Teacher's Book

WORLD ENGLISH 2

THIRD EDITION

Real People • Real Places • Real Language

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World English Level 2 Teacher's Book: Real People, Real Places, Real Language, **Third Edition**

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WORLD ENGLISH THIRD EDITION

New to this Edition

The following new and updated features of *World English*, Third Edition are based on research and consultation with instructors and learners from around the world:

- New and updated content and ideas from sources like **National Geographic and TED** feature real people and places to provide meaningful and fascinating springboards for language learning and communication.
- New **"My World"** activities guide learners to personalize and share their opinions about real-world topics.
- **Extended Writing and Communication** lessons feature writing models and explicit skill instruction to provide increased opportunities for meaningful learner output.
- An extended, optional **Video Journal** section at the end of each unit features amazing video from either National Geographic or TED.
- A new **Grammar Reference** section in the appendix provides additional grammar support and practice while offering flexible instructional opportunities.
- Updated technology includes **My World English Online** for independent practice and the **Classroom Presentation Tool** for in-class support.

- New and updated content and ideas from sources like **National Geographic** and **TED**.

- Each two-page lesson teaches the language and skills needed to achieve **real-world communication goals**.

A GOAL Talk about Personal Communication

Vocabulary

A In groups, read the information about teenagers in the US. Which facts do you think are surprising? Not surprising?

How Teenagers Use Technology in the US

72% look at their smartphone as soon as they wake up.
85% share photos on social media.
100% who have a smartphone write text messages, making it the most popular feature.
78% use internet search engines to help with school work.
41% send their teachers emails.
45% use the internet almost all the time.
90% play video games on a computer or a game console.
61% watch TV shows on the internet, not on a traditional TV.

B Match the words in blue to the photos.

C Delete the one verb that cannot be used with the noun.

1. *share* / *take* / ~~*write*~~ a photo
2. *watch* / *text* / *turn on* the TV
3. *watch* / *send* / *check* text messages
4. *search* / *find* / *use* the internet
5. *play* / *download* / *read* video games
6. *buy* / *log on to* / *use* social media

D In pairs, write four sentences using the words in **C**.

I often share photos of my friends on social media.

E Work with another pair. Read each of your sentences in **D**, but do not say the verb. Can the other pair guess the missing verb?

I often... photos of my friends on social media.
Is it *share*?
Yes, it is. Correct!

Grammar

Verbs with Direct and Indirect Objects

Subject	Verb	Indirect Object	Direct Object
I	sent	**Mike**	**a photo**.
Her parents	bought	**her**	**a smartphone**.
I	will give	**you**	**a call**.

F Read the sentences and match them to the structure (a or b).

a. Subject + verb + direct object
b. Subject + verb + indirect object + direct object

1. We use the internet. a
2. I left you a voicemail. ___
3. They send their friends photos. ___
4. My sister plays video games. ___
5. I didn't buy him a smartphone. ___
6. My grandmother still mails me letters! ___

G Unscramble the words to write sentences. Underline the direct objects.

1. sent / a / I / text message / Marco
2. gave / My / brother / a / me / video game
3. address / me / his / Find / email
4. new / Jim / a / smartphone / I / bought
5. a / your / mom / Give / call

GOAL CHECK Talk about Personal Communication

1. Look at the facts in **A** again. Which sentences are true for you? Rewrite the untrue sentences so they are true for you.
2. In pairs, use your answers in item 1 to tell your partner about how you communicate. Comment on your partner's answers.

I never send my parents text messages. They use email.
Mine, too. And I usually communicate with friends by social media.

B GOAL Exchange Contact Information

Listening

A 36 Listen and number a–c in the order you hear them.

a. a radio show ___ **b.** a conversation ___ **c.** a voicemail ___

B 36 Listen again and complete the missing information.

Conversation 1:
Joel's address: _____

Conversation 2:
Telephone number: _____
Text: _____
Social media handle: _____

Conversation 3:
Email: _____
Website: _____

C Below is the contact information of some famous places. Take turns reading each of them aloud in pairs.

1. Avenida Presidente Castelo Branco, Rio de Janeiro, 20271-130, Brazil. Tel. +55 800 062 7222 www.maracana.br email: info@maracana.br
2. 1600 Pennsylvania Ave. NW, Washington DC, 20500, US. Tel. 1 202 456 1111 www.whitehouse.gov email: comments@whitehouse.gov
3. 5 Avenue Anatole France, 75007, Paris, France. Tel. 33 08 92 70 12 39 www.tour-eiffel.fr

PRONUNCIATION: Sentence Stress for Clarification

Clarify numbers and spelling by stressing words or letters, like this:
That was 13, *not* 30. *One three.*
Is that P *as in* Paris *or* B *as in* Beijing?

D 37 Listen to these sentences and underline the stressed words or letters.

1. That's fifteen, not fifty.
2. It's A as in apple.
3. It ends in dot org, not dot com.
4. Was that zero zero one or zero zero two?
5. Can you spell your last name?

E 37 Listen again and repeat. Stress the correct words.

F Write your (or made up) contact information in the first column of the chart.

	Me	Classmate 1	Classmate 2	Classmate 3
Name				
Phone number				
Email address				
Mailing address				
Social media handle				

GOAL CHECK Exchange Contact Information

Ask three of your classmates for their contact information. Complete the chart.

What's your email address?
My email address is...

In 2016, the opening ceremony for the Olympics was at Maracanã Stadium in Rio de Janeiro, Brazil.

- Consistent **Goal Check** activities at the end of each two-page lesson informally and communicatively assess achievement of the language goal.

C GOAL Describe Characteristics and Qualities

Language Expansion: The Senses

A Look at the photos from different countries. Match the comments to the photos.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

a. "That smells terrible!"
b. "He looks very old."
c. "They sound fantastic!"
d. "It tastes delicious!"
e. "This feels soft."

Grammar: Sensory Verbs

B Complete the table with these words.

ears feels looks nose smells taste touch

The Five Senses	Parts of the Body	Sensory Verbs
sight	eyes	5. _____
hearing	3. _____	sounds
1. _____	mouth and tongue	tastes
smell	4. _____	6. _____
2. _____	hands and fingers	7. _____
We use sensory verbs to describe the characteristics and qualities of people, animals, and things.		

C Underline the five sensory verbs in **A**. Then answer these questions.

1. What verb form do you normally use with sensory verbs? _____
2. What type of word usually follows a sensory verb? _____

92 Unit 7

D Write the sensory verbs in these sentences.

1. When I see people rock climbing, I think it _____ very dangerous!
2. Turn that music off! It _____ terrible!
3. I like your perfume. It _____ nice.
4. These french fries _____ too salty.
5. I prefer these shoes. They _____ more comfortable.

E In groups, say which sensory verb(s) can be used with each adjective. There may be more than one answer. Then say a new sentence with each adjective and a sensory verb.

beautiful	expensive	loud	polluted	sweet
cold	hard	noisy	smooth	tired

Conversation

F 38 Listen to the conversation. Which headphones does Susan prefer? Why?

Bill: What do you think of these headphones?
Susan: The black ones? They look OK.
Bill: Do they fit your head? Try them on.
Susan: I think they feel too big.
Bill: Yes, I agree. They look huge! What about those blue ones?
Susan: They look very expensive. But they feel more comfortable.
Bill: How do they sound? Listen to some music with them.
Susan: Wow! They sound amazing!

SPEAKING STRATEGY
Give Your Opinion
I think it looks / feels / sounds / tastes / smells...
What do you think about...?
I don't think it...
I agree. / I disagree.

G Practice the conversation in pairs. Switch roles and practice it again.

H Change the underlined words and make a new conversation.

GOAL CHECK
Describe Characteristics and Qualities

My favorite dish is tacos. I think they taste amazing!

In pairs, take turns talking about the characteristics of four of the following. Then give your opinion about your partner's choices.

- Your favorite piece of technology
- Your favorite dish
- Your favorite type of music
- Your favorite perfume / aftershave
- Your favorite place for a vacation
- Your favorite celebrity

Communication 93

- New **Speaking Strategy** sections provide relevant ways to enhance learner output in the "Conversation" activities.

- Each Grammar section is enhanced by flexible and additional support and practice in the new **Grammar Reference** sections in the Appendix of the Student Books.

- New **My World** activities guide learners to personalize and share their opinions about real-world topics.

D GOAL Compare Types of Communication

Reading

A Does each type of human communication use the sense of sight, hearing, touch, or more than one?

shaking hands	smiling	waving
writing	kissing	shaking your head
nodding your head	laughing	yelling

B Match these sentences to actions in **A**.

1. "I disagree with you." **4.** "That's so funny!"
2. "I agree with you." **5.** "Nice to meet you."
3. "I'm happy to see you." **6.** "Goodbye."

C **MY WORLD** Do any of the examples of body language in **A** have a different meaning in your country? What are some examples of body language used in your country?

D Read the article. Match the words to the definitions.

a 1. body language — **a.** communication with the body
___ 2. greet — **b.** feelings
___ 3. emotions — **c.** do in a similar way
___ 4. sense of humor — **d.** meet and say "hello"
___ 5. copy — **e.** ability to have fun

E Are these actions done by humans, elephants, or both? Underline the supporting information in the article.

1. Speak with words and language — humans
2. Spread ears to show anger or aggression — _____
3. Shake their head to disagree — _____
4. Shake their head to show they are happy — _____
5. Touch each other to show their feelings — _____
6. Laugh — _____
7. Have a sense of humor — _____
8. Copy sounds they hear — _____

GOAL CHECK

In groups, describe at least one similarity and one difference between the different types of communication in each pair.

- Human / Animal
- Face-to-face / Electronic
- Speaking / Writing
- Social media / Text

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Do you speak "elephant"?

As humans, we communicate using the senses of sight, touch, and hearing. We send messages with body language, we greet friends with touch, and we speak using words to show our emotions and ideas. Animals don't communicate in as many ways as humans—for example, they don't have language like we do—but many animals do also use the senses of sight, touch, and hearing. A good example of this is elephant communication.

Like humans, elephants understand each other by looking at each other's body language. To send a message, they use their whole body, or individually their heads, eyes, mouth, ears, trunk, tail, or feet. For example, elephants spread their ears to show anger. And while humans shake their heads to disagree, elephants do this to show they are happy.

As with humans, touch is also very important between elephants. Just like a human mother holds her baby, a mother elephant regularly touches her young **calf** with her trunk. Elephants also show they are friendly when they touch other elephants. And when they want to have fun, they hold each other by the trunk and pull, like in this photo. Even if they can't laugh like a human, elephants have a great sense of humor.

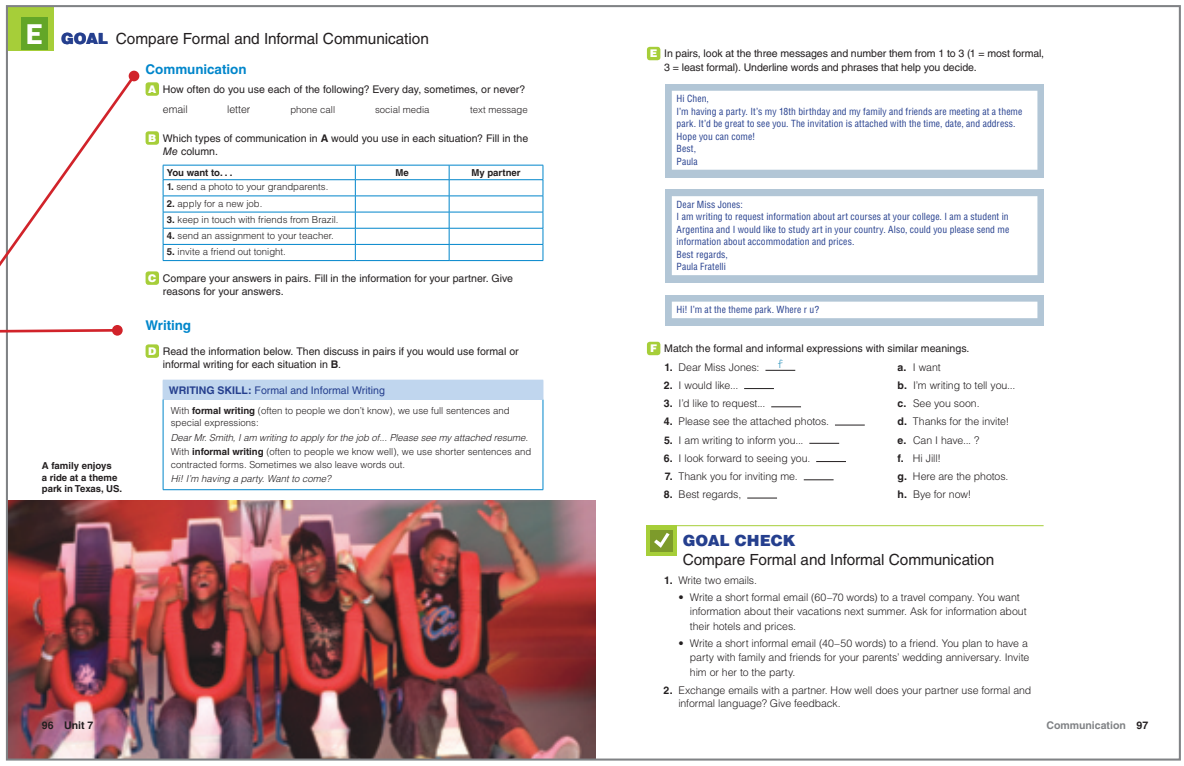
Elephants have very large ears, which means they can hear other elephants from as far as 2.5 miles away. Like humans, they can also copy sounds and make their own sounds that seem to communicate basic human words and phrases like, "Hello," "I love you," and "Let's go."

So while it's true that humans are amazing at communication, elephants also communicate in ways that we can't, and that's probably true for other animals, too. The next time your **pet** dog or cat looks at you, touches you, or makes a noise, it's probably trying to tell you something very important!

calf young elephant
pet an animal in your house

Communication 95

- Extended **Writing and Communication** lessons feature writing models and explicit skill instruction.



E **GOAL** Compare Formal and Informal Communication

Communication

A How often do you use each of the following? Every day, sometimes, or never?

email letter phone call social media text message

B Which types of communication in **A** would you use in each situation? Fill in the *Me* column.

You want to. . .	Me	My partner
1. send a photo to your grandparents.		
2. apply for a new job.		
3. keep in touch with friends from Brazil.		
4. send an assignment to your teacher.		
5. invite a friend out tonight.		

C Compare your answers in pairs. Fill in the information for your partner. Give reasons for your answers.

Writing

D Read the information below. Then discuss in pairs if you would use formal or informal writing for each situation in **B**.

WRITING SKILL: Formal and Informal Writing

With **formal writing** (often to people we don't know), we use full sentences and special expressions:
Dear Mr. Smith, I am writing to apply for the job of... Please see my attached resume.
With **informal writing** (often to people we know well), we use shorter sentences and contracted forms. Sometimes we also leave words out.
Hi! I'm having a party. Want to come?

A family enjoys a ride at a theme park in Texas, US.

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E In pairs, look at the three messages and number them from 1 to 3 (1 = most formal, 3 = least formal). Underline words and phrases that help you decide.

Hi Chen,
I'm having a party. It's my 18th birthday and my family and friends are meeting at a theme park. It'd be great to see you. The invitation is attached with the time, date, and address. Hope you can come!
Best,
Paula

Dear Miss Jones:
I am writing to request information about art courses at your college. I am a student in Argentina and I would like to study art in your country. Also, could you please send me information about accommodation and prices.
Best regards,
Paula Fratelli

Hi! I'm at the theme park. Where r u?

F Match the formal and informal expressions with similar meanings.

1. Dear Miss Jones: f	**a.** I want
2. I would like... ____	**b.** I'm writing to tell you...
3. I'd like to request... ____	**c.** See you soon.
4. Please see the attached photos. ____	**d.** Thanks for the invite!
5. I am writing to inform you... ____	**e.** Can I have... ?
6. I look forward to seeing you. ____	**f.** Hi Jill!
7. Thank you for inviting me. ____	**g.** Here are the photos.
8. Best regards, ____	**h.** Bye for now!

GOAL CHECK
Compare Formal and Informal Communication

1. Write two emails.
   - Write a short formal email (60–70 words) to a travel company. You want information about their vacations next summer. Ask for information about their hotels and prices.
   - Write a short informal email (40–50 words) to a friend. You plan to have a party with family and friends for your parents' wedding anniversary. Invite him or her to the party.
2. Exchange emails with a partner. How well does your partner use formal and informal language? Give feedback.

Communication 97

- An extended, optional two-page "**Video Journal**" section at the end of each unit features fascinating video from either National Geographic or TED.

VIDEO JOURNAL

A NEW VIEW OF THE MOON

Filmmaker Wylie Overstreet stands next to his telescope and looks at the moon.

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A People often have similar feelings about these things. How do you feel when you...
- see the sun rise or set?
- smell bread in the oven?
- sit in a traffic jam for an hour?
- find a spider in your house?
- see the moon and stars at night?

B In groups, compare your answers in **A**. Did you all have the same feelings? Why?

C Watch the video. Number the things in the order you see them.
- 1 There is a view of Los Angeles.
- ☐ The man asks people if they want to look.
- ☐ The man takes his telescope outside.
- ☐ A woman says, "You can see the craters!"
- ☐ The man takes his telescope away.
- ☐ A man takes a photo of the moon.
- ☐ A boy tells his brother to look.

D These phrases show surprise. Check (✓) the phrases you hear in the video. Then watch again and check. As you watch, listen to the intonation.

1. No way!	☐
2. Isn't that awesome?	☐
3. That is so cool!	☐
4. What?	☐
5. Fantastic!	☐
6. I've never seen this before!	☐
7. Really?	☐
8. Isn't that amazing?	☐
9. That is incredible!	☐
10. Wow!	☐

E 40 Listen and repeat. Say the expressions in **D** with surprise and interest.

F Write down three pieces of surprising news to tell a partner. They can be true or untrue. Take turns saying your news and responding with phrases from **D**.

G Read the quote from the video. Do you agree? Why?

*"It makes you realize that we are all on a small little planet and we all have the same **reaction** to the universe we live in. I think there's something special about that. Something **unifying**. It's a great **reminder** that we should look up more often."*

reaction something you do in a situation
unifying bringing people together
reminder something that helps you remember

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Overview

The third edition of **World English** includes new and updated content and ideas from sources like National Geographic and TED, which feature real people and places to provide meaningful and fascinating springboards for language learning and communication.

In this edition, new "My World" activities guide learners to personalize and share their opinions about real-world topics. Also, a new Grammar Reference in the appendix provides additional grammar support and practice while offering flexible instructional opportunities.

Each unit is divided into five two-page lessons, including newly extended Writing and Communication lessons that feature writing models and explicit skill instruction to provide increased opportunities for meaningful learner output. In addition, an extended, optional Video Journal lesson at the end of each unit features amazing videos from National Geographic and TED.

At the beginning of every lesson, a concrete objective focuses students' attention on what they will be learning. At the end of the lesson, a communicative Goal Check gives students an opportunity to apply what they've learned and lets both teachers and students check student progress.

Unit Opener

Each unit opens with a two-page spread featuring a striking photo. These photos have been chosen both to illustrate the unit theme and to provide material for discussion. Before beginning the unit, students can describe the photo, name things they see in it, and make guesses about when and where the photo was taken. The two discussion questions then lead students into the topic, introducing key concepts and vocabulary.

In this Teacher's Book, an introduction to the unit theme and an overview of the unit are provided to orient the teacher to the scope of the unit and to give additional information that may be useful in discussing the unit theme. Throughout the lesson, Teaching Tips and Listening / Reading / Speaking / Writing Strategy boxes explain the purpose of exercises and provide useful information to benefit instruction beyond the textbook. Furthermore, For Your Information boxes contain additional facts about the topics under discussion.

Vocabulary

Lessons A and C both begin with a short exercise presenting lexical items related to the unit theme. In Lesson A, the vocabulary section introduces the core words that students will need to discuss and learn about the unit topic. These are presented in context, with text or pictures to aid in students' understanding. After completing the exercises in this section, students have a written record of the meanings of the words, which they can refer to later. The lesson notes in this Teacher's Book contain a Word Bank of supplementary vocabulary that can be used in exercises or taught as enrichment.

Grammar

World English features an explicit grammar syllabus, with individual grammar points tied to the unit theme. Grammar points are taught in Lesson A and Lesson C of each unit. They are used together with the vocabulary items in the opening presentation of each lesson, and then explicitly presented in a box with examples, rules, and usage notes.

Controlled practice with each grammar structure is followed by freer production. A variety of exercise types engages students and allows them to develop grammar knowledge in multiple skill areas.

The lesson notes in this Teacher's Book contain a brief summary of each grammar point for teacher reference, as well as an additional Grammar Practice exercise.

In addition, there are grammar worksheets in the back of this Teacher's Book. Each unit has two worksheets, one for each of the grammar points in Lessons A and C.

Listening

Lesson B focuses on building students' listening skills. Students listen to content from a variety of sources, including conversations, radio programs, interviews, lectures, and podcasts, and complete a series of tasks of graded difficulty. Some tasks require them to listen for the gist or main idea; while others ask them to find numbers, details, or further information. Post-listening tasks help students explore and personalize what they've heard.

Audio scripts for all listening exercises, including video scripts, can be found in the back of this Teacher's Book.

Pronunciation

The pronunciation component of **World English** emphasizes stress, intonation, reductions, and other features to make learners' English more natural and comprehensible to a wide international audience. Students first learn to recognize a feature of English pronunciation and then to produce it. Examples are presented in the audio recording in the context of the unit theme. Students begin by listening; then they repeat with the audio recording and practice freer production of the features while interacting with their peers.

Language Expansion

The first part of Lesson C is a Language Expansion exercise meant to broaden students' vocabulary around the unit theme by introducing a closely related group of lexical items. These are presented in context and are used immediately in writing and then speaking, giving students more options when doing the Grammar and Conversation exercises that follow in Lesson C.

Conversation

Each unit contains example conversations that highlight the vocabulary and grammar of the lesson in a contextualized way while serving as models of natural communication for students. Speaking Strategy boxes accompany conversations to provide relevant ways to enhance learner output.

Reading

Lesson D is centered around a reading passage, which complements the topic of the unit. A wide variety of reading exercises helps increase students' comprehension and build critical thinking skills. The newly added Goal Check in this lesson provides students with an explicit focus for their reading and discussion.

The lesson notes in this Teacher's Book include Reading Strategies that can help students more effectively engage with and understand the passages.

Writing and Communication

In this edition, the extended Writing and Communication lessons provide students with explicit skill instruction and give them opportunities to generate and convey ideas related to the unit theme.

Newly expanded writing exercises provide a fully scaffolded progression from controlled practice to authentic production, using explicit skill explanations and models to guide students.

In contrast to the controlled speaking practice in the Conversation sections, the Communication exercises give freer speaking practice with the structures and vocabulary that students have learned. These carefully designed exercises provide opportunities for personal expression within a defined field of language so that all students can feel confident of success.

The lesson notes in this Teacher's Book often include expansion activities for further practice related to the lesson goal. For classes where even more practice of free communication is desired, this book also contains 12 Communication Activity Worksheets (one for each unit), which may be photocopied. The activities reinforce the vocabulary and structures from the unit while giving students another opportunity to express their own ideas in English.

This Teacher's Book also contains 12 additional writing worksheets, which may be photocopied. These optional exercises provide students with scaffolded practice that allows them to refine their writing skills.

Video Journal

Each unit of **World English** concludes with an authentic National Geographic video, TED Talk, or Foundations video, featuring stories from people and places around the world. Before You Watch exercises present new words that students will hear, and give some background information about the video. Students watch the video several times while completing exercises that ask them to identify general themes as well as specific information. They give their responses to the video in After You Watch exercises.

An updated video program features information about each video and on-screen exercises for students to complete as they watch.

Additional Student Support Features

Real Language This feature highlights high-frequency expressions from everyday conversations.

Word Focus This feature presents and explains additional vocabulary used in exercises, as well as commonly used collocations.

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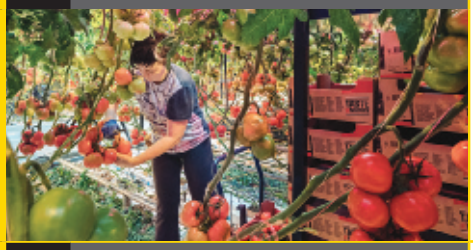
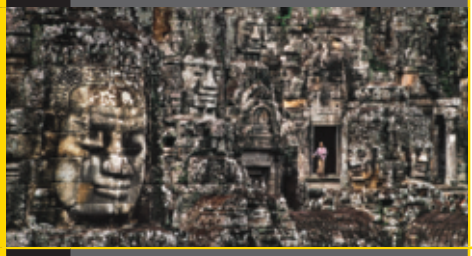
Unit	Unit Goals	Grammar	Vocabulary
1 Food for Life Page 2 	• Contrast General and Current Actions • Describe Regional Foods • Describe Favorite Dishes • Discuss Diet Trends • Give Details to Support Your Ideas	Verb Tense Review: Simple Present and Present Continuous *__I__ almost never __buy__ fruit at the supermarket.* *__My father is buying__ all our food at the farmers' market.* Simple Past (Regular and Irregular) *We __walked__ to the restaurant last night.*	Healthy Diets Types of Food
2 Express Yourself Page 16	• Talk about Yourself • Make Small Talk with New People • Start a Conversation • Discuss Endangered Languages • Give Examples	The Present Perfect vs. The Simple Past *He __has traveled__ to many countries.* *We __met__ 10 years ago.* *Already, Yet, Ever,* and *Never* + the Present Perfect *We__'ve already finished__ this unit.*	Culture and Communication Starting a Conversation
3 Cities Page 30	• Make Predictions about Your City or Town • Explain What Makes a Good Neighborhood • Discuss the Pros and Cons of City Life • Evaluate Solutions to a Problem • Explain What Makes a Good City	Future with *Will* *Cities __will be__ noisier in the future.* *Will* + Time Clauses *__Before I move to the city,__ __I'll look__ for a job.*	Changing Cities City Life
4 The Body Page 44	• Discuss Ways to Stay Healthy • Talk about Healthy Lifestyles • Suggest Helpful Natural Remedies • Describe the Benefits of a Positive Attitude • Explain an Idea Using Details	The Comparative, Superlative, and Equative *Henry is __healthier than__ his father.* Infinitive of Purpose *You can drink tea with honey __to help__ a sore throat.*	Human Organs Everyday Ailments
5 Challenges Page 58	• Talk about Facing Challenges • Describe Past Accomplishments • Use *Too* and *Enough* to Talk about Abilities • Discuss Steps Toward a Goal • Describe a Personal Challenge	Past Continuous vs. the Simple Past *I __saw__ him yesterday. He __was riding__ a bike.* Past Continuous with the Simple Past *We __were eating__ dinner __when you called.__* *Enough, Not Enough, Too* + Adjective *He was __old enough__ to sail alone.*	Physical and Mental Challenges Phrasal Verbs
6 Transitions Page 72	• Talk about Different Stages in Your Life • Talk about the Best Age to Do Something • Ask Questions to Get More Information • Discuss Changes Caused by Technology • Describe an Important Transition in Your Life	The Past Perfect *I __had lived__ alone before I moved to Mexico.* *How* + Adjective or Adverb *__How tall__ is he?*	Describe Life Events Adjectives for Age

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
General and Focused Listening An Interview: Rice Farming	Comparing Diets Discussing Types of Food Linking Words Together	The Paleo Diet: Natural and Healthy?	Writing Main Ideas and Supporting Details	**Wide Awake Bakery** This National Geographic Short Film Showcase video describes how baking delicious bread can change your life.
General and Focused Listening Conversations: Small Talk	Talking about Yourself Starting a Conversation *Have* or *Has* vs. Contractions	Endangered Languages	Giving Examples	**Marie's Dictionary** This National Geographic Short of the Week video describes Marie's efforts to archive her native Wukchumni language and save her language and culture for others.
General and Focused Listening A Radio Interview: Jardin Nomade in Paris	Discussing the Future of Your City Describing the Pros and Cons of Cities Stressed Syllables Before *-tion* Suffix	Streets for People	Writing a Paragraph With a Good Topic Sentence	**How to Reinvent the Apartment Building** In this TED Talk, Moshe Safdie talks about reinventing high-rise apartment buildings and making them better.
Focused Listening Discussions: Different Lifestyles	Talking about Staying Healthy Suggesting Easy Remedies Linking with the Comparative and Superlative	Attitude Is Everything	Writing a Paragraph Using Supporting Details	**Living Beyond Limits** In this TED Talk, Amy Purdy explains how obstacles can help us be creative.
General and Focused Listening An Interview: Dr. Jenny Daltry: Wildlife Conservationist and Ecologist	Discussing Challenges Talking about Abilities Words That End in *-ed*	Making a Difference: Bali	Writing a Paragraph about a Challenging Experience	**Success Story: Recycling in the Philippines** In this National Geographic video, we learn how communities in the Philippines created a solution for discarded plastic fishing nets.
General and Focused Listening Conversation: Becoming an Adult	Talking about Events in Your Life Getting More Information The Schwa Sound /ə/ in Unstressed Syllables	Innovation in Africa	Writing a Paragraph to Describe a Life Transition	**The Magic Washing Machine** In this TED Talk, Hans Rosling explains the incredible effect a simple machine can have on our lives.

Unit	Unit Goals	Grammar	Vocabulary
7 Things that Matter Page 86	• Discuss Spending Habits • Talk about Needs and Wants • Discuss What Makes People's Lives Better • Talk about Different Lifestyles • Set Priorities	Passive Voice (Present Tense) *A large amount of plastic **is thrown away** every day.* Passive Voice with *By* *The plastic bottles **are washed by powerful machines**.*	Spending Habits Irregular Past Participles
8 Conservation Page 100	• Talk about Consequences • Discuss Ways to Solve Future Problems • Describe a Situation • Discuss Conservation Projects • Explain a Conservation Issue	Real Conditionals in the Future ***If we don't control** pollution, more sea animals **will become** extinct.* Review of Quantifiers *There are **too many** endangered species.*	Climate Change Adverbs of Manner
9 Life Now and in the Past Page 114 	• Discuss Life in the Past • Contrast Different Ways of Life • Talk about How Things Were Done in the Past • Discuss Historical Facts • Describe a Historical Wonder	*Used to* *People **used to travel** by horse and cart.* Passive Voice in the Past *A large amount of plastic bags **were used** every day.*	Life in the Past Separable Phrasal Verbs
10 Travel Page 128	• Talk about Organizing a Trip • Talk about Different Kinds of Vacations • Use English at the Airport • Discuss Travel • Describe a Cultural Event	Expressing Necessity *I **must** make a reservation.* Expressing Prohibition *You **must not** take pictures here.*	Travel Preparations At the Airport
11 Careers Page 142	• Discuss Career Choices • Ask and Answer Job-Related Questions • Talk about Career Planning • Explain New Careers • Create a Personal Profile	Modals for Giving Advice *You **should** choose a career that fits your personality.* Indefinite Pronouns ***Everyone** in the audience **was** laughing.*	Careers and Jobs Participial Adjectives
12 Celebrations Page 156	• Describe a Celebration • Compare Holidays in Different Countries • Express Congratulations and Good Wishes • Talk about Rituals • Share Opinions about Holidays	Comparisons with *as ... as* *New Year's is **as** exciting **as** Independence Day.* *Would rather* *I'**d rather** have a big party.*	Festivals and Holidays Expressions for Celebrations

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
General and Focused Listening Discussions: Needs and Wants	Discussing Spending Habits Talking about Priorities Content vs. Function Words	A Zero-Waste Lifestyle	Writing about Your Future Life	**The Dogist** In this National Geographic Short Film Showcase video, Elias Weiss Friedman explains how he finds happiness while taking photos of dogs.
General and Focused Listening A Radio Program: The Bluefin Tuna	Talking about Issues That Affect Nature and Their Consequences Talking about Protecting Animals Phrases in Sentences	Making a Difference: Small Changes	Writing a Paragraph about an Environmental Issue	**Life Lessons from Big Cats** In this TED Talk, Beverly and Dereck Joubert explain how getting to know the personalities of big cats can help protect Africa.
General and Focused Listening A Talk: The Sami People	Comparing Life Now and in the Past Discussing How Things Used to Be in the Past Reduction of *Used to*	The Silk Routes	Writing a Paragraph on One of the New 7 Wonders of the World	**Searching for Genghis Khan** This National Geographic Learning video describes how Albert Lin uses the power of technology and the contributions of non-scientists in the search for historical sites.
General and Focused Listening Conversations: Vacations	Discussing Preparing for a Trip Describing Things You Do at the Airport Reduction of *have to* and *has to*	Four Reasons Why Traveling Is Good for You	Writing a Travel Blog	**Why Art Thrives at Burning Man** In this TED Talk, Nora Atkinson describes how curiosity and engagement are inspired by this art festival.
General and Focused Listening An Interview: A Restaurant Owner in Thailand	Discussing Career Choices Talking about Career Planning Intonation in Questions	Changing Careers	Writing a Personal Profile	**Joel Sartore: The Photo Ark** In this National Geographic video, Joel Sartore talks about his work documenting animal species.
General and Focused Listening Discussions: Local Celebrations or Holidays	Describing Celebrations Expressing Congratulations and Good Wishes Question Intonation with Lists	The Rituals of Life Events	Writing a Substantiated Opinion	**Dance of the Flyers: Jacinta's Journey** In this National Geographic Short Film Showcase video, Jacinta describes her journey as the first female flyer in Mexico.

UNIT
1

Food for Life

Unit Theme

Food is clearly an important part of life for all of us. It is a necessity but also a social activity; as part of our daily routine, we often share meals with others, and food is usually involved in celebrations. In addition, what we eat is part of our culture. Around the world, there are many different types of foods and ways of eating those foods. Discovering new dishes and sharing our favorites is often interesting and enjoyable. The growing, buying, and selling of food is also a key part of the economy and affects us all in a variety of ways.

Unit Overview

In this unit, students explore various ideas related to the eating, growing, making, and buying of food. Lesson A introduces vocabulary for discussing healthy eating and the grammar for talking about general versus current actions. Lesson B focuses on describing foods and dishes that are important to specific parts of the world. In Lesson C, students will talk about a favorite dish, including nutrition information, and will use the simple past. In Lesson D, they will read about and discuss the paleo diet. In Lesson E, students will develop a paragraph in which they present an idea and give supporting details. Finally, in the Video Journal, students will watch a video about learning to bake bread and run a bakery.

Harvester works in high-density tomato greenhouse in the Netherlands.

2

UNIT 1 GOALS	Grammar	Vocabulary	Listening
• Contrast General and Current Actions • Describe Regional Foods • Describe Favorite Dishes • Discuss Diet Trends • Give Details to Support Your Ideas	Verb Tense Review: Simple Present and Present Continuous *I almost never **buy** fruit at the supermarket.* *My father **is buying** all our food at the farmers' market.* Simple Past (Regular and Irregular) *We **walked** to the restaurant last night.*	Healthy Diets Types of Food	General and Focused Listening An Interview: Rice Farming

Look at the photo and answer the questions:

1 Does this vegetable grow where you live?

2 In what dishes can you use this vegetable?

About the Photo

This photo shows tomatoes growing in one of many greenhouses in the Netherlands, a small country in northern Europe. The Netherlands is located only about 1,000 miles (1,600 km) from the Arctic Circle but is one of the biggest global exporters of tomatoes, a vegetable that is not suited to colder climates. Since 2000, the Dutch have been working hard to increase agricultural production using less water and chemicals to address the needs of a future global population of 10 billion.

- Point out the unit theme and elicit students' ideas about its meaning. Prompt students to think about any issues related to food and food production that they know about.
- Have students look at and describe the photo. Ask, *Is she inside or outside? Where is she?* Point out the caption.
- In pairs, have students discuss the questions, then share ideas as a group. Survey the class about whether tomatoes are an important vegetable in their (or their country's) diet / cooking.
- Have students read the unit goals. For each goal, clarify any vocabulary doubts and elicit related language. For example, for Goal A, write, *The Netherlands produces tomatoes,* and have students say whether this is a general or current action. Elicit an example of a current activity (*The students are taking notes.*) and write it on the board. For Goal D, elicit any diets students know about (vegetarian, low-fat, etc.). To clarify Goal E, use an example of one of the diets mentioned and give a reason why it could be healthy.

Speaking and Pronunciation	Reading	Writing
Comparing Diets Discussing Types of Food Linking Words Together	The Paleo Diet: Natural and Healthy?	Writing Main Ideas and Supporting Details

Video Journal

Wide Awake Bakery

This National Geographic Short Film Showcase video describes how baking delicious bread can change your life.

Vocabulary

- As a warm-up, write, *What do you usually do to be healthy?,* on the board. Elicit ideas from students and write two or three sentences on the board. For example, *Pablo goes to the gym every day. Elise doesn't eat a lot of sugar.* Then ask, *What are you doing now?* Write a couple of their ideas on the board. For example, *We're sitting in English class. We're talking.* Point out the lesson goal and have students categorize the sentences on the board into general and current actions.

A
- Elicit one or two ideas for how to eat healthily. Then have students write three other suggestions in their notebooks. For example, *Don't eat a lot of sugar.*
- Have students read the text and check (✓) any of their ideas that are mentioned (see Teaching Tip).

Teaching Tip: Comprehension Checks

It is a good idea to check student comprehension of the short texts used in vocabulary and grammar exercises. This can be done by giving students a task to do as they read (as in Exercise A), or by eliciting the main ideas / specific details after they read. When students understand the context in which the targeted grammar point or vocabulary occurs, it will help them make the right choices needed to complete the exercise successfully.

- Have students read the text again, focusing their attention on the words in blue. Then have them identify the parts of speech (adjective, noun, verb, etc.) and check as a class.

B
- Have students complete the exercise and compare answers with a partner. Clarify any doubts together at the end. See the Expansion Activity for additional practice.

A GOAL Contrast General and Current Actions

Vocabulary

A Read the suggestions for healthy eating.

Vibrant farmers' market in Funchal, Madeira Island, Portugal

Tips for a Healthy Diet

Nowadays, many people are trying to eat a healthier diet. Eating healthy meals is not hard to do. Here are some easy ways to eat better:

- Take the time to prepare delicious dishes that are also good for you. Food you make at home is usually healthier than food from a restaurant or cafeteria.
- Eat dishes with healthy ingredients, such as vegetables, and ones without much sugar or salt.
- In many places, fresh food is available at farmers' markets. Farmers bring a variety of crops to these markets, including many kinds of fruits and vegetables.
- Although most of your meals should be healthy, it is fine to enjoy some ice cream or cookies on special occasions like your birthday.

B Write each word in blue next to the correct meaning.

1. diet — the kind of food you usually eat
2. prepare — to make something ready
3. special — better or more important than other things
4. meals — breakfast, lunch, and dinner
5. available — describes something you can find or get
6. crops — plants grown by farmers for food
7. dish — food that is cooked in a certain way
8. variety — different kinds of something
9. farmers — people who grow and produce food
10. ingredients — types of food that are combined to make a dish

WORD FOCUS

Use the *-s* ending with the third person singular (he / she / it).

Mr. Kim **sells** some of the most delicious salad ingredients.

Word Bank: Breakfast and Lunch Foods

boiled / fried / scrambled eggs
cereal
chicken
oatmeal
omelet
pancakes
pasta
salad
sandwich
sausage

Expansion Activity

Individually, have students write five sentences using the new vocabulary from exercises A and B. Have students share their sentences with a partner. Then have pairs write sentences together using any words that they did not cover individually. Have students share some of their sentences with the class and write them on the board so that there is an example sentence for each word. Correct or rephrase sentences as needed.

Grammar

Simple Present and Present Continuous	
Use the simple present to talk about habits and things that are generally true.	I normally don't **eat** eggs for breakfast. Fresh vegetables **are** always available at the market.
Use the present continuous to talk about actions and events that are happening now.	My father **is preparing** a special dish for tonight's dinner, and I **am watching** and **learning** how to make it.
To form questions, use **do**/**does** with the simple present and **am**/**are**/**is** with the present continuous.	**Do** you **follow** a special diet? **Is** she **celebrating** her birthday tonight?

C Discuss the statements below in pairs. Which things does the speaker usually do? Which things is the speaker doing right now?

a. I am eating an apple.
b. I eat breakfast at 9.
c. I buy fruit at the grocery store.
d. I am making coffee for you.

D Complete each sentence with the simple present or present continuous form of the verb.

1. My mother and I _____prepare_____ (prepare) a meal together every afternoon.
2. In Mexico, most people _____eat_____ (eat) a big meal in the afternoon.
3. Right now, my mother and I _____are making_____ (make) a dish called *enchiladas*.
4. I really like enchiladas. Sometimes I _____have_____ (have) them for breakfast!
5. Now my mother _____is telling_____ (tell) the whole family to come to the table.
6. We _____enjoy_____ (enjoy) at least one meal together every day.

E In pairs, take turns doing the following.

1. Tell your partner what you usually eat for breakfast and lunch.
2. Tell your partner three things people you know are doing right now.

F Use the phrases in the box to talk about things...

...you usually do.

...you never or almost never do.

...you are doing (or not doing) right now.

carry a cell phone
check your email
climb a mountain
eat fruit for breakfast
eat lunch in a cafeteria
practice English grammar
talk with a classmate
try new foods
wear athletic shoes

GOAL CHECK

Contrast General and Current Actions

Complete this sentence three times. Two of the sentences should be true, but one should be false: I usually _____, but today I'm _____.

Read your sentences to a partner in any order. Your partner will guess which sentence is false.

I usually wear glasses, but today I'm wearing contact lenses.

I usually carry my phone to class, but today I'm letting my sister use it.

Grammar

- Elicit examples of general and current actions. For example, *I usually drink water. Today, I'm drinking coffee.*
- Elicit the differences between simple present and present continuous. Then go over the information in the chart.

C
- Have students complete the exercise with a partner.
- Review answers as a class. Ask students to identify the simple present and present continuous verbs.

D
- Have students complete the exercise individually.
- Review answers and clarify any doubts as a class. Have students do the Grammar Practice exercise.

Grammar Practice: Simple Present and Present Continuous

Have students write four sentences on separate pieces of paper: some describing a morning routine (*My mom usually gets up at 6:00.*) and some describing what someone is doing at that moment (*My friend is driving to school.*). Have students mix up the sentences. Their partner must sort them into general and current actions.

E
- Elicit a list of breakfast and lunch foods. Use the Word Bank as needed.
- Have students do the exercise in pairs.
- Go over the Word Focus box on page 4. Then call on a few students to tell the class what their partner usually eats for breakfast or lunch, and what someone they know is doing at that moment. Correct any omission of the third person singular *-s* in the simple present.

F
- Go over the verb phrases in the box.
- Elicit the questions students need to ask and write the prompts on the board: *Do you usually…? Do you ever…? Are you* (verb) *+ ing right now?*
- Have students move around the room and ask different classmates three questions each.
- Ask a few students to tell the class about one of the people they talked to.

GOAL CHECK

- Model the exercise by writing three sentences about yourself. Say the sentences and have students guess which one is false.
- Have students write their sentences individually and complete the exercise in pairs.
- Call on several students to share their partner's false sentence.

Grammar: Simple Present and Present Continuous

In English, we use different verb forms to show that something generally happens in the present or that it is happening at the moment of speaking. The simple present can describe habits (*I always drink tea in the morning.*) and show that something is generally true (*The Netherlands produces tomatoes.*), while the present continuous shows us that something is happening now (*I'm having coffee this morning.*).

Listening

- As a warm-up, write *regional foods* on the board and elicit or provide a brief definition of *regional*. Elicit some examples of regional foods from students and write them on the board. Supplement with additional vocabulary as necessary. Ask, *Why do you think people eat different kinds of food in different regions (parts) of the world?*

A
- Briefly go over the questions with students. Have them look at the photo and elicit or explain that these workers are growing rice. Then have them complete the exercise with a partner.
- Compare answers as a class.

B
- Go over the directions together and explain *interview* if necessary. Go over the questions with the class, clarifying any new vocabulary.
- Play the audio. Then have students compare answers with a partner.
- Review answers as a class, clarifying any doubts.

C
- Tell students that this time they need to listen more carefully so they can answer the questions with details. Go over the questions with the class.
- Encourage students to take notes as they listen (see Listening Strategy). Play the audio and give students time to write their answers.

> **Listening Strategy:** Taking Notes
>
> Developing strong note-taking skills will help students be more effective listeners. Writing down key words as they listen will help students be able to answer questions or discuss the topic afterwards. Note-taking is a useful study skill in general and should be taught and practiced in class. It can also be particularly useful in exam-taking.

- Have students compare answers with a partner. Then clarify any doubts as a class. Replay the audio as needed.

B GOAL Describe Regional Foods

Listening

A Look at the picture. In pairs, discuss these questions.

1. What are important foods that everyone in your country eats?
2. Where in the world do farmers grow rice?
3. Why do they grow it there?

B 2 Listen to the interview. Circle the correct letter.

1. Who is the interviewer talking to?
   a. a restaurant owner **b.** a rice farmer **c.** a news reporter
2. What is happening in the rice paddy today? People are...
   a. planting rice plants. **b.** planting seeds. **c.** letting water into the paddy.
3. What kind of climate does rice need?
   a. hot and dry **b.** warm and wet **c.** cool and humid

C 2 Listen again and answer the questions.

1. Why doesn't the rice farmer plant seeds like other farmers? He gets a much larger crop if he starts with young plants.
2. How is the rainfall this year? They are getting a lot of rain this year.
3. What happens to the water in the rice paddy after the rice plants grow? They let the water run out of the paddy so that the rice can dry.
4. What happens to the rice plants after they're dry? Workers cut the rice plants and clean them.

WORD FOCUS
Farmers **raise** or **grow crops**.

Communication

D Follow the instructions with a partner.

1. List some of the foods that grow well in your part of the world. They can be crops, meat, or seafood.

_____ _____ _____

_____ _____ _____

2. Talk about the dishes people make from each of these foods. What are the ingredients? Do you enjoy eating the dish?

E **MY WORLD** Do you try to buy local foods from farmers in your area? What are some advantages and disadvantages of doing this?

PRONUNCIATION: Linking Words Together

When a word ends in a consonant sound, and the next word begins with a vowel sound, the words are usually linked together.

We cut the rice **plants and** clean them. We **grow a lot of** rice.

F 3 Listen to the sentences. Notice the pronunciation of the linked words. Then, listen again and repeat the sentences.

1. We're eating dinner now.
2. Her favorite dish is chicken with rice.
3. Famers work on weekends and holidays.
4. Paul and I don't like fish very much.
5. Coffee grows well in Colombia.
6. Rain falls in all seasons where I live.

GOAL CHECK Describe Regional Foods

1. Think of a special dish from your area or region of the world. Take a few notes about each question below. Then use your notes to tell a partner about the special dish.

What is the name of the dish?	When are the ingredients available?
When do people usually eat it?	How do people prepare the dish?
What are some of the ingredients?	How do you feel about the dish?

2. Get together with another pair and tell them about the special dishes you described.

The dish is called *ceviche*, and it is popular in Peru. We make it with seafood and lime juice. Some of the other ingredients are...

Communication

D • Elicit a few examples of crops, meat, and seafood. Write them on the board. Then have students complete the exercise. Note that if students want to list foods from different regions, they can complete Item 1 individually and then discuss with their partner.

E • Go over the questions with the class. Then make an advantages / disadvantages chart on the board.
• Allow students to think of some ideas individually. (Pros: benefits the local economy, uses less fuel; Cons: lacks variety, less availability, higher prices, etc.). Then have them share their ideas with the class and complete the chart.

Pronunciation

• Review the difference between consonant and vowel sounds and elicit examples. Then go over the Pronunciation skill box with the class. Say the example sentences and have students repeat.

F • Point out that the words with the arrows underneath are linked. Play the audio. Then play it again for students to repeat.

GOAL CHECK

• Model this exercise by telling the class about a special dish from your region, including answers to all the questions from Item 1. Show a photo of the dish or bring it in for your students to try if appropriate.
• Go over the questions, clarifying doubts. Give students time to write their notes. Remind them to write key words, not complete sentences. Provide vocabulary as needed.
• As students talk in pairs, monitor and ask questions to encourage them to explain their dishes in more detail.
• Have students share in groups of four. Then have each group choose and tell the class which dish they would most like to try and why (see Teaching Tip). For further practice, see the Expansion Activity.

Teaching Tip: Goals for Group Work

When students are working in small groups, it is important that they have a clear goal to ensure that they stay on task and listen carefully to each other. For example, they may be required to come to a group decision (as in the Goal Check) or rank items as a group. Tasks like these help promote active participation rather than passive listening.

Expansion Activity

Have students use their notes from the Goal Check to write a paragraph about their special dishes. Have students exchange their descriptions and give each other feedback on how to improve them. Students can use the questions from Item 1 as a checklist for the content of the descriptions, or the focus of the feedback could be grammar / spelling. If possible, share students' final paragraphs on a class website, blog, or bulletin board.

Language Expansion

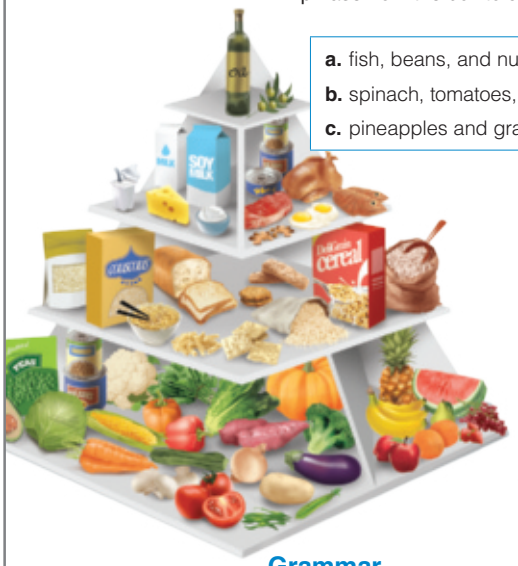
- As a warm-up, tell students a story from the past that involves your favorite dish. For example, *For my 18th birthday, I invited my three best friends to my house for dinner. My mom made my favorite dessert: blueberry pie. It was…* Ask students if they can remember a fun, unusual, or interesting time when they ate their favorite dish.
- Have students tell their story to a partner. Provide vocabulary assistance if necessary.

A
- Have students look at the pyramid and call out different foods they see. Write them on the board.
- Have students complete the exercise with a partner. Review answers as a class.
- Have students discuss / categorize the foods they listed on the board using the target vocabulary. Correct any usage mistakes as needed.

Grammar

- Write two sentences from your story in the warm-up on the board; include one with a regular past verb and one with an irregular past verb, but insert blanks instead of the verbs. Write the base forms of the verbs to one side and have students complete the sentences.
- Go over the grammar chart as a class.

B
- Go over the steps of the exercise and point out the examples in the speech bubbles.
- Have students write their lists individually, then share them with a partner.
- In pairs, students should plan a healthy meal including some of the items on their lists. Tell them they will need to explain their choices.
- Have pairs join to form groups of four and share their plans and the reasons for their decisions.



C GOAL Describe Favorite Dishes

Language Expansion

A Look at the Healthy Eating Pyramid from Australia. In pairs, choose the correct phrase from the box to complete each sentence below.

a. fish, beans, and nuts	**d.** milk, yogurt, and cheese
b. spinach, tomatoes, and carrots	**e.** pasta, bread, and rice
c. pineapples and grapes	**f.** pizza and canned foods

1. Vegetables that are high in **vitamins** include b.
2. Foods high in **protein** include meat, a.
3. Many people eat **grains** at every meal. Grains include e.
4. Many fruits are sweet. Fruits that have a lot of **sugar** in them include c.
5. **Dairy** foods come from animals such as cows. d are all dairy.
6. Don't eat too much **salt**. Salty foods include f.

Grammar

WORD FOCUS

With the simple past, we often use:

yesterday / the day before yesterday

days / weeks / years / months **ago**

last week / month / year

Simple Past		
Use the simple past to talk about completed past actions or situations.	We **learned** how to make pizza yesterday. Our class **was** interesting last week.	
Some verbs are regular in the simple past. They have an *-ed* ending.	ask-asked learn-learned	cook-cooked need-needed
Some verbs are irregular in the simple past.	choose-chose give-gave	eat-ate go-went

B Follow the instructions in pairs.

1. List 10 of your favorite things to eat and drink.
2. Talk about the nutrition in each item on your list. Use some of the **bold** words from **A**.
3. Plan a healthy meal. Explain your plan to another pair of students.

Pasta is delicious. Do you think it's healthy?

It has some protein and vitamins, but I don't think you should eat a lot of pasta.

We chose peach yogurt as the dairy food. It has some sugar in it, but it's also high in protein.

- Call on several pairs to share their meal plans with the class. Have students do the Grammar Practice exercise as time allows.

Grammar: Simple Past

We use the simple past to talk about single or repeated actions or events that happened during a finished period of time in the past. For example, *I ate fish yesterday. We had pasta for dinner every day last week.*

Grammar Practice: Simple Past

Describe a meal you prepared yesterday. For example, *I made a healthy meal last night. I grilled some chicken for protein. I chopped spinach and tomatoes for a salad, so the meal had a lot of vitamins. I also sliced some fresh bread.* Have students tell a partner about a meal they prepared. Remind them to use the simple past and vocabulary from Exercise A. Provide additional vocabulary from the Word Bank as needed.

C Complete the conversation. Use the simple past of the verbs.

Mary: Tell me about yourself, Pedro.
Pedro: Well, I love to travel. Last year, I (1) traveled (travel) to Greece.
Mary: Wow! You (2) went (go) to Greece?
Pedro: Yes, and I (3) met (meet) my friend Vasilys and his family there. They (4) showed (show) me around Athens and (5) introduced (introduce) me to many new foods. We (6) ate (eat) a lot!
Mary: That sounds like fun.
Pedro: It was. I (7) ate (eat) seafood and lamb, and I (8) tried (try) a dish...

D Complete each sentence so it is true for you. Use the simple past and words from the box. Then, share your sentences with a partner.

1. (eat) Yesterday, I _____.
2. (like) When I was a child, I _____.
3. (prepare) Last week, I _____.
4. (buy) The last time I went to the grocery store, _____.
5. (order) The last time I went to a restaurant, _____.

dairy
dish
grain(s)
meal
protein
salt
special
sugar
vegetable(s)
vitamins

Conversation

E 4 Close your book and listen to the conversation. What is Albert eating? What is it made from? Couscous; It is made from wheat.

Albert: You should try this! My aunt made it.
Mary: Mmmm... Delicious! What is it?
Albert: It's called *couscous*. It's made from wheat.
Mary: And what's this on top of the couscous?
Albert: Mostly vegetables and some kind of sauce.
Mary: How did your aunt learn to cook it?
Albert: Her great-uncle married a woman from North Africa. That's where couscous is from. They always ate it on special occasions.
Mary: What an interesting family history!
Albert: Yeah, and a great family recipe.

REAL LANGUAGE
When you share food with someone, you can say:
You should try this!
Would you like to try it?
Do you want a bite?

F Practice the conversation. Tell your partner about foods from other parts of the world.

GOAL CHECK Describe Favorite Dishes

My whole family ate my grandmother's spaghetti. Do you think I should write that?

You want to share a photo of your favorite dish on a social media website. In pairs, discuss what you should include in the post:

Why did you eat the dish? | Who prepared the dish? | What ingredients were in the dish?
Who ate the dish? | How did the dish taste? | Your idea: _____

- Go over the questions and have students add their own ideas individually.
- Go over the example in the speech bubble and have students complete the exercise with a partner.
- If possible, have students write their post and share it with a photo on a class social media page or chat group. See the Expansion Activity for further practice.

Expansion Activity

After the Goal Check, students can explain how to make their favorite dish using the cooking verbs in the Word Bank. This can be done orally, in writing, or both, depending on which skill students would benefit from practicing further at this stage.

C
- Have students complete the exercise individually.
- Review answers as a class. Then have students practice the conversation with a partner.

D
- Go over the time expressions in the Word Focus box on page 8. Ask students, *What did you eat yesterday? What food did you prepare last week?*
- Have students complete the exercise and check their answers with a partner.
- Call on different students to share one sentence about themselves and one about their partner.

Conversation

E
- Tell students they will listen to a conversation (books closed) between two people. Write the questions on the board. Then play the audio.
- Review the answers together and play the audio again as students read. Point out the expressions in the Real Language box.

F
- Elicit different foods from around the world and write them on the board. Have students say what they are made of and how they are made (baked, fried, etc.). Use the Word Bank for additional vocabulary.

Word Bank: Cooking Verbs

bake	mix
chop	pour
fry	roast
grate	slice
grill	steam
mash	stir

- Have students practice the conversation with a partner using different foods and discussing how the foods are made. Encourage them to use different phrases from the Real Language box. Monitor and assist as needed.

GOAL CHECK

- Model this exercise by showing a photo of your favorite dish with a text that includes answers to the questions.

Reading

- As a warm-up, have students look at the photo and describe what they see. Record relevant ideas on the board. For foods that students don't know, provide the correct information. The photo shows (in order from left to right) flax seeds, olive oil, almonds, fish, sunflower seeds, egg, celery, meat, asparagus, broccoli, and chia seeds. Ask, *Which foods in the photo do you usually eat?*
- Ask, *Are these healthy foods? Why?* Prompt students to explain using vocabulary from previous lessons.
- Write *processed and unprocessed foods* on the board. Elicit or provide brief definitions. Ask, *Are these foods processed or unprocessed?* Explain that unprocessed foods can also be called *whole foods*.

A • Elicit any diets that students have heard of and write them on the board. For example, *low carb*, *vegetarian*, *vegan*, etc. Then have students say what people eat or don't eat on these specific diets (see Teaching Tip).

Teaching Tip: Recording Student Brainstorming

When brainstorming or eliciting ideas from students (as in Exercise A), it's important to write the ideas and words they suggest on the board. This provides visual support for other students who may not have understood what was said or may not be sure what the teacher has asked for. In the same way, the written words serve as prompts for other students and help them think of additional related ideas to contribute. It also clarifies spelling of the words for students.

- Provide a simple definition for *effective* if necessary. Have students complete the exercise with a partner.

B • Have students complete the exercise.
- Check the answer together. Have students make guesses about what foods people eat or don't eat on the paleo diet. Encourage them to consider the photo in their predictions.

D **GOAL** Discuss Diet Trends

Reading

A In pairs, describe diets that you or someone you know have followed. Were they effective?

B Read the title and the first sentence of each paragraph. Which of these popular diets is / are mentioned in the article?

a. vegan diet
b. paleo diet
c. low-calorie diet
d. raw foods diet

C Read the article. Write examples of different foods in the correct columns.

Foods people eat on a paleo diet	Foods people do NOT eat on a paleo diet
meat fish fruit vegetables	grains dairy foods legumes

D Read the question at the end of the first paragraph. Match each answer below with the correct person. There is one extra answer.

a. A person who is following a paleo diet
b. Dr. Peter Ungar

1. _____ Maybe, because there are many choices at the supermarket.
2. ___b___ No, because not eating certain kinds of food isn't healthy or natural.
3. ___a___ Yes, because not eating foods from farmers is more natural.

GOAL CHECK

Create a one-day menu plan for a paleo diet. What might that person eat for breakfast, lunch, dinner, and snacks? Then, discuss the questions.

1. Would this diet work well for you? Why?
2. Does the paleo diet seem enjoyable? Practical? Healthy?

10 Unit 1

The Paleo Diet: Natural and Healthy?

- As a class, discuss why looking at the title and topic sentences is helpful before reading the whole article (See Reading Strategy).

Reading Strategy: Previewing a Text

Students should be encouraged to look at titles, subheadings, visual elements (such as images or graphs), and topic sentences before they begin reading. With this information, they can make predictions about what they will read. This strategy activates prior knowledge about the topic, as well as any related vocabulary, preparing students for reading and making it easier to understand the incoming information.

Modern supermarkets give us many choices. There are colorful fruits and vegetables, fresh fish and meat, many kinds of bread, eggs, yogurt, and cheese. But at the same time, people in the modern world are **experiencing** health problems, such as diabetes and heart disease. Could the food we eat be causing some of these problems?

One explanation for modern health problems is that they began when human beings became farmers about 12,000 years ago. Around that time, people started growing and eating crops, such as wheat and rice. Some people believe that returning to an earlier way of eating—a "paleo diet" that includes only meat, fish, and fruits and vegetables—might be a solution to our modern health problems.

A paleo diet is special because it doesn't include grains, dairy foods, or legumes, such as peanuts or beans. For many of us, it is not possible to prepare our favorite dishes without these ingredients. But people who follow a paleo diet only eat foods people ate before farming began. They believe this is a more natural and healthier way to eat.

For Dr. Peter Ungar, the **truth** is not so simple. In human history, people have eaten a wide variety of foods. Early human beings lived in different places with different climates, so many kinds of food were available to our **ancestors**—including some grains—even before farming began. Dr. Ungar says our **ability** to eat in many different ways and to be healthy whether we live in the Arctic or in the tropics is the important thing. One thing is certain, though: If you do decide to try a paleo diet, remember that your meals might actually have less variety than the meals of your early ancestors.

experience have something happen to you
truth facts, not things that are imagined or invented
ancestors parents, grandparents, and other people who lived before you
ability quality or skill that makes it possible for you to do something

C • Have students read the entire article and fill out the chart. Remind them to only include foods mentioned in the article.
• Have students compare answers with a partner. Then review as a class. Call on different students to identify where they found the foods mentioned in the text.
• Survey the class to find out who would like to try the paleo diet and why.

D • Have students identify the question at the end of the first paragraph.
• Make it clear that the numbered answers are possible responses to this question and that students should match each answer to the person or people who believe it. One answer does not have a match.
• Have students complete the exercise with a partner and confirm their answers by rereading parts of the text.
• Review answers as a class. Prompt students to explain how the opinions of a follower of the paleo diet and Dr. Peter Ungar differ.

GOAL CHECK

• Write *breakfast, lunch, dinner*, and *snacks* on the board and elicit what students usually eat for these meals. Write their ideas on the board. Then have them identify which of their options are OK for a paleo diet.
• Have students create a paleo diet one-day menu with a partner. Monitor and provide additional vocabulary as needed.
• Have pairs join to form groups of four to compare menus and discuss the questions.
• Call on different pairs to share their menus and answers to the questions with the class. Prompt students to provide reasons for all of their responses using unit vocabulary if possible.

Communication

- As a warm-up, write *social events* on the board and elicit a few examples. Write them on the board. Ask, *Do you usually eat at any of these events?* Elicit the kinds of foods students might eat.
- Have students look at the photo of the lasagna. Ask, *When would you normally eat this kind of dish?*

A
- Go over the events in the box with the class. Then model the example in the speech bubble.
- Have students complete the exercise in small groups and assign group roles (see Teaching Tip).

> **Teaching Tip:** Group Roles
>
> When working in small groups (as in exercises A and F), three or four students per group is usually a good number to ensure that everyone stays on task and has the opportunity to participate. It can also be helpful to assign students specific roles when they're working in groups. For example, note-taker (records what they talked about), presenter (reports back to the class), manager (makes sure everyone participates and stays on task), and checker (checks that all steps have been completed).

- Call on the presenter from each group to talk about one of the events.

B
- Give students a minute to think of an event and take notes.
- Have students complete the exercise with a partner. Encourage them to take brief notes to help them remember details about their partner's event.
- Call on students to tell the class about the event their partner attended.

Writing

C
- Have students read the information in the box and point out *claim* in the Word Focus box.
- Have students answer the questions with a partner.

E GOAL Give Details to Support Your Ideas

Communication

A Discuss the questions in a small group.

Many social events include food. What do you know about each social event below? Where does it take place, how many people are there, and what do they usually eat and drink?

a birthday party	a dinner party	a family dinner
lunch with coworkers	an outdoor picnic	a wedding dinner or feast

You can have a picnic at a park or at the beach. It's very informal, and you might eat sandwiches or salads and fruit.

B Describe a recent social event in your life. What happened? What did you eat?

Writing

C Read the information in the box. Then discuss the questions below.

Main Idea
When you are reading, it is important to look for the writer's main ideas. These are the important points or claims the writer wants to make. For example:

For Peter Ungar, the truth is not so simple.

One explanation for modern health problems is that they began when humans became farmers thousands of years ago.

Supporting Details
After you read a main idea, it is helpful to look for details—information that helps you understand the main idea or believe the writer's claim. For example:

...in human history, people have eaten a wide variety of foods.

Many kinds of food were available to our ancestors.

WORD FOCUS
claim something that a person says is true

1. What main idea do the details in the box above support? the first one
2. How do the details help you understand or believe that main idea?

Plant-based lasagna is a healthy vegetarian meal.

- Review and clarify any doubts as a class. Explain, *Details help us understand or believe the main idea because they give us examples or explanations.*
- Have students go back to the article on page 11 and underline the main ideas and supporting details from the box. Ask them to find two supporting details for the second main idea in the box. (1. *Around that time, people started growing and eating crops, such as wheat and rice.* 2. *Some people believe that returning to an earlier way of eating—a "paleo diet" that includes only meat, fish, and fruits and vegetables—might be a solution to our modern health problems.*)

D Read the paragraph from an internet food blog. Notice the main idea (underlined) and the details that support the main idea.

There are many good dishes to serve at a dinner party, but <u>I recommend baked lasagna</u>. It is great for parties because it is a dish you can make in advance. For example, if you have time the night before the party, you can make the lasagna and put it in the refrigerator until the next day. In addition, everyone seems to like lasagna. If your guests eat meat, you can make a meat and cheese lasagna, but if your guests are **vegetarian**, a vegetable lasagna is just as delicious. A good tomato sauce, together with the pasta and other ingredients, is really all you need. Lasagna can even be **vegan** if you can find good vegan "cheese" at the store. Finally, it's a good party food because you don't need to prepare a lot of other dishes when you serve lasagna. A simple green salad and some Italian bread go well with lasagna. And maybe some dessert—after all, it is a party!

vegetarian a person who does not eat meat, fish, or chicken
vegan contains no animal foods, including milk, cheese, or eggs

REAL LANGUAGE
Quotation marks can tell us a word is being used in an unusual way. Vegan "cheese," for example, is not made from milk.

E Read the paragraph again and complete the outline below.

Main Idea: I recommend baked lasagna for a dinner party.
Supporting Details:
1. You can make lasagna in advance.
2. Everyone seems to like lasagna.
3. You don't need to prepare a lot of other dishes when you serve lasagna.

F In a small group, brainstorm ideas for these possible writing topics. What ideas do you have about each topic? What details might you include?

Write about a social event you attended recently.

Write about a bad meal that you had.

Write about people's eating habits in your country or culture.

G Choose ONE topic from the list above and write a paragraph in your notebook. Your paragraph should have a main idea near the beginning and three or four supporting details.

WRITING NOTE
You can use **because** to introduce reasons. Notice the two places the blog writer uses **because**.

GOAL CHECK

Give Details to Support Your Ideas

In pairs, discuss the topic you chose.

D
- Have students read the blog post and identify at what social event the writer recommends serving lasagna.

E
- Have students read the text again and underline the supporting details as they read.
- Have students complete the outline individually, then compare with a partner.
- Review answers as a class.

F
- Go over the directions with students to make sure they understand the exercise. Have them assign one person in the group to take notes while they brainstorm.
- Monitor and assist as needed.
- Write each topic on the board. Then call on different groups to share some ideas. Take notes on the board.

G
- Go over the information in the Writing Note and have students find and circle *because* in the paragraph in Exercise D.
- Have students complete an outline (as in Exercise E) for the topic they choose (see Writing Strategy).

Writing Strategy: Pre-writing Steps

Brainstorming and creating an outline before writing (as in exercises F and G) are important steps in the writing process. Students will produce better texts if they have come up with a variety of ideas and have activated their prior language knowledge first. After the initial brainstorming, they can review and organize their ideas into a logical outline, which will help ensure that their text is coherent. It is necessary to explicitly model and practice these steps with students so they form good habits.

- Have students write their paragraphs. Tell them to underline their main idea and number their supporting details.

GOAL CHECK

- Have students tell each other about their topics without reading their paragraphs aloud.
- As they talk, have students take notes on their partner's main idea and supporting details. Then have them compare their paragraph to their partner's notes. Ask, *Are the main idea and supporting details the same?* See the Expansion Activity for additional practice.

Expansion Activity

In groups, have students write a blog post (like the one in Exercise D) about food for a different social event. They can choose an event from Exercise A or something else. Have them follow the established pre-writing process: choose a topic, brainstorm ideas, and make an outline with the main idea and supporting details. If possible, share students' final paragraphs on a class website, blog, or bulletin board.

Video Journal

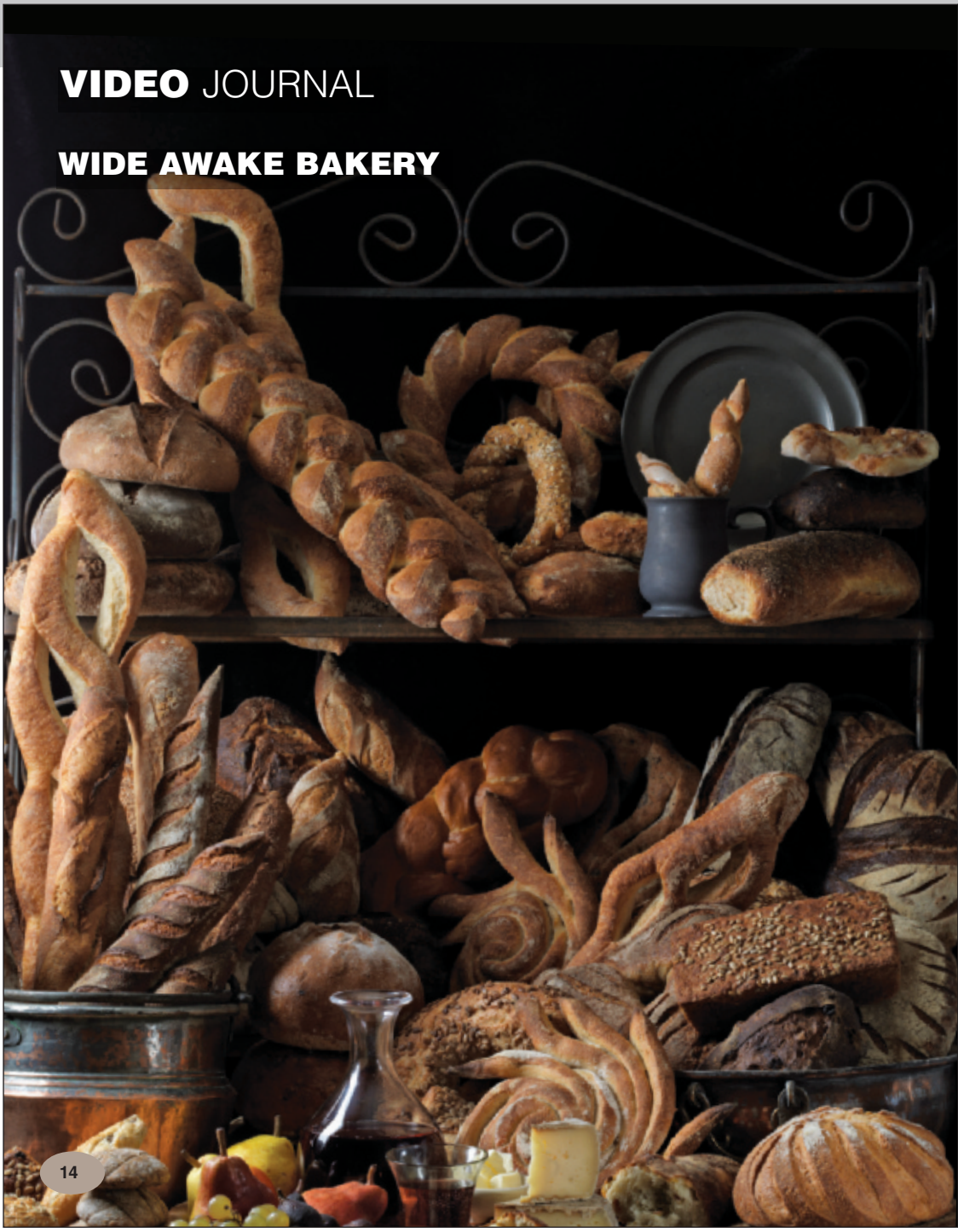
About the Video

This video presents a small, independent bakery near the city of Ithaca in New York State, US. The bakery was started by Stefan Senders, an anthropologist who loves baking good bread. The bakery uses local ingredients as much as possible and makes beautiful, high-quality bread. In the video, Stefan and one of the bakers, David McInnis, talk about their goals for the bakery and the things they enjoy about it. In the end, Stefan and David convince us that baking is an art and not a boring job as many people think it might be.

- As a warm-up, have students look at the photo and describe what they see. Point out the title and ask, *What is a bakery? / What do people make at a bakery? What ingredients do they use? How do you make bread?* Elicit or provide *baker, bake, bread, flour, dough, oven*, and write them on the board together with any other related vocabulary that comes up.
- Tell the class they're going to watch a video about a small bakery in New York State (see Teaching Tip).

Teaching Tip: Video Exercises

Understanding authentic videos can be very challenging for learners. Therefore, it is important to provide the support they need to make the content accessible. The pre-watching, while-watching, and post-watching sequence of activities provides the scaffolding students need to be able to understand the main idea and some specific details. Before watching, students should be introduced to the topic and some of the vocabulary they may hear (as in the warm-up and exercises A and B). Then, to help students focus, they need to have a specific, achievable task to do while they watch; for example, Exercise C has students concentrate on and take notes on some key aspects of the video. The post-watching exercises focus on students' understanding of specific details and finally on personalization of the topic.



A
- Go over the statements with the class.
- Have students complete the exercise, then compare answers with a partner.
- Discuss as a class. Encourage students to explain their reasons for choosing *true* or *false*.

A What do you think daily life is like for *bakers*—people who bake bread for a living? Discuss your ideas with a partner.

In Your Opinion: A Baker's Life

1. Bakers start working very early in the morning.	T	F
2. Bakers have to do the same thing over and over again.	T	F
3. Bakers are creative and make a variety of different breads.	T	F
4. Bakers make a food that is very important in people's daily diets.	T	F
5. Bakers need to practice a lot to become good at their job.	T	F
6. Bakers do a boring job. It's not very exciting work.	T	F

B Read a quotation from the manager of the Wide Awake Bakery in Ithaca, New York, USA. In pairs, talk about the meaning of the quotation.

I don't want to say that the bakery is an experiment. But, it's more like... it's more like saying, "Why not? Why not do it right?"

— Stefan Senders

C Watch the video and take brief notes. What do you notice about...

1. ...the two people in the video (Stefan Senders and David McInnis)?
2. ...the bakery (where the bread is made)?
3. ...the bread dough (before it is baked)?
4. ...the bread oven?
5. ...the finished bread (after it is baked)?

D In pairs, practice using the expressions from the video.

1. Tell each other about a time when you were "climbing the walls." Why were you so bored?
2. Tell each other about a time when you tried something and "nailed it."

E In pairs, talk about the meaning of the quotation below. Is McInnis really talking about dancing?

"You're learning a dance, and you're thinking about the steps all the time. ... And when you learn the dance, you just kind of do it—you don't have to think about it anymore."

—David McInnis

F Tell your partner about something you have learned to do well. What are the "steps"? How did you learn to do them?

REAL LANGUAGE

A **sweet spot** is a time or place where everything happens perfectly.

When you study for an exam, find the sweet spot between not enough and too much study.

B
- Have students read and discuss the quotation with a partner. Provide vocabulary support as needed.
- Call on different pairs to tell the class what they think Stefan means. If students are confused, explain, *For Stefan, running a bakery is something new and different, and he wants to do it in the best way possible.*

C
- Remind students that taking notes is a useful strategy for listening but that they shouldn't try to write complete sentences, just key words.
- Go over the items with students and clarify any doubts. Point out the Real Language box and discuss the expression *sweet spot*.
- Remind students that they don't need to understand everything they hear. Play the video.
- Have students compare their notes with a partner. Then play the video again.
- Discuss as a class. Answers will vary, but the discussion should help students better understand the video.

D
- Write *climbing the walls* and *nail it* on the board. Tell students to listen for these two expressions and play the first half of the video again. Then ask, *If you are "climbing the walls," how are you feeling? What does it mean to "nail" something? If you "nail it," did you fail, or did you do something well?*
- Model the exercise by telling students about a time when you were climbing the walls, and a time when you nailed something.
- Have students do the exercise with a partner.
- Ask several students to share their examples with the class.

E
- Have students read the quotation and replay that part of the video.
- Have students discuss in pairs, then share ideas as a class. Prompt them to explain what David McInnis is actually talking about here.

F
- Model this exercise by describing something you learned to do, including the steps for that activity and how you learned them.
- Give students a minute to think of their own experience and take notes. Encourage them to write down key words, not complete sentences. Provide vocabulary as needed.
- Have students share their experience with a partner. See the Expansion Activity for further practice.

Expansion Activity

Assign students new partners and have them interview each other about the activity they learned to do well and described in Exercise F. Have students imagine they are making a video (similar to the one about Wide Awake Bakery) about their partner and his / her activity. If helpful, brainstorm questions as a class beforehand and write them on the board.

UNIT
2

Express Yourself

Unit Theme

Self-expression comes in a variety of forms, which depend heavily on the audience and the current situation: a conversation with someone you have just met is very different from a conversation with an old friend. In addition, different cultures have different communication customs. When learning a language, it is important to be aware of these cultural differences. Language learning is more than grammar, vocabulary, and pronunciation: it also involves the development of communication strategies that allow for effective self-expression, as well as connections between people.

Unit Overview

In this unit, students explore many different ideas connected to language and communication. Lesson A introduces vocabulary related to intercultural communication and focuses on the difference between the present perfect and the simple past. Lesson B focuses on the important skill of making small talk: having conversations with people you don't know well. Lesson C focuses on how to begin a conversation and use present perfect signal words. In Lesson D, students will read about and discuss endangered languages—an important issue in many parts of the world as some languages are spoken by fewer and fewer people every year. Lesson E focuses on how to use examples to support and explain ideas in both writing and speaking. Finally, in the Video Journal, students will watch a video about a dying language and one woman's hope for a solution.

UNIT 2 GOALS	Grammar	Vocabulary	Listening
• Talk about Yourself • Make Small Talk with New People • Start a Conversation • Discuss Endangered Languages • Give Examples	The Present Perfect vs. The Simple Past *He **has traveled** to many countries.* *We **met** 10 years ago.* *Already, Yet, Ever,* and *Never* + the Present Perfect *We**'ve already finished** this unit.*	Culture and Communication Starting a Conversation	General and Focused Listening Conversations: Small Talk

Look at the photo and answer the questions: 1 How do these men know each other? 2 What do you think they are talking about?

Marine biologist chats with local salmon fisherman in Scotland.

UNIT 2 GOALS

A. Talk about Yourself
B. Make Small Talk with New People
C. Start a Conversation
D. Discuss Endangered Languages
E. Give Examples

17

About the Photo

This photo, taken by British photographer Euan Myles, was part of a series of photos and videos of the Scottish ethical salmon farming company, Loch Duart Salmon. The company takes great care to raise salmon in a way that is good for the fish. In the photo, two men from the farming team take a break by the edge of the sea in northwest Scotland.

- Have students look at the photo and describe the place. Write their ideas on the board. Ask, *Would you like to go there? Why?*
- Point out the unit title, providing a brief definition if needed, and ask, *What are the men doing?* Then have students answer the questions with a partner.
- Discuss answers as a class, pointing out the photo caption to provide clarity for Question 1.
- Have students read the unit goals. For each goal, clarify vocabulary doubts and elicit related language. For Goal A, elicit examples of times when we talk about ourselves (introductions, interviews, etc.) and what kind of things we say. For goals B and C, give an example of a situation such as a party, where you often talk with people you don't know well. Then elicit things you might talk about (the weather, the food, the city, etc.) and how you might start a conversation. To clarify Goal D, give an example of a local endangered language if possible, or one from another part of the world that students might have heard of.

Speaking and Pronunciation	Reading	Writing
Talking about Yourself Starting a Conversation *Have* or *Has* vs. Contractions	Endangered Languages	Giving Examples

Video Journal

Marie's Dictionary

This National Geographic Short of the Week video describes Marie's efforts to archive her native Wukchumni language and save her language and culture for others.

Vocabulary

- As a warm-up, have students look at the photo and the caption. Ask, *Do you take a lot of selfies? When do you usually take selfies? Are you usually with someone or by yourself?* Point out the caption and ask, *Why are selfies an important part of how we talk about ourselves?* (They tell people about us and our experiences.)
- Elicit ideas about the people in the photo. Ask, *What are they telling us about themselves?* Write students' ideas on the board. For example, *the father and son spend time together; they're happy; they like swimming; they like taking photos in interesting places;* etc.

A
- Write the following questions on the board: *Why do we talk about personal experiences with people? Why do we need to understand the rules of communicating when we learn a language?*
- Have students read the text and answer the questions with a partner.
- Review answers as a class.
- Focus students' attention on the words in blue as they read the text again. Have them identify the parts of speech (adjective, noun, verb, etc.) and check as a class.

B
- Have students complete the exercise and compare answers with a partner.
- Clarify any doubts as a class. Elicit other simple sentences that use the new vocabulary in context. For example, *In English, it is polite to say* please *and* thank you. If students struggle with this, ask questions such as, *What foods do you usually avoid? What has been your best experience so far this year?*

A **GOAL** Talk about Yourself

Vocabulary

A Read.

Selfies are an important part of how we talk about ourselves now!

Every culture around the world has different customs and different ways of communicating. So when you learn a language, you learn more than words.

People use language to communicate many different things. Greetings, such as "Hello" or "How are you?," show that we are friendly or polite. We also use language to connect with each other. Using the right words can show our family members that we love them, for example. We might also become friends with people who we speak to every day. Another good way to connect with people is by talking about our personal experiences.

In some cultures, it is common to ask questions when you meet someone for the first time. You might ask a new neighbor, "Have you recently moved to this city?" This kind of conversation can increase feelings of trust between people. In other cultures, though, asking this kind of question could make people uncomfortable. Once you have learned the rules of a language, you can communicate more easily and avoid communication problems.

B Circle the correct word or phrase. You may use a dictionary to help you.

1. A **custom** is something that *few* / *most* people in a certain place or culture do.
2. The **way** we do something is *how* / *why* we do it.
3. When you **communicate** with someone, you share *money* / *information* with them.
4. A **polite** person has good manners and is not *rude* / *nice* to other people.
5. When you **connect** with other people, you feel *closer* / *not as close* to them.
6. After a long day at work or school, most people **become** *sad* / *tired*.
7. Your **experiences** are things that you do or that *return* / *happen* to you.
8. If something happens *often* / *rarely*, it is **common**.
9. If the amount of something **increases**, there is *more* / *less* of it.
10. Most people **avoid** things they *like* / *don't like*.

Teaching Tip: Differentiation

In order to attend to the different levels of student ability in any one class, it is sometimes useful to differentiate the amount of work we ask students to complete in an exercise. For example, in the Goal Check, answering all six questions may be too challenging for some students. In this case, instructing lower level pairs to ask and answer *at least four* questions will help all students complete the exercise successfully. This type of instruction should be provided discreetly to avoid confusion / disruption.

Word Bank: Communication

bow
chat
congratulate
get to know (someone)
hug
introduce
kiss on the cheek
keep in touch with (someone)
shake hands
spend time with (someone)

Grammar

The Present Perfect vs. The Simple Past	
Use the present perfect to talk about actions that: 1. began in the past and continue until the present. 2. happened at an indefinite past time and affect the present. 3. happened more than once in the past.	1. They **have known** each other since the first grade. 2. Tim **has traveled** alone before, so he's not nervous about his trip to India. 3. Ken and Takako **have been** to Peru five times.
Use the simple past for completed actions or situations at a specific past time.	~~They have become parents in 2017.~~ They became parents in 2017.

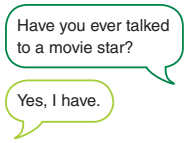
C Complete each sentence with the present perfect or simple past form of the verb.

1. I think Lee will do well on the test. He has studied (study) a lot for it.
2. Elena took (take) the same test last year.
3. Sam has traveled (travel) to Argentina four times. He loves it there!
4. Jason doesn't want to call his mother tonight. He has called (call) her every night for the past week.
5. We learned (learn) some Arabic greetings and polite phrases before our trip to Qatar last year.

D Complete the questions. Ask a partner. If the answer is "yes," ask, "When?"

Have you ever...

1. eaten _____ food?
2. seen a movie from _____ (country)?
3. gone to _____ ?
4. played _____ ?
5. talked to _____ ?



GOAL CHECK Talk about Yourself

Use the questions to interview a partner. Then switch roles.

Interview Questions

1. What is a custom from your culture that you really like?
2. What are some things you have done just to be polite?
3. When you meet new people, do you avoid talking to them, or do you try to communicate with them? Explain.
4. Talk about some of your closest friends. How did you become friends with them?
5. What was your favorite way to spend time with the people in your family?
6. Talk about an important experience in your life. How has it affected you?

Grammar: The Present Perfect vs. The Simple Past

In English, there are multiple ways of talking about actions in the past. The simple past is for finished actions at specific times in the past, while the present perfect shows the connection between past and present situations by describing actions that began in the past and continue in the present. The present perfect is also used to describe past experiences when the exact time isn't important.

Grammar Practice: The Present Perfect vs. The Simple Past

Have students write at least five sentences describing past actions or situations while using the simple past and present perfect. Circulate and check for correct verb use. Then have them rewrite their sentences with blank spaces instead of verbs. Have students exchange papers with a partner and complete their partner's sentences with a verb in present perfect or simple past. Then have them check and discuss their answers.

Grammar

- Elicit sentences using the simple past. For example, ask, *When did you meet* (student's name)*? What did we do on the first day of class?* Write their answers on the board.
- Use students' examples to say how long they have known each other. For example, *Ali has known Luca for 6 months*. Have students identify the verb forms in the sentences. Then go over the information in the grammar chart.

C
- Have students complete the exercise with a partner.
- Review answers, prompting students to explain why each verb form was used. Have students complete the Grammar Practice exercise as time allows.

D
- Ask, *What experiences have you had? Have you run a marathon? Have you met a famous person?* Elicit further ideas from students. Write some of their experiences on the board. Explain that we use the present perfect to talk about past experiences when we don't say exactly *when* we did them.
- Go over the examples in the speech bubbles.
- Have students complete the exercise with a partner. Monitor for correct use of the present perfect and encourage follow-up questions.
- Call on student pairs to ask and answer one of their questions for the class.

GOAL CHECK

- Go over the questions with the class.
- Give students time to think about their answers and take notes.
- Have students do the exercise with a partner, asking and answering at least four questions (see Teaching Tip) and taking notes on their partner's answers. Monitor and assist as necessary, using the Word Bank to provide additional vocabulary.
- Call on several students to share one of their partners' answers.

Listening

- As a warm-up, have students recall when they met their classmates. Ask, *What kinds of things did you talk about when you first met?* Write the topics on the board.
- Point out the lesson goal and the explanation in the Word Focus box.
- Relate the idea of small talk to the topics listed on the board.

A • Go over the items. Make sure students understand that they will hear two conversations but they will need to answer the same question for both. Play the audio (see Listening Strategy).

> **Listening Strategy:** Identifying Context
>
> When listening, understanding the situation and where the speakers are is very helpful for students' comprehension (see Exercise A). Having a context helps students make sense of who and what they're listening to, allowing them to make logical guesses about words or ideas that they don't understand. Students will be more effective listeners if they get into the habit of thinking about the context of an audio exercise before, during, and after listening.

- Have students complete the exercise, then compare answers with a partner.
- Review as a class, prompting students to explain how they chose their answers.

B • Have students read the items and guess the answers based on their previous listening.
- Play the audio for students to correct or confirm their answers.
- Review as a class, replaying the audio as needed.

C • Elicit answers for Conversation 1 by asking what the speakers in the school might talk about next.
- Have pairs complete the exercise for Conversation 2.
- Discuss answers as a class.

B **GOAL** Make Small Talk with New People

Listening

A 6 These people are meeting for the first time. Listen to their conversations. Where are the people?

Conversation 1 The speakers are in _____.

a. a hospital **(b.)** a school **c.** an airport

Conversation 2 These people are in _____.

a. a restaurant **(b.)** an apartment building **c.** an office building

B 6 Listen again. What do the people make small talk about?

Conversation 1 They make small talk about _____.

(a.) classes **b.** weather **c.** clothes

Conversation 2 They make small talk about _____.

a. sports **b.** TV shows **(c.)** the neighborhood

WORD FOCUS
make small talk
talk about things that aren't important

C In pairs, decide what the speakers will talk about next. Think of two more ideas for each conversation.

PRONUNCIATION: *Have* or *Has* vs. Contractions

In statements with the present perfect, *have* and *has* are sometimes pronounced completely, but in informal speaking, contractions may be used.

D 7 Listen and repeat.

WORD FOCUS
Remember that *has* is pronounced with a /z/ sound.
*She **has** already watched that movie, so she doesn't want to see it again.*

Have	**Contraction**	***Has***	**Contraction**
I have	I've	she has	she's
you have	you've	he has	he's
we have	we've	it has	it's
they have	they've		

E 8 Listen and circle the sentences you hear.

1. **a.** I have never gone skiing. **(b.)** I've never gone skiing.
2. **a.** He has been to Colombia three times. **(b.)** He's been to Colombia three times.
3. **(a.)** Linda has taken a scuba diving class. **b.** Linda's taken a scuba diving class.
4. **(a.)** They have already eaten breakfast. **b.** They've already eaten breakfast.
5. **a.** We have had three tests this week. **(b.)** We've had three tests this week.
6. **(a.)** Michael has found a new job. **b.** Michael's found a new job.

Pronunciation

- Go over the information in the Pronunciation box. Then read the Word Focus box together and model the sentence.

D • Play the audio and have students repeat. If students struggle to pronounce the contracted forms, explain that these forms are only one syllable whereas the full forms are two syllables.

E • Play the audio for students to complete the exercise.
- Have students compare answers in pairs by reading aloud the sentences they heard and having their partner identify which one they said.
- Review as a class by replaying the audio and prompting students to repeat the correct sentence.

Communication

F Read.

English speakers often make small talk when they meet someone new. In general, small talk should make people feel more comfortable—not less comfortable—so the topics should not be very personal. For example, "Which department do you work in?" is a good question at work, but "How much money do you make?" is too personal.

G Circle the topics that are good for small talk when you meet someone for the first time. Then add two more ideas. Compare your ideas in pairs.

family money religion school sports work _____ _____

H In pairs, read the situations. Choose a question to ask for each situation. Then, write and practice brief conversations based on the situations.

Situation 1 Min-Hee talks to Judy. It's Judy's first day at this job.

a. Are you new in this city? **b.** Are you making a good salary here?

Situation 2 Andrei is from Russia. He talks to Eduardo at the International Students' Club. It's Eduardo's first meeting.

a. Where are you from? **b.** Do you practice a religion?

Situation 3 Mark lives in apartment 104. He meets his new neighbor Lisa in the apartment building.

a. Do you like living here? **b.** Are you married?

Situation 4 Liz is making small talk with another student in her class.

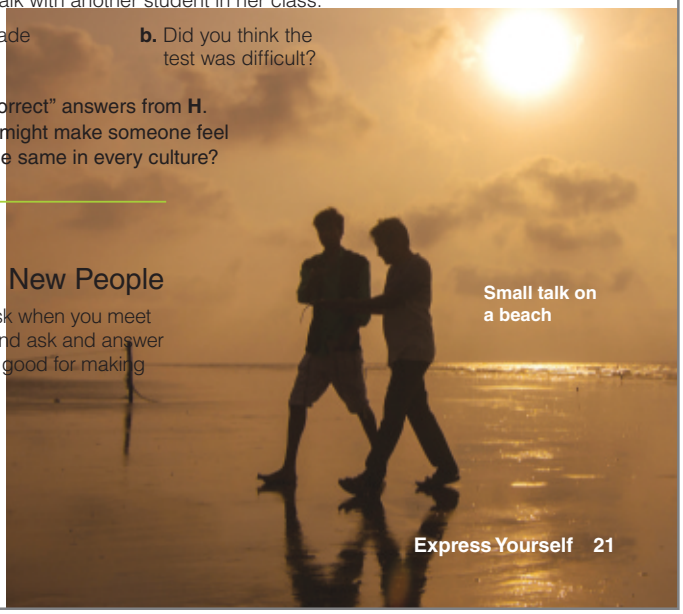
a. What was your grade on the test? **b.** Did you think the test was difficult?

I With your partner, discuss the "incorrect" answers from **H**. Why do you think those questions might make someone feel uncomfortable? Do you think it's the same in every culture?

GOAL CHECK

Make Small Talk with New People

In pairs, write four good questions to ask when you meet someone new. Then join another pair and ask and answer your questions. Are all of the questions good for making small talk?



Small talk on a beach

For Your Information: Small Talk

In many English-speaking cultures, people make small talk with strangers in situations that involve waiting together. This is considered polite but is not necessarily expected. It's also polite to make small talk with people you don't know at parties or other events. Suitable topics for small talk, such as sports, the weather, or upcoming holidays, are usually general and not too personal. Topics may also involve the current situation (the schedule of the bus they're waiting for or how they know the host of the party). A person's age and marital status are considered too personal for small talk. People may share this information after they get to know each other better.

Teaching Tip: Fluency vs. Accuracy

It is important that there is a balance between practice opportunities where students focus on the accuracy of their production (language is corrected) and those where they focus on fluency (language is not corrected). During fluency activities, students need to be able to concentrate on getting their meaning across even if the language used is not completely accurate. For example, in the Goal Check, when students are writing their questions, the focus is on accuracy, but when they are using their questions, the focus is on fluency.

Communication

F
- Have students read the text. Ask, *Why is money an uncomfortable topic? Is this topic too personal in other cultures, too?* Discuss responses as a class.

G
- Have students complete the exercise and compare with a partner. Remind them to add their own ideas.
- Review answers as a class. Depending on students' cultural backgrounds, there may be some differences of opinion, but it is important that students understand that, generally in English-speaking cultures, money and religion are not appropriate topics for small talk.

H
- Have students read the situations and choose the appropriate questions with a partner.
- Review answers together.
- Have pairs write their conversations and practice them. Monitor and provide help as needed.
- Have pairs perform one of their conversations for the class.

I
- Have students complete the exercise with a partner.
- Discuss opinions as a class. Have students explain why it can be important to know about these cultural differences.

GOAL CHECK

- Model this exercise by eliciting a good small talk question and writing it on the board.
- In new pairs, have students write additional questions. Encourage them to think of a particular situation (in line at the cafeteria, at a neighborhood party, etc.) to help them write. Monitor and check for accuracy (see Teaching Tip).
- After forming groups of four, have students explain the situations their questions could occur in and then ask and answer them to make small talk.
- Have groups report back to the class on which questions were most effective for small talk.

Language Expansion: Starting a Conversation

- As a warm-up, write *shy* and *outgoing* on the board and have students explain their meanings.
- Have students discuss the questions in the Engage! box with a partner.
- Survey the class to find out how many people enjoy making small talk.

A
- Go over the questions with the class and model one or two examples by asking students. Encourage them to respond with comments and follow-up questions. For example,

  A: *How do you like this weather?*

  B: *It's too hot for me. How about you?*

  A: *How long have you been waiting for the bus?*

  B: *Ten minutes. Maybe it's running late.*
- Have students write down possible answers to each question.

B
- Go over the situations as a class.
- Tell students they will start with one partner, and when you say, *Change*, they will switch partners. Remind them that each time they change partners, they should also change situations.
- Have students carry out the exercise. Call out, *Change*, about every two minutes. The time can be longer or shorter depending on how students are doing.
- Introduce other questions from the Word Bank and repeat the exercise.

Grammar

- Write *Have you…?* on the board and have students complete it by asking you present perfect questions. Use *already / yet / never* as often as possible in your answers.
- Ask students some simple present perfect questions using *already / yet / ever*.
- Go over the grammar chart together, providing additional examples as needed.

C **GOAL** Start a Conversation

Language Expansion: Starting a Conversation

A Read the questions below. Think of different ways to answer them.

ENGAGE!
Are you shy or outgoing when you meet new people? Do you like to make small talk?

Starting a Conversation
How do you like this weather? Are you enjoying this class?
Did you hear about _____? (something in the news, for example)
How long have you been waiting? (for the elevator, the bus, the meeting to begin, etc.)

B In pairs, choose one of these situations. Try to make small talk for as long as you can. Then change partners and situations and practice again.

at a welcome party for new students	waiting in line in the office cafeteria
at the airport	walking in the park

Grammar

Present Perfect Signal Words: *Already*, *Yet*, *Ever*, and *Never*		
already	Use *already* with questions and affirmative statements to clarify if something has happened in the past.	**Has** Roberta **already left**? We **have already studied** this.
(not) yet	Use *yet / not yet* in questions and negative statements for emphasis.	**Have** you **done** the writing homework **yet**? John **hasn't sent** the text message **yet**.
(not) ever *never*	Use *ever / never (not ever)* in questions and negative statements to talk about something that has or has not happened at any time before now.	**Have** you **ever** met her? We **have never** lost our house keys. We **haven't ever** been bored in class.

Two people, on their way home, start a conversation in Milan, Italy.

Grammar: Present Perfect Signal Words

We use *already* and *yet* to express whether something has or hasn't happened. *Already* is used in questions expecting a positive response and in affirmative statements. When used in questions, *yet* shows that the speaker doesn't know if something has happened or not. It is more neutral than *already*. It is also used in negative statements. *Ever* and *never (not ever)* refer to experiences at any time before now. *Ever* is often used in questions (*Have you ever been to Paris?*). *Never (not ever)* is usually used in statements (*I've never been there.*).

Grammar Practice: Present Perfect Signal Words

Have students prepare a questionnaire (five questions or more) with *Have you…?* and *already / yet / ever*. Have them ask and answer their questions in pairs. For each question, students should record whether their partner uses *already / yet / never* in their answer and take notes on reponses to any follow-up questions they ask. Model this by asking a student example questions and recording the appropriate information on the board.

C Two classmates are talking. Fill in the blanks in the conversation.

A: Have you ever traveled to another country?

B: No, I have (1) never left this country, but I want to go to Colombia someday. Some of my cousins live there.

A: I see. Have (2) you already met your Colombian cousins?

B: Yes, I have (3) met them already. They came here last year.

A: That's nice. Are there any other countries you want to visit?

B: I want to visit Australia someday. (4) Have you ever been there?

A: No, I haven't (5) ever been there. Why do you want to go?

B: Well, I learned about Australian Rules football last year, but I (6) have not played the game yet. Maybe I can play it in Australia!

D Practice the conversation in **C** with a partner.

E **MY WORLD** In pairs, discuss the questions about traveling.

1. What are some places you have traveled to?
2. Where would you like to go that you haven't been yet?

Conversation

F 9 Close your book and listen to the conversation. What do the speakers decide to do about the homework?

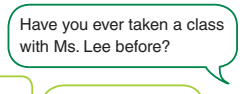
Tom: Excuse me. Are you in my history class?
Rita: Yes! I saw you in class yesterday. I'm Rita.
Tom: Hi, Rita. I'm Tom. Is this your first class with Mr. Olsen?
Rita: Yes, it is, but I've heard good things about him. What about you?
Tom: I've taken his classes before, and they've always been good.
Rita: That's great. Have you already done the homework for tomorrow?
Tom: No, not yet. How about you?
Rita: Not yet. Maybe we can call each other to talk about it.
Tom: That's a great idea! I'll give you my number.

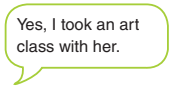
SPEAKING STRATEGY
After you answer a question, say **What about you?** or **How about you?** to keep the conversation going.

GOAL CHECK Start a Conversation

Move around the class. Walk up to five classmates and start a short conversation. Choose a topic and use *Have you ever …?*

classes foods movies sports travels your idea _____





Word Bank: Small Talk Questions

Do you like living here?
Have you always lived in this city?
How long have you worked here?
The weather's nice / awful today, isn't it?
This is a nice park, isn't it?
What are you studying?
What do you do?
Where are you traveling to?
Which department do you work in?
Who do you think will win the big game?

GOAL CHECK

- Go over the example conversation in the speech bubbles. Then model this exercise by asking a student about one of the topics and prompting them to keep the conversation going.
- Go over the other topics with the class. Then give them a moment to think about an additional topic and possible questions.
- Have students complete the exercise. Monitor and provide help when needed.

C
- Have students complete the exercise individually, then compare answers with a partner.
- Review answers as a class.

D
- Go over the pronunciation of the country names before students practice in pairs.
- If time allows, have students change the information and practice the conversation again.

E
- Think of a popular local destination that some of your students have probably been to and ask, *Have you been to […]?* Follow up with, *What was it like?*, *Did you like it?*, etc.
- Ask another student, *Where would you like to go? Why?*
- Have students complete the exercise with a partner. Monitor and encourage them to ask follow-up questions (see Speaking Strategy).

Speaking Strategy: Continuing a Conversation

Students need to know how to keep a conversation going as well as start one, so it is important to provide them with useful questions and phrases to help them do this effectively. In addition to general questions such as *What about you? And you? How about you?*, students need to practice follow-up questions that depend on the context, as in Exercise E.

- As a class, compare places students have been to or are interested in. Ask follow-up questions. Have students complete the Grammar Practice exercise as time allows.

Conversation

F
- Tell students they will listen (books closed) to a conversation between two people. Write the question on the board. Play the audio.
- Play the audio again as students read along in their book and check their answer. Point out the information in the Speaking Strategy box and have students find the places in the conversation where Tom and Rita use these questions.

Reading

- As a warm-up, write *language* in the middle of the board. Have students write any words they feel are related on the board around it.
- Write the word *endangered* on the board and elicit its meaning. Add examples of endangered languages and reasons why languages become endangered that students suggest.
- Have students look at the photo and describe what they see and what they think is happening. Then read the caption.

About the Photo

This photo shows Abamu Degio, a speaker of the endangered language Koro Aka. Koro Aka is spoken by a small community of between 800 and 1,200 people in northeast India. It is unusual because it is very different from other languages spoken in the area. In 2008, *Enduring Voices*, a National Geographic project that documents endangered languages and cultures, started recording the Koro Aka language. Linguist and National Geographic explorer K. David Harrison appears in the photo with Abamu. David recorded Abamu and other Koro Aka speakers for the project.

A
- Go over the questions with the class. For the first one, clarify that there may only be one or two official languages but that other languages may also be spoken in the country. For the third one, tell students they should explain why or why not.
- Have students complete the exercise with a partner.
- Discuss answers as a class. Survey the class to count how many different languages are spoken by members of the class.

B
- Have students guess the answers first and then read the article.
- Check the answers as a class. Have students point out the answers in the text and elicit the correct information for each *false* item.
- Discuss why making guesses about a text before reading can be helpful (see Reading Strategy).

D **GOAL** Discuss Endangered Languages

Reading

A In pairs, discuss the questions.

1. How many languages are spoken in your country?
2. How many languages do you speak?
3. Do you think language and culture are related?

B Are these statements true or false? Answer before you read the article. Then read and check.

1. Most people in the world speak a "large" language with many speakers. T
2. We will not lose any more languages in the future. F
   We will probably lose more languages in the future.
3. Few people are learning the Maori language. F
   Many people are learning the Maori language.
4. Technology is a danger to languages. F
   Modern technology is helping to save endangered languages.

C For each idea, circle the TWO correct examples from the article.

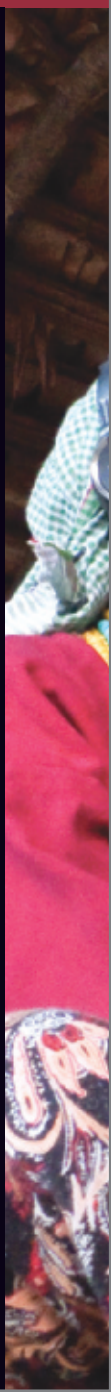
1. world languages with the largest number of speakers
   (Hindi) Maori (Spanish)
2. Tuvan words that show a connection with animals
   (*ak byzaa*) *songgaar* (*ezenggileer*)
3. technology that helps save endangered languages
   telephones (the internet) (talking dictionaries)

GOAL CHECK

Discuss the questions in a small group. Then share your ideas with another group or with the class.

1. Why might it be important to speak one of the world's "large" languages? Make a list of 3–4 reasons.
2. Why are organizations trying to save endangered languages? Why are those languages important?

Endangered Languages



There are around 7,099 languages in the world today. However, most people speak the largest languages: Chinese, Spanish, English, Hindi, Russian, Arabic, and others. So what about the smaller languages? According to the UNESCO Atlas of the World's Languages in Danger, around one third of the world's languages now have fewer than 1,000 speakers. We may soon lose those languages completely. In fact, 230 languages became "**extinct**" between 1950 and 2010.

Unfortunately, when we lose a language, we also lose culture and knowledge. That's because people in different places have different ways of living and thinking. One example of this is the Tuvan language of southern Siberia. Tuvan people depend on animals for food and other basic needs. Their language shows this close connection between people and animals. The Tuvan word *ezenggileer*, for example, means "to sing with the **rhythms** of riding a horse." And the word *ak byzaa* is "a white **calf** less than one year old."

