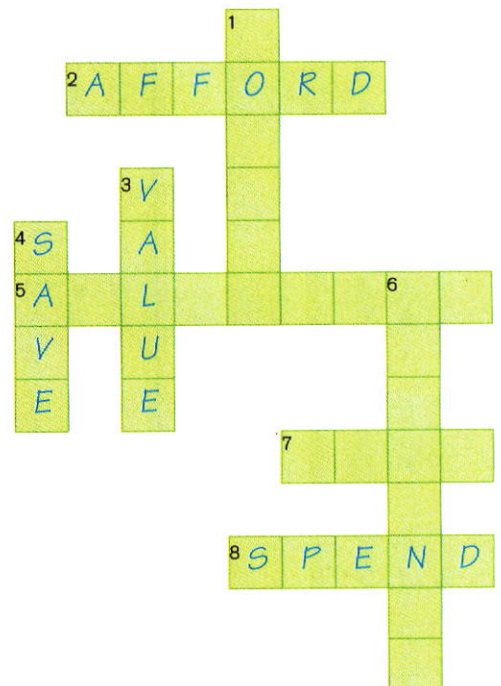
Mark



Michele

Unit 7 Listening and Speaking, page 89

- 6** a) Answer your partner's questions. You must describe the word, not say it!



Example: B: What's 4 down?

A: It means to use ...

Pair work activities

b) Now ask your partner questions to complete the puzzle.

Example: A: What's 1 down?

B: It means to use ...

Unit 8 Listening and Speaking, page 99

6 a) Listen to your partner's description of a vacation and complete the ad.

Come to the exotic ¹ ...
² ... from Houston
 Stay for ³ ...
 Stay in ⁴ ...
Price: ⁵ ... per person and ⁶ ... children
Things to do: ⁷ ...

b) Now tell your partner about a vacation you are going on.

Example: A: I'm going on vacation to Iceland!

DESTINATION:

Iceland

Activities:

- walking
- volcano climbing
- helicopter ride
- swimming in hot pools

Accommodation: individual cabins with kitchen

Travel details: departing from New York

Cost: \$1,870 per person – children \$647

Length of stay: 14 nights and 15 days

STUDENT B

Unit 5 Listening and Speaking, page 65

6 Fiona has just told you about her new friend. Listen to your partner and correct the information. Remember to use reported speech.

Example: A: Have you heard about Fiona's new friend? She told me she had a ...

B: That's not true! She told me she had a ...



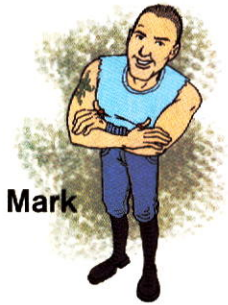
Pair work activities

Unit 6 Listening and Speaking, page 75

- 7** Ask and answer tag questions to find differences for each person below.

Example: A: Mark has a blue shirt on, doesn't he?

B: No, he doesn't. He has a ...



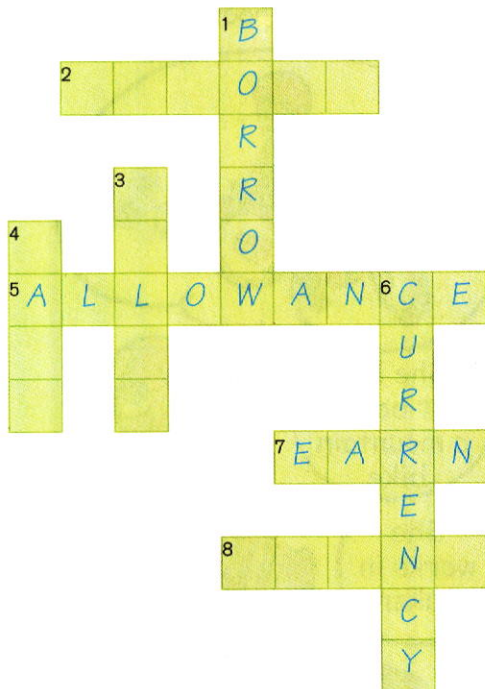
Mark



Michele

Unit 7 Listening and Speaking, page 89

- 6** a) Ask your partner questions to complete the crossword.



Example: B: What's 1 down?

A: It means to use ...