In some places, people are working to save traditional languages. Many schools in New Zealand now teach the Maori language. This helps connect native New Zealanders to their Maori culture. And in the United Kingdom, Welsh is spoken by around 500,000 people in Wales. The Welsh government is working to increase that number to one million by 2050.

Technology could be another important way to save **endangered** languages. National Geographic's Enduring Voices project has created "Talking Dictionaries." These dictionaries are the recorded voices of people communicating with each other. All of them are fluent speakers of endangered languages. And because these dictionaries are available to anyone

Reading Strategy: Making Guesses about the Text

Having students make guesses about the content of an article prior to reading can be an effective strategy for information retention. It can help to activate students' prior knowledge about the topic and any related language, which better prepares them to read the text. It is important for students to return to their guesses after reading in order to confirm or correct them as part of a comprehension check. Students can then identify the surprising, new information, thereby interacting with the text in a meaningful way and remembering more of it as a result.

on the internet, people now and in the future can learn some of the vocabulary, the greetings, and the grammar rules of past languages.

extinct a language is extinct when it has no living speakers.
rhythm a regular series of sounds or movements
calf a young cow
endangered in danger of soon becoming extinct

K. David Harrison, co-director of the Enduring Voices project, works with Abamu Degio and Anthony Degio to record songs in Koro Aka, an endangered language from northern India.

Expansion Activity 2

In small groups, have students think of a series of activities that could be carried out as part of an endangered language protection campaign. They can present their ideas to the class on a poster. Possible activities for a campaign could be:

– a leaflet about the language and why it is important to save it
– an event where speakers talk about their language and culture
– a music or art festival related to the language
– a social media campaign

C

- Tell students to read the ideas first before reading the article again.
- After students have completed the exercise, have them compare answers with a partner.
- Review answers as a class. Call on different students to identify where they found the answers in the text.

GOAL CHECK

- Go over the questions together and clarify any doubts. For the first question, elicit examples of "large" languages if necessary.
- Organize students into small groups and assign each member a role (see Unit 1 Teaching Tip on page 12).
- Have students carry out the discussion. Monitor and provide assistance as needed. Prompt quieter groups with follow-up questions to encourage further discussion.
- Have groups join and compare their ideas. See the expansion activities for additional practice.

Expansion Activity 1

In pairs, have students research and prepare a short presentation on one of the languages mentioned in the article (Tuvan, Maori, Koro Aka). Give them guidelines for the information they should include. For example,

– where the language is spoken
– how many people speak it
– what kind of language it is / what other languages it is related to
– what people are doing to protect it

In class, put pairs into groups so that different languages are represented. Then have students present to each other. Have students fill out a chart about the various languages so that they are motivated to listen carefully to their classmates' presentations.

Communication

- Have students look at the photo on the bottom of page 27 and read the caption.
- As a warm-up, survey the class to find out if they find watching movies to be a useful way to practice English. Ask, *Do you think some kinds of movies may be more useful than others? Do you watch English movies with subtitles in your own language? What about English subtitles?*

A
- Go over the questions and language learning tools in the box. Give students time to think of and add another way to learn a language.
- Monitor and provide help as needed as pairs discuss the questions.
- Call on several pairs to share their answers. Prompt students to explain why a particular learning tool has been especially helpful.

B
- With students' books closed, elicit ways that technology can help language learners and write ideas on the board.
- Have students read the information and underline anything that was not previously mentioned. Clarify any new vocabulary as needed.

C
- Go over the questions. Then have students complete the exercise with a partner.
- Have pairs join to make groups of four and compare their answers.
- Discuss answers briefly as a class. See Expansion Activity 1 for further practice.

Expansion Activity 1

Individually, have students set a goal to use a type of technology from Exercise B to practice outside of class. Encourage them to try something they haven't used before. Students should be prepared to report back to the class about why they chose that technology, how they used it, whether it was useful and why, and whether they would recommend it, giving their reasons.

E GOAL Give Examples

Communication

A Discuss the questions in pairs.

1. Look at the box. Which ways to learn a language have you experienced?
2. Which has been the most helpful to you?

conversations with a speaker of the language	language textbooks
electronic dictionaries	lists of vocabulary words
explanations from a teacher	television or movies
	other _____

B Read the information.

Technology for Language Learning	
Video Chat You're probably already using video chat with your friends and family. You can also find people to practice a new language with.	**Online Videos** Many kinds of videos are online. They combine language and pictures, and they can show us different cultures as well.
Apps A few apps help language learners practice new vocabulary. Some have electronic flashcards with words, definitions, and example sentences.	**Game Apps** Using some apps is similar to playing video games. You work your way from level to level, and you can earn points as you go.
News Broadcasts It's common for news agencies such as the BBC to broadcast stories from around the world. You can watch or read them for free.	**Social Media** Many people find interest groups and "like" them on social media. It's a way to connect and communicate with people like yourself.

C Discuss the questions in pairs.

1. Which of the technologies have you used? How have you used them?
2. How might each kind of technology be helpful for language learning?
3. What kinds of technology might be the most and least helpful for you? Why?

Writing

WRITING SKILL: Giving Examples

Giving examples is a good way to help your reader understand your ideas. Two common ways to introduce examples are *such as* and *for example*.

*Study tools, **such as** flash cards, can be helpful for learning new vocabulary.*

*It's also important to find ways to hear a new language. **For example,** online videos and music are good for listening practice.*

Writing

- Elicit specific examples of each technology in Exercise B. Say, *Many people use language learning apps, such as…* and *For example, good language learning videos can be found...,* and have students complete your ideas.
- Go over the information in the Writing Skill box (see Writing Strategy).

Writing Strategy: Giving Examples

As students saw in Unit 1, when writing, it is necessary to back up each main idea with supporting details, including examples. Introducing examples with the phrases *such as* and *for example* helps to make the paragraph structure clear and the writing more coherent. In order to use these phrases correctly, students will need to see a variety of sample sentences and will need to be corrected when they make mistakes in their use.

D Complete the sentences.

1. An app for video chats, such as _____, can be helpful for practicing a new language.
2. There are several good ways to learn new vocabulary. For example, I like to use _____.
3. It's important to read something in your new language every day. For example, _____.
4. Don't forget to talk with people who can help you, such as _____ _____.

E In your notebook, make a list of 3–4 things you do and don't recommend for language learning. Use your own ideas and examples.

Do	Don't
• Do find fun ways to practice the language. For example, use an app that seems like a game.	• Don't spend all your time reading things such as news reports. You can listen to them as well.

F Exchange your list with a partner and answer the questions.

1. Do you understand everything on your partner's list?
2. Can you suggest any other examples for your partner to use?

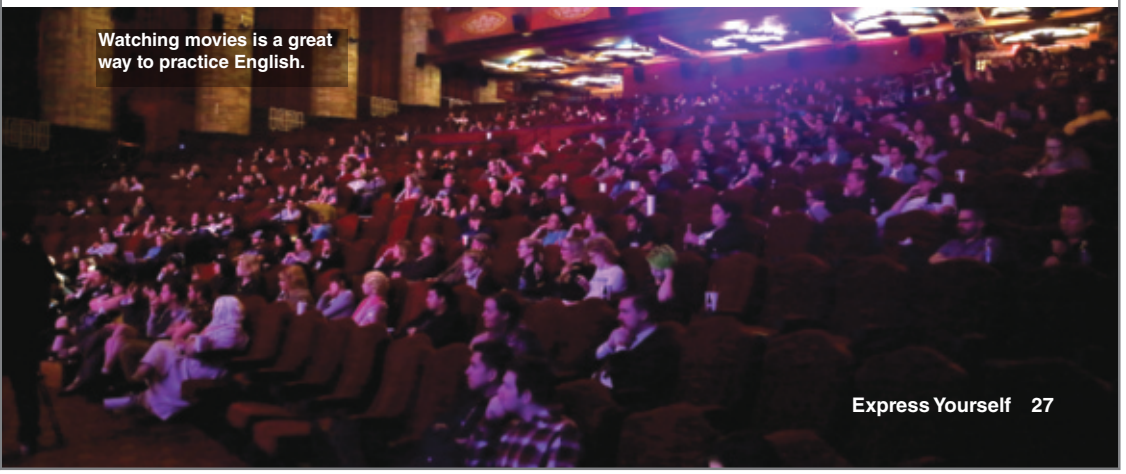
GOAL CHECK Give Examples

In small groups, look at the box. Talk about good ways for these different kinds of people to learn a language. Use examples.

I think children learn a lot from language teachers. For example, they might sing songs or practice saying new words in class.

That's true, and older students like to use social media websites, such as Facebook and Twitter.

employees at a company	people such as you
high school or university students	tourists planning to visit another country
older people with free time	young children



Watching movies is a great way to practice English.

Expansion Activity 2

Have students choose one of the kinds of people in the box in the Goal Check and develop what they talked about with their group into a paragraph. The paragraph should state the main idea (the best way for that kind of person to learn a language) and provide supporting details using *such as* and *for example* to introduce examples. Remind students to create an outline that includes notes about the main idea and supporting details before writing their paragraph.

D
- Have students complete the exercise individually.
- Call on several students to share their examples for each one. Rephrase any incorrect answers, explaining why it is necessary to do so.

E
- Go over the example *dos and don'ts* list with the class.
- Have students complete their own list. Monitor and provide vocabulary support as needed.

F
- Tell students that the purpose of the exercise is for them to help their partner improve their dos and don'ts list.
- Have students carry out the exercise, then share their answers with their partner.
- Monitor and provide help as needed.

GOAL CHECK

- Have students read the phrases in the box. Give them time to write some notes individually.
- Model the examples in the speech bubbles with a student, pointing out the use of *for example* and *such as*. Then have students complete the exercise with their group. Assign roles within the groups if appropriate. Monitor and prompt students to use examples with *such as* and *for example*.
- To share ideas, write the different kinds of people in a chart on the board and have one person from each group briefly write their suggestions in the chart.
- Have students read all the suggestions and discuss them as a class. If there are any suggestions students disagree with, have them explain why. See Expansion Activity 2 for further practice.

Video Journal

About the Video

This video is about Marie Wilcox, who is from the San Joaquin Valley in California and is the last fluent speaker of the Native American language Wukchumni. In her early childhood, Marie learned Wukchumni from her grandparents, but after her grandmother died, she stopped using the language, and then spoke English with her own children. It was only later in life that Marie began remembering her language and creating a Wukchumni dictionary. This video tells us the story of her dictionary and the audio recordings she has been working on to keep her language alive.

- As a warm-up, have students look at the photos. Ask, *What do you think the two women are doing? Where do you think this place is?*
- Point out the title of the video and ask, *Which of these women do you think is Marie? Why?*
- Read the photo caption aloud and elicit ideas about how this place and these women may be connected.

A
- Have students read the text and complete the exercise.
- Have students compare answers with a partner. Then clarify any doubts as a class.

B
- Go over the directions and items in the box. Go over the glosses of *sounds* and *confidence*.
- Make sure students understand the concept of ranking. Then have them complete the exercise individually before comparing answers with a partner.
- Survey the class to find out which aspects students considered the easiest and most difficult. Do most students agree or are there a lot of differences? Take note of the aspects that many students find most difficult. Call on volunteers to explain why they find certain skills to be harder than others.

VIDEO JOURNAL

MARIE'S DICTIONARY

A Read. Then choose the correct word or phrase.

Marie Wilcox is the last **fluent** speaker of the Wukchumni language. It's the Native American language of a group of people from central California.

Marie learned Wukchumni from her grandparents, who did not speak English at home. In recent years, Marie decided to create a Wukchumni **dictionary**.

1. If you are **fluent** in a language, you speak it very *well* / *badly*.
2. California is in the *eastern* / *western* United States.
3. Marie Wilcox had *teachers* / *family members* who spoke the Wukchumni language.
4. A **dictionary** is a book with the *words* / *history* of a language.

Lake Success is a reservoir and dam that provides water to nearby small towns at the eastern edge of the Central Valley in Tulare County, California.

B What parts of learning English have been easy or difficult for you? Rank the skills from 1 (easiest) to 5 (most difficult).

Learning a Language

- ☐ Learning the definitions or meanings of words.
- ☐ Learning **sounds** and being able to understand the language.
- ☐ Learning pronunciation and being able to speak the language.
- ☐ Learning grammar rules and making correct sentences.
- ☐ Having **confidence** in your language ability.

sounds things that you hear
confidence feeling comfortable and sure about your abilities

C Watch the video and match the actions with the correct person or people.

a. Marie Wilcox

b. Jennifer Malone (Marie's daughter)

c. Donovan Treglown (Marie's grandson)

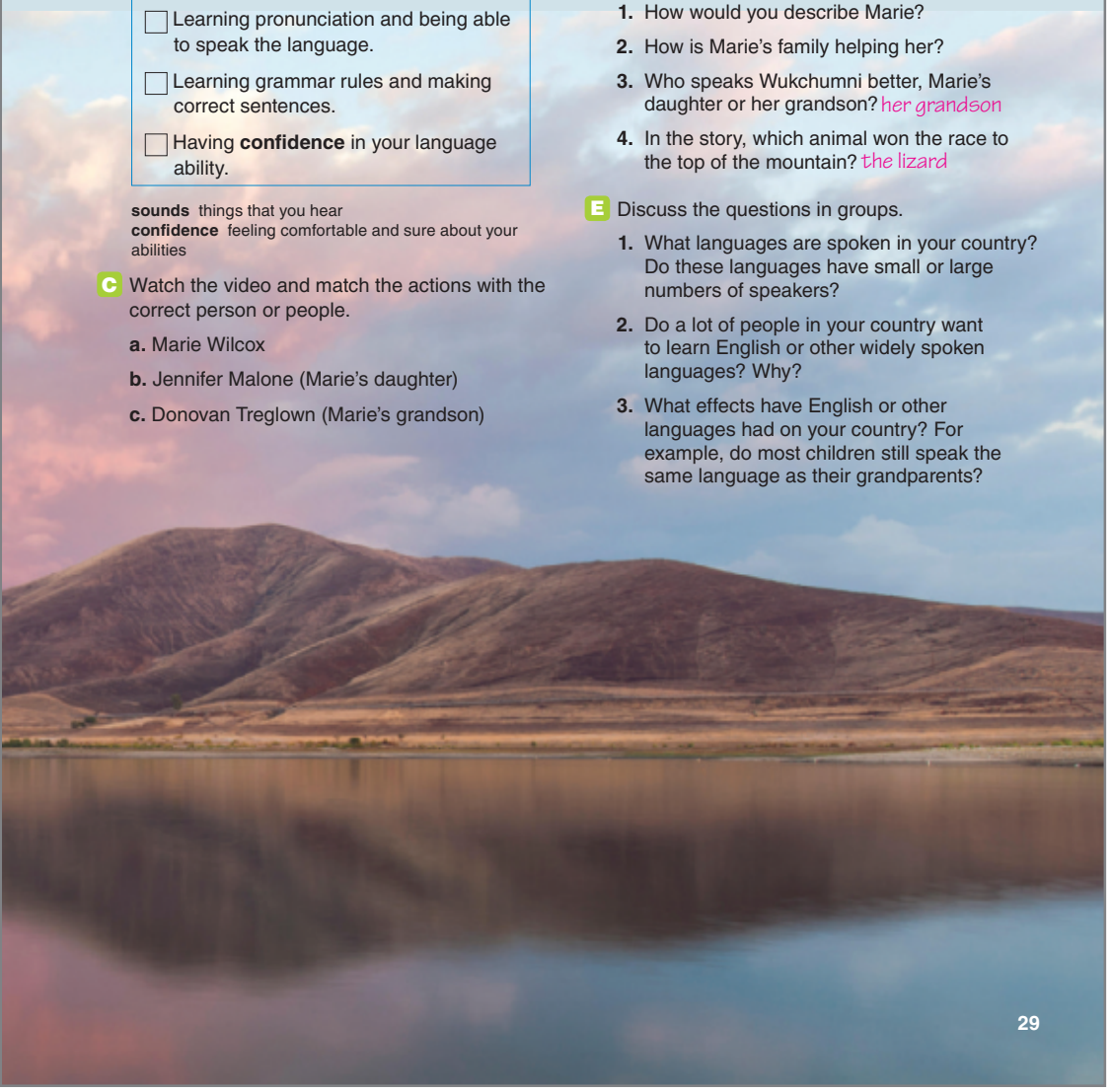
1. b says she spoke English as a child
2. a tells a story about animals and people
3. a, c uses a machine to record the sounds of Wukchumni
4. b, c help Marie with the dictionary
5. a types slowly on the computer keyboard

D Watch again and answer the questions in your notebook.

1. How would you describe Marie?
2. How is Marie's family helping her?
3. Who speaks Wukchumni better, Marie's daughter or her grandson? her grandson
4. In the story, which animal won the race to the top of the mountain? the lizard

E Discuss the questions in groups.

1. What languages are spoken in your country? Do these languages have small or large numbers of speakers?
2. Do a lot of people in your country want to learn English or other widely spoken languages? Why?
3. What effects have English or other languages had on your country? For example, do most children still speak the same language as their grandparents?



Expansion Activity

Have students prepare a script for a short video giving information about an endangered language from their home country (if possible). They can use the following questions to guide them:

- – Where do people speak the language?
- – How many people speak the language now?
- – Why is the language endangered?
- – Are there any projects that are trying to protect the language? What are they doing?
- – Is the language similar to any other languages?
- – What other language(s) do people speak in that area?
- – Do you have any personal experience with this language?

If possible, show a short educational video or news segment as an example. Provide students with useful language chunks, such as *Today's program is about...* If possible, have them record their videos to share with the class.

C • Go over the names and the actions with students. Remind them that they don't need to understand everything they hear in the video (see Teaching Tip).

Teaching Tip: Understanding Authentic Materials

Understanding authentic videos is often very challenging for learners. Therefore, it is important to remind them that they don't need to understand everything they hear, especially the first time they watch. They can use visual clues as well as what they know about the context to help them make logical guesses about information that they don't fully understand. It may also be helpful to reassure them that they will see the video multiple times and that focusing on different parts of the video during each viewing can help them better understand it as a whole.

- After playing the video, give students time to complete their answers.
- Have students compare with a partner. Then review as a class. Replay parts of the video as needed.

D • Go over the questions with the class. Remind students to take notes as they watch. Play the video.
- Have students compare their answers with a partner.
- Review as a class, accepting a variety of responses for items 1 and 2.

E • Go over the questions with the class. Give students a few minutes to think about their answers individually and write notes.
- Divide students into small groups. Assign roles (note-taker, presenter, manager, and checker) and tell them that they will report on their discussion to the class.
- Monitor to ensure that students' roles are being carried out as assigned during the discussion.
- Have each presenter share the main ideas of their discussion with the class. See the Expansion Activity for further practice.

UNIT
3

Cities

Amsterdam-based architects won an international competition to design a pedestrian bridge over Dragon King Harbor River in Changsha, China.

30

Unit Theme

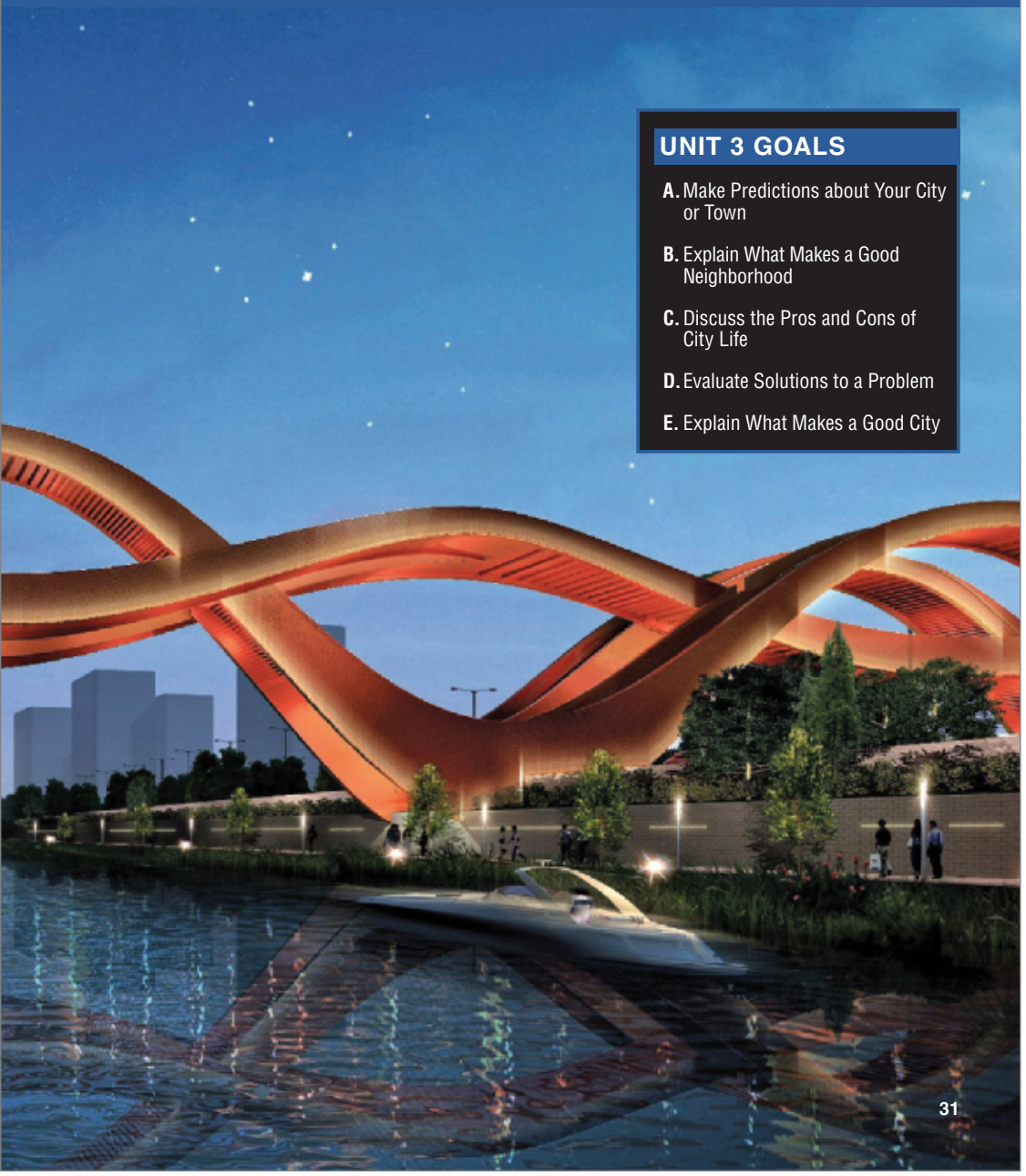
More than 50 percent of the world's population lives in urban areas—towns and cities. The global shift from rural to urban areas, combined with a constantly increasing world population, will cause this number to rise over the next thirty years. Historically, the world's cities have always been centers for commerce, education, and culture, and they continue to have a lot to offer us. However, they are also facing problems such as congestion and pollution, which we need to find solutions for.

Unit Overview

In this unit, students explore a variety of ideas related to life in cities. Lesson A introduces vocabulary and grammar for making predictions about how our cities will change. Lesson B focuses on discussing neighborhoods and their characteristics. In Lesson C, students will describe the pros and cons of city life and use the future with *will* and time clauses. In Lesson D, they will read about and discuss ways to make cities better for pedestrians. In Lesson E, students will write a paragraph about a city's positive qualities with a strong topic sentence. Finally, in the Video Journal, students will watch a TED Talk about reinventing the design of apartment buildings to make them better living spaces.

UNIT 3 GOALS	Grammar	Vocabulary	Listening
• Make Predictions about Your City or Town • Explain What Makes a Good Neighborhood • Discuss the Pros and Cons of City Life • Evaluate Solutions to a Problem • Explain What Makes a Good City	Future with *Will* *Cities* ***will be*** *noisier in the future.* *Will* + Time Clauses ***Before I move to the city,*** *I'****ll look*** *for a job.*	Changing Cities City Life	General and Focused Listening A Radio Interview: Jardin Nomade in Paris

Look at the photo and answer the questions: 1 Is it important that cities be beautiful? 2 Does your city have landmarks like bridges and rivers?



UNIT 3 GOALS

- **A.** Make Predictions about Your City or Town
- **B.** Explain What Makes a Good Neighborhood
- **C.** Discuss the Pros and Cons of City Life
- **D.** Evaluate Solutions to a Problem
- **E.** Explain What Makes a Good City

About the Photo

This photo shows the Lucky Knot pedestrian bridge across the Dragon King Harbor River in Changsha, China. The bridge is 607 feet (185 m) long and 79 feet (24 m) high. The shape of the bridge was inspired by the Möbius ring (a band which has only one surface and one edge) and the ancient Chinese folk art of knotting. In Chinese culture, the knot is a symbol of luck and prosperity. After its completion in 2016, the bridge soon became an icon of the city.

- Point out the unit title and elicit the names of cities around the world. Elicit some positive aspects of cities as well as problems found in many cities.
- Have students look at the photo and describe what they see. Ask, *Where is this? Do you like the design?* Read the caption together.
- Have students discuss the questions in pairs. Then share ideas as a class.
- Have students read the unit goals. For each goal, clarify any vocabulary doubts and elicit related language. For example, for Goal A, briefly define *prediction* and ask, *How will your city change in the next 5 or 10 years?* For goals B and C, ask, *What do you like about your neighborhood? What do you like / dislike about your city?* For Goal D, refer back to a problem that was brought up earlier in the warm-up and discuss possible solutions.

Speaking and Pronunciation	Reading	Writing	Video Journal
Discussing the Future of Your City Describing the Pros and Cons of Cities Stressed Syllables Before *-tion* Suffix	Streets for People	Writing a Paragraph With a Good Topic Sentence	**How to Reinvent the Apartment Building** In this TED Talk, Moshe Safdie talks about reinventing high-rise apartment buildings and making them better.

Vocabulary

- As a warm-up, elicit words to describe cities and write them on the board.
- Ask, *What kinds of problems are there in large cities?* If possible, show a picture of a crowded city street or smog over a city.

A
- Have students look at the photo and the caption. Then ask them to write down three things that they think need to change in big cities.
- Have students read the text and check if their ideas are mentioned. Ask, *What changes are described?* (More buildings that are good for the environment with gardens on top of them, safer pedestrian crossings, more shops and restaurants nearby, more public transportation.)
- Draw students' attention to the words in blue and ask them to identify the parts of speech (noun, verb, adjective, etc.).

B
- Have students complete the exercise and compare answers with a partner.
- Review the answers as a class. Point out the collocations in the Word Focus box (see Teaching Tip).

Teaching Tip: Collocations

When teaching new vocabulary, it is important to introduce students to relevant collocations (as in the Word Focus box). Learning words together with their collocations helps students broaden their vocabulary and understand how new words can be used in the context they're working with. Other collocations for the words in Exercise B could be:

crowded / noisy streets
pedestrian crossing
pedestrian zone
quiet / safe neighborhood

- Provide or elicit other simple sentences that use the new vocabulary in context. For example, *The **population** of my city is one **million**.*

A GOAL Make Predictions about Your City or Town

Vocabulary

A Read the article.

Manhattan's High Line Park

Changing Cities

By the year 2050, 66% of the people on Earth will live in large cities. That's around two-thirds of the world's population. Most of these people will live in tall apartment buildings, so it makes sense to design those buildings in ways that are good for the environment. Gardens on top of buildings, for example, save energy for heating and cooling. They are also a comfortable place for people to spend time—away from the traffic on the noisy city streets below.

Walking from place to place is a big part of city life. However, when pedestrians need to walk across streets, there can be problems. One solution to these problems are the "X-crossings" found in Tokyo, Japan and other cities. There, when the light turns red, all of the cars, buses, and other vehicles must stop. Then, the pedestrians can cross in any direction. Another solution could be neighborhoods with more shops and restaurants on every block. This makes it easier for people to walk to the places they need to go.

Every big city needs good ways for people to get around. In the future, more cities will have as many kinds of public transportation as Hong Kong. With more than seven million people in a fairly small area, Hong Kong is a crowded place. So, in addition to cars and taxis, Hong Kong residents ride buses, trains, boats, and streetcars—all good ways to get around the city.

B Write each word in blue next to the correct meaning.

1. population — all of the people who live in a certain area
2. neighborhoods — parts of a city where people live
3. vehicles — machines, such as cars or trucks, that carry people or things from place to place
4. pedestrians — people who are walking
5. noisy — full of loud sounds
6. traffic — all the vehicles moving on the roads in an area
7. crowded — full of people
8. design — plan how something should be
9. transportation — all the ways of taking people or things from one place to another
10. million — the number 1,000,000

WORD FOCUS

traffic jam so many vehicles in the street that they can't move

population growth a growing number of people living in a place

Word Bank: City Streets

bike-sharing system	parking meter
bus stop / station	sidewalk
food truck	streetlight
housing	street sign
intersection	subway station
newsstand	taxi stand

Grammar

Future with *Will*		
Statements	The city **will be** safer for pedestrians.	Use *will* + the base form of a verb to talk about the future. In speaking, we often use contractions with *will*: *I'll*, *you'll*, *we'll*, *they'll*, *she'll*, *he'll*. Note the irregular negative contraction for *will not*: *won't*.
Negatives	We **won't have** space for any more traffic.	
Yes / No questions	**Will** the population **continue** to grow?	
Wh- questions	Where **will** people **live**?	

C What do you think? Circle **Y** for *yes* or **N** for *no*. Compare answers in pairs.

In the year 2040...

1. My city will have a larger population than it does now. Y N
2. People will still drive cars in the city. Y N
3. Buildings will be taller than they are now. Y N
4. There will be more parks and gardens in the city. Y N

D Complete the sentences with words from the box.

be
enjoy
he
see
want
will

1. Adam will ___be___ in Vancouver, Canada all next week.
2. That's great! ___will___ he take a tour of Vancouver?
3. Yes, that way he will ___see___ different neighborhoods.
4. Will ___he___ use the public transportation there?
5. I think so. He probably won't ___want___ to spend money on taxis.
6. That sounds great. I think he will really ___enjoy___ his visit!

E In pairs, think about the city or town you are in now. What will it be like 10 years from now?

Will our city have a larger population 10 years from now?

I think so. People will move here from the countryside.

enough jobs for everyone	a larger population
many shops and restaurants	more vehicles and traffic jams
safer ways for pedestrians to cross streets	several kinds of public transportation
taller apartment buildings	your idea _____

Our city will have...	Our city won't have...

GOAL CHECK

Make Predictions about Your City or Town

Join another pair of students and talk about the future of your city or town. Use your list from **E** and *will* or *won't*.

In 10 years, our city will have a larger population.

Yes, but there won't be enough jobs for all of those people.

GOAL CHECK

- Have pairs join to make groups of four.
- Have groups share their ideas about the future of the city / town using their notes from Exercise E. Monitor and correct the use of *will* if necessary. Use the Word Bank to provide additional vocabulary.
- Call on several groups to share their ideas with the class and compile them in a chart on the board.

Grammar: Future with *Will*

In English, there are different ways of talking about actions in the future. We use *will* + the base form of a verb to talk about actions that we believe will happen in the future. These are called predictions. For example, *The city will be more crowded in 10 years. There won't be enough housing.* We also use *will* + base verb to express decisions we make at the time of speaking (*I'll take the bus today.*).

Grammar

- Have students underline the examples of *will* + verb in the text in Exercise A. Ask, *What year is the text talking about? Is it now or in the future?* Have them circle, *By the year 2050*, in the first line.
- Elicit other ideas from the text and have students make sentences with *will*. For example, *Buildings will have gardens on top of them.* Then go over the information in the grammar chart.

C
- Have students complete the exercise individually, then compare answers with a partner.
- Survey the class to find out how many people answered *yes* or *no* to each statement.

D
- Point out the words in the box and tell students that the sentences form a conversation about Adam's trip to Vancouver. Have students complete the exercise and compare answers with a partner.
- Review answers as a class. Have students complete the Grammar Practice exercise as time allows.

Grammar Practice: Future with *Will*

Have students think about a different context, such as their school, work, or family, and write five predictions about what will happen in the future. Monitor and assist as needed. Have students share their predictions with a partner who chose a similar context and find out if they have any predictions in common.

E
- Go over the ideas in the box. Give students time to think about their city or town in the future and add another idea.
- Model the example in the speech bubbles with a student. Then have students talk with a partner and write notes in the chart. They may need to copy the chart into their notebooks for sufficient space. Monitor and assist as needed.

Listening

- Ask students to look at the photo and caption on page 35 and describe the neighborhood.

A
- Have students discuss the questions with a partner.
- Compare answers as a class.

B
- Have students read the items so they know what to listen for. Play the audio.
- Have students complete the exercise, then compare answers with a partner (see Teaching Tip).

> **Teaching Tip:** Comparing with a Partner
>
> Listening exercises can be challenging for students. Having the opportunity to compare answers with a partner before sharing with the whole class helps less confident students. This allows them to check how they did and clarify what they aren't sure about in the "safety" of the pair. They may then feel more confident when sharing answers with the class.

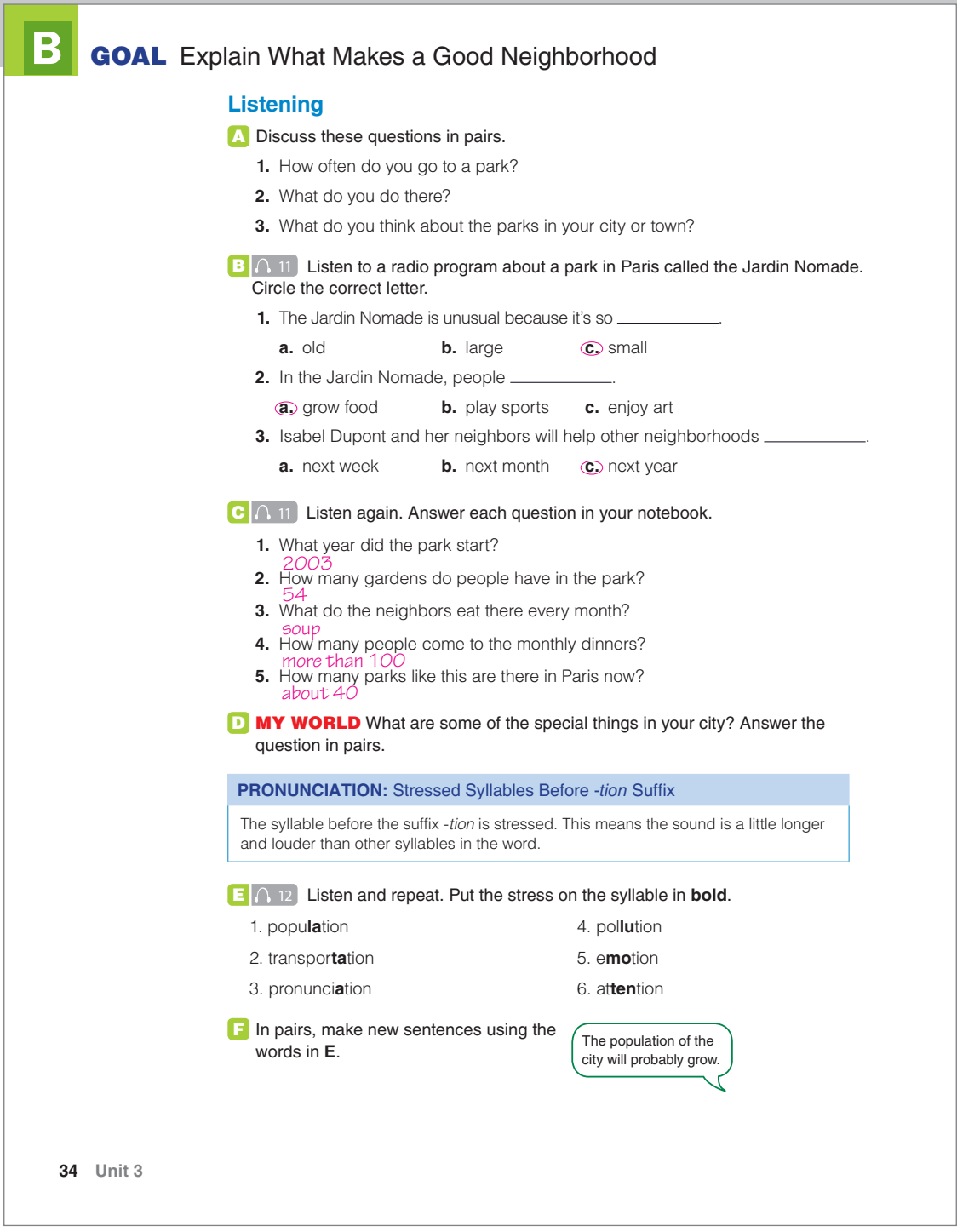
- Review answers as a class.

C
- Have students read the questions and guess the answers based on their previous listening.
- Play the audio for students to confirm or correct their answers.
- Review as a class, replaying sections of the audio if necessary. Ask, *Would you like to have a park like this in your city or town? Why?*

D
- Give an example of a special thing in your city. Show a photo or video if possible.
- Give students time to think individually. Then have them answer the question with a partner.
- Call on volunteers to describe something they discussed.

Pronunciation

- Review what syllables are and have students divide the word *action* into syllables, *ac* | *tion*. Then ask them which syllable is stressed (the first).



B **GOAL** Explain What Makes a Good Neighborhood

Listening

A Discuss these questions in pairs.

1. How often do you go to a park?
2. What do you do there?
3. What do you think about the parks in your city or town?

B 11 Listen to a radio program about a park in Paris called the Jardin Nomade. Circle the correct letter.

1. The Jardin Nomade is unusual because it's so _____.
   a. old **b.** large **c.** small
2. In the Jardin Nomade, people _____.
   a. grow food **b.** play sports **c.** enjoy art
3. Isabel Dupont and her neighbors will help other neighborhoods _____.
   a. next week **b.** next month **c.** next year

C 11 Listen again. Answer each question in your notebook.

1. What year did the park start?
   2003
2. How many gardens do people have in the park?
   54
3. What do the neighbors eat there every month?
   soup
4. How many people come to the monthly dinners?
   more than 100
5. How many parks like this are there in Paris now?
   about 40

D **MY WORLD** What are some of the special things in your city? Answer the question in pairs.

PRONUNCIATION: Stressed Syllables Before *-tion* Suffix

The syllable before the suffix *-tion* is stressed. This means the sound is a little longer and louder than other syllables in the word.

E 12 Listen and repeat. Put the stress on the syllable in **bold**.

1. popu**la**tion
2. transpor**ta**tion
3. pronunci**a**tion
4. po**llu**tion
5. e**mo**tion
6. at**ten**tion

F In pairs, make new sentences using the words in **E**.

The population of the city will probably grow.

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- Go over the Pronunciation box to confirm the answer. Remind students of the meaning of *suffix*.

E
- Play the audio and have students repeat each word using correct stress.

F
- Have students complete the exercise with a partner. Ask them to make at least five sentences.
- Call on volunteers to say one of their sentences. Correct pronunciation as needed.

> **For Your Information:** Community Gardens
>
> Community gardens have existed in different parts of the world since the beginning of the 19th century, but the concept has been growing rapidly in recent years. These gardens have huge benefits for the community: healthy food, interaction with neighbors, and increased knowledge about sustainable practices. In addition, ugly, unused plots of land in urban areas turn into attractive green spaces, becoming places for connection and relaxation.

Conversation

G 13 Close your book and listen to the conversation.

Ben: How do you like living in your neighborhood?
Sarah: Well, it has a lot of beautiful old buildings, but there are some problems.
Ben: Like what?
Sarah: It doesn't have many different stores. There's only one supermarket, so food is very expensive.
Ben: That sounds like a pretty big problem.
Sarah: It is, but the city is building a new shopping center now. Next year, we'll have more stores.

H Practice the conversation in pairs. Then discuss the questions.

1. What is good about the neighborhood? What is bad?
good: beautiful old buildings; bad: not many stores, only one supermarket
2. How will the neighborhood be different in the future?
The city is building a new shopping center. There will be more stores.

Back Bay neighborhood in Boston, US

I Write the words or phrases from the box in the correct column in your notebook. Add two more ideas to each column.

Good things in a neighborhood	Bad things in a neighborhood

beautiful buildings
crime
heavy traffic
a lot of noise
pollution
public transportation
shops and restaurants
trees and green space

J In pairs, make a conversation. Use your ideas from **I**.

K What are the three most important things for a good neighborhood? Talk in pairs about your ideas in **I**. Make a new list together. Give reasons.

Most important things for a good neighborhood	Reason
1.	
2.	
3.	

GOAL CHECK

Explain What Makes a Good Neighborhood

Explain your list to the class.

GOAL CHECK

- Have pairs report on their decisions and reasons. If possible, have each pair write their three things on the board.
- Have students decide on the three most important qualities as a class. For further practice, see the Expansion Activity.

Expansion Activity

Using their list of bad things in a neighborhood from Exercise I as a starting point, have students plan improvements to their neighborhood. This can be done individually or in small groups, depending on where students live. First, have them brainstorm solutions to the problems they identified. For example, bad lighting: more streetlights. Then have them choose which improvements they will make, providing details and explaining the steps they will need to take to achieve them. Students can present their improvement plans on posters.

Conversation

G
- Have students close their books and tell them they will listen to a conversation between two people. Write on the board: *What do you think the relationship between these people is?* (See Listening Strategy.)

Listening Strategy: Identifying Speakers

When listening, identifying information about the speakers is very helpful for students' comprehension (see Exercise G). Thinking about who the speakers might be and what their relationship is can help students make logical guesses about the content of the conversation. This awareness will help them notice differences in the language used in various contexts. Incorporate pre- and post-listening questions that seek to raise this awareness in students.

- Play the audio and discuss students' answers. Provide examples of relationship types if necessary.

H
- Have students complete the exercise with a partner.
- Review answers as a class.

I
- Go over the words and phrases in the box and provide brief definitions for challenging terms like *crime*, *pollution*, and *green space* as needed.
- Have students complete the exercise individually. Monitor and provide vocabulary support as needed.

J
- Have students create a conversation with a partner. Point out that they can use the conversation in Exercise G as a model. Monitor and assist as needed.
- Call on several pairs to act out their conversations for the class.

K
- Have students read the directions and look over the chart.
- In new pairs, have students compare the things they consider good for a neighborhood. Make sure they understand that they have to decide together which three (from their lists in Exercise I) are the most important and explain why.

Language Expansion: City Life

- As a warm-up, write *Places in a City* on the board and have students suggest examples. Write their ideas on the board.
- Ask, *What do you do in these places?*

A
- Compare the words and phrases in the box with the students' list on the board. Point out places they had already thought of and explain any new terms.
- Go over the questions with the class. Then have them complete the exercise with a partner.
- Discuss answers as a class.

B
- Go over the questions as a class, providing a definition for *public* if necessary. Have students discuss the questions with a partner.
- Compare answers as a class, prompting students to provide reasons for some of their answers if appropriate. Ask, *What are the most popular places to visit? And the least?*

Grammar

- Ask, *After class finishes, what will you do? Before you go home, will you go downtown?*
- Write one or two answers on the board, including the time clause even if the students didn't use it. For example, *After class finishes, I'll go to the cafeteria.*
- Have students identify the different verb forms in each part of the sentence. Then write the sentence on the board again, switching the position of the time clause: *I'll go to the cafeteria after class finishes.* Point out the absence of a comma.
- Go over the information in the grammar chart. Direct students to the Grammar Reference in the back of the Student's Book for additional review and practice.

C **GOAL** Discuss the Pros and Cons of City Life

Language Expansion: City Life

art museums
buses and trains
coffee shops
concert halls
government buildings
movie theaters
parks and gardens
shopping centers
sports arenas

A Look at the list. Discuss the questions in pairs.

1. Which places might you visit for entertainment?
2. Which places might you visit for relaxation?
3. Which places might you visit for some other purpose?

B **MY WORLD** What public places do you visit in your city or town? Are there any places on the list where you have never been?

Grammar

***Will* + Time Clauses**	
A time clause says when something happens. We often use *before* or *after* at the beginning of a time clause.	I will look at the neighborhood carefully **before I choose a new apartment**. **After I move into my new apartment**, I'll meet my neighbors.
In a sentence about the future, use the simple present in the time clause.	They will design the garden **after they talk** to all of the neighbors.
The time clause can come first or second in the sentence. If the time clause comes first, it is followed by a comma.	**Before I choose a new apartment,** I will look at the neighborhood carefully.

Light shining on the busy city of Bogotá, Colombia.

Grammar: *Will* + Time Clauses

Time clauses often begin with *before*, *after*, *when*, or *as soon as*. They tell us *when* something happens. When talking about the future, we use the simple present in the time clause and *will* + base verb in the other clause. The time clause can come first (followed by a comma): *After we finish work, we'll go downtown.* Or second (no comma): *We'll go downtown after we finish work.*

Grammar Practice: *Will* + Time Clauses

Have students write down three things they want to do in the future. For example, get a new job, study / take a course in…, buy a…, move to…, etc. Have students exchange lists with a partner and ask each other questions about the items. Remind them to use time clauses in their answers. For example, *When will you get a job? I'll get a job after I finish school.*

C Ask and answer the questions in pairs. Use time clauses and the family's plan for their city vacation.

1. What will they do after they arrive?
2. What will they do after they check in at the hotel?
3. What will they do before they visit the art museum?
4. What will they do after they visit the art museum?
5. What will they do before they leave Bogotá?

After they arrive, they will take a taxi to their hotel and check in.

After they check in at the hotel, they'll walk to the Plaza Bolívar.
Before they visit the art museum, they'll take pictures at the Plaza Bolívar.
After they visit the art museum, they'll eat dinner at a restaurant.
Before they leave Bogotá, they'll take a tour of the city.

- **Monday:** Arrive in Bogotá, Colombia at 1:15 p.m.
- Take a taxi to hotel; check in at the hotel.
- Walk to the Plaza Bolívar; take pictures.
- Visit the Botero museum.
- Eat dinner at a restaurant.
- **Tuesday:** Take a tour of the city.

Conversation

D 14 Close your book and listen to the conversation. Where does each speaker live?
Sofía: the suburbs; Hana: downtown/in the city

Sofía: What a great day it's been!
Hana: I agree! When will you come downtown to visit me again?
Sofía: Maybe I'll come next Saturday. I want to see the new shopping center.
Hana: That sounds good, but I have my yoga-in-the-park class on Saturday mornings.
Sofía: Will you be free after you finish class?
Hana: Yes. We could have lunch before we go to the shopping center.
Sofía: Great! It sounds like another perfect day in the city.
Hana: And maybe I can visit you in the suburbs soon.

E Read about Sofía's situation.

Sofía likes living in a suburb outside the city. It is quiet and there are many green spaces, such as parks and gardens. On the other hand, Sofía enjoys visiting her friend in the city. She is thinking about moving downtown, but she has not yet made up her mind.

F Think of reasons why Sofía should or shouldn't move downtown. Finish her list of pros and cons.

Pros—Good things about city life	Cons—Bad things about city life
1. Easy to visit interesting museums	1. City apartments are more expensive
2.	2.
3.	3.
4.	4.

GOAL CHECK

Discuss the Pros and Cons of City Life

Share your lists of pros and cons with a small group. Discuss what you think Sofía will do.

Do you think Sofía will move downtown?

Maybe, but she won't like the noise.

GOAL CHECK

- Model this exercise using the examples in the speech bubbles.
- Have students discuss Sofía's decision in small groups (see Speaking Strategy).
- Compare ideas as a class and discuss what students think Sofía should do. Prompt use of *will* / *won't* if necessary.

Speaking Strategy: Discussion Phrases

To help students hold successful conversations, it can be useful to provide them with common phrases like those in the Goal Check (*Do you think…, Maybe, but…*). Point these out to students, and elicit or provide others, clarifying their meanings as needed.

I think…	*I don't think so. I think…*
I'm not sure, but…	*What about …?*
I agree with you.	*Can I say something?*

C
- Go over the family's vacation plan with the class and ask a few comprehension questions. For example, *What time will they arrive? What day will they visit the Botero museum?*
- Briefly go over the questions and model the example in the speech bubble. Then have students complete the exercise with a partner.
- Review the answers by calling on different students to respond to the questions. Have students complete the Grammar Practice exercise as time allows.

Conversation

D
- Write *Sofía* and *Hana* on the board. Tell students they're going to listen (books closed) to a conversation between these two women and that Sofía will start the conversation. Write the question on the board and encourage students to listen for the answers.
- Play the audio.
- Review the answers and clarify the meaning of *suburbs* as needed. Survey the class if relevant. Ask, *Who lives downtown? Who lives in the suburbs?*

E
- Have students read about Sofía. Then ask, *What does Sofía like about the suburbs? Why is she thinking about moving downtown?*

F
- Go over the chart and explain the idea of listing pros and cons to help you make a decision.
- Have students complete the chart individually. Use the Word Bank to provide additional vocabulary as needed.

Word Bank: Places in Cities

apartment building
airport
community center
department store
gym
office building
parking lot
pharmacy
post office
skate park

Reading

- As a warm-up, ask, *How do you usually get around the city?* Write the forms of transportation students use on the board (see Teaching Tip).

Teaching Tip: Brainstorming

Before beginning a sequence of exercises, it is important to activate students' prior knowledge as this will help them be better prepared for the topic and practice. If they can relate new knowledge to knowledge they already have, it will be easier for them to understand and remember. Brainstorming is a quick and easy way to activate prior knowledge.

- Have students look at the photo and ask, *How do people get around in this city?*

About the Photo

This photo shows the famous Shibuya Crossing near the Shibuya Train Station in Tokyo, Japan. Often called the busiest intersection in the world, it is an example of an "X-crossing" in which traffic stops in all directions so that pedestrians can fill the streets. More than 2 million passengers pass through Shibuya Station each day, which contributes to the crowded nature of the area. The neighborhood also has a large shopping mall, office buildings, and a variety of restaurants.

A
- Go over the items in the box briefly with the class. Then have students complete the exercise with a partner.
- Compare answers as a class and prompt students to explain their responses. Ask, *In your city, do people usually walk when they do these things, or do they use another form of transportation?*

B
- Remind students that scanning is reading quickly to find specific information (see Reading Strategy). Go over the items briefly with the class. Since the items students must find are all names, it may be helpful to suggest students look out for capital letters while scanning.

Reading Strategy: Scanning

Scanning is an effective strategy for learners when they need specific information from a text: it allows them to gather that information without having to read and understand every word. This strategy may help reading a longer text seem less overwhelming. Students should be reminded of various reading strategies like this before approaching a text so that they get into the habit of identifying which strategy is best suited to their reading purpose.

- Have students complete the exercise, then compare answers with a partner.
- Review as a class, having students point out where they found the answers in the text.

D **GOAL** Evaluate Solutions to a Problem

Reading

A Look at the topics in the box. In pairs, talk about how easy it is to do these things in your city.

eating out	finding a park	going to school
walking in your neighborhood		

B Scan the reading to find the information.

1. The name of a person David Engwicht
2. The title of a book Reclaiming Our Cities and Towns
3. The names of three cities Brisbane, Australia; Florence, Italy; Boston, US

C Read the article. Circle the correct option.

1. Walking in cities can be *slow* / *dangerous*.
2. Engwicht wants cities to be better for *pedestrians* / *vehicles*.
3. Nowadays, people have *more* / *less* contact with their neighbors.
4. *Brisbane* / *Boston* is working to make its streets safer.
5. Engwicht travels all over *Australia* / *the world* with his message.

Communication

D Discuss the questions in pairs.

1. How much walking do you usually do?
2. Where do you usually walk?
3. Do you feel safe when you are walking? Explain.

GOAL CHECK

Your city wants to improve pedestrian safety. Rank the safety measures from 1 (most helpful) to 5 (least helpful). Then, in pairs, compare and discuss your answers.

_____ more or better crosswalks

_____ lower speed limits

_____ fewer cars in the city

_____ more or better sidewalks

_____ (your idea)

Streets for **People**

Walking is a great way to get around. For short trips, for exercise, or just for fun, walking can be better than driving or riding. But in many cities, walking can also be dangerous. Cars, trucks, and motorcycles are a danger to pedestrians, and sometimes there are **accidents**.

David Engwicht, from Brisbane, Australia, wants to do something about this. His book, *Reclaiming Our Cities and Towns*, has a simple message: We need to take back our streets and make them better places for walking.

In the past, Engwicht says, streets belonged to everybody. Children played there, and people walked to work or to stores. Now, however, most city engineers design streets for vehicles, such as cars, trucks, and buses. People stay inside buildings to get away from the crowded **sidewalks**, the noisy streets, and the dangerous traffic. Unfortunately, this gives them less contact with their neighbors.

Many cities are working to make their streets safer for pedestrians. There are new **crosswalks** on the streets and more traffic lights and bicycle **lanes**. The city of Florence, Italy, only allows cars and buses with special **permits** to drive on its historic city streets. In Boston, US, the Slow Streets program gives some neighborhoods more stop signs and a 20 mph (32 kph) speed limit. These cities hope there will be fewer accidents in the future.

Engwicht travels around the world, helping people think differently about pedestrians, streets, and neighborhoods. Whether we live in a small town or a city with a population in the millions, Engwicht says we should think of streets as our "outdoor living room." Changing the traffic is just the beginning. In the future, streets may again be safe places for people, and walking will be an even better form of transportation than it is now.

accident something harmful or unpleasant that happens by surprise
sidewalk a path with a hard surface along the side of a street
crosswalk a place where drivers must stop to let pedestrians cross a street
lane a part of a street that is marked with painted lines
permits official documents that allows you to do something

Expansion Activity

In small groups, have students design a campaign to encourage more walking / cycling / jogging / skating in their city. Give them guidelines for the information they could include:

- pros of walking, riding bikes, etc.
- cons of driving everywhere / using public transportation
- places they can walk, ride bikes, etc.
- an event to provide information and increase interest

Students can design a poster or an image for social media and present their campaign to the class.

C

- Tell students to read the statements before reading the article again. Remind them to read more carefully this time so they can understand the details.
- After completing the exercise individually, have students compare answers with a partner. Then review as a class. Prompt students to identify where they found the answers in the text.

Communication

D

- Have students discuss the questions with a partner.
- Have a class discussion about walking in their cities / towns. After discussing the three questions, ask, *What are some pros and cons of walking in your city / town?* Record students' ideas on the board.

GOAL CHECK

- Go over the items with the class, clarifying any doubts. Review the concept of ranking if necessary.
- Have students add their own idea for improving pedestrian safety, then rank the items individually.
- Ask students to compare and discuss their answers with a partner. If helpful, provide an example answer. For example, *I think lower speed limits will be the most helpful because if people slow down, there will be fewer accidents*. Monitor and provide help, asking questions to encourage further discussion.
- Compare rankings as a class and try to come to an agreement. Prompt students to give reasons for their decisions. See the Expansion Activity for further practice.

Communication

- As a warm-up, have students look at the photo on page 41 and describe what they see.
- Ask, *Do you think this would be a good city to live in? Why?*

A
- Go over the chart, questions, and example conversation briefly. Have students complete the exercise with a partner.
- Compare answers as a class, having students explain their reasons.

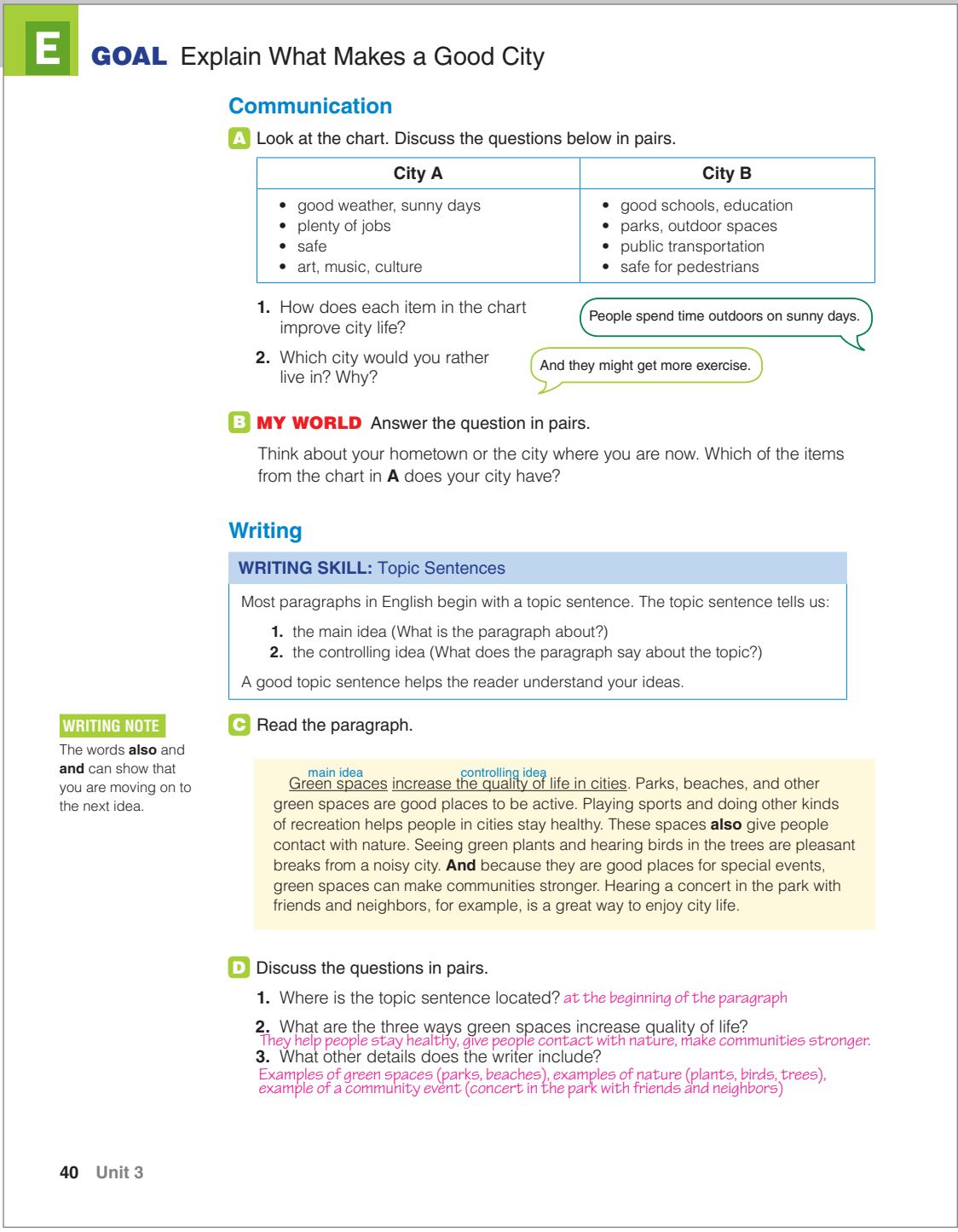
B
- Have students discuss the question with a partner.
- Call on a few students to share their ideas about their hometown or their current city / town.

Writing

- Write an appropriate topic sentence on the board. For example, *Living in the suburbs is healthier than living in the city.* Tell students it is the first sentence of a paragraph and ask them to suggest the second sentence and then the third. Only accept their ideas if they relate to the topic sentence.
- Go back to the topic sentence and write *main idea* above *Living in the suburbs* and *controlling idea* above *is healthier than living in the city*. Ask, *What's the paragraph about?*
- Go over the information in the Writing Skill box (See Writing Strategy).

Writing Strategy: Topic Sentences

The topic sentence acts as a signpost for the reader. It states the subject of the paragraph (main idea) and the writer's message about that subject (controlling idea). The topic sentence is the most important sentence in the paragraph as it provides a brief summary of what will follow. It is usually the first sentence of the paragraph. Being able to identify topic sentences will help students in their reading, and being able to write clear topic sentences will help them be effective writers.



E **GOAL** Explain What Makes a Good City

Communication

A Look at the chart. Discuss the questions below in pairs.

City A	City B
• good weather, sunny days • plenty of jobs • safe • art, music, culture	• good schools, education • parks, outdoor spaces • public transportation • safe for pedestrians

1. How does each item in the chart improve city life?
2. Which city would you rather live in? Why?

People spend time outdoors on sunny days.

And they might get more exercise.

B **MY WORLD** Answer the question in pairs.

Think about your hometown or the city where you are now. Which of the items from the chart in **A** does your city have?

Writing

WRITING SKILL: Topic Sentences

Most paragraphs in English begin with a topic sentence. The topic sentence tells us:

1. the main idea (What is the paragraph about?)
2. the controlling idea (What does the paragraph say about the topic?)

A good topic sentence helps the reader understand your ideas.

WRITING NOTE
The words **also** and **and** can show that you are moving on to the next idea.

C Read the paragraph.

main idea / controlling idea
Green spaces increase the quality of life in cities. Parks, beaches, and other green spaces are good places to be active. Playing sports and doing other kinds of recreation helps people in cities stay healthy. These spaces **also** give people contact with nature. Seeing green plants and hearing birds in the trees are pleasant breaks from a noisy city. **And** because they are good places for special events, green spaces can make communities stronger. Hearing a concert in the park with friends and neighbors, for example, is a great way to enjoy city life.

D Discuss the questions in pairs.

1. Where is the topic sentence located? at the beginning of the paragraph
2. What are the three ways green spaces increase quality of life? They help people stay healthy, give people contact with nature, make communities stronger.
3. What other details does the writer include? Examples of green spaces (parks, beaches), examples of nature (plants, birds, trees), example of a community event (concert in the park with friends and neighbors)

40 Unit 3

C
- Write these questions on the board: *What is the paragraph about? What does the paragraph say about the topic?* Then have students read the paragraph and answer the questions.
- Discuss the answers as a class. Direct students' attention to the topic sentence and clarify the meaning of *quality of life*. Make sure students understand the concepts of main idea and controlling idea.

D
- Have students discuss the questions with a partner.
- Go over the answers as a class, prompting students to point out the different elements in the Exercise C paragraph. Draw students' attention to the words *also* and *and* in bold. Then go over the information in the Writing Note and elicit or provide additional examples.

People rowing boats and cycling in Central Park, New York

E Choose the best topic sentence for the paragraph below.

a. My city has numerous good places to work.

b. The national university is located in my city.

c. Good schools are one of the best things about my city.

_____. For children, there are excellent public schools and private schools. Parents can decide which kind of school is best for their child. For older students, the national university is located in my city. It is quite large, and it attracts top professors from here and around the world. And for people who want job training, my city has several technical schools. They offer programs in everything from nursing to solar-energy technology. All of these education options help to make my city a good place to live.

F In your notebook, write a paragraph with a good topic sentence.

1. Choose one of the items from the chart in **A**.
2. Explain how or why it makes city life better.

GOAL CHECK Explain What Makes a Good City

In pairs, share your ideas about how or why these things make city life better.

Expansion Activity

Have students recall what they read in the article in Lesson D (pages 38–39). Write their ideas on the board. Then have them quickly reread the article to help them remember. In pairs, have them locate and underline the topic sentence of each paragraph, labeling the main idea and controlling idea. Finally, compare answers and discuss as a class.

E
- Have students read the topic sentences and then the paragraph. Provide explanations for any new vocabulary as needed.
- As a class, discuss which topic sentence fits best, having students explain why. For each topic sentence, ask, *Which is the main idea and which is the controlling idea?* Use this information to help students choose the best topic sentence. Ask, *Is this paragraph about the writer's city? The national university? Good schools?*

F
- Choose one of the items from Exercise A and brainstorm ideas on the board about how / why it improves city life. Then have students help you write a topic sentence.
- Have students follow the same steps for a different item from Exercise A. Then have them develop their paragraphs using the ones from exercises C and E as models (see Teaching Tip).

Teaching Tip: Using Model Texts

When we ask students to produce a written text (or extended spoken text), it is helpful to give them a model as in Exercise F. Seeing a successful finished product and what it includes makes the task more accessible for students, and therefore more achievable. Relying on written and spoken instructions is not always enough for students to understand what is expected of them; seeing a model can clarify their doubts more effectively than further explanation.

- Remind students to use *also* and *and* to introduce additional ideas. Monitor and assist as needed.

GOAL CHECK

- Have students discuss their ideas with a partner who chose a different item to write about. Model if needed.
- Have partners exchange paragraphs. Ask them to identify the topic sentence and supporting details in their partner's writing and circle any uses of *also* and *and*. Encourage them to provide feedback to improve each other's paragraphs. See the Expansion Activity for further practice.

Video Journal

TEDTALKS

About the Video

This video shows a TED Talk given by Israeli-Canadian architect and urban designer Moshe Safdie. He is known for his project *Habitat 67*, an experimental urban residential complex built in Montreal, Canada, in 1967. Safdie believes that, now more than ever, with cities becoming more and more densely populated, we need to rethink how we design high-rise buildings. He is concerned with the need for light, openness, and green spaces, seeking to make buildings that are comfortable for residents while avoiding the creation of walls that divide cities.

- As a warm-up, have students look at the photo. Ask, *What do you think this building is? Is it one building or many buildings? What's unusual about it?*
- Go over the title of the video and the photo caption as a class.

A
- Elicit or provide a definition of *architecture*. Then elicit an example of a high-rise building.
- Introduce the words *creative* and *traditional* in relation to buildings. Refer students to the photo of Habitat 67 for an example of a *creative* building. Elicit examples of traditional buildings your students know. Ask, *How is Habitat 67 different from a traditional apartment building?*
- Have students discuss the questions with a partner, then share answers as a class.

B
- Go over the questions briefly as a class. Explain the meaning of *high-density*. Elicit examples for questions 1 and 2 to check understanding.
- Have students discuss the questions with a partner.
- Share answers as a class. Provide examples of interesting buildings if students can't think of any. For example, the Guggenheim Museum, Bilbao or the Museum of Islamic Art, Doha. Show photos if possible.

VIDEO JOURNAL

TEDTALKS

HOW TO REINVENT THE APARTMENT BUILDING

A In pairs, talk about architecture in your city. Does your city have high-rise buildings? Does your city have creative buildings or traditional ones?

B Discuss the questions with a partner.

1. What are some of the high-density cities in the world?
2. What interesting buildings do you know about?
3. Do you think most high-rise apartment buildings are beautiful? Nice to live in? Why?

C Watch the video. Number the places in the order you see and hear about them.

2 Beijing, China
1 Philadelphia, US
5 Singapore
3 Hong Kong, China
4 São Paulo, Brazil

Habitat 67 is a housing complex in Montreal, Canada designed by architect Moshe Safdie.

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C
- Go over the place names with students. Remind them that they don't need to understand everything they hear in the video; they just need to focus on these place names the first time they watch.
- Play the video. Have students compare answers with a partner. Then review as a class, eliciting any information about these places that students can remember from the video.

D Complete each sentence from the video with a word or phrase.

1. Let's design a building which gives the qualities of a _____house_____ to each unit.
2. In 1973, I made my first trip to _____China_____.
3. This is Beijing then—not a single _____high-rise_____ building in Beijing or Shanghai.
4. So a few years ago, we decided to _____go back_____ and rethink Habitat.
5. And we realized it's basically about light, it's about _____sun_____, it's about nature.

E Work in pairs.

1. At the end of the video, you see Safdie's building called Marina Bay Sands in Singapore. List several things you and your partner might like and dislike about living there.

Things we might like	Things we might dislike

2. Do you think buildings like Safdie's will become more popular in the future? Why?

MOSHE SAFDIE
Architect

Moshe Safdie's **idea worth spreading** is that apartment buildings should be habitats that provide light, nature, and user-friendly spaces for their inhabitants. Watch Safdie's full TED Talk on TED.com.

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Expansion Activity

In pairs, have students research another one of Moshe Safdie's buildings or one of the interesting buildings they discussed in Exercise B. Give them guidelines on what information they should look for:

– name of the building
– location (city, country)
– architect(s)
– purpose of the building
– description of the building
– a photo of the building (if possible)

In class, have students form groups of three pairs that researched different buildings and present their information to each other. Encourage students to ask follow-up questions about their classmates' presentations.

D
- Have students read the statements and circle key words or concepts to listen for in each one (see Teaching Tip). For example, 1. *building*, *qualities*, 2. *1973*, *trip* 3. *Beijing*, *building*, *Shanghai*. Then play the video again. Remind students to take notes for their answers as they watch.

Teaching Tip: Identifying Key Words

Before watching a video, it is helpful for students to identify key words and concepts in the questions or statements they will need to complete (as in Exercise D). After doing this, they will have a clearer idea of what they are going to see and hear as well as what specific words to listen for. If students get into the habit of doing this prior to video and listening exercises, their comprehension and accuracy will improve.

- Give students a minute to complete their answers. Then have them compare with a partner.
- Review answers as a class, clarifying doubts and replaying the video as necessary.

E
- Pause the video on one of the images of Marina Bay Sands in Singapore and have students describe what they see.
- Have students complete the chart with a partner.
- Compare opinions as a class, writing students' ideas in a *likes / dislikes* chart on the board. Then have them discuss the second question with their partner.
- Share answers as a class and discuss what architecture will be like in the future. Prompt students to use *will* as needed. See the Expansion Activity for further practice.

UNIT
4

The Body

Crystal Thornburg-Homcy surfing in Big Sur, California

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Unit Theme

According to the World Health Organization, there are countries in the world where more than 70% of the adult population is obese or overweight. Also, the number of adults with diabetes is rapidly increasing (425 million in 2018). As people around the world become more aware of these health issues, they are making lifestyle changes to take care of their bodies and minds. These changes include being more active, making healthier diet choices, and spending more time with loved ones and with nature.

Unit Overview

In this unit, students explore a variety of ideas related to physical and mental health. Lesson A introduces vocabulary for talking about the human body and the grammar to compare healthy habits. Lesson B focuses on the characteristics of healthy lifestyles. In Lesson C, students will discuss natural remedies using infinitives of purpose. In Lesson D, they will read and talk about the importance of a positive attitude. Lesson E focuses on identifying and using supporting details to develop a paragraph about staying healthy. Finally, in the Video Journal, students will watch a TED Talk about a young woman who has not let her physical challenges limit her life.

UNIT 4 GOALS	Grammar	Vocabulary	Listening
• Discuss Ways to Stay Healthy • Talk about Healthy Lifestyles • Suggest Helpful Natural Remedies • Describe the Benefits of a Positive Attitude • Explain an Idea Using Details	The Comparative, Superlative, and Equative *Henry is **healthier than** his father.* Infinitive of Purpose *You can drink tea with honey **to help** a sore throat.*	Human Organs Everyday Ailments	Focused Listening Discussions: Different Lifestyles

Look at the photo and answer the questions: 1 What words could you use to describe the photo? 2 How does this kind of activity keep people healthy?

UNIT 4 GOALS

A. Discuss Ways to Stay Healthy

B. Talk about Healthy Lifestyles

C. Suggest Helpful Natural Remedies

D. Describe the Benefits of a Positive Attitude

E. Explain an Idea Using Details

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About the Photo

Crystal Thornburg-Homcy is a surfer, environmentalist, and film director. She grew up surfing in Hawaii. She also bodysurfs, kayaks, and freedives. While leading a very active life, Crystal also values healthy eating—she and her husband run an organic produce company. In 2014, Crystal co-directed *Beyond the Surface*, a documentary film about surfing, ecological awareness, and the empowerment of women.

- Point out the unit title and have students look at the photo. Ask, *What is she doing with her body?* Prompt students to explain that she is surfing with her arms out and her legs crossed. Ask questions as needed: *What is she doing with her arms? Her legs?* Explain that this unit will focus on parts of the body and topics related to the health of our bodies.
- Have students answer the questions individually, then share answers with a partner. Discuss as a class and write their ideas on the board.
- Have students read the unit goals. Discuss each goal and elicit related vocabulary. For example, for Goal B, explain *lifestyle* (the way / how we live our lives, the things we do). For Goal C, ask, *What do you take / eat / drink when you have a cold?* From their answers, show the difference between natural remedies and medicine. For Goal D, write *positive attitude* on the board and brainstorm examples. For example, think about good things, find solutions, etc.

Speaking and Pronunciation	Reading	Writing
Talking about Staying Healthy Suggesting Easy Remedies Linking with the Comparative and Superlative	Attitude Is Everything	Writing a Paragraph Using Supporting Details

Video Journal

Living Beyond Limits

In this TED Talk, Amy Purdy explains how obstacles can help us be creative.

Vocabulary

- As a warm-up, have groups of students write down as many parts of the body as they can remember in one minute (books closed).
- As a class, compile a list on the board.

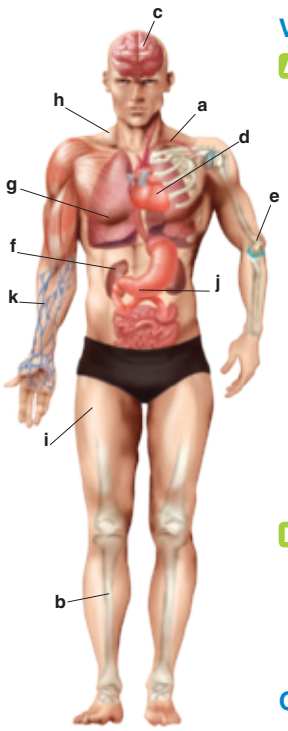
A
- Say the words in the box as students point to the corresponding body parts in the illustration. Then have them complete the exercise.
- Have students compare their answers with a partner. Then review answers as a class, clarifying vocabulary from the items, such as *organ* and *digest*, as needed.

B
- Tell students they will hear a conversation between a doctor and a patient. Elicit some things the doctor and patient might say.
- Play the audio for students to complete the exercise. Replay the audio as needed.
- Review answers as a class.
- Elicit some of the things the doctor and the patient said. Write some of the expressions on the board and discuss their meanings. For example, *I really don't feel well.*

Grammar

- Write on the board *heart* and *lungs.* Ask, *Which is bigger?* (The lungs are bigger than the heart.) *Which is smaller?* (The heart is smaller than the lungs.) Then write *kidney* and elicit the superlative. (The kidney is the smallest.) Elicit other comparative and superlative forms that students remember and write them on the board.
- Go over the grammar chart and Word Focus box as a class. Provide further explanation as needed.
- For additional practice, say more adjectives and have students write the three forms. Check as a class. Then have them write three sentences using the comparative, superlative, and equative form of an adjective.

A **GOAL** Discuss Ways to Stay Healthy



Vocabulary

A Look at the picture. Fill in the blanks with the vocabulary words from the box.

a. artery	b. bone	c. brain	d. heart	e. joint	f. ~~kidney~~
g. lungs	h. muscle	i. skin	j. stomach	k. vein	

1. This pushes your blood through your body: heart
2. These carry blood around your body: artery, vein
3. These bring air into your body: lungs
4. This covers the outside of your body: skin
5. These make your body move: muscle, joint
6. This lets you think and remember: brain
7. This is one of the organs that cleans your blood: kidney
8. This digests food: stomach
9. This supports your body: bone

B 16 Listen and check (✓) the words you hear.

☐ artery	☐ bone	☐ brain	☑ heart	☐ joint	☐ kidney
☐ knee	☑ lungs	☐ muscle	☑ skin	☑ stomach	☐ vein

Grammar

The Comparative, Superlative, and Equative	
The **comparative** expresses similarities or differences between two people or things. Form the comparative with an adjective + *-er* + *than* or *more* / *less* + adjective + *than.*	Henry is **healthier than** his father. A cold is **less serious than** the flu. Nothing is **more important than** good health.
The **superlative** expresses extremes among three or more people or things. Form the superlative with *the* + adjective + *-est* or *the most* / *least* + adjective.	Walking is **the healthiest** exercise for many older adults. Having good social connections is **the most beneficial** thing we can do for our health.
The **equative** is used when two people or things are or are not the same, use this pattern: *(not) as* + adjective + *as*	Sitting for too long can be **as harmful as** smoking cigarettes. For me, swimming in a pool is **not as enjoyable as** taking a yoga class.
Add *-er* / *-est* to most adjectives with 1 or 2 syllables. Use *more* / *less* or *the most* / *least* with some 2-syllable adjectives and all adjectives of 3 or more syllables. When adjectives end in *-y*, change the *-y* to *-i* and add *-er* / *-est.*	

WORD FOCUS
Some adjectives have irregular comparative and superlative forms:
good / better / best
bad / worse / worst
far / farther / farthest

Grammar: The Comparative, Superlative, and Equative

The comparative form of an adjective is used with *than* to contrast two things. The superlative form of an adjective is used with *the* to contrast one thing with all the others in a group. The equative uses *(not) as* + adjective + *as* to compare two things that are equal or unequal in relation to a certain quality. For example, *Swimming is as enjoyable as riding a bike. Walking is not as tiring as running.*

Grammar Practice: The Comparative, Superlative, and Equative

In pairs, have students choose three different ways to stay healthy and write sentences to compare and contrast them using comparatives, superlatives, and equatives. For example, *taking a yoga class – lifting weights – playing basketball: Taking a yoga class is more relaxing than playing basketball. Lifting weights is as tiring as playing basketball. Playing basketball is the most enjoyable activity.* Have pairs join to make groups of four and share their comparisons.

C Complete the sentences. Use the comparative, superlative, or equative forms, and the words in parentheses.

1. Walking for exercise is ___better___ (good) than running.
2. Some elderly people are ___as healthy___ (healthy) as some young people.
3. Too much stress is ___the worst___ (bad) thing for your body.
4. Getting enough sleep is ___as beneficial___ (beneficial) as getting enough exercise.
5. Playing tennis is ___not as enjoyable___ (not, enjoyable) as playing basketball.
6. Eating healthy food is ___less important___ (less important) than drinking plenty of water.

D Do you agree or disagree with the statements above? Discuss in pairs, using the comparative, superlative, and equative forms.

I agree. Walking is easier on the knees.

Yes, but running gives me a better workout.

Communication

E In pairs, complete the table with ideas from the box. Add your own ideas.

contact with friends & family	eating fruits & vegetables
playing sports	reading a good book
sleeping 7–8 hours	taking a walk

Ways to Stay Healthy		
Daily Life	Exercise Routine	Other
contact with friends & family sleeping 7–8 hours	playing sports taking a walk	eating fruits & vegetables reading a good book

F Discuss the table in **E**. Which things are more important or less important for staying healthy?

GOAL CHECK Discuss Ways to Stay Healthy

In pairs, talk about things you do to stay healthy. Complete these sentences:

I try to _____.

I try not to _____.

I try to walk as much as possible.

I try not to eat a lot of sugar.

REAL LANGUAGE

Common equative expressions include:

As soon as possible

As much as possible

Teaching Tip: Reporting Partner's Answers

If students are told that they will have to report their partner's answers to the class after talking in pairs (as in the Goal Check), it pushes them to pay attention and ask their partner clarifying questions if they don't understand something. It can also be a useful opportunity for extra practice of the simple present third person singular *-s*. For example, *Javier tries to eat a lot of fruits and vegetables every day.*

Word Bank: Ways to Stay Healthy

avoid junk food
do yoga
get up and stretch
go jogging
go to the gym
hang out with friends / family
take the stairs at work / school
take vitamins
work out
write in a journal

C
- Have students complete the exercise individually, then compare answers with a partner.
- Review the answers as a class, clarifying doubts as needed. For Item 5, prompt students to explain which activity the writer thinks is more enjoyable. (Playing basketball is more enjoyable than playing tennis.)

D
- Model this exercise with a student using the speech bubbles. Then have pairs complete the exercise. Monitor and assist as needed. Prompt students to explain their reasons.
- Survey the class to find out how many students agree / disagree with each statement. Have students do the Grammar Practice exercise as time allows.

Communication

E
- Go over the chart and the ideas in the box. Explain that, in this case, *Daily Life* means the way you spend your time every day. Then have students complete the exercise with a partner.
- Share answers as a class and complete the chart on the board.

F
- In small groups, or as a class, discuss the question. Prompt correct use of the comparative, superlative, and equative forms.

GOAL CHECK

- Go over the expressions in the Real Language box. Then model the exercise with a student using the speech bubbles.
- Have students complete the exercise with a partner and let them know they'll need to share with the class what their partner says (see Teaching Tip). Monitor and assist as needed, using the Word Bank to provide additional vocabulary.
- Call on several pairs to tell the class what their partner does to stay healthy.

Listening

- As a warm-up, have students look at the photo and describe what they see. Review the idea of community gardens from Unit 3. Ask, *Do you think this man is healthy? Why? What is he doing? What do you know about his life?* (He likes to eat fresh food, spend time gardening, etc.) Discuss the word *lifestyle.*

A
- Go over the Word Focus box with the class.
- Have students discuss the questions with a partner.
- Compare answers as a class. Survey the class to find out how many students think genes are more important and how many think lifestyle is more important. Keep the discussion brief because you will return to this topic after students have finished the listening sequence.

B
- Tell students that the first time they listen they should try to understand the main idea of what each speaker says (see Listening Strategy). Play the audio.

Listening Strategy: Listening for Gist

When listening, it is important for students to remember that they don't need to understand every word they hear. Focusing on understanding the gist, or main idea (as in Exercise B), is a useful strategy to avoid the frustration of not understanding everything. Students should be encouraged to listen for content words (adjectives, nouns, verbs) to help them understand the main points. This strategy could be modeled in Exercise B by having students brainstorm key words to listen for that are related to exercise, diet, and healthy genes.

- Have students complete the exercise, then compare answers with a partner.
- Review as a class, having students explain their answers. Ask, *What did they say that helped you decide?*

B GOAL Talk about Healthy Lifestyles

Listening

WORD FOCUS

genes parts of a cell that control physical characteristics (eye color, height, etc.)

lifestyle how we live

A Discuss the questions in pairs.

1. What determines how healthy you are?
2. Are your **genes** or your **lifestyle** more important?

B 17 Listen to three people talk about their health. Write the letter (A–C) to match the speaker to the correct topic.

1. Exercise B 2. Diet C 3. Healthy genes A

C 17 Listen again and answer the questions in your notebook.

Speaker A:

1. What kind of exercise does Speaker A get? walking
2. Which family members does Speaker A mention? mother and grandmothers

Speaker B:

3. What kind of exercise does Speaker B get? goes to the gym 3–4 times per week
4. How often does Speaker B get sick? 5–6 times per year

Speaker C:

5. Why did Speaker C change her diet when she got older? didn't have any energy
6. What do some people think about Speaker C's diet? that you can't be healthy if you only eat plant foods

Working in a community garden can be a good form of exercise.

C
- Have students read the questions. Remind them that this time they need to listen for details and suggest that they take notes as they listen.
- Play the audio again. Give students time to complete their answers and compare with a partner.
- Review answers as a class, replaying parts of the audio if necessary. Ask, *Have you changed your opinion? Which do you think is more important for your health, your lifestyle or your genes?*

For Your Information: Genes vs. Lifestyle

A 2008 study found that men with cancer could make changes to their genes by changing their lifestyles. The 31 men in the study switched to a low fat, plant-based diet, walked 30 minutes a day, took vitamins, practiced yoga and meditation, and attended a support group. After three months, some genes that promoted cancer were "turned off," and genes that fought the cancer were "turned on." More research is being done to see if this could be true for other diseases.

D MY WORLD Interview a partner. Then tell the class about your partner's lifestyle.

- Exercise: What kind do you get? How often?
- Diet: What do you usually eat?

PRONUNCIATION: Linking with the Comparative and Superlative

When we use the comparative *-er* or *more*, and the next word starts with an /r/ sound, the words are linked together.

When we use the superlative *-est* or *most*, and the next word starts with a /t/ sound, the words are linked together.

She'll run in a **longer race** next month. We had the **best time** of our lives.

E 18 Listen to the sentences. Notice how the sounds are linked. Listen again and repeat.

1. Watching a sunset is more relaxing than watching TV.
2. This is the best tea for your stomach.
3. My grandfather is a faster runner than I am.
4. Which exercise is the most tiring?
5. You'll need a better reason than that.
6. I like to buy the freshest tomatoes I can find for my salads.

Communication

F What are the best kinds of food and exercise for a healthy lifestyle? In pairs, rate the foods from least healthy (1) to healthiest (5). Add one idea of your own. Then do the same with the types of exercise. Compare your list with the list of another pair.

I feel good if I eat some meat or fish every day.

But is meat healthier than vegetables?

___ bread ___ fruit ___ meat ___ vegetables ___ _____

___ running ___ swimming ___ walking ___ yoga ___ _____

GOAL CHECK Talk about Healthy Lifestyles

Discuss the questions in a small group. Use some of the ideas below and your own ideas.

Is your generation (the people near your age) healthier or less healthy than your parents' or your grandparents' generation? Why do you think so?

Our generation is healthier because doctors know more now than in the past.

Are our parents healthier because they spend more time with friends and neighbors?

a healthy diet	contact with friends and family
doctors and medicine	enough exercise
having energy to do things	living a long time
your idea: _____	your idea: _____

Expansion Activity

In small groups, have students create at least five questions for a health questionnaire using their ideas from Exercise F. For example:

1. *How often do you eat bread?*
   a. with every meal
   b. once a day
   c. never

If possible, have students distribute their questionnaire to friends, family, or other classmates, then report their findings to the class.

D
- Model the exercise by having a student ask you the questions.
- Have students ask and answer the questions with a partner. Remind them that they will need to report on their partner's answers.
- Call on several students to talk about their partner's lifestyle.

Pronunciation

- Write on the board: *Yoga is more relaxing than basketball.* Ask students to listen carefully to the underlined words and then say the sentence. Do the same with *Basketball is more tiring than yoga.* Point out how the words link together in the first sentence but not in the second. Go over the Pronunciation box and answer any questions.

E
- Play the audio as students listen and read along. Then replay it and have students repeat.
- Have students practice saying the sentences with a partner.

Communication

F
- Make sure students understand each category (food and types of exercise). Remind them to add their own idea for each.
- Model the exercise using the speech bubbles. Have pairs compare lists.
- Compare rankings as a class, prompting correct use of comparatives and superlatives. For further practice, see the Expansion Activity.

GOAL CHECK

- Review the ideas in the box. Define the word *generation.* Ask students to add their own ideas and think about their answers.
- Model the exercise with a student using the speech bubbles. In small groups, have students discuss the questions and explain their answers. Monitor and assist as needed.
- Compare ideas as a class. Survey students to find out which generation they consider healthier and why.

Language Expansion: Everyday Ailments

- As a warm-up, write *everyday ailments* on the board and say, *Tell me some small health problems people often have.* (headache, cold, etc.) Write students' suggestions on the board.
- Ask, *What do you do when you have a headache, cold, etc.?*

A
- Write these questions on the board: *What kinds of solutions does the article suggest for everyday ailments? Are they things you buy at the pharmacy or are they natural? Is there a cure for hiccups?*
- Have students read the text and answer the questions with a partner. Review answers as a class.
- Ask students to read the article again focusing on the blue words and their meanings. Elicit the parts of speech (see Teaching Tip).

Teaching Tip: Parts of Speech

When learning new vocabulary, it is helpful for students to identify the part of speech of each word (as in Exercise A). The basic parts of speech are adjective, adverb, article, conjunction, noun, preposition, pronoun, and verb. If students know what *kind* of word a new word is, it will be easier for them to use it correctly. For example, if it's a verb, they know it needs a subject and that the form may change depending on the time they're talking about.

- Have students complete the exercise and compare answers with a partner.
- Review answers as a class.
- Ask a student, *What do you do when you have insomnia?* Then have students ask and answer questions about the different ailments with their partner. Tell them that they will need to report on their partner's answers.
- Call on students to share a response from their partner.

B
- Have students look at the photo and describe what they see. Explain or elicit the meaning of *remedy.*

C **GOAL** Suggest Helpful Natural Remedies

Language Expansion: Everyday Ailments

For every common health problem, there's a product for sale to cure it. Are you suffering from insomnia? There's a pill to help you fall asleep. Did a pimple appear on your face? There's a cream for that. If you have a headache after a long day at work, or perhaps a sore throat and fever, you can buy something to make you feel better. Do you have indigestion because you ate the wrong kind of food? There's a pill to end the burning feeling in your stomach. If food won't stay in your stomach at all, you can take some medicine to end the nausea. Or maybe you ate too fast, so now you have the hiccups. Well, you won't find anything at the pharmacy for hiccups, but there's probably a company working on a new product for that right now.

A Write the words in blue next to their definition.

1. insomnia — not being able to sleep
2. fever — high body temperature
3. hiccups — a repeated sound in your throat, often from eating too quickly
4. nausea — a feeling that what's in your stomach will come up
5. indigestion — pain in the stomach because of something you have eaten
6. pimple — a small raised spot on the skin
7. headache — a pain in your head
8. sore throat — a general feeling of pain in the throat

I know about using olive oil to help with dry skin.

B Read the article about natural remedies. What other natural remedies do you know about?

Interesting! Have you tried it?

A Natural Solution

Garlic for a cold? Mint for bad breath? These days, more and more people are turning to their grandparents' remedies to cure their minor illnesses. And why not? These natural remedies are usually safe, inexpensive, and best of all—they work! (At least for some of the people, some of the time.) So the next time you're looking for a cure, skip the pharmacy and head to the grocery store for:

- **lemons** to stop the hiccups (Bite into a thick slice.)
- **ginger** to end nausea (Grind it and add hot water to make a tea.)
- **milk** to cure insomnia (Drink a warm glass at bedtime.)
- **honey** to help a sore throat (Mix it with warm water and drink it slowly.)
- **onions** to relieve a headache (Put slices on your forehead, close your eyes, and relax.)

- Write on the board: *What are the pros of natural remedies?* Have students read the article. Discuss the answer as a class (They're safe, inexpensive, and they usually work).
- Read aloud the question from the instructions. Model the example answers in the speech bubbles. Have students discuss in pairs. Use the Word Bank for additional vocabulary.
- Call on several pairs to share remedies they talked about.

Word Bank: Natural Remedies

aloe vera plant (to help burns)
arnica gel (to help pain / bruises)
chili peppers (to prevent colds)
clove oil (to stop toothaches)
cumin seeds (for indigestion)
echinacea (to strengthen your immune system)
elderberries (to help / prevent the flu)
fennel seeds (for bad breath)
garlic (to stop earaches)
onion tea (to help colds)

Grammar

Infinitive of Purpose	
The infinitive of purpose gives a reason for doing something. Form an infinitive with *to* + the base form of a verb.	You can drink tea with honey **to help** a sore throat. I use sunscreen **to protect** my skin.
In order to + the base form of a verb is another way to express the infinitive of purpose.	Nikki took an aspirin **in order to lower** her fever.
Use a comma after the infinitive of purpose when it begins a sentence.	**To stop hiccups,** I drink a glass of water.

C Match the actions with the reasons.

1. Get plenty of sleep at night ___c___
2. Eat fruits and vegetables ___e___
3. Take a nap ___f___
4. Give children warm milk ___a___
5. Ask your doctor questions ___b___
6. Lift weights ___d___

a. to help them fall asleep.
b. to find out the best remedy for your problem.
c. to feel rested during the day.
d. to make your muscles stronger.
e. to get enough vitamins in your diet.
f. to cure a headache.

Conversation

D 19 Close your book and listen to the conversation. What remedies for fatigue do the speakers talk about? *drinking coffee; going for a walk*

Olivia: Hi, Ashley. Are you drinking coffee? That's new.
Ashley: Hi, Olivia. You're right. I usually don't drink coffee, but I need it today to wake up.
Olivia: You do look tired. Did you get enough sleep last night?
Ashley: No, I was worried about today's test, so it was hard to fall asleep.
Olivia: Come on. Let's go for a walk.
Ashley: Go for a walk? Why?
Olivia: To wake you up and to get some oxygen to your brain before the test.
Ashley: That's a good idea. Where do you want to go?

REAL LANGUAGE
We say **'That's new'** when we notice something different or unusual.

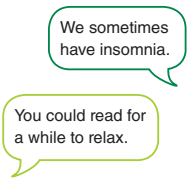
E Practice the conversation in pairs. Find and underline the infinitives of purpose.

F **MY WORLD** In pairs, discuss which ailments from **A** you or your friends sometimes have. Do you think they are serious health problems?

GOAL CHECK Suggest Helpful Natural Remedies

Join another pair. Follow the steps.

1. Tell the other pair which ailments from **A** you talked about.
2. Ask them to suggest remedies for those ailments. Then switch roles.



GOAL CHECK

- Have pairs join to form groups of four.
- Model the exercise using the speech bubbles. Have students discuss ailments and suggest remedies. Use the Word Bank for additional vocabulary.
- Share remedies as a class, prompting correct use of infinitives of purpose.

Grammar: Infinitive of Purpose

One common use of the infinitive in English is to express the desired result of an action. The infinitive of purpose can come at the beginning or end of a sentence: *I eat a spoonful of sugar to stop hiccups.* If placed at the beginning of the sentence, a comma is required. For example, *To stop hiccups, I eat a spoonful of sugar.*

Grammar

- Ask, *Why do you exercise? Why do you brush your teeth?* Rephrase students' answers if necessary to use infinitives of purpose.
- Review the grammar chart.

C
- Have students complete the exercise, then compare answers with a partner.
- Review the answers as a class.
- Call on students to rephrase each statement with the infinitive of purpose at the beginning. Have students complete the Grammar Practice exercise as time allows.

Grammar Practice: Infinitive of Purpose

In small groups, have students make a flyer with tips for a healthy lifestyle. Tell them to write advice using infinitives of purpose. For example, *To sleep better, you shouldn't use your cell phone before going to bed.* Other possible topics: decreasing stress, getting in shape, being more active, eating more healthily. Encourage students to think of their own ideas. Students can share their flyers with the class, pass them out to other classes, or post them around the building / community.

Conversation

D
- Write *Olivia* and *Ashley* on the board. Write the question on the board and clarify the meaning of *fatigue.* Ask students to think about the relationship between the two women as they listen (books closed).
- Play the audio.
- Discuss the answers as a class.

E
- Have pairs practice the conversation. Then review the infinitives of purpose. Point out or elicit the connection between the remedies mentioned and the infinitives.

F
- Call on volunteers to explain the ailments in Exercise A without looking at their books. Then have students complete the exercise with a partner.
- Have students explain which ailments are serious and why.

Reading

- As a warm-up, have students read the title of the article and look at the photo with a partner. If necessary, explain *attitude* as *the feelings you have about something.* Then ask students to predict what the article will be about.
- Have pairs share their ideas and write them on the board.

A
- Write *stress (n)* and *stressed (adj)* on the board and elicit or explain their meanings. Ask students to give some example sentences and write them on the board.
- Go over the items in the box briefly and encourage students to add their own ideas. Provide a personal example, such as *Having a job interview makes me feel stressed.* Have students complete the exercise with a partner.
- Discuss answers as a class.

B
- Ask, *How do you feel when you're stressed?* Write students' ideas on the board.
- Explain that if something is *harmful* it hurts you. Then have students discuss the question with a partner.
- Survey the class to find out how many people believe stress is harmful and why.

C
- Go over the information in the chart. Then have students skim the text, focusing on the main idea of each study. Remind them that they don't need to understand every word (see Reading Strategy).
- Have students complete the exercise, then compare answers with a partner.
- Review the answers as a class, having students point out where they found the answers in the text.

D **GOAL** Describe the Benefits of a Positive Attitude

Reading

A Tell a partner what makes you feel a lot of stress.

going to the doctor or dentist	meeting new people	speaking to a group
taking an important exam	traveling by car, plane, etc.	your idea: _____

B Do you think stress is harmful to your health? Explain your answer to your partner.

C Read the text. Match each university to the correct research result.

1. _c_ University of Wisconsin	**a.** Helping other people can keep you healthy when you are under stress.
2. _b_ Harvard University	**b.** People who believe stress prepares them for a challenge have open, relaxed blood vessels under stress.
3. _a_ University at Buffalo	**c.** The belief that stress is harmful to one's health can be harmful to one's health.

D Circle **T** for *true* or **F** for *false*. Then correct the false statements to make them true.

1. For the University of Wisconsin study, participants were asked two questions. (T) F
2. The way you think about stress affects how your body reacts to stress. (T) F
3. Stress always causes blood vessels to become narrower. T (F)
4. People who had a lot of contact with others had a higher risk of dying. They had no higher risk of dying. T (F)

3. Blood vessels stayed open and relaxed when people thought of stress as helpful.

E Complete the list of dos and don'ts with information from the article.

1. Don't believe that stress is harmful to your health.
2. Do believe that signs of stress prepare you to meet a challenge.
3. Do spend a lot of time helping other people.

GOAL CHECK

Form a small group with 2–3 other students. Discuss the questions.

1. What do you remember about the three research studies?
2. In each study, why were the participants' attitudes important?
3. Talk about a time when a positive attitude helped you in some way.

Reading Strategy: Skimming

Skimming is an effective strategy for learners to understand the main ideas of a text without reading it in detail (as in Exercise C). While skimming, students should read the first few and last few sentences of each paragraph. They should pay particular attention to the first and last paragraphs of the article as well as some of the recurring content words (nouns, verbs, adjectives) throughout the text. In this way, students can get the gist of a text without needing to understand every word. Skimming can help a text seem less overwhelming. It is also a useful study skill as it can help students identify the parts of a long text that they might want to reread more carefully.

Attitude Is **Everything**

Kelly McGonigal is a health psychologist with some good news: **Stress** may not be the **enemy** of good health. McGonigal came to this conclusion after looking at three important health studies. In the first study, researchers at the University of Wisconsin asked 30,000 adults how much stress they had experienced during the past year. They also asked whether the **participants** thought this stress was harmful to their health. Eight years later, one group of participants was 43% more likely to have died—the people who had a lot of stress and believed that stress was bad for them. Those who had a lot of stress but did not believe it was harmful actually had the lowest risk of dying!

According to McGonigal, the way we think about stress is important because, "Your body believes you." In fact, our mind and attitude can have beneficial effects on our health and may help prevent some kinds of serious illness. In a study at Harvard, researchers taught participants to believe that signs of stress—a faster heartbeat, for example—were the body's way of preparing them to meet a challenge. Under stress, most people's blood vessels become **narrower**. That makes it harder for blood to flow and may contribute to heart disease. But the blood vessels of the study participants stayed open and relaxed, simply because they thought about stress in a different way.

McGonigal also points to a study of the connection between stress and human contact. Researchers from the University at Buffalo studied people who had experienced very stressful events during the past year. Surprisingly, if they had spent a lot of time helping others, they had no increased risk of dying. Compare that to a 30% increase for those who had not helped others. It seems that enjoyable activities such as giving a friend a ride or babysitting a neighbor's child can help us stay healthy even under stress.

stress worry and tension due to difficulties in life
enemy the person(s) on the opposite side in a struggle
participants people who volunteer for a research study
narrower having a smaller distance from one side to the other

Appreciating the beauty of nature can help foster a positive attitude.

GOAL CHECK

- Go over the questions as a class. Ask students to try to answer Item 1 without looking back at the text in order to see what they remember.
- Separate students into groups of three or four and assign group roles as needed. Then have them discuss the questions.
- Have each group share their answers.
- Have students go back to their predictions about the article from the warm-up, and ask, *Were any of your ideas correct?*

D

- Have students read the statements as well as the glossary at the end of the article. Provide further explanation for the items in the glossary or any additional vocabulary as needed. Then have students read the article in more detail.
- Have students complete the exercise and compare with a partner. Then review the answers as a class, having students correct the false statements. In response to any incorrect answers, direct students back to the text to help them revise their answers (see Teaching Tip).

Teaching Tip: Supporting Answers with Text-Based Evidence

In reading comprehension exercises, it is important for students to understand that the text must be used as evidence to support their answers. When students' answers are incorrect, they must be encouraged to return to the text to determine what they misunderstood and to correct their answers (as in Exercise D). Students will be required to back up their statements with textual evidence in both academic writing and discussion as well as in certain professional settings, so it is important that they acquire this skill.

- Ask, *Now that you have read the article, do you still think stress is harmful? Why?*

E

- Make sure students understand that *dos and don'ts* are things you should and shouldn't do.
- Have students complete the list, then compare with a partner.
- Review answers as a class, having students point out the parts of the text that support their dos and don'ts.

E GOAL Explain an Idea Using Details

Communication

A Discuss the questions in pairs.

1. How can a sick person make other people sick? Think of three ways.
2. The last time you got sick, how do you think you caught the illness?

B In pairs, discuss how each action can prevent the spread of disease. Add your own idea.

covering your nose and mouth	exercising and eating healthy foods
staying home when you're sick	using clean dishes for eating and drinking
washing your hands often	your idea: _____

Writing

WRITING SKILL: Using Supporting Details

A good topic sentence gives the main idea of a paragraph. In addition, a good paragraph includes details to support, or give more information about, the main idea.

Some types of supporting details:

descriptions examples explanations facts reasons

C Underline the topic sentence in the following paragraph. Then answer the questions below.

Although there are several ways to prevent the spread of disease, staying home when you are sick may be the best way. When you stay home, no one at school or at work has contact with your germs. Going to work or school and covering your mouth when you cough is less effective than staying at home. Some of your germs are still sent into the air when you talk and breathe. And washing your hands after every cough or sneeze may be the least effective way to keep other people healthy. It is not possible to wash your hands that many times in a day.

1. What is the topic of the paragraph? (i.e., What is the paragraph about?)
   staying home when you are sick
2. What is the controlling idea? (i.e., What does the paragraph say about the topic?)
   Staying home is the best way to prevent the spread of disease.

54 Unit 4

Communication

- As a warm-up, have students discuss the photo on page 55.
- Ask, *What can this action cause? What are the effects of this sneeze?* (Germs are sent into the air. Other people can get sick.) Provide a brief definition for *germs.*

A
- Have students discuss the questions with a partner (see Teaching Tip).

Teaching Tip: Pairing Students

When we ask students to work with a partner (as in Exercise A), they will often want to work with a friend because they feel comfortable. But sometimes, we need to push them out of their comfort zone so they "stretch" their English skills by speaking with someone they are not used to listening to and who is not used to listening to them. For some exercises, pair students of similar levels of competence; for others, pair students of different skill levels.

- Compare answers as a class. Compile a list of answers to the first question on the board. Prompt students to explain their answers.

B
- Have students read the actions in the box and add one of their own.
- Model the exercise with a student using the examples in the speech bubbles. Then have students discuss the actions and how they can prevent spreading diseases with a partner.
- Compare answers as a class.

Writing

- Elicit what a topic sentence is and what it does. Remind students that the topic sentence should include the main idea (what the paragraph is about) as well as the controlling idea (what the paragraph says about the topic).
- Ask, *What comes after a topic sentence?* (details, examples, explanation). Then direct students to the Writing Skill box. Go over the information and clarify any doubts (see Writing Strategy).

Writing Strategy: Supporting Details

As students saw in Unit 3, the topic sentence is a very important part of a paragraph, but the paragraph also needs to be developed effectively. Students need to be able to provide explanations, examples, facts, and reasons to support the ideas presented in the topic sentence. Identifying successful supporting details in example paragraphs (as in Exercise D) is a good place for students to start.

C
- Have students read the paragraph and complete the exercise. Then have them compare answers with a partner.
- Go over the answers as a class. If needed, remind students that the topic sentence is usually the first sentence of the paragraph.

D Complete the chart with supporting details from the paragraph in **C**.

Reason to stay at home when sick	Reason why covering one's mouth is less effective	Reason why washing one's hands often may be the least effective
No one at school or at work has contact with your germs.	Some of your germs are still sent into the air when you talk and breathe.	It is not possible to wash your hands after every cough or sneeze.

E Choose one of the topics and write a paragraph about it. Use your own ideas. Remember to include a good topic sentence and a few details to support it.

exercise | having a positive attitude | healthy foods

GOAL CHECK Explain an Idea Using Details

In pairs, follow the steps.

1. Tell your partner about your paragraph. Which topic did you choose, and why?
2. Talk about your main idea and the details you included.

A sneeze in slow motion

For Your Information: How Germs Spread

There are many ways that sick people can pass germs to others. One of the major ways is touching surfaces, objects, food, and other people with unclean hands. Germs can live on surfaces for over two hours after a sick person has touched them. Some germs can live as long as 24 hours on a surface. This means that germs can continue to spread long after a sick person has left an area. Germs can also be spread through the air via coughing, sneezing, and even breathing. Because it is impossible for sick people to refrain from breathing or touching things around them, such as door handles or light switches, it is best to stay home when you're sick to avoid infecting others.

D
- If necessary, have students read the paragraph in Exercise C again before completing the chart. Then have them compare answers with a partner.
- Go over the answers as a class, pointing out where the supporting details are in the paragraph.
- For further practice, have students go back to the text about natural remedies in Exercise B on page 50 and identify the topic sentence (main idea and controlling idea) and the supporting details (type of supporting detail). In this case, it may be useful to point out that the topic sentence is not the first sentence of the paragraph.

E
- Model this exercise by writing *getting enough sleep* on the board and brainstorming ideas about it. Then have students help you write an outline for a paragraph in note form, including the topic sentence (main idea and controlling idea) and supporting details. Have students identify the type of supporting details being used.
- Have students follow the same steps for one of the ideas from the box to plan their paragraph.
- Have students write their paragraph using the one in Exercise C as a model. Ask them to use infinitives of purpose if possible.

GOAL CHECK

- Have students find a partner who chose a different topic to write about. Then have them complete steps 1 and 2. Remind students that first they should speak about the topic and ideas they wrote about without reading their paragraphs aloud.
- Have students exchange paragraphs and identify their partner's topic sentence (main idea and controlling idea) and supporting details. Encourage them to give each other feedback on what they like about the paragraph and how it could be improved. Monitor and assist as needed.

Video Journal

TEDTALKS

About the Video

This TED Talk was given by Amy Purdy, a professional snowboarder, model, actress, and speaker from Las Vegas. Amy did not achieve her snowboarding success without first having to overcome incredible obstacles. She lost both her legs below the knee to bacterial meningitis when she was 19 years old and had a less than two percent chance of survival. Despite this, Amy went on to become a member of Team USA as a snowboarder in the Paralympic Games. She also cofounded the nonprofit organization Adaptive Action Sports.

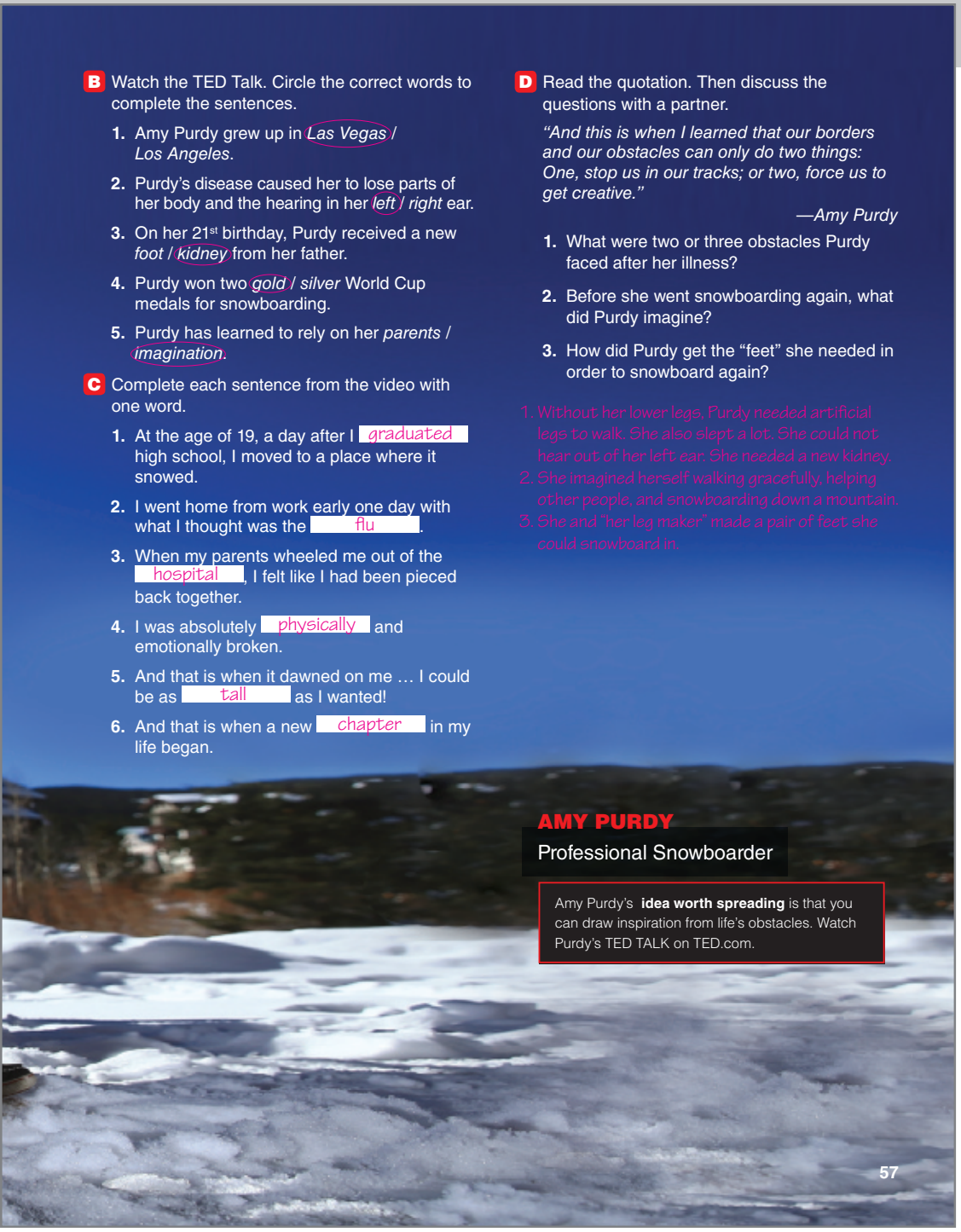
- As a warm-up, have students look at the photo and describe what they see. Write students' responses on the board.
- Point out the title of the video and the information about Amy Purdy and her TED Talk on page 57. Explain that an *obstacle* is something that makes it difficult to do what you want to do, and that *draw inspiration* means to get ideas for doing something in the future.

A
- Have students discuss the quotation and question with a partner.
- Share answers as a class.

B
- Go over the statements briefly as a class, clarifying vocabulary if necessary. Ask students to underline key words to listen for. Remind them to watch carefully as well as listen so that they can use what they see to help them understand (see Teaching Tip). Amy shows key photos of her story, which can help students follow even though they may not understand everything she says.
- Play the video as students complete the exercise. It may be necessary to play parts of the video a second time for students to complete their answers.
- Review answers as a class, providing additional clarification as needed.

Teaching Tip: Using Visual Support

When watching authentic videos such as TED Talks, it is nearly impossible for students to understand everything the speaker says. However, this doesn't mean that they can't understand the message of the talk. Paying attention to the person speaking and the visuals they use is an important strategy. From the way someone speaks and the gestures they use, students can make logical conclusions about the content. Similarly, visuals such as images and graphics can help students understand words that are new to them. To demonstrate the importance of visuals, play the video without sound the first time and have students discuss what they viewed.



B Watch the TED Talk. Circle the correct words to complete the sentences.

1. Amy Purdy grew up in *Las Vegas* / *Los Angeles*.
2. Purdy's disease caused her to lose parts of her body and the hearing in her *left* / *right* ear.
3. On her 21st birthday, Purdy received a new *foot* / *kidney* from her father.
4. Purdy won two *gold* / *silver* World Cup medals for snowboarding.
5. Purdy has learned to rely on her *parents* / *imagination*.

C Complete each sentence from the video with one word.

1. At the age of 19, a day after I graduated high school, I moved to a place where it snowed.
2. I went home from work early one day with what I thought was the flu.
3. When my parents wheeled me out of the hospital, I felt like I had been pieced back together.
4. I was absolutely physically and emotionally broken.
5. And that is when it dawned on me … I could be as tall as I wanted!
6. And that is when a new chapter in my life began.

D Read the quotation. Then discuss the questions with a partner.

"And this is when I learned that our borders and our obstacles can only do two things: One, stop us in our tracks; or two, force us to get creative."

—Amy Purdy

1. What were two or three obstacles Purdy faced after her illness?
2. Before she went snowboarding again, what did Purdy imagine?
3. How did Purdy get the "feet" she needed in order to snowboard again?

1. Without her lower legs, Purdy needed artificial legs to walk. She also slept a lot. She could not hear out of her left ear. She needed a new kidney.
2. She imagined herself walking gracefully, helping other people, and snowboarding down a mountain.
3. She and "her leg maker" made a pair of feet she could snowboard in.

AMY PURDY

Professional Snowboarder

Amy Purdy's **idea worth spreading** is that you can draw inspiration from life's obstacles. Watch Purdy's TED TALK on TED.com.

C • Go over the statements with the class. Explain that *piece back together* means to make something whole again by putting together different parts, and that when something *dawns on you*, you suddenly realize or understand it.
• Encourage students to complete any answers they think they already know. If students are concerned about incorrect spelling, tell them that the focus of the exercise is more about careful listening than perfect spelling. Then play the video again.
• Have students compare answers with a partner. Then review answers as a class.

D • Read the quotation with the class and clarify the phrases *stop us in our tracks* and *force us to get creative.* Ask, *Which option did Amy choose, to stop or to be creative?*
• Have students answer the questions with a partner.
• Review answers as a class, clarifying doubts and replaying parts of the video if necessary. If time allows, prompt students to make connections between the article on page 53 and Amy Purdy's story. Ask, *How did Amy Purdy's attitude change over time? How did her positive attitude help her?* See the Expansion Activity for further practice.

Expansion Activity

In pairs, have students research Amy Purdy to find out more about her and what else she has achieved. Students could also research another athlete with a disability, such as Aimee Mullins or Minda Dentler (both with TED Talks of their own). Ask students to gather the following information:

– Name
– Nationality
– Sport
– Other achievements

Have pairs form groups of six and present their information to each other.

UNIT
5

Challenges

National Geographic Explorer Sarah McNair-Landry exploring the Northwest Passage of Canada

58

Unit Theme

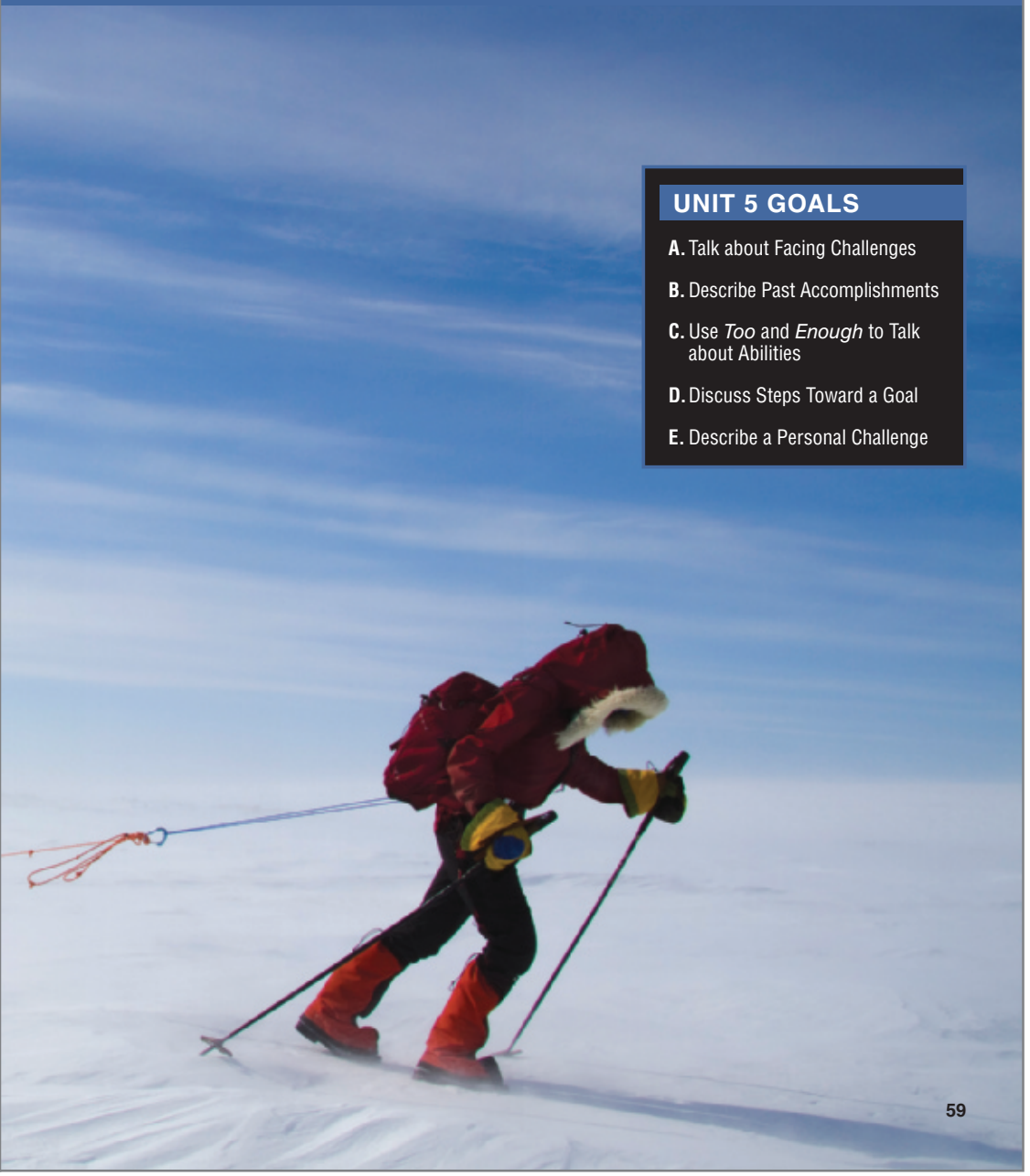
We face challenges throughout our lives; they can be both physical and mental. Sometimes they are challenges that we choose to face, such as running a marathon. Other times, they are challenges that we have to face, such as recovering from a serious health issue. In both cases, it is possible to learn and grow from the process of confronting a challenge. Whether we like it or not, challenges are part of our daily lives, and being able to talk about them helps us in our communication with others.

Unit Overview

This unit explores concepts related to different kinds of physical and mental challenges. Lesson A introduces vocabulary for talking about challenges and grammar for discussing the past. Lesson B focuses on describing accomplishments from the past. In Lesson C, students will talk about abilities using adjectives and *too* and *enough*. Lesson D focuses on the story of two young girls who took on the challenge of eliminating plastic waste in their community; students will discuss ways to make a difference in the world and achieve goals. In Lesson E, students will develop a paragraph about a challenge they have faced, including interesting details to engage the reader. Finally, in the Video Journal, students will watch a video about recycling plastic fishing nets—a successful conservation project in the Philippines.

UNIT 5 GOALS	Grammar	Vocabulary	Listening
• Talk about Facing Challenges • Describe Past Accomplishments • Use *Too* and *Enough* to Talk about Abilities • Discuss Steps Toward a Goal • Describe a Personal Challenge	Past Continuous vs. the Simple Past *I **saw** him yesterday. He **was riding** a bike.* Past Continuous with the Simple Past *We **were eating** dinner **when you called.*** *Enough, Not Enough, Too* + Adjective *He was **old enough** to sail alone.*	Physical and Mental Challenges Phrasal Verbs	General and Focused Listening An Interview: Dr. Jenny Daltry: Wildlife Conservationist and Ecologist

Look at the photo and answer the questions: 1 What phrase best describes this photo? 2 What do you think of when you hear the word *challenge*?



UNIT 5 GOALS

A. Talk about Facing Challenges

B. Describe Past Accomplishments

C. Use *Too* and *Enough* to Talk about Abilities

D. Discuss Steps Toward a Goal

E. Describe a Personal Challenge

About the Photo

National Geographic Adventurer of the Year 2007 Sarah McNair-Landry has crossed the Greenland ice cap no less than six times. Growing up in the town of Iqaluit on Baffin Island in Northwest Canada, Sarah is no stranger to challenges. Her parents are both Arctic guides, and she and her brother began their adventures in the snow when they were only 10 and 11 years old. Sarah's achievements include being the youngest person to reach both poles: she skied to the South Pole when she was 18 and traveled to the North Pole by dog sled when she was 19. Sarah is also a documentary filmmaker and a photographer.

- Have students look at the photo. Ask, *What is she doing? How do you think she feels?* Then read the caption together.
- Have students discuss the questions in pairs, then share ideas as a group. Write students' ideas for both questions on the board.
- Point out the unit title and ask, *What challenges have you or people you know faced?*
- Have students read the unit goals. For each goal, clarify doubts and elicit related language. For example, for Goal A, elicit how it feels to face a challenge (refer back to any challenges students have already mentioned). For Goal B, elicit examples of things students have achieved, like passing a driving test or getting a job. For Goal D, ask, *What do you need to do to reach a goal?*

Speaking and Pronunciation	Reading	Writing
Discussing Challenges Talking about Abilities Words That End in *-ed*	Making a Difference: Bali	Writing a Paragraph about a Challenging Experience

Video Journal

Success Story: Recycling in the Philippines

In this National Geographic video, we learn how communities in the Philippines created a solution for discarded plastic fishing nets.

Vocabulary

- Write *physical challenge* and *mental challenge* on the board. Discuss the meanings of *physical* and *mental*, having students provide ideas. Elicit examples of each kind of challenge and write them on the board.
- Have students look at the photo and say what kind of challenge they see.

A
- Write on the board: *How did the person prepare for the physical challenge?* (trained every day) *What did the person do to face the mental challenge?* (hired a reading tutor) Have students read the text and answer the questions.
- Go over the Real Language box and ask, *What makes the person in the first paragraph feel alive?*

B
- Have students read the text again focusing on the blue words.
- Have students complete the exercise and compare answers with a partner.
- Discuss answers as a class. Point out the collocations in the Word Focus box. Provide others, such as *set a goal, achieve a goal, significant change / improvement / progress, deal with a problem*.
- Provide or elicit simple sentences that use the new vocabulary in context. For example, *If you have clear **goals**, you will see **progress***. See the Teaching Tip for ways to review new vocabulary in class.

Teaching Tip: Vocabulary Cards

When teaching new vocabulary (as in Exercise B), it is important to review it with students as often as possible. One way of doing this is to create sets of cards with each new word on a card and its definition on another. Use the cards for different activities. For example, to pair students, distribute the cards and have them find the person who has the definition / word that matches theirs. To wrap up a lesson, distribute cards and, depending on their card, have students say the matching word / definition or give an example sentence before they leave.

A GOAL Talk about Facing Challenges

Vocabulary

A Read about two people's challenges.

Physical Challenge	Mental Challenge
I absolutely love a challenge! Doing something difficult makes me feel alive. Recently I set a goal for myself: To run a marathon and make it to the finish line. I trained almost every day before the marathon, and I felt like I was making progress toward my goal. Last month, I achieved the goal with a competitive time!	Although it might not seem like a significant challenge to some people, reading is quite difficult for me, especially when I need to do a lot of it. Last year, I convinced my parents to hire a reading tutor to help me. I learned ways to deal with large amounts of reading homework, and I hope the result will be better grades this year.

REAL LANGUAGE
If something **makes you feel alive**, it makes you happy and full of energy.

B Write each word in blue next to the correct meaning.

1. goal — a target you hope to reach
2. challenge — something new or different that requires effort
3. although — introduces a statement with a contrast
4. achieve — to succeed in making something happen
5. significant — large enough to be important
6. progress — improvement over time
7. result — something that happens because of something else
8. seem — to give an impression or appear a certain way
9. deal with — to manage or handle a situation well
10. convince — to persuade someone to do something

WORD FOCUS
To **face a challenge** means to decide to do something new and difficult.

To **make progress** means to improve or get nearer to a goal over time.

Marathon runners in Montreal, Canada

Word Bank: Challenges / Achievements

earning a degree / diploma
getting a promotion at work
getting / losing a job
learning a new skill
overcoming an obstacle
passing a test / an exam
receiving an award
recovering from an illness / injury
traveling / living abroad
winning a game / contest

Grammar

The Past Continuous and Simple Past	
Use the past continuous to talk about something that was in progress at a specific time in the past. Form the past continuous with *was / were* + the *-ing* form of a verb.	I saw Sasha at the library yesterday. He **was working** on his assignment. We **weren't watching** a movie at 8:00 last night. We **were studying** for a test.
Use the simple past to talk about completed actions or situations.	Edmund Hillary and Tenzing Norgay **climbed** Mount Everest.
Use *when* for an action in the simple past and *while* with the past continuous to say that something happened when another event was in progress.	It **was raining** very hard **when Rita crossed** the finish line. Sara **got** a text message **while she was talking** with her professor.
Use a comma after a time clause when it begins a sentence.	**While Ben was writing** his paper**,** the computer stopped working.

C Complete each sentence with *when* or *while*.

1. Martina was looking for a job ___when___ I met her for the first time.
2. The mountain climbers were resting ___when___ the storm began.
3. My phone rang six times ___while___ I was working on my project.
4. ___While___ he was visiting Quito, Justin practiced his Spanish.

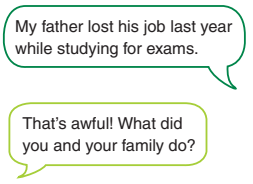
D Complete the sentences. Use the simple past or past continuous form of the verbs.

1. Yesterday, I ___convinced___ (convince) my best friend to compete in a 5k race.
2. Maria ___was dealing with___ (deal with) health problems when she quit her job last October.
3. My parents ___were looking___ (look) for new jobs when they met.
4. The professor ___seemed___ (seem) tired in class last week.
5. We ___were making___ (make) progress with the project when the class ended.
6. At the gymnastics competition, Leo ___achieved___ (achieve) the highest score.

GOAL CHECK Talk about Facing Challenges

Tell a partner about a challenge you have faced in your life.

1. What was happening in your life at that time?
2. What did you do? Do you think you dealt with the challenge well?



Grammar: The Past Continuous and Simple Past

There are different ways of talking about past actions in English. We use the past continuous to talk about an action that was in progress at a certain time in the past: *I was studying at 9:00 last night.* It is often combined with the simple past to show that one action interrupted another. We use *when* with the simple past: *I was studying last night* ***when*** *my friend called me.* We use *while* with the past continuous: *He called* ***while*** *I was studying last night.*

Grammar Practice: The Past Continuous and Simple Past

In pairs, have students create a quiz for another pair. Ask all pairs to write at least five sentences using the simple past, past continuous, and *when* / *while*. Half of the pairs should leave the verbs blank and only provide the base forms, while the other half should leave blanks for *when* / *while*. Monitor and assist as needed. Have pairs exchange quizzes, complete them, and check their answers. Clarify any doubts as a class.

Grammar

- Review the simple past by asking students questions about past achievements relevant to them. For example, *When did you get your driver's license?*
- Provide an example about yourself to introduce the past continuous. For example, *I got my first teaching job while I was studying Spanish.* Write it on the board and have students identify the verb forms. Ask, *Which activity started first?* Help students see how one action was in progress when the second one happened. Go over the information and examples in the grammar chart and clarify any doubts.

C
- Have students complete the exercise individually, then compare answers with a partner.
- Review as a class. Have students explain their choice for each item, referring back to the grammar chart as needed.

D
- Have students complete the exercise.
- Review as a class. Have students explain their choice of verb form for each item. Clarify any doubts and go over new vocabulary as needed. Have students complete the Grammar Practice exercise.

GOAL CHECK

- Go over the questions and examples with the class.
- Give students time to think about a challenge they have faced and write a few notes. Use the Word Bank to provide additional vocabulary.
- Have students discuss the questions with a partner. Monitor and assist as needed.
- Call on volunteers to tell the class about their challenge. Students should not be forced to share their experiences with the class as some challenges may be very personal, and students may not feel comfortable discussing them with a larger group.

Listening

- As a warm-up, have students look at the photo and caption at the bottom of the page. Explain that *species* are different kinds of animals. Ask, *Why do we need to protect some animals?* to elicit *endangered*.
- Point out the definitions in the Word Focus box. Elicit examples of endangered and extinct animals.

A
- Have students read the information, then discuss the questions with a partner.
- Compare answers as a class and tell students they will check their responses when they listen (see Listening Strategy).

Listening Strategy: Predicting Content

Pre-listening activities are important to help students be better prepared for what they are going to hear. Students may be asked to predict the content that will be presented in the listening passage, as in Exercise A. By reading the information about Dr. Jenny Daltry and answering the questions, students are activating language and thinking about ideas that they might hear. When they listen to the audio, they will be able to confirm or correct their answers, providing a motivation to listen.

B
- Have students read the questions and answer options so they know what to listen for. Point out the definitions in the Word Focus box on page 63. Play the audio.
- Have students compare answers with a partner. Then review answers as a class, clarifying any doubts.
- Revisit the questions from Exercise A and prompt students to confirm or revise their answers, using information from the audio.

C
- Have students read the statements. Suggest they take notes as they listen. Then play the audio again.
- Have students compare answers with a partner. Then review as a class. Play parts of the audio again if necessary.

B GOAL Describe Past Accomplishments

Listening

A Read the information in the box. Discuss the questions in pairs.

Dr. Jenny Daltry: Wildlife Conservationist and Ecologist

Cambodian Crocodile Conservation Programme
Antiguan Racer Conservation Project
Sustainable Lansan Project

1. What do you think it means to *conserve* wildlife?
2. What kinds of wildlife do you think Jenny Daltry is interested in?
3. What kinds of challenges do you think Jenny Daltry might face in her work?

WORD FOCUS
If an animal is **endangered**, its population is so small that it might die out. An animal is **extinct** when none of its kind is alive.

B 21 Listen to the conversation. Circle the correct letter.

1. What is the man working on?
   a. a conservation project **b.** a presentation assignment
2. What did Daltry convince people in Cambodia to do?
   a. to care about the crocodiles **b.** to kill fewer crocodiles
3. What causes problems for the Antiguan Racer snakes?
   a. progress on the island **b.** people, rats, and bad weather
4. Where does the *lansan* tree grow?
   a. in the Caribbean **b.** in Cambodia

The Siamese crocodile is one of the species Dr. Jenny Daltry is working to protect.

For Your Information: Dr. Jenny Daltry

Dr. Jenny Daltry is from England. She has traveled the world as a conservation biologist and now works at a nongovernmental organization called Fauna and Flora International. In addition to her achievements with the Antiguan racer snake and the Cambodian Siamese crocodile, Daltry also created the first Master of Science program in Cambodia, which has trained hundreds of conservationists. She has been recognized for her accomplishments by both the British and Cambodian governments. Daltry is also a National Geographic Emerging Explorer.

C 21 Listen again. Complete the statements with two or three words you hear.

1. The assignment is to learn about someone who has faced challenges.
2. As a result of Daltry's work, the Cambodian government decided to protect three million acres of forest.
3. She saved an animal species, and it's an animal that people don't even like.
4. They found the best way, and it doesn't hurt the trees.

WORD FOCUS

To **achieve a goal** means to succeed in doing something you hoped to do.

An **accomplishment** is something special that you achieve.

D 22 Listen to these words that end in *-ed*.

PRONUNCIATION: Words that end in *-ed*

/t/	/d/	/ɪd/
help helped	listen listened	start started

E 23 Listen, repeat, and check (✓) the column of the sound made by the *-ed* ending.

Present	Simple Past	/t/	/d/	/ɪd/
convince	convinced	✓		
protect	protected			✓
discover	discovered		✓	
need	needed			✓
close	closed		✓	
walk	walked	✓		

F Write down ten regular present verbs that end in /t/ or /d/. Say a verb. Ask your partner to say it in the past.

Communication

G Use the ideas in the box to talk about Jenny Daltry and her accomplishments. Remember to pronounce verbs that end in *-ed* correctly.

convince people to care for crocodiles	discover a group of crocodiles
save a kind of snake in the Caribbean	try different ways to get *lansan* tree sap
walk into areas of Cambodia	work on three conservation projects

GOAL CHECK Describe Past Accomplishments

I practiced a lot, and now I play the violin pretty well.

1. In your notebook, write notes about something you achieved and how you achieved it.
2. Tell a partner about your accomplishment. Give details about how you did it and how you felt.

Pronunciation

D
- Write on the board: *Daltry decided to protect the crocodile. She worked on conservation projects. She saved a species of snake.* Ask, *Does the -ed ending always sound the same?* Say the sentences and have students identify the different sounds of the *-ed* ending.
- Go over the examples in the Pronunciation box. Then play the audio. Have students repeat and practice saying the different endings (see Teaching Tip).

Teaching Tip: Pronunciation of *-ed* Endings

To understand the different pronunciations of the *-ed* ending (as in exercises D, E, and F), show students how the sound that comes before the *-ed* determines how we say it. After /d/ and /t/, the *-ed* sound is /ɪd/ (*decided, wanted*); after other voiced sounds, the *-ed* sound is /d/ (*lived, played*); after other unvoiced sounds, the *-ed* sound is /t/ (*stopped, washed*). To demonstrate the difference between voiced / unvoiced, have students put two fingers at the bottom of their throats and say /v/ and then /p/. They will feel the vocal chords vibrate with /v/ (voiced) and will feel no vibration with /p/ (unvoiced).

E
- Have students say the words in the box to themselves and check the column of the sound they think the *-ed* ending makes. Then play the audio and have students repeat the words and confirm or correct their answers.
- As needed, play the audio again and have students repeat.

F
- Ask students to write their list of verbs. Remind them that the last sound of the word should be *t* or *d*, not necessarily the last letter. For example, *decide*.
- Have students complete the exercise with a partner.
- Call on students to say one of their verbs and have other students say it in the simple past.

Communication

G
- Go over the ideas in the box. Have students discuss in pairs. Correct pronunciation as needed.

GOAL CHECK

- Tell students about one of your accomplishments (a language you learned, getting your first job, etc.) and how you achieved it.
- Give students time to think of an accomplishment and write about it. Model the example in the speech bubble. Have students talk in pairs. Tell them they will need to report on their partner's accomplishment.
- Ask students to describe their partner's achievement. Ask, *Who had the most interesting accomplishment?*

Language Expansion: Phrasal Verbs

- As a warm-up, have students recall some of the challenges they talked about in Lesson A. Write them on the board. Elicit the meaning of *abilities*. Ask, *What abilities did you need to face these challenges?* Rephrase students' responses using *too / enough* when possible. For example, *I was fast enough to win the race.*

A
- Have students look at the photo and describe Subaru Takahashi. Ask, *How old do you think he is? Where is he?*
- Write on the board: *What challenges did Subaru face?* Have students read the photo caption and text.
- Review the answers as a class, prompting students to identify where they found the answers.

B
- Have students read the article again, focusing on the blue words. Then have them complete the exercise.
- Compare answers as a class and clarify any doubts. Explain that a verb + a preposition makes a phrasal verb, and that it has a different meaning from the verb by itself. Elicit / provide example sentences. For example, *I **grew up** in Lima. Learning English is hard, but don't **give up**!*

C
- Go over the questions and clarify the meaning of *brave* if necessary.
- Have students discuss the questions with a partner.
- Compare answers as a class. Ask, *Who has done the bravest thing?*

Grammar

D
- Have students read the sentences and find them in the article in Exercise A. Then have them complete the exercise.
- Go over the grammar chart on page 65, clarifying the meanings of the sentences in Exercise D and the answers if needed.
- Elicit sentences from the students about themselves using *too / (not) enough*. If students aren't yet ready for this, do Exercise E first.

C **GOAL** Use *Too* and *Enough* to Talk about Abilities

Language Expansion: Phrasal Verbs

A Read the article.

Subaru Takahashi, the youngest person to sail alone across the Pacific Ocean

Subaru Takahashi was only 14 years old when he set out on an amazing adventure. His goal was to sail from Tokyo to San Francisco—alone. Subaru grew up near the sea and loved sailing. His parents thought he was old enough to sail alone, and they helped him buy a boat. He left on July 22. At first, the trip was easy. Then, after three weeks, his batteries broke down, so he didn't have any lights. He had to watch out for big ships at night, because it was too dark to see his boat. Five days later, his radio stopped working. Subaru was really alone then, but he didn't give up. His progress was very slow, but he kept on sailing. He almost ran out of food, and he was not fast enough to catch fish. He put up with hot sun and strong wind. On September 13, Subaru sailed into San Francisco. He was the youngest person ever to sail alone across the Pacific Ocean.

B Match each phrasal verb in blue with its meaning.

1. set out	*d*	**a.**	accept something bad without being upset
2. give up	*f*	**b.**	change from a child to an adult
3. watch out	*e*	**c.**	finish the amount of something that you have
4. grow up	*b*	**d.**	leave on a trip
5. keep on	*g*	**e.**	be very careful
6. run out of	*c*	**f.**	stop trying
7. put up with	*a*	**g.**	continue trying
8. break down	*h*	**h.**	stop working

C **MY WORLD** Would you have been brave enough to sail across the ocean alone at the age of 14? What brave things have you done in your life? Discuss in pairs.

Grammar

D Read these sentences and the questions that follow. Circle **Y** for *yes* or **N** for *no*.

1. "He was old enough to sail alone."
   Could he sail alone? **(Y)** **N**
2. "He was not fast enough to catch fish."
   Could he catch fish? **Y** **(N)**
3. "It was too dark to see his boat."
   Could people see his boat? **Y** **(N)**

64 Unit 5

Word Bank: Adjectives to Discuss Abilities

brave	experienced
busy	fit
careful	independent
challenging	interested
complicated	patient

Expansion Activity

Have students work with a partner to make a list of advice for someone who is facing a challenge, such as preparing for an important exam or a difficult physical activity, getting a first job, or moving to a new city. Provide example sentences with *need to* and *should*: *You need to study every day.* Have pairs join and share challenges and their advice.

Enough, Not Enough, Too + Adjective	
adjective + *enough* = the amount that you want	He was **old enough** to sail alone.
not + adjective + *enough* = less than the amount that you want	He was **not fast enough** to catch fish.
too + adjective = more than the amount you want	His boat was **too dark** to see.

E Complete the sentences. Use *enough*, *not enough*, or *too*, and the adjective.

1. Subaru's boat was big enough (big) for two people.
2. A boat is too expensive (expensive) for me to buy because I don't have much money.
3. Crossing the ocean alone is too difficult (difficult) for most people to do.
4. My parents say I'm not old enough (old) to travel alone. I have to wait until I'm 18.
5. I think Subaru's trip was too dangerous (dangerous) for a young person. His parents should not have let him go alone.
6. A trip to San Francisco by plane is a fun adventure, and it's safe enough (safe) for my family and me. Maybe we'll go there for our next vacation.

Conversation

F 24 Close your book and listen to the conversation. What does Lisa need to do before she can climb the mountain? She needs to get stronger by hiking every weekend.

Lisa: Do you know what I want to do next summer? My goal is to climb Black Mountain.
Mari: Are you serious? Black Mountain is too hard to climb. Don't you need special equipment?
Lisa: I already asked about it. I just need good boots.
Mari: And you're not strong enough to climb a mountain!
Lisa: You're right, I can't do it now. But I'll go hiking every weekend. Next summer, I'll be fit enough to climb the mountain.
Mari: Well, I like hiking. I'll go with you sometimes!

SPEAKING STRATEGY
You can show surprise in an informal conversation by saying:
Are you serious?
Are you kidding me?

GOAL CHECK

Use *Too* and *Enough* to talk about abilities

Write down six things you want to do. In pairs, discuss whether you can do these things now. Are you old enough to do them? Are they affordable or too expensive?

GOAL CHECK

- Model this exercise by writing three things you want to do on the board and using *(not) enough / too* to say why you can or can't do them.
- Give students time to write down their ideas and think about their abilities. Use the Word Bank for additional vocabulary.
- As students discuss in pairs, monitor and prompt them to use *too* / *(not) enough* as needed.

Grammar: *Enough, Not Enough, Too* + Adjective

Too is always used before the adjective to show excess, or something that is more than wanted or needed: *She's too weak to finish the race. She can't do it.* *Enough* and *not enough* are always used after the adjective to show that something is sufficient or insufficient respectively: *She's strong enough to finish the race. She can do it. She's not strong enough to finish the race. She can't do it.*

E
- Have students complete the exercise then compare answers with a partner.
- Review answers as a class. After each item, ask questions to check students' understanding. For example, 2. *Can I buy a boat? Is a boat cheap?* Have students complete the Grammar Practice exercise.

Grammar Practice: *Enough, Not Enough, Too* + Adjective

Write these phrases on the board: *run 10 km, play chess, buy a house, play with toy cars, ride a bicycle.* Ask students, *Can you run 10 km?* Elicit answers with *enough, not enough, too* + adjective, such as *No, I'm too old to run 10 km. / Yes, I'm fit enough to run 10 km.* Have them discuss the phrases with a partner using *enough*, *not enough*, or *too*. Use the Word Bank for additional vocabulary. Then ask volunteers to come up with new questions to ask the class. For example, *Can you do your homework?* And prompt responses with *(not) enough* or *too*.

- You may choose to direct students to the Grammar Reference in the back of the Student's Book for additional review and practice.

Conversation

F
- Write *Lisa* and *Mari* on the board. Tell students they are going to listen (books closed) to a conversation between them. Write the question on the board. Remind students to think about what the relationship between the two women might be.
- Play the audio for students.
- Review the answers and go over the Speaking Strategy box. Model the phrases, using a surprised, rising intonation, and have students repeat.
- As time allows, have students change the information in the conversation and practice with a partner. Remind them to use *Are you serious? / Are you kidding me?* See the Expansion Activity for further practice.

Reading

- As a warm-up, elicit some of the topics that students have seen in previous units involving problems that needed solutions. For example, endangered languages (Unit 2), pedestrian safety (Unit 3), health issues (Unit 4), endangered animals (current unit). Write them on the board. Ask, *What can you do to help solve these problems? What can you do to make a difference in the world?*

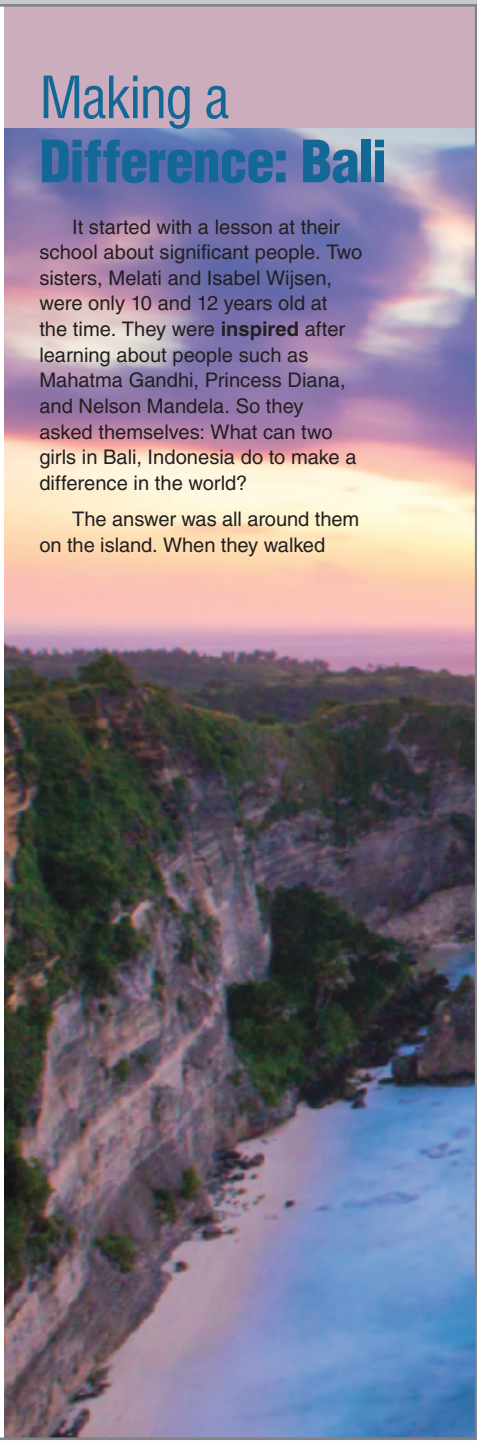
A
- Have students discuss the question with a partner.
- Compare ideas as a class and prompt students to explain their answers.

B
- Have students look at the photo and describe the place.
- Have students read the questions and identify the key ideas they need to look for. Then have students skim the text to find the answers to the questions. Ask them to underline the topic sentence of each paragraph (see Reading Strategy).

Reading Strategy: Identifying Topic Sentences

Being able to identify topic sentences when reading (as in Exercise B) helps students grasp the main ideas of a text more quickly. Topic sentences also clarify a text's organization, making it easier for students to locate specific details and examples. Students should look for a topic sentence at the beginning of each paragraph but be aware that it is not always the first sentence.

- Have students answer the questions independently and then compare ideas with a partner.
- Review the answers as a class, having students point out where they found them in the text.



D **GOAL** Discuss Steps Toward a Goal

Reading

A **MY WORLD** Are young people in middle school or high school old enough to do good things for the environment? Discuss your ideas in pairs.

B Read the article. Answer the questions.

1. What first inspired the sisters?
   A lesson at their school about significant people.
2. What challenge or problem are they facing?
   Dealing with plastic garbage in Bali.
3. What lesson does Green School Bali teach its students?
   It teaches them to become the leaders of today.

C Match the details with the ideas they support.

1. d	Gandhi, Princess Diana, and Mandela	**a.** kinds of plastic garbage
2. a	empty plastic bottles and cups	**b.** not working by yourself
3. e	a ban on plastic bags	**c.** things the organization is doing
4. c	bringing reusable bags to shops	**d.** significant people
5. b	people in Bali and global teams	**e.** something other countries have done

D Work with a small group. Discuss the questions.

1. What big problem do the sisters want to deal with?
   the problem of plastic garbage on the island of Bali
2. According to the third paragraph, what is their goal for now? to make one village on the island plastic-free
3. What steps have the sisters taken toward their goal? Make a list. started an organization, reusable bags, booklets, devices, hotels and restaurants reducing waste, worked together with global teams

GOAL CHECK

Follow the steps with your group.

1. What problem is everyone in your group concerned about? It might be a global problem or a local problem in your country or city.
2. What is a realistic goal you might set to try to deal with the problem?
3. What are 3–4 small steps you could take toward achieving your goal? Make a list.

66 Unit 5

Making a Difference: Bali

It started with a lesson at their school about significant people. Two sisters, Melati and Isabel Wijsen, were only 10 and 12 years old at the time. They were **inspired** after learning about people such as Mahatma Gandhi, Princess Diana, and Nelson Mandela. So they asked themselves: What can two girls in Bali, Indonesia do to make a difference in the world?

The answer was all around them on the island. When they walked

About the Photo

This photo shows stunning Atuh Beach at Nusa Penida Island, Bali. Bali is one of the many islands that make up Indonesia, and it has become a popular tourist destination in recent years. Despite its beauty, Bali's beaches have been badly affected by plastic garbage. A lot of the plastic on the beaches washes ashore from the ocean during the rainy season, but some also comes from the community. In 2019, the One Island, One Voice campaign organized 13,000 people in 150 locations, and they collected over 30 tons of trash in just one day.

to school or swam in the ocean, they saw **plastic** garbage. Empty water bottles, plastic cups and **straws** seemed to be everywhere. In fact, like many places, Bali produces an enormous amount of plastic garbage every day. That includes the thin plastic bags that many shops give to their customers. When the girls learned that those bags had already been **banned** in several countries, they decided it was a good place for them to start. "If they can do it, we can do it," says Melati.

The result is a youth organization called Bye-Bye Plastic Bags. Their goal, for now, is to make one village completely plastic-free. In order to achieve that goal, they bring reusable shopping bags to local shops every Saturday. They have also taken several other steps; for example, creating booklets to educate children about the garbage problem, making **devices** to collect plastic from streams and rivers, and convincing many hotels and restaurants to reduce waste. Isabel points out that, "You can't do it by yourself." Now, the team of young people in Bali have been joined by several global teams working to reduce plastic garbage in countries around the world.

Melati and Isabel attend Green School Bali, where students are taught to become the leaders of today. The sisters decided they did not want to wait until they were adults to become significant people. Although the challenge of dealing with plastic garbage is huge, these young people in Indonesia are making progress and making a difference.

inspire give new ideas or strong feelings, enthusiasm
plastic a light but strong material made from oil
straw a long, narrow tube for drinking
banned not allowed, illegal
device an object used to do a certain job

Beaches like Atuh Beach at Nusa Penida Island are affected by plastic garbage in Bali.

Expansion Activity

Have students investigate a conservation or environmental project related to an issue they are interested in. The project can be local or international. This can be done in small groups or individually, depending on students' abilities and the time available. They should find out the name of the project, where it is located, what its goal is, and what it has accomplished. Possible issues are:

- conserving the oceans / other natural habitats
- controlling pollution
- promoting renewable energy use
- protecting endangered animals
- reducing plastic waste

Have students present their research about the project to the class.

C

- Tell students to read the ideas and details before rereading the article. Remind them to read every word this time so they can understand details from the text.
- Have students complete the exercise individually and compare answers with a partner.
- Review the answers as a class. Have students identify where they found the information in the text.

D

- Go over the questions briefly. Then have students answer them in small groups. Remind them to go back to the text as needed to confirm their answers.
- Review answers as a class. Talk about the importance of setting a goal and determining the steps that you need to take to achieve it. Refer back to the accomplishments students talked about in Lesson B and how they achieved them.

GOAL CHECK

- Go over the steps as a class. Assign roles to group members, such as note-taker, presenter, manager, and checker. Have students complete the exercise with their group.
- Monitor and assist as needed. Make sure students carry out each step. If possible, have students prepare a poster to present to the class.
- Have the presenter from each group tell the class about the problem they chose, the goal they set, and the steps they need to take to achieve it. See the Expansion Activity for further practice.

Communication

- As a warm-up, have students look at the photo on page 69 and read the caption. Ask, *Is this activity challenging? Why?*
- Ask, *Why do you think the artist chose to take on this challenge? What will he get from it?*

For Your Information: Stephen Wiltshire

Stephen Wiltshire is a British artist known for his detailed drawings of buildings and cities from memory. After a 20-minute helicopter ride over the city, he drew New York on a 19-foot-long (5.8-meter-long) piece of paper. He drew Mexico City in a similar way on a 13-foot (3.9-meter) canvas in front of a crowd in the city center. Videos of him at work often go viral. Stephen is an accomplished artist; he has his own art gallery and has written several books, but he has also faced challenges. He was diagnosed with autism when he was three years old and couldn't communicate fully until he was nine.

A
- Go over the questions with the class and clarify doubts. Explain that a *reward* is something that you receive because you accomplished something; it could be something physical like a medal, or emotional like feeling good.
- Have students answer the questions with a partner. Discuss as a class.

B
- Give students time to think and take notes about challenges they chose to face and their reasons.
- Have students tell a partner about these challenges.
- Call on volunteers to tell the class about one of their challenges.

Writing

- Ask students to reread the first paragraph of the article on page 66. Ask, *How does the reader make us interested in the topic? At the end of the paragraph, do you want to read more? Why?*

E GOAL Describe a Personal Challenge

Communication

A People face challenges for different reasons, but there is usually some reward when they accomplish their goal. What are three or four challenges in life that cannot be avoided? (For example, it can be a challenge to get along well with all of our family members or neighbors.) What are the rewards if we face those challenges? Discuss these questions in pairs.

B Tell your partner about two or three challenges in your life that you chose for yourself. Why did you choose to do those things?

Writing

WRITING SKILL: Using Specific Information

When you describe something in writing, specific information helps your reader imagine and understand your ideas. The more interesting your details are, the more your writing will engage your reader. Specific information might include:

- dates or times • descriptions • locations • people's reactions
- step-by-step actions

Babysitting seemed like an easy job, but on that **Saturday afternoon**, Adam got bored quickly. First, he **complained**. Then, he **cried loudly for several minutes**. At first, I didn't know how to deal with **a bored two-year-old boy**, but then I had an idea. I **went into the kitchen** and came back with **a big bowl of apples, pears, and limes**. Adam looked **surprised**...

C In pairs, rank the information from 1 (most specific) to 3 (least specific). Discuss your reasons.

1. 3 children	1 two-year-old boys	2 two-year-olds
2. 2 vehicles	1 airplanes	3 transportation

D Choose one of the challenges you told your partner about in **A**. Follow the steps.

1. Write the challenge as one sentence in your notebook.
2. Under the sentence, list key words about what happened. How did you face the challenge? What happened after that?

E Use your sentence and notes from **D** to write a complete paragraph about a challenging experience from your own life. Finish the topic sentence below or write your own. Then, add details with interesting specific information.

Topic sentence: When I was _____ years old, I decided to _____

_____.

Details: It was a challenge because _____

_____.

68 Unit 5

- Go over the information and examples in the Writing Skill box (see Writing Strategy). Then ask, *What specific information is there in the first paragraph of the article?* (the girls' names and ages, how they felt, which significant people they learned about, and what they asked)

C
- Have students complete the exercise with a partner.
- Discuss students' decisions as a class, having them explain their reasons.

Writing Strategy: Specific Details

Students have already learned the importance of writing a clear topic sentence and providing supporting details. Here, it is important to draw their attention to how the *types* of details given can affect the reader. Details help the reader understand and visualize, and they encourage the reader to continue reading. So, students need to make sure the details they include are useful, interesting, and / or engaging.

F Exchange paragraphs with a partner.

1. Read your partner's paragraph and underline the parts that were most interesting to you.
2. Tell your partner which parts you underlined and why.
3. Ask your partner one or two questions about the paragraph.

G Rewrite your paragraph. You might want to add a few more details to make the paragraph more interesting or to answer the questions from your partner.

GOAL CHECK Describe a Personal Challenge

Read your paragraph aloud to a small group. After each person reads, tell him or her which information was interesting to you. Ask questions.

British artist Stephen Wiltshire draws, from memory, a panoramic view of Mexico City, Mexico.

GOAL CHECK

- Place students in groups of varied language levels. Make sure students understand that they need to do two things after they listen to each group member read: tell the reader which information was interesting and ask questions about the topic.
- Have students complete the exercise. Monitor and ensure that all group members are participating. Note any common mistakes to review with the class afterwards.

D
- Model this exercise by choosing one of your own challenges and completing the steps on the board.
- Have students decide on the challenge they want to write about and follow the steps. Monitor and assist as needed.

E
- Model this exercise by developing a paragraph from the notes on the board about your challenge. Elicit suggestions from students and include specific information.
- Have students write their paragraphs. Monitor and assist as needed, asking questions to prompt students to include interesting, specific details.

F
- Have students complete the exercise with a partner (see Teaching Tip). Monitor and assist as needed. Model appropriate questions to ask about a paragraph if students struggle with this step.

Teaching Tip: Peer Feedback

Getting feedback is an important part of the writing process, and this feedback doesn't always have to come from the teacher. Having students respond to each other's writing (as in Exercise F) is very beneficial. Students sometimes feel more comfortable sharing questions and concerns with peers because there is less pressure to succeed, so they may be more receptive to peer help than help from the teacher. Peer feedback can also help students feel less anxious about writing in English and can provide an opportunity for higher level students to affirm their knowledge and gain confidence.

G
- Ask students to rewrite or revise their paragraphs, taking into account what they talked about with their partner in Exercise F. Tell students that they may need to make changes to what they have written to make it more specific or clear. Monitor and provide help as needed.

Video Journal

About the Video

This video tells us about a plastic fishing net recycling program in the Philippines that has successfully managed to reduce the amount of plastic fishing nets dumped into the ocean and at the same time provide a much-needed source of income for the local community. Plastic waste can be found in oceans all over the world, and it poses a serious threat to marine life and the health of our planet. In this video, marine biologist Heather Koldewey shows how innovation and collaboration can make a difference and help solve a problem.

- As a warm-up, have students look at the photo and describe what they see. Ask, *What's the problem here?*
- Point out the title of the video and the photo caption and have students predict what the video will be about. Ask, *Does* success *mean a good or bad result?*

A
- Go over the questions briefly with the class. Then have students discuss them with a partner.
- Share answers as a class. Write on the board things that are usually recycled and provide students with additional information about local recycling if relevant.

B
- Write on the board: *What were the problems? How did Heather and her team solve one of the problems?* Then have students read the text to find the answers.
- Review answers as a class.

C
- Have students read the text again, focusing on the words in blue. Ask students to identify the part of speech of each word and check as a class.
- Have students complete the exercise. Remind them to use the context around each word to help them understand its meaning.
- Have students compare with a partner. Then review answers as a class, providing additional clarification as needed.

VIDEO JOURNAL

SUCCESS STORY: RECYCLING IN THE PHILIPPINES

A Discuss the questions in pairs.

1. At home or at school, do you separate garbage from things to be recycled?
2. What kinds of things are usually recycled?

B Read the information.

Heather Koldewey could easily see the challenge. As a marine biologist, she knew there were fewer fish living in the reefs near the Philippines. One problem was too much fishing. Another problem was harmful plastic garbage in the ocean, including plastic fishing nets. Koldewey wanted to get the local people involved in marine conservation, but in poor communities, people have real and immediate needs that take priority. How could she convince them to care for the environment more?

Koldewey and her team members like Amado "Madz" Blanco have come up with one solution to these problems. Net-Works collects plastic fishing nets and exports them from the Philippines to Europe. There, they are made into nylon yarn for carpet. This process has removed 18 tonnes (19.84 US tons) of nets from just one island and provided much-needed money for islanders.

Fishing nets in the ocean affect marine habitats. Here some marine plants are growing on their strings.

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C Write each word in blue next to its meaning.

1. collects brings things together in one place
2. reefs natural structures in the ocean where many fish live
3. immediate related to the present
4. yarn long thread usually used for weaving
5. exports sells products or materials to another country
6. communities groups of people living in a certain area
7. carpet a covering of soft material laid over a floor

D Watch the video and check (✓) the things you see.

- ☑ a reef with few fish
- ☑ plastic in the ocean
- ☐ tourists at a beach hotel
- ☑ small fishing boats
- ☑ a large truck
- ☑ colorful t-shirts

E Watch again. Complete each statement with one or two words that you hear.

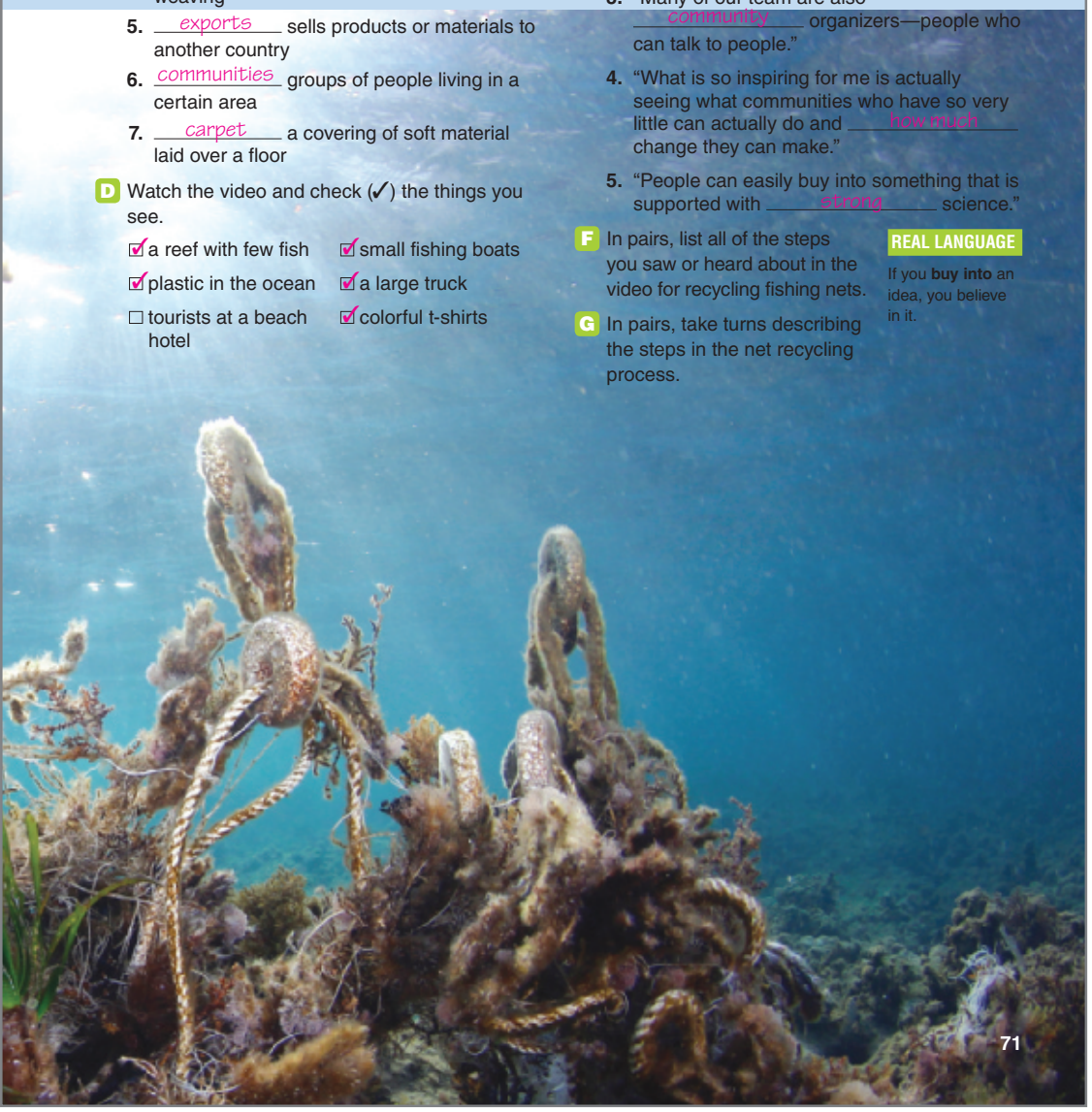
1. "As a marine biologist, I quickly realized I really wanted to do something that was going to make a difference."
2. "It's globally significant, this place—from a marine biodiversity point of view."
3. "Many of our team are also community organizers—people who can talk to people."
4. "What is so inspiring for me is actually seeing what communities who have so very little can actually do and how much change they can make."
5. "People can easily buy into something that is supported with strong science."

F In pairs, list all of the steps you saw or heard about in the video for recycling fishing nets.

G In pairs, take turns describing the steps in the net recycling process.

REAL LANGUAGE

If you **buy into** an idea, you believe in it.



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Expansion Activity

Have students consider a similar issue with garbage / plastic waste where they live (or at their school) and come up with a solution. What could the items be recycled into? For example, plastic shopping bags can be recycled and woven into reusable bags; aluminum cans can be used to make art. Remind students that Heather Koldewey said we need **innovation** and **collaboration** to come up with solutions and make a difference. Encourage students to be creative. Finally, have groups present their solution to another group. Their plan should include information regarding *how* the garbage will be collected and recycled and *who* will be involved.

D
- Tell students that they will only need to focus on what they see the first time they watch.
- Go over the items as a class. Then play the video.
- Have students compare answers with a partner. Review as a class.

E
- Read the statements aloud and have students read along and circle key words to listen for. Point out the explanation of *buy into* in the Real Language box.
- Play the video again. Remind students to take notes as they watch.
- Ask students to complete the statements individually. Then have them compare with a partner.
- Review answers as a class, replaying the video as needed.

F
- Have students list the steps in the recycling process with a partner. Remind them that they don't need to use the exact words; they can explain in their own words. If students are having difficulty, replay relevant parts of the video to help them, or play it afterwards for them to check the steps and add any they missed.
- Review as a class.

G
- Have students form new pairs and explain the steps to each other (see Teaching Tip).

Teaching Tip: Paraphrasing

Having students paraphrase ideas they've heard from outside sources and express them in their own words (as in exercises F and G) helps their comprehension of the content. The process of explaining a new idea to someone else pushes them to use their critical thinking skills to analyze, synthesize, and evaluate what they heard and understood. These thinking processes are beneficial for students' learning and comprehension.

- Call on pairs to explain each step. See the Expansion Activity for further practice.

UNIT
6

Transitions

Unit Theme

Transitions can be significant changes in both our everyday lives and in the larger world. Important transitions throughout human history have allowed technology to develop and ways of life to improve. But transitions also occur on a daily basis in people's personal lives: growing up, starting and completing an education, leaving home, finding a life partner, having a child, changing careers, retiring. Though the ages at which these transitions take place may vary from culture to culture, each culture has its own way of marking these phases of life.

Unit Overview

In this unit, students explore various types of transitions, both personal and societal. Lesson A focuses on discussing different stages in life, using the past perfect. In Lesson B, students will describe the best age to do certain things and why. In Lesson C, students will ask questions to get further information using *How* + adjective / adverb. In Lesson D, they will read about and discuss changes that have been caused by technology in parts of Africa as well as in their own lives. In Lesson E, students will use time expressions in a paragraph describing an important transition in their life. Finally, in the Video Journal, students will watch a TED Talk that explains how certain domestic machines have improved the lives of people in rich countries and how the people in developing countries should also be able to use such machines to improve their quality of life.

UNIT 6 GOALS	Grammar	Vocabulary	Listening
• Talk about Different Stages in Your Life • Talk about the Best Age to Do Something • Ask Questions to Get More Information • Discuss Changes Caused by Technology • Describe an Important Transition in Your Life	The Past Perfect *I **had lived** alone before I moved to Mexico.* *How* + Adjective or Adverb ***How tall** is he?*	Describe Life Events Adjectives for Age	General and Focused Listening Conversation: Becoming an Adult

Look at the photo and answer the questions: 1 What is happening in the photo? 2 What are some important transitions in life?

Kosavar Bosnian bride preparing for traditional wedding in Donje Ljubinje located in the Shar Mountains beween Kosovo and Macedonia

UNIT 6 GOALS

- **A.** Talk about Different Stages in Your Life
- **B.** Talk about the Best Age to do Something
- **C.** Ask Questions to Get More Information
- **D.** Discuss Changes Caused by Technology
- **E.** Describe an Important Transition in Your Life

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About the Photo

This photo shows a Kosovar Bosnian bride in Donje Ljubinje, a remote village in southern Kosovo. Her face has been painted as part of the wedding ceremony. The tradition of painting brides' faces so intricately goes back a thousand years. According to tradition, the bride's face is painted to prevent bad luck, and the symbols in the design have special meanings. The photo was taken by the photographer Valdrin Xhemaj, who is from Kosovo himself.

- Point out the unit title and elicit / explain that a *transition* is a moment of important change.
- Have students look at the photo and answer the questions individually. Ask them to compare answers with a partner before sharing as a class. After students share their answers to the first question, point out the caption. For the second question, compile a list of transitions on the board.
- Have students read the unit goals. For each goal, clarify doubts and elicit related language. For example, for Goal A, elicit different stages in life and write them on the board. For example, childhood, being a student, professional life, being in a relationship. For Goal B, ask, *When can you vote in your country? When can you get a driver's license?* For Goal C, elicit *Wh-* question words and what information they ask about. For Goal D, discuss ideas about how technology has changed our lives.

Speaking and Pronunciation	Reading	Writing
Talking about Events in Your Life Getting More Information The Schwa Sound /ə/ in Unstressed Syllables	Innovation in Africa	Writing a Paragraph to Describe a Life Transition

Video Journal
The Magic Washing Machine In this TED Talk, Hans Rosling explains the incredible effect a simple machine can have on our lives.

A GOAL Talk about Different Stages in Your Life

Vocabulary

A Read the information.

Night sky observed through a telescope

Nadia Drake is a writer for National Geographic and the daughter of a famous astronomer. As a child, she attended lectures and other events with her dad. It may have been her relationship with him that eventually led her to develop her own love of astronomy. Astronomy isn't Drake's only interest, though. She also has a PhD in genetics, and before she earned that degree, she had worked as a professional ballet dancer. Then, she realized that writing about science was the career she wanted. Once she had chosen this direction for her career, many interesting opportunities opened up for her. For example, Drake recently wrote an article about a photographer who used cameras to learn about wild rainforest animals in Peru. "This is basically my dream job," she says. The negative part of the job might be that her schedule is not very regular. The positive part is the writing, so she is happy with the choice she made.

B Write each word in blue next to the correct definition.

1. event — something that happens
2. positive — good
3. realized — became aware
4. direction — way something is going
5. career — job or occupation
6. negative — bad
7. develop — grow over time
8. opportunities — chances to do something
9. relationship — connection, friendship
10. eventually — finally, after some time

Grammar

The Past Perfect	
The past perfect describes a past event that happened before another point in the past. Form the past perfect with *had* + the past participle of a verb.	When I met Franz, he **had** already **changed** jobs several times. Before she started primary school, Luisa **had learned** both Italian and French.
The past perfect is often used to explain why a past event or situation happened.	I wasn't worried about meeting the graduation requirements because I **had gotten** several extra credits.
With *before* or *after*, we often use the simple past instead of the past perfect, since the time relationship is clear.	Luckily, my brother **realized** he hated math **before** he declared his major.

Vocabulary

- As a warm-up, elicit different stages in life and compile a list on the board.
- Elicit what students did and how they felt at those times in their lives.

A
- Write on the board: *What are three things Nadia Drake is interested in?* Then have students read the text and answer the question.
- Review answers as a class, referring back to the text as needed.

B
- Ask students to read the article again and try to determine the meanings and parts of speech of the blue words. Remind students that looking at the surrounding context can help them identify this information.
- Have students complete the exercise and compare answers with a partner.
- Review answers as a class, clarifying any doubts. It might be helpful to explain that *relationship* can refer to many different kinds of connections, not only friendships.
- Have students think of example sentences with the words. Assist by rephrasing incorrect sentences as needed.

Grammar

- Write a sentence about your life on the board. For example, *When I graduated, I had already found a job.* Ask, *Which action happened first?* Then have students identify the two verb forms, explaining that the past perfect is used to describe a past action that occurred at a point before another past action.
- Go over the information in the grammar chart. Direct students to the Grammar Reference in the back of the Student's Book for additional review and practice.
- Elicit additional example sentences and write them on the board. Have the class identify the order of the actions in each one.

Grammar: The Past Perfect

The past perfect helps distinguish between past events and actions because it clarifies the time relationship between different actions. We often use the past perfect with the simple past; actions expressed in the past perfect happened *before* actions expressed in the simple past. The past perfect can also help explain the reason for a situation in the past. For example, *I wasn't nervous on the first day of school because I had met some of my classmates before.*

Grammar Practice: The Past Perfect

Have students write four sentences about their life on separate pieces of paper. Each sentence should have a verb in the past perfect and a verb in the simple past. For example, *I was bored during the movie because I had seen it before.* Have students cut the sentences in half to separate the two actions and exchange sentences with a partner. They should then match their partner's sentence halves. After checking their partner's matches, students should ask each other questions about their sentences.

C Complete each sentence using the past perfect form of the verb in parentheses.

1. Before Nadia Drake earned her degree, she had been (be) a ballet dancer.
2. Her father had loved (love) astronomy and Nadia also developed a love for it.
3. The teacher had realized (realize) the topic was difficult, so she explained it carefully.
4. She had planned (plan) to have a different career, but she eventually became a software writer.
5. We weren't surprised when the road changed direction because we had studied (study) the map.

D Discuss the sentences in **C** with a partner. In each sentence, which past event happened first? Which event happened second?

E Interview a partner using these questions and any others you may have.

1. Tell me about a positive experience or event in your life. When did it happen? What had happened before this experience?
2. How did the positive experience change the direction of your life?
3. Tell me about a negative experience or event in your life. When did it happen? What had happened before this experience?
4. What did you realize about yourself after this negative experience or event?

I was in a school play last year. I had been pretty lonely, and it was an opportunity to make friends.

I had always wanted to do the same things as my older sister did, but when I was 6, I learned a hard lesson.

Other questions: _____

_____

_____

F Follow the steps to prepare for an informal presentation.

1. Think about your answers in **E** and prepare to speak about your life for 1–2 minutes.
2. Write key words, dates, and a few other details. Try to use the past perfect and some of the vocabulary words.

Key Words	Dates	Details

GOAL CHECK

Talk about Different Stages in Your Life

Get together with 2–3 other students. Give your presentation and answer any questions your classmates may have. Speak naturally and use your notes only when necessary.

C
- Have students complete the exercise individually, then compare with a partner.
- Review the answers as a class, clarifying doubts as needed.

D
- Have students complete the exercise with a partner.
- Review as a class, having students explain their reasoning. Do the Grammar Practice exercise as time allows.

E
- Go over the questions as a class. Give students time to write one or two more.
- Model the exercise with a student using the speech bubbles (the first speech bubble answers Question 1; the second speech bubble answers Question 3). You may also provide your own example answers, including responses to questions 2 and 4.
- Have students complete the exercise. Monitor and assist, correcting use of the past perfect as needed. Use the Word Bank for additional vocabulary if needed.

Word Bank: Experiences in Life

an accident
a friendship
getting fired / laid off
getting married / divorced
having a child
an illness / an injury
a job opportunity
leaving home
a loss
a promotion

F
- Go over the steps as a class. Tell students that they should focus on one past experience from their life to share with the class.
- Remind students of the importance of planning before a presentation (see Teaching Tip). Then have them write notes, not complete sentences, in the chart.

Teaching Tip: Presentation Planning

In the same way that they plan before they write a text, students should plan a presentation (as in Exercise F). If they plan what they want to say and in what order beforehand, they will give a more effective presentation. Building presentation preparation into class and homework time helps students get into the habit of preparing an outline (key words, numbers / dates, and other notes) so they avoid writing a complete text and reading it aloud. Students should also practice giving their presentation aloud so that they can identify any pronunciation challenges.

GOAL CHECK

- Remind students of the importance of listening carefully and asking follow-up and clarification questions after a presentation. Also encourage students to look at their classmates while speaking and to avoid simply reading their notes.
- Have students give their presentations in groups. Monitor and prompt students to ask questions afterwards.
- Call on each group to say briefly what experiences they shared.

Listening

- As a warm-up, write on the board: *What's the best age to…?* Elicit ideas for completing the question. For example, *get a job*, *learn to drive*, etc. For each idea, have students say what age they think is best and give their reasons.

A
- Go over the bulleted items briefly and have students add additional ideas if they have them.
- Have students discuss with a partner.
- Compare answers as a class.

B
- Have students read the information in the Word Focus box. Remind them that they might not understand everything they hear. Have them read the statements and identify key words to listen for. Then play the audio.
- Have students compare answers with a partner. Then review as a class. Have students correct the false statements. Replay the audio as needed.

C
- Have students read the prompts. Remind them that this time they need to listen for details, so they should identify what type of information to listen for (see Listening Strategy). Have them take notes as they listen.

Listening Strategy: Listening for Details

When listening for specific information, students should listen for words related to the details they need. To do this, they first need to identify what kind of information they require. For example, numbers, dates, place names, or key words related to specific ideas, as in Exercise C, where they need to listen for both the man and the woman's opinions on adulthood and parents. This strategy needs to be modeled in class so that students get into the habit of identifying what types of information to listen for.

- Play the audio again. Give students time to complete their answers and compare with a partner.
- Review answers, replaying sections of the audio if necessary.

D
- Have students discuss the topic with a partner.
- Compare answers as a class.

Pronunciation

E
- Read the instructions and pronunciation information. Say the schwa sound for students and write the symbol on the board.
- Play the audio as students listen and read the words. Then have students identify how many syllables are in each word and which are stressed / unstressed.
- Play the audio again and have students repeat.

F
- Have students say the words and predict the unstressed syllables.
- Play the audio for students to check their answers and repeat the words.

B GOAL Talk about the Best Age to Do Something

Listening

A Discuss the question in pairs. Add your own idea.

In your opinion, when does someone become an adult?

- when they graduate
- when they have a child
- when they have their own home
- when they start their career

B 26 Listen to a conversation between two friends. Circle **T** for *true* or **F** for *false*.

1. The man is helping the woman with her savings plan and her taxes. (T) F
2. The woman hopes to help her parents financially. T (F)
   She expects to help her parents in other ways.
3. The man will help the woman with her finances again next year. He is helping her develop skills so that she can deal with her finances by herself. T (F)

C 26 Listen again. How would the two speakers complete the statements?

1. The woman thinks she is an adult because she has finished her education and started her career.
2. The man has a different idea of adulthood because he grew up in China.
3. The woman thinks her parents don't need her help with money.
4. The man has a positive idea about helping his parents with money.

D In pairs, talk about how people from your culture usually help their parents.

WORD FOCUS

Your **finances** (n) have to do with your money.

Other forms are **financial** (adj) and **financially** (adv).

Pronunciation: The Schwa Sound /ə/ in Unstressed Syllables

E 27 Listen to the words. Notice the vowel sound of the unstressed syllables in blue. This is the schwa sound /ə/, and it's the most common vowel sound in English.

infant lettuce children population adult

F 28 Listen and repeat. Circle the unstressed syllables with the /ə/ sound.

alone	lesson	person	banana	parents
paper	challenge	language	national	chicken

Graduation day at the University of Texas in San Antonio, Texas

Conversation

G 29 Close your book and listen to the conversation. How old is Jamal? *Jamal is 19.*

Andrea: Did you hear the big news? Jamal is getting his own apartment!
Kim: Seriously? But he's 19! That's too young to get your own place.
Andrea: Oh, I don't know about that.
Kim: Do you think he's old enough?
Andrea: Well, he's mature, and he's had a part-time job since he was 17.
Kim: That's true... but I think he should wait a few years.
Andrea: Really? What do you think is the best age to live on your own?
Kim: I think people should get their own place after they've finished college.
Andrea: That's a good point. I plan to live with my parents while I'm in college.

REAL LANGUAGE
You can say **Oh, I don't know about that** to disagree politely with someone.

H Practice the conversation in pairs. Switch roles and repeat.

I In pairs, use your own ideas to complete the table below in your notebook. Then, write two conversations about Jorge and Melissa using the conversation in **G** as an example.

"Jorge is too old to change jobs."	**"Melissa is too young to start her own business."**
Age: _____	Age: _____
Reasons why it is or isn't OK	Reasons why it is or isn't OK
_____	_____
_____	_____
The best age for this is _____	The best age for this is _____

J Read the opinions. How old do you think each person is?

1. "He's too old to play soccer."
2. "He's too young to travel alone."
3. "She's too old to dance."
4. "She's too young to drive a car."
5. "She's too old to learn a new language."
6. "He's too old to get married."

K **MY WORLD** Tell a partner two things you think you are too old to do. What are two things you think you are too young to do?

GOAL CHECK
Talk about the Best Age to do Something

Look at your answers in **J**. Compare answers in pairs and explain your opinions. What is the best age for each of these things? Do you know someone who does these things at an unusual age?

The best age to play any sport is in your teens or twenties.

I don't know—some professional athletes are in their forties!

Expansion Activity
Using their ideas from the Goal Check, have students interview someone from an older generation or from a different culture to find out if they agree with their decisions on the best ages to do the activities. Have students share the responses they got with the class.

Conversation

G
- Tell students they are going to listen (books closed) to a conversation between Andrea and Kim. Write the question on the board. Ask, *What information do you need to listen for?* (Jamal's age) Then play the audio.
- Review the answer and ask, *What is Jamal going to do? Do Andrea and Kim agree that this is a good idea?* Go over the information in the Real Language box.

H
- Have students complete the exercise with a partner. Monitor and help with pronunciation as necessary.

I
- Go over the directions and the information in the table. In pairs, have students complete the table, then write two conversations. Remind them that they can use the conversation in Exercise G as an example. Monitor and assist as needed.
- Call on several pairs to read one of their conversations aloud.

J
- Have students read the statements and write an age for each one.
- Compare students' ideas as a class. (Students will explain their reasons in the Goal Check).

K
- Have students discuss the ideas with a partner.
- Call on volunteers to share something they believe they are too old or young to do.

GOAL CHECK

- Go over the directions and model the exercise with a student using the speech bubbles.
- Have students complete the exercise with a partner. Monitor and prompt follow-up responses if necessary.
- Compare answers as a class. See the Expansion Activity for further practice.

Language Expansion: Adjectives for Age

- As a warm-up, have students look at the photo at the bottom of the page and describe what they see. Ask, *How old do these women look?* Rephrase students' answers to include some of the target vocabulary if possible (*Maybe she's in her twenties; she might be in her sixties*; etc.).

A
- Go over the information in the box. Say the adjectives as students read them. Elicit additional descriptions of the women in the photo, using more of the target vocabulary items. For example, *The woman in the middle looks youthful because she has flowers in her hair.*
- Read the questions together. Provide an example answer about someone you know, explaining your choice of adjective. Then have students discuss the questions with a partner.
- Have several students share their answers with the class, explaining why they chose those adjectives.

B
- Point out the phrases in the box. Then have students complete the exercise with a new partner. Tell students that they may be asked to report on one of the people their partner mentions. Monitor and assist as needed.
- Have several students tell the class about one of the people their partner described.

Grammar

- Based on students' answers in Exercise B, ask questions with *How* + adjective. For example, *How mature is your sister?* Prompt students to reply with the reasons they gave in Exercise B.
- Review the grammar chart with students and clarify any doubts. Elicit other common adjectives and adverbs from students and prompt them to make some example questions.

C **GOAL** Ask Questions to Get More Information

Language Expansion: Adjectives for Age

A Do you know someone who fits any of these descriptions? Who? Share your answers in pairs. Use the adjectives in the box to help you.

youthful	older, but with the energy of a young person (positive)
childish	older, but acting like a child (negative)
mature	old enough to be responsible and make good decisions
in his / her twenties	between 20 and 29 (also *in his teens, thirties, forties*, etc.)
middle-aged	not young or old (about 40–60)
retired	stopped working full time (often after 65)
elderly	looking and acting old

B Talk with a partner about people you know. How old are they? Describe them with adjectives from **A**.

- family members
- friends
- neighbors
- other people in your community

Grammar

***How* + Adjective or Adverb**	
Adjectives give information about nouns. Use *How* + adjective to ask a question about a descriptive adjective.	**A:** Lenora is **mature** for her age. **B: How mature** is she? **A:** She's mature enough to babysit my son.
Adverbs give information about verbs. Use *How* + adverb to ask a question about an adverb.	**A:** I learn **quickly**. **B: How quickly** do you learn? **A:** I learned to ride a bicycle in one day!
Common adjectives: *young, old, early, clean, happy, difficult, polite, serious* Common adverbs: *well, badly, often, rarely, quickly, slowly, easily, carefully*	

Women at different stages of life wait for the event to start.

Grammar: *How* + Adjective or Adverb

Questions with *How* + adjective ask about nouns to clarify the degree of the adjective describing the noun (*How careful are you? Very careful or just a little careful?*). Questions with *How* + adverb ask about verbs to clarify the degree of the adverb describing the verb (*How badly does he drive? Terribly or not that badly?*). The response to a *How* + adjective / adverb question usually explains the degree of the adjective or adverb. For example, *I'm very careful. I never take risks.* or *He drives terribly. He had two accidents last month.*

Grammar Practice: *How* + Adjective or Adverb

Brainstorm adjectives to describe people (easygoing, etc.) and activities students do (play an instrument, etc.). In pairs, have students write four more scrambled questions like the ones in Exercise C. For example, *How reliable are you? How well do you play the guitar?*. Use the Word Bank for additional vocabulary. Have students exchange questions with another pair and unscramble them. Then have them ask and answer the questions in their groups of four.

C Unscramble the questions. In pairs, take turns asking the questions.

1. English / how / do / speak / well / you How well do you speak English?
2. you / how / are / old How old are you?
3. can / fast / you / how / type How fast can you type?
4. you / how / tall / are How tall are you?
5. your / family / how / often / move / does How often does your family move?

D Complete the conversations. Write questions using *how*.

1. **A:** I think Mr. Chen is too elderly to live alone.
   B: He doesn't look old to me. How old is he?
2. **A:** My brother failed his driver's license test six times because he drives so badly.
   B: Wow! How badly does he drive?
3. **A:** I can't go to the movie tonight. My first class is very early tomorrow.
   B: That's too bad. How early is it?
4. **A:** I don't want to get my own apartment. It's much too expensive.
   B: Really How expensive is it?
5. **A:** I haven't finished reading the assignment for tomorrow. I guess I read too slowly.
   B: That's a problem. How slowly do you read?

Conversation

E 30 Close your book and listen to the conversation. What did Erik get? a credit card

Mrs. Ryan: My son Erik just got his first credit card.
Mrs. Chen: Is that a good idea? He's still a college student.
Mrs. Ryan: That's true, but he has always been careful with money.
Mrs. Chen: Really? How careful is he?
Mrs. Ryan: He's very careful. In high school, he saved enough money to buy a computer.
Mrs. Chen: Then maybe he is ready to get a credit card.

SPEAKING STRATEGY

Disagreeing Politely

That's true, but…
You're right, but…
I see what you mean, but…

F In your notebook, write 3–4 adjectives to describe a person you know. Then, write 3–4 things the person does and describe how the person does them.

GOAL CHECK

Ask Questions to Get More Information

In pairs, take turns describing the person you chose in **F** and how he or she does things. Use questions with *How* to get as much information as possible.

My grandmother is quite lovable. She makes new friends easily.

How easily does she make new friends?

GOAL CHECK

- Model the exercise using the speech bubbles. Point out the *How* question.
- Have students talk about the person they chose with a partner. Remind them to listen carefully and ask multiple follow-up questions because they may be asked to describe their partner's person to the class.
- Call on a few volunteers to tell the class about their partner's person.

Word Bank: Adjectives for Describing People

bossy	irritable
confident	lazy
friendly	polite
funny	relaxed
generous	reliable
intelligent	shy

C
- Have students unscramble the questions individually.
- Review the answers as a class. Then have students ask and answer them with a partner. Have students do the Grammar Practice exercise.

D
- Complete the first item together. Then have students complete the conversations individually.
- Have students compare answers and write the next line to each conversation in pairs.
- Call on a pair to read each conversation, including the line they wrote. Correct errors as needed.

Conversation

E
- Tell students they are going to listen (books closed) to a conversation between two women. Write the question on the board. Remind students to think about what the relationship between the two women might be. Then play the audio.
- Review the answer and go over the Speaking Strategy. Have students find the expression for disagreeing used in the conversation (see Speaking Strategy below).

Speaking Strategy: Disagreeing Politely

Expressing disagreement varies from culture to culture. In English-speaking cultures, being direct can be considered impolite, so people usually "soften" differences of opinion by accepting the other opinion, then offering their own, as in Exercise E. For example, *I see your point, but….* Learning these kinds of expressions as chunks of language will help students speak both more fluently and more politely.

- Have students practice the conversation with a partner.

F
- Have students write notes (not full sentences) in preparation for describing their person in the Goal Check. Monitor and assist as needed. Use the Word Bank for additional vocabulary.

Reading

- As a warm-up, have students look at the photo and describe what they see. Then read the caption together.

About the Photo

This photo shows a group of lion cubs in the Nairobi National Park in Kenya. In the background is the modern skyline of Nairobi, Kenya's capital city and one of the fastest growing cities in Africa. The national park sits just outside the city and is home to endangered black rhinos, lions, leopards, cheetahs, hyenas, buffalo, and giraffes, among other wildlife. The juxtaposition of the modern, thriving financial and commercial hub that Nairobi has become and the wildlife of the national park creates an interesting image.

- Have students read the title. Elicit the meaning of *innovation*. Ask, *How are the title and the photo connected?*
- Have students write three questions that they think the article will answer. For example, *What innovations have happened in Africa? Why have they happened in Africa? What technology are they using?* (See Reading Strategy.)

Reading Strategy: Asking Pre-Reading Questions

After reading the title of an article, it is a useful strategy for students to write questions that they expect will be answered by the article (as in the warm-up). These questions activate relevant language, helping students better prepare for reading. They also create expectations prior to reading, thus motivating students to engage with the text and discover whether their questions about the content were answered or not.

A
- As a class, brainstorm types of technology that students use. Then have students complete the exercise with a partner.
- Compare answers as a class.

B
- Have students read the questions and identify the information they need to look for. To check comprehension, ask students who Bright Simons and (Toby) Shapshak might be and if they will be discussed in the article.
- Have students scan the article to find the answers to the questions.
- Review the answers as a class, having students point out where they found the information.

D GOAL Discuss Changes Caused by Technology

Reading

A In pairs, discuss how you use these technologies.

apps for your phone online shopping
smartphone

B Read the article and answer the questions.

1. What kind of technology is mentioned in the first paragraph?
   cell phones
2. What two technologies are mentioned in the second and third paragraphs?
   M-Pesa and iCow
3. What does Bright Simons's invention do?
   It checks the freshness of prescription medicines.
4. Why does Shapshak think innovation is not happening in the developed world?
   People are too busy playing video games or using social media.

C Read the article again. Circle **T** for *true* or **F** for *false*. Make the false statements true.

1. Toby Shapshak is ~~an engineer~~ a journalist from South Africa. T (F)
2. M-Pesa helps people pay bills and buy groceries. (T) F
3. Bright Simons's invention ~~is a smartphone app~~ uses SMS technology and any cell phone. T (F)
4. African inventions can help people worldwide. (T) F

GOAL CHECK

Join another pair and discuss the questions.

1. What do you think life was like for many African people before they had the innovations from the article?
2. How is life better for many African people now?
3. How has your life changed because of new technology?

Innovation in Africa

When you think of the **innovative** use of technology, countries in Africa might not be the first places you think of. But Africa is the home of many of today's innovators, and their **inventions** are improving people's lives. South African journalist Toby Shapshak says that, "People are solving real problems in Africa." And quite often they are solving those problems using inexpensive cell phones.

When Shapshak talks about "real problems," he means the kind of problems that prevent people from accomplishing some basic things in life, such as paying bills or buying groceries. The M-Pesa payment system, for example, is a convenient way for people to pay for things without a credit card. It began in Kenya and was later launched in Tanzania. It handles approximately $25 million in payments every day.

Another cellphone-based service called iCow sends its users daily information about how to care for **dairy** animals. This creative use of technology is very helpful in Kenya, where dairy farming is an important industry.

In the Republic of Ghana, an African inventor named Bright Simons developed a way for **consumers** to check the freshness of prescription medicines. People buying a medicine simply send a set of numbers from the package to an SMS number. They then receive a message with information. This lets them know if the medicine will be **effective**. The technology works, and it can save lives.

Perhaps the best part about all three of these services is that they use SMS technology. This means that they work with any cell phone and that having an expensive smartphone is not necessary for using them.

Shapshak **asserts** that true innovation isn't happening much in other parts of the world since people are too busy playing video games or using social media. Inventions that are improving and even saving lives in Africa are ideas that can benefit people everywhere. Says Shapshak about the people there, "I don't believe that the gold is under the ground. I believe we are the gold."

innovative new and original
inventions new things that people create
dairy related to milk
consumers people who buy and use products
effective something is *effective* if it works well
asserts states an opinion or belief

Lion cubs rest in the Nairobi national park in Kenya with the Nairobi skyline visible behind them.

Expansion Activity

In small groups, have students think of a problem in their country or city. Then have them decide how technology could be used to solve the problem. Have students create a presentation to tell the class about their idea. Remind them to make an outline of what they will say (key words, notes, etc.) and in what order. Depending on the size of the class, have groups present to the class or put three groups together to present to each other. Have students decide which group presented the most innovative and useful idea.

C

- Tell students to read the statements before reading the article again in more detail. Clarify vocabulary as necessary.
- Have students complete the exercise and compare answers with a partner.
- Review the answers as a class, having students correct the false statements. Ask them to justify their answers by pointing out the relevant parts of the text.
- Finally, ask, *Did the article answer any of your questions from the warm-up?* Have students identify the information they learned from the article.

For Your Information: Bright Simons

Bright Simons is a social innovator, activist, and entrepreneur. He is the founder and president of the mPedigree Network, a globally recognized company based in Ghana that uses innovative technological tools to help people verify whether products are authentic and safe to use. In 2013, he appeared in the MIT Technology Review's *35 Innovators Under 35* list. Since then, Simons has become a global player, working with the World Economic Forum, the United Nations, and the World Bank, among others.

GOAL CHECK

- Have students read and think about the questions individually, taking notes on their ideas for answers.
- Have students discuss the questions in groups of four. Assign roles as needed.
- Have each group report on their discussion to the class. For further practice, see the Expansion Activity.

Communication

- As a warm-up, have students look at the photo at the top of page 83 and describe what is happening. Afterwards, read the caption together.
- Point out the lesson goal. Ask, *What transition(s) in life does this photo show?*

A
- Briefly go over the life transitions in the box. Give students time to think individually about what changes occur during each one. Then model a conversation using the speech bubbles and have students discuss.
- Compare answers as a class (see Teaching Tip).

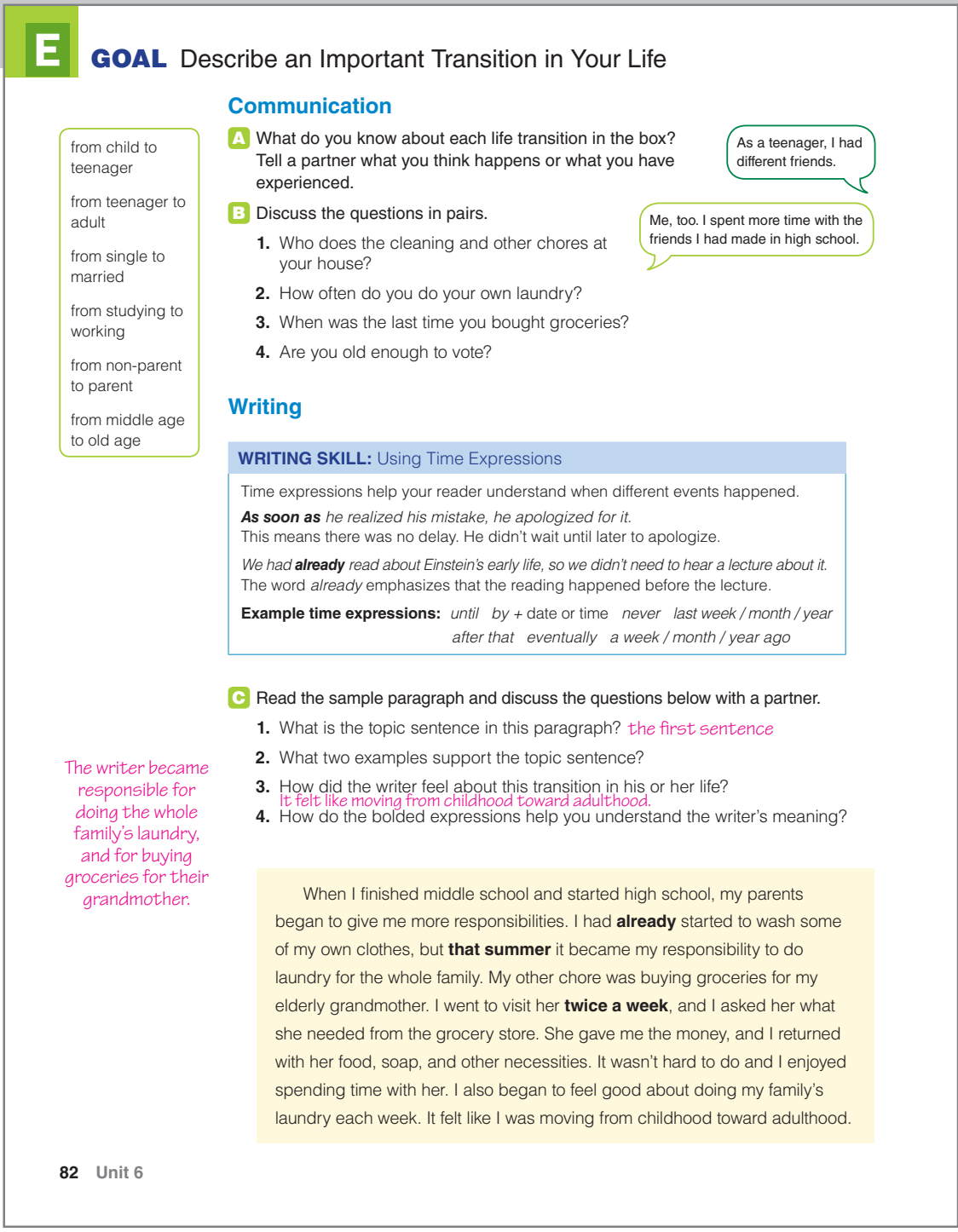
Teaching Tip: Think-Pair-Share

When we ask students to answer discussion questions, the *think-pair-share* strategy can be helpful. Some students don't feel very comfortable speaking in English in front of the class. This strategy gives students the chance to build up their confidence by first thinking about the question(s) and answer(s) and activating prior knowledge independently. They then talk to a partner, which may be a "safer" environment to try out both their ideas and their English. These steps can help them feel ready to finally share with the class.

B
- Have students read the questions. Explain *chores* and *groceries* if necessary.
- Have students answer the questions with a partner.

Writing

- Tell students about a transition in your life using some of the time expressions from the Writing Skill box. Have them write down the verbs they hear (the things you did). For example, ***As soon as*** *I graduated from college, I moved to Mexico. I had* ***already*** *studied Spanish in high school, so I could talk to people.* Repeat as needed for your students to understand and take notes.



E **GOAL** Describe an Important Transition in Your Life

Communication

from child to teenager

from teenager to adult

from single to married

from studying to working

from non-parent to parent

from middle age to old age

A What do you know about each life transition in the box? Tell a partner what you think happens or what you have experienced.

As a teenager, I had different friends.

Me, too. I spent more time with the friends I had made in high school.

B Discuss the questions in pairs.

1. Who does the cleaning and other chores at your house?
2. How often do you do your own laundry?
3. When was the last time you bought groceries?
4. Are you old enough to vote?

Writing

WRITING SKILL: Using Time Expressions

Time expressions help your reader understand when different events happened.

As soon as *he realized his mistake, he apologized for it.*
This means there was no delay. He didn't wait until later to apologize.

We had ***already*** *read about Einstein's early life, so we didn't need to hear a lecture about it.*
The word *already* emphasizes that the reading happened before the lecture.

Example time expressions: *until* *by* + date or time *never* *last week / month / year* *after that* *eventually* *a week / month / year ago*

C Read the sample paragraph and discuss the questions below with a partner.

1. What is the topic sentence in this paragraph? the first sentence
2. What two examples support the topic sentence?
3. How did the writer feel about this transition in his or her life? It felt like moving from childhood toward adulthood.
4. How do the bolded expressions help you understand the writer's meaning?

The writer became responsible for doing the whole family's laundry, and for buying groceries for their grandmother.

When I finished middle school and started high school, my parents began to give me more responsibilities. I had **already** started to wash some of my own clothes, but **that summer** it became my responsibility to do laundry for the whole family. My other chore was buying groceries for my elderly grandmother. I went to visit her **twice a week**, and I asked her what she needed from the grocery store. She gave me the money, and I returned with her food, soap, and other necessities. It wasn't hard to do and I enjoyed spending time with her. I also began to feel good about doing my family's laundry each week. It felt like I was moving from childhood toward adulthood.

82 Unit 6

- As a class, have students retell your story. Ask, *Which action happened first?* Elicit the time expressions you used and write them on the board. Then direct students to the Writing Skill box. Go over the information and examples and clarify any doubts (see Writing Strategy).

Writing Strategy: Using Time Expressions

Time expressions act as signals to the reader that facilitate understanding. They tell the reader *when* an action or event happened in relation to the other actions / events in the text, connecting ideas and helping to organize the text. Coherence is an important aspect of any text, and students should be aware of and be reminded to use signal words such as time expressions when writing.

A child looks out as his mother votes in an election. The ability to vote is often one milestone that marks the transition into adulthood.

D Complete the questionnaire. Write answers in your notebook.

QUESTIONNAIRE

1. Where do you live now?
2. How many times have you moved in your life?
3. As a child, what did you dream of being or doing when you got older?
4. What do you dream of being or doing now?
5. When did you meet your best friend or friends?
6. What are some of the most important personal relationships in your life?
7. What event in your life do you think changed you the most?

E Read your answers to the questionnaire—especially to question 7. Write a well-organized paragraph about a life transition and make sure it includes the following:

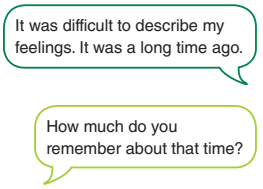
- a good topic sentence
- plenty of interesting details
- time expressions to show when things happened

GOAL CHECK

Describe an Important Transition in your Life

Follow the steps in pairs.

1. Take turns. Tell your partner about the life transition you described in your paragraph in **E**. Was it easy or difficult for you to write about?
2. Listen carefully while your partner speaks. Ask questions to get more information.



Teaching Tip: Sensitivity to Personal Topics

While learning English, it is important that students connect the topics at hand to their everyday lives and personal experiences. However, this can occasionally present a challenge as the teacher must help students of various language levels and cultures discuss personal topics without causing offense or misunderstanding. It may be helpful to state before such a discussion that students should be aware of the sensitive nature of the topic and that they should not pressure their partner to discuss things they do not feel comfortable sharing.

C
- Elicit *topic sentence* and *supporting details* and prompt students to explain what they have learned about them.
- Have students read the paragraph and answer the questions with a partner. Then discuss as a class.

D
- Explain the meaning of *questionnaire* if necessary. Go over the questions and clarify other vocabulary as needed. Make sure students understand that, in these questions, *dream of* has a similar meaning to *hope*. Providing example answers for some of the more challenging questions may be helpful.
- Give students time to think about the questions and write their answers. Tell them to write notes, not complete sentences.

E
- Have students use their notes from Exercise D to write their paragraph. Remind them to make a brief outline first and to use the paragraph in Exercise C as a model. Monitor and assist as needed, checking that topic sentences are appropriate and supporting details are provided.
- Have students use the list of what to include (topic sentence, supporting details, time expressions) as a checklist when they have finished.

GOAL CHECK

- Go over the steps as a class. Remind students that they should not read their paragraph to their partner. They should describe what they wrote about in a few sentences and talk about how easy or difficult it was to write about.
- Model the example conversation in the speech bubbles and tell students that they can ask questions with *How* + adjective / adverb but that they should be sensitive to their partner's feelings (see Teaching Tip).
- Have pairs discuss their writing topics. Monitor and assist as needed.

Video Journal

TEDTALKS

About the Video

This video shows a TED Talk given by Hans Rosling, a Swedish doctor, academic, statistician, and public speaker, who died in 2017. Hans believed in facts. He recognized that to make the world a better place for everyone, we need to really understand its problems. He wanted to inspire people to take action by making statistics about these problems accessible and meaningful to everyone—as he does in this TED Talk about the number of people around the world who do not have access to a washing machine. Hans was described as a "data rock star"; he made statistics fun and thought-provoking at the same time.

- As a warm-up, have students look at the video title and the photo. Ask, *Why do you think the title says washing machines are magic? What do you think the video will talk about?*

A
- Have students read the questions. Explain vocabulary such as *device*, *percent*, and *modern* as needed. Then have students answer the questions with a partner.
- Discuss the answers as a class, recording students' ideas for items 2 and 3 on the board.

B
- Go over the words and definitions in the box (see Teaching Tip). Clarify the information as needed and have students identify the parts of speech.
- Have students complete the paragraph, then compare answers with a partner.
- Review answers as a class, clarifying any doubts. Be aware that the answers to items 1 and 4 are interchangeable.

VIDEO JOURNAL

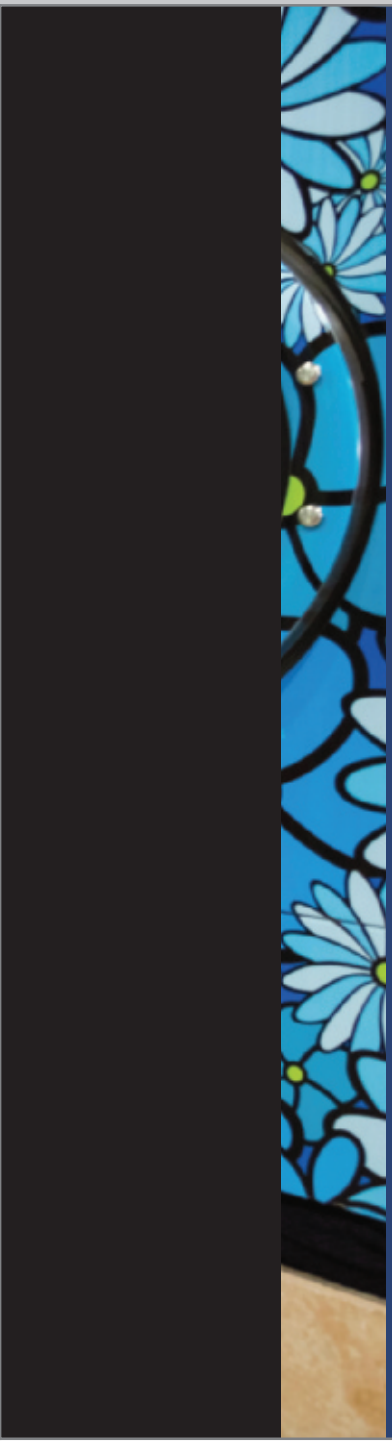
TEDTALKS

HANS ROSLING
Professor of Global Health,
Co-founder of Gapminder.org

Hans Rosling's **idea worth spreading** is that machines have had an incredible effect on the lives of many—and rich westerners can't just tell those in the developing world that they can't have them. Watch Rosling's full TED Talk on TED.com.

Teaching Tip: Pre-teaching Vocabulary

When watching authentic videos such as TED Talks, students will usually need vocabulary support. It is important to identify key content words that students might not know but which are important for understanding the main idea. These words can then be introduced prior to watching the video, using various types of exercises. For example, vocabulary can be introduced through matching exercises (word to definition) or by having students use the words in context after reading their definitions, as in Exercise B.



THE MAGIC WASHING MACHINE

A In pairs, look at the photo and answer the questions.

1. What is this device? Do you have one in your house?
2. What percent of the world's population do you think has a modern washing machine?
3. How do you think it has changed people's lives?

B You will hear these words in the video. Complete the paragraph with the correct words. Not all words will be used.

electricity flow of energy used as power
heat cause to become warm or hot
load put (an amount of something) into or onto something
mesmerize hold the full attention of
time-consuming using or needing a large amount of time
tough very difficult to do or deal with

It's amazing how machines can change the world. Not so many years ago, doing laundry was a (1) tough job. You needed to (2) heat the water, add the soap and the clothes, and rub them with your hands for a long, long time. Now, we (3) load the washing machine, push the button, and the machine does the rest. It's not (4) time-consuming at all to get your clothes clean. Of course, a washing machine uses (5) electricity to run.

C Watch the TED Talk. Circle the main idea.

1. Washing machines are very popular around the world.
2. Women like to read more than they like to do laundry.
3. When people don't have to do so much hard work, they have time to do things they enjoy and their lives change in positive ways.

D Look at the list of devices. Circle the two you think have made the biggest difference in people's lives in the last century.

air conditioner	cell phone	computer
dishwasher	microwave oven	vacuum cleaner

E In pairs, compare your choices in **D** with a partner. Are there any devices you'd like to add to the list? Think about devices that save on work and give people more time to read and get an education.

C
- Have students read the information about Hans Rosling and his TED Talk on page 84. Clarify any doubts.
- Have students read the statements. Remind them that they don't need to understand everything they hear to be able to understand the main idea of the talk.
- Play the video. Then have students compare their answers with a partner.
- Play the video again. Review the answer as a class, prompting students to explain how they came to their conclusions. (See expansion activities 1 and 2 for further practice.)

D
- Go over the items in the box, providing vocabulary support as needed.
- Have students choose the two devices they think have had the biggest impact on people's lives in the last 100 years. Remind them to think about how they will explain their choices and to take brief notes.

E
- Have students compare their choices with a partner, explaining their reasons.
- In pairs, have students discuss devices they would add to the list and why. Monitor and remind students to focus on devices that save time and make daily life easier, not devices purely for entertainment (like TV).
- Survey the class to find out which devices they think have made the biggest difference, what other devices they added, and why.
- If time allows, prompt students to describe any struggles they have personally had without these devices, using the past perfect where appropriate. For example, *I had a lot of trouble sleeping last summer because I hadn't bought an air conditioner yet, and my house was very hot.*

Expansion Activity 1

Have students research Hans Rosling to find out more about him and what he did (nationality, jobs, achievements, goals). Have students write a paragraph about Hans. Remind them to write a clear topic sentence, provide supporting details, and use time expressions when appropriate. Students can exchange paragraphs and give each other feedback on both content and paragraph structure (topic sentence, supporting details, etc.).

Expansion Activity 2

Have students watch another one of Hans Rosling's TED Talks, take notes, and report back to the class. Alternatively, put students in groups (ideally made up of students who watched different talks) and have them share what they learned.