- b) Now answer your partner's questions. You must describe the word, not say it!**

Example: A: What's 1 down?

B: It means to use ...

Unit 8 Listening and Speaking, page 99

- 6** a) Tell your partner about a vacation you are going on.

Example: A: I'm going on vacation to the Caribbean!

Destination:

Caribbean

Cost: \$2,600 per person – children half price

Length of stay: 21 nights and 22 days

Activities: paragliding, kitesurfing, trekking and snorkelling

Accommodation: ★★★ hotel (breakfast included)

Travel details: departing from Houston

- b) Now listen to your partner's description of a vacation and complete the ad.**

Come to exotic ¹ ...

² ... from New York

Stay for ³ ...

Stay in ⁴ ...

Price: ⁵ ... per person and ⁶ ... children

Things to do: ⁷ ...



Fast finisher

activities

❖ Reading

Teenagers and stress

1 Read the article.

A teenager's life can be stressful. Schoolwork, extracurricular activities, weekend activities, and friends compete for a teenager's time and attention, causing stress. In addition, there are personal issues to deal with such as peer and parental pressure, arguments with siblings and/or with parents, and trouble with a friend. What's a teenager to do?

The first step to overcoming stress is to identify the cause. If the stress is caused by a person, talk to him or her about the problem. If you cannot resolve the issue by yourselves, it is OK to ask an adult – a teacher or a school counselor, for example – for advice. If the stress is caused by a situation such as too difficult or too much schoolwork, ask for help. Talk to your parents, a favorite teacher, or your guidance counselor about your difficulties at school. Be clear and honest about the kind of help you need.

Stress is part of daily life. In times of stress, teenagers should find ways to cope with it.

Can you think of ways to help teenagers cope with stress?

2 Answer the questions.

1. What are some causes of teen stress?

2. What is the first step to overcoming stress?

3. What is one way of resolving stress caused by difficult schoolwork?

❖ Writing

3 Think about something that is causing you stress. Write a paragraph about the problem. Include some ideas on how you can solve the problem and decrease your stress.

Fast finisher activity 6

❖ Reading

Colors

1 Read the articles about colors.

Colors are around us – in art, in nature, in the way we express our moods and personalities, and even in communication.

a) Colors express mood and attitude. Happy and energetic people tend to prefer brighter colors such as red and orange. Shy people tend to wear more subdued colors, for example, white because they don't want to draw attention to themselves. Think of your favorite colors. What message are you sending to the world with your choice of colors?

b) The English language uses color idioms to express different meanings. Here are some examples of color idioms:

- *true colors* = the real personality
- *see red* = get very angry
- *tickled pink* = really happy
- *come out of the blue* = unexpected; a surprise
- *green with envy* = jealous of someone's good fortune
- *a white lie* = a lie that doesn't cause any harm

2 a) What's your favorite color?

b) Now turn your book upside down and read what your favorite color says about you.

RED	You are energetic and interested in many areas of life. You have incredible willpower.
GREEN	You are determined and can do a lot of things when left alone and undisturbed.
BLACK	You feel fine in situations that would bother others.
GRAY	You are everyone's friend. You work well with others.
BLUE	You enjoy a calm environment. You have a good sense of beauty.
PURPLE	You have unusual tastes. You are very spontaneous.
BROWN	You like the outdoors. You are conservative. You don't care about fads and styles.
YELLOW	A powerful thinker, you are capable of overcoming great obstacles. You like the arts.

❖ Writing

3 Find six more color idioms and use them in sentences.

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

❖ Reading

Money and teenagers

1 Read the article about teen spending.

Today's teenagers have a lot of spending power. Around the world, teenagers spend almost 200 billion dollars every year! Where do today's teenagers get their money?

Some teenagers are given an allowance, or spending money, by their parents. Many of them get money as presents on birthdays and special occasions, such as Christmas and New Year. Others have part-time jobs or do chores around the house to earn money. However teenagers get their money, they seem to have no trouble spending it.

Where do teenagers spend their money on? Clothing and accessories, including shoes and jewelry, are at the top of the list. Food, candy, and soda also make up a part of teen spending. Teenagers also spend a lot of money on entertainment such as movies, CDs, video games, and magazines.