UNIT 7

Things That Matter

Unit Theme

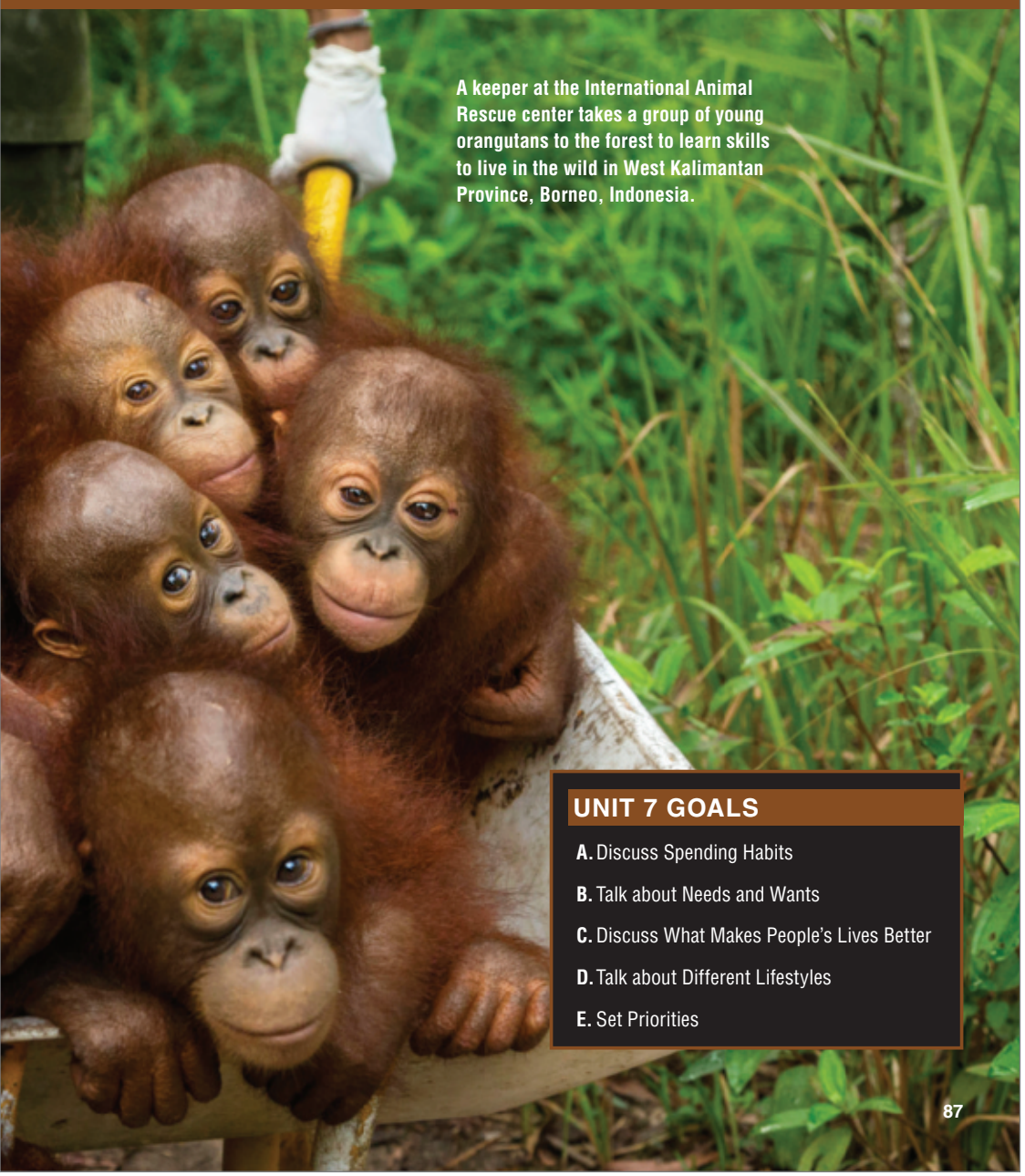
Our world is an ever-changing one. Technological innovations, modernization of agriculture, and rapid population growth have affected the world in both positive and negative ways. In many parts of the world, people now have access to more information, a wider variety of goods, and a better quality of life. However, at the same time, we face issues related to climate change. Waste and pollution have increased, and there are more endangered species. In this constantly shifting world, it is important that we think about what matters for our planet and for the quality of our lives.

Unit Overview

This unit explores many concepts related to the things we value and prioritize in our lives. Lesson A introduces the present passive as well as vocabulary to discuss products and spending. Lesson B focuses on discussion of wants versus needs. In Lesson C, students will talk about things that improve people's lives using the passive voice with *by*. In Lesson D, they will read and talk about zero-waste and other eco-friendly lifestyles. In Lesson E, students will develop a paragraph about their priorities for the future using sequence words. Finally, in the Video Journal, students will watch a video about a documentary street photographer who focuses on dogs and appreciates the simplicity of their lives.

UNIT 7 GOALS	Grammar	Vocabulary	Listening
• Discuss Spending Habits • Talk about Needs and Wants • Discuss What Makes People's Lives Better • Talk about Different Lifestyles • Set Priorities	Passive Voice (Present Tense) *A large amount of plastic* ***is thrown away*** *every day.* Passive Voice with *By* *The plastic bottles* ***are washed by powerful machines****.*	Spending Habits Irregular Past Participles	General and Focused Listening Discussions: Needs and Wants

Look at the photo and answer the questions: 1 What do you see in the photo? 2 Why is doing something that matters important?



A keeper at the International Animal Rescue center takes a group of young orangutans to the forest to learn skills to live in the wild in West Kalimantan Province, Borneo, Indonesia.

UNIT 7 GOALS

- **A.** Discuss Spending Habits
- **B.** Talk about Needs and Wants
- **C.** Discuss What Makes People's Lives Better
- **D.** Talk about Different Lifestyles
- **E.** Set Priorities

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About the Photo

This photo was taken by Tim Laman, a field biologist and wildlife photojournalist who won the prestigious Wildlife Photographer of the Year award in 2016. He believes that photography can help raise awareness about endangered species and therefore make a difference for conservation. Tim first went to Borneo in 1987; since then he has photographed and written about endangered Bornean orangutans to help people understand the importance of their conservation. Rescue centers like the International Animal Rescue center play an important role in protecting the orangutans and their environment.

- Point out the unit title and elicit or explain that *things that matter* are things that are important.
- Have students look at the photo and discuss the questions in pairs. Then share ideas as a class. Write students' answers on the board. Read the caption to confirm / correct answers to Question 1.
- Ask questions to check understanding of the unit theme. For example, *Why does this keeper's work matter? Why does the International Animal Rescue center matter? Why do the young orangutans matter?*
- Have students read the unit goals. Clarify any new vocabulary and elicit related language. For example, for Goal A, elicit things people generally spend money on. For Goal B, elicit examples of wants and needs. For Goal E, explain that *priorities* are things that we need or want to do before we do other things.

Speaking and Pronunciation	Reading	Writing
Discussing Spending Habits Talking about Priorities Content vs. Function Words	A Zero-Waste Lifestyle	Writing about Your Future Life

Video Journal

The Dogist

In this National Geographic Short Film Showcase video, Elias Weiss Friedman explains how he finds happiness while taking photos of dogs.

Vocabulary

- As a warm-up, write a list of things you have bought in the last week on the board. Then have students write a list of the things they have bought.
- Have volunteers share some of the things on their lists.
- Point out the lesson goal and elicit an explanation of *spending habits*.

A
- Have students look at the photo and read the caption. Ask, *Do you think this piece of art is expensive?*
- Write a few comprehension questions on the board: *Why do people want to spend less?* (to be happier) *What are people spending more time doing?* (the things they love) Have students read the text and answer the questions.
- Review the answers as a class, prompting students to support their responses with textual evidence.

B
- Have students read the text again, focusing on the blue words. Have them identify the parts of speech and review answers together.
- After students complete the exercise, have them check answers with a partner and discuss any challenging items as a class.
- Provide or elicit simple sentences that use the new vocabulary in context. For example, *This country* ***produces*** *a lot of electronics.* Then have students write sentences using at least four of the words (see Teaching Tip).

Grammar

- Write on the board: *Money is wasted on luxury items.* Have students identify the verb (is wasted). Then ask, *Who wastes money on luxury items?* Help them see that we don't know who; the focus is on the money, not who wastes it. Explain that the verb is in the passive voice.
- Go over the information and examples in the grammar chart and answer any questions students might have.

GOAL Discuss Spending Habits

Vocabulary

A Read the article.

Murano contemporary art, made from glass, is considered a luxury.

Life is full of choices. Should you buy the latest smartphone, or put your money in a savings account instead? Do you really need that phone, or is it a luxury you can live without? These are questions that are asked every day, and for many people, the answer is to reduce the amount of money they spend in order to increase their happiness.

If you believe the TV commercials, the road to a satisfying life is driven in a beautiful new car. Owning nice things is supposed to produce good feelings in people. Now, though, more people are deciding not to waste their money on a new car when they can easily take the bus or drive an older car. Instead of doing things the usual way—working too much and enjoying life too little—they are choosing to focus on the quality of their lives. They're spending more time doing the things they love and less money buying things they don't need.

B Complete each sentence with the correct word in blue.

1. If you ___reduce___ something, you make it smaller.
2. The ___usual___ way is the thing done most often in a certain situation.
3. The ___quality___ of something is how good or bad it is.
4. If something is a ___luxury___, it's very nice, but not necessary.
5. When you make a ___choice___, you decide what you want.
6. If something is ___satisfying___, it makes people feel full or happy.
7. If you ___waste___ something, you use too much of it for something unimportant.
8. The ___amount___ of something is how much of it there is.
9. When you ___produce___ something, you make it or cause it to happen.
10. If you do one thing ___instead___ of another thing, you do the first thing and not the second.

Grammar

Passive Voice (Present Tense)	
The passive voice emphasizes the object or receiver of an action.	**Four million cars** are produced every year (by the company).
We form the passive with *be* + the past participle of a verb.	A lot of money **is wasted** on things people don't really need.
The active voice emphasizes the subject (the agent)—who or what performs an action.	**The company** produces four million cars every year.
Regular Past Participles created reduced achieved	**Irregular Past Participles** made given taught

Grammar: The Passive Voice

The passive voice is not a tense but a sentence construction that emphasizes the receiver of an action. As such, the passive voice can be used in the present, past, future, etc. In a passive voice sentence, the object that is receiving the action is in the subject position and receives the focus. The passive voice is often used when the agent of an action (the person or thing doing the action) is unknown or not important.

Grammar Practice: The Passive Voice

Have students return to their list from the warm-up and write sentences about the things they bought using the passive voice. For example, *Tomatoes are grown locally.* If students struggle, provide verbs that are often used in the passive to discuss products: *is / are produced*, *is / are used*, *is / are* grown, *is / are sold*, etc. Call on volunteers to share one of their sentences. Write the sentences on the board, correcting any errors with the passive as needed.

C Complete each sentence with the passive form of the verb in parentheses.

Some things cost a lot because they (1) ___are produced___ (produce) by hand. Murano glass, for example, (2) ___is made___ (make) by hand in Italy. Many colors (3) ___are combined___ (combine) to produce high-quality glass art. Younger glass artists (4) ___are taught___ (teach) by master artists with years of experience. Tourists like to buy the glass, and some of the best shops (5) ___are located___ (locate) in Murano, Italy.

D Match the beginning of each passive sentence to its ending.

1. ___c___ Food is often wasted	a. when you don't use air conditioning.
2. ___a___ Energy use is reduced	b. if it is well taken care of.
3. ___b___ Clothing lasts longer	c. when people don't eat everything they buy.
4. ___e___ Towels can be used	d. when they are cooked and eaten at home.
5. ___d___ Meals are less expensive	e. for cleaning instead of paper products.

E When are you willing to spend or save money? Write the items in the chart.

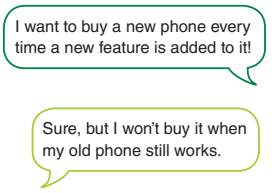
- the phone I like is made in a new color.
- a new restaurant is opened in my neighborhood.
- a food I like is on sale at the grocery store.
- sneakers are worn by a famous athlete in an ad.
- your idea _____

I will spend my money when…	I will save my money when…

GOAL CHECK Discuss Spending Habits

Discuss the questions in pairs.

1. When are you willing to spend money on something you want?
2. When do you decide to save your money instead?
3. What do you think many people waste money on?



Teaching Tip: Using New Vocabulary

When learning new vocabulary, it is important that students practice using the words, as in Exercise B. Students might understand the new words, but unless they try to put them into practice, they won't acquire them. New words only become part of students' active vocabulary once they are able to use them appropriately in different contexts. When students both understand and *use* a word, they have truly mastered it.

Word Bank: Spending Habits

clothing and accessories
coffee / tea
electronic devices and accessories
entertainment
home improvement
memberships (gym, sports club)
online shopping
subscriptions (music, video, etc.)
takeout food / eating out
travel / transportation

C
- Point out the photo on page 88 again and tell students they are going to read about Murano glass. Have students guess where it is made.
- Students should complete the exercise individually, then compare with a partner.
- Review answers as a class. Clarify the meaning of *combine* if necessary. Ask students again where Murano glass is made if the correct answer wasn't already provided.
- You may choose to direct students to the Grammar Reference in the back of the Student's Book for additional review and practice.

D
- Have students complete the exercise, then compare answers with a partner.
- Review answers as a class. Have students identify the passive verb in each sentence. Clarify any new vocabulary. Have students do the Grammar Practice exercise as time allows.

E
- Go over the items and the chart. Have students identify the passive verbs in the list of items. Then have them complete the exercise. Ask, *Will you spend money on these items?* Make sure they add their own idea(s) to the chart.

GOAL CHECK

- Go over the questions with the class and clarify any doubts.
- Model the exercise with a student using the speech bubbles. Tell students they can use the ideas from Exercise E but that they should also add other ideas.
- Have students answer the questions with a partner. Monitor and assist as needed. Encourage them to give reasons for their spending habits. Use the Word Bank to provide additional vocabulary.
- Call on volunteers to tell the class about their spending habits. Discuss answers to Question 3 as a class.

Listening

- Point out the lesson goal and elicit the difference between things we want and things we need.
- Have students revisit the list of things they bought from the Lesson A warm-up and identify the items they really *needed* and the items they *wanted* but didn't really need.
- Have students compare their lists of items with a partner. Survey the class. In general, which did students buy more of, things they needed or things they wanted?

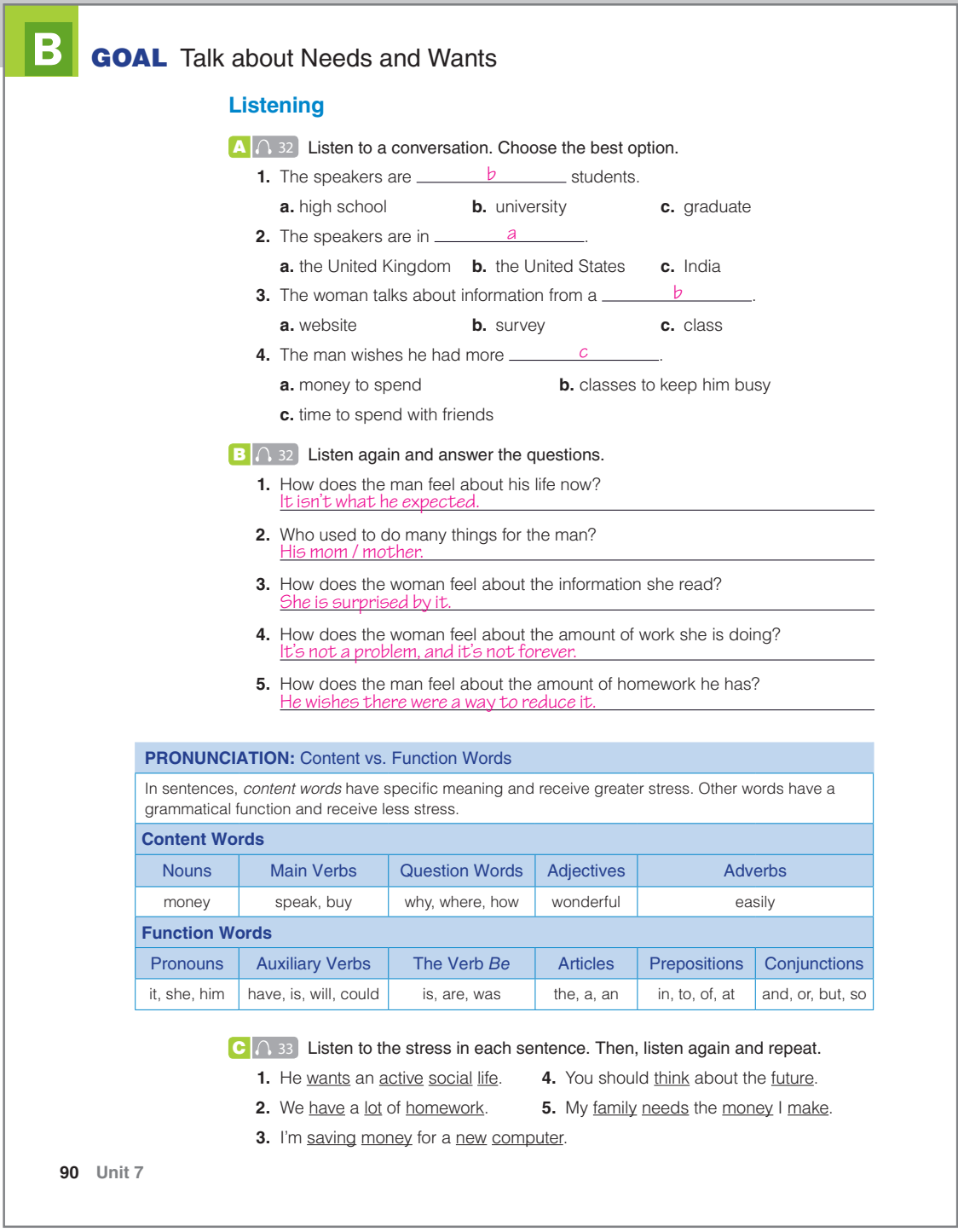
A
- Have students read the statements and options. Clarify any new vocabulary.
- Play the audio for students to complete the exercise.
- Have students compare with a partner. Then call on students to share their answers with the class.

B
- Have students read the questions and identify key words to listen for. Play the audio again.
- Have students compare answers with a partner. Then review as a class.
- Check understanding by asking additional questions. For example, for Question 1: *What doesn't he like about his life now?*

Pronunciation

- Remind students about the strategy of listening for content words to get the main idea (see Listening Strategy Unit 4, page 48). Elicit examples of content words. Write a sentence from the audio recording on the board and have students identify the content words. For example, *How are your classes going?*
- Go over the Pronunciation box (see Listening Strategy).

C
- Play the audio as students read the sentences. Remind them to pay attention to the stressed content words and unstressed function words.
- Play the audio again and have students repeat the sentences. Correct their use of stress as needed.



B **GOAL** Talk about Needs and Wants

Listening

A 32 Listen to a conversation. Choose the best option.

1. The speakers are b students.
   a. high school **b.** university **c.** graduate
2. The speakers are in a.
   a. the United Kingdom **b.** the United States **c.** India
3. The woman talks about information from a b.
   a. website **b.** survey **c.** class
4. The man wishes he had more c.
   a. money to spend **b.** classes to keep him busy
   c. time to spend with friends

B 32 Listen again and answer the questions.

1. How does the man feel about his life now?
   It isn't what he expected.
2. Who used to do many things for the man?
   His mom / mother.
3. How does the woman feel about the information she read?
   She is surprised by it.
4. How does the woman feel about the amount of work she is doing?
   It's not a problem, and it's not forever.
5. How does the man feel about the amount of homework he has?
   He wishes there were a way to reduce it.

PRONUNCIATION: Content vs. Function Words

In sentences, *content words* have specific meaning and receive greater stress. Other words have a grammatical function and receive less stress.

Content Words

Nouns	Main Verbs	Question Words	Adjectives	Adverbs
money	speak, buy	why, where, how	wonderful	easily

Function Words

Pronouns	Auxiliary Verbs	The Verb *Be*	Articles	Prepositions	Conjunctions
it, she, him	have, is, will, could	is, are, was	the, a, an	in, to, of, at	and, or, but, so

C 33 Listen to the stress in each sentence. Then, listen again and repeat.

1. He wants an active social life.
2. We have a lot of homework.
3. I'm saving money for a new computer.
4. You should think about the future.
5. My family needs the money I make.

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Listening Strategy: Stressed Content Words

Students have already been introduced to the strategy of listening for key words (as mentioned in Exercise B). The Pronunciation skill box provides more information about which types of words are considered content or function words. It explains that content words are not only more important to the meaning of the sentence but are also stressed and therefore easier to hear. Function words, on the other hand, are unstressed and will likely be more difficult to hear, making content words a more worthwhile focus for students' listening.

D Underline the content words. Then practice saying the sentences in pairs.

1. Eating at restaurants is expensive.
2. His life at home was easier.
3. The student from India usually arrives early.
4. Martina wants to buy a new car.
5. My shoes were made in China.

Communication

E Write each item in the appropriate column. Use your own opinion.

books	clean water	coffee	a computer	flowers	fresh fruit
furniture	the internet	money	a phone	public parks	shoes

Luxuries	Necessities

WORD FOCUS

Necessities are things we need, such as food and shelter. **Luxuries** are things we don't really need, but they can be nice to have.

F Compare your chart in **E** with a partner's chart. Talk about why you think people do or don't need the items.

GOAL CHECK

Talk about Needs and Wants

What is something you absolutely need? What luxury item do you want very much? Discuss these questions in pairs.

GOAL CHECK

- Go over the questions. Then tell students something you really need and something you really want. Explain your reasons for wanting / needing each item.
- Place students in new pairs and have them discuss the questions.
- Call on volunteers to tell the class some of their needs or wants. Prompt students to explain their reasons if appropriate.

D
- Have students read the sentences and underline the content words independently.
- Review answers as a class. Direct students to the appropriate section of the Pronunciation box to address any incorrect answers. As needed, explain that possessive adjectives, such as *his* and *my*, are function words.
- Have students practice saying the sentences with a partner. Remind them to stress the content words. Monitor and help with pronunciation as needed. See the Expansion Activity for further practice.

Expansion Activity

Have students write at least five sentences about their or their family's spending habits. Monitor and provide help and additional vocabulary as needed. Have students exchange sentences and underline the content words and circle the function words in their partners' sentences. Students can then practice saying their sentences to each other. Alternatively, have students say their sentences first while their partners listen and write down the content words they hear. They can then check these against the written sentences.

Communication

E
- Have students read the items in the box and clarify any vocabulary doubts as a class.
- Point out the definitions of *luxuries* and *necessities* in the Word Focus box. Then have students categorize the items independently.

F
- Have students compare and explain their decisions with a partner. If you feel this may be challenging for students, provide a few example answers: *I think people need the internet because they have to get information and communicate. I don't think people need coffee. They only buy it because they enjoy it.*
- Compile a list of luxuries and necessities on the board.

Language Expansion: Irregular Past Participles

- As a warm-up, write on the board: *People's lives are improved…* Point out the lesson goal and explain that *improve* means to make better. Have students look at the photo at the bottom of the page and provide an example of a completed sentence: *People's lives are improved by education.* Elicit other things that make people's lives better and have students complete the sentence. For example, *People's lives are improved by safe neighborhoods.*
- Have students identify the form of the verb in the sentence prompt. Ask, *What improves people's lives*? (education, safe neighborhoods, etc.).

A
- Say the verbs in the box as students read them. Elicit the fact that the past participle form of a verb is usually the verb + *-ed* and that these are irregular past participles. Some are the same as the simple past form and others are not.
- Have students complete the exercise. Encourage them to use classroom dictionaries if available or direct them to student-friendly online dictionaries to assist with any new vocabulary.
- Have students compare answers with a partner. Then review as a class.

Grammar

- Write the following active sentence on the board: *In Murano glass shops, master artists teach younger glass artists.* As a class, rewrite the sentence using the passive voice, including the *by* phrase: *In Murano glass shops, younger glass artists are taught by master artists.* Explain that we only use *by* with the passive voice when it is important to say who / what does the action.
- Go over the grammar chart together.

C GOAL Discuss What Makes People's Lives Better

Language Expansion: Irregular Past Participles

A Fill in each blank with the best word from the box. Use a dictionary to help you.

build – built	find – found	fly – flown	give – given
know – known	put – put	send – sent	write – written

1. Gold and diamonds can be found in parts of South Africa.
2. Fresh seafood can be flown by plane to anywhere in the world.
3. Large amounts of cash are usually not sent in the mail.
4. Iran is known for its beautiful handmade rugs.
5. Wedding invitations are sometimes written by hand on special paper.
6. Houses here are built for large families, so they usually have several bedrooms.
7. Jewelry is sometimes given as a special gift.
8. The glass vases are put into special boxes to protect them.

Grammar

Passive Voice with *By*	
The passive voice is usually used without a *by* phrase.	High-quality cars **are produced** in South Korea.
A *by* phrase is used when we want to say who or what does something (the agent).	The cars **are made** by specially trained workers. Each rug **is created** by a different artist, so no two rugs are alike.

Children are happy in their primary school in Cahuita, Costa Rica.

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Grammar: Passive Voice with *By*

The *by* phrase (*by* + agent) is included in a passive sentence when the agent (the person or thing that does the action) is important or surprising: *Hamlet was written by William Shakespeare. That painting was made by a monkey.* The *by* phrase is omitted in sentences where the agent is assumed, unknown, or not important. For example, *Many cars are made in Japan ~~by workers~~.*

Grammar Practice: Passive Voice with *By*

In pairs, have students create a passive voice quiz about different occupations. Ask them to write eight questions and answers about different jobs using this model: *Who makes bread?* (*Bread is made by bakers.*) Combine pairs to form groups of four. Have the pairs take turns quizzing each other, giving one point for each correct answer. As a class, discuss which pair answered the most questions correctly. Then call on pairs to ask the class their most difficult / interesting questions.

B Read the sentences and cross out the unimportant *by* phrases.

1. The Mercedes-Benz is made in Germany ~~by people~~.
2. This necklace was given to me by my grandmother.
3. King Tut's tomb was discovered by Howard Carter.
4. My car was stolen on April 19 ~~by someone.~~
5. The company was started by the new owner's grandfather.
6. Several kinds of fruit are grown in Ontario, Canada ~~by fruit growers.~~

C Rewrite each sentence as a question in the passive voice.

1. Children need to be taught good manners.
   Why *do children need to be taught good manners?*
2. Money should be kept in a bank.
   Why *should money be kept in a bank?*
3. Good jobs are often given to people with a good education.
   Why *are good jobs often given to people with a good education?*
4. Hard work is valued as much as education by some employers.
   Why *is hard work valued as much as education by some employers?*

Conversation

D 34 Close your book and listen to the conversation. Why is education valuable?

Lance: Gary, do you think people's lives are improved by money?
Gary: It depends. Some people don't have enough money to buy necessities. Their lives are definitely improved by having more money.
Lance: What about other people?
Gary: Well, when you have enough money for the basics, I think your life can be improved by education.
Lance: Interesting! Is your education improving your life?
Gary: Sure. I hope to get a good job someday because of my education.
Lance: For me, though, my life would be improved by having a nice car.
Gary: OK, but nice cars cost money. So, you need to get a job first.

SPEAKING STRATEGY

We use **It depends** to say that something is not always true. Then, we often explain our reasons.

Because it improves your life.

GOAL CHECK

Discuss What Makes People's Lives Better

In pairs, discuss how these things improve your life.

a big house | electronics | fame | good health | nice clothes

GOAL CHECK

- As a model, briefly discuss how education improves people's lives.
- Go over the ideas in the box. Then give students time to think and write a few notes. Use the Word Bank to provide additional vocabulary as needed.
- Have students discuss in pairs.
- Call on volunteers to share their ideas about each item in the box.

Word Bank: Quality of Life

Adjectives	Nouns
comfortable	ability
convenient	access to (education, health care, etc.)
enjoyable	belongings
healthy	self-esteem / self-confidence
spacious	space
stable	stability
wealthy	wealth

B
- Have students complete the exercise, then compare answers with a partner.
- Review as a class. After each item, have students explain whether the *by* phrase is important or not.

C
- Provide a brief review on forming passive *Wh-* questions or refer students to the Lesson A Grammar Reference on page 176 of the Student's Book. Do Item 1 as an example if necessary.
- Have students complete the exercise and compare answers with a partner before reviewing as a class.
- Have students discuss the questions with a partner.
- Discuss answers briefly as a class. Have students do the Grammar Practice exercise as time allows.

Conversation

D
- Write *Lance* and *Gary* on the board. Tell students they're going to listen (books closed) to a conversation between them. Write the question on the board. Remind students to think about what the relationship between the two men might be.
- Play the audio for students to answer the question.
- Review the answer and point out the Speaking Strategy box. Provide an additional example of how to use *It depends*. See Expansion Activity for further practice.

Expansion Activity

Have students change the information in the conversation and practice it with a new partner. For example, *Do you think people's lives are improved by* ***having a car****?* Remind them to use *It depends* and then to explain their reasons for saying this. Call on a few pairs to perform their conversation for the class.

Reading

- As a warm-up, brainstorm ideas related to lifestyle. Ask, *What is a lifestyle? What do you know about different lifestyles?* Write students' ideas on the board. If necessary, remind them that they talked about healthy lifestyles in Unit 4.

A
- Briefly go over the choices as a class. Then have students discuss with a partner, reminding them to provide reasons.
- Survey the class to see which choices are more popular. Call on a student from each side to give reasons for their choice.

B
- Have students discuss the questions with a partner.
- Compare ideas as a class and have students predict what information they will find in the article. Write their ideas on the board.

C
- Go over the statements, clarifying any doubts about vocabulary and identifying names (Kathryn Kellog and Frugalwoods).
- Point out the text glossary on page 95 and the bold words in the article (see Reading Strategy). Have students read the article and complete the exercise.

Reading Strategy: Using a Text Glossary

It is useful to draw students' attention to the glossary before they read, as in Exercise C. This way, when they come across new words in the text, they already know to check the glossary to help them understand. It is also important to return to the words after students have read them in context to check their understanding.

- Have students compare answers with a partner. Encourage them to reread parts of the article as needed.
- Review the answers as a class, having students correct the false statements with information from the text. Have students reread the sentences with the words from the glossary and check understanding. See Expansion Activity 1 for further reading practice.

D GOAL Talk about Different Lifestyles

Reading

A **MY WORLD** In pairs, discuss the choices. Which would you choose, and why?

- More money or more free time?
- A larger home or traveling more?
- A new car or a cleaner environment?
- Nice things for yourself or for your children?

B Discuss the questions in pairs.

1. Look at the title of the article. What do you think it means?
2. Do you think some people live a "zero-waste" lifestyle?

C Circle **T** for *true* or **F** for *false*.

1. Kathryn Kellogg and her husband produce 1,500 pounds of trash each year. **T** **F**
2. Posts on Kellogg's blog encourage people to make better choices. **T** **F**
3. The Frugalwoods' main goal is to save money. **T** **F**
4. The Frugalwoods' daughter enjoys being outdoors with her parents. **T** **F**
5. So far, the zero-waste lifestyle is popular only in the US. **T** **F**

D Discuss the questions in pairs.

1. What are some ways you try to throw away or waste less?
2. Do you think a zero-waste lifestyle is a good goal? Why?
3. Would you and your friends enjoy reading the blogs from the article? Explain.

GOAL CHECK

Discuss the questions in pairs.

1. What might you like and dislike about a person's lifestyle?
2. What might make a lifestyle satisfying for the person?

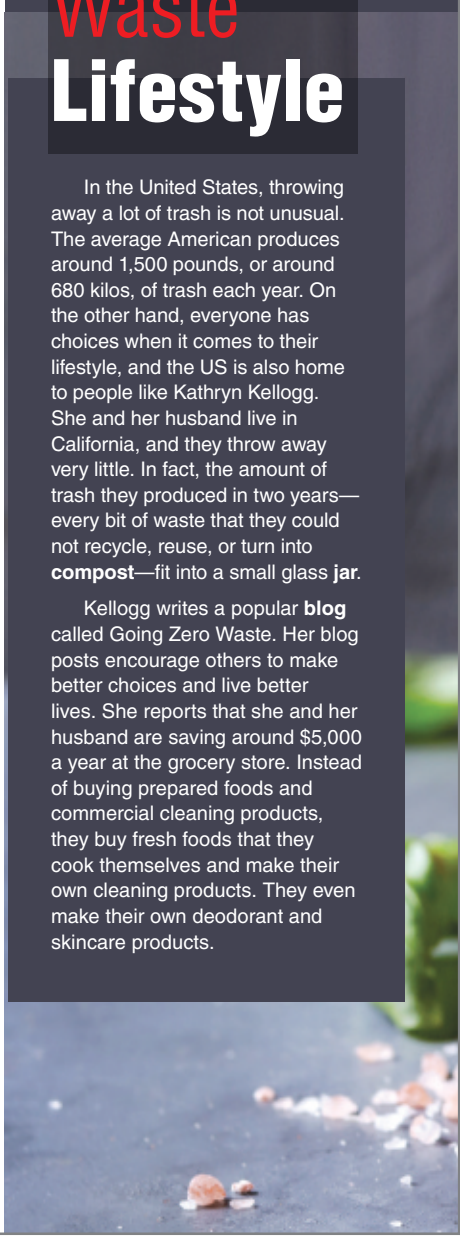
I might like having an important job at a bank.

I think it might be more satisfying to work outdoors.

A Zero-Waste Lifestyle

In the United States, throwing away a lot of trash is not unusual. The average American produces around 1,500 pounds, or around 680 kilos, of trash each year. On the other hand, everyone has choices when it comes to their lifestyle, and the US is also home to people like Kathryn Kellogg. She and her husband live in California, and they throw away very little. In fact, the amount of trash they produced in two years—every bit of waste that they could not recycle, reuse, or turn into **compost**—fit into a small glass **jar**.

Kellogg writes a popular **blog** called Going Zero Waste. Her blog posts encourage others to make better choices and live better lives. She reports that she and her husband are saving around $5,000 a year at the grocery store. Instead of buying prepared foods and commercial cleaning products, they buy fresh foods that they cook themselves and make their own cleaning products. They even make their own deodorant and skincare products.



Expansion Activity 1

Have students create a chart to record the supporting details from the article. Students should summarize the key information about each family (family size, where / how they live, reasons for their lifestyle) in note form in their chart. Have students share their chart with a partner and compare and contrast the two families and their lifestyles. Students could also add a section to their chart with details about their own lifestyle.

The real goal of going zero waste, however, is not just to save money. For another couple, who call themselves Mr. and Mrs. Frugalwoods, the goal is to enjoy life more and spend more quality time together as a family. Their blog, Frugalwoods, includes articles about buying less and saving money, but also about growing food at their home in Vermont and raising their baby girl. Mrs. Frugalwoods says that their daughter, "…is our mini gardener/hiker who **adores** being outside in nature with her parents every season of the year."

Many people would like to waste less—less money, less plastic, less food—and the internet is full of ideas to help them. A quick search will find stories that include making compost from banana peels, recycling old clothing, and reducing waste while traveling. There are people living zero-waste lifestyles and blogging about it not only in the US, but in many other countries as well. For all of these people, choosing to live a zero-waste lifestyle is about using less and throwing away less, but also about living a happier and more satisfying life.

compost a mixture of decayed plants used to enrich garden soil
jar glass container used for storing food
blog website with a diary or journal about a certain subject
adores loves very much

Growing one's own vegetables is part of a lifestyle choice.

- Have students discuss the questions, comparing different lifestyles. Monitor and assist as needed.
- Have different pairs share some of their ideas with the class.

D

- Briefly go over the questions as a class and clarify any doubts. Then have students discuss the questions with a partner.
- Share answers and discuss the questions as a class. Have students return to their predictions about the article's content from Exercise B. Ask, *Were your predictions correct?* For further practice, see Expansion Activity 2.

Expansion Activity 2

In pairs, have students go online to look at both the blogs mentioned in the article or similar lifestyle blogs. Have them read at least one blog post from each website. Then have them compare their feelings about the two blogs using the chart below:

Frugalwoods		Going Zero Waste	
Likes	**Dislikes**	**Likes**	**Dislikes**

Have pairs join to make groups of four and compare their charts, explaining their reasons. Have them decide which blog they would read again (if either) and share their thoughts with the class.

GOAL CHECK

- Go over the questions as a class. Explain *satisfying* as something that makes you feel happy because it gives you what you need or want. Refer students back to the different kinds of lifestyles they talked about in the warm-up.
- Model the exercise by providing examples: someone who works in a bank vs. someone who is a professional gardener. Ask, *What might you like about the lifestyle of a banker?* Read the example answer in the first speech bubble. Then ask, *Why? What might you dislike? Why? What about a gardener's lifestyle? Why might it be satisfying to be a gardener?* Read the other speech bubble example and elicit other ideas.

Communication

- As a warm-up, have students look at the photo and read the caption. Explain *for a living* as needed. Ask, *Do you think this man is satisfied with his life? What do you think is important in his life?* (his job, photography, his camera, dogs) Write students' ideas on the board.
- Point out the lesson goal and the Word Focus box. Have students explain what *set priorities* means.

A
- Go over the bulleted items and explain that these are things that may be important in people's lives. Have students add three more things with a partner.

B
- Give students time to think about which things are the most important to them and why. Encourage them to write some notes.
- Have students share their choices with their partner. Monitor and ensure students are explaining their reasons.

C
- Have pairs join to make groups of four. Here, group students of different levels of competency if possible. This will provide an opportunity for some lower-level students to get feedback on their ideas from higher-level classmates. Have them share their lists and explain the items they added. Monitor to ensure that all group members get a chance to speak.
- Compile a list on the board of the items each pair added. Prompt students to identify similarities and differences between the items. This should be done without judgement of one pair's ideas over another's. As a class, discuss which of the items listed on the board are the most important and why. In this type of discussion setting, the goal should be for students to do most of the talking without significant input from the teacher.

E **GOAL** Set Priorities

Communication

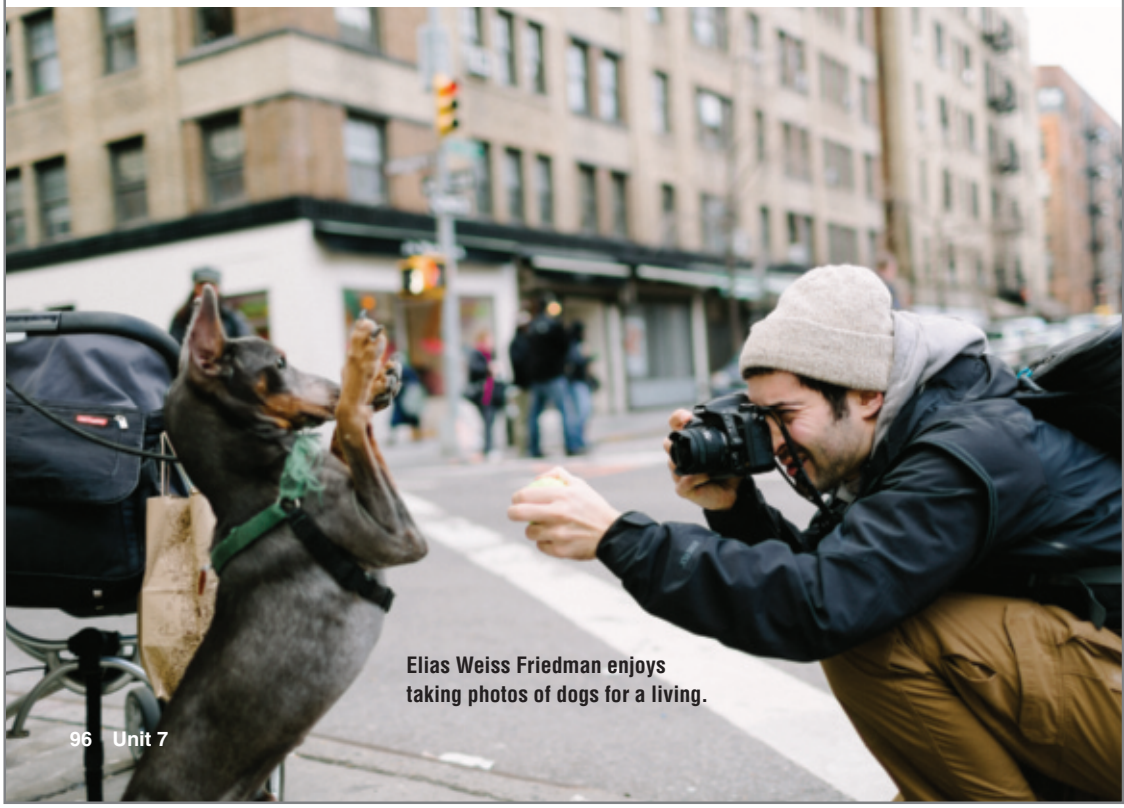
A **MY WORLD** What is important in your life right now? In pairs, add three more items to the list.

- spending time with friends
- having new things: clothes, telephone, etc.
- studying and learning new things
- _____
- _____
- _____

WORD FOCUS
Priorities are important things you want to achieve before you do other things.

B Tell your partner which two or three things in **A** are the most important to you. Explain why.

C Get together with another pair of students. Share your lists from **A**. Explain the items you added to the list.



Elias Weiss Friedman enjoys taking photos of dogs for a living.

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Teaching Tip 1: Feedback on Writing

After writing a first draft, it is important for students to receive feedback to help them improve. This feedback can come from the teacher or from classmates (see Teaching Tip, Unit 5, page 69) and can include corrections of language mistakes as well as improvements to content / style. The most important thing is that the feedback is used to edit or rewrite the text.

Teaching Tip 2: Correction in Fluency Exercises

When students are engaged in fluency exercises, as in the Goal Check, it may be distracting or demotivating to interrupt with corrections. However, mistakes should not be ignored. When monitoring fluency exercises, note common mistakes that students make, especially those related to current or previous lesson content. Address key errors immediately after the fluency exercise and / or prepare exercises for future classes that will help students notice and correct these mistakes.

Writing

D What are some of the things you want to have in your future life? They could be material or non-material things.

Things I want
•
•
•
•
•

WRITING SKILL: Using Sequence Words

When you describe the order of things or the steps in a process, sequence words help the reader understand your ideas.
Sequence words: *first*, *second*, *finally*, *before / after___*, *next*, *last*, *once___*, *then*, *eventually*
Example: When I think about my future, I have some priorities. **First**, I want to get a good education. That will open a lot of doors for me. **Next**, I need to find a job. I plan to work for someone else for a few years and **then** start my own business. **After** that, I might get married and start a family. **Eventually**, I'll retire and let my children run the business.

E Write a paragraph about your future life. Use the list you made in **D** for ideas. Use sequence words, and use the paragraph in the Writing Skill box as a model.

F Tell a partner what you decided to include in your paragraph. Explain why each idea is important to you.

I decided that saving money for the future is important to me.

What will the money eventually be used for?

GOAL CHECK Set Priorities

Make a list of priorities for yourself and for your partner. What do you need to do right now? What can you do in the future to help you reach your goals?

The first priority for both of us should be getting a degree.

Yes, and after that, I really want to travel for a month.

Writing

D
- Read the instructions aloud and ensure understanding of *material* and *non-material* things by writing your own brief list on the board and pointing out which things are material or non-material.
- Have students write their list. Provide vocabulary support as needed.
- Direct students to the Writing Skill box (See Writing Strategy). Go over the information and examples. Help students notice how these words are used by asking comprehension questions. For example, *Why are sequence words important? Where are they usually located in a sentence? What punctuation do you notice?*

Writing Strategy: Sequence Words

As with time expressions (see Writing Strategy, Unit 6, page 82), sequence words act as signals to the reader. They facilitate understanding because they tell the reader the order of the actions or events being described. They can also be used to organize the steps in a process or the points in an argument. In this way, they help make the text coherent for the reader. Coherence is a key element of any text, and it is important that students are aware of (and are reminded to use) sequence words when writing.

E
- Model this exercise by using your Exercise D list on the board. Have students help you write a paragraph following the model in the Writing Skill box. Use sequence words.
- Have students write their paragraphs. Monitor and assist as needed. As time allows, have students exchange paragraphs and give each other feedback or collect students' paragraphs to give them feedback yourself before they write a final version (see Teaching Tip 1).

F
- Go over the examples in the speech bubbles and make clear that students should not read their paragraphs aloud but should rather discuss what they wrote about.
- Have students complete the exercise with a partner. Monitor and assist as needed, encouraging students to ask follow-up questions about their partner's future.

GOAL CHECK

- Make sure students understand that, in setting priorities, they should consider what they need to do now and in the future in order to get the things they want (the items they identified in exercises D and E).
- Point out the example in the speech bubbles. Provide another example, using your own goals. Then have students set their priorities with a partner. Monitor and note any common mistakes (see Teaching Tip 2).
- Have volunteers share their priorities with the class. After students have shared, address any common mistakes as a class.

Video Journal

About the Video

This video tells us about Elias Weiss Friedman, a documentary street photographer who has become well known on social media as The Dogist. In 2013, Elias found himself without a job and decided to start taking photos of dogs around New York to share with other dog lovers on the internet. Elias appreciates the simplicity of dogs' lives and interacting with them makes him happy. Since he began the project, The Dogist has become hugely popular. He has over 3.5 million followers on social media, and has taken photos of more than 30,000 dogs, as well as written multiple books.

- As a warm-up, have students describe what they see in the photo. Ask, *What city do you think this is?*
- Point out the title of the video and have students predict what it will be about. Have them go back to the photo of Elias Weiss Friedman on page 96 and guess the connection between the photo and the video. Have them recall what they said might be important in Elias's life.

A
- Elicit what social media websites students use. Then ask, *Do you look at photos on these sites? Do you post photos on these sites?*
- Go over the questions briefly with the class. Then have students discuss them with a partner.
- Have some students share their answers with the class. Encourage quieter students to share an answer after you have called on a few volunteers.

B
- Have students complete the exercise. Encourage them to use dictionaries as needed (see Teaching Tip 1). Remind students to check if a word has more than one meaning and find the one that matches the part of speech and the context.
- Have students compare answers with a partner. Then review as a class, providing additional explanation to clarify the vocabulary as needed.

A Discuss the questions in pairs.

1. Why do some people like to post photos on social media websites?
2. How do you think people feel when other people "like" their posts?
3. Do you enjoy seeing photos of animals online? Why, or why not?

B Match each sentence beginning to its ending. You may use a dictionary to help you.

1. e When you **pose** for a picture,...
2. f If you **hang out** with dogs,...
3. a If you **personify** an animal,...
4. d When you feel **loneliness**,...
5. c If you are **unemployed**,...
6. b If you give a dog a **treat**,...

a. you make it seem more like a person.
b. the dog will eat it and be happy.
c. you don't have a job.
d. spending more time with people can help.
e. you get ready for the picture to be taken.
f. you spend time with them.

C Watch the video. Circle the correct answer.

1. The photographer takes his photos *indoors* / *outdoors*.
2. The photographer *does* / *does not* have a regular job.
3. The photographer wears equipment to protect his *knees* / *arms*.
4. The photographer takes pictures in *New York* / *Los Angeles*.
5. The photos do not usually include the *dog's* / *owner's* face.
6. The photographer says dogs need food and *water* / *love* to be happy.

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Teaching Tip 1: Using Dictionaries

A dictionary is an important tool for a language learner. As well as finding the meaning of a word, students will be able to confirm its pronunciation and spelling, find collocations, parts of speech, any irregular forms, and see in-context examples, among other information. However, students need to know that they shouldn't look up every new word. They should try to limit their dictionary use to the words that are impeding their understanding and that they really can't work out from context. Also, after they look up a word, they need to make sure they choose the meaning that matches the context. Providing opportunities to work on dictionary skills in class (as in Exercise B) is time well spent.

D Watch again and answer the questions.

1. Does the photographer ask permission before he takes a dog's picture? Yes, he does.
2. How does the photographer get dogs to "pose"? He shows the dogs a ball and makes noises.
3. According to the photographer, why do so many people like his photos? He says it's something people want and need.
4. What information about each dog does the photographer include on the photos? Name, kind of dog, and age
5. Why does the photographer say he feels "less lonely" now? He connects with people through their dogs.
6. How long has the photographer been "The Dogist"? For two years

E Read the quotation from "The Dogist." Discuss the questions below in small groups.

"I ask people sometimes, if you had all the money in the world, what would you do? If I had all the money, I would probably travel with my camera and hang out with dogs—I'm doing that."

Elias Weiss Friedman, "The Dogist"

1. Do you think the photographer has a satisfying life? Explain.
2. What would you do if you had a very large amount of money?
3. What other careers might be very enjoyable for the people who do them? Why do you think so?

F In your group, talk about things The Dogist needs and doesn't need for his lifestyle.

a camera	a computer	his own car
his own dog	a large house	to live in a city
special clothing	special equipment	your idea ___

He needs to have a good camera.

He doesn't need to have a regular job.

- Tell students they have 10 minutes to discuss before reporting back to the class. Assign a role to each group member: reporter (reports back to the class), note-taker (writes notes about what they discuss), and manager (makes sure each person participates and checks time).
- Have the reporter from each group share their answers with the class.

F • Briefly go over the items in the box, providing a definition of *equipment* if necessary. Have students share their own ideas; write them on the board.
- Model the examples in the speech bubbles, having students explain why he needs or doesn't need the items.
- Have students discuss the photographer's needs in their groups from Exercise E.
- Compare answers as a class. As time allows, have students describe the things they need and don't need for their jobs. Model this discussion by describing the things you need or don't need as a teacher.

C • Have students read the statements and identify key words. Provide brief definitions of any new words as needed. Remind students to use visual clues as well as what they hear to help them understand.
- Play the video and have students complete the exercise.
- Review answers as a class, replaying parts of the video if necessary.

D • Have students read the questions and circle key words to listen for in each one. Provide a brief definition for *permission* if needed. Encourage them to answer any questions they think they might already know the answers to.
- Play the video again. Remind students to take notes for their answers as they watch.
- Give students time to complete their answers. Then have them compare with a partner.
- Review answers as a class, replaying parts of the video to help clarify any incorrect answers.
- Go back to students' predictions for the video and confirm or correct them as a class.

E • Read the quotation aloud as students read silently. Clarify vocabulary such as *hang out* if necessary.
- Have students discuss the questions in groups of three (see Teaching Tip 2).

Teaching Tip 2: Personalizing Content

Having students personalize and apply new knowledge (as in Exercise E, questions 2 and 3) helps their comprehension of the ideas and improves their critical thinking skills. By applying what they have heard and seen to their own lives and prior knowledge, students demonstrate and increase their understanding. The post-viewing sequence of exercises is important as it provides opportunities for students to personalize what they have learned.

UNIT
8

Conservation

Unit Theme

All around the world, the needs of a growing population are affecting the natural world. The world's cities are growing and green areas in and around cities are being lost. Food production, especially beef, has led to deforestation, which causes habitat loss for wildlife. The oceans are being overfished, which affects both marine life and the humans who depend on fishing. Human activity has led to climate change, which is affecting life on Earth in a variety of troubling ways. These issues are part of everyday conversations in academic, professional, and personal contexts, and students need to be able to participate in these discussions. It is everyone's responsibility to take part in solving these serious environmental problems.

Unit Overview

In this unit, students explore a variety of ideas connected to environmental issues and solutions. Lesson A introduces vocabulary related to climate change and a conditional structure to talk about the future results of present activities. Lesson B focuses on discussing solutions for future problems. Lesson C focuses on describing situations using adverbs of manner and quantifiers. In Lesson D, students will read about and discuss various conservation projects. In Lesson E, they will develop an explanatory paragraph about a conservation issue using conjunctions. Finally, in the Video Journal, students will watch a TED Talk about the importance of protecting big cats such as leopards and lions.

UNIT 8 GOALS	Grammar	Vocabulary	Listening
• Talk about Consequences • Discuss Ways to Solve Future Problems • Describe a Situation • Discuss Conservation Projects • Explain a Conservation Issue	Real Conditionals in the Future *__If we don't control__ pollution, more sea animals __will become__ extinct.* Review of Quantifiers *There are __too many__ endangered species.*	Climate Change Adverbs of Manner	General and Focused Listening A Radio Program: The Bluefin Tuna

Look at the photo and answer the questions: 1 What do you see in the photo? 2 How can people help with conservation of this species?

Gray whale in San Ignacio Lagoon, a part of the Vizcaino Biosphere Reserve, in Mexico

UNIT 8 GOALS

A. Talk about Consequences

B. Discuss Ways to Solve Future Problems

C. Describe a Situation

D. Discuss Conservation Projects

E. Explain a Conservation Issue

About the Photo

This photo was taken by Thomas P. Peschak, a conservationist and National Geographic photographer. Peschak focuses particularly on marine conservation issues. Here, a gray whale approaches a boat in San Ignacio Lagoon, Baja California, Mexico. These whales make a 6,000-mile (9,656-km) journey from the cold waters near Alaska to the warmer waters of Baja California, where they breed and have their babies, called calves. The gray whale is one of the few endangered species success stories. Thanks to international conservation efforts, their population has grown significantly, and they are no longer on the endangered species list.

- Point out the unit title, provide a brief definition if necessary, and elicit related ideas. Create a mind map on the board.
- Have students look at the photo and discuss the questions in pairs. Then have them share ideas as a class. Use the photo caption to confirm or correct students' ideas.
- Have students read the unit goals. For each goal, clarify vocabulary doubts and elicit related language. For example, for Goal A, elicit or give examples of consequences. Ask, *What will happen if we don't protect whales?* For Goal B, elicit problems the world faces (plastic fishing nets in the oceans, traffic congestion, endangered animals) and ask, *Can we solve these problems? How?* For Goal D, elicit or give examples of projects to help nature / wildlife.

Speaking and Pronunciation	Reading	Writing
Talking about Issues That Affect Nature and Their Consequences Talking about Protecting Animals Phrases in Sentences	Making a Difference: Small Changes	Writing a Paragraph about an Environmental Issue

Video Journal

Life Lessons from Big Cats

In this TED Talk, Beverly and Dereck Joubert explain how getting to know the personalities of big cats can help protect Africa.

Vocabulary

- As a warm-up, point out the lesson goal and elicit an explanation of *consequences.*
- Ask, *What will happen if you don't come to our next class?* Write students' suggestions on the board. Ask further questions to elicit more examples of consequences. At this stage, students do not need to describe the consequences with grammatical accuracy (see Teaching Tip).

Teaching Tip: Grammatical Accuracy in the Warm-Up

When activating prior knowledge at the beginning of an instructional sequence (as in the warm-up), the focus should not be on correcting students' grammar. At this stage, accuracy is not as important as students' understanding of the concept and relating it to what they already know. For example, in the warm-up, students may not express the possible consequences with grammatical accuracy, but if their suggestions are logical and show they have understood what consequences are, that is sufficient.

A
- Have students look at the photo and read the caption. Then ask them to answer the question with a partner.
- Call on volunteers to share their answers with the class. Write the information on the board.

B
- Have students read the text. Go over the explanation in the Word Focus box.
- Return to students' brainstorm from Exercise A. Ask, *What information did you already know? What was new?*

C
- Have students read the text again, focusing on the blue words. Have them identify the parts of speech.
- Have students complete the exercise and compare answers with a partner. Review answers and provide further clarification as needed. Point out that *change* can be both a noun (as in *climate change*) and a verb (as in Item 3, *to change*).

A **GOAL** Talk about Consequences

Vocabulary

A Look at the picture. What do you know about this animal? Tell a partner.

B Read the text.

Climate Change

Polar bears live on Arctic sea ice. It is their natural habitat. From these ice platforms, they can catch seals to eat. The ice is very important for polar bears, but sadly it is disappearing because of climate change. The world is getting warmer and the Arctic ice is melting. If the ice disappears, polar bears will have a hard time finding food.

If we don't try to stop climate change, polar bears and other wild animals are going to become extinct. We need to protect these endangered species. They are all an important part of the natural world.

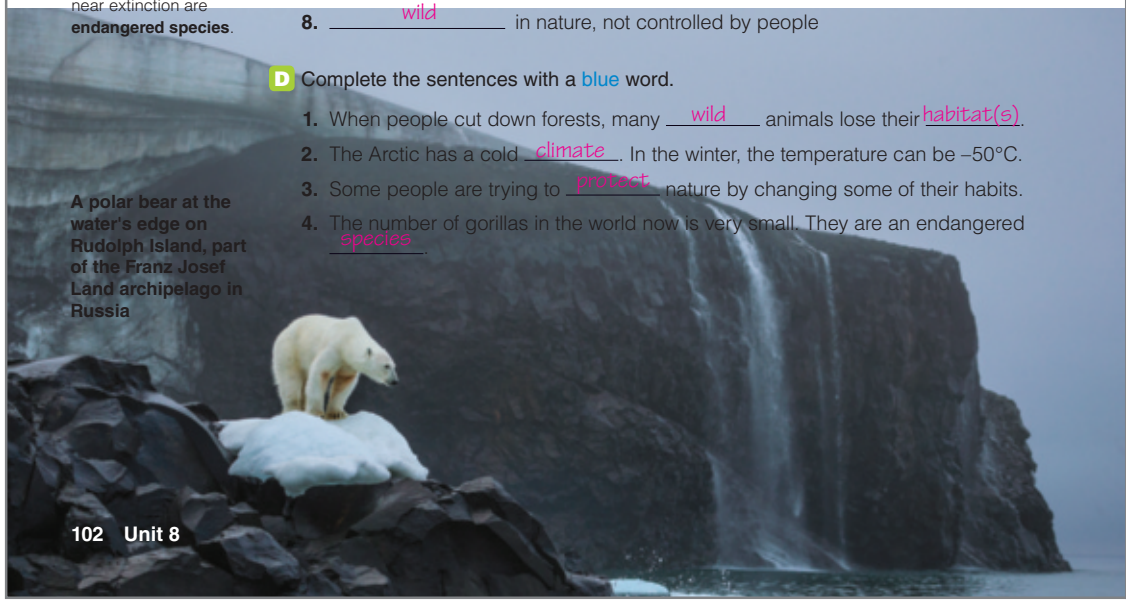
C Match the words in blue to their meaning. Change the form when necessary.

1. protect — to keep safe from danger
2. species — a kind of animal or plant
3. melt — to change from solid to liquid because of heat
4. disappear — to stop being seen
5. extinct — doesn't exist any more
6. climate — the weather of a place over time
7. habitat — the place where an animal usually lives
8. wild — in nature, not controlled by people

WORD FOCUS
Species that are near extinction are **endangered species**.

D Complete the sentences with a blue word.

1. When people cut down forests, many wild animals lose their habitat(s).
2. The Arctic has a cold climate. In the winter, the temperature can be –50°C.
3. Some people are trying to protect nature by changing some of their habits.
4. The number of gorillas in the world now is very small. They are an endangered species.



A polar bear at the water's edge on Rudolph Island, part of the Franz Josef Land archipelago in Russia

D
- Remind students that they should use context as well as what they know about grammar to complete the sentences.
- Review answers as a class, pointing out collocations such as *wild animals* and *endangered species*.
- Elicit more sentences using the new vocabulary. Write them on the board, correcting as needed.

Word Bank: Consequences

alternative / green energy
extreme weather
- drought
- hurricane
- storm
- tornado

illness
increase
reduce
run out (of)
smog
waste

E MY WORLD In pairs, talk about other endangered animals you know about.

Grammar

Real Conditionals in the Future	
We use the real conditional for situations that can happen in the future.	**If** the world **gets hotter**, the arctic ice **will melt**. The arctic ice **will melt if** the world **gets hotter**.
Conditional sentences have two parts: the condition and the result. The condition or the result can be first in the sentence.	**If** the world **gets hotter**, the ice **is going to melt**. The ice **is going to melt if** the world gets hotter.

F Read the text in **B** again and underline the conditional sentences.

G Complete the sentences with the correct form of the verbs in parentheses.

1. Polar bears *will lose / are going to lose* (lose) their habitat if the sea ice *melts* (melt).
2. If we *take* (take) action now, we *will help / are going to help* (help) protect nature.
3. If the temperature *gets* (get) higher, more wild animals *will be / are going to be* (be) endangered.
4. Polar bears *will try / are going to try* (try) to find food in towns if they *have to* (have to) live on land.
5. If humans *don't control* (not control) climate change, more species *will become / are going to become* (become) extinct.

H Discuss these situations in pairs. Write sentences to describe them in your notebook. What will happen if ...

1. the climate continues to change?
2. the polar bears' habitat disappears?
3. polar bears can't catch enough seals?
4. people protect polar bears?
5. polar bears become extinct?
6. polar bears try to find food in towns?

GOAL CHECK Talk about Consequences

Look at the problems in the chart. How will these problems affect nature? Write notes in the consequences column. Then, talk about the problems and their consequences in pairs.

Problems	Consequences
climate change	
pollution	
energy use	

GOAL CHECK

- Go over the chart as a class.
- Give students time to fill out the chart with their notes. Use the Word Bank to provide additional vocabulary as needed.
- Model the exercise using the speech bubbles.
- Have students talk about the problems and their consequences with a partner. Monitor students' use of the simple present and future forms.
- Call on several pairs to tell the class about the consequences of one of the problems they discussed.

Grammar: Real Conditionals in the Future

To express future consequences or possible results of actions in the present, we use *if* + simple present, with *will* / *be going to* + verb: *If the ice melts, polar bears will lose their habitat.* This describes a result that the speaker believes will actually happen if the condition is fulfilled; so, it is called a *real* conditional.

E • Have students discuss the topic in pairs. Provide guiding questions if you feel the class may struggle. For example, *What kind of animal is it? Where does it live? Why is it endangered?*
• Share answers as a class.

Grammar

- Write on the board: *If the Arctic ice melts, …* and have students complete the sentence. Rephrase their suggestions with *will* + verb if necessary.
- Go over the information and examples in the grammar chart. Direct students to the Grammar Reference in the back of the Student's Book for additional review and practice.

F • Have students complete the exercise and review answers as a class, having students point out the sentences in the text.

G • Have students complete the exercise individually.
• Review answers as a class, having students explain why they chose the simple present or future. Do the Grammar Practice exercise as time allows.

Grammar Practice: Real Conditionals in the Future

Write on the board: *We'll be very happy if…* Give students one minute to complete the sentence. Then go around the class and have each student say their sentence. In larger classes, have students share their sentences in pairs. Continue with: *I'll be very surprised if… We'll learn English faster if… I'll have a great time if…*

H • Have students discuss the questions with a partner.
• Have students write sentences about the different situations, using real conditionals. Ask students to write at least three sentences.
• Call on some students to write one of their sentences on the board. Have the class correct the future verb forms as needed.

Listening

- As a warm-up, point out the lesson goal and elicit a few problems humans may face in the future. Write them on the board.
- Have students look at the photo and read the caption. Ask them to describe what they see and elicit any information they know about fish farms.

A
- Say the names of the oceans in the box as students read them
- Complete the exercise as a class. Ask additional comprehension questions to solidify students' knowledge. For example, *Which ocean do we live closest to?*

B
- Tell students to listen for the names of the oceans and play the audio.
- Call on volunteers to share their answers and provide additional related information they can remember.

C
- Go over the information. Elicit tips for effective note-taking while listening (see Listening Strategy).

Listening Strategy: Spelling in Note-Taking

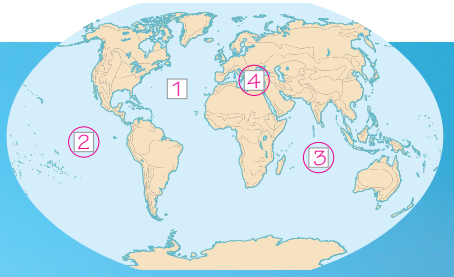
When taking notes during listening exercises, students should focus on capturing the meaning of what they hear. Make it clear that it doesn't matter if they spell words correctly at this point; they should use the sounds they hear and make their best guesses. They can even write some words in their native language if they understand the meaning but don't know the English spelling. Later, they can verify the spelling of key words using a dictionary or while checking answers as a class. Opportunities to practice note-taking skills in class are quite valuable.

- Explain that this time students will just hear the first part of the audio from Exercise B. Play it while they complete the information.
- Call on students to share their answers and replay the audio as needed.

B **GOAL** Discuss Ways to Solve Future Problems

Listening

1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Mediterranean Sea



A Match the names in the box with the places on the map. Write the numbers.

B 36 Listen to the radio program about the bluefin tuna and circle the three places it talks about on the map.

C 37 Listen and fill in the blanks.

Bluefin Tuna

1. up to 12 feet long
2. weighs more than 1,500
3. colors: silver, yellow, blue
4. swims more than 25 miles an hour
5. lives up to 30 years

D 38 Listen and complete the sentences.

1. In Japan, people use it to make sushi, and in Europe, people love to cook big pieces for tuna steaks.
2. If the boats catch too many big bluefins, there won't be any young fish in the future.
3. Only ten percent of the original population of bluefins was left.
4. If the big boats destroy the fishing in the Mediterranean, many poor people will lose their work.
5. If this amazing fish disappears, the seas will lose a great treasure.

Fish farm in Bodrum, Turkey

For Your Information: Overfishing

Scientists estimate that 90 percent of the world's fish stocks are either fished to their capacity or overfished. Contributing to this issue, the number of fishing boats has increased from 1.7 million in 1950 to 4.6 million in 2016. The methods used by the largest boats are also a major part of the problem. *Bottom trawling* involves the use of huge nets to sweep up everything along the bottom of the ocean—both the species of fish that the fishers want to harvest and a much larger *bycatch* of other types of fish that are discarded. Worldwide, bycatch accounts for around 40 percent of all the fish that are caught. These methods also destroy underwater habitats, making it even more difficult for the fish populations to replenish.

E **MY WORLD** Discuss these questions in pairs.

1. Is fish cheap or expensive where you live? How often do you eat it?
2. Do you know where the fish you eat comes from?

Pronunciation: Phrases in sentences

F 39 Listen and repeat the sentences. Notice how they're divided into phrases.

1. A bluefin tuna | can swim very fast | and live a long time.
2. In Japan, | people use it | to make sushi.

G 40 Draw lines to divide these sentences into phrases. Listen and check your answers. Then, practice saying the sentences.

1. If they catch|all the big fish,|the species|won't survive.
2. The bluefin tuna|is also|delicious.
3. There are|international rules|for fishing.
4. Bluefin tuna|lived in the|Pacific Ocean|and the Indian Ocean.
5. It is important|to try to understand|how our actions|affect nature.

Communication

H Read the information. What does *sustainable* mean?

Fish is one of the world's favorite foods. Around the world, the average person eats 36 pounds (16 kg) of fish every year. But many kinds of fish around the world are disappearing because people catch too many of them. Scientists say that 90 percent of the biggest fish are gone now. If we catch too many big fish now, there won't be any baby fish in the future. Some species of fish will become extinct. Our way of fishing now is not **sustainable**—if it continues, it will hurt the environment.

That it can continue to be done at the same level without hurting the environment.

WORD FOCUS

The word **environment** can refer to nature in general or to everything that's around us in a particular place. *Recycling paper is good for the* **environment**. *This classroom is a good* **environment** *for learning.*

GOAL CHECK Discuss Ways to Solve Future Problems

In groups, discuss ways to solve fishing problems.

1. Read each plan. What will happen if we follow each one? Write some notes.

Plan A: Don't eat fish! Tell people to stop buying and eating fish. Put ads in newspapers and magazines, and make TV commercials to explain why fishing hurts the environment.	**Plan B: Safe fish symbol** Make a special symbol for fish that are caught in a sustainable way. Make commercials to tell people to look for this symbol in supermarkets and restaurants.	**Plan C: Strict laws about fishing** Make stronger laws about how many fish people can catch. Send special police in fast boats to all of the fishing areas to make sure that fishing boats follow the laws.

2. Discuss the plans with your group.
3. As a group, decide which is the best plan.
4. Explain your decision to the class.

D
- Explain that students will now hear the second part of the audio about bluefin tuna. Have them read the sentences and underline content words to focus on as they listen.
- Play the audio.
- Review answers as a class, replaying the audio if necessary.

E
- Assign students a partner they haven't yet worked with today and have them discuss the questions.
- Compare answers as a class.

Pronunciation

- Elicit information about the bluefin tuna, prompting with questions such as *How long are they? How much do they weigh? What color are they?*
- Write one or two sentences on the board with this information and say them. Show students how sentences are divided into phrases when we speak. For example, *Bluefin tuna | are silver, | yellow, | and blue.*

F
- Play the audio as students read the sentences.
- Play the audio again for students to repeat.

G
- Have students complete the exercise individually.
- Play the audio for students to confirm or correct their answers.
- Have students practice saying the sentences with their partner. Monitor and model as needed. Ensure that students are not pausing too long at the breaks, making them sound unnatural or robotic.

Communication

H
- Have students read the text and discuss the answer as a class. Have students back up their answer with parts of the text. Clarify any other new vocabulary as needed.

GOAL CHECK

- Go over the exercise steps together. Then have students read the plans and write some notes individually.
- Have students discuss the plans in small groups. Assign roles as needed. Monitor, asking questions to prompt further discussion. Make sure students understand that they have to decide with their group which is the best plan and explain why.
- Have a spokesperson from each group report the group's decision and reasons to the class. See the Expansion Activity for further practice.

Expansion Activity

In small groups, have students choose a local environmental problem and come up with a plan to try to solve it. Students should briefly explain the problem, then describe their plan of action. Each group can present their plan to the class, or if possible, to a different class. When groups are presenting, provide students with a chart to complete as they listen to the presentations. The chart should have columns for writing the problems and the actions to solve them.

Language Expansion: Adverbs of Manner

- As a warm-up, have students look at the photo and elicit what they know about rhinoceroses. Write their ideas on the board.
- Ask, *How does a rhino move? Does it move quickly or slowly?* Write the most popular answer on the board in a complete sentence and leave it there to refer back to in Exercise B. (A rhino can run at 31 mph (50 km/h).)

A
- Go over the information in the Word Focus box. Then write the question on the board. Have students read the text and underline information that helps answer the question.
- Call on students to share their answers, prompting them to identify the parts of the text that support their responses.

B
- Return to the sentence about rhinoceroses from the warm-up, confirming / correcting students' idea and pointing out the adverb students chose. Then go over the chart and explain that an adverb is a part of speech.
- Have students reread the text in Exercise A, paying attention to the words in blue. Elicit or explain that all of these words are adverbs and that most of them end in *-ly*. Then have students complete the chart with the adverbs from the text. Elicit which adverb is irregular.

C
- Have students complete the exercise and compare answers with a partner.
- Review the answers as a class. Point out that *well* is another irregular form and give *fast* as another example.

C **GOAL** Describe a Situation

Language Expansion: Adverbs of Manner

A Read the text and answer the question. What does the rescue center do?
Takes care of injured, poisoned, orphaned animals; teaches people about wildlife and conservation

A critically endangered Northern white rhinoceros at the Dvur Kralove Zoo in Dvur Kralove nad Labem in the Czech Republic

The Moholoholo Wildlife Rehabilitation Centre in South Africa works hard to protect local wild animals. This rescue center helps many different species, from lions, leopards, and cheetahs to rhinoceros and eagles. They rescue them from a lot of dangerous situations. Sometimes the animals are badly injured or they have been poisoned, and often they have been orphaned because of poaching. The center looks after the animals carefully. Some animals recover quickly and they can be released into the wild again rapidly, but a few animals have to stay permanently. At the center, they know that conservation is important, so they have an education program, too. People can visit the center to learn about wildlife and protecting the environment.

WORD FOCUS
If you are **orphaned**, you don't have your parents anymore.

B Write the blue words from **A** in the chart.

Adverbs of Manner	
Adverbs of manner tell us *how* an action is done. The adverb usually follows the verb.	Orphaned animals can't survive **easily** without their mothers. They need to help poisoned animals **quickly**.
Some adverbs are irregular.	good – well hard – hard

Adjective	Adverb of Manner
bad	badly
careful	carefully
hard	hard
permanent	permanently
quick	quickly
rapid	rapidly

bad	careful
good	happy
hard	quiet
slow	

C Complete the sentences with the adverb forms of the adjectives in the box.

1. The vet checks the animals carefully before they enter the center.
2. The baby cheetah is eating well now and it plays happily with the other cheetah.
3. The visitors watched the baby rhino quietly. They didn't want to frighten him.
4. The staff at the center works hard to help the animals.
5. The lion was walking slowly because its leg was badly injured.

Grammar: Review of Quantifiers

In English, objects are viewed as separate things that we can count (*coins*) or as a whole that we can't count (*money*). As a result, count nouns have a plural form, but non-count nouns don't. Different quantifiers are used with each kind of noun, though some nouns can be both count and non-count.

There is too little paper in the copy machine. (The paper in the machine is seen as a whole.)

There were a lot of papers on the teacher's desk. (The papers are seen as individual pieces.)

Grammar Practice: Review of Quantifiers

Elicit words related to environmental problems and make a mind map on the board. Have pairs write at least five sentences about these problems using different quantifiers. For example, *There is too much destruction of animal habitats.* Have pairs exchange sentences and check for accurate use of quantifiers. Clarify doubts as a class by writing sentences on the board and eliciting corrections.

Grammar

Review of Quantifiers

With count nouns			With non-count nouns		
a few many too few	a lot of some too many	animals	a little some too much	a lot of too little	food

D Write **C** for *count nouns* or **NC** for *non-count nouns*.

Wildlife rescue centers save (1) ___C___ animals that are in danger. Often, the animals are sick or hurt, so they need medicine. And of course, they all need (2) ___NC___ food and (3) ___NC___ water. The staff works hard to take care of them. The (4) ___C___ centers help the animals recover so they can go back to their natural (5) ___C___ habitat.

E Circle the correct quantifier in each sentence.

1. There are *too few* / *too little* visitors to the center. They want more people to come.
2. The center spends *many* / *a lot of* money taking care of the animals.
3. They took *a few* / *a little* lions back to the wild yesterday.
4. Hunters kill *too many* / *too much* leopards.

F **MY WORLD** What animals do rescue centers near you help? Discuss in pairs.

Conversation

G 41 Listen to the conversation with your book closed. Why was the deer at the rescue center? A car hit it on the highway. It had a broken leg.

Dan: I didn't know you worked at the wildlife rescue center.
Carmen: I'm really interested in conservation, so I started helping there last year. It's hard work, but I see some amazing animals. The vet brought in a beautiful deer this morning. It was badly injured.
Dan: Oh no, what happened to it?
Carmen: A car hit it on the highway last night.
Dan: So, what did you do?
Carmen: Well, the vet checked the deer carefully, and she found it has a broken leg.
Dan: If she recovers quickly, will she go back to the wild?
Carmen: We hope so.

SPEAKING STRATEGY
Look at the questions Dan asks. We use questions to keep a conversation going.

GOAL CHECK Describe a Situation

Describe one of the situations in the box to a partner. Use adverbs of manner and quantifiers.

wild animal hunting poaching circus animals
destruction of animals' habitats

Grammar

- Compile a list of count and non-count nouns on the board.
- Elicit which kind of noun is used with *many* / *much*. Go over the grammar chart as a class.
- In the text in Exercise A, have students circle the quantifiers and underline the nouns they refer to.

D
- Have students complete the exercise and compare answers with a partner.
- Review answers as a class.

E
- Have students complete the exercise.
- Review answers as a class, eliciting explanations for why students chose the quantifiers they did. Have students do the Grammar Practice exercise.

F
- Remind students of the rescue center from Exercise A. Explain that these centers aren't always for wild animals.
- Have students share answers as a class after discussing in pairs.

Conversation

G
- Tell students they're going to listen (books closed) to a conversation between Dan and Carmen. Write the question on the board. Play the audio.
- Review the answer and go over the Speaking Strategy box. See the Expansion Activity for further practice.

Expansion Activity

Have students fill in the chart. Then have them make new conversations with new partners.

What animal is at the rescue center?	
What happened to it?	
How is the animal now?	
Will it go back to the wild?	

Remind them to ask additional questions to keep the conversation going.

GOAL CHECK

- Model this exercise by writing notes about one of the situations on the board. Include the people involved and the actions that should be taken.
- Explain the situation using adverbs of manner and quantifiers. For example, *Too many animals are quickly losing their habitats.*
- Give students time to choose a situation and write notes. Use the Word Bank for additional vocabulary as needed.
- Ideally, pair students who chose different situations. Have partners describe the situations to each other. Monitor and prompt students to ask follow-up questions.
- Call on students to briefly describe each situation for the class.

Word Bank: Describing Conservation Situations

deforestation
illegal
issue
laws
loss of
protect
release
respect
take care of
treat (v) / treatment (n)

Reading

- As a warm-up, write *ocean conservation* on the board. Ask, *What problems are related to the oceans? Do these problems affect you? If so, how?* Remind students what they learned about the bluefin tuna in Lesson B and plastic in the oceans in Unit 5 Lesson D if necessary. Create a mind map around *ocean conservation* on the board with students' ideas (see Reading Strategy).

Reading Strategy: Putting a Text in Context

It is important to activate students' prior knowledge about the context of an article and to help them connect that context to their own lives. This gives students a frame of reference for the new information they will find in the text and helps them relate new concepts to what they already know, thus making it easier to understand. Brainstorming and asking questions about students' personal experiences with the topic at hand (as in the warm-up) are good ways to activate this knowledge of context and to encourage students to keep it in mind before, after, and as they read.

A • Have students complete the exercise individually.
• As a class, have students describe what they see in the photo. Then have students share what they think the article will tell them. Write these ideas on the board for later reference.

About the Photo

This photo shows a common problem in the oceans today. Turtles and other sea animals are at great risk from the large amount of plastic, including fishing nets, that ends up in the world's oceans. The photo was taken by Jordi Chias, a freelance photographer who specializes in photographing underwater sea life. His photos, including this one, have been published in various media and used by wildlife organizations to support their conservation campaigns.

D GOAL Discuss Conservation Projects

Reading

A Look at the photo. What do you think the article will tell you? Write your ideas.

_____

B What do you think *overfishing* means? Discuss in pairs. Catching too many fish and causing their population to decrease

C Read the article and circle the main idea.

Change is possible.	Straws can kill turtles.
Trash is the ocean's main problem.	We need to protect the oceans.

D Read the article again. Answer the questions.

1. What was happening in Madagascar?
2. How have they solved the problem?
3. What do you think Samson means when he says, "We are all in this together"?
4. Why are straws a problem for the environment?
5. What has happened as a result of the Sea Turtle Conservancy's project in Florida?

GOAL CHECK

1. What can you do to make a difference for the environment? Write a list of specific actions and habits you could change.
2. Share your list in pairs. Do you have any ideas that are the same? What different ideas do you have?
3. Discuss a conservation project.
   a. Write a list of local or national conservation projects that you know about.
   b. Share your list in pairs. Discuss the different projects.
   c. Join another pair. Choose one of the projects to research and find out more about it.
   d. With your group, present the project you researched to the class.

Making a **Difference: Small Changes**

Human actions are affecting the environment, and if we don't try to change things, we will lose more and more of the natural world. Even though it is hard, we can make a difference. Each small change is important, and luckily more individuals and **organizations** around the world are becoming involved in conservation projects.

In Madagascar, a fisherman named Samson has become a voice for the ocean and is helping his **community** take better care of its local waters. He and the other fishermen realized that they were catching fewer and fewer fish every day. They were overfishing. Working with the World Wide Fund for Nature (WWF), Samson learned that they had to fish more carefully. He realized that they shouldn't catch so many young fish because if there

B • Have students discuss the question with a partner. Tell them that they will check their answer when they read the article and that they should not use a dictionary.

C • Go over the possible main ideas as a class. Then have students read the article in order to understand the gist. Have students underline any words or phrases they don't understand, without stopping to look them up at this point.

• Have students compare ideas with a partner before reviewing the answer as a class. Ask students to explain how they knew what the main idea was.

are too few of them in the ocean, there won't be enough adult fish to reproduce. Samson now works with his community to help fishermen change their techniques so that fishing can be sustainable. He believes that protecting the ocean is everybody's job. As he says, "Take your responsibilities with courage and never think that you are alone. We are all in this together."

On the other side of the world, in Florida, in the US, the Sea Turtle Conservancy (STC) organization noticed that there were always a lot of single-use plastic items, like coffee stirrers, bottles, and drinking straws, on the beaches. All of these items can hurt the ocean wildlife terribly. Straws are especially dangerous for turtles because they can get **stuck** in turtles' noses and hurt them very badly. So, the STC started the project "Where are the straws?" asking local restaurants to stop giving customers straws with their drinks. Now, many restaurants will only give straws if customers ask for them, and the straws they do give out are paper, not plastic. If we don't use plastic straws (or other single-use plastic items), there will be less plastic pollution in the oceans. Not using plastic straws is just one way each of us can **contribute to** protecting ocean wildlife.

Those are just two of the many conservation efforts found all over the world today. Mexico, for example, has successful projects for sea turtle protection similar to that of Florida, and Costa Rica has its own very effective ocean conservation initiatives. These projects all show us that change is possible and that it can start with small actions in our own community. We are part of the problem. It's time to be part of the solution.

organization a group of people who work together
community a group of people who live in the same area
stuck if something is stuck, it can't move
contribute to to help or give support to something

An endangered green sea turtle entangled in a fishing net swimming underwater

Teaching Tip: Using Sources

With so much information easily available to students on the internet, an important skill for students to develop is to be able to discriminate between sources they find online and evaluate them for their credibility and reliability. Students need to know that, whenever they use information from an outside source, such as a website, book, or newspaper, they need to include the source information in their presentation (or other work). Students will benefit from in-class practice of paraphrasing and citing so that they can appropriately use the information they find.

D
- Go over the questions, clarifying any vocabulary doubts as needed.
- Have students read the article again, using a dictionary as needed, and write the answers in their notebooks.
- Have students compare answers with a partner.
- Review the answers as a class, having students point out where they found the information in the text. Go back to the question in Exercise B and have students confirm or correct their answer using textual evidence. Refer back to students' predictions about the text from Exercise A and prompt them to confirm which guesses were correct and incorrect.

GOAL CHECK

- Have students complete the first step individually. If helpful, provide an example such as using reusable grocery bags.
- Have students compare their lists with a partner. Call on pairs to share ideas; write them on the board.
- Go over the steps of Item 3. Have students write their lists of projects individually. Provide help by reminding students of any conservation projects they've discussed in class (the work of Dr. Jenny Daltry or the Wijsen sisters in Unit 5) or allow students to look for projects online if possible.
- Have students compare and discuss projects with a partner. Monitor and assist as needed.
- Have pairs join to form groups of four and choose one of their projects to research and present. Assist groups with their research as needed (See Teaching Tip).
- For the presentations, make sure that all students in each group will present some information. Provide students with a chart to complete as they listen to their classmates' presentations in order to help them listen carefully. Encourage students to ask questions at the end of each presentation. In large classes, have groups present to each other rather than to the whole class.

Communication

- As a warm-up, have students look at the photo at the bottom of the page and read the caption. Ask, *What do you know about gorillas? Are they an endangered species? Why? What has happened to them / their habitat?* (poaching, deforestation) Write students' ideas on the board.
- Point out the lesson goal and show students how their ideas on the board would help them explain a conservation issue. For example, *Gorillas are an endangered species because they have lost a lot of their habitat as a result of deforestation. Gorillas' habitat needs to be protected so that the number of gorillas can increase.*

A • Have students complete their mind maps individually. Monitor and assist them in thinking of additional issues as necessary (air / river pollution, garbage, etc.)

B • Have students compare their mind maps with a partner. Monitor and encourage students not just to read their mind maps aloud but to use them to explain the problems they listed in complete sentences.
- Draw a mind map on the board and add students' ideas to it.

C • Provide vocabulary support and examples for *causes* and *consequences* as needed. Then have students add causes and consequences to their mind maps with their partner.
- Have pairs join to make groups of four and discuss possible solutions. Point out the example in the speech bubbles.
- Have each group share with the class one of the problems and possible solutions they discussed.

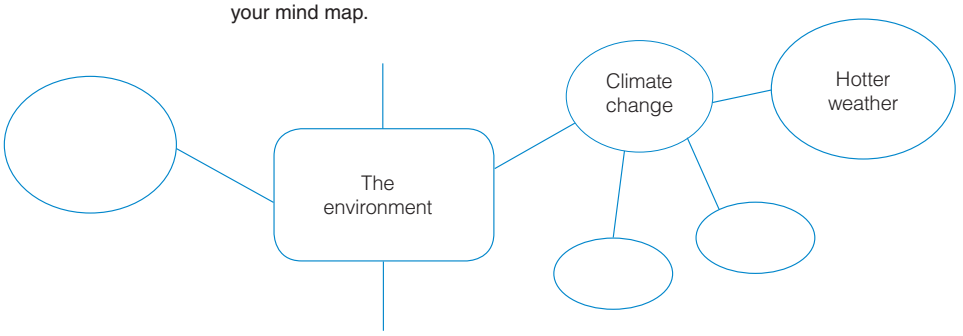
Writing

D • Have students complete the sentences individually. Remind them about real conditionals and the verb forms they need to use. Monitor and assist as needed.

E GOAL Explain a Conservation Issue

Communication

A Draw a mind map in your notebook. In the center, write *the environment*. Brainstorm problems related to the environment in your country. Write them in your mind map.



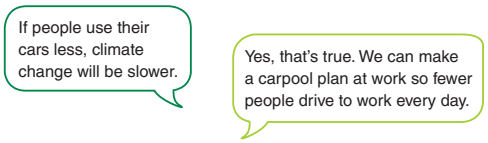
B Share your mind map in pairs. Explain the problems you wrote.

- Have students compare sentences with a partner. Then have several students share one of their sentences with the class. Write a few on the board for students to check together.

Teaching Tip: Checklists for Peer Review

Opportunities for peer feedback on written products can be very beneficial for students. Using a checklist can help students review each other's writing in a more focused and productive manner. Students can be given a checklist of items relevant to the class focus or one can be generated collaboratively as a class (as in Exercise G). Depending on the level of your class, checklists could also be generated by students individually.

C In pairs, identify the causes and consequences of each problem and add them to your mind map. Then, join another pair and discuss possible solutions for the problems. What can local people do? What actions will help solve the problem or improve the situation?



Writing

D Complete the sentences about a problem in nature in your country.

1. If we believe in conservation, we will _____.
2. If _____, many animals will be saved.
3. If people want to make positive changes, they will _____.

E Write *but, so,* and *even though* in the correct places in the paragraph.

WRITING STRATEGY
Conjunctions are used to connect ideas within sentences.

By the 1990s, many species of animals were endangered in Namibia because of poaching. The situation was serious, (1) ___so___ conservationists needed to find a way to protect the animals. They found one, (2) ___but___ it wasn't what you would expect: they asked poachers for help. (3) ___Even though___ this seemed crazy, I think it was a great idea. If we want to protect endangered species, we need to consider every solution.

F In your notebook, write a paragraph explaining an environmental issue in your country. Use the paragraph in **E** to help you. Explain the causes and consequences of the problem and give some possible solutions.

G In pairs, exchange paragraphs. How can your partner improve his or her paragraph? Use your partner's comments to make corrections to your paragraph.

GOAL CHECK Explain a conservation issue

In small groups, share your paragraphs from **G**. Choose one of the issues to explain to the class.

E
- Project, write on the board, or distribute in a hand out: *Gorillas are an endangered species, so it is important to protect them. Even though there are conservation projects to help them, gorillas are still at risk because of poaching. It is hard to control, but conservationists are working hard to solve the problem.*
- Ask, *How do the underlined words connect the ideas? What do they show?* Prompt with words such as *consequence*, *result*, and *contrast*.
- Go over the information in the Writing Strategy box (see Writing Strategy below). Have students read and complete the paragraph.

Writing Strategy: Using Conjunctions

As students have seen in previous units, it is important to connect sentences and also ideas within sentences. We do this with words that act as signals to the reader. They tell the reader what to expect and so facilitate understanding. Conjunctions indicate the relationship between two ideas in a sentence. In this case, they show whether it is a relationship of cause and effect (*so*), or whether the two ideas contrast with each other (*but, even though*).

- Review answers as a class, having students explain their choices. Then ask, *Why are conjunctions important?*

F
- Make sure students understand that they should first identify the environmental issue and then describe its causes, consequences, and possible solutions.
- Have students write their paragraphs, using information from online sources if necessary. Monitor and assist as needed, reminding them to use the paragraph in Exercise E as an example and to use conjunctions.

G
- As a class, brainstorm a checklist of things to look for during the peer review, including use of conjunctions and other language or grammar points from the unit (see Teaching Tip).
- Have students exchange paragraphs with a partner. Remind them that the objective is to help each other. Monitor and facilitate the peer review as needed.
- Have students correct or rewrite their paragraphs using the feedback from their partner.

GOAL CHECK

- Assign students to groups and have them share their paragraphs with each other. Then have them decide which issue to explain to the class.
- Have all the students in the group except the writer of the chosen paragraph explain to the class the issue as well as its causes, consequences, and possible solutions. The writer can correct his / her classmates as needed.

Video Journal

TEDTALKS

About the Video

In this TED talk, wildlife photographers and documentary filmmakers Beverly and Dereck Joubert tell us the story of Legadema, the leopard cub they watched grow up, and about their organization the Big Cats Initiative. They stress the importance of understanding and protecting these amazing animals. Beverly and Dereck have been studying and documenting wildlife for more than 30 years. They are National Geographic explorers-in-residence based in Botswana, and in this role, they are able to influence public policy and raise awareness about nature, wildlife, and the importance of conservation work. As we see in this talk, their current focus is on the decline of the big cat population in Africa.

- As a warm-up, elicit endangered animals and related environmental issues students have talked about throughout this unit (polar bears / climate change; bluefin tuna / overfishing; green turtles / plastic straws, etc.).
- Point out the title of the video and have students predict what the video will be about. Ask, *Do you think "big cats" are cats that live in people's homes or wild cats? What kinds of "big cats" do you know?*

A
- Have students complete the exercise with a partner.
- Share answers as a class.

B
- Say the words in the box as students read them. Ask students to identify the parts of speech and review them together. Then have students complete the exercise.
- Have students compare their answers with a partner. Then review as a class. Provide / elicit additional example sentences using the new words if helpful.

VIDEO JOURNAL

TEDTALKS

LIFE LESSONS FROM BIG CATS

BEFORE YOU WATCH

A In pairs, look at the picture and answer the questions.

1. What kind of animal is in the photo? a leopard
2. Where do these animals live? Africa, Asia
3. What else do you know about these animals and their habitat?

B Look at the words in the box. Complete the paragraph with the correct words. Not all words will be used.

collectively shared or done by a group of people
condone to allow (something that may be considered wrong) to continue
crash to go down very suddenly and quickly
disrupt to cause (something) to be unable to continue in the normal way
pride a group of lions
revenue stream a flow of money that is made by or paid to a business or an organization

Africa's big cats are endangered, and we are all (1) collectively responsible. Soon, the (2) pride of lions may disappear. Because we (3) condone hunting and other activities that put them at risk, their numbers have (4) crashed in the last 50 years. And it's not only the big cats that are in danger—ecotourism brings in a large (5) revenue stream to Africa. If the cats disappear, so will the money and jobs.

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WHILE YOU WATCH

C Watch the TED Talk. Circle the main idea.

1. It's necessary to study big cats over many years.
2. If the big cats disappear, many other species may disappear.
3. Beverly and Dereck Joubert believe that big cats are beautiful.

AFTER YOU WATCH

D Match the phrases to the information from the video.

1. number of lions alive now c
2. number of leopards left in the wild d
3. years the Jouberts have been filming big cats e
4. amount of ecotourism revenue stream a
5. number of years the Jouberts followed Legadema b

a. $80 billion
b. 5
c. 20,000
d. 50,000
e. 28

E Complete the summary with the words in the box.

extinction passionate photographing respect survive

Beverly and Dereck Joubert are (1) passionate about protecting the African wilderness. They have spent many years studying and (2) photographing big cats. In the last 50 years, these cats have been pushed to the edge of (3) extinction by hunters. The Jouberts believe that if the big cats are viewed with (4) respect, they can survive. And if the big cats (5) survive, they can help us maintain our connection to nature and to other human beings.

C
- Have students read the possible main ideas. Remind them that they should just watch for the big picture, or the gist, the first time. They should also use visual clues as well as what they hear to help them understand.
- Play the video.
- Have students compare answers with a partner. Then review as a class, prompting students to describe the parts of the video that led them to their conclusion. Replay the video as needed.

BEVERLY AND DERECK JOUBERT
Documentary Filmmakers / Conservationists, National Geographic Explorers-in-Residence

Beverly and Dereck Joubert's **idea worth spreading** is that big cats like lions and leopards have big personalities and getting to know them can help protect Africa. Watch the Jouberts' full TED Talk on TED.com.

Expansion Activity 2

Beverly and Dereck Joubert are working to ensure the long-term survival of big cats. Have students find out more about the Big Cats Initiative on the TED website and explore ways people can get involved. Have students share what they find out with the class.

D

- Read the phrases and the numbers aloud as students read along, so they know what to listen for. Encourage them to fill in any answers they think they might already know.
- Remind students that they should now watch and listen for specific details, not the main idea. Play the video again.
- Give students time to complete their answers. Then have them compare with a partner.
- Review as a class, prompting students to supply their answers in complete sentences. For example, *There are 20,000 lions alive now.*

E

- Go over the words in the box. Provide example sentences to help clarify their meanings as needed. Then have students complete the summary. Play the video again if necessary.
- Review the answers with the class by calling on students to read sentences of the summary aloud. See the expansion activities for further work on this topic.

Expansion Activity 1

Have students write a letter in support of big cat conservation to the editor of a newspaper / online publication in their country. Have them work with a partner to find facts and opinions from the TED Talk. Then have them choose the ones that best support their idea to include in the letter. Provide the following structure for the letter:

To the Editor:

I am writing to _____. In my opinion, _____. If we don't _____, we will _____. It is also important to _____.

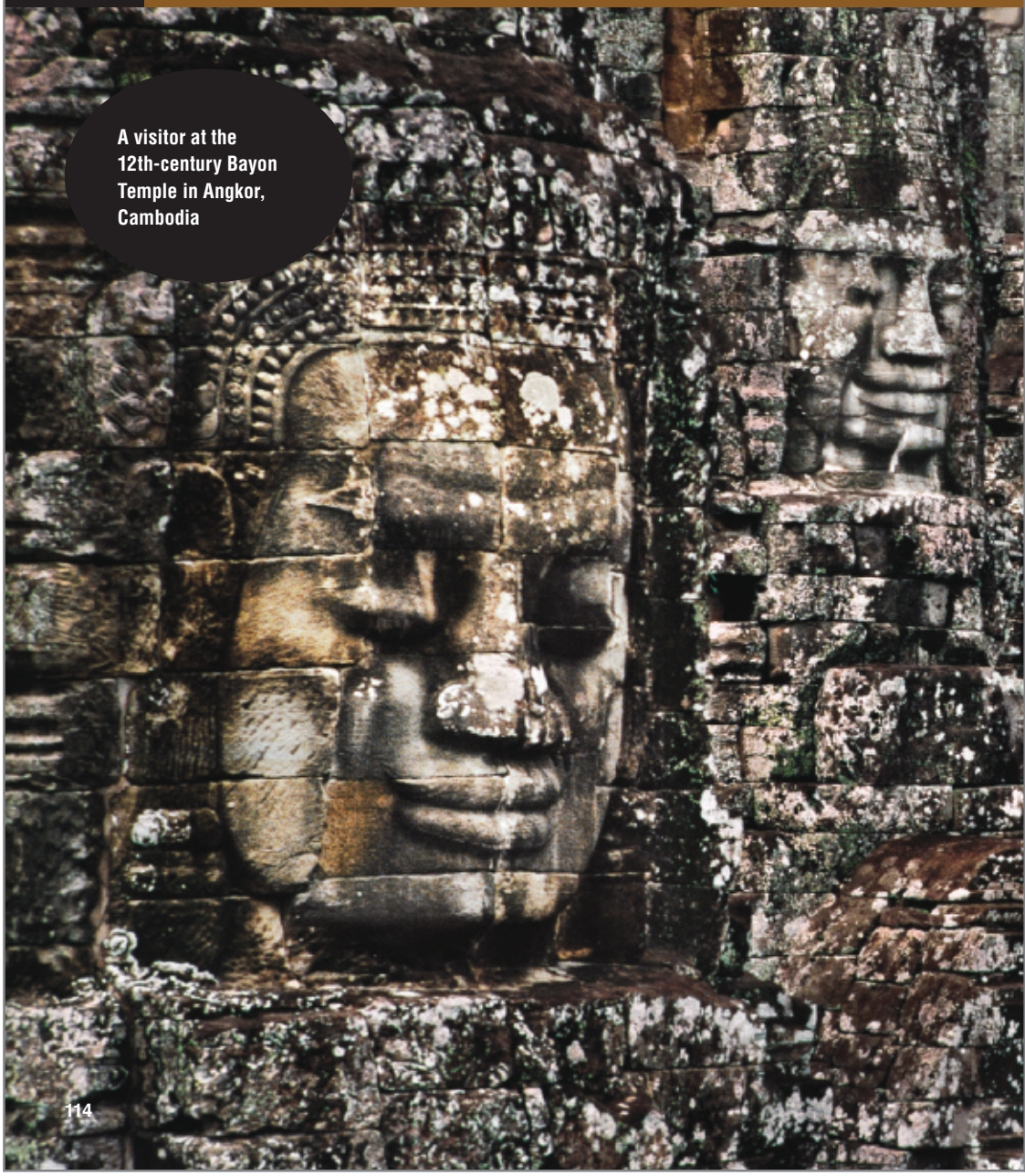
Finally, I think _____. If _____, then _____.

Yours sincerely,

If possible, have students publish their letters on a class blog or school website.

UNIT
9

Life Now and in the Past



A visitor at the 12th-century Bayon Temple in Angkor, Cambodia

Unit Theme

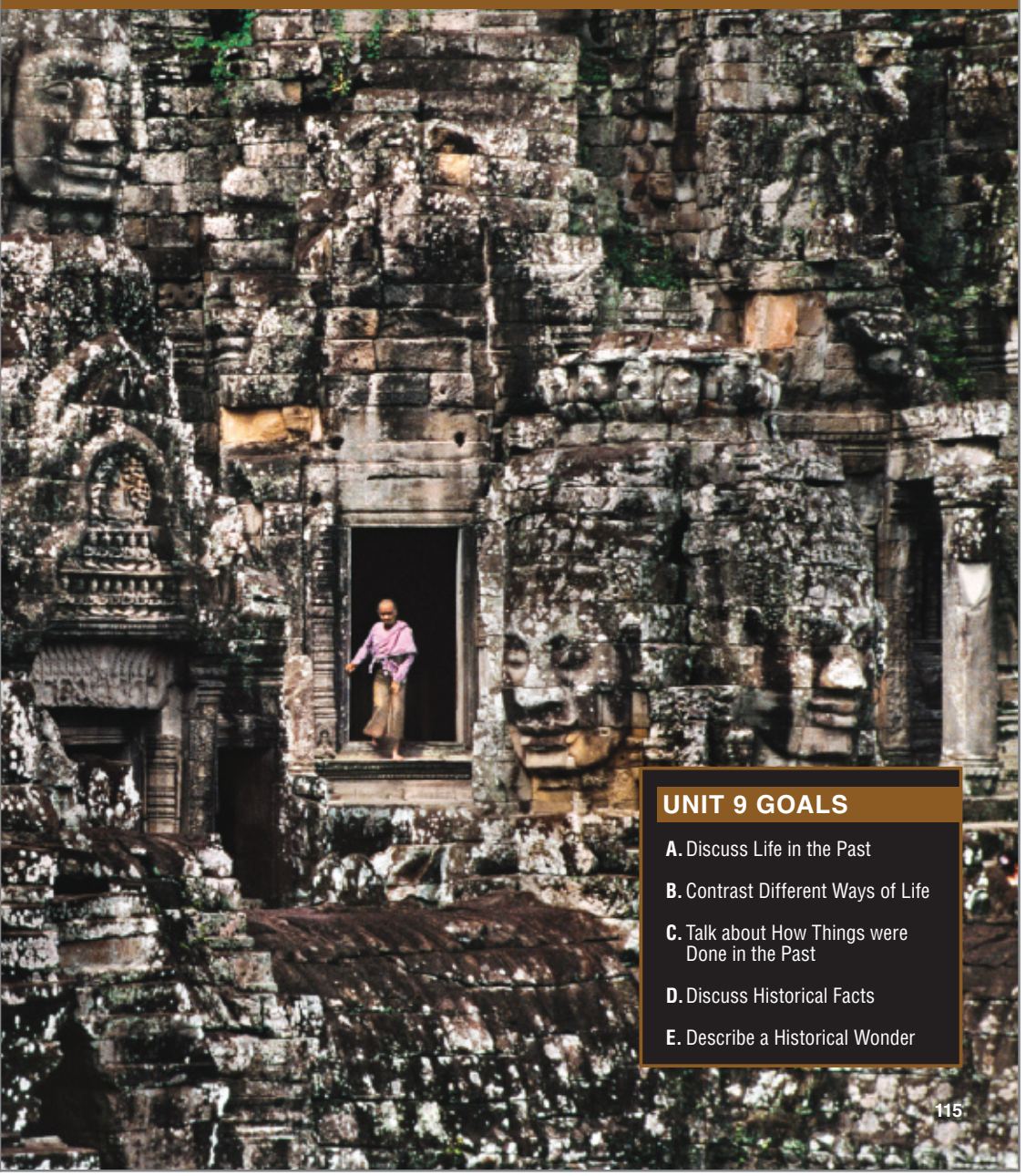
Knowing about the past can help us better understand our present. This knowledge allows us to compare and contrast how our world and people's lives have changed and explain why. We can also learn from the past to make changes in the present and future for a better world. It is important for students to be able to talk about historical events and their own personal histories as well as to be able to describe how ways of life have changed for people around the world from the past to now.

Unit Overview

In this unit, students will explore a variety of concepts related to the past and its connection with the present. Lesson A introduces vocabulary to discuss exploration in the past as well as *used to* to contrast the past and the present. In Lesson B, students will discuss how some ways of life have changed over time. In Lesson C, students will use the past passive voice and separable phrasal verbs to talk about how things were done many years ago. In lesson D, students will read and discuss historical facts about the Silk Routes. In Lesson E, students will develop a paragraph describing a historical wonder with descriptive adjectives. Finally, in the Video Journal, students will watch a video about Albert Lin, a modern-day explorer, and his search for the tomb of Genghis Khan.

UNIT 9 GOALS	Grammar	Vocabulary	Listening
• Discuss Life in the Past • Contrast Different Ways of Life • Talk about How Things Were Done in the Past • Discuss Historical Facts • Describe a Historical Wonder	*Used to* *People **used to travel** by horse and cart.* Passive Voice in the Past *A large amount of plastic bags **were used** every day.*	Life in the Past Separable Phrasal Verbs	General and Focused Listening A Talk: The Sami People

Look at the photo and answer the questions: 1 What do you see in the photo? 2 What ancient places exist where you live?



UNIT 9 GOALS

- **A.** Discuss Life in the Past
- **B.** Contrast Different Ways of Life
- **C.** Talk about How Things were Done in the Past
- **D.** Discuss Historical Facts
- **E.** Describe a Historical Wonder

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About the Photo

This photo was taken by Steve McCurry, a photographer and photojournalist. His most iconic photo is one of a green-eyed Afghan girl that appeared on the cover of National Geographic magazine in 1985. McCurry has worked a lot in areas of conflict, but he also focuses on ancient traditions and modern culture, as can be seen in this photo, in which he contrasts a modern-day visitor with an ancient temple in Cambodia.

- Point out the unit title and ask, *What was life like in the past? How was it different from life now?* Write students' ideas on the board.
- Have students look at the photo and answer the questions with a partner. Share answers as a group. Write students' answers to Question 2 on the board. Then point out the caption. Clarify vocabulary as needed.
- Have students read the unit goals. For each goal, clarify any new vocabulary and elicit related language. For example, for Goal B, elicit ideas about how people live differently (kinds of housing, food, etc.) in different parts of the world. For Goal E, explain that a *historical wonder* is something (often a building) from ancient times that we admire today. Provide examples such as the Great Pyramid of Giza in Egypt. Go back to students' answers to Question 2 and ask, *Are any of the places you mentioned historical wonders?*

Speaking and Pronunciation	Reading	Writing
Comparing Life Now and in the Past Discussing How Things Used to Be in the Past Reduction of *Used to*	The Silk Routes	Writing a Paragraph on One of the New 7 Wonders of the World

Video Journal
Searching for Genghis Khan This National Geographic Learning video describes how Albert Lin uses the power of technology and the contributions of non-scientists in the search for historical sites.

Vocabulary

- As a warm-up, write *explorer* on the board and elicit the meaning or have students use dictionaries.
- Elicit the names of explorers students might have heard of and write them on the board.
- Point out the lesson goal and brainstorm the differences between exploration now and in the past.

A
- Have students complete the exercise with a partner. Encourage them to make guesses if they don't know the answers.
- Call on pairs to share their answers and write them on the board.

B
- Write questions on the board for students to answer individually as they read. For example, *Why did people travel in the past? Where was Marco Polo from? Where did Marco, his father, and his uncle travel to?*
- Review the answers as a class.
- Go back to students' answers from Exercise A and ask, *Were some of your ideas correct? What new information did you find out?*

C
- Have students read the text again, focusing on the blue words. Have them identify the parts of speech and review answers together.
- Have students complete the exercise and compare answers with a partner.

D
- Have students complete the exercise individually. Point out that they might need to change the form of the word (from plural to singular, etc.).
- Have students compare answers with a partner. Then review as a class.
- Elicit a couple of original sentences that use the new vocabulary in context. For example, *I am looking for an opportunity to study English in Canada.* Then have students write sentences with a partner using at least four of the new words (see Teaching Tip). Pairing students of similar levels of competence may help them feel more comfortable for this exercise.

A GOAL Discuss Life in the Past

Vocabulary

A Look at the picture. Answer the questions in pairs.

1. What do you know about Marco Polo?
2. Where did he travel? How do you think he traveled?

B Read the text.

Marco Polo Mosaic from Palazzo Tursi in Genoa, Italy

Today, many people travel from one country to another easily, and even from one continent to another, but long-distance travel used to be very challenging. But even though it was difficult hundreds of years ago, there were always people who wanted to discover new places. Explorers used to travel by land and sea on trips that often took many years, and the result was an exchange of knowledge and culture that changed the world.

Marco Polo (1254–1324) was one of these great explorers. We do not know exactly when or where Polo was born, but he lived in Venice and Genoa, in what is now Italy. In 1271, when he was about 17, he set off on a trip with his father and uncle. They left Italy and traveled east—far beyond the borders of Europe, into Asia.

Marco's father was a merchant searching for opportunities for trade with China. They traveled first by ship, then by horse and camel, through many countries. Everything was very different: they saw amazing places and learned new things. In China, for example, they were surprised to see paper money, eyeglasses, the compass, and silk making.

Marco Polo returned to Italy 24 years later with lots of experiences to share. But he only became famous after his book, *The Description of the World*, was published. The book inspired other world travelers centuries later.

C Write each word in blue next to the correct definition or synonym.

1. set off — start a journey
2. exchange — giving and receiving
3. challenging — difficult
4. trade — buying and selling
5. published — printed and sold
6. beyond — further than
7. silk — a very soft cloth
8. opportunities — chances

D Complete the sentences with the correct form of a blue word.

1. Traveling is an opportunity to get to know other people and cultures.
2. We use silk to make beautiful dresses and shirts.
3. Marco Polo set off for China in 1271.
4. Living in a foreign country can be very challenging at first.
5. Today, there is a lot of trade between China and Europe.

Teaching Tip: Peer and Self Correction

Putting new vocabulary into practice by creating original sentences, as in Exercise D, can also be an opportunity for feedback on other common mistakes (third person singular *-s*, plural forms, etc.). Each pair can be asked to write one of their sentences on the board for the class to analyze and correct. As much as possible, have the students make the corrections without your help. Guide them by prompting with questions as needed. For example, *What is the subject of the sentence? What verb form is needed here?*

Word Bank: Discussing Life in the Past and Present

chores
credit card
mall
one-room schoolhouse
online shopping
stay-at-home parent
steam train
telegram
texting
traveling salesperson

Grammar

Used to	
We use *used to* + base form of a verb to contrast the past with the present.	Long-distance travel **used to be** challenging; now it is easier. Trade between countries **used to take** more time.
In questions and negative statements, use *did* / *didn't* + *use to*.	**Did** explorers **use to** travel by horse a lot? How **did** people **use to** travel? People **didn't use to** pay for things with paper money.

E Write questions using the words provided and the correct form of *used to*. Ask a partner your questions.

1. people / travel How did people use to travel?
2. trade / take longer Why did trade use to take longer?
3. clothes / people / wear What (kind of) clothes did people use to wear?
4. merchants / trade How / Where / What did merchants use to trade?

F 43 Complete the conversation. Then, listen and check your answers.

didn't travel use used used to

Sue: Why did people (1) use to travel by horse?
Aki: Well, there (2) didn't use to be other transportation.
Sue: OK, but did everyone use to (3) travel that way?
Aki: No, in some parts of the world they (4) used to use camels, not horses. Why are you so interested in how people (5) used to travel?
Sue: I'm writing about transportation in the past for my history class.

G **MY WORLD** Make a list of things that were different 100 years ago where you live.

GOAL CHECK Discuss Life in the Past

1. Complete the chart.

	Before	Now
transportation	horses pulled vehicles	motor vehicles
communication		
trade		
home life		
education		

People used to travel by sea more. Now we fly to different countries.

That's right. Travel used to take longer.

2. In pairs, describe what people used to do in the past. Use the topics in the chart and your own ideas.

GOAL CHECK

- Go over the chart and have students complete it individually. Use the Word Bank to provide additional vocabulary as needed.
- Model the exercise with a student using the speech bubbles.
- Have students discuss with a partner. Monitor and prompt student responses as needed.
- Call on different pairs to tell the class about one of the topics.

Grammar: *Used to*

We use *used to* + base form of the verb to talk about habitual or recurring actions in the past; it can describe regular activities in the past or activities that were true for a period of time. For example, *I used to get up at 6:00, but now I get up at 7:00. Would* + base form of the verb has the same meaning when used to talk about past habits but is more formal. For example, *My grandmother would get up at 5 o'clock every morning to light the fire.*

Grammar

- Write: *People used to travel from Europe to America by ship. Now they usually go by plane.* Elicit what students notice about the verbs and what they think *used to* means.
- Go over the grammar chart. Point out *use to* in questions and negative sentences. Draw students' attention to the fact that the pronunciation doesn't change between *use to* and *used to*.
- Have students underline the sentences with *used to* in Exercise B.

E
- Have students write the questions individually before sharing with the class. Write the questions on the board and point out *use to*. Elicit an answer to Question 1 and write it on the board, drawing students' attention to *used to*.
- Have pairs ask and answer the rest of the questions.
- Ask pairs to write their answer to one of the questions on the board. Correct any mistakes with *used to* as a class.

F
- Have students complete the conversation and compare answers with a partner.
- Play the audio to confirm or correct answers. Write *use* and *used* on the board and have students point to the form needed for items 1, 4, and 5.

G
- Use the Think-Pair-Share technique (see Teaching Tip, Unit 6, page 82). Give students one minute to list ideas individually and two minutes to share with a partner. Finally, compile a list on the board.
- Do the Grammar Practice exercise as time allows.

Grammar Practice: *Used to*

Using their ideas from Exercise G, have students write at least five sentences about life in the past. Suggest they write about what their grandparents, or other older family members, used to do when they were younger. Monitor and check for accuracy with *used to*. Have students exchange sentences and check for appropriate use of *used to*.

Listening

- As a warm-up, point out the lesson goal and ask, *How are ways of life different in different parts of the world?* If possible, show pictures of people and their housing in different environments. For example, houses on stilts near a waterfront, Mongolian yurts on the plains, etc.
- Write students' ideas on the board.

A
- Have students discuss with a partner.
- Read the photo caption together. Elicit descriptions of the photo and write them on the board. Compare answers to the question as a class.

B
- Go over the items with the class, explaining vocabulary as necessary.
- Have students complete the exercise individually.
- Compare answers as a class. Tell students they will confirm their answers when they listen to the audio in Exercise C.

C
- Have students read the items. Clarify any new vocabulary. Remind students that the first time they listen they should try to understand the big picture, not every word. Play the audio.
- Review answers with the class. Have students explain why the main idea is *b*. Then have them return to Exercise B and confirm or correct their answers.

D
- Point out the information in the Word Focus box. Then have students read the statements and identify key content words to listen for. Play the audio again.
- Have students compare answers with a partner. Then review as a class, having students correct the false statements. Replay parts of the audio if necessary.

E
- Go over the questions with the class, providing vocabulary support for *maintain traditions* as needed. Give students time to think about their answers and write some notes.
- Have students discuss the questions with a partner.
- Call on volunteers to share their opinions.

B GOAL Contrast Different Ways of Life

Listening

A Look at the photo. Would you like to live there? Discuss in pairs.

B How do you think people used to live in this part of the world 1,000 years ago? Check (✓) the things you think people did.

1. ____ ate fish from the Arctic Ocean
2. ____ lived on small farms
3. ____ followed groups of animals, such as reindeer
4. ____ lived in houses made of wood
5. ____ had their own language and customs

C 44 Listen to a talk about the Sami people and choose the main idea.

a. The Sami people depend on animals, especially reindeer, to make a living.
b. Life is changing for the Sami people, but some of them still live in traditional ways.
c. Many young Sami people want to attend a university and choose a career.

WORD FOCUS
Some animal words don't have plural forms:
bison **deer**
reindeer **sheep**

D 44 Listen again and circle **T** for *true* or **F** for *false*. Correct the false sentences to make them true.

1. Traditionally, the Sami people stayed and lived in one place. T (F)
2. Reindeer were used by the Sami people for food and clothing. (T) F
3. Most Sami people still live in the traditional way. T (F)
4. Some Sami people now raise reindeer on farms. (T) F
5. New laws affect the way Sami people may use land. T (F)

1. The Sami people followed their reindeer as they searched for food.
2. Only a few Sami people live in the traditional way.
5. Despite the changes, life is nearly the same as it has been for thousands of years.

E Do you think it's important to maintain traditions from the past? Or do you think people should focus on the future? Discuss your ideas in pairs.

Sami reindeer herder in the forest in Lapland, Sweden

For Your Information: The Sami People

The Sami are the indigenous people who live in an area called Sápmi that stretches across the northern parts of Norway, Sweden, Finland, and the Kola Peninsula in Russia. There are several Sami languages, but many of these languages are threatened and in danger of being lost. The Sami have suffered religious and linguistic discrimination over the years and have had to fight for their land, but their situation is improving. In Sweden, Finland, and Norway, several Sami languages now have official status, and there are schools where these languages are used as the languages of instruction. In some areas, the Sami also have their own parliaments.

Pronunciation

Reduction of *used to*

When we speak quickly, *used to* is sometimes pronounced /'jus·tə/.

F 45 You will hear each sentence twice. Listen to the full form and the reduced form of *used to*. Listen again and repeat the sentences.

1. The Sami people used to follow their herds of reindeer.
2. They used to sleep in tents.
3. They used to make the tents from reindeer skins.
4. Did the Sami use to raise sheep?
5. No, they didn't use to raise sheep, only reindeer.

G Complete the sentences with your own information. Then, share your ideas in pairs. Use the reduced form /'jus·tə/.

1. When I was younger, I used to _____.
2. As a child, I used to want money for _____.
3. In my country, people used to _____.
4. Before I was born, my grandparents used to _____.
5. As children, my parents used to _____.

Communication

H **MY WORLD** How has your culture changed? Write notes to answer the questions below.

1. Fifty years ago in your culture:
   - How old were men and women when they got married?
   - How many children did they use to have?
   - Where did people use to live?
   - What kind of jobs did people use to do?
2. How have these things changed?

WORD FOCUS

Culture refers to the way of life, including the general customs and traditions, of a particular group of people.

GOAL CHECK Contrast Different Ways of Life

education food housing language location traditions transportation

1. How is your way of life different from other cultures you know about?
2. In small groups, discuss your answers. Use the ideas in the box and your own ideas.

Teaching Tip: Numbered Heads Technique

For the feedback stage of group work, the numbered heads technique can be useful. Students are more likely to pay attention and participate in a group discussion if they don't know who will be called upon to report back to the class. After assigning groups, number each member of the group. During the class discussion, randomly choose a number for each group. The person in the group with that number is responsible for responding.

Expansion Activity

Have students research the traditions, customs, and ways of life of a different culture and prepare a presentation. Their presentation should compare the culture they research with their own. This can be done individually, in pairs, or in small groups. Provide more specific questions to focus students' research if helpful. Remind students to check the sources they find for their reliability and to cite them in their presentations. Prepare a chart for students to complete as they listen to each presentation.

Pronunciation

- Ask, *Did the Sami people use to live in one place?* Elicit an answer with *used to*. Help students notice how the *to* in *used to* is usually unstressed in normal speech and has the schwa sound.
- Go over the Pronunciation box.

F
- Have students read the sentences as they listen.
- Play the audio again and have students repeat.
- Have students practice saying the sentences with a partner. Correct pronunciation as needed.

G
- Give students time to complete the sentences.
- Have students share their ideas with a partner. Remind them to use the reduced form of *used to*.
- Call on volunteers to share one of their sentences.

Communication

H
- Point out the explanation of culture in the Word Focus box. Elicit examples of traditions and customs from different cultures.
- Give students time to read the questions and write notes.
- Have students compare and discuss their answers in small groups.
- Compare answers as a class. Ask, *What are the biggest changes that have happened?*

GOAL CHECK

- Go over the items in the box. Elicit cultures students know about.
- Give students time to write notes about the differences between their way of life and those of people from other cultures.
- Put students into groups of three and number each member of the group 1 to 3. Tell them that you will call on a different number from each group to report back to the class on their group's discussion (see Teaching Tip). Monitor and assist as needed.
- Discuss as a class using the numbered heads technique. See Expansion Activity for further practice.

Language Expansion: Separable Phrasal Verbs

- Write on the board: *Pick up your book*. Review what phrasal verbs are. Write the sentence *Pick the book up*. Show students how this phrasal verb is separated. Elicit other phrasal verbs they already know and write them on the board.

A
- Say the phrasal verbs in the box as students read them. Have students complete the text, using the verbs from the box, not the verbs in parentheses.
- Review answers as a class.
- Elicit three things Susie mentions about her culture.

B
- Answer the first question together. Write the answer on the board. Point out the use of *you* to refer to people in general.
- Have students complete the exercise and compare with a partner. Review answers as a class, correcting the target grammar as needed.

Grammar

- Have students look at the photo and the caption. Write on the board: *Parents taught their children to fish through holes in the ice*. Ask, *Is this sentence active or passive?* (active) *Is it past or present?* (past) Then elicit how it can be changed to passive. Elicit: *Children were taught to fish through holes in the ice (by their parents)*. Ask, *Is the* by *phrase necessary here?* (No) Have students explain why not, reminding them that the *by* phrase is used when the agent is important or unusual.
- Go over the grammar chart as a class.

C
- Go over the verbs in the box. Then do Item 1 together. Ask, *Which option (a-e) could go with paper money? Which verb?* Write the passive sentence on the board: *Paper money was invented in China.*
- Have students complete the exercise and compare answers with a partner.
- Review as a class. Have students explain their choice of *was* or *were*. Do the Grammar Practice exercise.

C **GOAL** Talk about How Things Were Done in the Past

Language Expansion: Separable Phrasal Verbs

bring back
bring up
figure out
help out
put on
turn on

A Complete the paragraph with the separable phrasal verb closest in meaning to the verb in parentheses.

Hi, my name is Susie, and I live in the Nunavut Territory in Canada. Life in Nunavut hasn't changed as much as it has in other places. It's true that nowadays we can (1) turn on (start) the furnace when it gets cold instead of building a fire, but we haven't given up our traditional culture. We still (2) bring up (raise) our children in the land our people have lived on for thousands of years. We teach them to (3) put on (wear) our traditional clothing to stay warm in the winter. When they're old enough, we teach them to (4) figure out (discover, solve) solutions to everyday problems. We teach them to (5) bring back (return) anything they borrow. And most importantly, we teach them to always (6) help out (aid) their family and their community. Those things will never change.

B Answer the questions. Use pronouns and the separable phrasal verbs in **A**.

1. What do you do with children? You bring them up.
2. What do you do with shoes? You put them on.
3. How do you assist your friends? You help them out.
4. How do you understand something? You figure it out.
5. What do you do with a borrowed book? You bring it back.
6. What do you do to the heat when it's cold? You turn it on.

Inuit man fishing through hole in ice near Arviat, in Hudson Bay, Canada

Grammar

Passive Voice in the Past	
Use the active voice in the past to focus on the subject of a sentence.	Parents **raised** their children differently in the past.
Use the passive voice in the past to focus on the object or receiver of a past action.	Children **were raised** differently in the past (by their parents).
Form the past passive with *was* or *were* + the past participle of a verb.	My father **was taught** to always help other people.

Grammar: Passive Voice in the Past

The passive voice is used in combination with various verb forms to talk about different points in time. The past passive is used for completed events or processes that took place before the present. To form the negative, we use the negative form of *be*: *Paper money wasn't invented in Europe; it was invented in China.* If we want to emphasize who / what did the activity, we use *by* + noun: *The Sami languages were recognized by the Swedish government in 2000.*

Grammar Practice: Passive Voice in the Past

On separate pieces of paper, write the names of famous books, paintings, discoveries, inventions, etc. that students are familiar with, and on other papers, the people who created them. Place them around the room in random order. Have students go around, writing them down, and forming pairs; for example, *Mona Lisa*—Leonardo da Vinci. Then have students write a sentence in the past passive voice for each pair; for example, Mona Lisa *was painted by Leonardo da Vinci.*

C Match the sentence parts. In your notebook, write complete sentences with the past passive form of a verb from the box.

1. Paper money __b__ Paper money was invented in China.	**a.** from reindeer skin.	build
2. Explorers __e__ Explorers were inspired by Marco Polo's stories.	**b.** in China.	herd
3. The Sami tents __a__ The Sami tents were made from reindeer skin.	**c.** by the Sami people.	inspire
4. Fires __d__ Fires were built when it was cold.	**d.** when it was cold.	invent
5. Reindeer __c__ Reindeer were herded by the Sami people.	**e.** by Marco Polo's stories.	make

Conversation

D 46 Listen to the conversation with your book closed. Why is Luisa interested in mail delivery in the past? She is giving a presentation in her history class.

Luisa: Hi, Carl. Can I ask you a question?
Carl: Sure. Go ahead.
Luisa: What do you know about how mail used to be delivered?
Carl: Do you mean letters and packages? Well, I guess they were taken on horseback to places in the same country, and by ship to other countries.
Luisa: Right, so it used to take a really long time.
Carl: Oh yes! When the telegram was invented in the 1800s, people were finally able to send messages quickly.
Luisa: Then, in the 20th century, when the internet was developed, everything changed in communication!
Carl: Definitely! But why are you asking me about mail delivery?
Luisa: I'm giving a presentation in my history class on how communication has changed over the years. I was just practicing for it!
Carl: Well I hope I helped! Good luck!
Luisa: Thanks, Carl!

SPEAKING STRATEGY

Notice Carl's question: *Do you mean letters and packages?* This is a clarification question. We ask clarification questions to make sure we have understood something correctly.

GOAL CHECK Talk about How Things Were Done in the Past

1. Look at the timeline. How has public education changed? Discuss in pairs. Use *used to*.

Public education

300 years ago:	50 years ago:	Now:
Girls weren't allowed to learn to read.	Girls were allowed to go to school.	Girls and boys learn the same things.
Many students left school at age 12.	Boys and girls were taught mostly different things.	Students study until age 18.

2. How were the topics in the box done before public services were developed, and how are they done now? Choose one and draw a timeline.

garbage collection | health care | public transportation | water

Word Bank: More Separable Phrasal Verbs

clean up	look after
drop off	look up
figure out	pick up
fill up	shut off
give out	throw away / out

- Call on several pairs to share a sentence with *used to / didn't use to* about the topic they chose.

Conversation

D
- Tell students they will listen (books closed) to a conversation between Luisa and Carl. Write the question on the board. Remind students to think about the relationship between the two people. Play the audio.
- Review the answer and discuss the relationship between Luisa and Carl (classmates / friends).
- Go over the Speaking Strategy box (see Speaking Strategy below). Have students change the information in the conversation and practice with a partner using clarification questions.

Speaking Strategy:
Clarification Questions

Students need to be able to ask clarification questions politely to check their understanding when they are unsure if they have understood something correctly in a conversation. It is important to provide students with appropriate clarification questions, which they can learn as chunks of language, and to make opportunities for in-class practice as in Exercise D. For example,

Do you mean …?
I'm sorry, did you say …?
Could you repeat that, please?
Could you say that again / more slowly, please?

GOAL CHECK

- Show students how the timeline goes from the past to the present. Elicit a sentence with *used to* about education 300 years ago and write it on the board. For example, *Girls didn't use to go to school.*
- In pairs, have students discuss the timeline. Share ideas as a class.
- Go over the topics in the box. Have students create a timeline with a partner. Use the Word Bank for additional vocabulary and direct students to online resources for more information. Monitor and assist with ideas and correct use of *used to* as needed.

Reading

- As a warm-up, brainstorm historic facts that students know. Write them on the board. For example, dates of important wars, independence, important leaders, etc.

A
- Have students complete the exercise with a partner.
- Share ideas as a class and write them on the board.

B
- Have students look at the photo and the caption. Elicit where Uzbekistan is. Have them read the title of the article. Elicit / explain the meaning of *routes*.

About the Photo

The ancient city of Samarkand, Uzbekistan, has been a World Heritage Site since 2001. Registan Square and its first madrasah were built in the early 15th century and reflect the cultural and architectural influences from across the empire at the time. Positioned midway along the Silk Routes, Samarkand was a thriving, cosmopolitan city, attracting merchants, scholars, and travelers from all over the world. The city is still considered a crossroads of cultures, and cultural tourism is a key part of its economy in the present.

- Say the numbers as students read them. Remind them what scanning is and why it is useful. Then have students complete the exercise.
- Review the answers as a class. Have students point out where they found the numbers in the text. For the first item, refer students to the text glossary for an explanation of BCE and explain that CE refers to the Common Era, which we are currently in.

C
- Have students read the statements. Clarify any vocabulary doubts. Then have them read the article in more detail and complete the exercise.
- Have students compare answers with a partner. Encourage them to reread parts of the article as needed.
- Review the answers as a class, having students correct the false statements.
- Have students find *however* and *even though* in the text. Discuss how they connect ideas in a text (see Reading Strategy).

D GOAL Discuss Historical Facts

Reading

A Have you heard of the Silk Road? Tell your partner anything you know about it or what you think it is.

B Scan the article and find these numbers. What do they refer to?

1453 the year merchants stopped using the routes

4,000 the length of the Silk Routes, in miles

13 the century it was safest to travel on the Silk Routes

14 the century when the Black Death plague hit Europe

C Read the article. Circle **T** for *true* or **F** for *false*.

1. Marco Polo named the Silk Routes. T (F)
2. The routes were only dangerous in the 13th century. T (F)
3. Silk was the most famous item that came from China. (T) F
4. Diseases traveled along the Silk Routes. (T) F
5. Samarkand is the only World Heritage site along the Silk Routes. T (F)

D Answer the questions.

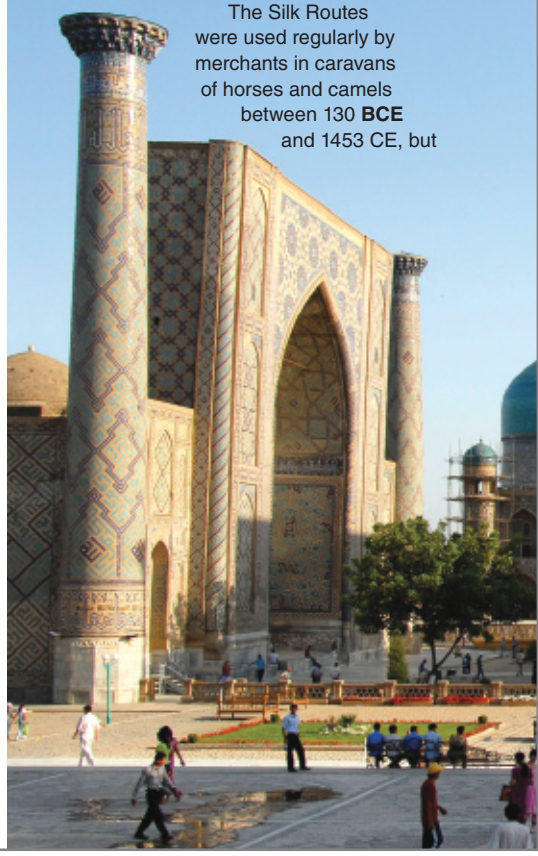
1. Why were the routes dangerous for merchants? because of the mountains, deserts, and robbers
2. Why is Marco Polo important? He taught people about the Silk Routes by describing them in his book.
3. Which goods influenced western culture the most? paper, gunpowder, and spices
4. How were cultural elements such as art and scientific knowledge exchanged? travelers and local people talking to each other
5. Why do tourists visit the Silk Routes today? to visit the UNESCO World Heritage sites and experience the cultures along the routes

GOAL CHECK

1. In pairs, discuss how the Silk Routes have influenced modern life.
2. Think of an event or development in your country from the past. Write notes about it. In small groups, share your information.

The Silk Routes

Most of us have heard of the Silk Road, and we probably imagine one long road that made its way from Europe to China, providing opportunities for trade between the West and the East centuries ago. However, it was actually a **network** of roads, or routes. Marco Polo described these routes in the book that was published about his travels, but he didn't give them the name we use today; a 19th-century German traveler, Ferdinand von Richthofen, began using the terms *Seidenstrasse* (silk route) and *Seidenstrassen* (silk routes).



The Silk Routes were used regularly by merchants in caravans of horses and camels between 130 **BCE** and 1453 CE, but

Reading Strategy: Understanding Connectors

Being able to recognize and understand connectors can help students comprehend a text more easily because they will know what kind of information is coming next. For example,

however – introduces an opposite idea
even though – introduces an unexpected truth

Having students identify connectors in a text (as in Exercise C) helps them get into the habit of noticing these signposts. This awareness is often the first step toward students' use of these words in their own writing and speaking.

traveling along them was challenging. The routes ran 6,400 kilometers (4,000 miles) from China all the way to western Europe and passed through many different countries and types of geography, including mountains and deserts. There was also the **risk** of meeting robbers on the way. But even though there were dangers, many **goods** were transported in both directions.

The routes were safest during the 13th century, when Genghis Khan's Mongol Empire controlled them. Genghis Khan was a strong Mongolian soldier and leader. He created a unified Mongolia and a huge empire all the way across Asia. Thanks to Khan, the Silk Routes became safer. Years later, under the rule of Khan's grandson, Kublai Khan, Marco Polo was able to make his famous journey.

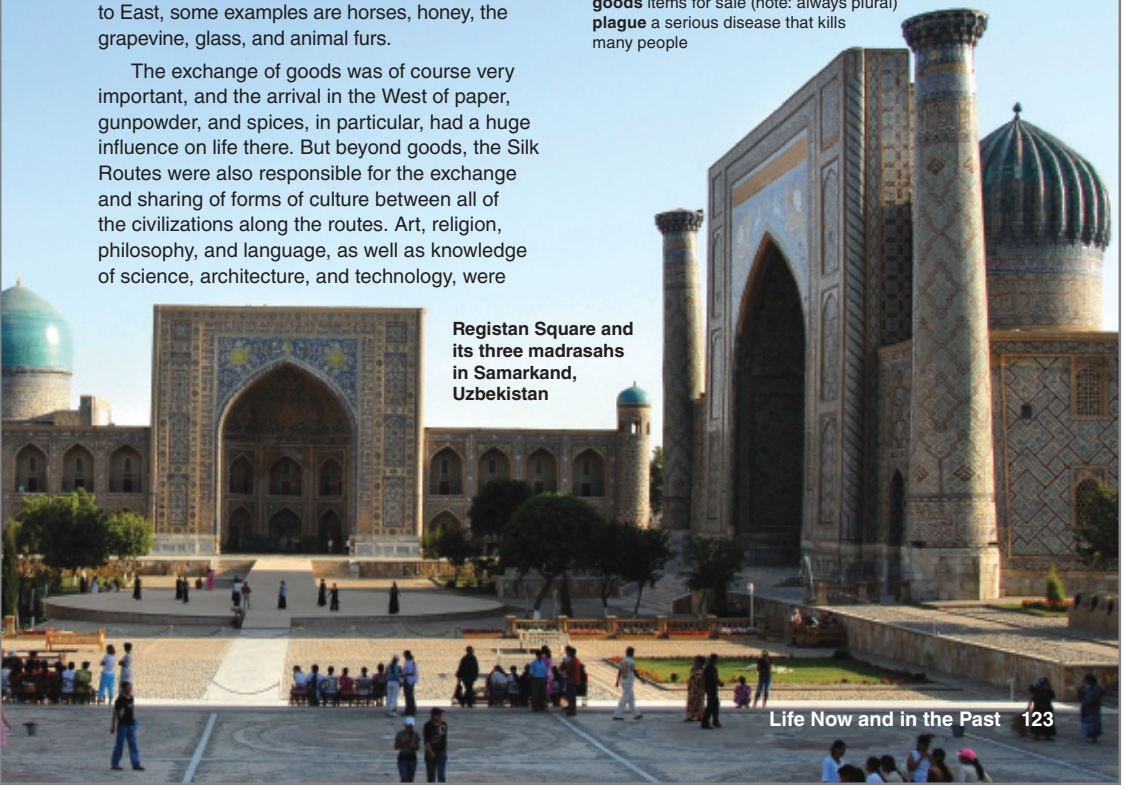
From Polo's writings, we know of some of the goods merchants traded from country to country. Chinese silk is obviously the most well known and gives the road its name, but there were many more. From East to West, trade included tea, spices, rice, paper, and gunpowder, among others. From West to East, some examples are horses, honey, the grapevine, glass, and animal furs.

The exchange of goods was of course very important, and the arrival in the West of paper, gunpowder, and spices, in particular, had a huge influence on life there. But beyond goods, the Silk Routes were also responsible for the exchange and sharing of forms of culture between all of the civilizations along the routes. Art, religion, philosophy, and language, as well as knowledge of science, architecture, and technology, were exchanged as travelers and merchants made their trips through the different countries. The exchange wasn't all positive, however. It's possible, for example, that the Black Death **plague** in Europe in the 14th century was carried from Asia to the West along the Silk Routes.

Nowadays, goods are transported around the world by planes, trains, and ships, but the Silk Road has not been lost. Along the routes, there are many *UNESCO World Heritage sites, such as the beautiful town of Samarkand, Uzbekistan, which is described as a crossroads of cultures. Today, travelers from around the world take tours to different places along the routes to visit these sites and to experience the different cultures along the Silk Road.

*United Nations Educational, Scientific and Cultural Organization

network a group formed from parts that are connected together
BCE Before Common Era; used when referring to a year before the birth of Jesus Christ
risk the possibility of something bad happening
goods items for sale (note: always plural)
plague a serious disease that kills many people



Registan Square and its three madrasahs in Samarkand, Uzbekistan

GOAL CHECK

- Have students complete the first item with a partner. Assist with vocabulary as needed.
- Share ideas as a class and write them on the board.
- Go over the second item as a class. Elicit *Wh-* question words and write them on the board. Develop these into questions to guide students' notes. For example, *What happened? When did it happen? Why?* Then have students think of an event or development and write their notes. If possible, have students go online to find any important information they don't know.
- Have students share the historical facts of their event in small groups.
- Call on volunteers or use the numbered heads technique to have groups share a few interesting things they learned with the class (see Teaching Tip in Lesson B, page 119).

D

- Have students answer the questions individually. Encourage them to reread parts of the article as needed.
- Review answers as a class, calling on different students to explain each one. Then draw students' attention to the passive verb forms in the article (see Teaching Tip).

Teaching Tip: Grammar in Context

The reading lesson is a good opportunity for students to see the grammar they have been focusing on in context, which is likely to help them better understand when and how to use the forms. After working with comprehension exercises, it is helpful to have students focus on specific language elements. For example, after completing Exercise D, have them find and underline the textual examples of the passive voice (in the past and in the present).

- Go back to the question in Exercise A. Ask, *What information about the Silk Road did you confirm? What did you learn about the Silk Road?* See the expansion activities for further practice.

Expansion Activity 1

Have students research which specific countries were on the Silk Routes, what other goods were traded on the routes, and which countries these goods came from. Students can research individually, then compare what they find with a partner or in small groups.

Expansion Activity 2

Have students research other World Heritage Sites on the Silk Routes. For example, Mount Emei in China, the Bamiyan Valley in Afghanistan, or Safranbolu in Turkey. Give students questions as a guide. For example,

– What is the site called?
– Where is it?
– When / Why was it made a World Heritage site?

Have students present their information in small groups. If possible, group together students who researched different sites. Alternatively, have students do the research in pairs or small groups and then present to the class.

Communication

- As a warm-up, have students look at the photo at the bottom of page 125 and read the caption. Ask, *What is this place? Where is it? What do you know about it?*

A
- Go over the questions. Give the Colosseum as an example of a historical wonder and bring up other previous examples from the unit if necessary. Then have students answer the questions individually. If appropriate, have them search "historical wonders" on the internet. Only allow a short amount of time as they don't need to provide details at this stage.
- As a class, write a definition for *historical wonder* on the board. Then compile a list of examples.
- Elicit adjectives to describe the wonders on the list.

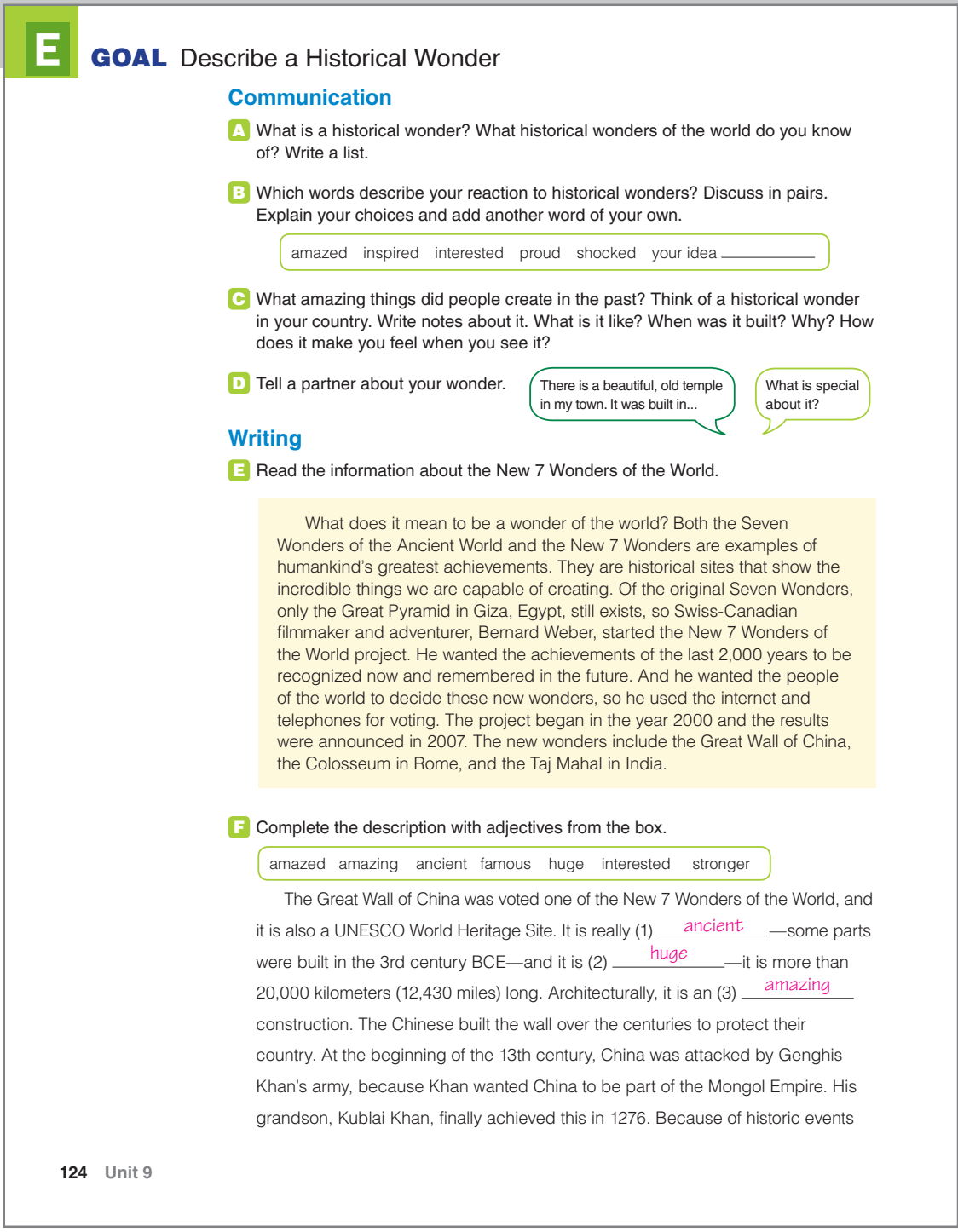
B
- Say the adjectives in the box as students read them. Have students use dictionaries if they need to. Remind them to add their own idea.
- Have students complete the exercise with a partner.
- Compare choices as a class.

C
- Go over the questions as a class. Model by writing notes on the board about a historical wonder in your country.
- Give students time to think about their ideas, then write notes. Provide vocabulary assistance as needed.

D
- Model this exercise with a student, using your notes on the board.
- Have students tell a partner about their wonder. Remind them not to just read their notes aloud and to ask follow-up questions.

Writing

E
- Have students read the text. Ask, *Which Wonder of the Ancient World can we see today? Which of the New 7 Wonders are mentioned?*
- Have students read the text again and underline the adjectives used. Point out the passive voice example: *…the results were announced in 2007.*



E GOAL Describe a Historical Wonder

Communication

A What is a historical wonder? What historical wonders of the world do you know of? Write a list.

B Which words describe your reaction to historical wonders? Discuss in pairs. Explain your choices and add another word of your own.

amazed inspired interested proud shocked your idea _____

C What amazing things did people create in the past? Think of a historical wonder in your country. Write notes about it. What is it like? When was it built? Why? How does it make you feel when you see it?

D Tell a partner about your wonder.

There is a beautiful, old temple in my town. It was built in...

What is special about it?

Writing

E Read the information about the New 7 Wonders of the World.

What does it mean to be a wonder of the world? Both the Seven Wonders of the Ancient World and the New 7 Wonders are examples of humankind's greatest achievements. They are historical sites that show the incredible things we are capable of creating. Of the original Seven Wonders, only the Great Pyramid in Giza, Egypt, still exists, so Swiss-Canadian filmmaker and adventurer, Bernard Weber, started the New 7 Wonders of the World project. He wanted the achievements of the last 2,000 years to be recognized now and remembered in the future. And he wanted the people of the world to decide these new wonders, so he used the internet and telephones for voting. The project began in the year 2000 and the results were announced in 2007. The new wonders include the Great Wall of China, the Colosseum in Rome, and the Taj Mahal in India.

F Complete the description with adjectives from the box.

amazed amazing ancient famous huge interested stronger

The Great Wall of China was voted one of the New 7 Wonders of the World, and it is also a UNESCO World Heritage Site. It is really (1) ancient —some parts were built in the 3rd century BCE—and it is (2) huge —it is more than 20,000 kilometers (12,430 miles) long. Architecturally, it is an (3) amazing construction. The Chinese built the wall over the centuries to protect their country. At the beginning of the 13th century, China was attacked by Genghis Khan's army, because Khan wanted China to be part of the Mongol Empire. His grandson, Kublai Khan, finally achieved this in 1276. Because of historic events

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F
- Go over the information in the Writing Strategy box on page 125. Elicit descriptive adjectives and compile a list on the board (see Writing Strategy).
- Go over the adjectives in the box. Explain that *amazing* and *interesting* are used to describe things / places, whereas *amazed* and *interested* describe people's feelings.
- Have students complete the paragraph.
- Review answers as a class, calling on different students and prompting them to explain their choices.

Writing Strategy: Using Descriptive Adjectives

Descriptive adjectives help enhance sensory details so that the reader can imagine more clearly the object / person / place that the writer is talking about. Students need to be encouraged to go further than the basic adjectives, such as *nice*, *big*, *small*, etc., and use more descriptive adjectives, such as *amazing*, *huge*, *tiny*, etc. This will make their writing more interesting and engaging for the reader.

like this, China continued to make the wall (4) ___stronger___ and better up to the 17th century. It is now one of the world's most (5) ___famous___ landmarks. I was very (6) ___interested___ to read about the Wall's history and I was (7) ___amazed___ when I saw it.

G Use the internet to research one of the New 7 Wonders historical sites. Write notes.

H In your notebook, write a description of the site. Use your own words, including adjectives, to describe your reaction to the site. Use the paragraph in **F** to help you.

WRITING STRATEGY
Using descriptive adjectives makes your writing more interesting.

GOAL CHECK Describe a Historical Wonder

1. Share your description with a partner. Talk about the information that is interesting or surprising to you.
2. How can your partner improve the description? Use your partner's comments to make corrections and improvements.
3. In small groups, share your descriptions of the New 7 Wonders of the World.

The Colosseum, also known as the Flavian Amphitheater, in Rome, Italy

- Have students revise their paragraphs using their partner's feedback.
- Have students read their revised paragraphs aloud in groups and decide which wonder they would most like to visit.
- Have a group spokesperson describe the wonder they decided on. For further practice, see the Expansion Activity.

Expansion Activity

Have students research and present one of the Seven Wonders of the Ancient World. First, in groups, have students make a list of good research skills (see Teaching Tip). Then have them write tips for giving a good presentation. For example, look at your audience; speak at an appropriate speed; speak loudly enough; use appropriate intonation; etc. Finally, have students research and prepare their presentation. This can be done in pairs or groups, according to student preference, level, or class size.

G • Ensure that all of the New 7 Wonders are represented among students. Remind them about evaluating the websites they find and saving the source information for future reference. Model note-taking from information on the internet by displaying a website about one of the wonders and writing notes about it on the board (see Teaching Tip).

Teaching Tip: Note-taking in Research

Good note-taking is a very important aspect of internet research. First, students need to learn to scan for useful ideas and data according to their needs since the large amount of information available online can be overwhelming. They also need to know how to avoid copying information directly. When writing notes, students should only copy key words and numbers / dates and should paraphrase longer ideas. Note-taking in this way will help them avoid plagiarizing when they create their own text or presentation. It is essential to model note-taking and provide opportunities for students to build this skill, as in Exercise G.

- Monitor and make sure students are taking notes and not copying text directly from websites they find.

H • Monitor and assist as students write their paragraphs, focusing especially on their use of descriptive adjectives. Remind students to use the paragraph in Exercise F as a model but not to copy sentences directly.

GOAL CHECK

- Have pairs talk about their historical wonders without reading their paragraphs word for word.
- Have students exchange paragraphs and give each other feedback. Provide students with a checklist that includes both content (e.g., describes the historical wonder and their reaction) and language elements (e.g., correctly uses descriptive adjectives, unit vocabulary, *used to*, passive voice) to guide their feedback.

Video Journal

About the Video

This video tells us about scientist, technologist, and explorer, Albert Lin, and his search for Genghis Khan's tomb in Mongolia. Lin has a personal connection with Mongolia as some of his family is originally from there. As an engineer, Lin is interested in changing how we explore by using technology such as satellites, drones, radars, and crowdsourcing. To assist with his research, Lin created the platform Tomnod, which is Mongolian for *big eye*. This platform allowed people from around the world to help with Lin's search for Ghenghis Khan's tomb, using satellite images. The platform was also used for other humanitarian and environmental projects.

- As a warm-up, have students look at the photo and read the caption. Ask, *What do you know about Mongolia? What do you think Albert Lin does?*
- Point out the title of the video and have students predict what the video will tell them.

A
- Go over the questions briefly with the class. Have students discuss them with a partner. Make sure students understand that it's OK if they don't know the answers. They should look at the photo, think about the topic, and make their best guesses.
- Call on each pair to share one of their answers with the class. Write their ideas on the board (to go back to after they watch). Don't correct answers at this point. Students will correct their own answers after watching the video.

B
- Say the words in the box as students read them. Then have students complete the exercise. Encourage them to use dictionaries if they need to. Remind students that, if they use a dictionary, they need to check if a word has more than one meaning and find the one that matches the correct part of speech and context.
- Have students compare answers with a partner. Tell them they will check their answers when they watch the video.

VIDEO JOURNAL

SEARCHING FOR GENGHIS KHAN

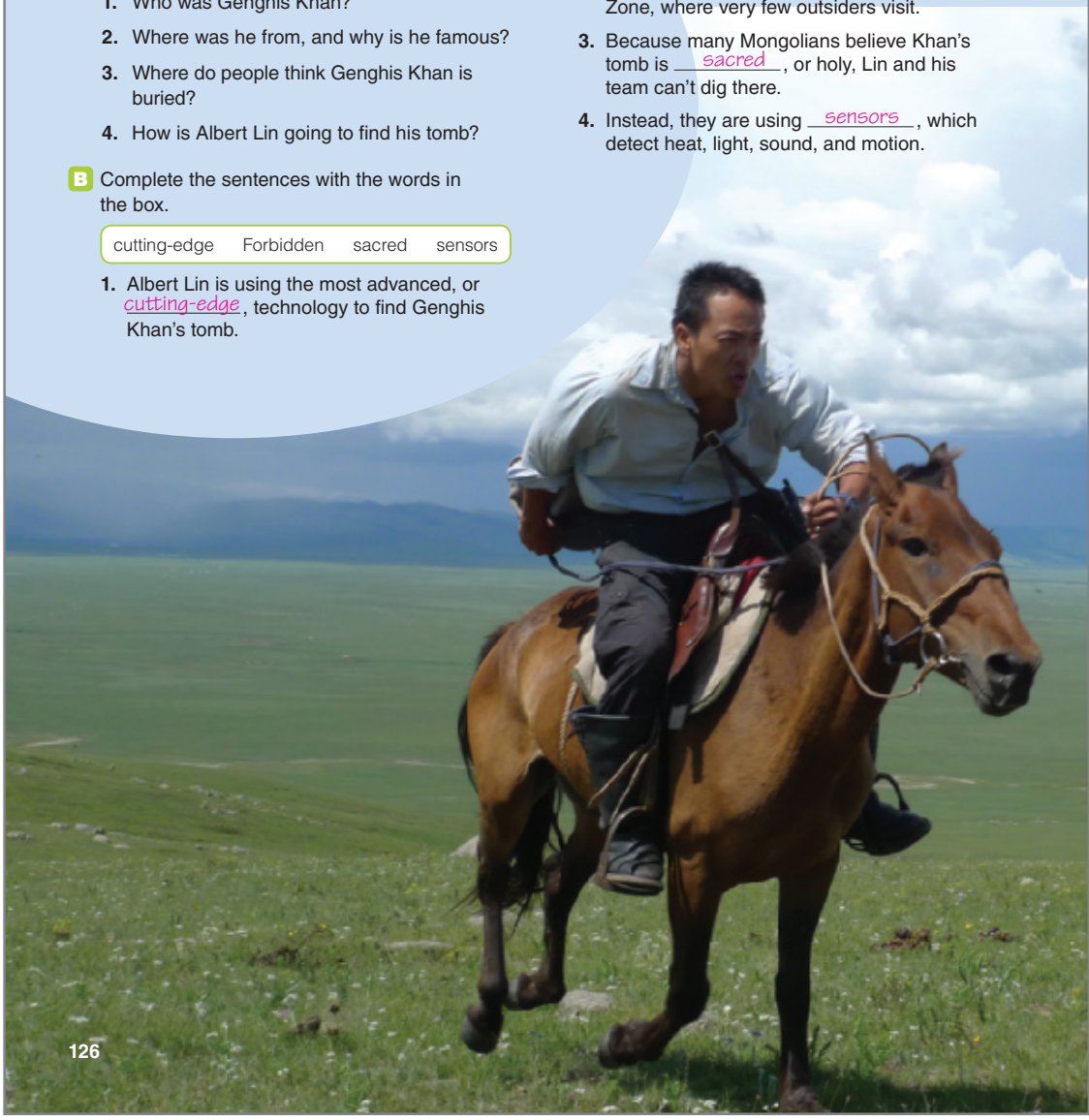
A Discuss the questions with a partner.

1. Who was Genghis Khan?
2. Where was he from, and why is he famous?
3. Where do people think Genghis Khan is buried?
4. How is Albert Lin going to find his tomb?

B Complete the sentences with the words in the box.

cutting-edge Forbidden sacred sensors

1. Albert Lin is using the most advanced, or cutting-edge, technology to find Genghis Khan's tomb.
2. Genghis Khan was buried in a part of Mongolia that is called the Forbidden Zone, where very few outsiders visit.
3. Because many Mongolians believe Khan's tomb is sacred, or holy, Lin and his team can't dig there.
4. Instead, they are using sensors, which detect heat, light, sound, and motion.



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C
- Have students complete the exercise. If students struggle, tell them they should make their best guesses.
- Have students compare answers with a partner. Again, tell them that they will check their answers when they watch the video.

C Match the words to their definitions.

1. nomadic ___b___ **a.** a person who fights and is known for having courage and skill
2. tribe ___c___ **b.** moving from place to place
3. warrior ___a___ **c.** people with the same language, customs, and beliefs

D Watch the video and check your answers in **A**, **B**, and **C**. Then, circle **T** for *true* or **F** for *false*.

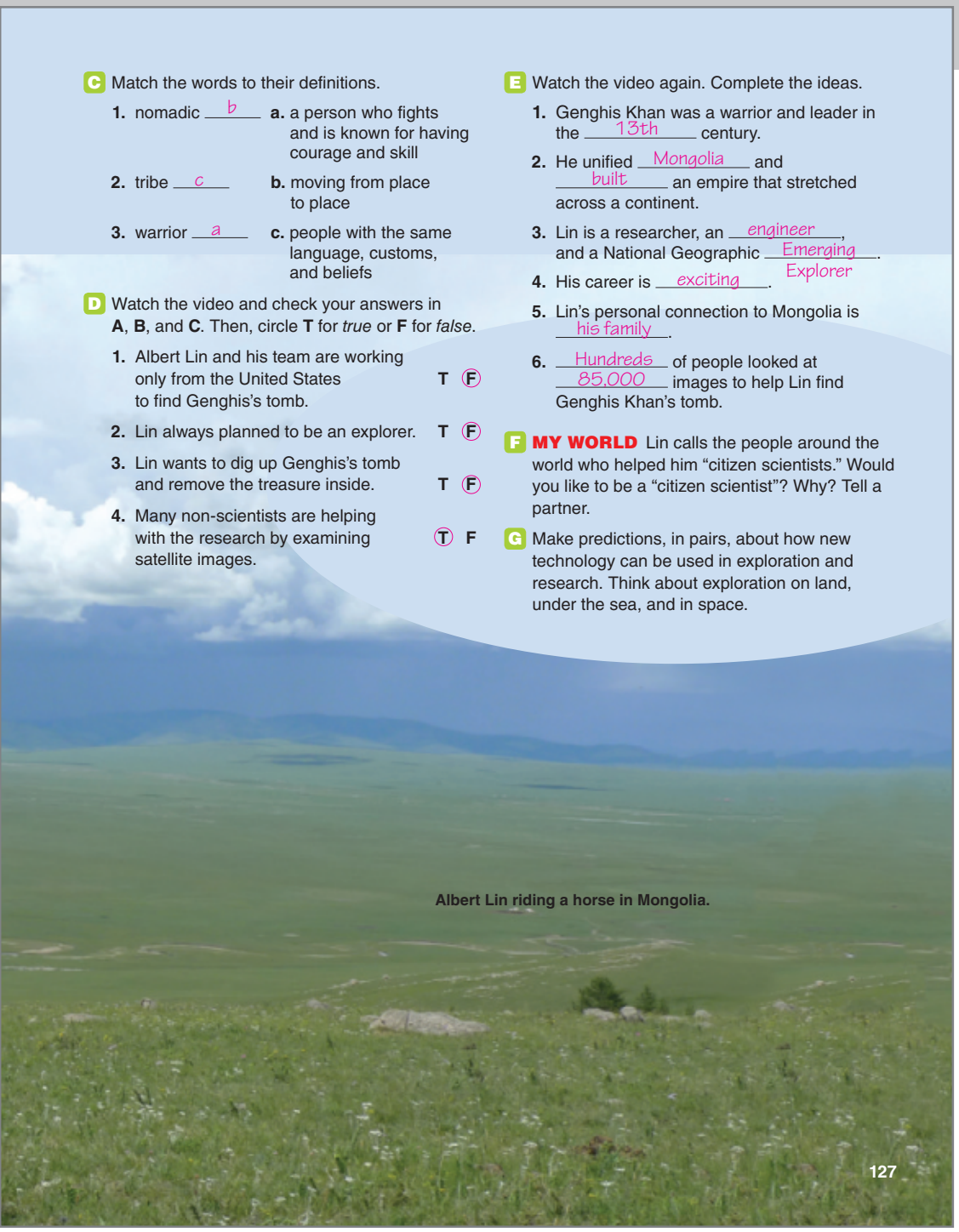
1. Albert Lin and his team are working only from the United States to find Genghis's tomb. T (F)
2. Lin always planned to be an explorer. T (F)
3. Lin wants to dig up Genghis's tomb and remove the treasure inside. T (F)
4. Many non-scientists are helping with the research by examining satellite images. (T) F

E Watch the video again. Complete the ideas.

1. Genghis Khan was a warrior and leader in the ___13th___ century.
2. He unified ___Mongolia___ and ___built___ an empire that stretched across a continent.
3. Lin is a researcher, an ___engineer___, and a National Geographic ___Emerging Explorer___.
4. His career is ___exciting___.
5. Lin's personal connection to Mongolia is ___his family___.
6. ___Hundreds___ of people looked at ___85,000___ images to help Lin find Genghis Khan's tomb.

F **MY WORLD** Lin calls the people around the world who helped him "citizen scientists." Would you like to be a "citizen scientist"? Why? Tell a partner.

G Make predictions, in pairs, about how new technology can be used in exploration and research. Think about exploration on land, under the sea, and in space.



Albert Lin riding a horse in Mongolia.

- Assign students to new pairs and encourage them to be innovative in their predictions. If possible, have pairs present their predictions on posters including both images and written sentences (see Teaching Tip).
- Have pairs share their predictions by displaying their posters or telling the class their ideas if posters are not possible.

Teaching Tip: Poster Gallery

Having students share the product of their discussion through a poster (as suggested in Exercise G) encourages them to develop a different set of communication skills and creates an opportunity for creativity. In addition, it provides an opportunity for students who are visual learners to both present their own ideas and receive their classmates' ideas through their preferred channel.

D
- Remind students to use visual clues to help them understand the video. Play the video multiple times as needed and have students confirm or correct their answers to exercises A, B, and C. Provide additional explanation for vocabulary from exercises B and C if necessary.
- Then have students read the statements in Exercise D and identify key words. Clarify vocabulary as needed.
- Play the video again while students choose *true* or *false*. Have students compare with a partner.
- Finally, review answers, prompting students to correct the false statements. Replay parts of the video as needed.

E
- Have students read the statements. Encourage them to complete any answers they might already know. Point out that students can use grammar and context as well as their listening skills to determine the answers. For example, in Item 1, students can guess that the answer will probably be an ordinal number (first, second, twentieth, etc.)
- Play the video again.
- Give students time to complete their answers. Then have them compare with a partner.
- Review answers as a class, writing them on the board so that students can confirm / correct their spelling.

F
- Go over the prompt and questions. Then give students time to think about their answers and write notes.
- Have students discuss with a partner.
- Survey the class to find out how many people would like to be "citizen scientists." Then have volunteers share their reasons why or why not.

G
- Elicit or provide examples of how technology has been used in exploration and research, such as NASA's Mars rover. Elicit how we talk about predictions (referring back to Unit 3 if necessary) and write an example sentence with *will* on the board. For example, *We will send more robots to Mars so they can learn about the planet before humans move there.*

UNIT
10

Travel

Road to El Chaltén, Los Glaciares National Park, Santa Cruz, Argentina

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Unit Theme

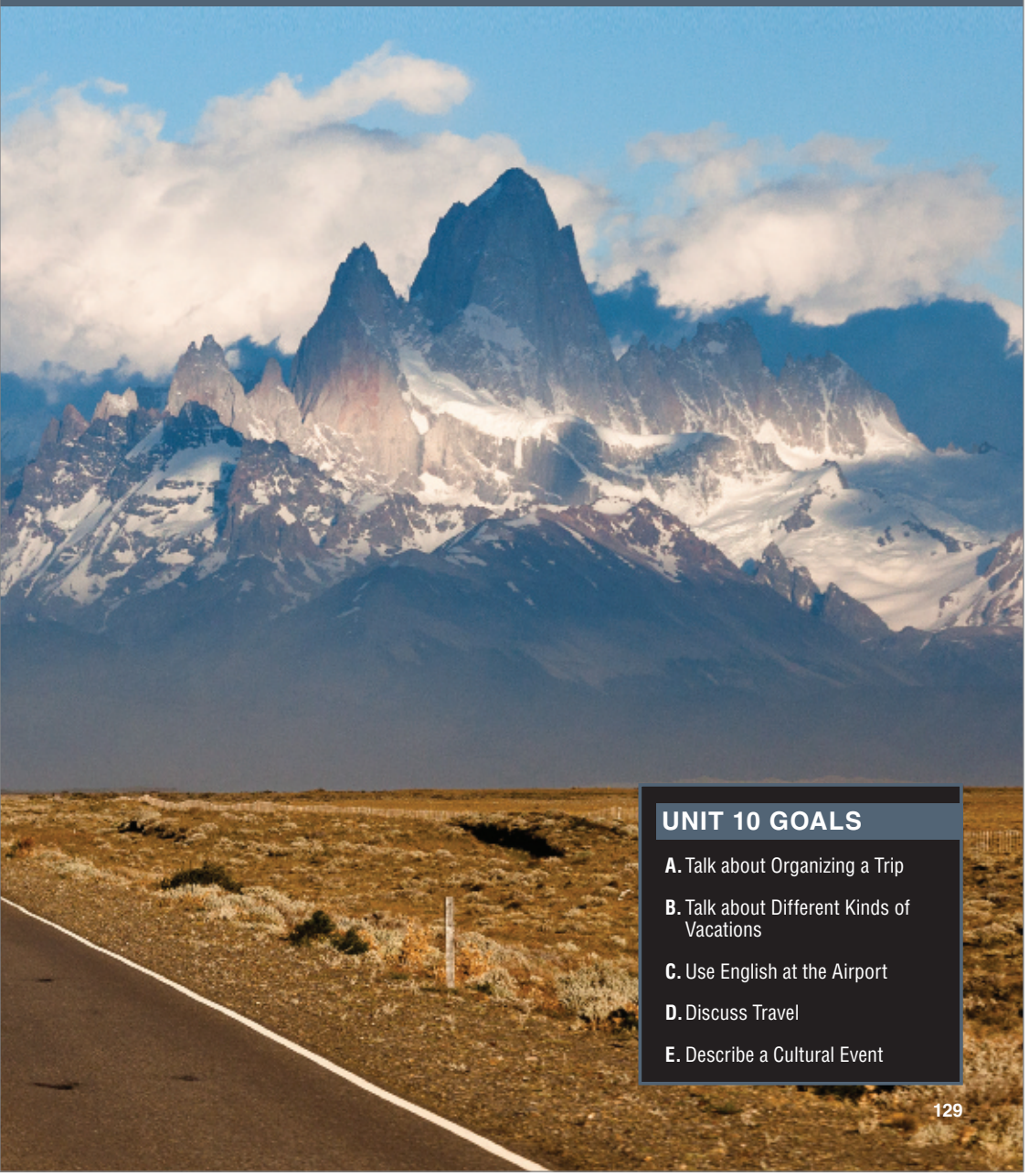
Travel is part of life for many people, but there are many types of travel and diverse reasons for taking a trip. Sometimes we travel for work; sometimes we travel for pleasure or for other personal reasons. The trips we make may be local, national, or international. But whatever our reasons, and however long or short our trips may be, travel can create opportunities for meeting new people, learning about different cultures, and better understanding ourselves and the world we live in.

Unit Overview

In this unit, students explore various concepts connected with travel and culture. Lesson A introduces vocabulary related to trip planning and grammar for talking about necessity. Lesson B focuses on different types of vacations and students' vacation preferences. In Lesson C, students will work with the specific language needed to successfully navigate an airport, including *must not* to express prohibition. In Lesson D, students will read about how travel is beneficial both physically and mentally and discuss what they have learned from trips they have taken. In Lesson E, students will craft a blog post about a cultural event they are familiar with, including a strong topic sentence and conclusion. Finally, in the Video Journal, students will watch a TED Talk about art and the ways in which Burning Man could change how we perceive its value.

UNIT 10 GOALS	Grammar	Vocabulary	Listening
• Talk about Organizing a Trip • Talk about Different Kinds of Vacations • Use English at the Airport • Discuss Travel • Describe a Cultural Event	Expressing Necessity *I **must** make a reservation.* Expressing Prohibition *You **must not** take pictures here.*	Travel Preparations At the Airport	General and Focused Listening Conversations: Vacations

Look at the photo and answer the questions: 1 What do you see in this picture? 2 How would you get to the national park?



UNIT 10 GOALS

- **A.** Talk about Organizing a Trip
- **B.** Talk about Different Kinds of Vacations
- **C.** Use English at the Airport
- **D.** Discuss Travel
- **E.** Describe a Cultural Event

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About the Photo

This photo shows one of the roads into Los Glaciares National Park, located in the Patagonian Andes in southwest Argentina. The park was named a UNESCO World Heritage Site in 1981 because of its incredible natural beauty. It covers an area of 600,000 hectares of magnificent mountains, huge glaciers, and glacial lakes. The most famous glacier in the park is the 200-foot-tall (70-meter-tall) Perito Moreno Glacier, which collapses into Lake Argentino every three to four years. Many tourists visit the park in mid-March, hoping to watch the glacier fall into the water below it.

- Point out the unit title and elicit reasons people travel and places they go.
- Have students look at the photo and answer the first question in pairs. Then have them share ideas as a class.
- Discuss the second question as a class.
- Survey the class to find out how many people would like to visit the park. Encourage them to explain why or why not.
- Have students read the unit goals. For each goal, clarify vocabulary doubts and elicit related language. For example, for Goal B, elicit different kinds of vacations people go on (to the beach / mountains, active / relaxing, etc.). For Goal C, brainstorm vocabulary related to airports. For Goal E, explain that cultural events are often related to art, music, or religion and elicit examples.

Speaking and Pronunciation	Reading	Writing
Discussing Preparing for a Trip Describing Things You Do at the Airport Reduction of *have to* and *has to*	Four Reasons Why Traveling Is Good for You	Writing a Travel Blog

Video Journal

Why Art Thrives at Burning Man

In this TED Talk, Nora Atkinson describes how curiosity and engagement are inspired by this art festival.

Vocabulary

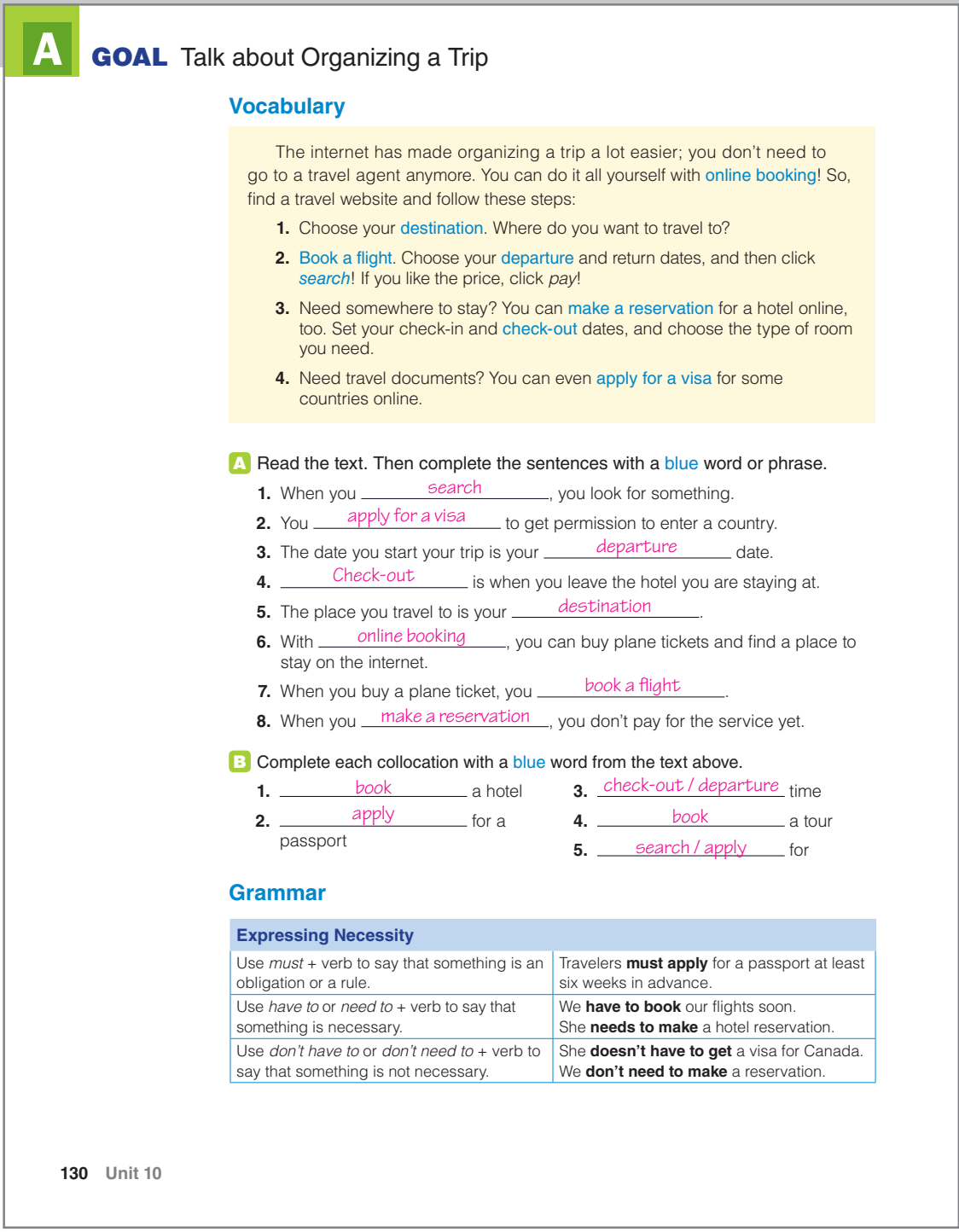
- As a warm-up, write *planning a trip* in the middle of the board. Elicit things people need to do when planning a trip (buy tickets, look for a hotel, pack, etc.). Create a mind map on the board with students' suggestions. Point out the lesson goal and explain that *organize* and *plan* have the same meaning here.

A
- Write on the board: *Why is it easier to plan a trip now? What are the four steps for planning a trip?* Have students read the text and discuss the answers as a class.
- Have students read the text again, focusing on the words in blue. As a class, identify the parts of speech. Note that *book a flight*, *make a reservation*, and *apply for a visa* are verb phrases (verb + object). Similarly, *online booking* is a noun phrase.
- Have students complete the exercise and compare answers with a partner. Clarify any doubts as a class.

B
- Write *hotel* on the board and ask students what words we often use with hotel, for example, *book a hotel, hotel reservation, hotel room, 5-star hotel*. Remind students that these are collocations.
- Have students complete the exercise with a partner.
- Review answers as a class.

Grammar

- Ask students how we talk about necessary actions in English. Elicit or provide an example with *need to*. Write on the board: *I need to book my flight to* (city). Then add: *I have to make a hotel reservation. You must have a passport to travel abroad*. Have students guess what the differences in meaning might be between *need to*, *have to*, and *must*.
- Go over the information in the grammar chart and clarify doubts. Provide or elicit additional examples to illustrate the difference between necessity and obligation.



A **GOAL** Talk about Organizing a Trip

Vocabulary

The internet has made organizing a trip a lot easier; you don't need to go to a travel agent anymore. You can do it all yourself with online booking! So, find a travel website and follow these steps:

1. Choose your destination. Where do you want to travel to?
2. Book a flight. Choose your departure and return dates, and then click *search*! If you like the price, click *pay*!
3. Need somewhere to stay? You can make a reservation for a hotel online, too. Set your check-in and check-out dates, and choose the type of room you need.
4. Need travel documents? You can even apply for a visa for some countries online.

A Read the text. Then complete the sentences with a blue word or phrase.

1. When you search, you look for something.
2. You apply for a visa to get permission to enter a country.
3. The date you start your trip is your departure date.
4. Check-out is when you leave the hotel you are staying at.
5. The place you travel to is your destination.
6. With online booking, you can buy plane tickets and find a place to stay on the internet.
7. When you buy a plane ticket, you book a flight.
8. When you make a reservation, you don't pay for the service yet.

B Complete each collocation with a blue word from the text above.

1. book a hotel
2. apply for a passport
3. check-out / departure time
4. book a tour
5. search / apply for

Grammar

Expressing Necessity	
Use *must* + verb to say that something is an obligation or a rule.	Travelers **must apply** for a passport at least six weeks in advance.
Use *have to* or *need to* + verb to say that something is necessary.	We **have to book** our flights soon. She **needs to make** a hotel reservation.
Use *don't have to* or *don't need to* + verb to say that something is not necessary.	She **doesn't have to get** a visa for Canada. We **don't need to make** a reservation.

130 Unit 10

Grammar: Expressing Necessity

Must can be used to show that something is an obligation or a rule imposed by someone else. For example, *You must have a valid passport to travel abroad. Need to* and *have to* can both be used to talk about something that is necessary but perhaps not an obligation. For example, *I have to take a taxi to the airport, or I'll miss my flight. I need to finish packing.*

Grammar Practice: Expressing Necessity

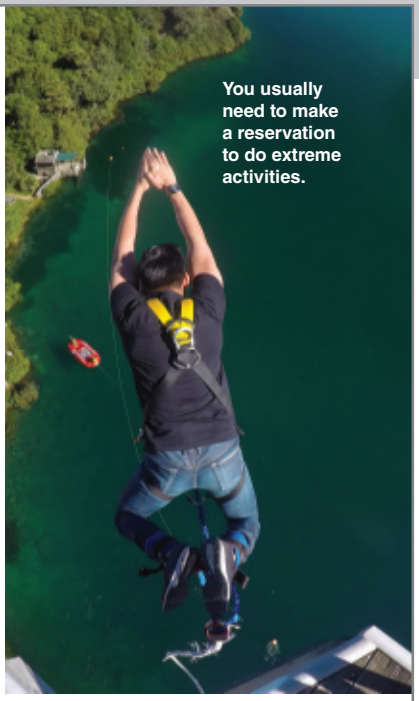
Have students think about things that new students coming to their school or class must, have to, or need to do. Write topics that are applicable to your particular institution on the board, for example, registration, payment, placement, homework, tests, classroom rules, prerequisites, etc. In groups, have students write at least four sentences with information for incoming classmates. For example, *You must attend at least 80% of class sessions.*

C Complete the sentences with *must*, *have to*, *need to*, *don't have to*, or *don't need to*.

1. Airline rules say that passengers ___must___ be at the gate 15 minutes before departure.
2. We ___don't have to / don't need to___ book the tour. It's not a busy time.
3. Passengers ___must___ be seated during takeoff and landing.
4. If we don't want to pay extra, we ___have to / need to___ leave the hotel before the check-out time.
5. I ___need to / have to___ pack my bag tonight. I leave tomorrow.
6. You ___don't have to / don't need to___ make reservations for the train. You can buy the ticket the day you travel.

D 48 Complete the conversation. Then, listen to check your answers.

Ed: So, Peter, are you and Maya ready for our trip?
Peter: We will be! But first Maya (1) ___has to___ get a new passport, and I (2) ___have to___ apply for the visa.
Ed: You need to get started! You (3) ___don't have to___ go to the embassy for the visa. You can get it online. I booked our hotel online, too. It's so much easier!
Peter: OK, thanks for the tip!



You usually need to make a reservation to do extreme activities.

REAL LANGUAGE
A **tip** is useful information that makes doing something easier.

GOAL CHECK Talk about Organizing a Trip

Look at the destinations in the box. Add one of your own. Then choose a destination, and complete the chart in your notebook. Finally, talk to a partner about preparing for your trip.

Canada Italy New Zealand Peru Thailand _____

Where are you going?	Do you have a passport?	Do you need a visa? (embassy or online)	Tickets (plane, train, bus)	Hotel reservation	Tour	Other

Are you ready for your trip?

Well, I booked my flight to … but I still have to …

How about you? Where are you going on vacation?

For example, *Well, I booked my flight to Greece, but I still need to buy a new suitcase.*

- Have students complete the chart individually using a different destination from yours. Then have them talk about their information in pairs. Monitor and assist as needed.
- Ask higher-level students about their trip preparation first. Then have these students ask others in the class.

Word Bank: Taking a Trip
double / single room
exchange currency
hostel
one-way / round trip ticket
pay online
renew your passport
rent a car
rent a house / an apartment / a room
suitcase / luggage
tour guide

C
- Have students complete the exercise and compare answers with a partner.
- Review answers as a class, discussing all possible responses.
- Have students do the Grammar Practice exercise.

D
- Point out the photo and elicit what the man is doing (bungee jumping). Survey the class: *Would you like to go on a trip where you do extreme activities like this?*
- Tell students they will read and listen to a conversation about organizing a trip. Have them complete the conversation first. Ask, *Who is going on the trip?* Point out the explanation of *tip* in the Real Language box. Ask, *Who gave the tip? What was it about?*
- Play the audio and have students confirm or correct their answers. For additional practice, see the Expansion Activity.

Expansion Activity
Have students develop tips for traveling to a place they are familiar with. It could be their current city / country or a city / country they know well. They should use *must*, *(not) have to*, or *(not) need to* to provide advice and information about booking flights / hotels, traveling within the city / country, getting visas, sightseeing, etc. Students can present their tips to the class or in groups, depending on class size and time available.

GOAL CHECK

- Elicit some destinations that students would like to visit. Write them on the board. Copy the chart and complete the information for yourself using one of the suggested destinations. Have students suggest options for the *Other* column. For example, pack, rent a car, etc. Use the Word Bank for additional vocabulary.
- Model the first question in the speech bubble. Then have a student ask you and reply using the information from your chart. Include some items from the Word Bank so students can see how they are used in context.

Listening

- As a warm-up, give students one minute to brainstorm ideas related to vacations. Then have them compare their list with a partner.
- Have the class share their words and create a mind map on the board.

A
- Elicit what students see in the photo and take notes on the board.
- Have students read the question and share answers as a class. Write the adjectives students mention on the board.

B
- Have students read the texts; clarify any new vocabulary. Ask, *Which kind of vacation do you think the photo shows?*
- Have students talk about the kinds of vacations they like with a partner.
- Survey the class to find out how many people like each kind of vacation described. Call on volunteers to explain their reasons.

C
- Have students read the directions and the question. Ask, *What kind of information do you need to listen for?* (country names)
- Play the audio for students to complete the exercise.
- Review the answers as a class.

D
- Have students look at the chart and identify the details they need to listen for.
- Remind students to take notes as they listen and explain that correct spelling is not important at this stage. Play the audio again.
- Have students compare answers with a partner. Then review as a class, prompting students to explain how they chose the kind of vacation for each speaker. Replay parts of the audio if necessary.

B **GOAL** Talk about Different Kinds of Vacations

Listening

A Look at the picture. How does it make you feel?

B Read the information. What kinds of vacations do you like? Tell a partner.

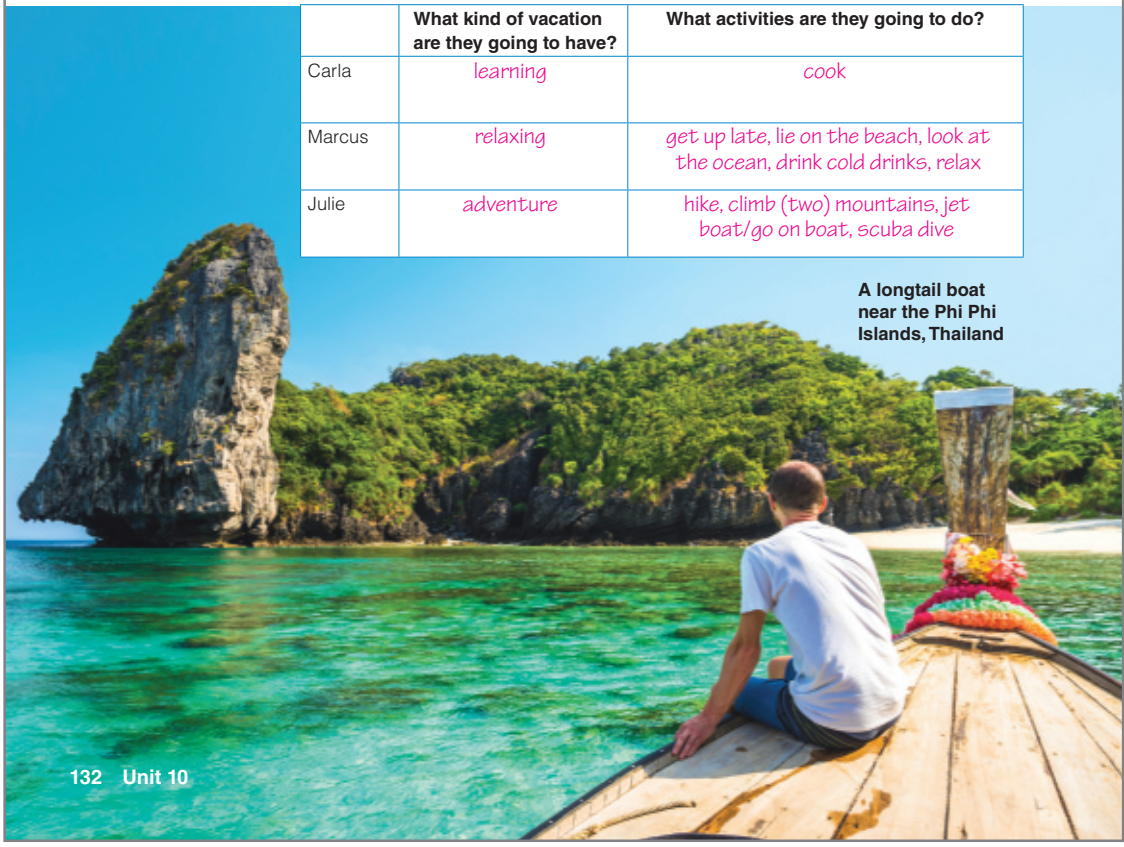
1. Adventure vacation	2. Relaxing vacation	3. Learning vacation
Try exciting sports, like hiking, rafting, or scuba diving. Have amazing experiences to tell your friends about.	Go to a beautiful place to rest and relax. Sleep late, read, listen to music, and enjoy the scenery.	Learn to do something new, like art or music, or take a class in a subject that interests you.

C 49 Listen to three people talking about their vacations. Which country is each person going to?

Carla: Italy
Marcus: Thailand
Julie: New Zealand

D 49 Listen again and complete the chart.

	What kind of vacation are they going to have?	What activities are they going to do?
Carla	learning	cook
Marcus	relaxing	get up late, lie on the beach, look at the ocean, drink cold drinks, relax
Julie	adventure	hike, climb (two) mountains, jet boat/go on boat, scuba dive



A longtail boat near the Phi Phi Islands, Thailand

For Your Information: Vacation Choices

Adventure vacations are increasingly popular. Activities involved in these kinds of vacations can include trekking (long-distance hiking), white water rafting, mountain biking, ice climbing, and scuba diving. Popular destinations for adventure vacations include New Zealand, the Himalayas, and Tanzania. Relaxing vacations are more common. People travel to places such as Hawaii, Southeast Asia, and various Caribbean islands for these types of vacations. Learning vacations are often more popular with older adults. They may attend cooking schools in Italy and France, or art and photography workshops in the United States and Canada.

E **MY WORLD** Tell a partner about a recent vacation or a vacation you want to go on.

PRONUNCIATION: Reduction of *have to* and *has to*

When we speak quickly, *have to* and *has to* are pronounced /hæ-ftə/ and /hæ-stə/.

F 50 Listen to the sentences. Then practice saying them in pairs.

1. I have to apply for a passport.
2. We have to book our flights.
3. Rosa has to pack her suitcase.
4. They have to check in at six o'clock.
5. Juan has to check his hotel reservation.
6. Do you have to book the tour in advance?

Communication

Mexican Traditional Cooking: Learn to cook delicious, traditional dishes in Oaxaca, Mexico. You will prepare the classic *mole*, with its 34 ingredients, including chocolate and six different types of chili!

Costa Rican Kayaking: Have an adventure in Costa Rica. You will go kayaking, hiking, and rafting in the incredible rainforest. Look out for the amazing wildlife, too!

Beach in Thailand: Stay in a relaxing beach house on Railay Beach, Thailand! Swim, swing in a hammock, or just do nothing. You don't even have to cook—a chef will prepare all of your meals!

G In pairs, talk about the three trips and choose which one you will take together.

If we go to Thailand, we'll see beautiful beaches!!

I'll take sunscreen.

H What do you have to do before this trip? Think of five things.

I What will you take with you? List 10 things.

GOAL CHECK

Talk about Different Kinds of Vacations

Join another pair and talk about your vacation plans. Explain why you chose your vacation and why you did not choose the other destinations. Say what you have to do to prepare for it.

We didn't choose the beach house because…

We really like… so we chose…

Teaching Tip: Grouping Students of Different Competency Levels

Grouping students of different competency levels can help them develop their language skills and prepare them for future interactions with English speakers of varying abilities. Lower-level learners may push themselves to use more accurate language in order to be understood by the higher-level students. At the same time, higher-level learners can gain confidence and reinforce their knowledge by assisting those at a lower level. All learners can benefit from opportunities to work with varied groups of peers

- Have students discuss in their groups. Monitor and assist as needed, prompting students to explain the reasons for their choices.
- Call on a few pairs to share the vacation they chose and why, as well as the necessary preparations. Correct use of *have to* as needed.

E
- Give students time to think of a vacation and write notes.
- Have students talk to a partner. Monitor and prompt them to ask questions to get more information.

Pronunciation

- Elicit things that have to be done before taking a vacation. Write one sentence on the board and say it using the reduced form of *have to* (/hæ-ftə/). Help students notice the unstressed pronunciation of *to*.
- Go over the explanation in the Pronunciation box.

F
- Have students read the sentences as they listen to the audio.
- Play the audio again and have students repeat.
- Have students practice saying the sentences with a partner. Monitor and ensure that students are not overemphasizing the schwa sound in /hæ-ftə/ and /hæ-stə/.

Communication

G
- Have students read about the vacations. Clarify any new vocabulary.
- Briefly review the future form with *will*. Then have students discuss and decide with a partner which vacation they will choose. Monitor and assist, prompting students to explain their reasons.

H
- Have students work with the same partner and think of at least four things they have to do. Correct students' use and pronunciation of *have to* as needed.

I
- Go over the example in the speech bubbles. Have students complete the exercise in the same pairs.

GOAL CHECK

- Have pairs join to form groups of four. For this exercise, try to group students of different levels of competency (see Teaching Tip). Model the exercise with a student using the speech bubbles.

Language Expansion: At the Airport

- As a warm-up, write *airport* on the board. Ask, *What are airports like? What can you find at an airport?* Write students' ideas on the board.

A
- Say the words in the box as students read them. Then have students complete the exercise. Encourage them to use classroom dictionaries if available or direct them to student-friendly online dictionaries for new vocabulary as needed.
- Have students compare answers with a partner. Then review as a class, providing additional explanation as needed. Ask questions using the new vocabulary to test students' comprehension. For example, *Do you usually bring a carry-on bag when you travel? Do you usually get a paper boarding pass or do you have your boarding pass on your phone?*

B
- Go over the explanation in the Real Language box. Then have students complete the text.
- Have students compare answers with a partner. Then review as a class, clarifying any vocabulary doubts as needed.

Grammar

- Elicit how we express needs, requirements, and rules in English. Refer students back to Lesson A as needed. Then ask, *What about the opposite (when you are not allowed to do something or when something is prohibited)?* Elicit something students can't do in the classroom. Rephrase the idea using *can't* or *must not* if students use another verb form. For example, *You must not copy another student's answers during a test.*
- Go over the grammar chart and clarify any doubts. Have students do the Grammar Practice exercise as time allows.
- Direct students to the Grammar Reference in the back of the Student's Book for additional review and practice.

C **GOAL** Use English at the Airport

Language Expansion: At the Airport

airline agent
baggage claim
boarding pass
carry-on bag
(online) check-in
gate
security check
terminal

A Write the words from the box next to their meanings.

1. (online) check-in registering for your flight at the airport or electronically
2. airline agent the person who helps you register for your flight and takes your large bags
3. terminal where travelers arrive and leave from at an airport
4. boarding pass This has your flight details and seat number. You need it to get on the plane.
5. baggage claim where you pick up your suitcase after your flight
6. security check where your bags are checked by security officers
7. gate the door where you get on the plane
8. carry-on bag a small bag you can take on the plane with you

REAL LANGUAGE
You have to **check large bags**. Your **checked baggage** goes in a separate part of the plane and you get it at baggage claim.

B Complete the paragraph with words from **A**.

When you get to the airport, the first thing you have to do is go to the right (1) terminal. Then, you need to find the (2) check-in desk where an (3) airline agent will help you. They will check your passport and give you your (4) boarding pass, which has your flight information. If you have a large bag or suitcase, you have to check it there. If you only have a (5) carry-on bag, you can take it on the plane with you. If you did (6) online check-in, you already have your boarding pass, so you can go straight to the (7) gate in the departure area. You will have to go through a (8) security check to make sure you don't have anything dangerous. Finally, when you get to your destination, you can pick up your checked bag from (9) baggage claim.

Grammar

Expressing Prohibition	
Use *must not* to say something is not allowed.	You **must not** bring a knife on the plane.
Must not and *can't* both mean that something is not allowed. *Must not* is stronger, and is used for rules.	You **must not** open that door. You **can't** take a large piece of baggage as a carry-on.

Grammar: Expressing Prohibition

Both *must not* and *can't* are used to express the idea that an action is not allowed. However, *must not* is stronger and more formal than *can't* and is more often used for rules and laws.

Grammar Practice: Expressing Prohibition

Have students work with a partner to write at least three sentences describing things that travelers *must not* and *can't* do in a particular place—in their country or another country. Give them an example, such as *You must not sell chewing gum in Singapore. It's against the law.* Call on students to read one of their sentences to the class.

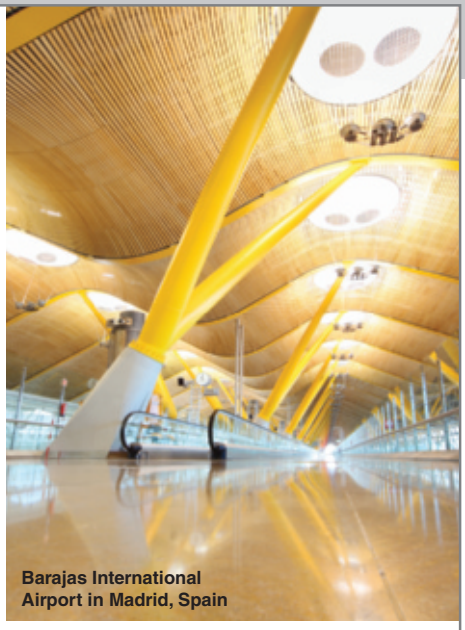
C Write sentences about traveling by plane. Use *have to, must, must not,* and *can't*.

1. You must show your passport at check-in.
2. You must not smoke on the plane.
3. You must not take scissors in your carry-on bag.
4. You can't take large bags on the plane with you.
5. You have to show your boarding pass at the gate.

Conversation

D 51 Listen to the conversation with your book closed. What time will the traveler get on the plane? 10:15

Airline agent: Good afternoon. Where are you flying to today?
Traveler: To Bogotá. Here's my passport.
Airline agent: Thank you. And do you have any bags to check?
Traveler: Just one. And this is my carry-on bag.
Airline agent: OK, thank you. Here's your boarding pass. You're in seat 27D. Boarding time is 10:15 at gate 13, but you must be at the gate 30 minutes before that.
Traveler: OK, and 27D is a window seat, isn't it?
Airline agent: No, I'm afraid it isn't. There aren't any window seats available.
Traveler: Oh, I thought I had reserved a window seat when I booked online.
Airline agent: I'm sorry about that, ma'am. Is there anything else I can help you with?
Traveler: Yes, is there a restaurant after the security check?
Airline agent: Yes, there are two. Thank you, and enjoy your flight!



Barajas International Airport in Madrid, Spain

SPEAKING STRATEGY

Notice the traveler's question: *27D is a window seat, isn't it?* Use these short questions at the end of a sentence to confirm information.

E In pairs, practice the conversation. Switch roles and practice it again.

GOAL CHECK Use English at the Airport

1. In pairs, write a list of the things you do at an airport.
2. Join another pair and compare your lists. Put the actions in order.
3. Prepare the dialog for a how-to video in which you show other students how to use English at the airport.

- Ask, *When you want to find out how to do something, what do you do?* Elicit or provide the idea of online videos. If possible, show students a simple how-to video. Provide specific criteria for Step 3 (how long should it be, what to include, etc.) and have groups write their dialogs together. Monitor and assist as needed. Use the Word Bank for additional vocabulary.
- Call on volunteers to perform their dialogs or have groups film their videos for the class to watch.

Word Bank: Traveling by Plane

aisle / window seat
duty-free
excess / oversize baggage
flight attendant
identification
in-flight entertainment
liquids / gels
metal detector
overhead compartment
security officer

C
- Write the first sentence together, eliciting ideas from the class.
- Have students write the rest of the sentences individually.
- Elicit possible answers and write them on the board. Have students help you correct them if necessary.

Conversation

D
- Write the question on the board and play the audio, having students listen with their books closed.
- Review the answer with the class.
- Go over the information in the Speaking Strategy box (see Speaking Strategy below). Elicit further examples. For example, *You're from Peru, _____? The bus is late, _____?*

Speaking Strategy: Confirmation Tag Questions

In both formal and informal conversation, we often want to confirm a fact or an idea. To do this, we can use tag questions at the ends of statements. For example, *Lucia's a nurse, isn't she?* It is important to provide students with opportunities to see these questions in context and to practice them, as in Exercise D. It may be useful to point out that we vary our intonation of the tag question depending on how sure or unsure we are about the answer: rising intonation indicates we are not very sure, and falling intonation indicates more certainty.

E
- Have students practice in pairs. As time allows, encourage students to change the information and continue practicing. Prompt them to ask confirmation tag questions when appropriate.

GOAL CHECK

- Place students in pairs, mixing levels of competency. Have them brainstorm and create their list.
- Have pairs join to form groups of four and compile one list, putting the actions in order.

Reading

- As a warm-up, have students look at the photo and describe what they see. Provide vocabulary as needed. Ask, *Does it look like a nice place to visit? Would you like to go there? Why or why not?*

About the Photo

This photo shows a street and one of the churches in the center of the city of Oaxaca in southern Mexico. Oaxaca is a popular tourist destination for both Mexicans and people from other countries. It is known for its beautiful, historic buildings, ancient ruins, and delicious cuisine. Mexico is well known internationally for its cuisine; large toasted tortillas called *tlayudas* and the famous *mole* are two of the most popular dishes of this region.

A
- Have students answer the questions individually, then compare answers with a partner.
- Draw a two-column chart on the board with the headings, *Like* and *Don't Like*, and complete it with students' responses. Discuss as a class.

B
- Have students read the phrases. Then have them complete the exercise individually.
- Review answers as a class, having students explain how they matched the phrases to the paragraphs. Ask, *What did you notice that helped you as you read the article?*

C
- Remind students that this time they need to read the text more carefully. Encourage them to underline any words they don't know but to continue reading (see Teaching Tip).
- Have students compare answers with a partner after completing the exercise individually. Review answers as a class. Have students identify where they found the answers in the text and correct the false statements.

D **GOAL** Discuss Travel

Reading

A **MY WORLD** What do you like about traveling? Is there anything you don't like about going somewhere you've never been before? Tell your partner.

B Scan the article, and add the phrases (a–d) to the paragraphs (1–4) to create subheadings.

a. is good for your health
b. promotes cultural understanding
c. takes you out of your comfort zone
d. helps you become a global citizen

C Read the article again. Circle **T** for *true* and **F** for *false*.

1. Your comfort zone is where you sleep.	T	(F)
2. Sightseeing can involve exercise.	(T)	F
3. Global citizens want to work together to solve the world's problems.	(T)	F
4. We can't learn about culture in restaurants, cafes, or markets.	T	(F)
5. We learn about ourselves when we travel.	(T)	F

D Answer the questions.

1. Why are challenging situations sometimes good for us?
They help us grow, and become more confident.

2. Why is travel good for your mind and body?
It stimulates/motivates you and makes you active.

3. What does the term *global citizen* refer to?
Someone who wants to work with people from different countries to solve the world's problems

4. How do we learn about our own culture when we travel?
We compare it with the new culture.

5. Why is cultural understanding important?
It teaches us to respect other people and cultures.

GOAL CHECK

1. Remember a trip you have taken. Write notes to answer the questions.

Where did you go, and how long did you stay?

What was the most challenging / interesting / frightening / unusual moment of that trip?

What did you learn during the trip?

2. Tell a partner about your trip.

Four Reasons Why Traveling is Good for You

Taking a trip can be hard. There may be long lines at the airport, crowds at the security check, and uncomfortable seats at the gate, but traveling—meeting new people, visiting different places, and even eating different foods—is good for us in many ways. Here are four.

Teaching Tip: Vocabulary in Reading Texts

In reading lessons, it can be more effective to address new vocabulary (outside of the glossary) as it arises in comprehension exercises. This can make explaining new vocabulary more interactive and relevant, and less overwhelming. Students should underline new words as they read but hold off on looking them up immediately (as in Exercise C). Explanations can then be elicited throughout the post-reading comprehension exercises. Afterwards, have students go back to the words they underlined and check (✓) any that they now understand. Students can look up remaining words and explain their meanings to the class.

1. Travel takes you out of your comfort zone

In our daily lives, we generally know where we're going to go, what we're going to do, and who we're going to see. We know where to go and who to ask if we need something, and we know *how* to ask for that something. We're in our comfort zone; we're comfortable. When we travel to a different country, where people might speak a different language, we leave our comfort zone, and sometimes that can be frightening. Things are different, and some things will be challenging. But it's worth it! Challenges help us grow and become more confident.

2. Travel is good for your health

Changes in location and breaks from our routine make us feel better. We are **stimulated** by seeing new places, trying new food, and experiencing new cultures. Also, when we travel, we are often more active, so we do more exercise, even if it is only walking around a new city sightseeing. Traveling can be very **motivating** and exciting, so it is good for your mind and your body.

3. Travel helps you become a global citizen

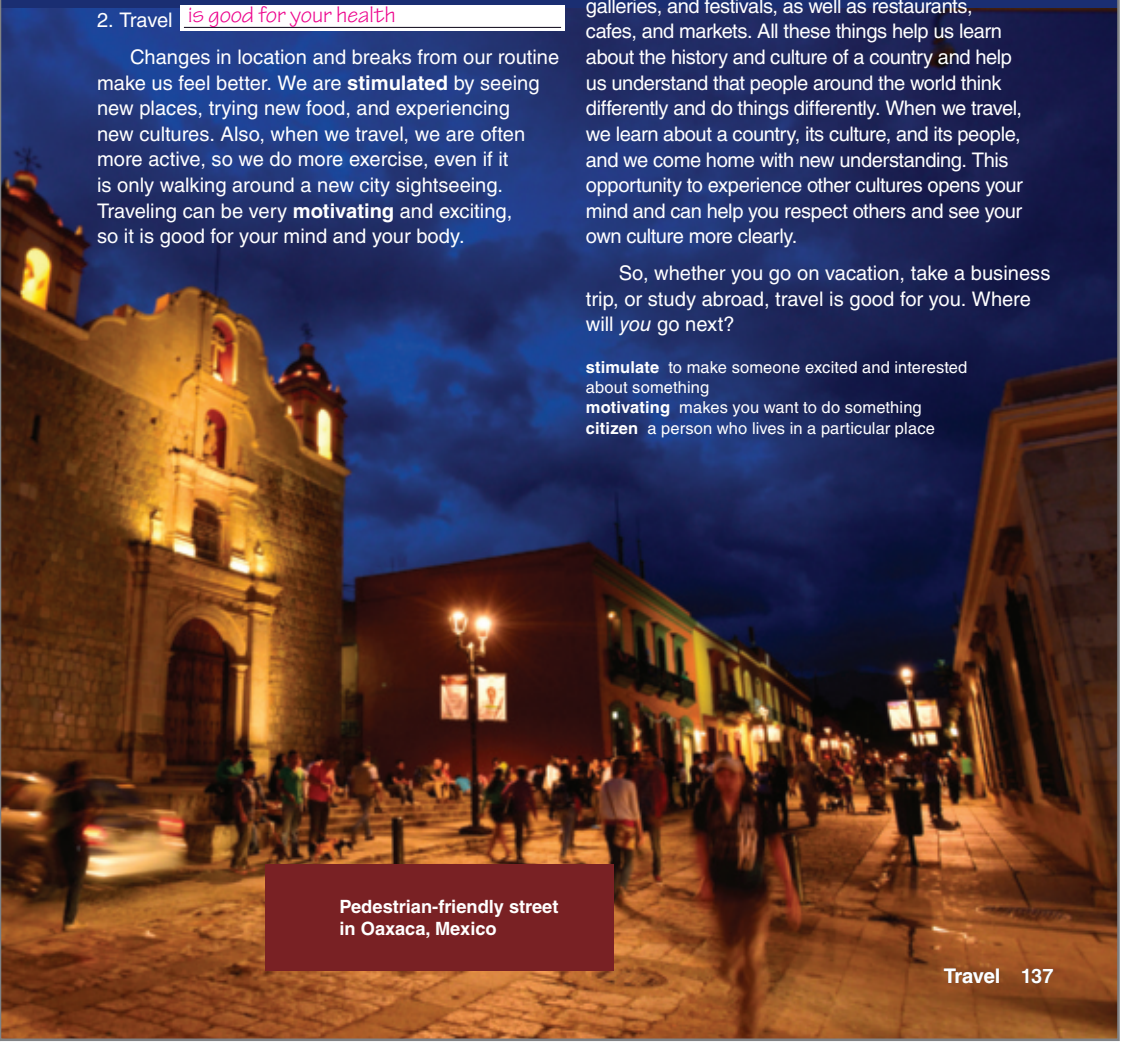
There are a lot of problems in our world that will cause bigger problems in the future if we don't find solutions. With climate change, pollution, and other environmental issues in front of us, we need to work together as ***citizens*** *of the world*, not just citizens of our own country. When you travel, you meet new people, make new connections, and understand the world better. This helps you become a global citizen.

4. Travel promotes cultural understanding

When we travel, we can visit museums, art galleries, and festivals, as well as restaurants, cafes, and markets. All these things help us learn about the history and culture of a country and help us understand that people around the world think differently and do things differently. When we travel, we learn about a country, its culture, and its people, and we come home with new understanding. This opportunity to experience other cultures opens your mind and can help you respect others and see your own culture more clearly.

So, whether you go on vacation, take a business trip, or study abroad, travel is good for you. Where will *you* go next?

stimulate to make someone excited and interested about something
motivating makes you want to do something
citizen a person who lives in a particular place



Pedestrian-friendly street in Oaxaca, Mexico

Speaking Strategy: Preparing for Discussions

Allowing students to think about what they want to say and to make notes before discussion activities (as in the Goal Check) will help them participate more effectively. This process gives them the opportunity to recall the language they will need to express their ideas; it can also help them feel more confident about participating.

D
- Go over the questions with the class, clarifying vocabulary as needed. Whenever possible, elicit vocabulary explanations from students (see Teaching Tip). Have students respond to the questions with a partner, then confirm their answers by rereading parts of the text.
- Call on several students to share their answers. Discuss with the class the importance of cultural understanding. Encourage students to provide examples from their own lives if possible.

GOAL CHECK

- Model this exercise by thinking of a trip you have taken and writing your answers to the questions on the board in note form.
- Tell students to remember a trip they took. If appropriate, have them close their eyes and try to imagine themselves when they were on the trip. Prompt their recollections with questions like, *Where did you go? When was it? Where did you stay? What did you see / do? How did you feel?*
- Have students read the questions and give them a few minutes to write their notes (see Speaking Strategy). Encourage them to think of specific information to help them explain their answers. Provide vocabulary as necessary.
- Tell students that they may be asked to describe their partner's trip to the class. As students talk in pairs, monitor and encourage them to fully develop their answers.
- Call on several students to tell the class about their partner's trip. Have partners confirm or correct the summaries as needed.

Communication

- As a warm-up, have students look at the photo and the caption at the bottom of the page. Ask, *What do you think the Lantern Floating ceremony is for? Why do people put lanterns in the water?*

A
- Have students read the text and confirm or correct their answers to the questions in the warm-up. Explain any new vocabulary as needed. Ask students if there is any similar ceremony or event in their culture.
- Have students think of other cultural events and festivals they know. Prompt with examples as needed. Remind students that cultural events can be related to music, art, history, religion, etc.
- Compare ideas as a class and make a list on the board.

B
- Go over the questions as a class. Clarify any vocabulary as needed. Explain that *take place* means to happen. Remind students of the importance of this planning stage before they write. As an example, have the class answer the questions about the Lantern Floating Festival described in Exercise A.
- Give students time to decide on an event they would like to write about. Have them write notes to answer each question. Remind students about the descriptive adjectives they saw in Unit 9, Lesson E, and provide additional vocabulary as needed.

C
- Model this exercise using the example conversation in the speech bubbles in Exercise B. In pairs, have students ask and answer questions about each other's events. Monitor, prompting students to ask follow-up questions to find out more information.

E **GOAL** Describe a Cultural Event

Communication

A Read the text. What cultural festivals or events do you know about? Write a list.

Hawaii's Lantern Floating Festival

People travel from all over the world to participate in Hawaii's Lantern Floating festival. Lantern Floating is a ceremony to remember family and friends who have died. It takes place on Memorial Day, the last Monday in May. The festival begins with music and singing, and then, as the sun sets, everyone lights their lanterns. Each lantern has a message written on it, and sometimes people also attach photos of their loved ones to them. Once they are lit, the lanterns are released onto the water. It is a truly beautiful sight. Lantern Floating is a moment to remember and give thanks to the people who have left the world before us.

B Choose an event from your list, and write notes about it. Use the questions.

When does it take place?
Where does it take place?
What is it for?
What do people do?
Do people come from far away to go to the event?
How would you describe it? Write three adjectives.

What's the name of your event?
Day of the Dead.
When does Day of the Dead take place?

The annual Lantern Floating ceremony is held at Ala Moana Beach Park in Oahu, Hawaii.

C Ask a partner about their cultural event.

Writing

D Read the text about a festival. Underline the topic sentence and the last sentence.

Nevada's Burning Man Art Festival

Every August, thousands of people from America and around the world travel to Black Rock Desert, Nevada, in the US. They travel there to participate in Burning Man, a huge festival that celebrates community, creativity, and art. There aren't any hotels or stores nearby, so people camp and have to bring everything they need with them. A temporary community is created for a week in the middle of the desert—it's incredible! Some people come to look at and experience the art, but others come to create it. They construct enormous pieces of unusual art in the middle of the desert. It's an amazing sight. At the end of the week, many of the creations are burned. This tradition comes from the very first Burning Man in 1986, where an 8-foot-tall (2.4 m) wooden man was burned. A giant figure of a man is still burned on the last night of the event each year. So, if you like travel, art, and unusual experiences, you should visit Burning Man next August! You can't make a hotel reservation, but you have to book a ticket online for the festival.

E Use your notes from **B** to write a text for a travel blog. In your blog, you want to encourage people to visit your country for the cultural event. Use the text in **D** to help you.

F Exchange texts with a partner. How can your partner improve his or her text? Write notes on the text. Use your partner's comments to make corrections and improvements.

WRITING STRATEGY
The topic sentence (the introduction) and the last sentence (the conclusion) work together. They both need to show the main idea of the paragraph.

GOAL CHECK Describe a Cultural Event

1. In small groups, share your texts.
2. Discuss the different cultural events and decide which one you would all like to visit. Explain your reasons to the class.

I would like to visit... because...

Writing

D • Have students complete the exercise. Ask, *How are the two sentences connected?* Go over the information in the Writing Strategy box (see Writing Strategy below).

Writing Strategy: Topic Sentence and Conclusion

Topic sentences are a crucial element of effective writing because they tell the reader what the paragraph will be about, as students saw in Unit 3. In addition to a clear topic sentence, a paragraph needs an effective conclusion, which works with the topic sentence. The first introduces the main idea; the latter wraps it up after it has been developed in the body of the paragraph. The two sentences should not use the same words, but they must be clearly connected through the main idea.

• Have students go back to the text in Exercise A and underline the topic sentence and the conclusion. Help students see how in both paragraphs (A and D), the topic sentence introduces the main topic of the paragraph, and the conclusion wraps it up.

E • Provide further explanation or examples of travel blogs as needed. Then have students write their travel blog posts. Remind them to use the text in Exercise D as a model but not to copy sentences from it directly. Monitor and assist as needed, focusing especially on topic sentences and conclusions.

F • Encourage students to make notes on their partner's text to help them improve and provide them with the following checklist to help focus their feedback:

Content: ☐ topic sentence
☐ describes the event
☐ encourages people to come
☐ conclusion

Language: ☐ uses unit vocabulary correctly
☐ uses *must (not)*, *(not) have to*, *(not) need to*, *can't* correctly

• Have students correct their paragraphs using their partner's feedback.

GOAL CHECK

• Have students read their blog posts aloud in groups and decide which event they would all like to attend. Monitor and assist as needed, making sure they discuss each event and justify their decisions.
• Have a spokesperson from each group tell the class about the event they decided on and explain their reasons. See the Expansion Activity for further practice.

Expansion Activity

In the same groups from the Goal Check, have students plan a trip to the cultural event they chose. Students should decide their travel dates, how they will travel, where they will stay, and how long they will stay. If possible, have students use the internet to research the event details, ticket prices, travel options, and accommodations and create an itinerary for their trip.