Some people think that teenagers shouldn't have so much spending money. They say that teenagers don't understand the value of money, which is why they spend the way they do. Others think that it's a good idea to allow teenagers to have money, whether it be as allowance or as income from a part-time job. They believe that allowing teenagers to handle their own money can teach them some money skills, such as budgeting and saving for future wants and needs.

What do you think?

2 Answer the questions.

1. How much do teenagers around the world spend every year?

2. Name the three sources for teenagers' spending money.

3. Where do teenagers spend the most money?

❖ Writing

3 Write your opinion about teens and their spending habits. Is it a good or a bad idea for teens to have money to spend? Explain.

❖ Reading

Getting back to nature

1 Read the article about people and their relationship with nature.

Connecting with Mother Earth

*"I went to the woods because I wished to live deliberately."
Henry David Thoreau*

For centuries, mankind has created farms, towns, cities, roads, and railroads. Overcoming nature to create the modern world that we know today has been a difficult and amazing task. Think of some of the modern marvels of our world: the Panama Canal cuts through an entire country; Venice was built on the water; in Dubai, engineers are creating brand-new islands in the ocean.

But has mankind taken things too far? The world has become so modernized that many people are now disconnected from nature. Some children grow up in cities where they never see trees or wild flowers. Business men and women spend entire days in their offices without ever breathing fresh air or feeling the

warmth of the sun. People are starting to realize what they're missing: the Great Outdoors.

More than ever, people are trying to get back to nature. Being outdoors has been proven to relieve stress, something that many people need to do. So, they take vacations to scenic spots, such as cabins in the woods or national parks. They hike up mountains and swim with dolphins. They scuba dive, relax on the beach, or go on safari in Africa. For some people, a week or two of vacation is enough to "recharge their batteries." Other people need a more regular connection with nature. They try to spend time outdoors as much as they can. They may take walks or go hiking, go biking, or enjoy picnics with their family.

2 Answer the questions.

1. What are some examples of the ways man has overcome nature?

2. What is one negative effect of living in a highly modernized world?

3. What are some ways city people reconnect with nature?

❖ Writing

3 Examine your lifestyle and write a paragraph about it. Include answers to these questions.

- Where do you usually spend your time – inside or outside your house?
- How often do you play outdoors?
- What changes can you make in your daily activities to enable you to enjoy nature and the outdoors?

Word list

UNIT 5

Vocabulary

angry, 61
ashamed, 61
depressed, 61
down, 61
embarrassed, 61
envious, 61
happy, 61
jealous, 61
nervous, 61
sad, 61
troubled, 61
unhappy, 61
upset, 61

Social language

Can I go to [Fred's party]?, 65
Don't ask me!, 61
Everyone's going., 65
How's it going?, 61
I don't think so., 65
I get the message., 61
Is it OK if I [go to the mall]?, 65
Just be home by [four thirty]., 65
May I go [to a movie]?, 65
Not on a school night., 65
Not right now., 65
What did she mean by that?, 61
What's up?, 61

Will [Fred's parents be home]?, 65
You can go if [Fred's parents are going to be home]., 65
You have to let me go!, 65
You'd better be home by [ten o'clock]., 65
You'd better not!, 61
You're kidding!, 61

UNIT 6

Vocabulary

attractive, 71
earring, 71
impressive, 71
makeup, 71
normal, 71
ring, 71
shocking, 71
unique, 71
weird, 71
wristband, 71

Social language

I don't think so., 75
I guess not., 75
I hate [it]!, 75
In my opinion, . . ., 75
That's right., 75
What do you think about [tattoos]?, 75

UNIT 7

Vocabulary

afford, 85
allowance, 85
bank account, 85
borrow, 85
cash, 85
credit card, 85
currency, 85
earn, 85
exchange rate, 85
lend, 85
save, 85
spend, 85
value, 85

UNIT 8

Vocabulary

canyon, 95
cave, 95
drought, 95
earthquake, 95
flood, 95
hill, 95
hurricane, 95
island, 95
plateau, 95
thunder and lightning, 95
valley, 95
volcanic eruption, 95
volcano, 95
waterfall, 95

Social language

How long will you be gone?, 99
When are you going?, 99
Where are you going on vacation?, 99
Who are you going with?, 99
Why are you going to . . .?, 99

English for citizenship, page 20

Answers:

- | | | |
|----------|-------|-------|
| 1. a = 4 | b = 0 | c = 2 |
| 2. a = 4 | b = 0 | c = 2 |
| 3. a = 0 | b = 0 | c = 4 |
| 4. a = 0 | b = 4 | c = 2 |
| 5. a = 0 | b = 4 | c = 2 |
| 6. a = 4 | b = 2 | c = 0 |
| 7. a = 0 | b = 2 | c = 4 |
| 8. a = 4 | b = 4 | c = 0 |

English for science, page 102

- | | |
|------|-------|
| 1. a | 6. c |
| 2. b | 7. c |
| 3. c | 8. a |
| 4. a | 9. b |
| 5. b | 10. a |

Grammar Reference

UNIT 5

▶ Reported speech

- **Direct speech** states the exact words a person used. Use quotations around the speech you are quoting.
They said, "**We will be late.**"
- **Reported speech** reports what someone said without using the exact words.
- In **reported speech**, *that* can be used before the reported speech
They said (**that**) they would be late.
- The verb tenses often change between direct and reported speech.

DIRECT SPEECH	REPORTED SPEECH
Simple present She said, "I live in Georgia."	Simple past She said (that) she lived in Georgia.
Simple past She said, "I chose a blue skirt."	Past perfect She said she had chosen a blue skirt.

- Adverbs often change between direct and reported speech.

DIRECT SPEECH	REPORTED SPEECH
He said, "I'll do it sometime today ."	He said he'd do it sometime that day .
He said, "She's coming back next week ."	He said she was coming back the following week .

- There are sometimes pronoun changes between direct and reported speech.

DIRECT SPEECH	REPORTED SPEECH
She said, "Please clean your room."	She told me to clean my room.
He said, "I did my homework."	He said that he had done his homework.

- **Should, could, and might** do not change in reported speech.

DIRECT SPEECH	REPORTED SPEECH
Dad said, "You should clean your room."	Dad said (that) I should clean my room.

- You do not have to change the tense in reported speech when you are reporting:
 - a) a general truth or scientific law.

DIRECT SPEECH	REPORTED SPEECH
They said, "The Earth revolves around the sun."	They said the Earth revolves around the sun.

- b) something that is still true.

DIRECT SPEECH	REPORTED SPEECH
The teacher said, "You don't have any homework tonight."	The teacher said (that) we don't have any homework tonight.

- c) something that was just said.

MOM: Your music **is** too loud!

TINA: What did Mom just say?

JEFF: She said that your music **is** too loud.

Grammar Reference

► **Said and told**

- **Said** and **told** are reporting verbs that are used in direct and reported speech.
- Use **told** when you mention the listener (a noun or pronoun). Do not mention the listener when you use **said**.

I **told her** we were fine.

I **told Mom** we were fine.

I **said** we were fine.

UNIT 6

► **Tag questions**

- A **tag question** is a question that is added onto the end of a sentence. An auxiliary verb is used in a tag question.
- Use **tag questions** to make a comment, check, or confirm information.

That's a nice sweater, **isn't it**?
You're coming to my party, **aren't you**?
You **won't** forget me, **will** you?
- The subject in the statement matches the subject in the question tag.

She's in your math class, **isn't she**?
He likes you, **doesn't he**?
- If the statement is affirmative, the tag is negative. If the statement is negative, the tag is affirmative. Contractions are usually used in negative tag questions.

You're in my class, **aren't** you?
We **haven't** been there before, **have** we?
- Use only pronouns in question tags.

Our teachers are great, **aren't they**?

Tag questions with **be**

- Use *is/isn't, are/aren't, was/wasn't, were/weren't* in tag questions with *be*.

The mall **is** open today, **isn't** it?
Offices **aren't** closed during President's Day, **are** they?
She **was** just here, **wasn't** she?
The games **weren't** that exciting, **were** they?
- Note that these two tags for statements with "I + am" are acceptable.

I'm a faster runner than you, **aren't** I?
(common in spoken English)
I'm a faster runner than you, **am** I not?
(very formal)

► **Tag questions with *do***

- If there is no auxiliary verb in a sentence, use a form of *do* in a tag question.

Our teacher **loves** classical music, **doesn't** he?
They **like** ice cream, **don't** they?
She **didn't see** me, **did** she?
Amy and Paula **left** early, **didn't** they?
We **used to eat** here, **didn't** we?