Video Journal

TEDTALKS

About the Video

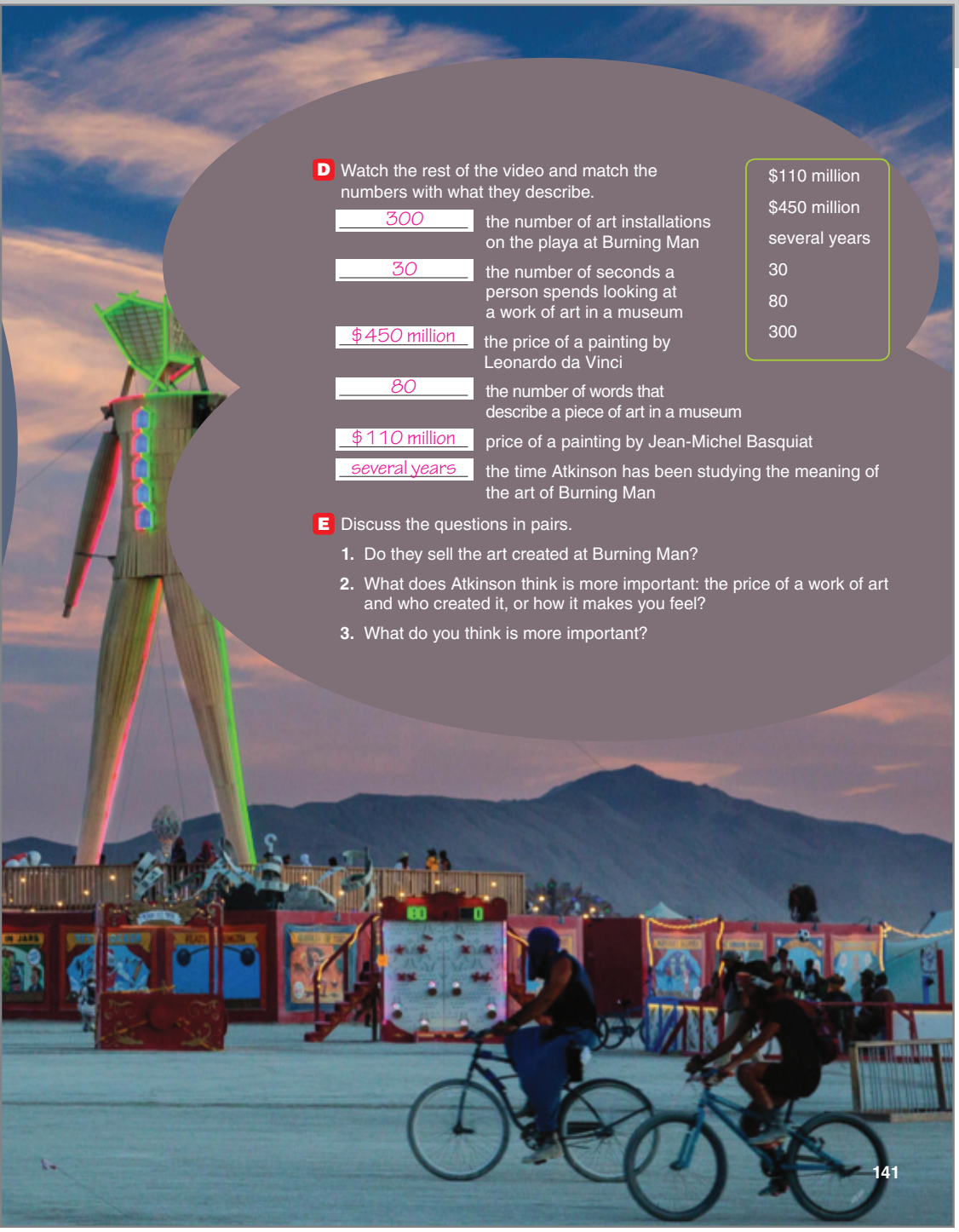
In this TED Talk, art and craft curator Nora Atkinson takes us to Burning Man, a yearly event held in Nevada's Black Rock Desert, as she questions what makes art valuable. Nora has been studying the unique, participatory art that is created for the event, often by groups of people who aren't professional artists. She has seen how art at Burning Man arouses people's curiosity and how they engage with it more than they do with art in a gallery or museum. Nora concludes that art's ability to inspire interest and collaboration should be what gives it its value.

- As a warm-up, have students look at the photo and describe what kind of cultural event they think it shows, and where it might take place. Write their ideas on the board.

A
- Have students read the words in the box as you say them. Encourage them to use dictionaries to look up any new terms. If possible, show students visual examples of the different types of art.
- Have students discuss the question with a partner. If helpful, provide your own opinion and reasons as a model. Monitor, prompting students to explain and provide reasons for their ideas as much as they are able.
- Compare opinions and discuss the different art forms as a class.

B
- Have students complete the exercise, then compare with a partner.
- Review answers as a class, clarifying the words and phrases and providing example sentences as needed. Tell students they will hear the new terms in the video.

C
- Have students read the statements and clarify any vocabulary doubts. Encourage them to take note of key words they should listen for as they watch. Play the first few minutes of the video as students complete their answers.
- Have students compare their answers with a partner. Play this section of the video again if necessary.
- Review answers as a class. Have students correct the false statements with information from the video.



D Watch the rest of the video and match the numbers with what they describe.

300	the number of art installations on the playa at Burning Man
30	the number of seconds a person spends looking at a work of art in a museum
$450 million	the price of a painting by Leonardo da Vinci
80	the number of words that describe a piece of art in a museum
$110 million	price of a painting by Jean-Michel Basquiat
several years	the time Atkinson has been studying the meaning of the art of Burning Man

$110 million
$450 million
several years
30
80
300

E Discuss the questions in pairs.

1. Do they sell the art created at Burning Man?
2. What does Atkinson think is more important: the price of a work of art and who created it, or how it makes you feel?
3. What do you think is more important?

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D
- Say the numbers as students read them. Say any particularly difficult numbers multiple times if necessary. Then have students read them aloud.
- Have students read the items and clarify any doubts. Encourage students to identify key words they should listen for.
- Play the video and have students complete the exercise. If necessary, play the video again.
- Have students compare answers with a partner.
- Review answers as a class.

E
- Go over the questions as a class. Make sure students understand that Question 3 involves the same choices as Question 2, but it is asking their opinion instead of Nora Atkinson's. Then give students time to think about their answers and write notes.
- Place students in new pairs and have them discuss the questions.
- Compare answers as a class, having students explain their answers to Question 3. See the Expansion Activity for more practice.

Expansion Activity

Have students research their favorite piece of art, or a famous piece of art, and present it to the class. Tell them they should explain what type of art it is, who created it, when it was made, where it can be seen, and why they chose it. If possible, students should display a photo of the artwork for the class while discussing it. Before students present, have them recall tips for effective presentations and create an outline with notes to use as they speak. If helpful, have students practice giving their presentation to a partner and provide / receive feedback. As they listen to their classmates' presentations, have them complete a chart with information about each work of art.

UNIT
11

Careers

Mira Nakashima, a designer and woodworker, in New Hope, Pennsylvania

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Unit Theme

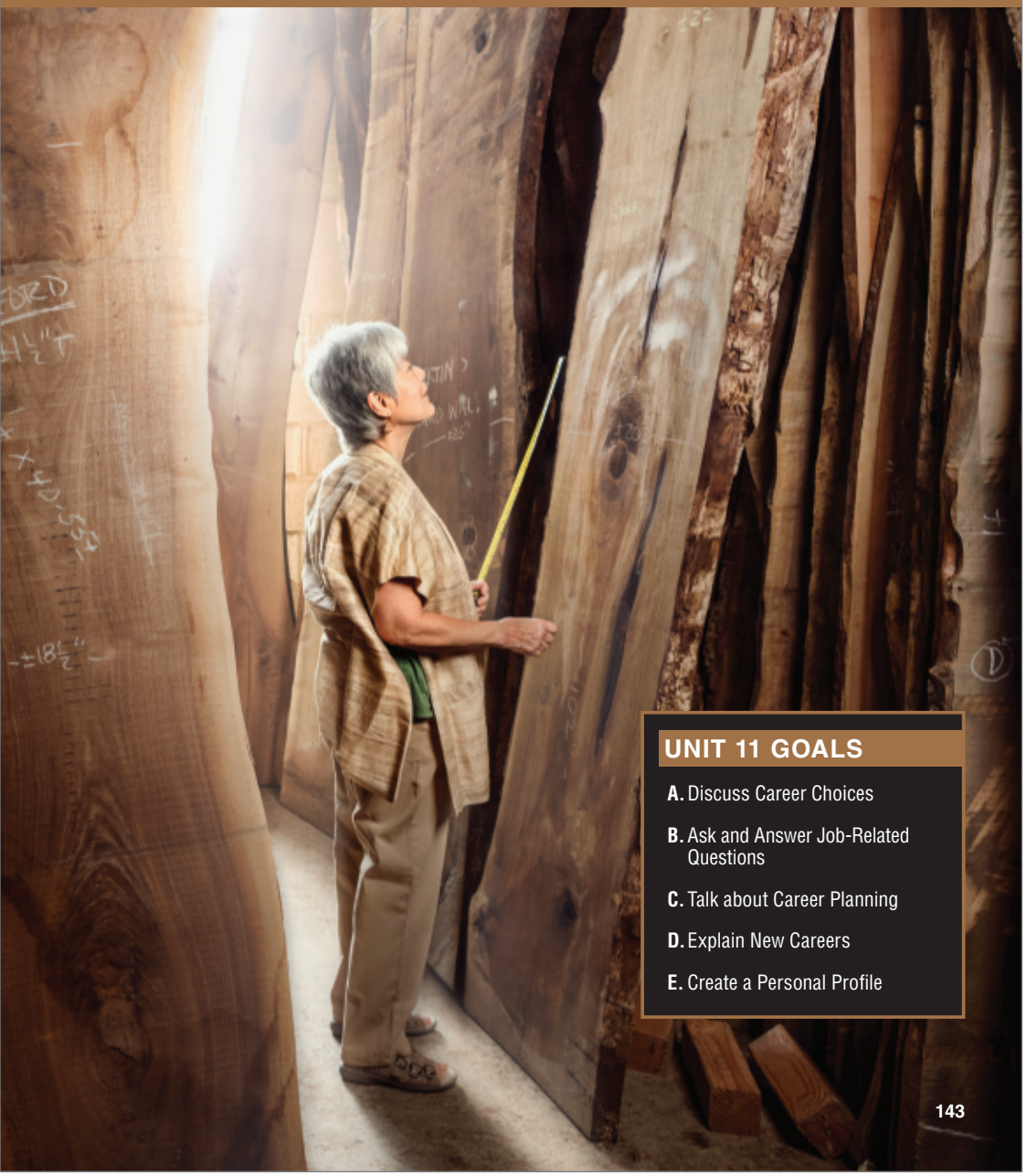
Our professional or working life is an important part of who we are. Making career decisions requires thought and planning. *What knowledge and skills do I need?*, *What should I study?*, and *How do I need to prepare?* are questions we ask ourselves. In the past, people often worked in the same career and even the same job for their whole life. Nowadays, switching careers or jobs is more common. Whether we change careers or stay in the same field, we dedicate a large part of our time to our work, so making career choices is something most students will face.

Unit Overview

In this unit, students explore a variety of concepts connected with work. Lesson A introduces vocabulary related to careers in general and the grammar for giving advice. Lesson B focuses on careers found at restaurants and asking questions about jobs. In Lesson C, students will work with participial adjectives and indefinite pronouns to describe jobs and talk about planning for a future career. In Lesson D, students will read about and discuss new career options that are emerging. Lesson E gives students the opportunity to develop their personal profile, including information about their experience, qualifications, and goals. Finally, in the Video Journal, students will learn about the job of a photographer by watching a video about National Geographic photographer, Joel Sartore.

UNIT 11 GOALS	Grammar	Vocabulary	Listening
• Discuss Career Choices • Ask and Answer Job-Related Questions • Talk about Career Planning • Explain New Careers • Create a Personal Profile	Modals for Giving Advice *You **should** choose a career that fits your personality.* Indefinite Pronouns ***Everyone** in the audience **was** laughing.*	Careers and Jobs Participial Adjectives	General and Focused Listening An Interview: A Restaurant Owner in Thailand

Look at the photo and answer the questions: 1 What is the person in the photo doing? Why? 2 What knowledge and skills does this person have?



UNIT 11 GOALS

- **A.** Discuss Career Choices
- **B.** Ask and Answer Job-Related Questions
- **C.** Talk about Career Planning
- **D.** Explain New Careers
- **E.** Create a Personal Profile

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About the Photo

Mira Nakashima runs Nakashima Woodworkers, a studio and workshop established by her father, George Nakashima, an acclaimed architect, designer, and master woodworker. The workshop is known for highlighting the natural beauty of wood in its designs. Mira continues to design furniture, following her father's vision, but has also created her own line, which has a more contemporary style than traditional Nakashima designs. Mira believes that, when you are designing, you have to let the wood planks "tell you what they want to reveal."

- Point out the unit title and caption. Have students brainstorm a list of jobs. Write their ideas on the board.
- Have students look at the photo and answer the first question as a class. Elicit / provide *measure*, *wood*, and other vocabulary and write it on the board.
- In pairs, have students discuss the second question. Explain the meaning of *knowledge* as needed. Then share ideas as a class and write them on the board.
- Have students read the unit goals. For each goal, clarify vocabulary doubts and elicit related language. For example, for Goal A, ask, *How did you decide what you wanted to do?* or *What do you want to do in the future?* For Goal B, brainstorm questions you might ask someone about his / her job. For Goal E, explain that a personal profile describes your professional experience, skills, and goals and that you write one when you are applying for jobs.

Speaking and Pronunciation	Reading	Writing
Discussing Career Choices Talking about Career Planning Intonation in Questions	Changing Careers	Writing a Personal Profile

Video Journal

Joel Sartore: The Photo Ark

In this National Geographic video, Joel Sartore talks about his work documenting animal species.

Vocabulary

- As a warm-up, point out the lesson goal and ask, *When you are trying to choose a career, who can help? What do you need to think about?* Write students' ideas on the board.

A
- Have students read the directions. Explain or elicit the meanings of *high school senior* and *career advisor* as needed.
- Play the audio and review the answer as a class.

B
- Say the words in the box as students read them. Have students read the notes and complete any they think they already know.
- Replay the audio.
- Have students compare answers with a partner and identify the part of speech for each word from the box.
- Review answers as a class. Point out that *volunteer* can be an adjective (as here), but also a verb and a noun. Provide examples: *Marcy is a volunteer at the hospital. Marcy volunteers at the hospital.*

C
- Have students complete the exercise, then compare answers with a partner.
- Review answers as a class. Have pairs write sentences using the three unused words from Exercise B (*boss*, *qualifications*, *experience*).
- Write a few of these sentences on the board and have the class make corrections as needed.

D
- Go over the directions and elicit or provide brief explanations of *degrees* and *training*. Have students give examples of both.
- Model the exercise using the speech bubbles. Then have students discuss with a partner.
- Call on several pairs to share their suggestions.

E
- Go over the types of qualifications and experience, eliciting / providing examples (see For Your Information).
- Have students discuss with a partner. Monitor and assist as needed. Use the Word Bank to provide additional vocabulary.
- Call on volunteers to share their education or experience.

A GOAL Discuss Career Choices

Vocabulary

A 53 Listen to a conversation between a high school senior and a career advisor. What does Marcy do at the hospital? *She is a volunteer family assistant.*

B 53 Listen again. Then, fill in the blanks in Ms. Carter's notes below with the words in the box.

assistant	boss	employee	experience
owner	qualifications	training	volunteer

- Marcy has some work (1) *experience*. She went through a (2) *training* program to become a family (3) *assistant* at the hospital. It's (4) *volunteer* work, so Marcy doesn't get paid.
- Marcy would like to be a business (5) *owner*, but she doesn't have the necessary (6) *qualifications* yet.
- I explained that she could start as an (7) *employee* at a business. Later, perhaps, she can be the (8) *boss* when she has her own business.

This modern, open-concept office space encourages collaboration, creativity, and innovation.

I think she should study more.

Yes, she should get a degree in business administration.

C Complete each sentence with a word from **B**.

1. An *employee* works for an employer.
2. If you do *volunteer* work, you don't get paid.
3. In a *training* program, you learn how to do something.
4. If you are the *owner* of a company, it is your company.
5. An *assistant* helps you.

D In pairs, discuss what you think Marcy should do to prepare for her future. What degrees or training should she get?

E **MY WORLD** In pairs, talk about the education or experience that you have. Use the information in the box to help you.

bachelor's degree	extracurricular activities
vocational degree	volunteer work

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For Your Information: Education and Experience

Bachelor's degrees usually take four years to complete and can include areas such as engineering, humanities, and social sciences, while vocational degrees usually take two years and train people for specific jobs, such as engineering technician or dental hygienist. Extracurricular activities include any out-of-school activities such as sports, art / music classes, and clubs. These activities as well as volunteer experiences can help in choosing a career and looking for a job.

Word Bank: Discussing Education and Experience

I have a bachelor's degree in (economics).
I learned how to (use design software) in college.
My major is (finance).
I majored in (psychology).
I minored in (business administration).
I took a course in (interior design).
I'm in a (gardening) club.
I'm on a (soccer) team.
I volunteer at (an animal shelter).
I volunteered as (a teacher's aide).

Grammar

Modals for Giving Advice	
We use *should* + verb to say that something is (or isn't) a good idea.	You **should choose** a career that fits your personality. You **shouldn't apply** for an office job if you don't like to be inside all day.
Use *had better* to say that something bad could happen if the advice isn't followed.	You **had better** prepare well for your interview. He**'d better** practice his English before he goes.
Use *maybe, perhaps,* or *I think* with modals to make the advice sound gentler and friendlier.	**Maybe** you **should become** a health-care worker.

F Complete the sentences with an advice modal. Use a negative form when necessary.

1. You ___should / had better___ listen to your boss!
2. Juan ___should / had better___ finish the course so he can get his degree.
3. The employees ___shouldn't___ leave early when the boss isn't there.
4. Perhaps you ___should / had better___ look for a job as an assistant first.
5. Martha ___shouldn't___ do the training program if she's not interested in the job.

G Complete the sentences in pairs. Use your own ideas.

Career Advice

- If you want to become a successful business owner, you should _____, but you _____ shouldn't _____.
- If you want to get a degree, you had better _____.
- You should _____ if you want to get some work experience. Good luck!

H Read one of the problems out loud to a partner. Your partner will give you friendly advice using *maybe*, *perhaps*, or *I think*.

1. I don't know what career to choose.
2. I don't have any experience.
3. I want to get a better job.
4. My job doesn't pay very well.
5. My job application was rejected.
6. I need an assistant to help me at work.

GOAL CHECK Discuss Career Choices

1. Look at the careers in the box. What training, experience, and other qualifications are needed for each career? Choose three and write notes.
2. In pairs, discuss each career.
3. Would you choose any of these careers? Why?

App developer
Computer systems analyst
Health services manager
Market research analyst
Physical therapist
Sales representative

Grammar

- Refer students back to Exercise D and ask, *What advice did you give to Marcy?* Elicit examples with *should* and write them on the board. Explain that we use *should* for giving advice.
- Go over the grammar chart.

F
- Have students complete the exercise and compare answers with a partner.
- Review answers, having students explain their choices.
- As time allows, have students do the Grammar Practice exercise.

Grammar Practice: Modals for Giving Advice

Have students create a list of advice for studying English. Students can do this individually, in pairs, or in groups. Provide students with a *Dos and Don'ts* model and encourage them to use both *should* and *shouldn't* in their recommendations. Ask them to write at least six suggestions.

G
- Have students read and complete the text with a partner.
- Call on students to share their advice.

H
- Place students in new pairs. Encourage them to talk about at least three of the problems.
- Call on several pairs to share the advice they gave.

GOAL CHECK

- Say the careers as students read them. Encourage them to use dictionaries as needed.
- Model the first step by writing on the board: *language teacher* and eliciting the training / qualifications / experience needed. Take notes on the board in chart form.
- Have students complete the first step individually for at least three careers (stronger students can write notes for all of them). Encourage students to use a chart to organize their notes.
- Model the second step by saying and writing on the board, *If you want to be a language teacher, you should get a bachelor's degree in education.* Point out the use of impersonal *you* to give general advice.
- Monitor and assist as students discuss the careers with a partner.
- Have students share suggestions for each career. Write their ideas on the board in the chart.
- Discuss the last question together.

Grammar: Modals for Giving Advice

Both *should* and *had better* can be used for giving advice, suggestions, and recommendations, but *had better* usually implies that there could be a negative consequence if the advice isn't followed. For example, *You had better send your application today.* (If you don't, your application will be late.). We use *maybe*, *perhaps*, and *I think* before *should* / *had better* to avoid being too direct when giving advice.

Listening

- As a warm-up, have students look at the photo and describe what they see.
- Read the caption and ask, *Have you eaten Thai food before? Is Thai food popular in your country?* If you have any students from Thailand, ask them to describe some typical dishes.

A
- Go over the directions and elicit / explain the meaning of *his own business*.
- Play the audio.
- Review the answer with the class.

B
- Have students read the questions and underline key content words to listen for.
- Have students take notes as they listen. Remind them that correct spelling is not important at this point. Play the audio again.
- Have students compare answers with a partner. Then review as a class, replaying parts of the audio if necessary.

C
- Go over the items as a class. Clarify new vocabulary as needed.
- Have students rank the items individually, then discuss their ranking with a partner.
- Write the items on the board and compare rankings, having students explain their reasons. Through further class discussion, have them try to agree on a final ranking as a class.

D
- Give students time to write a few notes about their job(s). Provide additional vocabulary as needed. If your students haven't worked before, have them think of a job they'd like to have in the future.
- Have students discuss with a partner. Remind them to ask follow-up questions to get more information (see Teaching Tip).
- Call on volunteers to tell the class about their current job, a job they have had, or a job they would like to have in the future.

B GOAL Ask and Answer Job-Related Questions

Listening

A 54 Listen to an interview with a restaurant owner. Why did he start his own business? He wanted to be his own boss.

B 54 Listen again and answer the questions.

1. When did Mr. Sangumram open the New Thailand restaurant? 1998
2. Who is the cook at the restaurant? his nephew
3. What kind of food is served at the restaurant? native Thai dishes
4. How far from the owner's home is the restaurant? It is downstairs.
5. How many employees work at the restaurant? Four, besides his nephew
6. What does Mr. Sangumram's wife do for a living? She is a sales representative for a drug company.

C What makes a good job? Rank the following from 1 (most important) to 6 (least important). Share your answers in pairs.

____ amount of vacation time
____ distance from home
____ wage or salary level
____ long-term employment
____ working alone or with others
____ interesting job duties

D **MY WORLD** Do you have a job at the moment? Have you had a job in the past? Tell a partner about your job(s).

Thai restaurant cook working in a restaurant

Teaching Tip: Keeping a Conversation Going

Being able to maintain a conversation is an important part of communicative competence. Often in the classroom, students need to be pushed to go beyond "one question one answer" conversations in communication exercises. Asking appropriate follow-up questions (as suggested in Exercise D) is a good strategy for keeping a conversation going, which will provide students with additional practice. Reviewing question forms regularly, modeling, and prompting students to ask follow-up questions during pair / group communication exercises are teaching strategies that will help students get into the habit of asking these questions.

PRONUNCIATION: Intonation in Questions

In *yes/no* questions, the speaker's voice rises on the last content word.

Does your wife work with you at the restaurant?

In questions with *wh-* words, the speaker's voice rises on the first content word and falls on the last content word.

When did you open this wonderful restaurant?

E 55 Listen and repeat the questions. Then, ask and answer them in pairs.

1. What do Mr. Sangumram's children do? They have their own careers.
2. Does his wife work at the restaurant? No, she doesn't.
3. What does his nephew do? He is the cook.
4. Does the restaurant serve Chinese food? No. It serves Thai food.
5. Where do Mr. and Mrs. Sangumram live? They live upstairs.
6. Does Mr. Sangumram enjoy his job? Yes, he does.

Communication

F When you are looking for a job, what do you want to know? Write a question for each one.

What I want to know about:	Questions I can ask:
Salary	What is the starting salary?
Training opportunities	Do you give training courses?
Vacation time	How much vacation time is there?
Travel opportunities	Are there any opportunities to travel?
Hours	How many hours a week is the job?

G Read the job profiles in the box. Choose one that you are interested in. Tell a partner why you chose that job.

Diving Instructor:

Understands and teaches the use of scuba equipment.

Works outdoors.

Should be a strong swimmer.

Salary varies by season.

Commercial Pilot:

Knows about airplane mechanics, weather, radio communication.

Works long hours.

Often far away from home.

Market Research Analyst:

Should be interested in psychology and behavior.

Works under pressure.

Should have strong organizational and communication skills.

GOAL CHECK

Ask and Answer Job-Related Questions

Join another pair and ask and answer each other's questions in **F** about the different jobs.

What qualifications should a market research analyst have?

Well, a degree in communications or business administration is useful.

Expansion Activity 1

In pairs, have students write job profiles similar to the ones in Exercise G. First, have them identify the content and format of the profiles (knowledge / skills, third person singular verb forms, modal verb *should*, etc.). Then have students brainstorm a list of jobs with their partner. Have pairs choose at least two from the list and create the profiles. Monitor and provide additional vocabulary as needed. Have pairs join to form groups of four. Have students read their profiles aloud for their group members to guess what each job is.

Expansion Activity 2

Have students find job ads on the internet, ideally for jobs they might be interested in, and bring them to class. In groups, have them share the ads and compare the information in each one using the items in Exercise F. For example, *What are the hours of each job? Do the ads give a starting salary? Which jobs have opportunities to travel?*

Pronunciation

- Write on the board: *Do you like your job? What do you like about your job?* Have students ask you the questions. Then ask them, pointing out the difference in intonation.
- Go over the Pronunciation box and model the questions for students.

E
- Have students read the questions as they listen. Prompt them to say whether the questions have a rising or falling intonation.
- Play the audio again and have students repeat.
- Have students ask and answer the questions with a partner. Monitor and correct their intonation if necessary.
- Review answers as a class.

Communication

F
- Go over the chart as a class. Brainstorm ideas for the first question and write them on the board.
- Have students complete the remaining items, then compare with a partner.
- Review the questions by writing students' suggestions on the board and correcting them as a class if necessary.

G
- Encourage students to use dictionaries as they read.
- Give students time to think about their choice and reasons. Then have them talk to a partner.
- Call on volunteers to share their job choices and reasons with the class.

GOAL CHECK

- Have pairs join to form groups of four. Model the exercise with a student using the speech bubbles.
- Have students ask and answer their questions from Exercise F about each job from Exercise G. Explain that they can guess or make up any information they don't know.
- Call on each group to share one question and one answer. See the expansion activities for further practice.

Language Expansion: Participial Adjectives

- Write on the board: *adjectives*. As a warm-up, brainstorm a list of adjectives as a class and write them on the board. Elicit a few sentences using some of the adjectives.

A
- Have students read the article. Then ask several comprehension questions. For example, *What does A. J. do on the weekends? Why isn't his volunteer job boring?*
- Have students use dictionaries to help them find the noun forms of the adjectives in blue. Do the first one as an example together.
- Review the answers as a class.

B
- Make sure students understand the difference between items 1 and 2. Have them complete the lists.
- Review the answers as a class, having students identify what each of the adjectives is describing in the text. Ask, *Which adjectives describe how someone feels,* -ing *or* -ed*?*
- Elicit other adverbial adjective pairs (*relaxing / relaxed*, *tiring / tired*, etc.). Have students use adjective pairs to complete these sentences: *That was _____. Now I feel _____.* In pairs, students can guess what happened to make their partner feel that way. For example,

  A: *That was relaxing. Now I feel relaxed.*

  B: *I think you went to a yoga class.*

Grammar

- Write on the board: *A. J. helped somebody. He's a good firefighter.* Underline *he* and *somebody*, and ask, *What does each one refer to? Do we know who "somebody" is?*
- Go over the grammar chart. Ask questions about the examples to check that students understand the difference between specified and unspecified nouns. For example, *Who has too much work?* (My boss) *Who applied for the job?* (We don't know.)

C **GOAL** Talk about Career Planning

Language Expansion: Participial Adjectives

A Read the article. What are the noun forms of the words in blue?

boredom, surprise, satisfaction, terror, interest

Flight medics prepare for takeoff.

A. J. Coston isn't waiting to start his dream job. At age 18, he's a weekend volunteer firefighter in the United States. During the week, he lives at home with his mom, dad, and sister, and does his main job: going to high school. "I have always wanted to get into firefighting... since I was a little kid watching fire trucks go by," he says. "One day I was bored and on the internet, and I found out that Loudoun County offered a junior firefighter program."

Some of A. J.'s friends are surprised by his decision to spend weekends at the firehouse, but to A. J., helping people is more satisfying than anything else. The job is never boring, either, since firefighters get called to all sorts of emergencies. One terrifying moment for A. J. was getting an emergency call after four children were struck by lightning. Luckily, all four survived.

A. J. will be off to college next fall, and plans to study what he's most interested in: emergency medical care. "I want to be a flight medic on a helicopter eventually," he says.

B For each participial adjective in blue above, decide whether it describes (1) someone's feelings or (2) something that causes a certain feeling.

1. Describes someone's feelings: bored, surprised, interested
2. Describes what causes the feeling: boring, satisfying, terrifying

Grammar

Indefinite Pronouns	
Pronouns refer to specified nouns.	**My boss** should hire an assistant. **She** has too much work.
Indefinite pronouns refer to unspecified nouns.	**Somebody / Someone** has applied for the job. (I don't know who applied.)
Indefinite pronouns always take the singular form of a verb. Use *anybody / anyone* for questions and negative statements. Use *nobody / no one* to refer to not a single person from a group. Use *everybody / everyone* to refer to all of a group of people.	Has **anybody / anyone** met the new assistant? He doesn't know **anybody / anyone** at his new workplace. **Nobody / No one** has met him yet. **Everybody / Everyone** wants to meet him.
For places and things, use *somewhere / something, anywhere / anything, nowhere / nothing, everywhere / everything*.	If you want to get a job, you should do **something** to get some volunteer experience. Work experience is required **everywhere**.

Grammar: Indefinite Pronouns

Indefinite pronouns are used to refer to an object or person that is unknown to the speaker. If the indefinite pronoun starts with *some-*, it refers to one person or thing. If it starts with *any-*, it may refer to one or many people / things and is often used in questions and negative statements. If it starts with *every-*, it refers to all members of a group. If it starts with *no-*, it refers to zero members of the group.

Grammar Practice: Indefinite Pronouns

Have students write sentences about people in their families using each of these indefinite pronouns: *someone / somebody, anyone / anybody, everyone / everybody, no one / nobody.* Provide examples such as *Everyone in my family likes dogs.* Have them write sentences about things in their homes using some of these indefinite pronouns: *something, anything, everything,* and *nothing.* For example, *I have nothing in my refrigerator right now.* Have them read and discuss their sentences with a partner before sharing with the class.

C Circle the correct indefinite pronoun.

1. Does *anybody* / *anything* want to do this training program?
2. *Somebody* / *Something* said the course was boring, but I think it looks interesting.
3. *Anyone* / *Everyone* is satisfied with the salary increase. *No one* / *Everyone* complained; they are all happy about it.
4. Is *anyone* / *anywhere* going to the meeting?
5. Is *something* / *everything* ready for the presentation? It starts in 5 minutes!

D Underline the indefinite pronoun and write the correct form of the verb in parentheses.

1. It's difficult to choose someone for the job because everyone ___has___ strong skills and experience. (have)
2. When you are applying for a job, everything ___is___ important. (be)
3. Somebody ___wants___ information about the training program. Can you tell them about it? (want)
4. Nobody ___likes___ the new online system; everybody ___thinks___ it is very confusing. (like, think)

Conversation

E 56 Listen to the conversation. What is the man planning to do?
a training program

Sam: What do you want to do when you finish school?
Isabel: I'm not sure. What are you planning to do?
Sam: I want to do a training program somebody told me about. I'll learn about web design and app development, then I'll be able to get a job in that area.
Isabel: That sounds cool. You should definitely do it.
Sam: I know, but what about you? Have you asked anybody for advice about career planning?
Isabel: No... I should talk to someone, right?
Sam: Maybe you should talk to the career advisor at school.
Isabel: OK, I'll start planning, I promise!

SPEAKING STRATEGY
Notice Sam's question: *What about you?* We use this question to turn the conversation to the other person.

GOAL CHECK Talk about Career Planning

1. What kind of career would be interesting and satisfying to you? Why? Write down some ideas and your reasons.
2. Answer the questions about your career choice. Write notes. Then, talk in pairs about your career planning.
   - How can you plan for this career?
   - What should you do in preparation?
   - Has anybody given you any advice?
   - Is there anything you can do to get experience?

- Place students in new pairs. This could be an opportunity for students to work with someone they do not usually work with. Have them discuss their career planning. Monitor and assist as necessary.
- Call on volunteers to share their plans with the class.

Word Bank: Career Choices

actor
cyber security specialist
financial manager
home health aide
journalist
musician
nurse practitioner
nutritionist
project manager
psychologist
software developer
vet (veterinarian)

C
- Have students complete the exercise individually, then compare answers with a partner.
- Review as a class, having students explain their choices.

D
- Have students complete the exercise.
- Review answers as a class. Ask, *What do you notice about the verb form in each one?* (Simple present third person singular form). Do the Grammar Practice exercise.

Conversation

E
- Tell students they're going to listen (books closed) to a conversation between two students. Write the question on the board.
- Play the audio. Then review the answer with the class.
- Go over the Speaking Strategy box (see Speaking Strategy below). Have students find and underline the question in the conversation.

Speaking Strategy:
Turn-taking in Conversations

Conversations are only successful if the speakers take turns at appropriate points throughout the interaction. To achieve this, students need to know how to turn the conversation over to another speaker by, for example, using questions like, *What about you?* (as in Exercise E) or *What do you think?* Students need to see authentic examples and have opportunities to practice navigating this sort of turn-taking in English.

- Have students practice the conversation with a partner. Encourage them to change the information and practice again.

GOAL CHECK

- Go over the first step and have students write down their answers. If your students already have careers, ask them to imagine they have decided to change careers. Use the Word Bank for additional vocabulary.
- Briefly go over the questions in the second step and give students time to think and write notes.

Reading

- As a warm-up, have students look at and describe the photo. Then read the caption together. Elicit adjectives to describe the job. Ask, *Does this job look interesting / boring / satisfying?*
- Recycle vocabulary from the unit. Ask, *What skills and knowledge does he need for this job? What qualifications, training, and experience do you think he might have? Would you like this job? Why or why not?*

For Your Information: Sound Mixers

In this photo, we see a sound mixer at work. Sound mixers are responsible for putting together the dialogue, music, and sound effects for movies, television, and radio broadcasting, and for producing music (live at a concert or in a recording studio). They use complex electronic equipment as shown here. Sound mixers have usually been trained at technical schools or community colleges, studying sound engineering. As well as having a good understanding of electronics and recording equipment, sound mixers need to have excellent listening skills and attention to detail.

A • Go over the industries in the box, encouraging students to use dictionaries as needed.
• Have students discuss the question with a partner.
• Share answers as a class, having students explain their reasons.

B • Have students read the options and identify key words to look for in the article. Remind them not to look up all the new vocabulary as they read the first time.

D **GOAL** Explain New Careers

Reading

A Which industries do you think are going to grow most in the next ten years? Discuss in pairs.

education	engineering	manufacturing
medicine	technology	

B Scan the article and choose the best option for the main idea.

a. Job duties are changing.
b. Adaptability, innovation, and creativity are important for getting a job.
c. New careers are developing.
d. Innovation and creativity are important in technology.

C Read the article. Complete the ideas.

1. We need to learn new skills because job duties are changing.
2. Innovative means that you have new, interesting ideas / think creatively.
3. Social and environmental issues are important to young people.
4. Travel vloggers make videos and write about the places they visit.
5. Digital skills are useful for getting a job.

GOAL CHECK

1. Choose a career from the box and answer the questions. Write notes.

data scientist	media specialist
social media manager	user experience designer

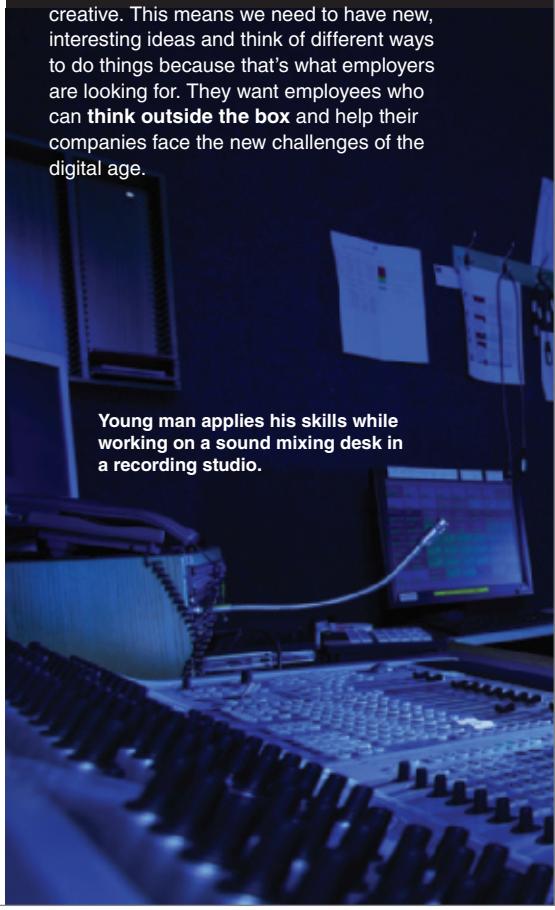
- What do you think this career involves?
- What specific skills would you need?
- Why do you need to be adaptable, innovative, and creative for this career?

2. Talk about the different careers in groups.

Changing **Careers**

As technology grows, job profiles change. Consequently, the skills you need are changing and new careers are opening up. In the past, people used to prepare for a career that would lead to a job for life, but now we need to be able to **adapt** to change.

So, how can we plan our careers? What new career choices can we make? First of all, it is important to be adaptable. Job duties are changing, so we need to be able to learn new skills. We also need to be innovative and creative. This means we need to have new, interesting ideas and think of different ways to do things because that's what employers are looking for. They want employees who can **think outside the box** and help their companies face the new challenges of the digital age.



Young man applies his skills while working on a sound mixing desk in a recording studio.

• Review the answer as a class, having students refer back to the article to justify their choice. Point out that different forms of the words *adapt*, *innovate*, and *create* are used in the introduction, the conclusion, and in several other paragraphs, providing a clue as to which sentence is the main idea. Provide vocabulary support for these terms as needed.

• Have students find the different forms of these words in the text (*adaptable, creative*, etc.) and identify the part of speech for each one. Confirm the answers as a class.

However, it is not only employers who are looking for different skills; future employees are also looking for different things. Many young people are worried about social and environmental issues, and they want a career that will help them make the world a better place. So, they are looking for companies that also care about change and social responsibility. They are also looking for flexibility and opportunities to be creative. They don't want a boring job where they will be sitting at a desk in an office all day, every day. They want challenging careers where they'll be doing different things in different places.

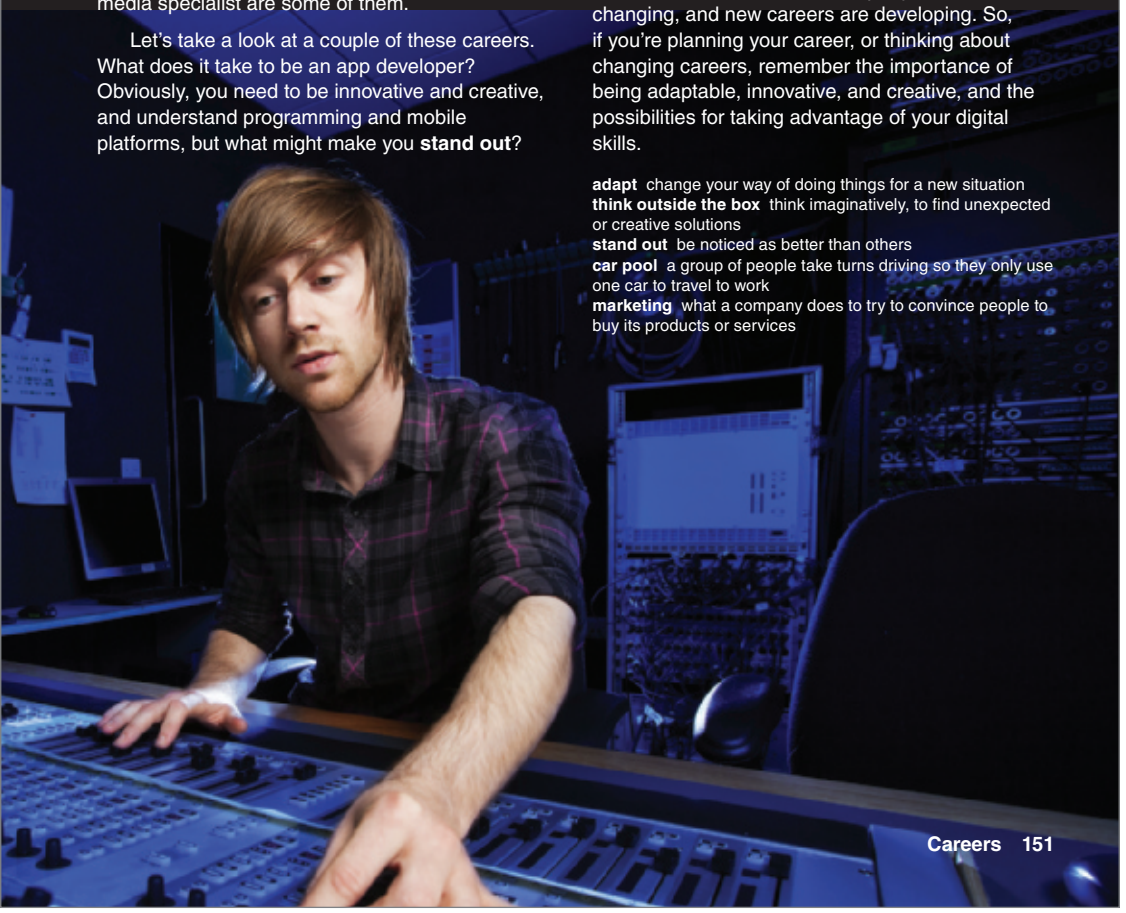
So what kind of innovative, exciting careers are there for these new generations? App developer, social media manager, travel vlogger, user experience designer, data scientist, and video and media specialist are some of them.

Let's take a look at a couple of these careers. What does it take to be an app developer? Obviously, you need to be innovative and creative, and understand programming and mobile platforms, but what might make you **stand out**? For example, you could connect your interest in technology to your interest in environmental issues and design an app to help people create a **car pool** system at their workplace.

For a travel vlogger, traveling the world is part of the job, but you need to be creative too, because the other part of the job is to take photos, make videos, and write interesting texts about your travels. Companies in the travel and tourism industry will pay to use your vlog as part of their **marketing**. However, this career is also an opportunity to work for the issues you're interested in. Photographers who travel the world taking photos of nature can use vlogging to help people understand conservation issues.

We've just looked at two new areas here, but from them we can see that job profiles are changing, and new careers are developing. So, if you're planning your career, or thinking about changing careers, remember the importance of being adaptable, innovative, and creative, and the possibilities for taking advantage of your digital skills.

adapt change your way of doing things for a new situation
think outside the box think imaginatively, to find unexpected or creative solutions
stand out be noticed as better than others
car pool a group of people take turns driving so they only use one car to travel to work
marketing what a company does to try to convince people to buy its products or services



use the internet to find information if possible. Provide additional vocabulary as needed.

- Place students in groups of four, ideally with each career represented in the group. Assign roles: note-taker (records what they talked about), presenter (reports back to the class), manager (makes sure everyone participates, asks questions, and stays on task), and checker (checks that the tasks have been completed). Remind students about turn-taking, clarification questions, and follow-up questions before having them discuss the careers. Monitor and encourage students to develop their answers.
- Call on the presenter from each group to tell the class about one of the careers.

C

- Have students read the ideas and identify key content words.
- Go over the text glossary. Then have students read the article again more carefully. Remind them to underline any words in the article they don't know but to keep reading.
- Have students complete the ideas, marking where in the text they found the information.
- Review answers as a class, having students point out the information in the article. Finally, review the vocabulary students underlined while they were reading. Make a list on the board and have students use the context to guess the meaning of each word / phrase (see Reading Strategy).

Reading Strategy: Understanding Vocabulary from Context

In order to be more competent readers, students need to feel comfortable guessing the meanings of new words. Using the context in which a word occurs to help guess its meaning (as in Exercise C) is a useful strategy. Students should look at the rest of the sentence and identify the subject(s) and verb(s). Using this information, they may be able to identify the part of speech of the new word which, together with their understanding of other parts of the sentence, can help them guess its meaning. Reading the sentences before and after can also help students gather further clues about a word's meaning.

GOAL CHECK

- Model this exercise by writing *software developer* (or another career) on the board and having students help you answer the questions in note form on the board. If possible, show students how to find out about different careers by searching online.
- Have students choose one of the careers. If possible, ensure that students are distributed evenly among the careers. Then have them write notes, using the questions to guide them. Encourage students to

Communication

- As a warm-up, write *job profile* on the board, and elicit what it is and what is usually included in it. Have students look back at the job profiles in Lesson B on page 147 if necessary.
- Point out the lesson goal and elicit what a *personal profile* is and what information it might have. Write students' ideas on the board and leave them there.

A
- Have students answer the question individually.
- Compare ideas as a class and make a list on the board. If participial adjectives don't appear in the list, elicit some. For example, ask, *What feelings make us want to change careers?* (bored, tired, uninterested, unsatisfied) Have students look at the photo and caption at the bottom of the page. Ask, *Do you think her job is interesting? Is she satisfied with her job?*

B
- Go over the questions as a class. Model this exercise by answering the questions yourself in note form on the board. Students may enjoy suggesting possible new careers for you!
- Give students time to think about their ideas. Then have them write notes using the questions to guide them. Tell them they can invent ideas if they want to. Provide additional vocabulary as needed.

C
- Point to your notes from Exercise B on the board and ask, *What advice can you give me?* Elicit the use of *should / had better* as needed.
- Model this exercise by having a student ask you the first question in the speech bubbles. Then have students give each other advice about changing careers in pairs. Monitor and encourage students to ask follow-up questions if appropriate.

E GOAL Create a Personal Profile

Communication

A Why do people decide to change careers? Write a list of possible reasons.

B You have decided you want to change careers. Write notes about your decision. Use the questions to help you.

- What is your current job?
- Why do you want to change careers?
- What ideas do you have for a new career?
- What should you do to prepare for this career change?

C Give a partner advice about changing careers. Use *should* and *had better*.

Why do you want to change careers?

I'm bored of doing the same thing every day. My job isn't satisfying. I need a change.

Maybe you should look for something that is more exciting. Do you know anyone in the tourism industry? You had better ...

Soyoung Lee is the curator of the Metropolitan Museum's department of Asian Art in New York.

Writing

D
- Have students complete the exercise individually, then compare answers with a partner.
- Review the answers as a class, having students explain their choices. It may be helpful to show an example resume with a personal profile if students are not familiar with this format. Ask, *Who has written a resume before? Have you ever written one in English? Does your resume have a personal profile?*
- Go back to students' ideas about a personal profile in the warm-up. Ask, *Were your ideas correct? Did you find out anything new?*

Writing

D Circle the correct words to complete the text.

Sometimes people decide to change careers because they don't feel (1) *challenging* / *challenged*. Often, they have been doing the same job for many years and it has become (2) *boring* / *bored*. And let's be honest, (3) *nobody* / *anybody* wants to continue in a job that isn't (4) *satisfying* / *satisfied*. That's when you should look for (5) *something* / *someone* new and more (6) *exciting* / *excited*. (7) *Everybody* / *Anybody* has skills and knowledge that will help them start a new job or career. Before you start applying for different jobs, one of the things you (8) *should* / *shouldn't* do is write your personal profile for your resume. This is a short paragraph—it (9) *should* / *shouldn't* be more than 100 words—that says who you are, what experience and skills you have, and your career goals.

E Complete the personal profile with the words in the box.

challenging	digital	innovative	interested	manager	marketing

I am a (1) marketing graduate specializing in social media marketing. I have significant experience with tour companies and hotels, and have developed my design and (2) digital skills through these marketing projects. I'm (3) interested in finding a (4) challenging position as a social media (5) manager where I can use my creativity to develop (6) innovative ways of using social media for the company's growth.

WRITING STRATEGY

A personal profile should include three things:
1. Who you are (*I am a marketing graduate specializing in...*)
2. What you can offer the company (*I have significant experience with...*)
3. Your professional goals (*I'm interested in finding a challenging position...*)

F Answer these questions in your notebook.

1. Are you a recent graduate / technician / office worker / engineer / _____ ?
2. What qualifications, training, and experience do you have?
3. What other skills do you have?
4. What kind of position (job) are you looking for?

G Use your notes in **F** to write your personal profile. Use the model in **E** to help you.

GOAL CHECK Create a Personal Profile

1. In small groups, share your profiles.
2. Are the profiles interesting?

- Have each group share something interesting that they learned about a classmate. See the Expansion Activity for further practice.

Expansion Activity

In pairs, have students brainstorm topics that are often asked about in job interviews. Make a list on the board. Then elicit *Wh-* question words and have students formulate interview questions. Write them on the board, having the class help you correct / rephrase the questions as needed. You could also have them formulate a few questions for the interviewee to ask the interviewer. Place students in new pairs and have them carry out short job interviews based on the information in their personal profiles.

E
- Have students complete the exercise individually, then compare answers with a partner. Review as a class.
- Ask questions to check students' understanding: *How is a personal profile organized? What information comes first?*, etc. Then go over the information in the Writing Strategy box (see Writing Strategy below).

Writing Strategy: The Purpose of a Text

When writing, it is important to think about *why* we are writing and *who* will read our text. This is especially important when writing a personal profile (or personal statement). A personal profile is often the first part of a resume, so its purpose is to help you get a job. It should therefore be clear and concise and should grab the reader's attention. Having students consider their audience and purpose for writing is an important step in the pre-writing process.

F
- Go over the questions together. Write on the board: *volunteer work* and *extracurricular activities*. Remind students that these are also important to consider when writing a personal profile, especially if they don't have much work experience.
- Give students time to write their answers. Tell them they do not need to write complete sentences; notes are sufficient. Monitor and provide vocabulary support as needed.

G
- Have students write a personal profile using their notes. Remind them to use the example in Exercise E to help them but not to copy it exactly. Monitor and assist as needed.

GOAL CHECK

- Go over the example conversation in the speech bubbles. Have students share information from their profiles in groups.
- For the second step, have students exchange profiles and provide feedback about whether they are attention-grabbing and how they could possibly be improved.

Video Journal

About the Video

In this video, Joel Sartore, American photographer, speaker, author, teacher, and longtime contributor to National Geographic magazine, tells us about his work photographing people, places, and animals around the world. Joel has been interested in nature since he was a child, and here, he shares with us his special project, the Photo Ark. Through the Photo Ark, Joel aims to photograph all of the species in human care around the world. He is passionate about saving animals from extinction and believes that it is not too late. Joel wants to raise awareness by having people really *see* these animals through the Photo Ark, and he hopes this project will inspire more people to help protect them.

- As a warm-up, have students look at the photo and the video title and say what they think the video will be about. Write their ideas on the board.
- Have students write three questions that they think will be answered in the video.

A
- Go over the questions as a class. Provide or elicit brief definitions of *advantanges* and *disadvantages*. Then have students discuss with a partner.
- Share answers and compile a list of advantages / disadvantages on the board.
- Have students explain why they think the job is easy or difficult.

B
- Say the words as students read them. Then have students repeat (see Teaching Tip). Have students complete the exercise individually. Encourage them to use dictionaries as needed.
- Have students compare answers with a partner before reviewing as a class. Provide additional explanation as needed and elicit example sentences. Tell students they will hear these words in the video.

VIDEO JOURNAL

JOEL SARTORE: THE PHOTO ARK

A In pairs, discuss what you think are the advantages or disadvantages of being a photographer. Do you think a photographer's work is easy or difficult? Why? What makes you remember a photo?

B Match the words to their meanings. Write the letter.

1. portrait d
2. extinct b
3. conservation f
4. dozen c
5. species e
6. background a

a. something behind something else
b. no longer in existence
c. a group of 12
d. a painting or photograph of someone posing
e. a group of living things; a type, a category
f. protection, especially of nature

C Watch the video. Answer the questions.

1. Write five animals you see.
2. Does Joel only take pictures of animals? no
3. Which pictures are the most important to him? The ones that document animals in danger of extinction.

D Watch the video again. Complete the information.

1. Joel has worked with National Geographic for over thirty years.
2. Joel started taking pictures in high school.
3. Now Joel is working on a project called The Photo Ark.
4. Joel's portraits give animals of different sizes an equal voice; there is no size comparison.
5. Joel's conservation heroes are people with ambition and energy.
6. Joel doesn't think about the world in fifty years; he thinks about it today.

E Discuss the questions in pairs.

1. How do you feel looking at the portraits of animals that are now extinct?
2. Why does Joel think about the world today instead of in fifty years?

F Research a National Geographic explorer in pairs.

- Name
- Nationality
- Area of interest
- Where have they explored?
- Years with the National Geographic Society
- What does it take to be a National Geographic explorer?

G Present your explorer to the class.

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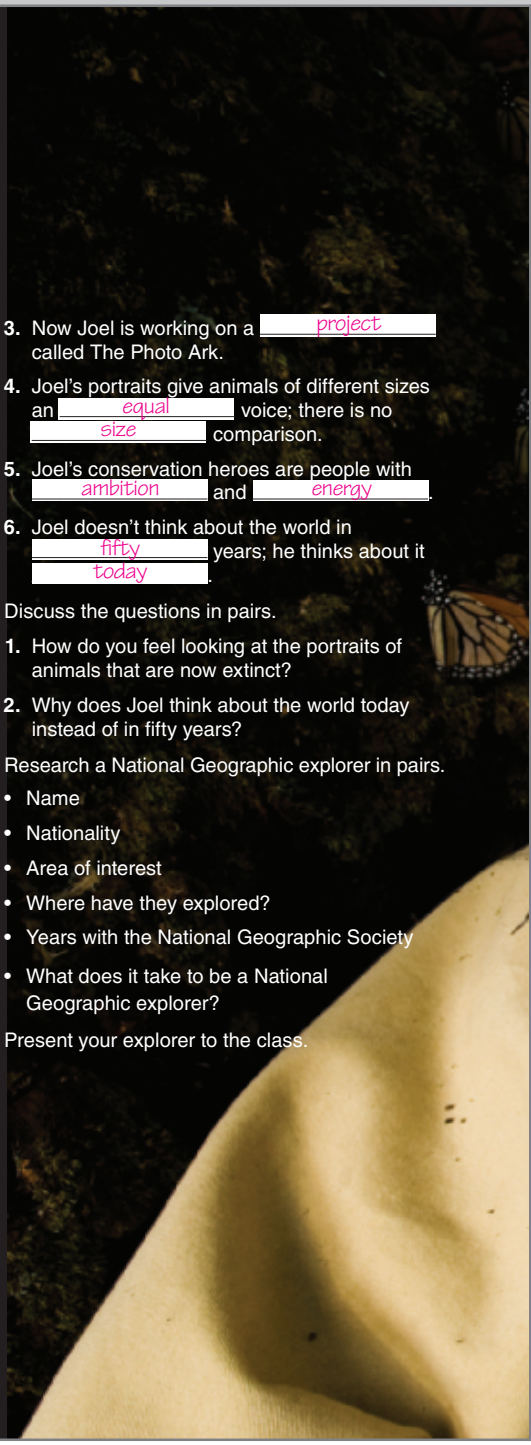

Teaching Tip: Pronunciation of New Vocabulary

Previewing vocabulary that is new to students and key to their understanding is a necessary step when working with audio or video. No matter what technique is used to introduce the words, it is important that students hear and repeat them multiple times in order to internalize the pronunciation. Since students will primarily hear these words, not read them, this focus on pronunciation is key so that students will recognize and understand the words during the audio / video exercise.

- Have students plan how they will present their information, reminding them that both members of the pair will need to contribute equally. Suggest ways that pairs can divide up the information between them.

G • Elicit advice for giving an effective presentation, prompting students to use *should / shouldn't*. Write their advice on the board. Allow sufficient time for students to work on and practice their presentations in class, or if feasible, assist students in setting up time to work together outside of class.

- Provide a chart to complete or questions to answer as students listen to each other's presentations. Encourage them to ask follow-up questions. In large classes, have students present to each other in groups of three pairs.

C • Have students read the prompts and identify key words. Remind them that they will need to use visual information from the video as well as audio to answer the questions. Encourage them to take notes as they watch. Play the video.

- Have students compare answers with a partner.
- Review answers as a class, replaying parts of the video as needed.

D • Have students read the information and fill in any answers they may already know. Clarify any new vocabulary. Tell them to take notes as they watch and not to worry about spelling all words perfectly.

- Replay the video and have students complete the exercise. If necessary, play the video again.
- Have students compare answers with a partner before reviewing as a class.
- Go back to students' predictions and questions from the warm-up and discuss them. Ask, *Were your questions answered?*

E • Elicit which animals students saw portraits of in the video and make a list on the board. Ask, *Which ones are now extinct?*

- Have students discuss the questions with a partner.
- Compare answers as a class.

F • Go over the information students will need to find.

- Place students in new pairs and have them find a list of National Geographic explorers online and choose one to research. For this project, students may feel more comfortable working with someone of the same level of competency. Research can be done in class or assigned as out of class work.
- Remind students about the importance of paraphrasing and using their own words. Tell them to use quotation marks for direct quotes and to cite their sources. Model each of these skills with the class. Then have students organize their research into notes for a presentation.

UNIT
12

Celebrations

Chinese dancers wear traditional costumes for Spring Festival celebrations at a temple fair in Beijing, China.

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Unit Theme

Every culture around the world has special days of celebration. These may be personal celebrations such as birthdays, traditional celebrations such as welcoming a new year, religious celebrations, national holidays to remember historic events such as independence, or seasonal celebrations such as spring festivals. These celebrations often involve people gathering together, special foods, certain rituals, music and dance, and sometimes gift giving. Depending on the country, religious and traditional celebrations may also be national holidays. For example, in many countries, the first day of the lunar new year is a holiday. These celebrations are an important part of each culture's identity and therefore each student's identity.

Unit Overview

This unit explores a variety of concepts related to special occasions, holidays, and festivals. Lesson A introduces vocabulary and comparisons with *as… as* to describe celebrations. Lesson B focuses on comparing how holidays are celebrated in different parts of the world. Lesson C focuses on expressions to congratulate and send good wishes as well as the use of *would rather* to talk about preferences. In Lesson D, students will read and talk about the rituals that often accompany weddings and births. In Lesson E, students will develop a paragraph expressing their opinions about holidays. Finally, in the Video Journal, students will watch a video about Jacinta Hernández, the first woman in Mexico to participate in the *Dance of the Flyers*, a ritual to summon rain.

UNIT 12 GOALS	Grammar	Vocabulary	Listening
• Describe a Celebration • Compare Holidays in Different Countries • Express Congratulations and Good Wishes • Talk about Rituals • Share Opinions about Holidays	Comparisons with *as ... as* *New Year's is **as** exciting **as** Independence Day.* *Would rather* *I'**d rather** have a big party.*	Festivals and Holidays Expressions for Celebrations	General and Focused Listening Discussions: Local Celebrations or Holidays

Look at the photo and answer the questions: 1 What do you see in the photo? 2 What is your favorite celebration?

UNIT 12 GOALS

- **A.** Describe a Celebration
- **B.** Compare Holidays in Different Countries
- **C.** Express Congratulations and Good Wishes
- **D.** Talk about Rituals
- **E.** Share Opinions about Holidays

About the Photo

This photo was taken by Kevin Frayer, an award-winning Canadian photojournalist, currently based in Asia. Most of his work focuses on people and their circumstances, from tragedy to celebration. Here, Chinese dancers are performing as part of the Chinese Lunar New Year celebrations, also known as the Spring Festival. The Lunar New Year festivities begin with the new moon that falls between January 21st and February 20th and end with the Lantern Festival fifteen days later. Dancers like these perform traditional dances at temple fairs during the celebrations.

- Point out the unit title and ask, *What do you think of when you hear the word* celebrations*?* Write students' ideas on the board.
- Have students look at the photo and answer the questions with a partner. Share answers as a class. Make a list of celebrations on the board. Then read the caption together, clarifying vocabulary as needed.
- Have students read the unit goals. For each goal, clarify vocabulary doubts and elicit related language. For example, for Goal A, choose one of the celebrations from the list on the board and elicit phrases to describe it. For Goal D, explain that *rituals* are specific things we do as part of a ceremony, for example, during a wedding ceremony, or when a baby is born. For Goal E, use the list of celebrations on the board to elicit opinions about different holidays.

Speaking and Pronunciation	Reading	Writing
Describing Celebrations Expressing Congratulations and Good Wishes Question Intonation with Lists	The Rituals of Life Events	Writing a Substantiated Opinion

Video Journal

Dance of the Flyers: Jacinta's Journey

In this National Geographic Short Film Showcase video, Jacinta describes her journey as the first female flyer in Mexico.

Vocabulary

- As a warm-up, write *New Year* on the board and ask, *Is New Year the same date everywhere?* Elicit January 1st, the Lunar New Year in January / February, and other New Year celebrations, such as the Thai New Year, *Songkran*, celebrated in April.

A
- Have students look at the photo and read the caption. Ask, *Do you know anything about New Year's Eve celebrations in Scotland?* Write students' ideas and guesses on the board.
- Have students read the text. Then go back to their ideas. Check things that were correct and have students add things they learned.

B
- Have students read the text again, identifying the parts of speech of the blue words. Review answers together.
- Have students complete the exercise individually.
- Review answers as a class. Check comprehension by asking questions such as *What annual celebrations are there in your country?*

C
- Give students time to think about the questions.
- Model the exercise with a student using the speech bubbles. Point out the turn-taking question, *How about you?* Then have students discuss in pairs. Monitor and prompt use of clarification or turn-taking questions if necessary.
- Have volunteers tell the class about their partner's answers.

D
- Have students complete the exercise. Point out that they might need to change the form of the verb in Item 1.
- Have students compare answers with a partner.
- Review as a class.

E
- Place students in new pairs so that they have the chance to interact with different classmates (see Teaching Tip). Have them discuss the question before sharing answers with the class.

A GOAL Describe a Celebration

Vocabulary

A Read about a special New Year's celebration.

Fireworks on Calton Hill during Edinburgh's Hogmanay in Edinburgh, Scotland

New Year's Day is a holiday around the world, but people in Edinburgh, Scotland, celebrate it in an exciting way. They have a festival called Hogmanay. Hogmanay takes place all around the city, from December 29th to January 1st. It starts with a parade on the night of December 29th. On December 30th, there are concerts and dancing. Finally, on New Year's Eve, there is a street party with fireworks, and people wear very colorful costumes. There is always a big crowd, even though it's very cold. One year, more than 100,000 people participated. The celebration in Edinburgh is very well-known, but the annual Hogmanay festivals in other cities in Scotland are popular, too.

B Write the words in blue next to the correct meaning.

1. takes place: happens
2. well-known: famous
3. holiday: a day when people don't work
4. crowd: a large group of people
5. annual: happening once each year
6. costumes: special clothes for a performance
7. celebrate: do something enjoyable for a special day
8. participated: took part in

C Would you like to participate in Hogmanay in Edinburgh? Why? Discuss in pairs.

I would like to participate in Hogmanay because I love music and dancing. How about you?

No, I wouldn't like it. I don't like big crowds.

D Complete the paragraph with words from **A**.

China also (1) celebrates New Year in an exciting way, but it is at a different time of year than Hogmanay. It always (2) takes place in January or February. New Year is the most important Chinese (3) holiday, and most people don't have to work. The (4) annual celebrations include a big meal with family, a gift of money in a red envelope for children, and fireworks. One of the most (5) well-known traditions of Chinese New Year is the dragon or lion dance. There is always a big (6) crowd watching the dance.

E **MY WORLD** How do you celebrate New Year's Day? Discuss in pairs.

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Teaching Tip: Pairing Students

Changing students' partners in the middle of the class (as in Exercise E) can provide a good opportunity to energize the group. Below are various pairing techniques which can achieve this:

– word / definition card pairs (see Teaching Tip, Unit 5, page 60)
– opposites card pairs (hot / cold, boring / interesting, etc.)
– choosing students' names from a bag
– pairing according to birthdays, number of letters in students' names, etc.

Word Bank: Celebrating Holidays

attend a special event / religious service
decorate the house / street
exchange gifts
light candles
make offerings
prepare special dishes
set off / watch fireworks
share a meal
spend time with family
wear a costume

Grammar

Comparisons with *as ... as*		
Subject + *be* +	*(not) as* + adjective + *as* +	complement
New Year's Day is	**as** exciting **as**	Independence Day. (The two holidays are equally exciting.)
Hogmanay is	**not as** popular **as**	Carnival. (Hogmanay is less popular than Carnival; Carnival is more popular than Hogmanay.)
Use *as ... as* to say that two things are equal. Use *not as ... as* to say that two things are not equal.		

F Write sentences with *(not) as ... as* to compare the two festivals.

	The Spring Festival	The Harvest Fair
1. old	started in 1970	started in 1970
2. long	2 days	4 days
3. popular	5,000 people	5,000 people
4. expensive	tickets are $15	tickets are $30
5. big	10 concerts	23 concerts
6. well-known	on a few local TV shows	on the internet

WORD FOCUS

A **festival** is a type of celebration; for example, the Festival of Colors is celebrated in India in March.

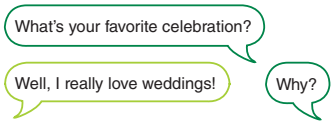
A **festival** can also be an event that you pay to go to.

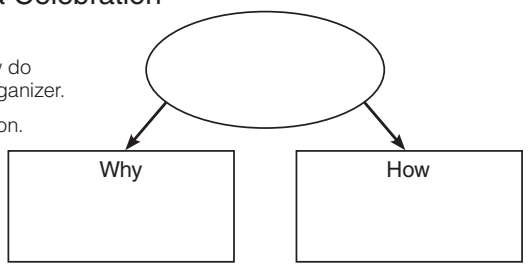
1. The Spring Festival is as old as the Harvest Fair.
2. The Spring Festival is not as long as the Harvest Fair.
3. The Spring Festival is as popular as the Harvest Fair.
4. The Spring Festival is not as expensive as the Harvest Fair.
5. The Spring Festival is not as big as the Harvest Fair.
6. The Spring Festival is not as well-known as the Harvest Fair.

G Choose two celebrations that you know. Compare them using *as ... as*.

GOAL CHECK Describe a Celebration

1. What is your favorite celebration?
2. Why is it your favorite celebration and how do you celebrate it? Complete the graphic organizer.
3. Tell a partner about your favorite celebration.





- Have students complete their graphic organizer individually. Monitor and assist as needed. Use the Word Bank to provide additional vocabulary.
- Model the exercise with a student using the speech bubbles and the information in your example organizer.
- Have students talk in pairs. Monitor and assist as needed.
- Call on several pairs to tell the class about one of the celebrations they talked about.

Grammar: Comparisons with *as … as*

When we compare two nouns, *(not) as (adjective) as* tells us that two things are the same (or not the same) in terms of the quality described by the adjective. This structure is usually used with the "stronger" of a pair of adjectives. For example, it is more common to say, *Amir is as old as Clara,* than *Amir is as young as Clara. Amir is as young as Clara*, suggests that it is surprising how young Amir is.

Grammar

- Write: *Chinese New Year is as exciting as Hogmanay.* Ask, *Which one is more exciting?* Provide another example relevant to students to ensure comprehension.
- Go over the grammar chart. Direct students to the Grammar Reference in the back of the Student's Book for additional review and practice.

F
- Go over the explanations in the Word Focus box. Then read the information in the chart.
- Read the example item together. Then do Item 2 as a class.
- Have students complete the exercise individually. Review the answers as a class, writing them on the board for students to check as needed.
- Do the Grammar Practice exercise.

Grammar Practice:
Comparisons with *as … as*

In pairs, have students choose two things to compare: two cities, two sports, etc. Then have them write as many comparisons using *(not) as… as* as they can in five minutes. Call on pairs to read their list of sentences to the class. Which pair has the most correct sentences?

G
- Elicit a list of celebrations and write them on the board. Point out the adjectives used in Exercise F and elicit other adjectives students could use to compare celebrations. As a class, write two comparisons between different celebrations.
- Have students complete the exercise by writing at least four sentences.
- Call on a few students to share one of their comparisons. Prompt them to make corrections as needed.

GOAL CHECK

- Go over the graphic organizer as a class. Model the exercise by completing the organizer on the board about weddings.

Listening

- As a warm-up, have students look at the photo, read the caption, and describe what they see. Ask, *What do you think this celebration is for? What do you think people do for this celebration?* Write students' ideas on the board.

A • Go over the directions. Ask, *Are you going to listen for the main idea or specific information?* (specific information: country names) Then play the audio.
• Review answers as a class.

B • Go over the charts, explaining vocabulary if necessary. Encourage students to fill in information they may already know.
• Remind students that they should take notes as they listen, avoiding complete sentences and not worrying about correct spelling. Play the audio again as students complete their answers. Have students compare with a partner.
• Review answers as a class, replaying the audio as needed.

C • Go over the question together and have students discuss in pairs.

D • Go over the questions with the class. Give students time to think about their answers and write some notes.
• Have students discuss the questions with their partner.
• Share answers as a class and make a list on the board of holidays that remember people who have died. Discuss why different countries / cultures may sometimes have similar holidays.

B GOAL Compare Holidays in Different Countries

Listening

A 58 Listen to three people talk about a holiday in their country. Number the countries in the order that you hear about them.

a. Japan 3 **b.** Mexico 1 **c.** United States 2

B 58 Listen again and fill in the charts.

The Day of the Dead

Country: Mexico

When is it? November 1 and 2

How do people celebrate it?

a. go to the cemetery with favorite foods and drinks

b. bring yellow and orange flowers

What is the special food?

a. sweet bread

b. candy shaped like skulls

Halloween

Country: United States

When is it? October 31

How do people celebrate it?

a. put on costumes

b. ask for candy

c. watch scary movies

What is the special food?

a. chocolate

b. apples

O-Bon

Country: Japan

When is it? August 13

How do people celebrate it?

a. go back to their hometowns

b. participate in a special dance

c. make big fires

The Day of the Dead is an important celebration, which sometimes takes place in cementeries, in Michoacan, Mexico as well as in other parts of the country.

For Your Information: Halloween (All Hallows' Eve)

Halloween has its origins in the ancient Celtic festival of Samhain (pronounced sow-in). The Celts were the people of Ireland, the United Kingdom, and Northern France. They believed that during the night of October 31st, the end of the harvest and beginning of winter, the ghosts of the dead returned to Earth. People would light bonfires and wear costumes so the ghosts wouldn't recognize them. They would also leave food and drink outside their homes for the ghosts.

Expansion Activity

Have students write a paragraph about one of the holidays in Lesson B. Elicit what students already know about writing paragraphs and record their ideas on the board (topic sentences, supporting details, conclusions, etc.). Have students choose a holiday and brainstorm information to include. Tell students they can use the paragraphs in Lesson A, exercises A and D as examples. Then have them plan and write their paragraphs.

C **MY WORLD** Is there a special holiday in your country to remember people who have died? Discuss in pairs.

D Discuss these questions in pairs.

1. Do you know about any other holidays like these in other countries?
2. Why do you think different countries have similar holidays?

Pronunciation: Question Intonation with Lists

E 59 Listen to the questions. Notice how the intonation rises and falls in questions with a list of choices.

1. Would you like to go on holiday in Mexico ↗, the US ↗, or Japan ↘?
2. Is O-Bon in July ↗ or August ↘?

F 60 Read the questions and mark the intonation with arrows. Then, listen and check your answers. Finally, ask and answer the questions in pairs.

1. Is the Day of the Dead on November 1st ↗ or 2nd ↘?
2. On the Day of the Dead, do people eat sweet bread ↗, chocolate ↗, or fruit ↘?
3. Is Halloween for children ↗ or adults ↘?
4. What do you like the most: the costumes ↗, the candies ↗, or the scary movies ↘?
5. Is O-Bon in August ↗ or September ↘?
6. At O-Bon, are there fireworks ↗, bonfires ↗, or both ↘?

Communication

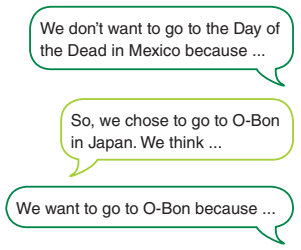
G In groups, imagine that you can take a trip to participate in one of the holidays in **A**. Discuss these questions.

1. How are these holidays similar? Think of as many answers as you can.
2. How are they different?
3. What could visitors do at each holiday?
4. Which holiday would you like to participate in? Why?

GOAL CHECK

Compare Holidays in Different Countries

1. Which holiday did you choose in **G**? With your group, make a list of reasons why you chose that holiday.
2. Now make a list of reasons why you didn't choose the other two holidays.
3. Explain your decision to the class. Say why you chose the holiday, and why you didn't choose the others.



they understand that for Question 4 they need to choose one of the holidays and explain why they want to participate.

- Have students discuss the questions with their group.

GOAL CHECK

- Go over the steps as a class.
- Give groups time to discuss and write their lists. Monitor and assist as needed.
- Go over the examples in the speech bubbles. Then call on the presenter from each group to explain which holiday they decided to participate in and why. In large classes, have two or three groups present to each other.
- After the presentations, have the class decide which holiday was the most popular. For further practice, see the Expansion Activity.

Pronunciation

E

- Write *intonation* on the board and explain that it is the way the pitch (highness / lowness) of your voice changes to give a certain meaning. Ask, *Did we talk about a celebration in South Africa or Japan?* Help students notice the intonation of the options listed at the end of the question.
- Play the audio. Have students read the sentences as they listen.
- Play the audio again and have students repeat. Prompt students to explain the intonation pattern (rising on each item in the list and falling on the last item). If students struggle to hear these patterns. Using visual aids may help (see Teaching Tip).

Teaching Tip: Visualizing Intonation Patterns

Visual signals, such as the arrows used in Exercise E, can help students recognize, produce, and internalize intonation patterns. For kinesthetic learners, rising / falling hand motions may work especially well. First, demonstrate the patterns (accompanied by hand motions); then have students do the hand motions as they repeat. Students can even practice in pairs by reading sentences with the target intonation as their partner listens and responds with corresponding hand motions. See Teaching Tip 2, Lesson D, page 165 for additional information about using movement in the classroom.

F

- Give students time to mark the intonation. Then play the audio for students to confirm or correct their answers. Review answers as a class.
- Have students take turns asking and answering the questions with a partner. Remind them to refer to the chart in Exercise B to help them answer. Monitor and correct students' intonation as needed.
- Review any answers students have doubts about.

Communication

G

- Go over the directions and questions. Place students in groups and give them roles: note-taker, presenter, manager, and checker. Make sure

Language Expansion: Expressions for Celebrations

- As a warm-up, have students look at the photo and read the caption. Ask, *What do you say to someone when they get married? What about on somebody's birthday?*

A
- Say each expression as students read them and go over the information.
- Go over the explanations in the Word Focus boxes.
- Elicit other examples of times when we would congratulate someone or wish someone good luck.

B
- Have students complete the exercise and compare with a partner.
- Review the answers as a class. For Item 6, ask, *What would you say if you were in Scotland on this date?* (Happy Hogmanay!)

Grammar

- If possible, make some space in the classroom for students to stand up (see Teaching Tip 2, Lesson D, page 165). Tell them you're going to give them options and, depending on their answer, they have to stand on the left (first option) or on the right (second). Say, *You're thirsty. Would you rather have water or a soda? You're hungry. Would you rather have a sandwich or some fruit?* etc.
- Direct students' attention to the grammar chart. Go over the examples. For the first one, write on the board: *I would rather have a small wedding than a big _____.* Elicit / provide the word we could use to avoid repeating *wedding* (one). Point out that we often use the contraction, *I'd rather…*, as in the second example.
- Ask questions to check students' understanding. For example, *For your birthday, would you rather have a party at home or go out? Would you rather celebrate the Day of the Dead or O-Bon?* If students feel comfortable, elicit additional questions from them and have other students answer.

C **GOAL** Express Congratulations and Good Wishes

Language Expansion: Expressions for Celebrations

WORD FOCUS
We say, **Thanks for having / inviting us!** to thank someone after a party or dinner.

WORD FOCUS
Collocations: Use **congratulations** with **on your** + noun / noun phrase: **Congratulations on your** promotion / graduation / new job / new baby / win!

A Read the expressions and how we use them.

Expression	Use it
Congratulations!	when someone is getting married, having a baby, getting a promotion, wins a game, etc.
Well done! Great job!	when someone has accomplished something difficult (passed a driving test, an exam, etc.).
Good luck!	to wish someone a good result or a good future.
Happy Birthday / Anniversary / New Year!	to greet someone or wish them the best on a holiday or special occasion.

B Write the correct expression for each situation in your notebook.

1. Your friend has to take a difficult exam tomorrow. *Good luck!*
2. You're leaving someone's house after a Thanksgiving meal. *Thanks for having me!*
3. Your neighbor tells you he plans to get married soon. *Congratulations!*
4. Today is your friend's birthday. You see your friend. *Happy Birthday!*
5. Your friend got an excellent grade on an exam. *Great job! / Well done! / Congratulations!*
6. It is midnight on December 31st in London. *Happy New Year!*

Hands with henna design for a wedding ceremony in Abu Dhabi, Dubai

Grammar: *Would rather*

Would rather (not) + verb is used to express a preference between two or more options. It can be used in both questions and statements. The contraction, *I'd rather (not)*, is often used in statements. If the alternative option(s) are understood from the context, we can omit them when we answer. For example, *Would you like to go out for your birthday? No, I'd rather celebrate at home (than go out).*

Grammar Practice: *Would rather*

In groups, have students write two survey questions about preferences for celebrating an event with *would rather*. For example, *Would you rather celebrate the New Year with your friends or your family?* Allow time for each student to collect answers from at least five people either in class or outside of school. Then have each group put together the answers they received and give a short oral report for the class.

Grammar

Would rather	
Use *would rather* + base form of the verb to talk about actions we prefer.	I **would rather have** a small wedding than a big wedding.
Use *would rather not* + base form of the verb to talk about things we don't want to do.	I**'d rather not have** a party for my birthday.
Use *would rather* + base form of the verb in *yes* / *no* questions to ask people about their preferences.	**Would you rather see** Chinese New Year or Hogmanay?

C Use *I'd rather* to write sentences about things you would like to do on your birthday.

1. have (a big party / a small party) I'd rather have a big party than a small party.
2. eat (at home / in a restaurant) _____
3. invite (lots of people / a few close friends) _____
4. get (flowers / presents) _____
5. wear (nice clothes / jeans and a T-shirt) _____

D Ask a partner about his or her preferences. Use the choices in **C** and *Would you rather ... ?*

Conversation

E 61 Listen to the conversation. What are they going to celebrate? Katie's new job

Mike: Hi Katie! Congratulations on your new job!
Katie: Thanks, Mike. It was a really challenging interview, but I guess I did OK!
Mike: Well done! We should celebrate. Would you rather go out or invite a few friends to your house?
Katie: I think I'd rather go out for dinner. We can invite Lucia and Ana.
Mike: OK. I'll book a table at Italiano's.
Katie: Italiano's? I'd rather go somewhere quieter.

SPEAKING STRATEGY

Notice Katie's answer to Mike's question about what she'd like to do: ***I think*** *I'd rather go out for dinner.* We often use *I think* at the beginning to make an answer less direct and more polite.

F Practice the conversation in pairs. Then, make new conversations. Change the situation and how you are going to celebrate.

GOAL CHECK

Express Congratulations and Good Wishes

1. Think of three situations in which you would congratulate or give someone good wishes.
2. In pairs, decide which expressions from **A** you would use.
3. Prepare the script for an etiquette guide video to show other students how to express congratulations and good wishes in English in different situations.

Word Bank: Things to Celebrate

anniversary
birth
getting a promotion
going away party
graduation
naming ceremony
passing an exam
retirement
wedding
winning a championship

Speaking Strategy: Indirect Language for Politeness

In English-speaking cultures, being very direct is often considered impolite. Consequently, we tend to soften our responses, requests, and suggestions in some situations, as in the conversation in Exercise E: ***I think*** *I'd rather go out for dinner*. There are several expressions we can use to do this:

Maybe *we could go out for dinner.*
Perhaps *we could ask Ana to join us.*
Would you mind if *Pavel came too?*
How about *inviting Pavel?*

C
- Have students complete the exercise.
- Call on volunteers to share their answers. Write a few on the board so students can check their answers.

D
- Elicit the first question and write it on the board. Have students ask and answer the questions. Students should close their books while answering so they speak to their partners rather than read their answers.
- Survey the class to find out their preferences for birthday celebrations. Have students do the Grammar Practice exercise as time allows.

Conversation

E
- Write *Mike* and *Katie* on the board. Tell students they will listen (books closed) to a conversation between them. Write the question on the board.
- Play the audio.
- Review the answer and ask, *What do you think Mike and Katie's relationship is? How do you know?*
- Go over the Speaking Strategy box (see Speaking Strategy below).

F
- Have students practice with a partner. Then have them practice again with a different situation. Encourage use of indirect language where appropriate. Use the Word Bank to provide additional vocabulary.

GOAL CHECK

- Brainstorm a list of holidays and celebrations and write them on the board.
- In pairs, have students choose three situations and decide on an appropriate expression for each.
- Go over Item 3 as a class. Briefly explain *etiquette* as the rules for what people should do or say to be polite in certain social situations.
- Have students create their scripts in pairs. Monitor and assist as needed. Students can either act out their etiquette guide for the class or film it and show the video to the class if possible.

Reading

- As a warm-up, tell students about a celebration you have participated in recently. For example, a birthday party, a graduation, the birth of a child, etc. (see Teaching Tip 1). Ask questions afterwards to check students' understanding. For example, *What were we celebrating?*

Teaching Tip 1: Personal Stories in the Classroom

We often ask students to share personal experiences through the spoken and written exercises they carry out in the classroom. It is important that, as teachers, we also participate in this sharing of personal experiences, as in the warm-up. This is beneficial in several ways. By providing your example, you are modeling what you want your students to do; at the same time, you are helping establish trust, encouraging engagement, and making personal connections with your students by sharing your own experiences. This kind of sharing can help create a positive classroom environment.

- Give students time to think about a recent celebration in their own lives. Then have them discuss it in pairs. Tell students that they will be asked to describe their partner's celebration for the class and suggest they take some brief notes as they listen.
- Call on students to share their partner's experience with the class.

A
- Go over the questions as a class. Have students discuss them with a partner.
- Share ideas as a class and write them on the board. As needed, remind students of the meaning of *ritual*.

B
- Go over the phrases together. Remind students that they don't need to read the text in detail the first time and that they shouldn't worry about unknown vocabulary.
- Review the answers as a class, having students explain which words in the text helped them match the phrases to the paragraphs.

D **GOAL** Talk about Rituals

Reading

A Look at the title and the photo. What is a ritual? What do you think the woman in the photo is celebrating? Discuss in pairs.

B Scan the article and write the phrases in the correct paragraph.

a. Turning to baby showers, in Ancient Greece and Egypt,

b. Bridal showers celebrate the bride,

c. Nowadays, both celebrations

d. This tradition of giving gifts to the bride

C Read the article. Circle **T** for *true* or **F** for *false*.

1. Bridal and baby showers are modern rituals.	T	(F)
2. The bride's family usually organizes the shower.	T	(F)
3. The tradition of playing games at a baby shower began in the 19th century.	(T)	F
4. People have always given gifts before the baby is born.	T	(F)
5. Baby showers help people get the things they need for their new baby.	(T)	F
6. The future father is always invited to the shower these days.	T	(F)

GOAL CHECK

Discuss the questions in groups.

1. What do baby and wedding showers have in common?
2. What do you think about men being involved in wedding and baby showers (as the future husbands or fathers, or as guests)?
3. How do you think baby and wedding showers might change over the next twenty years?
4. What special rituals for weddings and births are there in your country?

About the Photo

In this photo we can see Bollywood actors Ranveer Singh and Deepika Padukone at their wedding reception in Mumbai, India. They are wearing traditional wedding attire: a long jacket called a *sherwani* for the groom and a *lehenga*-style *sari* with a long head scarf called a *dupatta* for the bride. Both outfits are heavily embroidered, and they match in their colors and style. The bride is also wearing traditional bangles on her wrists that represent good fortune.

The Rituals of Life Events

Weddings and births have always been important moments for families and society. Not surprisingly, they involve celebrations and rituals. Apart from the religious rituals in many cultures for both of these events, typical celebrations also include the bridal shower and the baby shower. Many people think of these showers as modern rituals, but in fact both of them have their **roots** in history.

Bridal showers celebrate the bride the woman who is getting married, and they are usually organized by a close friend. The people invited are female friends and members of her family. There will be food and drinks, and the women will share stories, express their good wishes, and sometimes give advice. But perhaps the most important ritual is the "showering of gifts," when the guests all give presents to the bride-to-be.

This tradition of giving gifts to the bride is believed to have begun in Holland in the 16th century. The story is that the daughter of a rich man fell in love with a poor man, but her father didn't want her to marry him. He **refused** to give her a **dowry** if she married the poor man. So her friends and family and people from the village all gave her gifts so that she could get married. Since then, it has been a custom for the bride to receive presents from her family and friends before her wedding. However, the word *shower* wasn't used until the 18th century, when it became popular to put the gifts in an open paper **parasol** and "shower" them over the bride.

Turning to baby showers, in Ancient Greece and Egypt, mothers were always **accompanied** by a group of women during and after the birth. One of their rituals was to offer gifts to the goddess of birth after the baby was born, as well as give useful gifts and food to the new mother. Pregnant women continued to be celebrated over the years, and in the 19th century the celebration developed into a tea party with gifts and games, after the birth of the baby. Finally, in the 20th century, after the Second World War, baby showers became more like they are today. Friends and family organize a shower before the baby is born, and people give the mother-to-be practical gifts to help her and the baby. The gift giving and the fun games are two customs that remain part of the baby shower ritual.

Nowadays, both celebrations often involve men, too. At a wedding shower, close friends and family sometimes celebrate the couple together before their marriage. And at a baby shower, both future parents might be there. There may also be male guests. Although the way we celebrate these important moments has changed over time, baby showers and bridal or wedding showers are part of the rituals surrounding these two important life events.

roots where something comes from, its origins
refuse say no to something
dowry an amount of money that a woman's parents give to the man she marries
parasol a kind of umbrella to protect you from the sun
accompany go or be with someone

Reading Strategy: Critical Thinking

The development of critical thinking skills allows students to work with texts on a deeper level beyond basic comprehension. Critical thinking skills are sometimes described as higher-order thinking skills; they go beyond basic understanding of facts and memorization. These skills are developed when students are asked to analyze or evaluate a text, apply information from a text to new situations, or use their knowledge from the text to create something new. When working with reading texts, students should have opportunities to develop these skills. For example, the questions in the Goal Check provide opportunities for students to analyze, evaluate, and apply information they have learned from the text.

C

- Have students read the statements and clarify any vocabulary doubts. Remind students to use the text glossary for help with new vocabulary. Then have students read the article in more detail and complete the exercise.
- Have students compare answers with a partner. Encourage them to reread parts of the article as needed.
- Review the answers as a class. For each item, have students stand up if they answered false and stay sitting for true (see Teaching Tip 2).

Teaching Tip 2: Movement and Learning

Providing opportunities for movement in the classroom can be beneficial to students and their learning. During a sequence of exercises, physical movement can help students refocus and become more alert. Intensive reading can be quite tiring for students, so having them do something physical and perhaps unexpected (as in Exercise C) may increase their level of engagement. For students who prefer kinesthetic learning, movement may also help with learning specific language items (see Teaching Tip, Lesson B, page 161 and grammar warm-up, Lesson C, page 162).

GOAL CHECK

- Go over the questions. Then place students in groups, giving each member a number.
- Elicit / provide useful phrases for discussion and write them on the board (*Can I add something?, In my opinion / view…, As far as I know…, What do you think?*). Then have groups discuss the questions (see Reading Strategy). Monitor and assist as needed, prompting with questions to encourage further discussion.
- Share ideas as a class, using the numbered heads technique (see Teaching Tip, Unit 9, page 119).

Communication

- As a warm-up, have students look at the photo and describe what they see. Have them read the caption and ask, *What holiday are these people celebrating? Where is it? How are they celebrating?* Provide vocabulary support as needed. Elicit what students know about Carnival and where it is most famous (Rio de Janeiro, Brazil; New Orleans, US; Venice, Italy, among others).

A
- Have students discuss the questions with a partner.
- Share ideas as a class, taking notes on the board to clarify vocabulary and stimulate further participation.

B
- Briefly elicit the meaning of *opinion* if helpful. Then go over the opinions and point out the expressions in the box. Have students note their thoughts individually.
- Briefly, compare opinions as a class. If students are interested in discussing them further, let them know that there will be an opportunity for that later in the lesson.

Writing

- Elicit explanations of topic sentences, supporting details, and concluding sentences. Refer students back to previous units for information as needed.

C
- Have students read the information in the Writing Skill box individually. Point out how this paragraph structure is very similar to what they have already seen but that the specific purpose of the paragraph is to express an opinion (see Writing Strategy).

E **GOAL** Share Opinions about Holidays

Communication

A What holidays do you celebrate? What do you and your family do for these celebrations? Discuss in pairs.

I agree.
I'm not sure.
I disagree.

B Write your opinion about these sentences in your notebook. Use the expressions in the box.

1. A new holiday isn't a real holiday.
2. Some old holidays are not very important now.
3. Our country should start a new holiday.
4. People spend too much money on holidays.
5. It's very important to keep all of the old holiday customs.

Writing

C Read about how to write an opinion paragraph.

WRITING SKILL: An Effective Opinion Paragraph
1. Begin with a strong topic sentence that clearly states your point of view.
2. Support your opinion by giving good, logical reasons for it.
3. End with a brief conclusion related to the opinion and reasons you gave.

A colorful float in a Samba School Parade at Carnival in Brazil

166 Unit 12

Writing Strategy: An Effective Opinion Paragraph

Generally, when writing about our opinions, we are hoping to convince the audience to agree. Therefore, it is very important to use a strong topic sentence that engages the reader: it should serve as a hook to get the reader interested. A strong topic sentence might include a surprising or shocking fact or be controversial in some way. It should express an idea that readers might disagree with; therefore, it cannot be a general truth, such as *The sky is blue.* Once we have stated an opinion, it is important to back it up with solid reasons so that the reader may be convinced of its validity. Finally, as we have seen with other types of paragraphs, the concluding sentence needs to be clear and strong. It should concisely summarize the opinion and make an impact on the reader.

D Read the paragraph about holiday customs. What is the author's opinion?

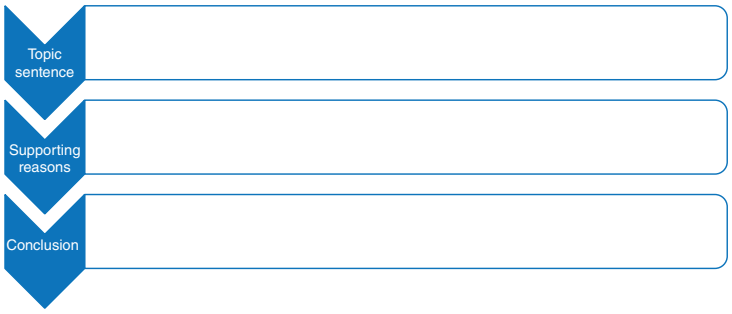
It is important to remember old holiday customs.

Old holiday customs are an important connection to our past and our culture, so we should not forget them. These days many people would rather forget some holidays and their celebrations because they want to create new ones, or because they want to feel their life is different from their family's life in the past. They want to focus on the future, not the past, and they think some holiday customs are old fashioned. But the old celebrations are as important as new ones; they are part of our culture and our history, so they are a part of us. It is important to remember them.

E Look at the Writing Skill again. Identify the parts of the opinion paragraph in **D**.

1. Circle the topic sentence.
2. Underline the supporting reasons. How many reasons does the author give to support her opinion?
3. Circle the conclusion.

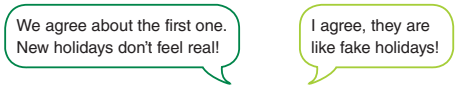
F Choose one of the statements from **B**. What is your opinion about it? Brainstorm ideas and complete the visual map with ideas for each part of the paragraph.



G Write a paragraph about your opinion. Be sure the paragraph contains all three elements from the Writing Skill.

GOAL CHECK Share Opinions about Holidays

1. In small groups, explain your opinions about the sentences in **B** that you chose.
2. Do you agree or disagree with each other's opinions? Tell the class.



Expansion Activity

Have students use the items in Exercise B and the expressions in the box to create a multiple-choice survey to give to students in another class or people outside of school. After gathering a number of answers, have students create a graph or chart showing the results. Have students display their graphs and charts in the classroom if possible. As a class, use the graphs and charts to identify which of the opinions most people agreed or disagreed with.

D
- Have students complete the exercise, then compare ideas with a partner.
- Review the answer as a class, prompting students to identify what parts of the paragraph led them to their answer. Clarify any vocabulary questions.

E
- Have students complete the exercise individually.
- Review answers as a class. Make sure students understand that only the sentences that support the topic sentence are the supporting reasons. Many sentences in the paragraph will not be circled or underlined.

F
- Go over the directions and the visual map. Remind students that planning can help them organize their ideas so they will be able to write their paragraph more easily.
- Have students complete the visual map. Monitor and assist, checking that their ideas for each part are logically connected.

G
- As students write their paragraphs, continue to monitor and assist, checking that their topic sentences, reasons, and concluding sentences are coherent and clear.
- As time allows, have students exchange paragraphs with a partner and review them using the three elements in the Writing Skill box as a checklist.

GOAL CHECK

- As possible, group students who wrote about different opinions. Explain that this is a discussion, so they should avoid simply reading their paragraphs aloud. Instead, they should use them as a guide while explaining their opinions to their group members.
- Model the answer to Item 2 using the speech bubbles. Then have students discuss their opinions.
- Have one member of the group tell the class which opinions from Exercise B they discussed and which ones (if any) they *all* agreed or disagreed with. See the Expansion Activity for further practice.

Video Journal

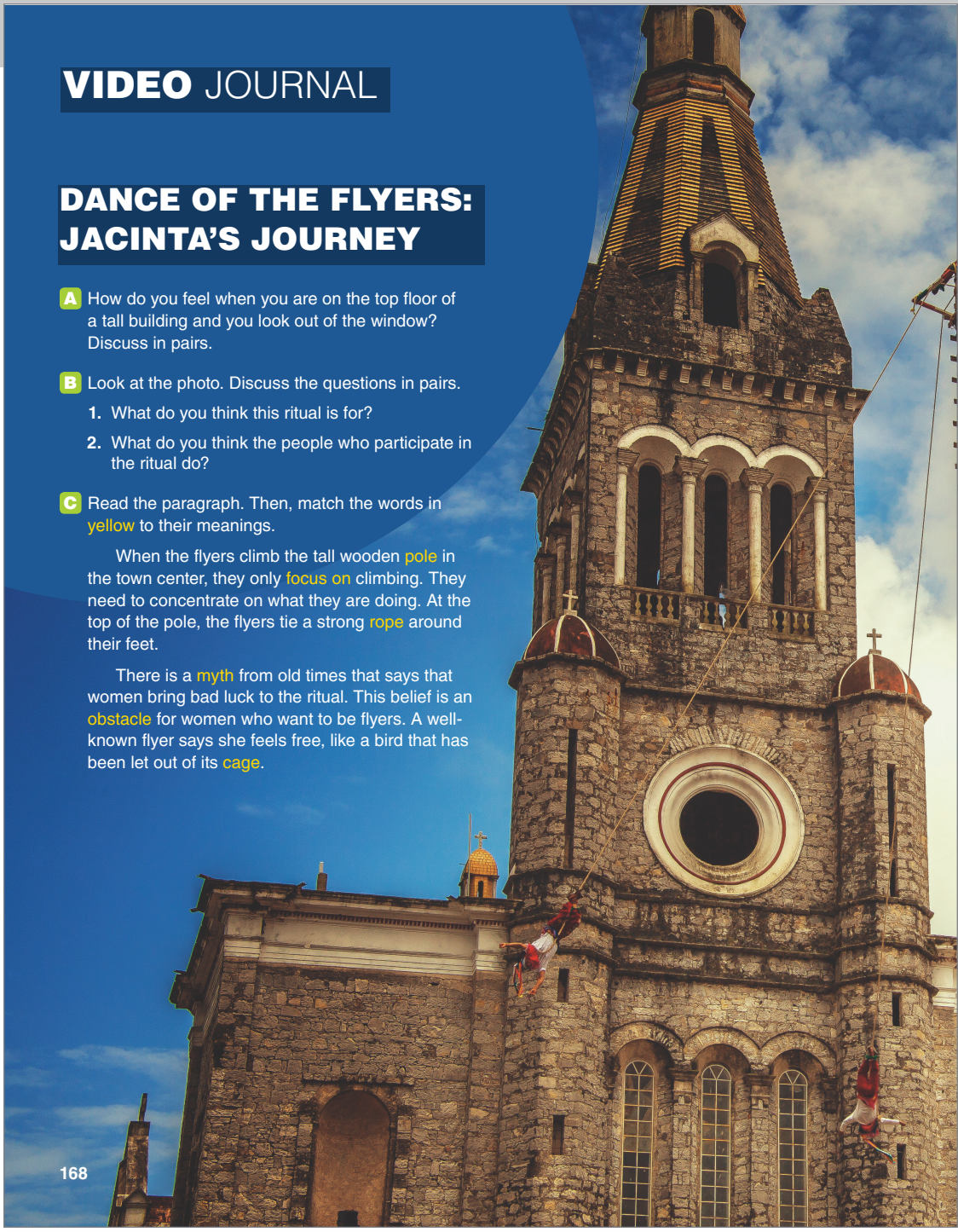
About the Video

The Dance of the Flyers began in pre-Columbian Mesoamerica—what is now parts of Mexico and Central America. The dance is an incredible but dangerous acrobatic ritual to summon rain so that there will be a good harvest. In this video, we meet Jacinta, a Mexican woman who decided to participate in the ritual and become a flyer even though her family didn't think she should. Jacinta became the first female flyer in Mexico when she was 18 years old. She describes the challenges with her family, her feelings about the ritual, and her experience of being a woman in a tradition that is dominated by men.

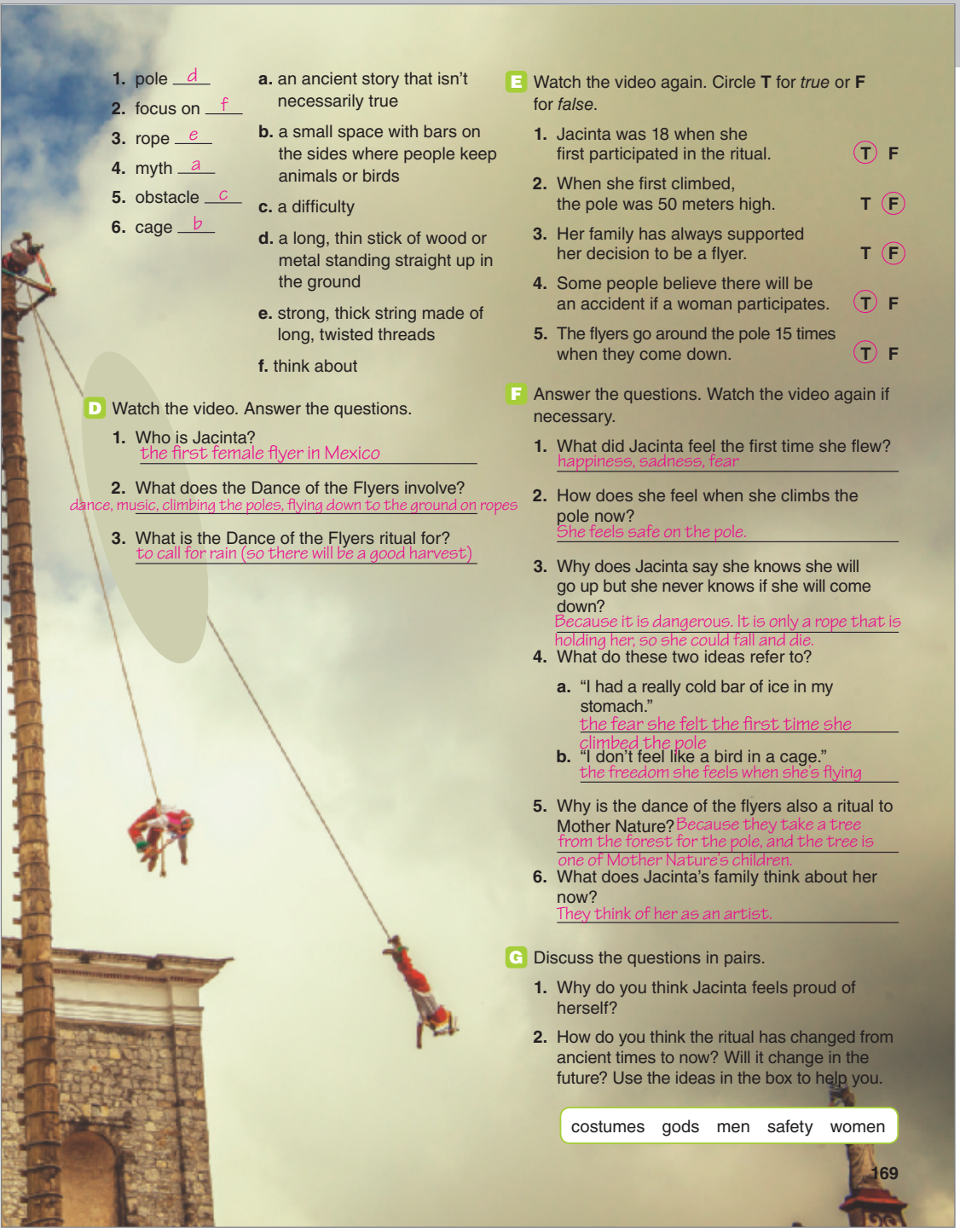
- As a warm-up, elicit *Wh-* question words and write them on the board.
- Have students look *only* at the title of the video. Then have them write questions asking what the title refers to. Provide an example, such as *Who is Jacinta?*, and write it on the board.
- Elicit students' questions and write them on the board, or have students come to the board and write their questions themselves. Have the class help correct the questions as needed. Leave the questions on the board to come back to at the end of the sequence of video exercises.

A
- Have students discuss the question with a partner.
- Have students share the adjectives they used to describe how they feel. Write them on the board. Correct any mistakes with participial adjectives as needed.

B
- Place students in new pairs to help vary the classroom dynamic. Then have them discuss the questions. Tell students that they should guess the answers at this stage and that after watching the video they will check and correct their ideas.
- Call on pairs to share their ideas.



C
- Tell students that they will hear the words in yellow in the video. Point out the list of meanings on page 169. Have students read the text and identify the part of speech of each yellow word. Review these as a class.
- Have students match the words to the meanings individually, using the context provided, not a dictionary.
- Review the answers as a class, providing additional clarification or examples as needed.



1. pole d
2. focus on f
3. rope e
4. myth a
5. obstacle c
6. cage b

a. an ancient story that isn't necessarily true

b. a small space with bars on the sides where people keep animals or birds

c. a difficulty

d. a long, thin stick of wood or metal standing straight up in the ground

e. strong, thick string made of long, twisted threads

f. think about

D Watch the video. Answer the questions.

1. Who is Jacinta?
   the first female flyer in Mexico
2. What does the Dance of the Flyers involve?
   dance, music, climbing the poles, flying down to the ground on ropes
3. What is the Dance of the Flyers ritual for?
   to call for rain (so there will be a good harvest)

E Watch the video again. Circle **T** for *true* or **F** for *false*.

1. Jacinta was 18 when she first participated in the ritual. (T) F
2. When she first climbed, the pole was 50 meters high. T (F)
3. Her family has always supported her decision to be a flyer. T (F)
4. Some people believe there will be an accident if a woman participates. (T) F
5. The flyers go around the pole 15 times when they come down. (T) F

F Answer the questions. Watch the video again if necessary.

1. What did Jacinta feel the first time she flew?
   happiness, sadness, fear
2. How does she feel when she climbs the pole now?
   She feels safe on the pole.
3. Why does Jacinta say she knows she will go up but she never knows if she will come down?
   Because it is dangerous. It is only a rope that is holding her, so she could fall and die.
4. What do these two ideas refer to?
   a. "I had a really cold bar of ice in my stomach."
   the fear she felt the first time she climbed the pole
   b. "I don't feel like a bird in a cage."
   the freedom she feels when she's flying
5. Why is the dance of the flyers also a ritual to Mother Nature? Because they take a tree from the forest for the pole, and the tree is one of Mother Nature's children.
6. What does Jacinta's family think about her now?
   They think of her as an artist.

G Discuss the questions in pairs.

1. Why do you think Jacinta feels proud of herself?
2. How do you think the ritual has changed from ancient times to now? Will it change in the future? Use the ideas in the box to help you.

costumes gods men safety women

169

Expansion Activity

Have students research a different Mexican tradition with a partner:

– New Year's Eve

– Three Kings' Day

– A girl's 15th birthday (*fiesta de quince años*)

Have students find out what special events happen on these days. Remind them to consult more than one source so they can check that the information they find is reliable and to record the URLs of the web pages they consult. Have students share and compare information in groups. Then have each group tell the class which tradition they think is the most interesting or fun and why.

D
- Have students read the questions. Clarify the meaning of *involve* in Question 2. Remind them to use visual clues as well as the audio to help them understand the video. Encourage them to take notes as they watch.
- Have students compare answers with a partner.
- Call on students to share their answers with the class. Play the video again if necessary to correct any incorrect responses.

E
- Have students read the statements. Encourage them to complete any answers they might already know.
- Play the video again.
- Have students compare answers with a partner. Replay the video if many pairs have conflicting answers.
- Review answers as a class, prompting students to provide correct information for false statements.

F
- Go over the questions. Encourage students to answer any they think they already know. Provide a definition of *Mother Nature* if needed. Clarify Question 4 by rephrasing as, *What does Jacinta mean when she says these things? What is she talking about in these quotations?*
- Play the video again. Remind students to take notes as they listen. Then give students time to complete their answers.
- Review answers as a class, replaying parts of the video as needed. Have students answer their questions from the warm-up if possible and review and correct their answers to the Exercise B questions.

G
- Go over the questions and the words in the box as a class. Provide vocabulary support if needed. Then have students discuss the questions in pairs. Monitor and assist, prompting with follow-up, clarification, and turn-taking questions as a model for students.
- Call on pairs to share their ideas. See the Expansion Activity for further practice.

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Unit 1

2

Interviewer: I have traveled to Southeast Asia to learn more about the food they grow in this part of the world. Here in Vietnam, the rice crop is extremely important. And today, we're going to talk to a rice farmer.

Thank you for talking with us today. I know you're very busy.

Farmer: Yes, I am, but I'm happy to answer your questions.

Interviewer: Wonderful. First, what are those people in the rice paddy doing?

Farmer: They're putting the young rice plants in the ground. That's because we don't plant seeds like other farmers.

Interviewer: Really? Why not?

Farmer: It's simple—we get a much larger crop if we start with young plants.

Interviewer: And why is there so much water in the rice paddy?

Farmer: That's part of growing rice. We need a warm climate and a lot of water. We're getting a lot of rain this year, and that's good news for rice farmers. Plenty of water will be available.

Interviewer: I see. And what happens next?

Farmer: Well, the rice grows, of course. Then we have to get the water out of the rice paddy. We let the water run out, and then the rice dries.

Interviewer: And when the rice is dry, what happens next?

Farmer: Then we cut the rice plants and clean them.

Interviewer: It's a lot of work, isn't it?

Farmer: It is a lot of work, but we grow a lot of rice, and that rice is prepared in people's kitchens and becomes part of our families' meals. It's a very important part of the diet in this part of the world.

3

1. We're eating dinner now.

2. Her favorite dish is chicken with rice.

3. Farmers work on weekends and holidays.

4. Paul and I don't like fish very much.

5. Coffee grows well in Colombia.

6. Rain falls in all seasons where I live.

4

Albert: You should try this! My aunt made it.

Mary: Mmmm... Delicious! What is it?

Albert: It's called *couscous*. It's made from wheat.

Mary: And what's this on top of the couscous?

Albert: Mostly vegetables and some kind of sauce.

Mary: How did your aunt learn to cook it?

Albert: Her great-uncle married a woman from North Africa. That's where couscous is from. They always ate it on special occasions.

Mary: What an interesting family history!

Albert: Yeah, and a great family recipe.

5 The Paleo Diet: Natural and Healthy?

Modern supermarkets give us many choices. There are colorful fruits and vegetables, fresh fish and meat, many kinds of bread, eggs, yogurt, and cheese. But at the same time, people in the modern world are experiencing health problems, such as diabetes and heart disease. Could the food we eat be causing some of these problems?

One explanation for modern health problems is that they began when human beings became farmers about 12,000 years ago. Around that time, people started growing and eating crops such as wheat and rice. Some people believe that returning to an earlier way of eating—a "paleo diet" that includes only meat, fish, and fruits and vegetables—might be a solution to our modern health problems.

A paleo diet is special because it doesn't include grains, dairy foods, or legumes such as peanuts or beans. For many of us, it is not possible to prepare our favorite dishes without these ingredients. But people who follow a paleo diet only eat foods people ate before farming began. They believe this is a more natural and healthier way to eat.

For Dr. Peter Ungar, the truth is not so simple. In human history, people have eaten a wide variety of foods. Early human beings lived in different places with different climates, so many kinds of food were available to our ancestors—including some grains—even before farming began. Dr. Ungar says our ability to eat in many different ways and to be healthy whether we live in the Arctic or in the tropics is the important thing. One thing is certain, though: If you do decide to try a paleo diet, remember that your meals might actually have less variety than the meals of your early ancestors.

Unit 2

6 Conversation 1

Ken: Hi, my name is Ken Tanaka.

Lisa: It's nice to meet you. I'm Lisa Ortiz.

Ken: Nice to meet you, too, Lisa. So... are you studying English here?

Lisa: No, not this term. I'm taking a computer class.

Ken: Really? Which class?

Lisa: I'm taking the website design class. The teacher's name is Mr. Carter. I haven't met him yet, though.

Ken: I've heard that he's a great teacher. One of my friends took his class last year.

Lisa: That's good! It's a difficult subject, but it's really interesting. What about you? What are you studying?

Ken: Well, this term I'm taking Advanced English Writing.

Lisa: Wow! That sounds difficult, too!

Conversation 2

Nancy: Hi. Are you the new neighbor?

Maria: Yes, I am. My name is Maria Andrews. I'm in apartment 7C.

Nancy: Nice to meet you, Maria. I'm Nancy Chun. I live in 7A.

Maria: Nice to meet you, too. So, have you lived here long?

Nancy: Oh, about ten years.

Maria: Wow! I guess you really like this part of the city!

Nancy: It's a great place to live. There are lots of stores, and the park is so relaxing.

Maria: Are there any good restaurants near here?

Nancy: Sure! What kind of food do you like?

7

1.	I have	I've
2.	you have	you've
3.	we have	we've
4.	they have	they've
5.	she has	she's
6.	he has	he's
7.	it has	it's

8

1. I've never gone skiing.

2. He's been to Colombia three times.

3. Linda has taken a scuba diving class.

4. They have already eaten breakfast.

5. We've had three tests this week.

6. Michael has found a new job.

9

Tom: Excuse me. Are you in my history class?

Rita: Yes! I saw you in class yesterday. I'm Rita.

Tom: Hi, Rita. I'm Tom. Is this your first class with Mr. Olsen?

Rita: Yes, it is, but I've heard good things about him. What about you?

Tom: I've taken his classes before, and they've always been good.

Rita: That's great. Have you already done the homework for tomorrow?

Tom: No, not yet. How about you?

Rita: Not yet. Maybe we can call each other to talk about it.

Tom: That's a great idea! I'll give you my number.

10 Endangered Languages

There are around 7,099 languages in the world today. However, most people speak the largest languages: Chinese, Spanish, English, Hindi, Russian, Arabic, and others. So what about the smaller languages? According to the UNESCO Atlas of the World's Languages in Danger, around one third of the world's languages now have fewer than 1,000 speakers. We may soon lose those languages completely. In fact, 230 languages became "extinct" between 1950 and 2010.

Unfortunately, when we lose a language, we also lose culture and knowledge. That's because people in different places have different ways of living and thinking. One example of this is the Tuvan language of southern Siberia. Tuvan people depend on animals for food and other basic needs. Their language shows this close connection between people and animals. The Tuvan word *ezenggileer*, for example, means "to sing with the rhythms of riding a horse." And the word *ak byzaa* is "a white calf less than one year old."

In some places, people are working to save traditional languages. Many schools in New Zealand now teach the Maori language. This helps connect native New Zealanders to their Maori culture. And in the United Kingdom, Welsh is spoken by around 500,000 people in Wales. The Welsh government is working to increase that number to one million by 2050.

Technology could be another important way to save endangered languages. National Geographic's Enduring Voices project has created "talking dictionaries." These dictionaries are the recorded voices of people communicating with each other. All of them are fluent speakers of endangered languages. And because these dictionaries are available to anyone on the internet, people now and in the future can learn some of the vocabulary, the greetings, and the grammar rules of past languages.

Unit 3

11

Interviewer: Hello, and welcome to "City Scene." I'm here in Paris—at a very unusual park. It's called the Jardin Nomade, and it's in a crowded and busy part of the city. Today we're talking to Isabel Dupont, one of the organizers of the park. Isabel, what makes the Jardin Nomade unusual?

Isabel: Well, our park is unusual because it's so *small*. It was just a piece of empty land between two very busy and noisy streets. We wanted a park in our neighborhood because we wanted a place to grow flowers and vegetables. So, in 2003, the city government helped us to design and start the park.

Interviewer: It looks great!

Isabel: Thanks, we have 54 small gardens here. Families grow things like tomatoes, beans, and lettuce in their gardens.

Interviewer: That sounds wonderful! Has the Jardin Nomade changed the neighborhood?

Isabel: Yes, it really has. In the gardens, we have gotten to know our neighbors. Now the park is a meeting place for everyone in the neighborhood! And every month, we have dinner in the park one night. People leave their apartment buildings, and we meet here.

Interviewer: Do you and your neighbors do the cooking for those dinners?

Isabel: Oh, yes. Usually we cook soup together—vegetable soup! All the neighbors bring tables and chairs to the park, and we have a great time. More than a hundred people come to the dinners.

Interviewer: There are a lot of people here in the Jardin Nomade today. But nobody is working in the gardens.

Isabel: Well, it's February now, so we can't grow any flowers or vegetables. But there are kids playing and neighbors talking together. People use the park all year.

Interviewer: It *is* a nice place. Maybe I'll come back this spring.

Isabel: Yes, you should come back! In April or May, people will start working in their gardens. You know, the city of Paris has a very large population—more than two million people—so we need more parks like this.

Interviewer: I agree. Are there any other community gardens in Paris now?

Isabel: There are! Right now there are about 40 of these community gardens in Paris. Our garden was one of the first, so next year, we'll help more people start them in *their* neighborhoods.

12 **1.** popu**la**tion

2. transpor**ta**tion

3. pronunci**a**tion

4. pol**lu**tion

5. e**mo**tion

6. at**ten**tion

13 **Ben:** How do you like living in your neighborhood?

Sarah: Well, it has a lot of beautiful old buildings, but there are some problems.

Ben: Like what?

Sarah: It doesn't have many different stores. There's only one supermarket, so food is very expensive.

Ben: That sounds like a pretty big problem.

Sarah: It is, but the city is building a new shopping center now. Next year, we'll have more stores.

14 **Sofía:** What a great day it's been!

Hana: I agree! When will you come downtown to visit me again?

Sofía: Maybe I'll come next Saturday. I want to see the new shopping center.

Hana: That sounds good, but I have my yoga-in-the-park class on Saturday mornings.

Sofía: Will you be free after you finish class?

Hana: Yes. We could have lunch before we go to the shopping center.

Sofía: Great! It sounds like another perfect day in the city.

Hana: And maybe I can visit you in the suburbs soon.

15 Streets for People

Walking is a great way to get around. For short trips, for exercise, or just for fun, walking can be better than driving or riding. But in many cities, walking can also be dangerous. Cars, trucks, and motorcycles are a danger to pedestrians, and sometimes there are accidents.

David Engwicht, from Brisbane, Australia, wants to do something about this. His book, *Reclaiming Our Cities and Towns,* has a simple message: We need to take back our streets and make them better places for walking.

In the past, Engwicht says, streets belonged to everybody. Children played there, and people walked to work or to stores. Now, however, most city engineers design streets for vehicles, such as cars, trucks, and buses. People stay inside buildings to get away from the crowded sidewalks, the noisy streets, and the dangerous traffic. Unfortunately, this gives them less contact with their neighbors.

Many cities are working to make their streets safer for pedestrians. There are new crosswalks on the streets and more traffic lights and bicycle lanes. The city of Florence, Italy, only allows cars and buses with special permits to drive on its historic city streets. In Boston, US, the Slow Streets program gives some neighborhoods more stop signs and a 20 mph (32 kph) speed limit. These cities hope there will be fewer accidents in the future.

Engwicht travels around the world, helping people think differently about pedestrians, streets, and neighborhoods. Whether we live in a small town or a city with a population in the millions, Engwicht says we should think of streets as our "outdoor living room." Changing the traffic is just the beginning. In the future, streets may again be safe places for people, and walking will be an even better form of transportation than it is now.

Unit 4

16 **Patient:** Thanks for seeing me today, Dr. Gupta. I really don't feel well.

Doctor: I'm glad you came in, then. Let's listen to your lungs first. Take a deep breath.

Doctor: And now breathe out.

Doctor: Your lungs sound fine. Now I'll listen to your heart.

Doctor: Your heart sounds good, too.

Patient: It might be something I ate. My stomach hurts a little.

Doctor: Hmmm. Does it hurt when I press here?

Patient: No, that doesn't hurt.

Doctor: How about when I press here?

Patient: Ow! Yeah, that does hurt.

Doctor: You might have a virus. Let's take your temperature. Your skin does feel warm.

17 **Speaker A:** I guess I'm pretty healthy. I almost never get sick, and I have a lot of energy to do things I enjoy. I don't really do anything special for my health. I eat a good diet, but sometimes I get fast food when I don't have time to cook. I don't work out at a gym, but I walk, and I like to spend time outdoors. My mother and my grandmothers are healthy people, too. Both of my grandmothers are still living, so it's likely that I will have a long life as well.

Speaker B: My exercise routine is going to the gym three or four times a week. It keeps me in shape, and it gets me away from work. Yeah, my job is pretty stressful. There's a lot of pressure on me, and it seems to take all my energy just to get up in the morning and go to work. I do get sick five or six times a year—usually just colds or a headache and sore throat. I got the flu last year and had to miss four days of work. My boss was *not* happy.

Speaker C: For me, the key is a vegetarian diet. When I was younger, I ate everything and I felt fine, but then I got older, and I didn't have any energy at all. I read some books about vegetarianism. I started growing my own tomatoes and other veggies, and I started feeling a lot better. I'll probably continue to eat this way for the rest of my life. Some people think you can't be healthy if you only eat plant foods, but actually—you can. You just need a little information and a lot of good recipes.

18 **1.** Watching a sunset is more relaxing than watching TV.

2. This is the best tea for your stomach.

3. My grandfather is a faster runner than I am.

4. Which exercise is the most tiring?

5. You'll need a better reason than that.

6. I like to buy the freshest tomatoes I can find for my salads.

19 **Olivia:** Hi, Ashley. Are you drinking coffee? That's new.

Ashley: Hi, Olivia. You're right. I usually don't drink coffee, but I need it today to wake up.

Olivia: You do look tired. Did you get enough sleep last night?

Ashley: No, I was worried about today's test, so it was hard to fall asleep.

Olivia: Come on. Let's go for a walk.

Ashley: Go for a walk? Why?

Olivia: To wake you up and to get some oxygen to your brain before the test.

Ashley: That's a good idea. Where do you want to go?

20 Attitude Is Everything

Kelly McGonigal is a health psychologist with some good news: Stress may not be the enemy of good health. McGonigal came to this conclusion after looking at three important health studies. In the first study, researchers at the University of Wisconsin asked 30,000 adults how much stress they had experienced during the past year. They also asked whether the participants thought this stress was harmful to their health. Eight years later, one group of participants was 43% more likely to have died—the people who had a lot of stress and believed that stress was bad for them. Those who had a lot of stress but did not believe it was harmful actually had the lowest risk of dying!

According to McGonigal, the way we think about stress is important because, "Your body believes you." In fact, our mind and attitude can have beneficial effects on our health and may help prevent some kinds of serious illness. In a study at Harvard, researchers taught participants to believe that signs of stress—a faster heartbeat, for example—were the body's way of preparing them to meet a challenge. Under stress, most people's blood vessels become narrower. That makes it harder for blood to flow and may contribute to heart disease. But the blood vessels of the study participants stayed open and relaxed, simply because they thought about stress in a different way.

McGonigal also points to a study of the connection between stress and human contact. Researchers from the University at Buffalo studied people who had experienced very stressful events during the past year. Surprisingly, if they had spent a lot of time helping others, they had no increased risk of dying. Compare that to a 30% increase for those who had not helped others. It seems that enjoyable activities such as giving a friend a ride or babysitting a neighbor's child can help us stay healthy even under stress.

Unit 5

21 **Female:** Hi, Tim... Oh! Sorry to interrupt!

Male: That's OK. I needed to take a break.

Female: Were you working on your presentation?

Male: Yeah, I'm doing my presentation on Jenny Daltry. She's a wildlife conservationist and ecologist.

Female: So she studies animals and the environment, right?

Male: Right. Daltry studies endangered species—different kinds of animals and plants—and their place in the environment. She's worked on conservation projects in Southeast Asia and in the Caribbean.

Female: We're supposed to learn about someone who has faced challenges...

Male: And Daltry has faced some real challenges! In Cambodia, she was looking for a kind of crocodile—the Siamese crocodile—and most scientists thought it was extinct.

Female: Extinct? Is it even possible to find extinct animals?

Male: Well, Daltry walked into areas where *nobody* ever went, and she found a large group of the crocodiles, 200–300 of them, living in the wild! Then her next challenge was to convince people that this animal—and it's *not* a cute animal—was a significant part of the natural world, an animal we should think about and care for.

Female: And has that been good for the crocodile?

Male: Absolutely! As a result of Daltry's discovery of the Siamese crocodiles and many other rare and important species, the Cambodian government decided to protect three million acres of forest.

Female: That's wonderful!

Male: Yes, and in the Caribbean, an island called Antigua has a small snake called the Antiguan Racer. It was almost extinct, too, but Daltry led a snake conservation project.

Female: And how is the snake doing now?

Male: Well, although there are still challenges, they're making progress. The snake is doing better now.

Female: So that's quite an achievement! She saved an animal species, and it's an animal that most people don't even like.

Male: That is part of the problem—people sometimes kill the snakes, and rats also kill and eat the snakes. Even the weather is hard on the snakes... hurricanes and other storms.

Female: That seems like a lot to deal with!

Male: I think you're right.

Female: Well, you chose an interesting person for the assignment. Is there anything else you learned about besides crocodiles and snakes?

Male: Yes, one more species, and that's a kind of tree that grows in the Caribbean. It's called the *lansan* tree.

Female: A kind of tree? Is it also in danger of going extinct?

Male: It is. In fact, it's already gone on many of the islands. People cut off the outside of the tree to get its *sap*, the liquid inside the tree.

Female: Oh, like they do with rubber trees.

Male: Exactly, only this tree sap smells good, and people burn it for special occasions. But when people make those cuts in the trees...

Female: The trees can die, I suppose... So is there another conservation project happening?

Male: Yes, they tried several different ways to get the tree sap. They found the best way, and it doesn't hurt the trees.

Female: That's great! Well, I'll let you get back to your work.

Male: All right—have a good day.

Female: You, too!

22

1.	help	helped
2.	listen	listened
3.	start	started

23

1.	convince	convinced
2.	protect	protected
3.	discover	discovered
4.	need	needed
5.	close	closed
6.	walk	walked

24

Lisa: Do you know what I want to do next summer? My goal is to climb Black Mountain.

Mari: Are you serious? Black Mountain is too hard to climb. Don't you need special equipment?

Lisa: I already asked about it. I just need good boots.

Mari: And you're not strong enough to climb a mountain!

Lisa: You're right. I can't do it now. But I'll go hiking every weekend. Next summer, I'll be fit enough to climb the mountain.

Mari: Well, I like hiking. I'll go with you sometimes!

25

Making a Difference: Bali

It started with a lesson at their school about significant people. Two sisters, Melati and Isabel Wijsen, were only 10 and 12 years old at the time. They were inspired after learning about people such as Mahatma Gandhi, Princess Diana, and Nelson Mandela. So they asked themselves: What can two girls in Bali, Indonesia do to make a difference in the world?

The answer was all around them on the island. When they walked to school or swam in the ocean, they saw plastic garbage. Empty water bottles, plastic cups, and straws seemed to be everywhere. In fact, like many places, Bali produces an enormous amount of plastic garbage every day. That includes the thin plastic bags that many shops give to their customers. When the girls learned that those bags had already been banned in several countries, they decided it was a good place for them to start. "If they can do it, we can do it," says Melati.

The result is a youth organization called Bye-Bye Plastic Bags. Their goal, for now, is to make one village completely plastic-free. In order to achieve that goal, they bring reusable shopping bags to local shops every Saturday. They have also taken several other steps; for example, creating booklets to educate children about the garbage problem, making devices to collect plastic from streams and rivers, and convincing many hotels and restaurants to reduce waste. Isabel points out that, "You can't do it by yourself." Now, the team of young people in Bali have been joined by several global teams working to reduce plastic garbage in countries around the world.

Melati and Isabel attend Green School Bali, where students are taught to become the leaders of today. The sisters decided they did not want to wait until they were adults to become significant people. Although the challenge of dealing with plastic garbage is huge, these young people in Indonesia are making progress and making a difference.

Unit 6

26 **Woman:** Thanks for coming over to help me.

Man: Oh, you're welcome. I'm happy to help a friend.

Woman: I really appreciate it. I never *used to* worry about my money. I mean, having a savings plan and doing my taxes... But now that I'm an adult and I have a career, I need to think about these things. I suppose it had to happen eventually!

Man: That's interesting... You think of yourself as an adult.

Woman: Well, sure! I've finished my education, and even before graduation I had started working.

Man: Sure, I realize you have achieved a lot, and you're moving in a good direction financially.

Woman: So, why am I not an adult?

Man: Well, maybe you *are*, but it's different for me. I grew up in China, and I have a different idea about adulthood.

Woman: So, when do *you* think someone becomes an adult?

Man: For me—and for a lot of Chinese people—you're an adult when you can take care of your parents. I think the relationship between parents and children is different for us.

Woman: Do you mean take care of your parents financially—to pay for everything? Because in the future, I *know* my parents will need my help.

Man: Yeah, they probably will. If your parents ever have health problems, for example, you'll have a lot of opportunities to help them.

Woman: Right, or they might need help with cooking or cleaning, but my parents have their *own* money. They don't need *me* for that.

Man: That's the difference, I guess. You have a positive idea about helping your parents in other ways, and I have a positive view of helping my parents with money.

Woman: That's really interesting!

Man: And speaking of money...

Woman: Right. Here are my tax forms and my bank information. You really are nice to help me with this.

Man: I'm just helping you develop the skills. You'll be able to do this yourself next year.

Woman: Thanks again—I owe you one.

Man: Don't mention it.

27

1. infant
2. lettuce
3. children
4. population
5. adult

28

1. alone
2. lesson
3. person

4. banana
5. parents
6. paper
7. challenge
8. language
9. national
10. chicken

29 **Andrea:** Did you hear the big news? Jamal is getting his own apartment!

Kim: Seriously? But he's 19! That's too young to get your own place.

Andrea: Oh, I don't know about that.

Kim: Do you think he's old enough?

Andrea: Well, he's mature, and he's had a part-time job since he was 17.

Kim: That's true... but I think he should wait a few years.

Andrea: Really? What do you think is the best age to live on your own?

Kim: I think people should get their own place after they've finished college.

Andrea: That's a good point. I plan to live with my parents while I'm in college.

30 **Mrs. Ryan:** My son Erik just got his first credit card.

Mrs. Chen: Is that a good idea? He's still a college student.

Mrs. Ryan: That's true, but he has always been careful with money.

Mrs. Chen: Really? How careful is he?

Mrs. Ryan: He's very careful. In high school, he saved enough money to buy a computer.

Mrs. Chen: Then maybe he is ready to get a credit card.

31 Innovation in Africa

When you think of the innovative use of technology, countries in Africa might not be the first places you think of. But Africa is the home of many of today's innovators, and their inventions are improving people's lives. South African journalist Toby Shapshak says that, "People are solving real problems in Africa." And quite often they are solving those problems using inexpensive cell phones.

When Shapshak talks about "real problems," he means the kind of problems that prevent people from accomplishing some basic things in life, such as paying bills or buying groceries. The M-Pesa payment system, for example, is a convenient way for people to pay for things without a credit card. It began in Kenya and was later launched in Tanzania. It handles approximately $25 million in payments every day.

Another cellphone-based service called iCow sends its users daily information about how to care for dairy animals. This creative use of technology is very helpful in Kenya, where dairy farming is an important industry.

In the Republic of Ghana, an African inventor named Bright Simons developed a way for consumers to check the freshness of prescription medicines. People buying a medicine simply send a set of numbers from the package to an SMS number. They then receive a message with information. This lets them know if the medicine will be effective. The technology works, and it can save lives.

Perhaps the best part about all three of these services is that they use SMS technology. This means that they work with any cell phone and that having an expensive smartphone is not necessary for using them.

Shapshak asserts that true innovation isn't happening much in other parts of the world since people are too busy playing video games or using social media. Inventions that are improving and even saving lives in Africa are ideas that can benefit people everywhere. Says Shapshak about the people there, "I don't believe that the gold is under the ground. I believe we are the gold."

Unit 7

32

Woman: How are your classes going?

Man: Oh, the classes are fine. Everything else, though...

Woman: What's going on?

Man: I guess university life isn't quite what I expected. When I'm not in class, I'm doing homework. I barely have time to spend with my friends—or even to sleep!

Woman: I know it's hard, but you're a university student now! It's a lot of work!

Man: Right, but I had a *lot* more free time when I was living at home. I didn't have as much homework then, and I guess a lot of things were done by my mum. My clothes were always washed for me, and my meals were always ready without me doing anything!

Woman: And you got to go out and have fun, right? Well, that must have been nice. I read somewhere that—according to a survey—here in the UK, universities are often chosen based on social factors, not on academics, and that surprised me!

Man: Why did it surprise you?

Woman: In India, we're more focused on academics and our future career. Instead of choosing a school where I could have had a good social life, I chose this one.

Man: OK, but what kind of life are you living while you're here? How about the amount of work you're doing? How often do you get to spend quality time with your friends?

Woman: It's not a big problem for me, and it's not forever. I'm happy to study hard for a few years and do what I need to do. Then later—when I have a great job—I can go back to my usual routine and have more fun with my friends.

Man: That's a good point, I suppose. We don't have to live this kind of lifestyle forever.

Woman: Exactly! Just stay focused on the wonderful, satisfying life you'll have in the future.

Man: Yeah... if only there were some way to reduce the amount of homework I have and increase the amount of free time I have...

Woman: It's not going to happen! You're a college student now!

Man: You're right, and I really don't want to waste my time while I'm here. I came here to learn!

Woman: That's right!

33

1. He wants an active social life.
2. We have a lot of homework.
3. I'm saving money for a new computer.

4. You should think about the future.

5. My family needs the money I make.

34 **Lance:** Gary, do you think people's lives are improved by money?

Gary: It depends. Some people don't have enough money to buy necessities. Their lives are definitely improved by having more money.

Lance: What about other people?

Gary: Well, when you have enough money for the basics, I think your life can be improved by education.

Lance: Interesting! Is your education improving your life?

Gary: Sure. I hope to get a good job someday because of my education.

Lance: For me, though, my life would be improved by having a nice car.

Gary: OK, but nice cars cost money. So, you need to get a job first.

35 A Zero-Waste Lifestyle

In the United States, throwing away a lot of trash is not unusual. The average American produces around 1,500 pounds, or around 680 kilos, of trash each year. On the other hand, everyone has choices when it comes to their lifestyle, and the US is also home to people like Kathryn Kellogg. She and her husband live in California, and they throw away very little. In fact, the amount of trash they produced in two years—every bit of waste that they could not recycle, reuse, or turn into compost—fit into a small glass jar.

Kellogg writes a popular blog called Going Zero Waste. Her blog posts encourage others to make better choices and live better lives. She reports that she and her husband are saving around $5,000 a year at the grocery store. Instead of buying prepared foods and commercial cleaning products, they buy fresh foods that they cook themselves and make their own cleaning products. They even make their own deodorant and skincare products.

The real goal of going zero waste, however, is not just to save money. For another couple who call themselves Mr. and Mrs. Frugalwoods, the goal is to enjoy life more and spend more quality time together as a family. Their blog, Frugalwoods, includes articles about buying less and saving money, but also about growing food at their home in Vermont and raising their baby girl. Mrs. Frugalwoods says that their daughter, "...is our mini gardener/hiker who adores being outside in nature with her parents every season of the year."

Many people would like to waste less—less money, less plastic, less food—and the internet is full of ideas to help them. A quick search will find stories that include making compost from banana peels, recycling old clothing, and reducing waste while traveling. There are people living zero-waste lifestyles and blogging about it not only in the US, but in many other countries as well. For all of these people, choosing to live a zero-waste lifestyle is about using less and throwing away less, but also about living a happier and more satisfying life.

Unit 8

36 The bluefin tuna is one of the most amazing fish in the world. It's a different species from the tuna that you buy at the store in cans. A bluefin tuna can grow to be 12 feet long, and it can weigh more than 1,500 pounds. It's a beautiful fish, too, silver-colored with marks of yellow and blue. With its strong body, it can swim more than 25 miles an hour, and it can live for up to 30 years.

Unfortunately, the bluefin tuna is also delicious because it has a lot of fat in its body. In Japan, people use it to make sushi, and in Europe, people love to cook big pieces for tuna steaks. Every year, fishing boats catch more and more of these fish, and now they are in danger of disappearing. If the boats catch too many big bluefins, there won't be any young fish in the future.

In the past, bluefin tuna lived in the Pacific Ocean and Indian Ocean. But in the 1990s, almost all of these fish were caught. Only 10 percent of the original population of bluefins was left. So, the biggest fishing boats moved to the Mediterranean Sea, and now they catch up to 60,000 tons of bluefin tuna there every year.

There are international rules for fishing, but these boats don't follow the rules. They catch too many fish, and they harm the environment. If the big boats destroy the fishing in the Mediterranean, many poor people will lose their work. Some scientists say that we should stop catching bluefin tuna for several years so that the population of tuna can grow again. If this amazing fish disappears, the seas will lose a great treasure.

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39 **1.** A bluefin tuna | can swim very fast | and live a long time.

2. In Japan, | people use it | to make sushi.

40 **1.** If they catch | all the big fish, | the species | won't survive.

2. The bluefin tuna | is also | delicious.

3. There are | international rules | for fishing.

4. Bluefin tuna | lived in the | Pacific Ocean | and the Indian Ocean.

5. It is important | to try to understand | how our actions | affect nature.

41 **Dan:** I didn't know you worked at the wildlife rescue center.

Carmen: I'm really interested in conservation, so I started helping there last year. It's hard work, but I see some amazing animals. The vet brought in a beautiful deer this morning. It was badly injured.

Dan: Oh no, what happened to it?

Carmen: A car hit it on the highway last night.

Dan: So, what did you do?

Carmen: Well, the vet checked the deer carefully, and she found it has a broken leg.

Dan: If she recovers quickly, will she go back to the wild?

Carmen: We hope so.

42 Making a Difference: Small Changes

Human actions are affecting the environment, and if we don't try to change things, we will lose more and more of the natural world. Even though it is hard, we can make a difference. Each small change is important, and luckily more individuals and organizations around the world are becoming involved in conservation projects.

In Madagascar, a fisherman named Samson has become a voice for the ocean and is helping his community take better care of its local waters. He and the other fishermen realized that they were catching fewer and fewer fish every day. They were overfishing. Working with the World Wide Fund for Nature (WWF), Samson learned that they had to fish more carefully. He realized that they shouldn't catch so many young fish because if there are too few of them in the ocean, there won't be enough adult fish to reproduce. Samson now works with his community to help fishermen change their techniques so that fishing can be sustainable. He believes that protecting the ocean is everybody's job. As he says, "Take your responsibilities with courage and never think that you are alone. We are all in this together."

On the other side of the world, in Florida, in the US, the Sea Turtle Conservancy (STC) organization noticed that there were always a lot of single-use plastic items, like coffee stirrers, bottles, and drinking straws, on the beaches. All of these items can hurt the ocean wildlife terribly. Straws are especially dangerous for turtles because they can get stuck in turtles' noses and hurt them very badly. So, the STC started the project "Where are the straws?" asking local restaurants to stop giving customers straws with their drinks. Now, many restaurants will only give straws if customers ask for them, and the straws they do give out are paper, not plastic. If we don't use plastic straws (or other single-use plastic items), there will be less plastic pollution in the oceans. Not using plastic straws is just one way each of us can contribute to protecting ocean wildlife.

Those are just two of the many conservation efforts found all over the world today. Mexico, for example, has successful projects for sea turtle protection similar to that of Florida, and Costa Rica has its own very effective ocean conservation initiatives. These projects all show us that change is possible and that it can start with small actions in our own community. We are part of the problem. It's time to be part of the solution.

Unit 9

43 **Sue:** Why did people use to travel by horse?

Aki: Well, there didn't use to be other transportation.

Sue: OK, but did everyone use to travel that way?

Aki: No, in some parts of the world they used to use camels, not horses. Why are you so interested in how people used to travel?

Sue: I'm writing about transportation in the past for my history class.

44 **Narrator:** Imagine living at the top of northern Europe—in the cold, snowy land that extends from Norway across parts of Sweden, Finland, and Russia. It's the land of the Sami people, and it stretches to the north, far beyond the Arctic Circle.

Traditionally, the Sami people depended on reindeer for much of their food, clothing, and protection from the cold. Instead of living in one place, the Sami people used to follow large groups, or herds, of reindeer as they searched for food. When the reindeer stopped, the Sami people put up tents to sleep in—tents made from reindeer skins.

These days, only a few Sami people herd reindeer in this way, and only a few still speak the Sami language. Some Sami people still raise reindeer, but now they feed the animals on farms with fences so the reindeer can't escape. And like people everywhere, many Sami people don't want to live in traditional ways. They want to explore the world, attend a university, and choose a career for themselves.

For families that maintain a traditional lifestyle, however, life without reindeer is difficult to imagine. They've had to adapt to new technology and new laws for land use, driving long distances in off-road vehicles to make and repair hundreds of miles of fences. Despite these changes, though, the work they do, the food they eat, and the customs they maintain are nearly the same as they have been for thousands of years for the Sami people.

45 **1.** The Sami people used to follow their herds of reindeer.

2. They used to sleep in tents.

3. They used to make the tents from reindeer skins.

4. Did the Sami use to raise sheep?

5. No, they didn't use to raise sheep, only reindeer.

46 **Luisa:** Hi, Carl. Can I ask you a question?

Carl: Sure. Go ahead.

Luisa: What do you know about how mail used to be delivered?

Carl: Do you mean letters and packages? Well, I guess they were taken on horseback to places in the same country, and by ship to other countries.

Luisa: Right, so it used to take a really long time.

Carl: Oh yes! When the telegram was invented in the 1800s, people were finally able to send messages quickly.

Luisa: Then, in the 20th century, when the internet was developed, everything changed in communication!

Carl: Definitely! But why are you asking me about mail delivery?

Luisa: I'm giving a presentation in my history class on how communication has changed over the years. I was just practicing for it!

Carl: Well I hope I helped! Good luck!

Luisa: Thanks, Carl!

47 The Silk Routes

Most of us have heard of the Silk Road, and we probably imagine one long road that made its way from Europe to China, providing opportunities for trade between the West and the East centuries ago. However, it was actually a network of roads, or routes. Marco Polo described these routes in the book that was published about his travels, but he didn't give them the name we use today; a 19th-century German traveler,

Ferdinand von Richthofen, began using the terms *Seidenstrasse* (silk route) and *Seidenstrassen* (silk routes).

The Silk Routes were used regularly by merchants in caravans of horses and camels between 130 BCE and 1453 CE, but traveling along them was challenging. The routes ran 6,400 kilometers (4,000 miles) from China all the way to western Europe and passed through many different countries and types of geography, including mountains and deserts. There was also the risk of meeting robbers on the way. But even though there were dangers, many goods were transported in both directions.

The routes were safest during the 13th century, when Genghis Khan's Mongol Empire controlled them. Genghis Khan was a strong Mongolian soldier and leader. He created a unified Mongolia and a huge empire all the way across Asia. Thanks to Khan, the Silk Routes became safer. Years later, under the rule of Khan's grandson, Kublai Khan, Marco Polo was able to make his famous journey.

From Polo's writings, we know of some of the goods merchants traded from country to country. Chinese silk is obviously the most well known and gives the road its name, but there were many more. From East to West, trade included tea, spices, rice, paper, and gunpowder, among others. From West to East, some examples are horses, honey, the grapevine, glass, and animal furs.

The exchange of goods was, of course, very important, and the arrival in the West of paper, gunpowder, and spices, in particular, had a huge influence on life there. But beyond goods, the Silk Routes were also responsible for the exchange and sharing of forms of culture between all of the civilizations along the routes. Art, religion, philosophy, and language, as well as knowledge of science, architecture, and technology, were exchanged as travelers and merchants made their trips through the different countries. The exchange wasn't all positive, however. It's possible, for example, that the Black Death plague in Europe in the 14th century was carried from Asia to the West along the Silk Routes.

Nowadays, goods are transported around the world by planes, trains, and ships, but the Silk Road has not been lost. Along the routes there are many UNESCO World Heritage sites, such as the beautiful town of Samarkand, Uzbekistan, which is described as a crossroads of cultures. Today, travelers from around the world take tours to different places along the routes to visit these sites and to experience the different cultures along the Silk Road.

Unit 10

48 **Ed:** So, Peter, are you and Maya ready for our trip?

Peter: We will be! But first Maya has to get a new passport, and I have to apply for the visa.

Ed: You need to get started! You don't have to go to the embassy for the visa, you can get it online. I booked our hotel online, too. It's so much easier!

Peter: OK, thanks for the tip!

49 **Interviewer:** Today's topic is vacations, and we're asking people about their plans for their next trip. May I have your name?

Carla: Carla.

Interviewer: And where are you going for your next vacation, Carla?

Carla: Well, my vacation isn't until September, but I'm really excited already. I'm going to Italy! I've wanted to go there for the longest time!

Interviewer: So, are you planning to go sightseeing there?

Carla: Not really. I'm going to a cooking school there for two weeks. I just love Italian food, and I've always wanted to learn how to make it—not just the easy things like spaghetti. We'll have cooking lessons every day and cook all of our meals. I really like to learn something new on vacation. I get bored if I just sit around.

Interviewer: Sounds like a great trip! Now let's ask this gentleman—excuse me, what's your name?

Marcus: My name's Marcus.

Interviewer: Tell us, Marcus, what are your plans for your next vacation?

Marcus: I just talked to a travel agent and made my reservation yesterday. I'm going to spend a week in Thailand.

Interviewer: Thailand! Sounds great! And what are you going to do there?

Marcus: Nothing! I'm going to do absolutely nothing! I'm going to get up late, and lie on the beach, and look at the ocean, and drink cold drinks, and just relax. My job is really stressful, and I don't want to run around during my vacation. One of my friends went to Thailand last year, and he said it was really peaceful, and that sounds perfect for me.

Interviewer: Well, we hope you have a great time. We have time for one more person—hi! Could you tell us your name?

Julie: I'm Julie.

Interviewer: Hi, Julie. Tell us a little about your plans for your next vacation.

Julie: Well, I've been saving my money for my dream vacation, and this is the year! I'm going to New Zealand for three weeks.

Interviewer: That does sound like a dream vacation! Have you decided on your itinerary?

Julie: I'm going to go hiking for a week in a national park and I want to climb two of the most famous mountains in New Zealand. And I also want to try jetboating. You go down a river in a very fast boat. I'm also going to spend a few days scuba diving. I picked New Zealand because it's a great place for adventure sports, and that's what I love to do.

Interviewer: Sounds exciting. Well, thanks, everyone! And have a great vacation!

50 **1.** I have to apply for a passport.

2. We have to book our flights.

3. Rosa has to pack her suitcase.

4. They have to check in at six o'clock.

5. Juan has to check his hotel reservation.

6. Do you have to book the tour in advance?

51 **Airline agent:** Good afternoon. Where are you flying to today?

Traveler: To Bogotá. Here's my passport.

Airline agent: Thank you. And do you have any bags to check?

Traveler: Just one. And this is my carry-on bag.

Airline agent: OK, thank you. Here's your boarding pass. You're in seat 27D. Boarding time is 10:15 at gate 13, but you must be at the gate 30 minutes before that.

Traveler: OK, and 27D is a window seat, isn't it?

Airline agent: No, I'm afraid it isn't. There aren't any window seats available.

Traveler: Oh, I thought I had reserved a window seat when I booked online.

Airline agent: I'm sorry about that, ma'am. Is there anything else I can help you with?

Traveler: Yes, is there a restaurant after the security check?

Airline agent: Yes, there are two. Thank you, and enjoy your flight!

52 Four Reasons Why Traveling Is Good for You

Taking a trip can be hard. There may be long lines at the airport, crowds at the security check, and uncomfortable seats at the gate, but traveling—meeting new people, visiting different places, and even eating different foods—is good for us in many ways. Here are four.

1. Travel takes you out of your comfort zone

In our daily lives, we generally know where we're going to go, what we're going to do, and who we're going to see. We know where to go and who to ask if we need something, and we know *how* to ask for that something. We're in our comfort zone; we're comfortable. When we travel to a different country, where people might speak a different language, we leave our comfort zone, and sometimes that can be frightening. Things are different, and some things will be challenging. But it's worth it! Challenges help us grow and become more confident.

2. Travel is good for your health

Changes in location and breaks from our routine make us feel better. We are stimulated by seeing new places, trying new food, and experiencing new cultures. Also, when we travel, we are often more active, so we do more exercise, even if it is only walking around a new city sightseeing. Traveling can be very motivating and exciting, so it is good for your mind and your body.

3. Travel helps you become a global citizen

There are a lot of problems in our world that will cause bigger problems in the future if we don't find solutions. With climate change, pollution, and other environmental issues in front of us, we need to work together as *citizens of the world*, not just citizens of our own country. When you travel, you meet new people, make new connections, and understand the world better. This helps you become a global citizen.

4. Travel promotes cultural understanding

When we travel, we can visit museums, art galleries, and festivals, as well as restaurants, cafes, and markets. All these things help us learn about the history and culture of a country and help us understand that people around the world think differently and do things differently. When we travel, we learn about a country, its culture, and its people, and we come home with new understanding. This opportunity to experience other cultures opens your mind and can help you respect others and see your own culture more clearly.

So, whether you go on vacation, take a business trip, or study abroad, travel is good for you. Where will *you* go next?

Unit 11

53 **Student**: Thanks for seeing me today, Ms. Carter.

Ms. Carter: No problem at all, Marcy. Have a seat.

Student: Thanks. I wanted to talk to you about my future. I'm graduating soon, and I still don't know what I want to do with my life.

Ms. Carter: That's what I'm here for. Do you have any work experience now?

Student: Not really, but I do have some volunteer experience. I went through a training program to become a family assistant at the hospital. I give people information when they come in, and I walk with them to different parts of the hospital. It's a big place!

Ms. Carter: That's great! Maybe you should become a health care worker—a nurse or a doctor, perhaps.

Student: Actually, I don't think I want to work in a hospital after I graduate. I think I'd like to be a business owner.

Ms. Carter: Sure, many people have their own business. But most of them start as employees. They work for a boss, and later, they open their own business.

Student: That makes sense. I could get a job, work for a while, and build up my qualifications, and then—who knows?

Ms. Carter: That's the idea. Just make sure your job is going somewhere. It should be related to the kind of business you want to get into.

Student: You're right. Thanks for the advice, Ms. Carter!

Ms. Carter: Any time.

54 **Interviewer:** I'm here in Bangkok talking to the owner of New Thailand, one of the best little restaurants I've found here. Mr. Sangumram, when did you open this wonderful restaurant?

Mr. Sangumram: I opened in 1998, after my children had started their own careers. I was ready to try something new, and I wanted to be my own boss. Besides, my nephew is a fantastic cook!

Interviewer: I agree! This is the best Thai food I've had in Bangkok.

Mr. Sangumram: You know, a lot of restaurants here serve Chinese food or Japanese food, but I wanted to serve our native Thai dishes. And I wanted to work close to home. My wife and I live upstairs!

Interviewer: That's certainly convenient. Does your wife work with you in the restaurant?

Mr. Sangumram: No, she had enough of cooking and serving food when our kids were growing up. I have four employees besides my nephew—two waiters, a dishwasher, and an assistant cook. My wife works as a sales representative for a large drug company.

Interviewer: That's great! Now, I have to ask you one more question if that's all right.

Mr. Sangumram: That's fine. Ask away.

Interviewer: Can I get the recipes for some of the delicious things you cook here?

Mr. Sangumram: Oh, sorry! The recipes are top secret.

Interviewer: I understand. So it sounds like you really enjoy your work.

Mr. Sangumram: Absolutely! This is the best job I've ever had—and I'm the best boss I've ever had!

55 **1.** What do Mr. Sangumram's children do?

2. Does his wife work at the restaurant?

3. What does his nephew do?

4. Does the restaurant serve Chinese food?

5. Where do Mr. and Mrs. Sangumram live?

6. Does Mr. Sangumram enjoy his job?

56 **Sam:** What do you want to do when you finish school?

Isabel: I'm not sure. What are you planning to do?

Sam: I want to do a training program somebody told me about. I'll learn about web design and app development, then I'll be able to get a job in that area.

Isabel: That sounds cool. You should definitely do it.

Sam: I know, but what about you? Have you asked anybody for advice about career planning?

Isabel: No... I should talk to someone, right?

Sam: Maybe you should talk to the career advisor at school.

Isabel: OK, I'll start planning, I promise!

57 Changing Careers

As technology grows, job profiles change. Consequently, the skills you need are changing and new careers are opening up. In the past, people used to prepare for a career that would lead to a job for life, but now we need to be able to adapt to change.

So, how can we plan our careers? What new career choices can we make? First of all, it is important to be adaptable. Job duties are changing, so we need to be able to learn new skills. We also need to be innovative and creative. This means we need to have new, interesting ideas and think of different ways to do things because that's what employers are looking for. They want employees who can think outside the box and help their companies face the new challenges of the digital age.

However, it is not only employers who are looking for different skills; future employees are also looking for different things. Many young people are worried about social and environmental issues, and they want a career that will help them make the world a better place. So, they are looking for companies that also care about change and social responsibility. They are also looking for flexibility and opportunities to be creative. They don't want a boring job where they will be sitting at a desk in an office all day, every day. They want challenging careers where they'll be doing different things in different places.

So what kind of innovative, exciting careers are there for these new generations? App developer, social media manager, travel vlogger, user experience designer, data scientist, and video and media specialist are some of them.

Let's take a look at a couple of these careers. What does it take to be an app developer? Obviously, you need to be innovative and creative, and understand programming and mobile platforms, but what might make you stand out? For example, you could connect your interest in technology to your interest in environmental issues and design an app to help people create a car pool system at their workplace.

For a travel vlogger, traveling the world is part of the job, but you need to be creative too, because the other part of the job is to take photos, make videos, and write interesting texts about your travels. Companies in the travel and tourism industry will pay to use your vlog as part of their marketing. However, this career is also an opportunity to work for the issues you're interested in. Photographers who travel the world taking photos of nature can use vlogging to help people understand conservation issues.

We've just looked at two new areas here, but from them we can see that job profiles are changing, and new careers are developing. So, if you're planning your career, or thinking about changing careers, remember the importance of being adaptable, innovative, and creative, and the possibilities for taking advantage of your digital skills.

Unit 12

58 **Speaker 1:** Mexico City is my hometown. There's a special holiday in Mexico called the Day of the Dead, and I enjoy it a lot. It's really two days, on November 1st and November 2nd. On those days, we remember people in our families who have died. We go to the cemetery with their favorite food and drinks. We also bring yellow and orange flowers, so it's very colorful. And we eat sweet bread and special candy. It's shaped like skulls!

Speaker 2: I'm from Chicago, in the United States. My favorite holiday is Halloween. It takes place on October 31st. My friends and I put on strange costumes and go to all the houses in our neighborhood asking for candy. I always get lots of chocolate and apples. We also like to watch scary movies about ghosts and dead people. It's mostly a holiday for children, but some adults like it, too. They sometimes have parties on Halloween.

Speaker 3: I come from Osaka, in Japan. We have an annual holiday in summer when we think about people in our families who died before us. It's called O-Bon, and it's on August 13th. It's a time for families to be together. Everyone goes back to their hometown, so all of the trains and buses are really crowded and it's hard to travel. People participate in a special dance. And we make really big fires outside. It's beautiful to see!

59 **1.** Would you like to go on holiday in Mexico, the US, or Japan?

2. Is O-Bon in July or August?

60 **1.** Is the Day of the Dead on November 1st or 2nd?

2. On the Day of the Dead, do people eat sweet bread, chocolate, or fruit?

3. Is Halloween for children or adults?

4. What do you like the most: the costumes, the candies, or the scary movies?

5. Is O-Bon in August or September?

6. At O-Bon, are there fireworks, bonfires, or both?

61 **Mike:** Hi Katie! Congratulations on your new job!

Katie: Thanks, Mike. It was a really challenging interview, but I guess I did OK!

Mike: Well done! We should celebrate. Would you rather go out or invite a few friends to your house?

Katie: I think I'd rather go out for dinner. We can invite Lucia and Ana.

Mike: OK. I'll book a table at Italiano's.

Katie: Italiano's? I'd rather go somewhere quieter.

62 The Rituals of Life Events

Weddings and births have always been important moments for families and society. Not surprisingly, they involve celebrations and rituals. Apart from the religious rituals in many cultures for both of these events, typical celebrations also include the bridal shower and the baby shower. Many people think of these showers as modern rituals, but in fact both of them have their roots in history.

Bridal showers celebrate the bride, the woman who is getting married, and they are usually organized by a close friend. The people invited are female friends and members of her family. There will be food and drinks, and the women will share stories, express their good wishes, and sometimes give advice. But perhaps the most important ritual is the "showering of gifts," when the guests all give presents to the bride-to-be.

This tradition of giving gifts to the bride is believed to have begun in Holland in the 16th century. The story is that the daughter of a rich man fell in love with a poor man, but her father didn't want her to marry him. He refused to give her a dowry if she married the poor man. So her friends and family and people from the village all gave her gifts so that she could get married. Since then, it has been a custom for the bride to receive presents from her family and friends before her wedding. However, the word *shower* wasn't used until the 18th century when it became popular to put the gifts in an open paper parasol and "shower" them over the bride.

Turning to baby showers, in Ancient Greece and Egypt, mothers were always accompanied by a group of women during and after the birth. One of their rituals was to offer gifts to the goddess of birth after the baby was born, as well as give useful gifts and food to the new mother. Pregnant women continued to be celebrated over the years, and in the 19th century the celebration developed into a tea party with gifts and games, after the birth of the baby. Finally, in the 20th century, after the Second World War, baby showers became more like they are today. Friends and family organize a shower before the baby is born, and people give the mother-to-be practical gifts to help her and the baby. The gift giving and the fun games are two customs that remain part of the baby shower ritual.

Nowadays, both celebrations often involve men, too. At a wedding shower, close friends and family sometimes celebrate the couple together before their marriage. And at a baby shower, both future parents might be there. There may also be male guests. Although the way we celebrate these important moments has changed over time, baby showers and bridal or wedding showers are part of the rituals surrounding these two important life events.

Unit 1

Wide Awake Bakery

Stefan Senders: I don't want to say that the bakery is an experiment... but it's more like, it's more like saying *Why not? Why not do it right?*

My name is Stefan, Stefan Senders, and I'm a baker. I run the Wide Awake Bakery.

David McInnis: My name is David McInnis, and I am a baker at the Wide Awake Bakery.

Stefan: A lot of people think bread-making must be incredibly boring, so there was this first year where people would come stop by the bakery and they'd say, *Can you stand... you know*, *How's it going, man?* and they'd look at you with this way like, like, *How's your mental health?* you know? And... kind of figuring that at some point I'd be climbing the walls because it wasn't that exciting and every day I have to do the same thing over and over again. But actually, to me, there's a real pleasure in that; it goes back to this issue of practice, where this thing of getting deeper and deeper into something and figuring out the... the minutiae of it and how it feels. And there's always that kind of a sweet spot when you really just, just nail it.

David: You're learning a dance, and you're thinking about the steps all the time, and *What step am I going to do next?* And you're so conscious of like... the... conscious of the dance, you're thinking about what you're going to be doing and what you're supposed to be doing. And when you learn the dance, you just kind of do it; you don't have to think about it anymore. And I think that once you learn it and once you can just do it without being so conscious of it, then you really start to become it, or it starts to become you in a new kind of way, and I think you can really thrive within those... within those boundaries. You've now learned it, and you can now do something new within it.

Stefan: You're working with these microbes that you can't see, in partnership with them, and you're trying to think, you know, *What would they like? Would they like it a little warmer?* You know, and you're trying to make them happy. And, when do you have to get this bread out? How strong is the flour this week? And so you're trying to balance all these things, so it gets intellectually quite complex.

And then, when the loaves finally get to that point of being ready to go into the oven, you've done all this very physical work, and it sort of gets progressively finer until you're just putting that thing in. And you take that little razorblade, and you just say [Stefan makes cutting sound]. And you're making that beautiful visual pattern, and then you've got to catch it when it's at its peak, and you bring it out, and it's just full of charisma and its fabulous, and it's a very whole project.

David: Some objects suggest that the world is actually, basically banal and kind of perfunctory and ho-hum, and they invite kind of indifference I think is what those things do. And I think that other objects might suggest something more like that the world is full of grace and bounty and beauty, and they invite, instead of like, indifference, something closer to love. I'm interested in making something that invites love as a response.

Stefan: You know, we are fueled by, you know, this incredible energy around here. It's like a magic spot. People are so full of passion to make great food and to really change the way we look at the world. Right here, right, from their own houses and in their own ground. It's so inspiring, so it's easy to get up every day and think, *Let's go stack some wood, man! Light that fire!* It's not difficult.

Unit 2

Marie's Dictionary

Subtitle: In the United States more than 130 Native American languages are endangered. Several are on the verge of extinction with only a handful of fluent speakers remaining.

Marie Wilcox (in Wukchumni): A long time ago there were no people, only animals. Eagle, our leader, said to the animals, "We must make people." All the animals wanted people to have hands like theirs.

Marie: My name is Marie Wilcox. My grandmother delivered me Thanksgiving Day on November 24th, 1933. We only had a little one-room house. Grandpa and Grandma always spoke our language, Wukchumni. I just didn't hear my grandma speak too much English.

Jennifer Wilcox: Mom is our last fluent speaker now since my dad's uncle Felix Icho passed away. When I was growing up, I spoke English. I don't remember hearing Mom speaking the Wukchumni language. Mom worked in the fields. We picked a lot of fruit. And I think I missed a lot of school, but I don't know for sure.

Marie: I left my Indian language behind when my grandma died. I didn't speak the language anymore until my sisters started to teach the kids. Hearing the girls try to speak their language again made me want to learn again. And I started remembering.

Jennifer: I was very surprised she could remember all that from her age... young age that her grandmother had left her. She just started writing down her words on envelopes and papers. And so she'd sit up night after night, typing on the computer which—she was never a computer person.

Marie: I'm just a pecker. One word at a time. And I was slow. Just peck, peck, peck. So when I had all these words together, I thought it would be a good idea to try to make a dictionary. I didn't say that I wanted to save it for anybody else to learn; I just wanted to get it together. Every morning, I'd, you know... have my coffee and have a sandwich or make me oatmeal or whatever, and then I'd get right on that.

Jennifer: It took many years for her to do this dictionary. She loved doing it. She would work many hours late at night and get up and work on it during the day.

Marie: And the X sound...

Jennifer: Oh, that's the hardest one for everybody.

Jennifer: I've been working with Mom on this dictionary for all the years, and I've helped her a lot.

Marie: The "A" right here.

Jennifer: Oh, there. It made the "tr" sound and the "ch" sound, sounds a little bit alike to me, but I don't...

Marie: [speaks in Wukchumni]... You got it?

Jennifer: I got it. I feel it!

Jennifer: It's very frustrating. Because she... she wanted to make sure I knew how to say the words right. So if I would say something, and she can't hear that well... *That's not how I said it.* You know, I would kind of get scolded.

Marie: We've got to go through this whole thing again because I didn't like the sentences. They didn't make sense to me.

Jennifer: It just seemed like it would take forever. I am very surprised that we've gotten as far as we have.

Jennifer: Do you want your jacket?

Marie: Yeah.

Marie (in Wukchumni): Coyote and Lizard wanted people to have hands like theirs. Eagle said, "Coyote and Lizard will run a race. Run to the top of the mountain and whoever puts their hands on top is the winner."

Marie (in Wukchumni): Thank you.

Donovan (in Wukchumni): You're welcome. Are you ready?

Marie (in Wukchumni): Yes.

Marie: Lake. Ocean. Sea. [words in Wukchumni] Leaf. [word in Wukchumni]

Marie: Me and my grandson are trying to record our dictionary from A to Z. The whole dictionary took me about 7 years. So that was a lot of work for me.

Marie: Language. Talk. Speak. [words in Wukchumni]

Marie: See, I'm uncertain about my language and who wants to keep it alive. Just a few. No one seems to want to learn. It's sad. It just seems weird that I am the last one. And... I don't know, it just... it'll just be gone one of these days maybe, I don't know. It might go on and on.

Marie (in Wukchumni): Put the rice in there. Actually get the...

Donovan (in Wukchumni): Colander?

Marie (in Wukchumni): Yes, the colander.

Donovan (in Wukchumni): OK. All of it?

Marie (in Wukchumni): Maybe. More. That's good.

Jennifer: I think she has a little confidence in me. And, but I know she has more confidence in Donovan because the way he's really connecting with her and learning the language so fast. Because I've been working on it all these years, you know, and I haven't been able to speak with her like he does.

Donovan (in Wukchumni): What now?

Marie (in Wukchumni): You need a lid like this for that. A little one.

Jennifer: My role, I feel, is to archive it all, make sure that it gets documented, and put somewhere to where, a hundred years from now, our families will be able to access and to be able to speak. And it will keep going with me and Donovan, I know.

Marie (in Wukchumni): Lizard was the first one to put his hands on the big rock and jumped up and down, laughing and saying, "Ha ha ha, I won! I won the race. Now people will have hands like mine."

Subtitle: Marie's dictionary is the first Wukchumni dictionary to be created. It serves as an inspiration to other Native American tribes working to revitalize their languages.

Unit 3

How to Reinvent the Apartment Building

Moshe Safdie: When, in 1960, still a student, I got a traveling fellowship to study housing in North America. We traveled the country. We saw public housing high-rise buildings in all major cities: New York, Philadelphia. Those who had no choice lived there. And then we traveled from suburb to suburb, and I came back thinking, *We've got to reinvent the apartment building.* There has to be another way of doing this. We can't sustain suburbs, so let's design a building which gives the qualities of a house to each unit.

Habitat would be all about gardens, contact with nature, streets instead of corridors. We prefabricated it so we would achieve economy, and there it is almost 50 years later. It's a very desirable place to live in. It's now a heritage building, but it did not proliferate.

In 1973, I made my first trip to China. It was the Cultural Revolution. We traveled the country, met with architects and planners. This is Beijing then, not a single high-rise building in Beijing or Shanghai. Shenzhen didn't even exist as a city. There were hardly any cars. Thirty years later, this is Beijing today. This is Hong Kong. If you're wealthy, you live there; if you're poor, you live there, but high density it is, and it's not just Asia. São Paulo, you can travel in a helicopter 45 minutes, seeing those high-rise buildings consume the 19th-century low-rise environment. And with it comes congestion, and we lose mobility, and so on and so forth.

So a few years ago, we decided to go back and rethink Habitat. Could we make it more affordable? Could we actually achieve this quality of life in the densities that are prevailing today? And we realized, it's basically about light; it's about sun; it's about nature; it's about fractalization. Can we open up the surface of the building so that it has more contact with the exterior?

We came up with a number of models: economy models, cheaper to build and more compact; membranes of housing which people could design their own house and create their own gardens. And then we decided to take New York as a test case, and we looked at Lower Manhattan. And we mapped all the building area in Manhattan. On the left is Manhattan today: blue for housing, red for office buildings, retail. On the right, we reconfigured it: the office buildings form the base, and then rising 75 stories above, are apartments. There's a street in the air on the 25th level, a community street. It's permeable. There are gardens and open spaces for the community, almost every unit with its own private garden and community space all around. And most important, permeable, open. It does not form a wall or an obstruction in the city, and light permeates everywhere.

And in the last two or three years, we've actually been, for the first time, realizing the quality of life of Habitat in real-life projects across Asia. This is Qinhuangdao in China: middle-income housing, where there is a bylaw that every apartment must receive three hours of sunlight that's measured in the winter solstice. And under construction in Singapore, again middle-income housing, gardens, community streets and parks and so on and so forth. And Colombo.

And I want to touch on one more issue, which is the design of the public realm. A hundred years after we've begun building with tall buildings, we are yet to understand how the tall high-rise building becomes a building block in making a city, in creating the public realm. In Singapore, we had an opportunity: 10 million square feet, extremely high density. Taking the concept of outdoor and indoor, promenades and parks integrated with intense urban life. So they are outdoor spaces and indoor spaces, and you move from one to the other, and there is contact with nature, and most relevantly, at every level of the structure, public gardens and open space: on the roof of the podium, climbing

up the towers, and finally on the roof, the sky park, two and a half acres, jogging paths, restaurants, and the world's longest swimming pool. And that's all I can tell you in five minutes.

Thank you.

Unit 4

Living Beyond Limits

Amy Purdy: If your life were a book, and you were the author, how would you want your story to go? That's the question that changed my life forever. Growing up in the hot Las Vegas desert, all I wanted was to be free. I would daydream about traveling the world, living in a place where it snowed, and I would picture all of the stories that I would go on to tell.

At the age of 19, the day after I graduated high school, I moved to a place where it snowed, and I became a massage therapist. With this job, all I needed were my hands and my massage table by my side, and I could go anywhere. For the first time in my life, I felt free, independent, and completely in control of my life. That is, until my life took a detour. I went home from work early one day with what I thought was the flu, and less than 24 hours later, I was in the hospital on life support with less than a two percent chance of living. It wasn't until days later as I lay in a coma that the doctors diagnosed me with bacterial meningitis, a vaccine-preventable blood infection. Over the course of two and a half months, I lost my spleen, my kidneys, the hearing in my left ear, and both of my legs below the knee.

When my parents wheeled me out of the hospital, I felt like I had been pieced back together like a patchwork doll. I thought the worst was over until weeks later when I saw my new legs for the first time. The calves were bulky blocks of metal, with pipes bolted together for the ankles and a yellow rubber foot with a raised rubber line from the toe to the ankle to look like a vein. I didn't know what to expect, but I wasn't expecting that.

With my mom by my side and tears streaming down our faces, I strapped on these chunky legs, and I stood up. They were so painful and so confining that all I could think was, how am I ever going to travel the world in these things? How was I ever going to live the life full of adventure and stories, as I always wanted? And how was I going to snowboard again?

That day, I went home, I crawled into bed, and this is what my life looked like for the next few months: me passed out, escaping from reality, with my legs resting by my side. I was absolutely physically and emotionally broken.

But I knew that, in order to move forward, I had to let go of the old Amy and learn to embrace the new Amy. And that is when it dawned on me that I didn't have to be five-foot-five anymore. I could be as tall as I wanted! Or as short as I wanted, depending on who I was dating. And if I snowboarded again, my feet aren't going to get cold. And best of all, I thought, I can make my feet the size of all the shoes that are on the sales rack. And I did! So there were benefits here.

It was this moment that I asked myself that life-defining question: If my life were a book, and I were the author, how would I want the story to go? And I began to daydream. I daydreamed like I did as a little girl, and I imagined myself walking gracefully, helping other people through my journey, and snowboarding again. And I didn't just see myself carving down a mountain of powder; I could actually feel it. I could feel the wind against my face and the beat of my racing heart as if it were happening in that very moment. And that is when a new chapter in my life began.

Four months later I was back up on a snowboard, although things didn't go quite as expected: My knees and my ankles wouldn't bend, and at one point I traumatized all the skiers on the chairlift when I fell and my legs, still attached to my snowboard, went flying down the mountain, and I was on top of the mountain still. I was so shocked. I was just as shocked as everybody else, and I was so discouraged, but I knew that if I could find the right pair of feet, that I would be able to do this again. And this is when I learned that our borders and our obstacles can only do two things: one, stop us in our tracks or two, force us to get creative.

I did a year of research, still couldn't figure out what kind of legs to use, couldn't find any resources that could help me. So I decided to make a pair myself. My leg maker and I put random parts together and we made a pair of feet, that I could snowboard in. As you can see, rusted bolts, rubber, wood, and neon pink duct tape. And yes, I can change my toenail polish. It was these legs and the best 21st birthday gift I could ever receive—a new kidney from my dad—that allowed me to follow my dreams again. I started snowboarding, then I went back to work, then I went back to school.

Then, in 2005, I cofounded a nonprofit organization for youth and young adults with physical disabilities so they could get involved with action sports. From there, I had the opportunity to go to South Africa, where I helped to put shoes on thousands of children's feet so they could attend school.

And just this past February, I won two back-to-back World Cup gold medals, which made me the highest ranked adaptive female snowboarder in the world.

Eleven years ago, when I lost my legs, I had no idea what to expect. But if you ask me today, if I would ever want to change my situation, I would have to say no. Because my legs haven't disabled me, if anything they've enabled me. They've forced me to rely on my imagination and to believe in the possibilities, and that's why I believe that our imaginations can be used as tools for breaking through borders, because in our minds, we can do anything, and we can be anything.

It's believing in those dreams and facing our fears head-on that allows us to live our lives beyond our limits. And although today is about innovation without borders, I have to say that in my life, innovation has only been possible because of my borders. I've learned that borders are where the actual ends, but also where the imagination and the story begins.

So the thought that I would like to challenge you with today is that maybe, instead of looking at our challenges and our limitations as something negative or bad, we can begin to look at them as blessings, magnificent gifts that can be used to ignite our imaginations and help us go further than we ever knew we could go. It's not about breaking down borders. It's about pushing off of them and seeing what amazing places they might bring us. Thank you.

Unit 5

Success Story: Recycling in the Philippines

Heather Koldewey: When we first came here, the fish were so depleted because the fishing methods have become more destructive. And you could go along a coral reef for ten minutes and hardly see a fish. As a marine biologist, I quickly realized that I really wanted to do something that was going to make a difference. We know that if these areas are properly protected, if they're looked after by the community, then we see recovery and protection of the ocean.

We're on the Danajon Bank, one of six double barrier reefs in the world. It's globally significant, this place, from a marine biodiversity point of view.

Plastic is not meant to be in the ocean at all, and it does no good to anything. Plastic has been found in every bit of the ocean that people have looked. What we have been working on is how do we solve marine conservation in poor fishing communities like we find here in this part of the Philippines. And if you're worried about where your next meal is coming from, how you're going to pay for your child to go to school, how you're going to treat a parent who's sick,... your needs are absolutely immediate. And that's the balance we've been struggling to find. Many of our team are also community organizers, people who can talk to people. So I can stand here and talk to the community about science, but without understanding what's going on for these communities, what their daily concerns and pressures are, we can't come up with solutions. We knew there were a lot of fishing nets on the island. You can see them lying around, entangled in the mangroves, lying on the beaches. More and more nets are being used as there's less and less fish, and people are more and more desperate. They're trying to find those fish, and they need more nets to do so.

Subtitle: Net-works pays local community members for recycling discarded plastic fishing nets.

Edrich Baron (in local language): It was easy to convince our community to participate. What was once just trash is something that serves as additional income to the poor in our community.

Heather: We were able to develop a global supply chain to collect nets, aggregate nets, bale nets, export nets from the Philippines to Europe, recycle those nets to nylon yarn that then can be made into carpet.

So, working with Madz, Net-works' regional manager, and he's been really one of the brainchilds, so we've worked together almost twenty years now.

Madz Blanco: The first generation of nets that we collected used to be very dirty because people were collecting nets that had been on the shoreline for years. But here we are collecting them straight from the areas where they replace and mend the nets. This is just proof that we are effective because fishers are no longer throwing their used fishing nets into the fishing grounds.

Heather: Just from this one island we've had 18 tonnes of nets. And so we can make a difference; there is hope; there is optimism, and there are solutions, but we need innovation and collaboration to do that.

What is so inspiring for me is actually seeing what communities who have so very little can actually do and how much change they can make.

Madz: Heather represents the science behind the scene. People can easily buy into something that is supported by strong science.

Heather: From a small island in the Philippines, we're part of a solution that works economically; it works environmentally; it works for the people who live here. All of these things are making a difference every day to people's lives.

Madz: We are very convinced that the tool that we have developed, that we have evolved, is highly applicable to solve other plastics issues.

Unit 6

The Magic Washing Machine

Hans Rosling: I was only four years old when I saw my mother load a washing machine for the very first time in her life. That was a great day for my mother. My mother and father had been saving money for years to be able to buy that machine, and the first day it was going to be used, even Grandma was invited to see the machine. And Grandma was even more excited. Throughout her life she had been heating water with firewood, and she had hand-washed laundry for seven children. And now she was going to watch electricity do that work.

My mother carefully opened the door, and she loaded the laundry into the machine, like this. And then, when she closed the door, Grandma said, "No, no, no, no. Let me, let me push the button." And Grandma pushed the button, and she said, "Oh, fantastic! I want to see this! Give me a chair! Give me a chair! I want to see it," and she sat down in front of the machine, and she watched the entire washing program. She was mesmerized. To my grandmother, the washing machine was a miracle.

Today, in Sweden and other rich countries, people are using so many different machines. Look, the homes are full of machines. I can't even name them all. And they also, when they want to travel, they use flying machines that can take them to remote destinations. And yet, in the world, there are so many people who still heat the water on fire, and they cook their food on fire. Sometimes they don't even have enough food, and they live below the poverty line. There are two billion fellow human beings who live on less than two dollars a day. And the richest people over there—there's one billion people—and they live above what I call the *air line* because they spend more than $80 a day on their consumption.

But this is just one, two, three billion people, and obviously there are seven billion people in the world, so there must be one, two, three, four billion people more who live in between the poverty line and the air line. They have electricity, but the question is, how many have washing machines? I've done the scrutiny of market data, and I've found that, indeed, the washing machine has penetrated below the air line, and today there's an additional one billion people out there who live above the *wash line*. And they consume more than $40 per day. So two billion have access to washing machines.

And the remaining five billion, how do they wash? Or, to be more precise, how do most of the women in the world wash? Because it remains the hard work for women to wash. They wash like this: by hand. It's a hard, time-consuming labor, which they have to do for hours every week. And sometimes they also have to bring water from far away to do the laundry at home, or they have to bring the laundry away to a stream far off. And they want the washing machine. They don't want to spend such a large part of their life doing this hard work with so relatively low productivity. And there's nothing different in their wish than it was for my grandma. Look here, two generations ago in Sweden: picking water from the stream, heating with firewood, and washing like that. They want the washing machine in exactly the same way.

But when I lecture to environmentally concerned students, they tell me, "No, everybody in the world cannot have cars and washing machines." How can we tell this woman that she isn't going to have a washing machine? And then I ask my students. I've asked them, over the last two years, I've asked, "How many of you don't use a car?" And some of them proudly raise their hands and say, "I don't use a car." And then I put the really tough question: "How many of you hand-wash your jeans and your bed sheets?" And no one raised their hand. Even the hard core in the green movement use washing machines.

So, how come something that everyone uses, and they think others will not stop it? What is special with this? I had to do an analysis about the energy use in the world. Here we are. Look here, you see the seven billion people up there: the air people, the wash people, the bulb people, and the fire people. One unit like this is an energy unit of fossil fuel: oil, coal, or gas. That's what most of the electricity and the energy in the world is. And it's 12 units used in the entire world, and the richest one billion, they use six of them. Half of the energy is used by one seventh of the world's population. And these ones who have washing machines but not a house full of other machines, they use two. This group uses three, one each. And they also have electricity. And over there they don't even use one each. That makes 12 of them.

But the main concern for the environmentally interested students—and they are right—is about the future.

What will happen is economic growth. The best of here in the emerging economies (I call them the New East), they will jump the air line. "Wopp!" they will say, and they will start to use as much as the Old West are doing already. And these people, they want the washing machine. I told you. They'll go there. And they will double their energy use. And we hope that the poor people will get into the electric light. And they'll get a two-child family without a stop in population growth. But the total energy consumption will increase to 22 units. And these 22 units, you know—still the richest people use most of them. So what's needed to be done? Because the risk, the high probability of climate change is real. It's real. Of course they must be more energy-efficient. They must change behavior in some way. They must also start to produce green energy, much more green energy. But until they have the same energy consumption per person, they shouldn't give advice to others what to do and what not to do. Here we can get more green energy all over.

This is what we hope may happen. It's a real challenge in the future. But I can assure you that this woman in the favela in Rio, she wants a washing machine. She's very happy about her minister of energy that provided electricity to everyone, so happy that she even voted for her, you know. And she became Dilma Rousseff, the president-elect of one of the biggest democracies in the world, moving from minister of energy to president. If you have democracy, people will vote for washing machines. They love them.

And what's the magic with them? My mother explained the magic with this machine the very, very first day. She said, "Now, Hans, we have loaded the laundry. The machine will make the work. And now we can go to the library." Because this is the magic: you load the laundry, and what do you get out of the machine? You get books out of the machines, children's books. And Mother got time to read for me. She loved this. I got the *ABCs*. This is where I started my career as a professor, when my mother had time to read for me. And she also got books for herself. She managed to study English and learn that as a foreign language. And she read so many novels, so many different novels here, you know. And we really, we really loved this machine.

And what we said, my mother and me, "Thank you, industrialization. Thank you, steel mill. Thank you, power station. And thank you, chemical processing industry that gave us time to read books."

Thank you very much.

Unit 7

The Dogist

Elias Friedman: There's nothing really crazy about it. I walk around and say, "May I take a photo of your dog?"

Elias: May I take a photo of your dog? May I take a photo of your dog?

Elias: They say "OK, OK. Good luck trying to get his photo."

Elias: Sit!

Elias: Squeak toy comes out. I start making a weird noise. One second later the dog is posing like a professional.

Elias: Very nice! Let me give you a card. I take photos of dogs.

Woman: Oh, you're The Dogist! She follows you!

Elias: I ask people sometimes, "If you had all the money in the world, what would you do?" If I had all the money, I'd probably travel with my camera and hang out with dogs. I'm doing it. In the beginning of the project, no one knew who I was. I was just walking around every day and having these interactions with dogs. It made me feel good about being sort of unemployed. I just want to hang out with dogs. But as the project's grown and everything, I've become this sort of figure.

So, here, we've got the image queued up, got the caption, and... post. At this point it's 500 likes per minute, something like that. There's a lot of activity. It's still baffling to me how many people like each of these photos I put out. I haven't done any outreach; I haven't paid for any advertising. It's something people want and need.

Elias: Very nice! Georgia comma Boston Terrier comma six months old.

Elias: It's a beautiful sight for a dog photographer. New York is a special place to be a documentary street photographer. I can't really imagine doing this blog anywhere else.

Elias: Very nice!

Elias: The city has its canine personalities in each of the neighborhoods. I like to shoot downtown. Weekends are the best because you get owners walking their dogs during the day versus the walkers with five other dogs.

Elias: Very nice!

Elias: Central Park has great dogs. The Upper East Side has a lot of poodles, exotic breeds. Brooklyn has more pit bulls.

Man 1: Cut it out!

Elias: Midtown doesn't have any dogs.

Elias: There's a lot of visual noise given the street context.

Elias: Woody! Woody! Treat! Treat!

Elias: But I shoot pretty shallow depth-of-field. I like to isolate this sort of moment in time for this dog in its life.

The dogs, they're not posing for a picture, they're sitting for the ball, they're sitting for the treat. It's my challenge to make it seem like there's something dramatic happening. I guess what it is, is personifying the dog and making them seem like a person. That's where, to me, the humor is.

I don't feature their faces, but when there's something interesting about the owners, I like to shoot a little wider and include their lower half because there's a lot to glean from that relationship.

Elias: Who are these guys? Both of them!

Man 2: I love what you're doing. It's so great.

Elias: Thank you.

Man 2: I tell everyone about you!

Elias: Awesome.

Elias: I don't have a dog right now; I don't have a girlfriend. I don't work with people in the same way that most people do. And I sometimes feel that sort of loneliness. I come home, and I'm like talking to my rug. But I do connect with people through their dogs, and I think even though I don't have my own dog, dogs have opened up a whole world for me that's made me less lonely.

I think they show just an innate human emotion... to want to love and to want to give love, and dogs have that in abundance. I've only been doing this for two years, but I do feel more sort of spiritually aligned. Dogs don't need that much to be happy. They need food and love, right? That's something I've always aspired to do, is to take a page out of their book, become more simple in the way I look at the world.

Unit 8

Life Lessons from Big Cats

Beverly Joubert: We are truly passionate about the African wilderness and protecting the African wilderness, and so what we've done is we've focused on iconic cats. And I know, in the light of human suffering and poverty and even climate change, one would wonder, why worry about a few cats? Well today we're here to share with you a message that we have learned from a very important and special character: this leopard.

Dereck Joubert: We found this leopard in a 2,000-year-old baobab tree in Africa, the same tree that we found her mother in and her grandmother. And she took us on a journey and revealed something very special to us—her own daughter, eight days old. And the minute we found this leopard, we realized that we needed to move in, and so we basically stayed with this leopard for the next four and a half years—following her every day, getting to know her, that individual personality of hers, and really coming to know her.

Beverly: Well, we certainly did spend a lot of time with her—in fact, more time than even her mother did. When her mother would go off hunting, we would stay and film. And early on, a lightning bolt hit a tree 20 paces away from us. It was frightening, and it showered us with leaves and a pungent smell. And of course, we were stunned for a while, but when we managed to get our wits about us, we looked at each other and said, "My gosh, what's going to happen with that little cub? She's probably going to forever associate that deafening crash with us." Well, we needn't have worried. She came charging out of the thicket straight towards us, sat next to us, shivering, with her back towards Dereck, and looking out. And actually from that day on, she's been comfortable with us. So we felt that that day was the day that she really earned her name. We called her Legadema, which means, "light from the sky."

Dereck: We were spending so much time with this leopard and getting to understand her individualism, her personal character, that maybe we were taking it a little bit far. We were perhaps taking her for granted, and maybe she didn't like that that much.

Beverly: But when this little cub saw that I had vacated my seat and climbed to the back to get some camera gear, she came in like a curious cat to come and investigate. It was phenomenal, and we felt grateful that she trusted us to that extent. But at the same time, we were concerned that if she created this as a habit and jumped into somebody else's car, it might not turn out the same way—she might get shot for that. So, we knew we had to react quickly. And the only way we thought we could is, without scaring her, is to try and simulate a growl like her mother would make—a hiss and a sound. So Dereck turned on the heater fan in the car—very innovative.

Dereck: But really and truly, this was how this little leopard was displaying her individual personality. But nothing prepared us for what happened next in our relationship with her, when she started hunting.

Beverly: And on this first hunt, we truly were excited. It was like watching a graduation ceremony. We felt like we were surrogate parents. And of course, we knew now that she was going to survive. But only when we saw the tiny baby baboon clinging to the mother's fur did we realize that something very unique was taking place here with Legadema. And of course, the baby baboon was so innocent, it didn't turn and run. So what we watched over the next couple of hours was very unique. It was absolutely amazing when she picked it up to safety, protecting it from the hyena. And over the next five hours, she took care of it. We realized that we actually don't know everything, and that nature is so unpredictable, we have to be open at all times.

Dereck: Okay, so she was a little bit rough. But in fact, what we were seeing here was interesting. Because she is a cub wanting to play, but she was also a predator needing to kill, and yet conflicted in some way, because she was also an emerging mother. She had this maternal instinct, and so this really took us to this new level of understanding that personality.

Beverly: And of course, through the night, they lay together. They ended up sleeping for hours. But I have to tell you, everybody always asks, "What happened to the baby baboon?" It did die, and we suspect it was from the freezing winter night.

Dereck: So, at this stage, I guess, we had very, very firm ideas on what conservation meant. We had to deal with these individual personalities. We had to deal with them with respect and celebrate them. And so we, with the National Geographic, formed the Big Cats Initiative to march forward into conservation, taking care of the big cats that we loved and then had an opportunity to look back over the last 50 years to see how well we had all collectively been doing. So when Beverly and I were born, there were 450,000 lions, and today there are 20,000. Tigers haven't fared any better: 45,000 down to maybe 3,000.

Beverly: And then cheetahs have crashed all the way down to 12,000. Leopards have plummeted from 700,000 down to a mere 50,000. Now in the extraordinary time that we have worked with Legadema, which is really over a five-year period, 10,000 leopards were legally shot by safari hunters. And that's not the only leopards that were being killed through that period. There's an immense amount of poaching as well, and so possibly the same amount. It's simply not sustainable.

Dereck: There's a burgeoning bone trade. South Africa just released some lion bones onto the market. Lion bones and tiger bones look exactly the same, and so in a stroke, the lion bone industry is going to wipe out all the tigers. So we have a real problem here, no more so than the lions do, the male lions. So the 20,000 lion figure that you just saw is actually a red herring because there may be 3,000 or 4,000 male lions, and they all are actually infected with the same disease. I call it complacency—our complacency. Because there's a sport, there's an activity going on that we're all aware of, that we condone. And that's probably because we haven't seen it like we are today.

Beverly: And you have to know that, when a male lion is killed, it completely disrupts the whole pride. A new male comes into the area and takes over the pride and, of course, first of all kills all the cubs and possibly some of the females that are defending their cubs. So we've estimated that between 20 to 30 lions are killed when one lion is hanging on a wall somewhere in a far-off place.

Dereck: So what our investigations have shown is that these lions are essential. They're essential to the habitat. If they disappear, whole ecosystems in Africa disappear. There's an 80-billion-dollar-a-year ecotourism revenue stream into Africa. So this is not just a concern about lions; it's a concern about communities in Africa as well. If they disappear, all of that goes away. But what I'm more concerned about in many ways is that, as we delink ourselves from nature, as we delink ourselves spiritually from these animals, we lose hope; we lose that spiritual connection, our dignity, that thing within us that keeps us connected to the planet.

And Legadema? Well, we can report, in fact, that we're grandparents. Thank you very much.

Unit 9

Searching for Genghis Khan

Narrator: Genghis Khan was born in the 1160s. He was originally named Temujin. When Temujin was born, Mongolia had about thirty nomadic tribes. His father was the leader of a small tribe, but he was killed by another tribe when Temujin was only nine. Temujin grew up to be a great warrior. He destroyed the enemy tribe that killed his father. In 1206, after many battles, Temujin became Genghis Khan, a name meaning "strong ruler" or "oceanic ruler." In other words, he was ruler of the world. He was about 40 years old. As leader of the Mongols in the 13th century, Genghis rode far across central Asia with his troops. They conquered city after city, leaving behind death and destruction. But Genghis was more than just a fierce warrior. He unified Mongolia and built an empire that stretched across a continent.

Dr. Albert Yu-Min Lin is a researcher and engineer at the University of California at San Diego. He is also a National Geographic Emerging Explorer who travels to Mongolia to search for Genghis Khan's lost tomb. It's an exciting career, but it almost didn't happen. Lin was studying materials science and engineering when he realized that he wanted to do more with his knowledge. He wanted to explore. He also had a personal connection to Mongolia. Lin, whose family is from China, grew up hearing that his family was "from the North." In other words, they were from Mongolia.

Lin's research is focused on looking for ways to use cutting-edge technology, such as satellite imagery, ground-penetrating radar, and remote sensors, to collect and synthesize data in a way that allows him to conserve archaeological sites, rather than destroying them. Because Genghis Khan's tomb is considered a sacred place, it would be disrespectful to disturb it. The area where it is believed to be located is called "The Forbidden Zone."

Using crowdsourcing, a way to let people from around the world participate in his research, Lin's team is examining satellite images that show where Genghis's tomb might be located. Hundreds of people that Lin calls "citizen scientists" spent months looking at 85,000 images, tagging roads, rivers, and ancient structures that might show where the tomb is located. Now, Lin's team is visiting the most promising sites on the ground in Mongolia. How long will it take them to find Genghis's tomb? Only time will tell.

Unit 10

Why Art Thrives at Burning Man

Nora Atkinson: It's like a dream. Imagine, in the empty desert, you come upon a huge wheel ringed in skeletons. And someone invites you to come pull a series of heavy ropes at its base, so you walk to one side, where a team is waiting, and you all throw your backs into it, and you pull in turn. And eventually, the wheel roars to life, lights begin to flicker, and the audience cheers. And you've just activated Peter Hudson's *Charon*, one of the world's largest zoetropes. This is the farthest thing from marketable art. It's huge, it's dangerous, it takes a dozen people to run, and it doesn't go with the sofa. It's beautifully crafted and completely useless. And it's wonderful.

You're unlikely to see works like *Charon* in the art world headlines. These days, the buying and selling of artwork often gets more attention than the works themselves. In the last year, a Jean-Michel Basquiat sold for 110 million dollars, the highest price ever achieved for the work of an American artist, and a painting by Leonardo da Vinci sold for 450 million, setting a new auction record. Still, these are big, important artists, but still, when you look at these works and you look at the headlines, you have to ask yourself, *Do I care about these because they move me, or do I care about them because they're expensive and I think they're supposed to?* In our contemporary world, it can be hard to separate those two things. But what if we tried? What if we redefined art's value—not by its price tag, but by the emotional connection it creates between the artist and the audience, or the benefits it gives our society, or the fulfillment it gives the artists themselves?

This is Nevada's Black Rock Desert, about as far as you can get from the galleries of New York and London and Hong Kong. And here, for just about 30 years, at Burning Man, a movement has been forming that does exactly that.

This is me on the desert playa last year with my brother, obviously hard at work. I'd been studying the art of Burning Man for several years, for an exhibition I curated at the Smithsonian's Renwick Gallery, and what fascinates me the most isn't the quality of the work here, which is actually rather high; it's why people come out here into the desert again and again to get their hands dirty and make in our increasingly digital age. Because it seems like this gets to something that's essentially human.

One thing that sets this work aside from the commercial art world is that anyone who makes work can show it. These days, around 300 art installations and countless artistic gestures go to the playa. None of them are sold there. At the end of the week, if the works aren't burned, artists have to cart them back out and store them.

Much of the distinctive character of the work here comes from the desert itself. For a work to succeed, it has to be portable enough to make the journey, rugged enough to withstand the wind and weather and participants, stimulating in daylight and darkness, and engaging without interpretation. What looked enormous in an artist's studio could get lost on the playa, but there are virtually no spatial limits, so artists can dream as big as they can build.

At night, the city swarms with mutant vehicles, the only cars allowed to roam the playa. And if necessity is the mother of invention, here, absurdity is its father. They zigzag from artwork to artwork like some bizarre, random public transportation system, pulsing with light and sound. When artists stop worrying about critics and collectors and start making work for themselves, these are the kinds of marvelous toys they create.

And what's amazing is that, by and large, when people first come to Burning Man, they don't know how to make this stuff. It's the active collaborative maker community there that makes this possible.

Skilled or unskilled, all are welcome. In fact, part of the charm and the innovation of the work here is that so many makers aren't artists at all, but scientists or engineers or welders or garbage collectors.

In museums, a typical visitor spends less than 30 seconds with a work of art, and I often watch people wander from label to label, searching for information, as though the entire story of a work of art could be contained in that one 80-word text. But in the desert, there are no gatekeepers and no placards explaining the art, just natural curiosity. You see a work on the horizon, and you ride towards it. When you arrive, you walk all around it, you touch it, you test it. Is it sturdy enough to climb on? Art becomes a place for extended interaction, and although the display might be short-lived, the experience stays with you.

Every year, something compels people from all different walks of life, from all over the world, to go out into the desert and make art when there is no money in it. The work's not always refined, it's not always viable, it's not even always good, but it's authentic and optimistic in a way we rarely see anywhere else.

Forget the price tags. Forget the big names. What is art for in our contemporary world if not this?

Thank you.

Unit 11

Joel Sartore: The Photo Ark

Joel Sartore: Hi there, I'm Joel Sartore. I'm a photographer with National Geographic. I've been a photographer there for a long time, almost thirty years now. For many years, I've photographed animals in the wild, in many countries all over the world: lions in the trees in Uganda, hippos at mudholes in Mozambique, bald eagles in North America.

People often ask me how I got my job with National Geographic. Well, I grew up in Nebraska, which is in the exact center of the United States. It's mostly farm country. I started taking pictures in high school, mainly of things that I thought were funny, to impress my friends, I guess. Pictures of dogs that were mean to me, or carnivals, anything I thought would be amusing. And fortunately, National Geographic had a good sense of humor, liked what I did, and hired me.

But lately, for the past dozen years or so, I've been working on a project called The Photo Ark. The Photo Ark is my twenty-five-year effort—I'll go until I'm about seventy years old—to document every single animal species in human care around the world. This means going to zoos, and aquariums, wildlife rehab centers, and private breeders, to try to show the world what biodiversity looks like. What do all the other animals of the world really look like? And why should it matter to us?

Well the reason I feel very strongly about documenting these animals is that many of them now are at risk for extinction. Small animals like frogs and stream fish are especially vulnerable. They've been around for hundreds of thousands, or even millions, of years. And yet now they're on the very cusp of extinction, many of them. I'd like to change that. And I'm very hopeful that we can turn this around in time.

So that's the purpose of The Photo Ark. We use studio portraits of animals on black and white backgrounds to get people to look these animals in the eye and fall in love with them as I have. Each animal, then, represents an opportunity to get someone into the tent of conservation and want to learn more, and perhaps even be inspired to take action to save these animals. So far we've photographed many thousands of species this way. But it'll take another fifteen years or so. We're going to try to have about fifteen thousand species photographed, all as studio portraits, by the time I'm done.

We use these black and white backgrounds for a couple of reasons. First, with no distractions and good lighting, we can really see what these animals look like. Many live their lives in muddy water, under rocks, in the soil, high up in the trees. This gives us our first good look at many of these species. And this is often the first and only time these species will be photographed well alive. The other reason we do it is there's no size comparison in these photographs, so an ant is every bit as big as an elephant. They're all the same size; they all have an equal voice.

So in the 12 years I've been taking pictures for The Photo Ark, I meet about one animal a year now that's so close to extinction we know it will vanish, in my lifetime certainly. In fact, this one that I photographed alive is now gone, extinct. That means forever vanished. And this one is gone. And this one is extinct as well. So far, we've photographed about a dozen animals we think are extinct. That's about one a year. But this is just the beginning if people don't turn things around.

Now it's not all gloom and doom; it's not all sad. I meet people every month that I consider to be conservation heroes. These are people who have single-handedly saved species just through their own initiative. Their passion, their energy has saved species. These are not people of great wealth or great knowledge. These are just people with ambition and, really, energy, to focus on one thing. I've met people who have saved pheasant species from extinction. I've met people who have saved butterfly species from extinction, and rodents. You name it, there are people out there who are very, very interested in doing what they can right now.

I don't think about the world as it's going to be in fifty years. I think about the world as it is today, and what can I do to make a difference? It's a very good way to live. At the end of my days, in my declining hours, when I look in the mirror, I want to see a smiling face, someone who did all they could to save nature. Now how about you?

Unit 12

Dance of the Flyers: Jacinta's Journey

Narrator: My first flight was at 18 years old. The first time I flew, it was really beautiful because I felt happiness, sadness, and a bit of fear. The pole was no more than 15 meters high, but I felt it was like 40 or 50 meters high. Going up the pole felt like I had a really, really cold bar of ice in my stomach. Being able to climb the pole was something wonderful because then I knew what it was like to fly. I could see myself as a bird, flying.

I was the first female flyer in Mexico. Before, women were not allowed to participate. In other villages, we can't touch the pole or be part of the ceremony because they say it could have serious consequences, that it could cause an accident. But women used to participate in the old times, so I feel it's just a myth.

When I decided to become a flyer and participate in this dance, the biggest obstacle was from my own family. Due to sexism, they said I couldn't because I was a woman, that it didn't look good. But little by little they got used to it since I kept doing it, so they had to accept my decision.

This ritual is done to call for rain. In the past, it was meant to secure a good harvest. It's also a ritual to the sun because from the moment we go to the forest to cut down the tree, we do an exchange with Mother Nature since we take one of her children, which becomes part of our dance.

This dance originates in Mesoamerica. We don't know exactly when it started, but we know that it's a pre-Hispanic dance because they used to worship the gods. Today we worship a saint here in Cuetzalan. We worship Saint Francis.

Man (singing in Spanish): Jacinta, the flying woman, the one who flies on the flying pole. Jacinta, such a famous flyer, the one who flies on the flying pole. With the 15 turns, the famous Jacinta shows off her skills. From all over the world, people come see Jacinta on the famous flying pole of Cuetzalan, Puebla.

Narrator: I suffer from vertigo when I'm on a 4th or 5th floor, but when I'm up on the flyers' pole, I feel safe. I am not afraid. The moment becomes magical. When I start going up, I just focus on every step. I'm a hundred percent focused on the dance in that moment.

When I open my arms, it's something wonderful and fantastic because that's when I know what it's like to fly like a bird. I don't feel like a bird in a cage anymore. I don't feel locked up; I feel free. The moment of flying is spectacular and dangerous. My life hangs by a thread, by a rope. I know I'll go up, but I don't know if I'll come down. Nowadays, my family has changed its mind, and they think of me as an artist. I come from a family of flyers, and I feel very proud to be a woman, and above all a female flyer in a dance that was only done by men.

Unit 1: Food for Life

Lesson A

A: 1. diet; 2. prepare; 3. ingredients; 4. variety; 5. special

B: 1. a; 2. c; 3. a; 4. b; 5. b

C: Checked boxes: 2; 4; 6

D: 1. eat; 2. cook; 3. watch; 4. go; 5. am having; 6. am eating; 7. am talking; 8. are having

Lesson B

A: 5; 3; 1; 2; 4

B: 1. F – There are many ways to make mole.; 2. T; 3. F – Mole takes a long time to prepare.; 4. T; 5. F – People don't usually use a *metate* because many people don't have one.; 6. T

C: 1. dish; 2. ingredients; 3. prepare; 4. nuts; 5. available; 6. meal

Lesson C

A: 1. f; 2. d; 3. e; 4. b; 5. a; 6. c

B: 1. banana; 2. cheese; 3. spinach; 4. salt; 5. dairy foods; 6. sugar

C: 1. forgot; 2. had; 3. cooked; 4. made; 5. came; 6. gave; 7. talked; 8. listened

D: Answers will vary. Suggested answers:

1. I ate cereal.; 2. I went to the supermarket.; 3. I watched TV. I saw my friends. I played football.; 4. I cooked pasta with meatballs.; 5. I got up at 7 a.m.

Lesson D

A: Answers will vary.

B: 1. b; 2. d; 3. c; 4. a

C: 1. NI; 2. F; 3. T; 4. F; 5. T; 6. F; 7. NI

D:

Ikarians often eat…	Ikarians sometimes eat…	Ikarians rarely or never eat…
beans brown rice fruit green vegetables nuts salad	chicken fish pork	candy cookies

Lesson E

A: 1. MI; 2. SD; 3. SD; 4. MI; 5. SD

B: 1. b, c, e; 2. a, d, f

C: 1. For example; 2. In addition; 3. So; 4. because

D: Answers will vary.

REVIEW

A: 1. c; 2. e; 3. d; 4. f; 5. a; 6. b

B: 1. crops; 2. grain; 3. warm and wet; 4. grows; 5. eat; 6. prepare

C: Circled time phrases:

1. usually; 2. Last month; 3. Right now; 4. Yesterday; 5. Normally; 6. now

Verbs:

1. eat; 2. traveled; 3. am watching / 'm watching; 4. had; 5. does; 6. is making

D: 1. prepared; 2. am learning / 'm learning; 3. showed / taught; 4. is / 's showing / teaching; 5. comes; 6. loves

VIDEO

A: 1. boring; 2. the practice of baking; 3. dancing; 4. love; 5. energy; 6. loves his job

B: 2; 5; 1; 4; 3

C: 1. d; 2. a; 3. c; 4. b

D: Answers will vary.

Unit 2: Express Yourself

Lesson A

A: 1. communication; 2. connect; 3. customs; 4. polite; 5. common; 6. way; 7. avoid; 8. increase

B: 1. PP; 2. PP; 3. SP; 4. PP; 5. SP; 6. SP; 7. PP

C: 1. e; 2. c; 3. b; 4. d; 5. f; 6. a

Lesson B

A: Checked boxes: 2; 3; 4; 6; 8

B: 1. T; 2. F; 3. NI; 4. F; 5. T; 6. T; 7. NI

C: Underlined questions: 2; 3; 5

D: Answers will vary. Sample answers: They are too personal. They can make people feel uncomfortable.

Lesson C

A: 5; 2; 7; 3; 1; 6; 4

B: 1. yet / already; 2. already; 3. I've; 4. Have; 5. haven't; 6. yet; 7. never

C: 1. Has your uncle arrived already / Has your uncle already arrived; 2. I haven't called her yet; 3. Have you ever been to France; 4. She's never forgotten her homework;
5. I've already made dinner / I've made dinner already; 6. Have they eaten yet;
7. Dan hasn't ever seen a Spanish movie

Lesson D

A: Answers will vary.

B: 1. d; 2. c; 3. a; 4. b

C: 1. about 140; 2. pictures; 3. in Tahlequah, Oklahoma; 4. Tim Brookes; 5. in Bangladesh

D: 1. fewer; 2. don't learn; 3. Not all; 4. is; 5. not very common; 6. more

Lesson E

A: Underlined sentences:

1. Some scripts use pictures instead of letters, like the Dongba script used by the Naxi people in China; 2. When a culture loses its writing system, it also loses everything it believed to be important enough to communicate in writing, such as poems, stories, legal documents, and personal letters; 3. For example, in the city of Tahlequah, Oklahoma, which is often called the capital of the Cherokee Nation, many of the street signs are written in both English and the Cherokee language;
4. For example, Tim Brookes decided to carve some of the less common scripts from Bangladesh, like Marma and Chakma, to make artwork.

B:

General topic	Example(s)
1. scripts that use pictures and not letters	the Dongba script (used by the Naxi people in China)
2. what cultures consider important to write down	poems, stories, legal documents, personal letters
3. a language that people feel connected to but can't read	the Cherokee language
4. less common scripts from Bangladesh	Marma and Chakma
5. ways to save endangered writing systems	Make carvings of less common scripts as artwork to increase interest in this problem

C: 1. For example; 2. like / such as; 3. like / such as; 4. like / such as

D: Answers will vary. Sample answers:

1. Some languages may be more useful to learn than others. For example, Spanish is very useful to learn because there are around 577 million Spanish speakers worldwide.

2. It's important to learn how to be polite when you're learning another language. For example, you should learn how to say *please* and *thank you*.

3. Some languages, like Koro Aka, are in danger of extinction.

4. There are many ways we can help save endangered languages, such as creating online dictionaries and making recordings.

REVIEW

A: 1. customs; 2. way; 3. polite; 4. communicate; 5. connect; 6. become; 7. experiences; 8. common

B: 1. d; 2. e; 3. a; 4. f; 5. c; 6. b

C: 1. have / 've visited; 2. went; 3. met; 4. learned; 5. told; 6. has provided

VIDEO

A:

	Marie	Jennifer
1. "I just didn't hear my grandma speak too much English."	✓	
2. "Mom worked in the fields. We picked a lot of fruit."		✓
3. "I left my Indian language behind when my grandma died."	✓	
4. "I was very surprised she could remember all that."		✓
5. "I'm just a pecker, one word at a time, and I was slow."	✓	
6. "I thought it would be a good idea to try to make a dictionary."	✓	

B: 1. Marie; 2. Jennifer; 3. Jennifer; 4. Jennifer; 5. Donovan; 6. Marie; 7. Donovan

C: 1. c; 2. d; 3. a; 4. b

D: 1. A to Z; 2. seven years; 3. communicate; 4. cooking; 5. first

Unit 3: Cities

Lesson A

A: 1. traffic; 2. population; 3. transportation; 4. neighborhood; 5. million; 6. vehicles; 7. crowded; 8. pedestrians

B: 1. is very / so / too noisy

2. is very / so crowded downtown

3. are too many vehicles

4. my neighborhood

5. design cities with green spaces

C: 1. future; 2. have; 3. walk; 4. use; 5. won't; 6. be; 7. transportation; 8. need

D: Answers will vary. Suggested answers:

There will be better public transportation.

There will be better roads.

The city will have more green spaces.

There will be less traffic.

There will be more tall buildings.

The population will increase.

Neighborhoods will be safer.

Lesson B

A:

	Aiko	Lupita
1. Each neighborhood in the city is different.	✓	
2. Traffic is not a problem.		✓
3. There are very good restaurants.	✓	
4. There is little pollution.		✓
5. Neighbors know each other well.		✓
6. The public transportation is good.	✓	

B: 1. for work / to work

2. It has the things you like to do nearby. It is close to your work or school.

3. more than 37 million

4. birds singing and the wind in the trees

5. the people / the sense of community

6. friendly and happy to help

C: 1. neighborhood; 2. bus; 3. park; 4. trees; 5. neighbors; 6. restaurant

Lesson C

A: 1. c; 2. e; 3. f; 4. b; 5. d; 6. a

B: 1. park; 2. shopping center; 3. museum; 4. sports arena; 5. concert hall; 6. restaurant

C: 1. 'll call; 2. write; 3. complain; 4. washes; 5. 'll send; 6. meets; 7. 'll be

D: 1. different; 2. transportation; 3. apartment; 4. restaurants; 5. noisy; 6. museum; 7. 'll love; 8. after; 9. 'll take

Lesson D

A: 1. c; 2. an expert in creative thinking and problem solving; 3. a good idea

B: 1. 20 minutes; 2. pay; 3. headlights; 4. designed; 5. way of thinking / perspective; 6. facts; 7. solution

C: 1. is not; 2. often; 3. more; 4. are not; 5. red; 6. black

D: Underlined in the text:

1. People often think creative thinking is just for artists and designers, but this is not true. (Paragraph 1)

2. using creativity to solve problems is very useful in business and in our communities (Paragraph 1)

3. One example of creative thinking is the solution to a parking problem in a town center. (Paragraph 2)

4. many people leave their cars there for longer than 20 minutes. (Paragraph 2)

5. The system helps people think about a problem in different ways in order to find a solution. (Paragraph 3)

Lesson E

A: 1. b; 2. a

B: 1. MI – good weather / CI – helps people enjoy life in cities

2. MI – pedestrian safety / CI – is very important in a big city

3. MI – solving traffic problems / CI – increases people's quality of life

4. MI – knowing your neighbors / CI – makes you happier

5. MI – housing / CI – is the biggest problem in cities today

C:

Topic sentence: Vienna is a great city to live in because it is so easy to move around.	
Reason 1: It's very safe for pedestrians.	**Details/example:** You can walk home late at night.
Reason 2: Thanks to all the bike lanes, it's safe to ride a bike in the city.	**Details/example:** The bike paths cover 727 miles (1,170 km) around the city.
Reason 3: The public transportation is good.	**Details/example:** The U-bahn works 24 hours on weekends, and tickets are pretty cheap.
Concluding sentence: As you can see, you don't need a car to travel around Vienna easily.	

D: Answers will vary.

REVIEW

A: 1. crowded; 2. cars; 3. bicycles; 4. use; 5. transportation; 6.parks

B: 1. e; 2. d; 3. a; 4. f; 5. c; 6. b

C: 1. shop; 2. arena; 3. come; 4. 'll see / will see; 5. get; 6. leaves

D: 1. 'll move, gets; 2. move, 'll have; 3. 'll meet, goes; 4. buy, 'll want; 5. checks, 'll buy

VIDEO

A: 1. b; 2. d; 3. a

B: 1. reinvent; 2. more; 3. green spaces; 4. more; 5. Traffic; 6. New York

C: 1. d; 2. c; 3. b; 4. a

D: 1. F – Moshe wants to design affordable apartments.; 2. T; 3. T; 4. F – in Singapore; 5. F – people have a lot of contact with others in community spaces, like parks; 6. T

Unit 4: The Body

Lesson A

A: 1. brain; 2. muscle; 3. artery; 4. heart; 5. lung; 6. joint; 7. kidney; 8. stomach; 9. vein; 10. skin; 11. bone

B: 1. Going to bed early is ~~more good~~ better for you...; 2. as bad as; 3. Playing team sports is ~~excitinger~~ more exciting than...; 4. as ~~more~~ important as; 5. Eating many small meals can be ~~healthy~~ healthier than...; 6. the ~~baddest~~ worst thing; 7. more beneficial than; 8. one of the ~~most~~ best ways

C: 1. thicker than; 2. closer, than; 3. The largest, the heaviest; 4. The biggest; 5. The smallest; 6. The strongest, the longest; 7. faster than

Lesson B

A: 1. muscles; 2. harder; 3. mountain bike; 4. joint; 5. more; 6. coffee; 7. relax

B: 1. F – Min thought the class was great; 2. T; 3. F – Fabio hurt his knee; 4. F – The doctor told Fabio to rest; 5. F – Min hasn't exercised as much as usual lately; 6. T; 7. T

C: 1. harder; 2. less enjoyable; 3. more painful; 4. more important; 5. busier; 6. longer; 7. more tired

Lesson C

A: 1. sore throat; 2. insomnia; 3. fever; 4. headache; 5. pimple; 6. indigestion

B: 1. lower; 2. stomach; 3. insomnia; 4. tired; 5. protect; 6. hiccups

C: Answers will vary. Sample answers below.

1. I usually eat garlic to help a cold.
2. I usually take an aspirin to cure a headache.
3. I usually drink water to stop hiccups.
4. I usually read a book to help me sleep.
5. I usually drink ginger tea to cure nausea.
6. I usually lie down to help my sore joints.

Lesson D

A: Answers will vary.