► **Tag questions with *will* and *won't***

- Use *will* or *won't* in tag questions about the future.

You **won't** get a C in math, **will** you?
You'll get an A, **won't** you?
- Use *will* in tag questions for imperatives.

Close the door, **will** you?

► Tag questions with *have*

- Use *have* in tag questions in the present perfect.
You've **studied**, **haven't** you?
You **haven't eaten** lunch yet, **have** you?
- If the main verb is *have*, it is more common to use *do* in the tag question.
They **have** a beautiful house on the beach, **don't** they?
We **don't have** much money, **do** we?
- For all tag questions, the tense of the verb in the statement matches the tense used in the tag.

Present

She is tired,	isn't she?
They aren't brothers,	are they?
He lives here,	doesn't he?
We don't have time,	do we?
They work together,	don't they?

Past

It was expensive,	wasn't it?
They weren't busy,	were they?
They bought a new car,	didn't they?
She didn't like it,	did she?

Future

She is going to drive,	isn't she?
They aren't going to cook,	are they?
She will have chicken,	won't she?
They won't leave early,	will they?

► The second conditional:
Unreal possibility

- Use the **second conditional** to talk about unlikely situations in the present or future, to talk about imaginary situations, or to give advice.

If I had a lot of money, **I'd build** schools in poor countries.

I **wouldn't go** to a party **if I weren't** invited.

If I were you, **I'd buy** a new computer.

- A conditional sentence has two parts: an *if* clause and a result clause. In a second conditional sentence, the *if* clause presents the unreal condition. The result clause presents the result of the unreal condition.
- Use the simple past in the *if* clause and *would/wouldn't* + a verb in the result clause.

if clause result clause

If I **were** rich, I **would donate** most of my money to charity.

- The *if* clause can come either before or after the result clause. Use a comma after the *if* clause if it comes first.

If I were rich, I'd donate most of my money to charity.

I'd donate most of my money to charity **if I were rich**.

Yes/No questions

- To change statements in the third conditional into *Yes/No* questions, switch the positions of the subject and *would* in the main clause.

Statements	Yes/No questions
He would have made the soccer team if he had practiced more.	Would he have made the soccer team if he had practiced more?

Information questions

- In information questions in the third conditional, the *if* clause or the result clause can come first. The word order is either:
 Question word + *would* + subject + *have* + past participle + *if* clause.
 OR
If clause + question word + *would* + subject + *have* + past participle.
 What would you have done if you had won a new bike?
 If you had won a new bike, what would you have done?
- If the *if* clause comes first, use a comma before the result clause.
 If you had won a billion dollars, what would you have bought?

UNIT 8

▶ Relative clauses

- Relative clauses are introduced by relative pronouns. **Who** is used to refer to people, **which** is used to refer to places or things, **that** is used to refer to people, places, or things, and **whose** is used to refer to a possession or relationship.

That's the girl **who** called yesterday.

The test, **which** I studied for last night, was cancelled.

Here's your jacket **that** I borrowed.

Is that the boy **whose** dog was lost?

- A defining relative clause gives information that is essential to the meaning of a sentence. Do not use a comma to separate a defining clause from the rest of the sentence. Defining relative clauses are also called **restrictive relative clauses**.
 People **who live in warmer climates** tend to be more easygoing.
- Non-defining relative clauses provide extra information. Use a comma before and after the clause to separate it from the rest of the sentence. Non-defining relative clauses are also called **nonrestrictive relative clauses**.
 Her house, **which is near the beach**, is worth a lot of money.

► Time clauses

- Time clauses act as adverbs. They tell us when something happens.
- Time clauses begin with time words and phrases such as *while*, *when*, *as soon as*, *before*, and *until*.
- Time clauses are not complete sentences. They must be added to a main clause.
- Use a comma after a time clause when the time clause comes first.

As soon as this show ends, I'll do my homework.

- When the main clause is in the future, the time clause is in the simple present.

main clause time clause
I'll call you **when** I'm ready.

- Time clauses in the past are often introduced by **before**.

He left **before** he heard the news.

- Use either the simple present or simple past with **until**.

We waited **until** he finished his homework.

I'll wait **until** he finishes his homework.