B: 1. Find the positive, however small; 2. See the funny side of things; 3. Focus on now; 4. Find positive friends and coworkers; 5. Be kind to others

C: 1. T; 2. F; 3. F; 4. NI; 5. T; 6. T; 7. NI; 8. T

D: 1. things go wrong

2. give you a better perspective on life
3. stuck in traffic
4. spend all day complaining
5. volunteer in your community
6. no one can control the future
7. invent with the ingredients you have

E: 1. d; 2. e; 3. a; 4. b; 5. c

Lesson E

A: 1. c; 2. e; 3. b; 4. d; 5. a

B: 1. b; 2. c; 3. a

C: Answers will vary.

REVIEW

A: 1. skin; 2. arteries, veins; 3. stomach; 4. lungs; 5. brain; 6. heart; 7. kidneys

B: 1. the best; 2. healthier than; 3. the worst; 4. more enjoyable than; 5. as beneficial as; 6. the most relaxing

C: 1. b; 2. c; 3. e; 4. f; 5. d; 6. a

VIDEO

A: 1. b; 2. c; 3. a; 4. b; 5. c; 6. c

B: 3; 6; 5; 2; 1; 4

C: 1. enabled; 2. forced; 3. imaginations; 4. borders; 5. minds; 6. dreams; 7. fears; 8. limits

Unit 5: Challenges

Lesson A

A: 1. challenges; 2. progress; 3. goals; 4. Although; 5. achieve; 6. deal with; 7. results; 8. significant

B: 1. I was working when I heard the news.

2. Maria seemed tired when I saw her today.
3. We were working on the assignment when mom came home.
4. **A:** I didn't see you in class today.
   B: I was visiting my grandma in the hospital.
5. I found the book that you were looking for.
6. She was sitting by herself, so I convinced her to join us.
7. It didn't seem like a bad idea at the time.

C: 1. when; 2. When; 3. while; 4. when; 5. While; 6. when; 7. while

Lesson B

A: 1. two; 2. They drove through southern and eastern Africa together.; 3. Three of the following: South Africa, Namibia, Botswana, Zambia, Tanzania, Uganda; 4. how to understand and appreciate the ways other people live and how to make friends and play with children from different cultures; 5. to spend time together as a family / to have time to think about where they wanted to work and live in the future; 6. It made them closer and stronger.

B: 1. photographer; 2. in their lives; 3. before; 4. liked; 5. with a local family; 6. very different

C: Checked boxes: 1; 2; 4; 6; 8; 9; 11

D:

/t/	/d/	/ɪd/
helped	learned	decided
worked	loved	planted
	arrived	wanted

Lesson C

A: 1. out; 2. down; 3. up; 4. out of; 5. up; 6. out; 7. up with; 8. on

B: 1. put up with; 2. grow up; 3. gave up; 4. set out; 5. kept on; 6. broke down; 7. ran out of

C: 1. wasn't tall enough; 2. was / ran fast enough; 3. was too scared; 4. wasn't / isn't old enough; 5. was / is too big; 6. was smart enough

Lesson D

A: 1. c; 2. a; 3. d

B: 1. Senegal; 2. her grandmother; 3. played with other children and organized their games; 4. in Europe; 5. a skincare company

C: 1. F – moved to Europe to join her parents; 2. T; 3. F – Magatte didn't speak the same language as the others; 4. F – Magatte looked and sounded different from the other children; 5. T; 6. T; 7. F – a Senegalese ~~art~~ school to teach people how to start their own businesses

D: Answers will vary. Sample answers:

1. She lived far from her parents when she was young. / She moved to a foreign country when she was young. / She didn't speak the language. / School was a challenge.; 2. Her grandmother knew what life was going to be like for Magatte in Europe and gave her good advice.; 3. To share how Senegalese women see beauty and to help her country

Lesson E

A:

General	Specific
a long time	3 hours
at night	11 p.m.
building	high-rise apartment
good	enjoyable
nice	generous
kid	six-year-old boy
vegetable	broccoli

B: 1. c; 2. d; 3. e; 4. a; 5. b

C: Answers will vary. Sample answers:

What was your general challenge?	Learning English
What specific part of learning English was difficult for you?	I had trouble with English pronunciation.
Give examples of this challenge.	I couldn't say the *th* sound or use stress correctly.
When did you experience this challenge?	Last year
What did you decide to do to improve?	I studied pronunciation more.
How exactly did you do it?	I used a pronunciation app and made flashcards.
Do you still experience this challenge or have you improved?	I'm still improving.

D: Answers will vary.

REVIEW

A: 1. c; 2. f; 3. b; 4. a; 5. d; 6. e

B: 1. I hurt my leg; 2. While Elena was writing; 3. my coach convinced me; 4. While he was doing; 5. She didn't believe it; 6. It seemed that

C: 1. was growing up; 2. ran out of; 3. put up with; 4. kept on; 5. didn't give up

D: 1. strong enough; 2. too difficult; 3. big enough; 4. too dark; 5. too expensive; 6. old enough

VIDEO

A: 2; 5; 1; 4; 3

B: 1. nothing, they threw them away / they were trash; 2. collecting the fishing nets; 3. Europe; 4. carpets; 5. dirty

C: 1. globally; 2. not enough; 3. more and more; 4. not as dirty as; 5. no longer; 6. 18

D: 1. H; 2. H; 3. M; 4. H; 5. M

Unit 6: Transitions

Lesson A

A: 1. direction; 2. negative; 3. relationships; 4. opportunity; 5. realize; 6. develop; 7. eventually

B: 1. e; 2. c; 3. b; 4. a; 5. d

C: I had always wanted to play the violin, but when I finally had the opportunity to learn to play it in elementary school, I realized that it was much harder than I had imagined. I had expected to hear beautiful music the first time I played the violin, but it sounded more like an angry cat. I had dreamed of playing the violin in the school holiday concert, like the kids in sixth grade, but I wasn't ready. I was only in second grade, and I had just started learning. I finally understood that it was going to take time to become as good as I had hoped. Eventually, after years of practice, I finally learned how to play beautiful music on the violin, just like I had always wanted.

Lesson B

A: Answers will vary.

B:

	Tomas	Kenna	Dhruv
1. Whose parents have bought and sold a house?		✓	
2. Who gives his or her age?	✓		✓
3. Who lives with his or her parents?			✓
4. Who is studying?		✓	
5. Who got married last year?			✓
6. Who is renting a studio apartment?	✓		
7. Who thinks renting can be a good option?	✓	✓	
8. Who says it's not common for young people to buy a house?			✓

C: 1. c; 2. a; 3. c; 4. b; 5. c; 6. a; 7. b

Lesson C

A: 1. youthful; 2. mature; 3. elderly; 4. childish; 5. retired; 6. middle-aged

B: 1. d; 2. e; 3. f; 4. b; 5. c; 6. a

C: 1. How old is she; 2. How hard does she study; 3. How mature is she; 4. How carefully does she drive; 5. How well does she speak English

Lesson D

A: Answers will vary.

B: 1. T; 2. F – The creators of Napster were teenagers; 3. T; 4. T; 5. F – Music sales decreased; 6. F – Napster had both a positive and a negative effect.

C: 1. a; 2. c; 3. a; 4. b; 5. b; 6. c

D: Underlined verbs: had shared; had reached; had attracted

Lesson E

A: 1. Until; 2. as soon as; 3. never; 4. During; 5. By; 6. Eventually; 7. right now

B: Answers will vary. Sample answers:

Supporting detail 1: I had to learn how to do things I had never done before.	**Specific information:** like changing a diaper and preparing baby food
Supporting detail 2: I didn't get much sleep as a new parent.	**Specific information:** Josh woke me up four times a night during the first two months.
Supporting details 3: I had little time for myself.	**Specific information:** I spent all day feeding Josh, changing him, and playing with him.
Supporting detail 4: There have been positive changes, too.	**Specific information:** Josh has made me feel love like I had never known before, and he makes me smile every day.

C: Answers will vary.

D: Answers will vary.

REVIEW

A: 1. career; 2. opportunity; 3. develop; 4. realize; 5. relationships; 6. retired; 7. youthful; 8. events

B: 1. hadn't been / had not been; 2. had always wanted / 'd always wanted; 3. had dreamed / 'd dreamed; 4. had already seen / 'd already seen; 5. hadn't wanted / had not wanted; 6. had already finished

C: 1. How tall is he?; 2. How old is he?; 3. How good-looking is he?; 4. How intelligent is he?; 5. How well do you know him?; 6. How often does he play sports?

D: a. 5; b. 3; c. 4; d. 1; e. 2; f. 6

VIDEO

A: Answers will vary.

B: 1. had saved; 2. had invited; 3. had heated; 4. had hand washed / had washed (by hand); 5. had, seen / watched

C: 1. fire, poverty line; 2. $80, machines; 3. electricity; 4. wash line; 5. washing machine

D: 1. 12; 2. 6; 3. 22; 4. 4; 5. 9

Unit 7: Things That Matter

Lesson A

A: 1. choice; 2. waste; 3. instead; 4. luxury; 5. amount; 6. usual; 7. quality; 8. satisfying

B: 1. Quality of life is improved when people find balance between work and play.

2. More cars are produced every year.

3. Many machines are created to help make our lives easier.

4. So much food in supermarkets is thrown away.

5. Expensive ingredients, such as white truffles and caviar, are only eaten in the top restaurants.

6. If something is not of good quality, it is / 's not made very well.

C: 1. the amount of trash is reduced; 2. less water is wasted; 3. more efficient vehicles are produced; 4. Children are taught; 5. 27,000 trees are used; 6. New cell phones are designed

Lesson B

A: 1. T; 2. F – it was easier to know; 3. F – we have more needs today; 4. F – it's hard to know; 5. T; 6. T; 7. F – Buying a cup of coffee every day isn't a basic need.; 8. T

B:

Needs	Wants
water	a pair of shoes you don't need
food	a new rug for the house
somewhere dry and warm to sleep	the newest cell phone
clothes (uniforms)	a cup of coffee

C: 1. I need a high-quality computer.

2. What time are you leaving today?

3. Saving money can be satisfying.

4. My sister wastes money on luxuries.

5. Make a choice. Will it be the black jacket or the blue sweater?

6. Lina needs to buy books for school, but she wants new sneakers.

D: 1. g; 2. c; 3. b; 4. a; 5. h; 6. e; 7. d; 8. f

Lesson C

A: 1. known; 2. put; 3. sent; 4. given; 5. found; 6. flown; 7. built; 8. written

B: Checked sentences: 1; 3; 4

C: 1. c; 2. d; 3. e; 4. b; 5. a

D: 1. are built; 2. are protected; 3. are shared; 4. is reduced; 5. are made; 6. are grown; 7. is given

Lesson D

A: a. 3; b. 4; c. 1; d. 2

B: 1. satisfying; 2. posting photos online; 3. alternative lifestyles; 4. disconnect; 5. still be connected; 6. a simple, basic life

C: 1. after; 2. like another home; 3. find ways to mix; 4. difficult; 5. was needed; 6. posting photos online; 7. wants

D: 1. The rent was cheaper than an apartment.

2. It is about people who live in unusual places while staying connected to technology.

3. It was two months.

4. People gave her information through social media.

5. It gives her an excuse to explore things that really interest her.

6. They can be found on social media.

Lesson E

A: John Benedict is an astrologer and massage therapist. He has lived in his van in Topanga Canyon, California for over 25 years to reduce his monthly living costs. Everything he owns fits inside his van. To stay connected to the rest of the world, he has a phone and laptop. He uses his friend's shed to cook and get electricity. Benedict feels that his simple lifestyle keeps him closer to nature.

B: 1. First; 2. Second; 3. Last; 4. Before; 5. Once

C: Answers will vary.

D: Answers will vary.

REVIEW

A: 1. e; 2. h; 3. b; 4. f; 5. a; 6. g; 7. c; 8. d

B: 1. luxury; 2. encouraged; 3. be; 4. reduced; 5. of; 6. is

C: 1. An email about summer camp is sent by the school every year. / Every year, an email about summer camp is sent by the school.

2. Christmas dinner is always prepared by my mom in our house. / In our house, Christmas dinner is always prepared by my mom.

3. A lot of money is spent on gifts during the holidays. / During the holidays, a lot of money is spent on gifts.

4. The internet is used by people in their twenties every day. / The internet is used every day by people in their twenties.

5. Sometimes the things that really matter are forgotten. / The things that really matter are sometimes forgotten.

6. Progress is made when we work hard. / When we work hard, progress is made.

VIDEO

A: Checked items: a dog toy; a camera; yellow taxis; a computer; a park; knee protection; a backpack; the subway

B: 1. F; 2. T; 3. F; 4. F; 5. T

C: 1. b; 2. c; 3. b; 4. a; 5. c

D: 1. dog; 2. girlfriend; 3. way; 4. connect; 5. world; 6. lonely

E: Answers will vary.

Unit 8: Conservation

Lesson A

A: 1. climate; 2. extinct; 3. disappear; 4. species; 5. habitat; 6. wild

B: 1. f; 2. d; 3. g; 4. c; 5. a; 6. b; 7. e

C: 1. If my dad lets me get a pet, I**'ll / will** get a dog.

2. Eventually, there**'ll / will** be no fish in the sea if people continue to overfish illegally.
3. **If the** ice caps continue to melt, the oceans will get warmer.
4. Saul **will** sell his land if the developers agree not to build a hotel there.
5. If animals ~~will~~ **live** in zoos for a long time, they won't survive in the wild.

D: 1. don't protect, will lose; 2. won't go, tell; 3. will disappear, continues; 4. cut, won't have; 5. go, 'll see; 6. will become, don't stop

Lesson B

A: 1. months; 2. habitats; 3. Hunting; 4. 27,000; 5. 14 percent; 6. decreased; 7. the government

B:

Name of species:	vaquita porpoise
Type:	mammal
Country:	Mexico
Habitat:	in the sea / Gulf of California
Reason for becoming extinct:	They get stuck in fishing nets used to catch other sea animals.
Number left in 2017:	30
Number left in 2018:	12

C: 1. disappear, will grow up – T; 2. continue, will lose – T; 3. will increase, continue – F; 4. catches, moves – F

Lesson C

A: 1. d; 2. c; 3. e; 4. a; 5. f; 6. b

B:

Count Nouns	Non-Count Nouns
bird	money
conservationist	music
fishing net	wildlife

C: 1. Too few people; 2. Many animals; 3. too little ice; 4. some water; 5. Too much trash; 6. a little love and care

D: 1. a; 2. d; 3. c; 4. b

Lesson D

A: 1. c; 2. e; 3. a; 4. b

B: 1. g; 2. e; 3. b; 4. c; 5. f; 6. d; 7. a

C: 1. animals; 2. are endangered; 3. colorful; 4. outside; 5. birds; 6. little; 7. 2

D: 1. F; 2. NI; 3. F; 4. T; 5. NI; 6. F; 7. T

Lesson E

A:

Cause	Problem	Consequence
g	**Elephants are hunted for their ivory.**	a
e	**Overfishing is killing all the fish.**	d
c	**It's difficult to stop poachers at night.**	f
b	**Only 500 bald eagles existed in the US in the 1960s.**	h

B: 1. even though; 2. but; 3. If; 4. so

C: Answers will vary.

D: Answers will vary.

REVIEW

A. 1. c; 2. e; 3. f; 4. a; 5. d; 6. b

B. Answers will vary. Sample answers:

1. If we protect endangered animals, they won't become extinct.
2. There will be no more rhinos if people continue to hunt them.
3. If we destroy natural habitats, some animals won't have enough to eat.
4. If global temperatures continue to increase, the Arctic ice will melt.
5. Many species of fish will die if we continue to pollute the sea.
6. If people continue to fish too much, there will be no bluefin tuna left.

C. 1. slowly; 2. carefully; 3. easily; 4. quietly; 5. rapidly; 6. badly; 7. happily

D. 1. a lot of; 2. too little; 3. Too many; 4. A little; 5. too many; 6. A lot of; 7. Too many

VIDEO

A: 1. F; 2. T; 3. T; 4. F; 5. T; 6. F

B: Answers may vary. Sample answers:

1. Legadema takes the baby baboon into the tree.
2. Legadema protects the baby baboon (from the hyena).
3. Legadema takes care of the baby baboon.
4. Legadema wants to play with the baby baboon.
5. Legadema and the baby baboon sleep together.
6. Legadema doesn't kill the baby baboon.

C:

Species of Big Cat	50 Years Ago	Today
Lions	450,000	**20,000**
Tigers	**45,000**	3,000
Cheetahs	50,000	**12,000**
Leopards	700,000	**50,000**

D: 1. Poaching; 2. affects; 3. necessary; 4. planet; 5. grandparents

Unit 9: Life Now and in the Past

Lesson A

A: 1. opportunity; 2. set off; 3. beyond; 4. published; 5. silk; 6. trade; 7. challenging; 8. exchange

B: 1. f; 2. b; 3. a; 4. e; 5. c; 6. d

C: 1. People used to ~~listened~~ **listen** to the radio.

2. A short hair style called a *bob* ~~use~~ **used** to be fashionable for women.
3. A dance called *the Charleston* used ~~being~~ **to be** popular.
4. People used **to** listen to the radio to get the news.
5. Women ~~don't~~ **didn't** use to wear pants very often; they used to wear dresses and skirts.
6. Most Americans used to ~~went~~ **go** to the movies once a week.
7. People didn't ~~used~~ **use** to listen to rock music; they listened to jazz.
8. **A:** How **did** people use to travel?

   B: They used to travel by car, train, or boat.

Lesson B

A: 1. Did everyone use to go to school? No.

2. Did there use to be a lot of traffic? No.
3. Did the city use to be greener? Yes.
4. Did Miguel's grandmother use to go dancing? Yes.

5. Did people use to travel easily? No.

6. Did people use to shop in large supermarkets? No.

B: 1. T; 2. F; 3. F; 4. T; 5. F; 6. F

C: 1. horses; 2. high-rise buildings; 3. forest; 4. trade; 5. waste

Lesson C

A: 1. bring up; 2. turning on; 3. figure things out; 4. put on; 5. help out; 6. bring back

B: 1. Put it on; 2. bring them up; 3. figure it out; 4. bring them back; 5. turn it on; 6. help her out

C: 1. was done; 2. were eaten; 3. wasn't typed; 4. weren't added; 5. weren't shared; 6. weren't made; 7. were used

D: 1. Food was bought locally.

2. Fast food wasn't / was not eaten.

3. Food wasn't / was not bought from large supermarkets.

4. Salt was used to preserve food.

5. Food was cooked in stone ovens.

6. Meat was often boiled.

7. Food wasn't / was not wasted.

Lesson D

A: Answers will vary.

B: Paragraph 1: c; Paragraph 2: a; Paragraph 3: b; Paragraph 4: d

C: 1. crafts; 2. in exchange for; 3. trustworthy; 4. a win-win for everyone; 5. swap; 6. ancient

D: 1. F – Bartering wasn't only used in the past. In some cultures, it is still used today.; 2. T; 3. F – Bartering didn't stop when people started to use money. It became more organized.; 4. F – You can't bring back the item; 5. F – they don't have to exchange the same kind of thing; 6. T

E: 1. in 6000 BCE; 2. salt; 3. Europeans / people from Europe; 4. honest and trustworthy; 5. services

Lesson E

A: 1. famous; 2. huge; 3. amazing; 4. proud; 5. ancient

B: 1. famous; 2. amazing; 3. large; 4. ancient; 5. important; 6. colorful

C: Answers will vary.

D: Answers will vary.

REVIEW

A: 1. challenging; 2. opportunities; 3. exchange; 4. silk; 5. trade; 6. set off; 7. published; 8. beyond

B: 1. did, use to live; 2. used to write; 3. used to make / create; 4. didn't / did not use to have; 5. used to depend; 6. used to create / make; 7. used to build; 8. used to decorate

C: 1. e; 2. d; 3. b; 4. f; 5. c; 6. a

VIDEO

A: 1. leader; 2. 13th; 3. Asia; 4. city after city; 5. warrior; 6. empire; 7. continent

B: Checked boxes: 1; 2; 3; 5; 7

C: 1. c; 2. f; 3. e; 4. b; 5. a; 6. d

D: 1. works; 2. engineering; 3. Mongolia; 4. conserving; 5. satellite images; 6. ancient; 7. no idea

Unit 10: Travel

Lesson A

A: 1. apply for a visa; 2. online booking; 3. destination; 4. check-out; 5. departure; 6. search; 7. make reservations

B: 1. choose; 2. apply for; 3. search for; 4. make; 5. book; 6. pack

C: 1. doesn't have to / doesn't need to; 2. don't have to / don't need to; 3. have to / need to; 4. must / have to / need to; 5. have to / need to / must; 6. don't have to / don't need to; 7. must / have to / need to

Lesson B

A: Answers will vary.

B: 1. Indonesia; 2. Japan; 3. Mexico

C: 1. F; 2. T; 3. NI; 4. F; 5. NI; 6. T

D: 1. c; 2. b; 3. a; 4. c; 5. c; 6. b

Lesson C

A: 1. c; 2. e; 3. d; 4. a; 5. b

B: 1. passport; 2. online; 3. destination; 4. flight; 5. gate

C: 1. can't; 2. must; 3. need to; 4. must; 5. must not

D: a. airline agent; b. airline agent; c. traveler
1. must / have to; 2. can't; 3. can't; 4. must / have to; 5. can't

Lesson D

A: 1. a; 2. c; 3. b

B: 1. vacationers; 2. lost their lives; 3. chilling out; 4. summit; 5. athletic; 6. scenery

C: 1. NI; 2. T; 3. F; 4. T; 5. NI; 6. F; 7. F; 8. T

D:

	Denali	Eagle's Nest	Inga Rapids
1. You must go underwater.		✓	
2. You have to suffer very cold temperatures.	✓		
3. You have to paddle in fast waters.			✓
4. People have died here.	✓	✓	✓
5. You need a long vacation to do this.	✓		
6. You need a lot of diving experience.		✓	
7. You must be able to swim.		✓	✓

Lesson E

A: 1. Few places are as magical to visit as the beaches on Vaadhoo Island in the Maldives., Come and see for yourself because seeing is believing.

2. While the famous blue stars on Vaadhoo Island may appear magical, there is a more scientific reason for these strange lights., In the end, it's not magic after all, just science.

B: a. 2; c. 1

C: 1. but; 2. In fact; 3. Because; 4. So

D: Answers will vary

E: Answers will vary.

REVIEW

A: 1. c; 2. b; 3. b; 4. c; 5. a; 6. c

B: 1. d; 2. f; 3. e; 4. b; 5. a; 6. c

C: 1. have to / must; 2. can't; 3. doesn't have to; 4. must / have to; 5. has to / must; 6. can't; 7. don't have to; 8. must / have to

VIDEO

A: 2; 4; 5; 1; 3

B: 1. b; 2. d; 3. a; 4. c

C: 1. Leonardo da Vinci's; 2. At Burning Man; 3. They burn it or take it home.; 4. No; 5. The way the artwork makes you feel

Unit 11: Careers

Lesson A

A: 1. c; 2. a; 3. d; 4. e; 5. f; 6. b

B: 1. assistant; 2. qualifications / experience; 3. experience / qualifications; 4. volunteer; 5. training; 6. boss; 7. employees

C: 1. You should do volunteer work; 2. You had better send your application today; 3. You shouldn't wear shorts; 4. You should remember to smile; 5. You had better practice your Russian; 6. You shouldn't arrive late

Lesson B

A: 1. often; 2. on the company website; 3. years; 4. working well in a team; 5. many things at the same time; 6. work in an office; 7. good

B: 1. F; 2. NI; 3. T; 4. T; 5. F; 6. T; 7. F; 8. NI

C: 5 – Where do you see yourself in five years? ↘

2 – Why are you interested in digital marketing? ↘

7 – Is there any training required for the job? ↗

8 – Are there any opportunities to travel with the job? ↗

4 – Are you good at working under pressure? ↗

1 – How did you hear about the position? ↘

6 – Do you have any questions for me? ↗

3 – Do you consider yourself good with people? ↗

Lesson C

A:

Noun Form	*I feel...*	*The experience was...*
surprise	surprised	surprising
interest	interested	interesting
boredom	bored	boring
satisfaction	satisfied	satisfying
terror	terrified	terrifying

B: 1. interesting; 2. interested; 3. embarrassed; 4. surprising; 5. terrifying; 6. satisfied

C: 1. anyone / someone; 2. everyone; 3. anywhere; 4. somewhere; 5. anything; 6. anyone / everyone; 7. No one; 8. someone

Lesson D

A: Answers will vary.

B: 1. d; 2. c; 3. e; 4. b; 5. a

C: 1. think outside the box; 2. technical skills; 3. terrifying; 4. job priorities; 5. people skills; 6. valuable

D: Skills mentioned in the article: creativity; interpersonal skills; technical skills; STEM skills; coding; critical thinking; people skills; communication skills

E: 1. T; 2. F – Robots and machines won't take everyone's jobs. (But they will change human jobs.); 3. T; 4. F – Humans have better people skills and are more creative than robots.; 5. F - Jobs will change in the future; 6. T; 7. Creativity and communication skills will be important; 8. T

Lesson E

A: 1. Joy; 2. Lev; 3. Sofía; 4. Yu Yan; 5. Derick

B: Answers will vary.

C: Answers will vary.

REVIEW

A: 1. boss; 2. assistant; 3. qualifications; 4. owner; 5. experience

B: 1. had; 2. should; 3. shouldn't; 4. better; 5. get

C: 1. bored; 2. surprising; 3. satisfying; 4. terrified; 5. interesting

D: 1. Everyone is going to study abroad.

2. No one is studying medicine here. / No one here is studying medicine.

3. I want to work somewhere I already know.

4. He did nothing all weekend.

5. That was something he learned in his writing class.

VIDEO

A: 2; 1; 4; 3

B: 1. a; 2. b; 3. b; 4. a; 5. a; 6. b

C: 1. thirty; 2. twenty-five, seventy; 3. thousands, fifteen; 4. twelve; 5. fifty

Unit 12: Celebrations

Lesson A

A: 1. annual; 2. celebrated; 3. well-known; 4. crowds; 5. participate; 6. takes place; 7. costumes

B: 1. f; 2. d; 3. c; 4. b; 5. e; 6. a

C: 1. Mardi Gras is as big as Holi.

2. The Cannes Film Festival is as well known as the Venice Film Festival.

3. Thanksgiving isn't / is not as long as Hogmanay.

4. Art fairs are as interesting as music festivals.

5. Festivals in the Philippines are as colorful as festivals in the Caribbean.

6. The Carnival in France isn't / is not as popular as the Carnival in Brazil.

Lesson B

A: 1. No, Holi celebrations aren't as long as Nowruz celebrations.

2. He will celebrate it in Los Angeles.

3. They eat grilled meat, rice, and colorful cookies.

4. It is also called the festival of colors or the festival of love.

5.They paint each other. / They sing songs. / They play. / They throw colored water at each other. / They light bonfires before Holi begins.

6. He asks her to send him some pictures.

B: 1. Holi; 2. Nowruz; 3. Nowruz; 4. Nowruz; 5. Holi; 6. Holi; 7. Nowruz

C: 1. There are a lot of parties and street shows. ↗ ↘

2. Is Nowruz celebrated all over the world, or only in Iran? ↗ ↘

3. People sing, dance, and make crafts. ↗ ↗ ↘

4. People eat sweet flatbread, deep-fried dumplings, and rice. ↗ ↗ ↘

5. Children sing songs, play, and ask for sweets. ↗ ↗ ↘

6. Is Nowruz celebrated on March 20th or 21st this year? ↗ ↘

7. Holi is a celebration of colors and love. ↗ ↘

8. Before the festival begins, people clean their houses and buy new clothes. ↗ ↘

Check boxes: 1; 2; 3; 6; 7

Lesson C

A: 1. Congratulations; 2. Year; 3. done; 4. job; 5. birthday; 6. luck

B: 1. Happy birthday!; 2. Good luck!; 3. Great job! / Well done!; 4. Congratulations!; 5. Happy New Year!

C: 1. 'd rather do; 2. 'd rather go; 3. 'd rather see; 4. 'd rather get; 5. 'd rather not take

Lesson D

A: a. 3; c. 4; d. 1; e. 2

B:

Name of the event	sweet sixteen	bar mitzvah / bat mitzvah	**fiesta de quince años**
At what age is it celebrated?	16	**13**	15
Where is it celebrated?	**US and Canada**	in the Jewish community	in Hispanic cultures

C: 1. F; 2. T; 3. F; 4. F; 5. F; 6. T; 7. F

D: 1. as important as; 2. as young as; 3. as old as; 4. as expensive / big as; 5. as big / expensive as

E: Answers will vary.

Lesson E

A: 1. b; 2. c; 3. d; 4. a; 5. e

B:

Topic sentence:	In my opinion, no festival is better than the annual Carnival in Brazil.
Supporting reasons:	**1.** Juliana's favorite part is the Samba School Parades. **2.** They're very big events. **3.** The costumes are beautiful. / The floats are amazing. **4.** Juliana loves dancing in the parades.
Conclusion:	It's amazing to be part of such a wonderful event.

C: Answers will vary.

D: Answers will vary.

REVIEW

A: 1. costumes; 2. crowds; 3. holiday; 4. celebrated; 5. annual; 6. takes place; 7. participated; 8. well-known

B: 1. Hogmanay is not / isn't as long as Chinese New Year.

2. The tickets for the New Year's Eve party are as expensive as the concert tickets. / The concert tickets are as expensive as the tickets for the New Year's Eve party.

3. The Leon International Balloon Festival is not / isn't as big as the Albuquerque International Balloon Fiesta.

4. Mardi Gras is as well known as Oktoberfest. / Oktoberfest is as well known as Mardi Gras.

5. Halloween is not / isn't as old as Day of the Dead.

6. The Summer Fair is as popular as the 4th of July Picnic. / The 4th of July Picnic is as popular as the Summer Fair.

C: Answers will vary. Sample Answers:

1. On New Year's Eve, would you rather go out or stay in? I'd rather...

2. On your birthday, would you rather get emails or (get) birthday cards? I'd rather get...

3. On the last day of English class, would you rather have a test or (have) a party? I'd rather have...

4. Next weekend, would you rather see your friends or spend time with your family? I'd rather...

5. On your next vacation, would you rather relax or do something exciting? I'd rather...

VIDEO

A: 1. c; 2. a; 3. b; 4. b; 5. a; 6. b

B: 1. F – it felt higher than it really was; 2. T; 3. F – people from all over the world come to watch Jacinta; 4. T; 5. F – Jacinta always concentrates 100% when she climbs the pole.; 6. F – Jacinta's family thinks of her as an artist now.; 7. F – Jacinta comes from a family of flyers.

C: 5; 6; 1; 4; 3; 2

D. Answers will vary.

World English, Third Edition features extended writing instruction and practice across all components. Complete lessons in the Student's Book and printed Workbook contain explicit skill instruction and writing models to give students a chance to reflect on the English they have learned and to develop an indispensable academic skill. Furthermore, the Writing and Communication lesson in the *World English* Online Workbook guides students through the planning, writing, and revising stages of process writing. The following Writing Program is designed for teachers seeking additional practice that is closely aligned with the theme of each unit.

Unit	Writing Task
UNIT 1 Time Expressions	Identify time expressions in sentences. Complete sentences with time expressions. *yesterday*, *always*, *last month*, *at the moment*, *right now*, *every Friday*, etc.
UNIT 2 Brainstorming	List ideas before writing. Complete a paragraph about personal experiences using listed ideas.
UNIT 3 Topic Sentences	Identify the topic sentence in a paragraph. Write an appropriate topic sentence.
UNIT 4 Supporting Details	Identify supporting details in a paragraph. Complete a paragraph with appropriate supporting details.
UNIT 5 Specific Information	Identify specific information in sentences. Write a paragraph about an unusual / challenging experience using specific information.
UNIT 6 Writing Questions	Answer *Wh-* questions in complete sentences. Write *Wh-* questions using different verb forms. *When did you begin to learn English? In your opinion, what's the perfect age to get a job?*
UNIT 7 Sequence Words	Identify sequence words in a paragraph. Write a paragraph that describes a process using sequence words. *first*, *second*, *next*, *then*, *lastly*, *finally*, etc.
UNIT 8 Compound Sentences: *And*, *So*	Learn about compound sentences. Write compound sentences using *and* and *so*.
UNIT 9 Compound Sentences: *But*, *Or*	Write compound sentences using *but* and *or*.
UNIT 10 Pros and Cons	Identify pros and cons. Write a paragraph explaining the pros and cons of a topic.
UNIT 11 Descriptive Adjectives	Identify descriptive adjectives in a job description. Write a paragraph about a dream job using descriptive adjectives. *interesting*, *challenging*, *reliable*, *energetic*, *experienced*, etc.
UNIT 12 Giving Reasons	Learn about different ways to state reasons. Write a paragraph about an important holiday, providing reasons for statements. *because*, *since*, *so*, *to* + verb

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Unit 1: Food for Life

Time Expressions

A Read the text.

Time expressions tell us when something happens. For example, *right now* tells us that something is happening now; *every day* tells us that something happens daily; and *last night* tells us that something happened late yesterday. Time expressions usually come at the beginning of a sentence or at the end of a sentence. Some time expressions are adverbs (*usually*, *always*, *never*, etc.) and come before the main verb.

B Read the sentences and underline the time expressions.

1. Yesterday, Robert made his family's favorite rice dish.
2. Every Saturday, Sofia cooks breakfast for her parents.
3. Sam and Eddie went to an Argentinian restaurant last month.
4. At the moment, they're shopping for shoes.
5. Walter is working in his garden right now.
6. Sometimes, my brother eats popcorn for dinner.
7. My family tried a paleo diet last year.
8. We usually eat lunch in the cafeteria.

C Read the sentences from **B** again. Then write each time expression in the correct column.

Now Time expressions to use with the present continuous	**Habits / General Truths** Time expressions to use with the simple present	**Completed** Time expressions to use with the simple past

D Complete the sentences so they are true for you. Then check your sentences. Did you use the correct verb form with each time expression?

1. Yesterday, _____.
2. Right now, _____.
3. I usually _____.
4. _____ last week.
5. _____ every morning.
6. Sometimes, _____.
7. _____ at the moment.
8. I never _____.

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Unit 2: Express Yourself

Brainstorming

A Read the paragraph.

My name is Catherine, and I'm 15 years old. I'm a young person, but I've already had a very interesting life. For example, I've learned two languages. My first language is French, and my second language is English. I've never traveled to another country, but I've been to many different cities in this country. I've read many books, and I've taken ballet classes. I've also learned how to change the battery in a car. I think I've done quite a lot for a 15-year-old!

B Read the paragraph again and underline the present perfect verbs. Then list the things Catherine has and hasn't done.

Catherine has . . .	**Catherine hasn't . . .**
1. _____	**1.** _____
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	

C Brainstorm a list of things you have and haven't done in your life.

I have . . .	**I haven't . . .**
1. _____	**1.** _____
2. _____	
3. _____	
4. _____	
5. _____	

D Write a paragraph about yourself using your ideas from **C**. Use Catherine's paragraph as a model.

My name is _____, and I'm _____ years old. I believe I've already had a very interesting life. For example, _____

_____

_____

I've never _____,

but I've _____

_____

_____

I think I've done quite a lot in my life so far, and I hope to do a lot more in the future!

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Unit 3: Cities

Topic Sentences

A Read the paragraph. Underline the first sentence. The first sentence in a paragraph is often the topic sentence. It states the main idea and the controlling idea of the paragraph.

My neighborhood is changing fast. Last year, people had to walk very far to catch the bus. Now, the bus goes right down the main street. I only have to walk one block to catch it. With the new bus service, my neighborhood looks more attractive to new people. There are a lot of new restaurants and stores nearby. Many people are building houses here. Next year, this neighborhood will be more crowded.

B Read the other sentences in the paragraph again. List three ways that the writer's neighborhood is changing.

1. _____

2. _____

3. _____

C Read the paragraph and choose the best topic sentence.

_____

Residents of large cities need a place to relax and breathe fresh air. City parks have trees and birds, so residents can rest and connect with the natural world. In addition, city parks are places for family fun. Parents and their children can run or do other exercises in a park. People can also participate in organized sports, such as soccer or baseball, in some parks.

1. Parks are good places for city residents to get some exercise.

2. Parks are important places for people who live in cities.

3. Parks are a natural habitat for wild animals.

D Read the following paragraph. Then write a good topic sentence.

_____. For example, rural areas are usually quiet, so people who live there can sleep well at night. Rural areas are also clean. They are much less polluted than big cities, which is better for residents' health. Another advantage of rural life is the opportunity to see plants and animals every day. In rural areas, people don't have to go to the zoo or to a park to see the natural world.

WORD FOCUS

A **rural** area is in the country and is not close to a large city.

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Unit 4: The Body

Supporting Details

A Read the paragraph and underline the topic sentence. Remember, the topic sentence says the main idea of the paragraph.

There are many things you can do to help a bad cold. Last week, I had a sore throat, a cough, and a stuffy nose. My mom gave me some warm tea with honey. I also took some cough medicine. In addition, I went to bed early and drank a lot of water. After four days, my cold was finally gone.

B A good paragraph contains a topic sentence and supporting details. Supporting details provide more information to back up the idea in the topic sentence. Write the supporting details from the paragraph in the correct columns.

The Symptoms	The Mother's Actions	The Writer's Actions	How long was the illness?

C Read the paragraph. Then cross out the sentence that does NOT have a good supporting detail. Remember, supporting details should always be about the topic sentence.

I do several things every day to stay healthy. For example, I always get some exercise. On some days, I run or play tennis, and on other days, I just go for a long walk. Another thing I do to stay healthy is to watch my diet. I avoid sweets, and I eat as many vegetables as possible. My dad is the best cook in the family. Finally, I get enough sleep at night. That way, I feel good in the morning, and I have the energy to exercise.

D Write two more sentences with supporting details for this paragraph.

My brother Paul has an unhealthy lifestyle. He works too hard, and he never takes any time to relax.

In addition, _____

_____. He also _____

_____.

I worry about my brother because of these unhealthy habits.

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Unit 5: Challenges

Specific Information

A Number the sentences (1–7) to put them in the correct order.

_____ After I got on the bus, I heard some strange sounds.

_____ Fortunately, nobody was hurt, but we were all very scared!

_____ Every time the bus slowed down, there was a loud squealing sound, and then a low "clunk" when the bus stopped.

_____ I had a very frightening experience last Sunday.

_____ I wanted to go shopping downtown, so I took the number 52 bus.

_____ After a few minutes, the bus driver tried to stop to pick up some passengers, but the bus kept going!

_____ It didn't stop until the driver went into an area on the side of the road with grass and some small trees.

B Using specific information makes your writing more interesting and helps the reader understand your ideas. This information can include dates, times, locations, adjectives, and step-by-step actions. Read the sentences from **A** again and underline the specific information.

C Think of something unusual or challenging that happened to you. Complete the chart with details about it.

Dates / Times	Locations	Adjectives	Step-by-Step Actions

D Now write your own paragraph using specific information.

I had a(n) _____ (adjective) experience _____ (time / date).

_____

_____

_____

_____

_____

_____

_____

E Check the verbs in your paragraph. Did you use the simple past to describe things that happened?

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Unit 6: Transitions

Writing Questions

A Read the questionnaire. Answer the questions in complete sentences.

Questionnaire

1. What's your name? _____
2. How old are you? _____
3. How long have you lived at your current address?

   _____
4. How many times have you moved?

   _____
5. When did you complete elementary school?

   _____
6. When did you begin to learn English?

   _____
7. Where did you go the last time you traveled?

   _____
8. Who has helped you during a difficult stage of your life?

   _____
9. In your opinion, what's the perfect age to learn to drive?

   _____
10. In your opinion, what's the perfect age to get a job?

    _____

B Write a short questionnaire with four *Wh-* questions. Use the simple past for at least one question and the present perfect for at least one question.

Mini-Questionnaire

1. _____
2. _____
3. _____
4. _____

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Unit 7: Things That Matter

Sequence Words

A Sequence words are often used to show the order of the steps in a process (how something is done). Read the list of sequence words.

Sequence Words

first	second	next	after	later	lastly	finally

B Read the paragraph and underline the sequence words.

Some of the most expensive clothing in the world is made from cashmere, a very soft, warm fabric. But how is this luxury fabric made? It all starts with special goats. First, the long, soft hair is cut from the animals or is removed with combs. Next, the hair is washed to remove any dirt or oils. After the hair is clean and dry, it is made into yarn or thread—very long, thin strings of cashmere that can be woven into fabric for coats or knitted into scarves and sweaters. Finally, the finished cashmere product is sold, usually for a very high price.

C Read the paragraph again and circle the verbs in the passive voice.

D Read the recipe for cheese and potato soup. Then write a paragraph describing the process. Remember to start with a topic sentence and use sequence words.

Step 1: Cook onions, carrots, and celery in a pot with a small amount of oil.

Step 2: Stir in a teaspoon of flour.

Step 3: Add four cups of water or chicken stock to the pot.

Step 4: Put one pound of chopped potatoes into the pot and cook for 20 minutes.

Step 5: Add half a cup of milk and half a pound of cheddar cheese to the pot and stir until the soup is smooth and creamy.

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Unit 8: Conservation

Compound Sentences: *And*, *So*

A Match the causes to their effects.

Causes	Effects
_____ **1.** temperatures below 32°F	**a.** sunburn
_____ **2.** getting older	**b.** gray hair
_____ **3.** too much time in the sun	**c.** extinction
_____ **4.** too little sleep	**d.** water freezes
_____ **5.** loss of habitat	**e.** falling asleep in class

B Read the sentences and underline the words *and* and *so*. What do these words do in the sentences? What kind of punctuation mark comes before these words?

1. Plastic straws can hurt sea turtles, so some restaurants have stopped using them.

2. Many fishing boats are catching too many fish, and they are using dangerous methods.

3. The animal rescue center wants to teach people about conservation, so they are building a visitor center.

4. Some conservation organizations hold events to raise money, and famous people attend.

5. I'm very interested in helping endangered species, so I started volunteering for a conservation organization.

C Read the text.

Compound sentences have two or more clauses. Each clause has a subject and a verb, and the clauses are connected with a word such as *and* or *so*. *And* is used to add information, and *so* is used to show the result of something.

Clause: The electricity went out.

Clause: We couldn't watch television.

Compound Sentence: The electricity went out, so we couldn't watch television.

D Write compound sentences using the clauses below and *and* or *so*.

1. I like to make cookies. I like to share them with my coworkers.

_____

2. She makes her own bread. She doesn't need to go to the bakery.

_____

3. Kevin has a terrible job. He's looking for a better one.

_____

4. We'll visit my grandmother. We'll celebrate her birthday.

_____

5. Mrs. Carter is an excellent teacher. You'll enjoy her class.

_____

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Unit 9: Life Now and in the Past

Compound Sentences: *But, Or*

A Read the activities and label them *past* or *present*. Then add one more activity from the past and one from the present.

_____ **1.** cooking food on an outdoor fire
_____ **2.** using horses for farmwork
_____ **3.** texting your friends several times a day
_____ **4.** using large machines for farmwork
_____ **5.** cooking on an electric stove
_____ **6.** _____
_____ **7.** _____

B Read the sentences. Underline the words *but* and *or*. What do these words do in the sentences? What kind of punctuation mark comes before these words?

1. People used to write letters, but now everyone sends emails.
2. You can send emails quickly, but they're not as personal as letters.
3. People used to visit family members on holidays, or they used to stay home when they couldn't afford to travel.
4. My family didn't use to be very big, but my cousins have a lot of children now.
5. As a child, I liked to play games with my friends, or sometimes I stayed in the house and read books.

C Remember, compound sentences have two or more clauses. The clauses can be connected with words like *but* and *or*. *But* is used to show a contrast, and *or* is used to talk about two options or possibilities. Make compound sentences using the clauses below and *but* or *or*.

1. I used to play volleyball. Now I prefer baseball.

_____

2. My grandmother used to walk to work. She used to take the bus in bad weather.

_____

3. It's very hard work. You'll be happy when you finish it.

_____

4. I've always done my homework on time. I've gotten permission from the teacher to hand it in late.

_____

5. She liked to talk on the phone. She didn't like to pay the phone bill.

_____

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Unit 10: Travel

Pros and Cons

A There are good things and bad things about traveling. Write each phrase in the appropriate column.

delayed flights	getting vaccinated	learning something new
paying for everything	seeing beautiful scenery	trying new foods

Pros	Cons

B Read the paragraph. Circle the pros and underline the cons.

Traveling lets you experience new places and meet new people, but it can be stressful. Delayed flights and time changes can make travel very tiring. It can be expensive, too, but it's good to take a break from work and school. My favorite thing to do when I travel is to try new foods. I really enjoy discovering a delicious dish that I've never eaten before. In my opinion, there are more pros than cons of traveling, and I try to take at least one trip a year.

C Choose a topic you want to write about. List some pros and cons about the topic. Then write a new paragraph with a topic sentence and supporting details.

My topic:

Pros	Cons

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Unit 11: Careers

Descriptive Adjectives

A Imagine that your company needs a new employee. Check the qualities the new employee should have. Use a dictionary to look up any new vocabulary.

_____ hardworking
_____ experienced
_____ lazy
_____ friendly
_____ reliable
_____ energetic
_____ imaginative
_____ unmotivated

WRITING NOTE

Descriptive adjectives can make a piece of writing clearer and more interesting.

B Read the job description and underline the descriptive adjectives. Does the description make you want to apply for the job?

Part-Time Carpenter

Opportunity in a new and exciting furniture company! Work in a clean, well-lit building. We are looking for employees who are energetic and reliable. Hours are early morning to mid-afternoon, so late sleepers shouldn't apply for the job. If you would like to create beautiful handmade furniture in a friendly workplace, we are looking for you!

C Write a paragraph to describe your dream job, including workplace, schedule, boss / coworkers, and job duties. Use some of the descriptive adjectives from the box, or other adjectives.

beautiful	challenging	creative	enormous	exciting
flexible	friendly	interesting	motivating	secure

When I have my dream job, I will work _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Unit 12: Celebrations

Giving Reasons

A Match the celebrations to the reasons people celebrate them.

_____ **1.** a birthday	**a.** to begin the new year in a good way
_____ **2.** New Year's Day	**b.** to honor the women who raise children
_____ **3.** an anniversary	**c.** to remember a country's independence
_____ **4.** Independence Day	**d.** to recognize the day someone was born
_____ **5.** Mother's Day	**e.** to honor a couple's marriage / relationship

B Read the text.

Writers often need to give reasons to explain and support their topic sentences. Below are some common words and phrases that can be used to describe reasons:

- *because*
  I ran to school ***because*** *I got up late.*
- *since*
  I'll call her tomorrow ***since*** *it's her birthday.*
- *so*
  It's a special day, ***so*** *everyone eats cake.*
- infinitive of purpose (*to* + verb)
  We light candles ***to honor*** *family members who have died.*

C Read the following paragraph and underline the reasons the writer gives.

Chuseok is a meaningful holiday for me because it's a time when Korean people honor their families. The exact date of Chuseok changes from year to year since it depends on the lunar calendar. Some families visit the cemetery, bringing food or flowers to honor their ancestors. Most importantly, Korean people want to be with their families at Chuseok time, so it's a very popular time to travel.

D Write your own paragraph about a holiday that is important to you. Give reasons using *because*, *since*, *so*, or infinitives of purpose.

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Communication Activities

Unit	Goals	Language Focus
UNIT 1 Food for Life	• Identify common and holiday dishes • Prepare a menu • Describe food	food vocabulary simple present
UNIT 2 Express Yourself	• Interview a partner • Ask and answer questions about past activities • Retell a partner's information	*Have you ever . . . ?* *I've never . . .* *I've ____ before . . .*
UNIT 3 Cities	• Rank characteristics of a city • Communicate preferences • Give reasons for selections	*I think ____ should be number 1 because ____.* *We decided ____ should be third because ____.*
UNIT 4 The Body	• Discuss healthy and unhealthy habits and routines • Give personal opinions about health habits • Support personal opinions	*I agree because . . .* *I disagree . . .* *It depends because . . .*
UNIT 5 Challenges	• Talk about challenges • Describe personal capacity to meet or not meet a specific challenge	*enough, not enough, too ____*
UNIT 6 Transitions	• Respond to a survey about lifetime experience • Share personal information with a partner	*The biggest transition in my life has been . . .* *I had never . . . until I . . . .*
UNIT 7 Things That Matter	• Work with a group to brainstorm a marketing campaign • Present and promote a new product to the class	*. . . is made from . . .* *. . . is produced by . . .* *. . . will change your life because . . .*
UNIT 8 Conservation	• State future consequences of a possible event • Continue a conversation	*If . . . , there will be . . .* *If . . . , you will have to . . .* *That's true, but . . .*
UNIT 9 Life Now and in the Past	• Describe uses of a common object from the past • Guess which object a partner is describing	*It was used . . .* *People used to . . .*
UNIT 10 Travel	• Make choices based on a presented scenario • Give reasons for choices	*I need ____ because . . .* *It will be good to have ____ for ____.*
UNIT 11 Careers	• Make a choice based on information presented • Explain a choice and give reasons	*I am perfect for this job because . . .* *This is the best job for me because . . .*
UNIT 12 Celebrations	• Interview classmates and record important information • Report the collected information to the class	*What do you celebrate on . . . ?* *Where . . . ?* *Why do you enjoy it?*

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Unit 1 Food for Life

A Imagine you are the owner of a new restaurant that serves food from your native country. You want to bring in a lot of customers, so you are planning a special dinner to introduce them to the food of your country. Answer the questions.

1. What are the most popular dishes and common foods in your country? Make a list.

_____

_____

2. Are there any special holiday dishes that foreigners might like? Describe them.

_____

_____

3. Are there any dishes that foreigners might not like? Should they try these dishes?

_____

_____

B Now choose the menu for your dinner. It should include four dishes and one drink. Write a short description for each one.

Dish 1: _____

Description: _____

_____

Dish 2: _____

Description: _____

_____

Dish 3: _____

Description: _____

_____

Dish 4: _____

Description: _____

_____

Drink: _____

Description: _____

_____

C Tell the class about your restaurant and the menu for your dinner.

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Unit 2 Express Yourself

A Talk to your classmates and find out who has done the activities below. Write the name of the person who has done each thing and ask questions to get more information from them. Write their answers in the chart.

Have you ever lived in another city?

Yes, I have.

Really? Where did you live?

Activity	Name	Information
live in another city		
win a prize		
eat an unusual food		
meet a famous person		
read a very long book		
get an unusual present		
watch a movie in English		
take a difficult test		

B In groups, use the present perfect and simple past to share what you learned about your classmates.

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Unit 3 Cities

A What are the most important things to have in a city? Read the items and add your own idea. Then rank the items from 1 (most important) to 8 (least important).

	Rank
a. A clean environment—no air or water pollution	
b. Interesting nightlife and a lot of entertainment	
c. Many beautiful buildings in all parts of the city	
d. Good public transportation everywhere in the city	
e. Plenty of parks and green spaces for people to enjoy	
f. Good jobs and a healthy economy	
g. A beautiful setting like the ocean or mountains	
h. Your idea:	

B In pairs, talk about your ranking and the idea you added. Then work together to make a ranking that you both agree on. Write notes about your reasons.

	Rank
a. A clean environment—no air or water pollution Reasons:	
b. Interesting nightlife and a lot of entertainment Reasons:	
c. Many beautiful buildings in all parts of the city Reasons:	
d. Good public transportation everywhere in the city Reasons:	
e. Plenty of parks and green spaces for people to enjoy Reasons:	
f. Good jobs and a healthy economy Reasons:	
g. A beautiful setting like the ocean or mountains Reasons:	
h. Your idea: Reasons:	

C Tell another pair about your top three items and explain your reasons.

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Unit 4 The Body

A Read the statements and check (✓) your opinions.

	I agree.	It depends.	I disagree.
1. Modern food is healthier than the traditional food in our country.			
2. Most people worry too much about their health.			
3. Getting enough sleep is as important for health as eating good food.			
4. Medicine that you get from a doctor works better than home remedies.			
5. Most people in this country don't get enough exercise.			
6. All children should have physical education classes in school.			
7. People's lifestyles were healthier in the past than they are now.			
8. A little bit of stress isn't bad for your health.			
9. Walking is the best kind of exercise for everyone.			
10. Eating junk food is as bad for your health as smoking.			

B Compare your answers in small groups. Give reasons for your opinions.

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Unit 5 Challenges

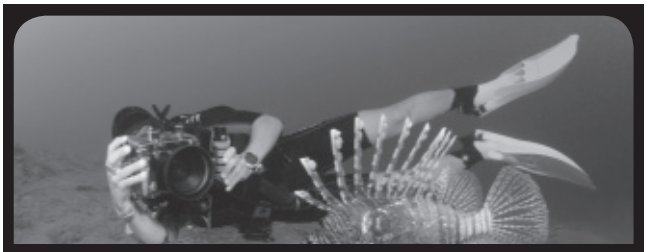
A Read the descriptions of the challenges. Can you do them? Talk to a partner. Use sentences with *enough*, *not enough*, and *too*.

RAISE MONEY TO FEED HUNGRY PEOPLE!

Join the Great Hike Across Australia. Walk for a day, or walk for a month—people will donate money for every mile you walk.

- You must be at least 16 years old.
- You must be fit and able to walk 20 miles in one day.
- We will provide meals, accommodations, and a walk leader who will help you with any problems. You need to buy your plane ticket to Australia.

VISIT OUR WEBSITE FOR MORE DETAILS!



Would you like to live on a tropical island and help with scientific research?

We need volunteers ages 18 to 40 to count fish and take underwater photographs near an island in Central America. We will teach you to scuba dive and use an underwater camera. The program costs $2,000. Please call for more information.

Cross the Atlantic Ocean with us!

We are looking for eight people to sail from Florida to Spain on our boat next year. You don't need experience—we can teach you everything you need to know. We are looking for people who are friendly, relaxed, and reliable. You only need to pay for your food (about $300), and we will pay for everything else. Email if you are interested.

TEACH ENGLISH TO CHILDREN IN AFRICA

Our program is looking for volunteers to help in kindergartens in several countries in Africa. It's OK if English isn't your first language. We need people who can tell stories, sing, and play games with the children in English. You must (1) enjoy children, (2) have good health, (3) come for a training program for one week. We will give you a plane ticket to Africa and pay your living expenses. Call if you are interested.

B With a partner, choose one of the challenges in **A** that you would like to do together.

C Explain your decision to the class.

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Unit 6 Transitions

A Complete the survey with true information about yourself.

Life Experience Survey

1. The biggest transition in my life so far has been when I _____ _____. That was in _____ (year).

2. I had never _____ until I _____.

3. The happiest day in my life was when I _____. I was happy because I had _____.

4. I have _____ many times. The last time I _____ was _____ (when).

5. My biggest mistake was the time I _____ because I had / hadn't _____.

6. I have _____ for a long time.

7. I had never tried _____ before I _____.

8. When I _____, I hadn't _____ in many years.

B Tell your group about your answers, and listen to their experiences. Be sure to ask follow-up questions to get more information.

C Work with a partner from a different group. Tell your partner some of the interesting things you learned about your classmates.

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Unit 7 Things That Matter

A Imagine you work for a company that creates luxury products. Your boss has asked you to choose an ordinary product and plan a way to sell it as a luxury product. Work with a group and answer the questions.

1. What is your product? _____
2. What is the brand name of your product? _____
3. Who will you try to sell your product to? _____
4. Think of ways to describe your luxury product in advertising.
   - It's made from _____.
   - It's produced in _____.
   - Its special features are _____.
   - It's unusual because _____.
   - Everyone wants it because _____.
   - It will change your life because _____.
   - _____
   - _____

B Work together to write a paragraph about your product for an ad. Use some of the ideas from **A** to convince people to buy your product.

_____

_____

_____

_____

_____

_____

C Present your product to the class.

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Unit 8 Conservation

A In pairs, take turns saying one of the sentences below. When your partner says a sentence, use it to talk about what will happen. Try to continue the conversation. Cross out each sentence after you talk about it. For example:

A: I heard we're going to have a test on Monday.

B: If we have a test on Monday, we'll have to spend all weekend studying!

A: That's true, but it's going to rain all weekend anyway. And also. . .

I heard we're going to have a test on Monday.

I love animals, so I've decided to stop eating meat.

I heard the government is going to put more wolves in the forest.

I heard many animal species are going be extinct in the next five years.

I heard the government is going to ban all hunting.

I heard our class time is going to change to 6 a.m.

The weather report says it's going to rain every day this week.

I've decided to stop using plastic drinking straws.

I saw on TV that the zoo might get two baby elephants.

I think I'm going to get a cat.

B Present one of your conversations to the class.

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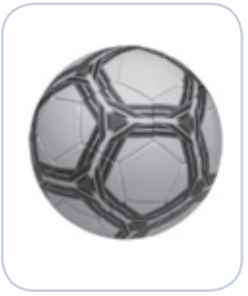
Unit 9 Life Now and in the Past

A Imagine you are an archaeologist in the year 2300 CE. You are looking at these items from the past that were found in an archaeological dig. You don't know their names, but you have some ideas about them. In a group, choose one of the items. Write sentences about it using *used to* and the past passive.

a.



b.

c.

d.

e.

f.

g.

h.

Item: _____

1. It was made _____.
2. It was _____.
3. People used to _____.
4. _____
5. _____
6. _____

B Work with a partner from a different group. Read your sentences from **A** to your partner. Can the other student guess which item you wrote about?

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Unit 10 Travel

A Imagine that you and a partner are going on an adventure vacation. You will spend two weeks together on your own tropical island with no other people. There is a kitchen with plenty of food and a comfortable place for you to sleep. Because the boat to the island is very small, you can only bring 10 things with you besides your clothes. With your partner, add three items to the list of options below. Then choose the items you will take from the list and write your reasons.

aspirin	camera	deck of cards	dictionary
flashlight	inflatable boat	insect repellent	laptop
notebook	pencil	pictures of your family	radio
smartphone	soap and toothpaste	sunglasses	sun hat
sunscreen	umbrella	volleyball	your favorite book

Your ideas: _____ _____ _____

	Item	Reasons
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

B Share your list and reasons with another pair. How many items were the same?

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Unit 11 Careers

A In groups, read the ads and discuss which volunteer position is the best for each person in your group. Talk about qualifications, interests, and experience.

1. Hospital volunteers needed!

Help children in the hospital once a week. Read stories and do simple art projects with them. You must have experience with children under the age of 12 and be interested in health care.

2. Save the Earth! Clean up our river!

River Day is June 1, and we need people to help clean garbage out of the river. You should enjoy working outside and be able to lift heavy things.

3. Homework helper

Are you interested in teaching? We are looking for people who can help in our after-school program at Central Elementary School. Help students practice reading and do their homework.

4. Park volunteers wanted

Do you enjoy gardening, or would you like to learn about it? Neighborhood parks need volunteers to plant flowers and take care of the gardens. Must be available on weekends.

5. Help elderly people

Every week, we work in groups to paint houses and do small home repairs for older people in the community. If you don't have any experience, we can teach you! You must have free time on Saturday afternoons.

6. Collect money for AIDS research

You can do volunteer work from home! Help people with AIDS by writing emails to your friends and acquaintances and asking them to give money to the AIDS Foundation. We will give you all the information you need.

7. Walk to end world hunger!

Join our walk on July 7. We will walk 18 miles (around 29 km), and for every mile you walk, sponsors will donate money to buy food for hungry people. You must be fit and 18 or older.

B Tell the class about the best volunteer job for you and explain your reasons.

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Unit 12 Celebrations

A In groups, choose an important holiday that you know about. Each group should choose a different holiday. Talk about the holiday as a group and take notes.

Holiday: _____

Notes: _____

_____

_____

B In the chart, write two survey questions about how people celebrate a holiday. For example, *How long does the celebration last?*

	Name:	Name:
Holiday:		
Question 1: _____ _____?		
Question 2: _____ _____?		

C Talk to two classmates from different groups. Write their names and the names of their holidays. Ask your questions and write their answers. Answer the questions they ask you.

D Tell the class the information you learned about different holiday celebrations.

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Unit 1 Food for Life

Lesson A: Simple Present and Present Continuous

A Circle the correct verb form to complete each sentence.

1. My family *eats* / *is eating* pizza on Friday nights.
2. It's cold. I'm *wear* / *wearing* a warm coat.
3. The phone *rings* / *is ringing*. Can you answer it?
4. I usually *have* / *am having* a lot of homework.
5. We *cook* / *are cooking* dinner at the moment.

B Complete the sentences with the correct form of the verbs in parentheses.

1. Javi _____ (wake up) at 7:00 every morning.
2. He _____ (eat) breakfast at 7:30.
3. At 8:00, Javi _____ (go) to school.
4. Javi _____ (speak) English with his friends at school.
5. Now, he _____ (speak) to his teacher, Ms. Powell.

C Complete the paragraph with the correct form of the verbs in parentheses.

There (1) ___are___ (be) many students in the library now. Fernanda (2) _____ (use) a computer to do research for an assignment. Gabriela (3) _____ (study) for a test. Carlos (4) _____ (read) a book. Roberto and Andres (5) _____ (do) their homework. Daniela (6) _____ (ask) the librarian a question.

D Complete the sentences with the present continuous form of the verb in parentheses.

1. Tomas usually takes the bus to school, but today he _____ (drive).
2. Sandra usually goes out with friends, but tonight she _____ (stay) home.
3. We usually cook dinner, but tonight we _____ (go) out to a restaurant.
4. Susana usually drinks coffee, but this morning she _____ (drink) tea.
5. You usually wear blue shirts, but today you _____ (wear) a red one!

E Complete each sentence with the correct form of a verb from the box.

call
eat
relax
send
study
watch

1. Mario and his father _____ a soccer game on TV right now.
2. Brenda usually _____ lunch in the cafeteria.
3. Samantha _____ a text to a friend at the moment.
4. We _____ for a test now.
5. You often _____ in the garden.
6. Andres _____ his mother every weekend.

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Lesson C: Simple Past

A Complete the chart with the simple past form of the verbs.

1. be		5. give	
2. choose		6. go	
3. drink		7. meet	
4. eat		8. see	

B Complete each sentence with a simple past verb from the chart. One is not needed.

1. Last year, Mia _____ to Peru and _____ Machu Picchu.
2. Juan _____ to take history instead of English this semester.
3. Last weekend, Tania _____ green tea, and she liked it.
4. The day before yesterday _____ my birthday.
5. Karina _____ her best friend three years ago.
6. Last week, Jorge _____ flowers to his mother.

C Complete each sentence with the simple past form of the verb in parentheses.

1. Last summer, Luis *grew* (grow) tomatoes in the garden.
2. Yesterday, I _____ (help) Karla with her homework.
3. Tony and Isaac _____ (give) a presentation in class. It _____ (be) interesting.
4. My grandmother _____ (learn) how to drive a car when she was 50!
5. We _____ (ask) the teacher for more time to finish the assignment.
6. You _____ (take) the last cold drink!

D Complete the paragraph with the simple past form of the verbs in parentheses.

Last weekend, Rosa (1) _____ (go) to a Japanese restaurant with her friend Yumi. She (2) _____ (try) new foods. She (3) _____ (eat) sushi and shashimi, and she (4) _____ (like) them. Yumi (5) _____ (show) Rosa how to use chopsticks, and Rosa (6) _____ (learn) how to do it. She (7) _____ (enjoy) the experience very much.

E Complete the paragraph with the simple past form of the verbs in parentheses.

Yesterday, I (1) _____ (arrive) to class 10 minutes late. I (2) _____ (be) late because I (3) _____ (help) a friend. She (4) _____ (lose) her phone on the way to class. She (5) _____ (say) the last time she (6) _____ (have) it was on the bus. But then I (7) _____ (call) her, and we (8) _____ (hear) a ringing in her backpack. We both (9) _____ (laugh), and then I (10) _____ (run) to class.

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Unit 2 Express Yourself

Lesson A: The Present Perfect vs. The Simple Past

A Unscramble the words to make sentences.

1. lived / in Brazil / has / Martha / for two years

   _____.

2. before / has / the child / not / on / an airplane / been

   _____.

3. three / has / to / times / Mexico City / been / Ximena

   _____.

4. for / not / country / has / my teacher / been / to / her / a long time

   _____.

5. taken / they / the train / have / many times

   _____.

B Complete the sentences. Use the present perfect form of the verbs in parentheses.

1. Ivan _____ (study) English for two years.
2. We _____ (be) friends for a long time.
3. Mr. Ortiz _____ (not visit) California before.
4. You _____ (not do) your homework.
5. I _____ (read) the book before.

C Rewrite the sentences in the negative. Use contractions where possible.

1. Celeste has been to Montreal before. _____
2. I have played soccer every day this week. _____
3. Jane has finished the assignment. _____
4. We have met new friends at school. _____
5. The students have asked about the homework. _____

D Answer the questions in complete sentences.

1. Have you ever eaten Peruvian food? No, I have never eaten Peruvian food.
2. Have you ever tried writing with your left hand? Yes, _____.
3. Has your family ever gone on vacation? Yes, _____.
4. Have they ever seen the ocean? No, _____.
5. Have you ever written an email in English? Yes, _____.

E Complete the short answers.

1. **A:** Have you seen this movie? **B:** No, I _____, but I want to.
2. **A:** Have you studied the vocabulary? **B:** Yes, I _____. I'm ready for the test.
3. **A:** Have you called your family this week? **B:** Yes, I _____.

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Lesson C: Present Perfect Signal Words

A Rewrite the subject and verb in each sentence using a contraction.

1. We have had a lot of homework this week. _____
2. They have visited Florida three times. _____
3. She has washed all of the laundry. _____
4. I have studied English for two years. _____
5. You have done well in this class. _____

B Match the questions and answers.

1. Have you bought milk? _____
2. Have the kids eaten yet? _____
3. Have you ever driven a car? _____
4. Has Diana left for school yet? _____
5. Has he washed the car yet? _____

a. No, they haven't eaten yet.
b. No, she hasn't left yet.
c. Yes, he's already washed the car.
d. Yes, I've already bought some.
e. No, I've never driven a car.

C Complete the sentences with the correct form of the words in parentheses. Use contractions where possible.

1. (learn, already) The students _____ the simple past.
2. (not wake up, yet) The baby _____ from her nap _____.
3. (not say, yet) The teacher _____ we can leave the classroom _____.
4. (not go, ever) They _____ to Guatemala.
5. (use, never) Mrs. Sanchez _____ the internet. She's 90 years old.

D Complete the sentences with *already*, *yet*, *ever*, or *never*.

1. The teacher hasn't given the homework assignment _____.
2. Have you _____ been to an art museum?
3. Luis is afraid to fly. He has _____ been in an airplane.
4. We're late! The concert has _____ started!
5. I haven't _____ been in a helicopter.

E Read the conversations. Fill in the blanks with *already*, *yet*, *ever*, or *never*.

1. **A:** Have you _____ been on TV?
   B: No, I've _____ been on TV.
2. **A:** Has Sarah walked the dog _____?
   B: Yes, she has _____ walked the dog.
3. **A:** Has the bus come _____?
   B: No, it hasn't come _____.

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Unit 3 Cities

Lesson A: Future with *Will*

A Rewrite the sentences as future statements. Use *will*.

1. The airport is crowded. _____
2. They play soccer in the afternoon. _____
3. I am a student. _____
4. We work in an office. _____
5. You have a lot of homework. _____

B Complete the sentences using the future with *will* and the verbs in parentheses.

1. The students _____ (take) a test on Friday.
2. I _____ (send) her an email.
3. You _____ (be) in New York next week.
4. My friends and I _____ (go) to the concert together.
5. She _____ (learn) the vocabulary.

C Complete the sentences using the future with *will* and the verbs in parentheses. Use contractions where possible.

1. In the future, people _____ (not use) cash. All payments _____ (be) electronic.
2. There _____ (not be) as much pollution and waste in cities.
3. People _____ (not work) long days.
4. Students _____ (not pay) for school. Education _____ (be) free.
5. The teacher _____ (not write) on the board. She _____ (use) a computer in class.

D Complete the questions and answers using the future with *will*.

1. **A:** _____ they go on vacation this summer? **B:** Yes, _____.
2. **A:** _____ you call me later? **B:** Yes, _____.
3. **A:** _____ he meet us at the game? **B:** Yes, _____.

E Complete the conversations using the future with *will*. Use contractions.

1. **A:** How will people read books in the future?

   B: They _____ them on e-readers or computers.

2. **A:** Where will people buy books?

   B: They _____ them online.

3. **A:** What will people write on?

   B: They _____ on tablets or laptops.

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Lesson C: *Will* + Time Clauses

A Read each sentence and circle the correct answer.

1. Carlos will wash the dishes before he goes to work. What will he do first?
   a. go to work **b.** wash the dishes
2. The teacher will prepare the lesson before he teaches the class. What will he do first?
   a. prepare the lesson **b.** teach the class
3. Marie will call her friends after she does her homework. What will she do first?
   a. call her friends **b.** do her homework
4. João wants to work in New York City after he finishes college. What will he do first?
   a. work in NYC **b.** finish college

B Match the sentence halves.

1. Before I make a hotel reservation, ___d___
2. I'll take a nap _____
3. After I get home, _____
4. I'll study hard _____
5. Before you make up your mind, _____

a. I'll do my homework.
b. I'll give you some advice.
c. before I take the test.
d. I need to buy plane tickets.
e. after I eat lunch.

C Read each sentence and add a comma, if necessary.

1. After I spend a year in Toronto I'll speak better English.
2. I'll visit my family after I take my final exams.
3. Before I choose a college I'll talk with my parents.
4. Before I get a job I'll travel for a few months.
5. I'll go to bed after I finish reading this chapter.

D Use the phrases below to make sentences with time clauses.

1. practice driving / take the driving test
   After I _____.
2. save money / rent an apartment
   Before I _____.
3. get extra help from the teacher / take another test
   I'll _____.
4. get home from work / make dinner
   I'll _____.

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Unit 4 The Body

Lesson A: The Comparative, Superlative, and Equative

A Complete the sentences with the comparative form of the adjectives in parentheses.

1. Mexico is _____ (big) than Guatemala.
2. My cousin Perla is _____ (young) than me.
3. The heart is _____ (small) than the brain.
4. Ms. Garcia's class is _____ (difficult) than Mr. Rivera's class.
5. Today, the wind feels _____ (cold) than yesterday.

B Unscramble the words to make sentences.

1. is / expensive / than / a car / more / a bike _____.
2. than / is / running / walking / easier _____.
3. noisier / the library / is / the cafeteria / than _____.
4. high school / more / college / is / difficult / than _____.
5. a kilometer / a mile / longer / than / is _____.

C Complete the sentences with the superlative form of the adjective in parentheses.

1. Swimming is the _____ (good) exercise.
2. Soccer is the _____ (exciting) sport to play.
3. Where is the _____ (near) hospital?
4. Javier is the _____ (funny) person in our class.
5. Yesterday was the _____ (hot) day of the summer.

D Rewrite the comparative sentences as equative sentences.

1. Tania speaks English better than Monica. _____
2. My backpack is heavier than yours. _____
3. Andre's brother is taller than his father. _____
4. Running is more difficult than cycling. _____
5. The lake is deeper than the river. _____

E Circle the correct words to complete the sentences and questions.

1. Who is the *older* / *oldest* person in your family?
2. Carlos's sisters are *younger* / *youngest* than him.
3. Who is *older* / *oldest*, your grandmother or your grandfather?
4. Marta is *friendliest* / *the friendliest* person I know.
5. David is the *smarter* / *smartest* person in his family.

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Lesson C: Infinitive of Purpose

A Complete the sentences with the infinitive forms of the verbs in the box.

earn improve learn listen make

1. Fang Li put on her headphones _____ to music.
2. Erick studies every day _____ his grades in school.
3. Mrs. Sanchez boils water _____ tea.
4. Alma Rosa reads books in English _____ new vocabulary.
5. Julio works at the pizza restaurant _____ money for school.

B Write sentences using the phrases provided and *in order to*.

1. Rodrigo / took the bus / get to school _____.
2. Magda / read the chapter / prepare for the test _____.
3. Mr. Esteves / learned English / work in the US _____.
4. Jaime / got a job / save money _____.
5. They / got up early / arrive on time _____.

C Match the sentence halves.

1. To wake up on time, _____	**a.** she drinks a lot of water.
2. To stay in shape, _____	**b.** some employees pack their lunches.
3. To avoid headaches, _____	**c.** Sam uses email.
4. To keep in touch with friends, _____	**d.** I set my alarm clock.
5. To save money, _____	**e.** Ana exercises and does yoga.

D Rewrite the sentences. Begin each one with an infinitive of purpose.

1. Lena gets up at 7 o'clock to be at school on time.

   _____

2. She takes a shower and drinks two cups of coffee to wake up.

   _____

3. Lena walks to school to avoid the crowded bus.

   _____

4. She goes to the school library to do research.

   _____

5. She talks to her friends to make plans for lunch.

   _____

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Unit 5 Challenges

Lesson A: The Past Continuous and Simple Past

A Write the past continuous form of the verbs in parentheses.

1. Last summer, Miguel and Pedro _____ (learn) English in California.
2. The team didn't play soccer yesterday because it _____ (rain).
3. The wind _____ (blow) very hard yesterday, too.
4. In class today, Mr. Torres _____ (talk) about challenges.
5. At 3 o'clock this afternoon, Ivan and his son _____ (wait) for the bus.

B Circle the correct verb form to complete each sentence.

1. The presentation you *gave* / *were giving* in class was very interesting.
2. Everyone listened very carefully while you *spoke* / *were speaking*.
3. I *cooked* / *was cooking* pasta for dinner on Tuesday.
4. At midnight, we *slept* / *were sleeping*.
5. Yesterday at this time, Luis *took* / *was taking* a test.

C Write the past continuous form of the verbs in parentheses.

1. The students _____ (take) a test when the fire alarm went off.
2. Carmen didn't hear the phone ring because she _____ (dry) her hair.
3. Mexico _____ (win) at halftime.
4. Linda's mother _____ (travel) on a business trip last week.
5. Diego _____ (sit) with his friends in the park at 10 o'clock this morning.

D Match the sentence halves.

1. Their mother came home _____	**a.** when I was in Montreal.
2. Juan hurt his ankle _____	**b.** while they were cleaning the house.
3. I was talking to my brother _____	**c.** when they saw two police cars.
4. It was snowing _____	**d.** when I got your text. What's up?
5. They were driving home _____	**e.** while he was playing baseball.

E Circle *when* or *while* to complete the sentences.

1. Selina was trying not to yawn *when* / *while* her boss was giving a presentation.
2. *When* / *While* Jorge was waiting in the airport, he read a newspaper.
3. My family was living in Monterey *when* / *while* my youngest brother was born.
4. *When* / *While* Tracy moved to Mexico, she didn't speak Spanish.

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Lesson C: *Enough*, *Not Enough*, *Too* + Adjective

A Read the information in the chart. Then answer the questions. Use *enough*, *not enough*, or *too*.

At this age:	A person can do this:
5	go to kindergarten
14	get a job
16	get a driver's license
18	vote

1. Wanda is 15. Is she old enough to get a driver's license? No, she is not old enough.
2. Dinesh is 20. What is he old enough to do? _____
3. Maria is 14. Can she get a job this summer? _____
4. Can your four-year-old nephew go to kindergarten? _____
5. Tomas is 17. When will he be old enough to vote? _____

B Complete the sentences with the words in parentheses and *enough*, *not enough*, or *too*.

1. **A:** How did you do in the road race? **B:** Not very well. I was _____ (fast).
2. **A:** Do you like the soup? **B:** No, it's _____ (salty).
3. **A:** Are you _____ (warm)? **B:** Yes, I'm very comfortable.
4. **A:** What do you think about this jacket? **B:** Do you think it's _____ (long)? It looks short.
5. **A:** Do you want to go to the concert? **B:** I can't. The tickets are _____ (expensive).

C Complete the sentences with *enough* or *too*.

1. This assignment is _____ difficult. I don't understand it.
2. Carla isn't old _____ to drive. Her fifteenth birthday was last month.
3. Sam isn't tall _____ to reach the top of the bookshelf.
4. We can't play tennis. It's _____ hot outside today.
5. The water isn't warm _____ to go swimming.

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Unit 6 Transitions

Lesson A: The Past Perfect

A Complete each sentence with the past perfect form of the verb in parentheses.

1. I _____ (see) the movie before, but it was better the second time.
2. Arturo _____ (be) to Texas twice before.
3. Mr. Hernandez _____ (work) at the company for 23 years before he retired.
4. Lee _____ (read) all of the books in the library, so he borrowed some from his friends.
5. Denise _____ (learn) all of the vocabulary before she took the test.

B Complete each sentence with the correct form of the verbs in parentheses (simple past or past perfect).

1. He _____ (plan) to become a teacher, but instead he _____ (get) a job as a manager.
2. I _____ (not be) worried about the exam because I _____ (study) all week.
3. When we _____ (meet) Shang, she _____ already _____ (start) working at the hospital.
4. Diane _____ (learn) some Spanish before she _____ (start) the program.
5. Valeria _____ (not hear) the good news before she _____ (arrive) at the party.

C Complete the paragraph with the simple past or past perfect forms of the verbs in the box.

be	enjoy	join	not know	not make	not play	start	tell

I (1) _____ many friends at my new school until I (2) _____ the basketball team. I (3) _____ very nervous on the first day of practice. My brother (4) _____ me that basketball was a fun sport, but I (5) _____ it much before, and I (6) _____ any of the other kids. But as soon as we (7) _____ playing, I found that I really (8) _____ it and made friends with my teammates easily.

D Complete the sentences using the past perfect and your own ideas.

1. I was nervous on my first day of English class because _____.
2. I started studying English because _____.
3. I got a good grade on the project because _____.
4. The test was very difficult because _____.
5. I was late to class because _____.

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Lesson C: *How* + Adjective or Adverb

A Read each sentence. Write a question with *How* to get more information. Use *he*, *she*, or *it*.

1. Eduardo is a fast swimmer. _____
2. The restaurant was expensive. _____
3. Adriana arrived late. _____
4. Alex plays soccer well. _____

B Unscramble the questions.

1. Spanish / does / how / speak / well / Jane _____?
2. is / how / grandfather / your / old _____?
3. the / mature / students / how / are _____?
4. this / how / city / safe / is _____?

C Match the statements and questions.

1. My daughter is too old for preschool. _____
2. Luis plays soccer often. _____
3. Arabic is a difficult language to learn. _____
4. Karen did well on the test. _____
5. The artist is very young. _____

a. How difficult is it?
b. How old is she?
c. How well did she do?
d. How young is he?
e. How often does he play?

D Read each sentence. Write a question with *How* to get more information.

1. Elizabeth lived in Los Angeles for a long time. _____
2. My parents are strict. _____
3. My son is responsible. _____
4. The actor and actress are rich. _____
5. Oh no, we're late! _____

E Complete the conversations by writing questions with *How*.

1. **A:** I finished writing my essay last night.
   B: Really? I haven't finished mine yet. I write slowly in English.
   A: _____
2. **A:** Don't ride in Ken's car.
   B: Why?
   A: He drives too fast.
   B: _____

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Unit 7 Things That Matter

Lesson A: Passive Voice (Present Tense)

A Unscramble the sentences.

1. is / Murano glass / in / made / Italy _____.
2. as / given / is / jewelry / a gift / often _____.
3. wasted / food / a lot of / is / every day _____.
4. many / are / in China / built / cars _____.
5. safe / in / valuable / kept / items / are / a _____.

B Write the correct passive voice form of the verb in parentheses.

1. The pearl necklace _____ (show) in the store window.
2. Expensive watches _____ (make) in Switzerland.
3. India is where many fine silk clothes _____ (sew).
4. Most luxury clothing _____ (design) by famous designers.
5. A lot of luxury items _____ (sell) in duty-free stores.

C Rewrite the sentences in the passive voice.

1. The master artists teach the younger artists. _____
2. Expensive boutiques sell luxury clothes. _____
3. Money does not always improve people's lives. _____
4. Some employers provide childcare benefits. _____
5. The local bakery makes delicious bread. _____

D Use the words provided to write sentences in the passive voice.

1. money / give / as a gift / at weddings _____.
2. pearls / produce / by oysters _____.
3. oranges / grow / in Florida _____.
4. silver / find / in Mexico _____.
5. diamonds / import / from South Africa _____.

E Circle the correct words to complete the sentences.

1. Machinery *uses* / *is used* to separate precious stones from rocks.
2. The restaurant *uses* / *is used* food from local farms.
3. My mother *makes* / *is made* the best tortillas.
4. The best tortillas *make* / *are made* by my mother.
5. The dressmaker *sewed* / *are sewn* pearls onto the bride's dress.

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Lesson C: Passive Voice with *By*

A Complete each sentence with the passive voice form of a verb from the box.

make need use visit watch

1. Every day the museum _____ by thousands of people.
2. Millions of online purchases _____ every day.
3. Credit cards _____ in stores, restaurants, and hotels all over the world.
4. The TV show _____ by millions of people every week.
5. Your username and password _____ every time you log in.

B Match the sentence halves.

1. The tests are created _____	**a.** by the bakery.
2. The food is served _____	**b.** by the students.
3. The cakes are made _____	**c.** by the teacher.
4. The vocabulary is memorized _____	**d.** by bees.
5. Honey is made _____	**e.** by the waiter.

C Read the sentences and cross out the unnecessary *by* phrases.

1. The field is used by the soccer team.
2. Corn is grown in Mexico by farmers.
3. English is spoken by people from many different countries.
4. Rules are sometimes broken by people.
5. The clothes are ironed by my sister.

D Answer the questions in complete sentences. Use the passive voice.

1. Are many people's lives improved by technology?

   Yes, _____.

2. Is the illness caused by unclean water?

   No, _____. It is caused by a virus.

3. Are people's lives improved by television?

   No, _____.

4. Are people's job opportunities improved by education?

   Yes, _____.

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Unit 8 Conservation

Lesson A: Real Conditionals in the Future

A Complete the real conditionals with verbs from the box. Put the verb in the correct form.

continue	ignore	live	melt	understand	work

1. Polar bears are going to become extinct if people _____ the problem.
2. Their habitat will disappear if the ice _____.
3. The ice will melt if the ocean temperature _____ to rise.
4. People will try to protect the polar bears if they _____ the problem.
5. It will be terrible if no more polar bears _____ in the wild.
6. Julio will earn money for school if he _____ at the restaurant.

B Complete each sentence with the correct verb forms to make real conditionals. Use contractions where possible.

1. If the ice _____ (not stop) melting, the polar bears _____ (lose) their habitat.
2. If the polar bears _____ (lose) their habitat, they _____ (die).
3. If they _____ (become) extinct, it _____ (be) a terrible tragedy.
4. If an animal _____ (be) a predator, it _____ (hunt) for prey.
5. If a predator _____ (find) prey, it _____ (kill) the prey.

C Match the condition and the result to form real conditionals.

1. If people don't protect some species, _____
2. If scientists learn more about climate change, _____
3. If children watch nature shows, _____
4. If people use energy carefully, _____
5. If the population continues to grow quickly, _____

a. they will learn to care about the environment.
b. some resources will be saved.
c. they will become extinct.
d. there will not be enough food.
e. maybe it can be stopped.

D Complete the sentences with the correct forms of the verbs in parentheses.

1. We _____ (play) baseball if the rain _____ (stop).
2. If the team _____ (win) this game, they _____ (play) in the final.
3. If we _____ (be) quiet, we _____ (not scare) the deer.
4. We _____ (go) to the zoo if it _____ (be) open today.
5. I _____ (call) you if I _____ (find) my cell phone!

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Lesson C: Review of Quantifiers

A Circle the correct quantifier in each sentence.

1. Martina watches *a lot of* / *too much* nature programs.
2. Yoko watches *a few* / *too much* TV.
3. *Too many* / *A little* species are endangered.
4. Sandra wants *a few* / *a little* milk in her coffee.
5. They have *too little* / *some* problems with pronunciation.

B Match the sentences.

1. There was a lot of food at the party. _____
2. There were a few people I knew. _____
3. There are too many cars on the road. _____
4. Angela wears a lot of perfume. _____
5. I bought too many potatoes. _____

a. There is always a lot of traffic.
b. I ate too much!
c. Do you want some?
d. And there were a lot of people I didn't know.
e. Yes, she uses too much.

C Circle the correct quantifier to complete the sentence.

1. The French class was canceled because _____ students signed up for it.
   a. some **b.** a few **c.** too few
2. An extra English class was added because _____ students want to learn English.
   a. a few **b.** a lot of **c.** too much
3. Alain is tired today because he slept _____ last night.
   a. a few **b.** too little **c.** some
4. He only slept for _____ hours.
   a. a few **b.** too many **c.** too little
5. The students think the teacher gives _____ homework.
   a. too many **b.** too few **c.** too much

D Cross out the quantifier that does not fit in the sentence.

1. There are *too few* / *too much* / *a lot of* tomatoes in my salad.
2. *A lot of* / *Too little* / *A few* students want to study in another country.
3. My friend Yolanda tells *many* / *a lot of* / *too much* good stories.
4. The plane tickets cost *many* / *a lot of* / *too much* money.
5. Liv has *a little* / *some* / *too few* money in her pocket.

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Unit 9 Life Now and in the Past

Lesson A: *Used to*

A Complete the sentences with *used to* and the verbs in parentheses.

1. James _____ (drink) a lot of coffee every morning. Now he has only one cup.
2. We _____ (drive) to school, but now we take the bus.
3. Our class is in the evening. But it _____ (be) in the afternoon.
4. The baseball team _____ (win) a lot of games.
5. The baby _____ (wake up) in the middle of the night.

B Match the sentences.

1. Laura used to wake up on her own. _____
2. They used to eat large meals. _____
3. Carl used to watch movies on TV. _____
4. There used to be fewer planes in the sky. _____
5. Cars used to use a lot of gasoline. _____

a. Now they are more fuel efficient.
b. But now they eat less to lose weight.
c. Nowadays I see many planes.
d. Now she needs an alarm clock.
e. He watches movies on his laptop now.

C Answer the questions in complete sentences.

1. Did she use to work at the bank? No, _____.
2. Did those actors use to be married? No, _____.
3. Did your brother use to drive a red car? No, _____.
4. Did he use to wear glasses? No, _____.

D Use the words below to write *yes* / *no* questions with *use to*.

1. he / live / in Miami _____?
2. Mr. Lin / teach / science _____?
3. you / play / tennis _____?
4. she / work / at night _____?

E Complete the paragraph with *used to* and the verbs in parentheses.

People (1) _____ (take) photos with cameras that used film. Now most people take photos with their phones. Not so long ago it (2) _____ (be) necessary to buy film and load it into the camera. Film was expensive and had to be developed. This meant people (3) _____ (bring) completed rolls of film to stores that did developing, and they (4) _____ (wait)—sometimes hours, sometimes days—for their pictures. Photos (5) _____ (not be) instant!

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Lesson C: Passive Voice in the Past

A Read each sentence. Write **AV** if the sentence is active voice or **PV** if the sentence is passive voice.

1. The award was given to the student by the principal. _____
2. The test was graded by the teacher. _____
3. The movie was about a family in Buenos Aires. _____
4. The museum was visited by millions of people last year. _____
5. Millions of tourists visited Venice last year. _____

B Complete each sentence with the past passive form of the verb in parentheses.

1. The book _____ (write) by an explorer.
2. It was very popular and _____ (read) by millions of people.
3. The story explains how parts of Antarctica _____ (explore).
4. The facts _____ (explain) in a way that was easy to understand.
5. Many interesting things _____ (learn) by the readers.

C Rewrite the sentences in the past passive voice.

1. Genghis Khan ruled Mongolia.

   _____

2. Genghis Khan destroyed many cities and kingdoms.

   _____

3. For example, Khan's army destroyed the city of Samarkand.

   _____

4. Genghis Khan's army attacked China at the beginning of the 13th century.

   _____

5. Many people respected Genghis Khan.

   _____

D Complete each sentence with the past passive form of the verb in parentheses.

1. Long trips _____ (take) by explorers 700 years ago.
2. A book about Marco Polo's travels _____ (publish).
3. Other people _____ (inspire) by his stories.
4. Countries from Morocco to China _____ (visit) by the traveler Ibn Battuta.
5. Journeys from China to the Middle East and Africa _____ (complete) by the explorer Zheng He.

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Unit 10 Travel

Lesson A: Expressing Necessity

A Read the pool rules and the sentences below. Write **T** for *true* or **F** for *false*.

Pool Rules
Swimmers must shower before using the pool.
Swimmers must listen to the lifeguard at all times.
No food or drink is allowed in the pool area.
No running in the pool area.
Children under 12 must be accompanied by an adult.

_____ **1.** Swimmers don't have to listen to the lifeguard.

_____ **2.** Swimmers can drink water and juice next to the pool.

_____ **3.** Swimmers have to take a shower.

_____ **4.** A teenager can use the pool without an adult.

_____ **5.** Children must run and jump into the pool.

B Circle the correct verb form to complete each sentence.

1. Passengers *must to* / *must* remove laptops from their carry-on bags.

2. Passengers *have to* / *don't have* show boarding passes and passports at airport security.

3. You *don't have to* / *have to* sit in a window seat if you prefer the aisle.

4. Tickets *must* / *have* be paid for in advance.

5. Rob *has to* / *must to* get a new passport.

C Rewrite the instructions in the negative form using *don't have to* and the pronoun *you*.

1. Check in at the gate. _____

2. Put your suitcase on the scale. _____

3. Buy tickets in advance. _____

4. Take off your shoes. _____

5. Get a vaccination before traveling. _____

D Use the phrases provided and the information in parentheses to write simple present sentences expressing necessity.

1. you / wait in line at security (rule / obligation) You must wait in line at security.

2. he / check his bag (not necessary) _____

3. I / email the hotel (necessary) _____

4. children under 10 / travel with an adult (rule / obligation) _____

5. she / wait in that line (not necessary) _____

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Lesson C: Expressing Prohibition

A Read each sentence. Write **P** for *prohibited* or **A** for *allowed*.

_____ **1.** You don't have to take off your shoes. You can leave them on.

_____ **2.** Passengers must not use electronic devices.

_____ **3.** We can't use our cell phones at school.

_____ **4.** You can't park here.

_____ **5.** They can park for free. They don't have to pay.

B Rewrite the statements using *must not* or *can't* and the pronoun *you*.

1. No talking during the movie. _____

2. Don't eat the ice cream. _____

3. Do not restart the computer. _____

4. Don't turn on the TV. _____

5. No photos. _____

C Read each situation. Write a sentence with *must not* or *can't* prohibiting the action. Use the pronoun *you*.

1. use cell phones in class _____

2. park a car in a crosswalk _____

3. copy another student's work _____

4. walk on the grass _____

5. enter Brazil without a visa _____

D Circle the correct verb form to complete each sentence.

1. A person *must not* / *must* drive a car without a driver's license.

2. A 17-year-old *has to* / *can't* vote.

3. Your private information *must not* / *needs to* be given to people you do not know.

4. He *must* / *can't* listen to the radio because I am reading.

5. This passport is expired. You *must not* / *don't have to* use it again.

E Correct the mistake with *must not* or *can't* in each sentence.

1. You not must stand up while the plane is taking off.

2. They can't to board this bus. It's full.

3. You can travel to other countries with an expired passport.

4. Everyone must not follow the rules.

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Unit 11 Careers

Lesson A: Modals for Giving Advice

A Match the modal with its use. Answers can be used more than once.

1. *should* _____
2. *maybe*, *perhaps*, *I think* + modal _____
3. *had better not* _____
4. *had better* _____
5. *shouldn't* _____

a. to talk about something that is / isn't a good idea
b. to say that something bad could happen if the advice isn't followed
c. to make the advice sound gentler and friendlier

B Complete the sentences with *should* or *had better* in the affirmative or negative.

1. You _____ read the directions before doing the assignment.
2. This is a good book. You _____ read it.
3. There isn't any hot water. You _____ take a shower now.
4. I told her it was a secret. She _____ tell anyone!
5. It might rain today. You _____ take an umbrella.

C Circle the best modal to complete each sentence.

1. That's a good idea. We *should* / *had better* invite them to the party.
2. He *shouldn't* / *had better not* forget to charge his phone or his battery will die.
3. I *should* / *had better* wake the baby up from his nap, or he won't sleep tonight.
4. If you're free tonight you *should* / *had better* come to our house for dinner.
5. People *shouldn't* / *had better not* use a dryer in the summer. They should hang their laundry to dry.

D Match the sentences.

1. You said something that hurt your friend's feelings. _____
2. There are dirty dishes in the sink. _____
3. The roads are icy. _____
4. Your sister sent you a text. _____
5. You have been late for work twice this week. _____

a. You should reply.
b. You should wash them.
c. You had better not be late again.
d. You should apologize.
e. You had better not drive your car.

E Unscramble the sentences.

1. you / I / should / go to / college / think _____.
2. money / shouldn't / perhaps / spend / we / a lot of _____.
3. should / you / a part-time job / get / maybe _____.
4. talk / you / I / your teacher / it / should / to / think / about _____.

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Lesson C: Indefinite Pronouns

A Read each sentence. Does the indefinite pronoun refer to a person or a thing? Circle **a** or **b**.

1. Nancy didn't understand anything the teacher said.

a. person **b.** thing

2. Nobody is going to wear a shirt like that!

a. person **b.** thing

3. Everything his family eats is organic.

a. person **b.** thing

4. No one laughed at the comedian's jokes.

a. person **b.** thing

5. Everyone in the class has an opinion on homework.

a. person **b.** thing

B Circle the correct indefinite pronoun to complete each sentence.

1. Lisa loves to bake cakes. She knows *anything* / *everything* about making them.

2. Ulli tried on some clothes at the store, but she didn't buy *anything* / *everything*.

3. Oscar doesn't like to work at night because there is *anybody* / *nobody* to talk to.

4. *Somebody* / *Anybody* stole Yuan's cell phone!

5. They don't know *something* / *anything* about computers.

C Complete each sentence with the correct indefinite pronoun.

1. Marsha took _____ out of her suitcase and put it all in the closet.

2. Tran didn't do _____ fun this weekend.

3. _____ answered the phone at home. They must be out.

4. She has to make _____ to eat for lunch.

5. Have you told _____ else about it?

D Complete the paragraph with words from the box.

anyone	anything	everyone	everything	somebody	someone

A few years ago, Gus didn't know (1) _____ about marine biology. Then (2) _____ brought him to an aquarium. He was fascinated! He thought (3) _____ about sea life was interesting. (4) _____ at his school suggested that he apply for an internship at the aquarium, and he was accepted. At first Gus didn't know (5) _____ at the aquarium. But soon, he got to know (6) _____ and enjoyed the experience very much.

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Unit 12 Celebrations

Lesson A: Comparisons with *as* ... *as*

A Use the words and phrases provided to write affirmative sentences using *as* … *as*.

1. Veterans Day / important / Memorial Day _____.
2. July 4th in the US / exciting / September 18th in Chile
   _____.
3. summer vacations / popular / winter vacations
   _____.
4. soccer / challenging / tennis _____.
5. July / hot / August _____.

B Rewrite each comparison as a negative.

1. My backpack is as heavy as your backpack. _____
2. This assignment is as difficult as the last one. _____
3. Spain is as interesting as Italy. _____
4. Chocolate ice cream is as delicious as vanilla. _____
5. Tea is as strong as coffee. _____

C Answer the questions in complete sentences.

1. Is Hogmanay as exciting as Chinese New Year?
   Yes, _____.
2. Is Tina's laptop as fast as Ravi's? No, _____.
3. Are your sunglasses as dark as mine? Yes, _____.
4. Is Boston as big as Houston? No, _____.
5. Are parades as loud as fireworks? No, _____.

D Use the words and phrases to write sentences with *(not) as* … *as*.

1. my brother / not tall / me _____.
2. my writing / not good / your writing _____.
3. Lucia's pronunciation / clear / my teacher's pronunciation
   _____.
4. my job / not interesting / your job _____.
5. my uncle's car / expensive / my mother's car
   _____.

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Lesson C: *Would rather*

A Complete each sentence with *would rather* and the verb in parentheses.

1. My father _____ (get up) early than sleep late.
2. Some people _____ (drive) long distances than fly.
3. Jenny _____ (live) in a small town than a big city.
4. Roland _____ (see) the action movie than the documentary.
5. Sylvia _____ (go) to the beach than the mountains for a vacation.

B Answer each question with *would rather*. Use a contraction of *would*.

1. **A:** Would they rather go to Jackie's house or to the mall?
   B: They _____ go to Jackie's house.
2. **A:** Would he rather watch TV or see a dance performance?
   B: He _____ see a dance performance.
3. **A:** May I call you Mrs. Wong?
   B: I _____ you call me Sheryl. That's my first name.
4. **A:** Would she rather go swimming or go bowling?
   B: She _____ go bowling because it's going to rain soon.
5. **A:** Can I email my homework assignment to you?
   B: No, I _____ you give it to me in class.

C Match the sentences.

1. Jan would rather not go there for dinner. _____	**a.** It's too windy.
2. Luis would rather not study Greek. _____	**b.** They're really tired.
3. We'd rather not sit outside. _____	**c.** Let's walk instead.
4. I'd rather not take the subway. _____	**d.** He thinks it's too difficult.
5. They would rather not work today. _____	**e.** It's too expensive.

D Complete the questions with *would rather*, the pronoun *you*, and a verb from the box.

have	live	read	take	watch

1. _____ a test on a computer or on paper?
2. _____ a book or a magazine?
3. _____ a movie or a TV show?
4. _____ in Europe or North America?
5. _____ a big house or a small house?

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Unit 1 Food for Life

Lesson A

A. 1. eats 2. wearing 3. is ringing 4. have 5. are cooking

B. 1. wakes up 2. eats 3. goes 4. speaks 5. is speaking

C. 1. are 2. is using 3. is studying 4. is reading 5. are doing 6. is asking

D. 1. is / 's driving 2. is / 's staying 3. are / 're going 4. is / 's drinking 5. are / 're wearing

E. 1. are watching 2. eats 3. is sending 4. are / 're studying 5. relax 6. calls

Lesson C

A. 1. was / were 2. chose 3. drank 4. ate 5. gave 6. went 7. met 8. saw

B. 1. went, saw 2. chose 3. drank 4. was 5. met 6. gave

C. 1. grew 2. helped 3. gave, was 4. learned 5. asked 6. took

D. 1. went 2. tried 3. ate 4. liked 5. showed 6. learned 7. enjoyed

E. 1. arrived 2. was 3. helped 4. lost 5. said 6. had 7. called 8. heard 9. laughed 10. ran

Unit 2 Express Yourself

Lesson A

A. 1. Martha has lived in Brazil for two years 2. The child has not been on an airplane before 3. Ximena has been to Mexico City three times 4. My teacher has not been to her country for a long time 5. They have taken the train many times

B. 1. has studied 2. have / 've been 3. has not / hasn't visited 4. have not / haven't done 5. have / 've read

C. 1. Celeste hasn't been to Montreal before. 2. I haven't played soccer every day this week. 3. Jane hasn't finished the assigment. 4. We haven't met new friends at school. 5. The students haven't asked about the homework.

D. 1. I have never eaten Peruvian food 2. I have tried writing with my left hand 3. my family has gone on vacation 4. they have never seen the ocean / haven't ever seen the ocean 5. I have written an email in English

E. 1. have not / haven't 2. have 3. have

Lesson C

A. 1. We've had 2. They've visited 3. She's washed 4. I've studied 5. You've done

B. 1. d 2. a 3. e 4. b 5. c

C. 1. have already learned 2. hasn't woken up, yet 3. hasn't said, yet 4. haven't ever gone 5. has never used

D. 1. yet 2. ever 3. never 4. already 5. ever

E. 1. A: ever / already; B: never 2. A: yet / already; B: already 3. A: yet / already; B: yet

Unit 3 Cities

Lesson A

A. 1. The airport will be crowded. 2. They will / They'll play soccer in the afternoon. 3. I will / I'll be a student. 4. We will / We'll work in an office. 5. You will / You'll have a lot of homework.

B. 1. will take 2. will / 'll send 3. will / 'll be 4. will / 'll go 5. will / 'll learn

C. 1. won't use, will be 2. won't be 3. won't work 4. won't pay, will be 5. won't write, 'll use

D. 1. A: Will; B: they will 2. A: Will; B: I will 3. A: Will; B: he will

E. 1. 'll read 2. 'll buy 3. 'll write

Lesson C

A. 1. b 2. a 3. b 4. b

B. 1. d 2. e 3. a 4. c 5. b

C. 1. After I spend a year in Toronto, I'll speak better English. 2. no comma 3. Before I choose a college, I'll talk with my parents. 4. Before I get a job, I'll travel for a few months. 5. no comma

D. 1. practice driving, I'll take the driving test 2. rent an apartment, I'll save money 3. get extra help from the teacher before I take another test / take another test after I get extra help from the teacher 4. make dinner after I get home from work / get home from work before I make dinner

Unit 4 The Body

Lesson A

A. 1. bigger 2. younger 3. smaller 4. more / less difficult 5. colder

B. 1. A car is more expensive than a bike 2. Walking is easier than running 3. The cafeteria is noisier than the library 4. College is more difficult than high school 5. A mile is longer than a kilometer

C. 1. best 2. most exciting 3. nearest 4. funniest 5. hottest

D. 1. Tania speaks English as well as Monica. 2. My backpack is as heavy as yours. 3. Andre's brother is as tall as his father. 4. Running is as difficult as cycling. 5. The lake is as deep as the river.

E. 1. oldest 2. younger 3. older 4. the friendliest 5. smartest

Lesson C

A. 1. to listen 2. to improve 3. to make 4. to learn 5. to earn

B. 1. Rodrigo took the bus in order to get to school 2. Magda read the chapter in order to prepare for the test 3. Mr. Esteves learned English in order to work in the US 4. Jaime got a job in order to save money 5. They got up early in order to arrive on time

C. 1. d 2. e 3. a 4. c 5. b

D. 1. To be at school on time, Lena gets up at 7 o'clock. 2. To wake up, she takes a shower and drinks two cups of coffee. 3. To avoid the crowded bus, Lena walks to school. 4. To do research, she goes to the school library. 5. To make plans for lunch, she talks to her friends.

Unit 5 Challenges

Lesson A

A. 1. were learning 2. was raining 3. was blowing 4. was talking 5. were waiting

B. 1. gave 2. were speaking 3. cooked 4. were sleeping 5. was taking

C. 1. were taking 2. was drying 3. was winning 4. was traveling 5. was sitting

D. 1. b 2. e 3. d 4. a 5. c

E. 1. while 2. While 3. when 4. When

Lesson C

A. 1. No, she is not old enough. 2. He is old enough to get a job, get a driver's license, and vote. 3. Yes, she is old enough. 4. No, he is not old enough / he is too young. 5. He will be old enough next year. / He will be old enough when he's 18.

B. 1. not fast enough 2. too salty 3. warm enough 4. long enough 5. too expensive

C. 1. too 2. enough 3. enough 4. too 5. enough

Unit 6 Transitions

Lesson A

A. 1. had seen 2. had been 3. had worked 4. had read 5. had learned

B. 1. had planned, got 2. wasn't / was not, had studied 3. met, had, started 4. had learned, started 5. hadn't / had not heard, arrived

C. 1. hadn't / had not made / didn't / did not make 2. joined 3. was 4. had told 5. hadn't / had not played 6. didn't / did not know 7. started 8. enjoyed

D. Answers will vary. Sample Answers:

1. I hadn't met my teacher or my classmates before
2. I had moved from China to the United States
3. I had worked very hard on it
4. I hadn't studied much
5. the train had been delayed

Lesson C

A. 1. How fast does he swim? / How fast is he? 2. How expensive was it? 3. How late did she arrive? 4. How well does he play (soccer)?

B. 1. How well does Jane speak Spanish 2. How old is your grandfather 3. How mature are the students 4. How safe is this city

C. 1. b 2. e 3. a 4. c 5. d

D. 1. How long did she live there / in Los Angeles? 2. How strict are they? 3. How responsible is he? 4. How rich are they? 5. How late are we?

E. 1. How slowly do you write in English? 2. How fast does he drive?

Unit 7 Things That Matter

Lesson A

A. 1. Murano glass is made in Italy / In Italy, Murano glass is made 2. Jewelry is often given as a gift 3. A lot of food is wasted every day / Every day, a lot of food is wasted 4. Many cars are built in China / In China, many cars are built 5. Valuable items are kept in a safe

B. 1. is shown 2. are made 3. are sewn 4. is designed 5. are sold

C. 1. The younger artists are taught by the master artists. 2. Luxury clothes are sold by expensive boutiques. 3. People's lives are not always improved by money. 4. Childcare benefits are provided by some employers. 5. Delicious bread is made by the local bakery.

D. 1. Money is given as a gift at weddings 2. Pearls are produced by oysters 3. Oranges are grown in Florida 4. Silver is found in Mexico 5. Diamonds are imported from South Africa

E. 1. is used 2. uses 3. makes 4. are made 5. sewed

Lesson C

A. 1. is visited 2. are made 3. are used 4. is watched 5. are needed

B. 1. c 2. e 3. a 4. b 5. d

C. Unnecessary *by* phrases: 2. ~~by farmers~~ 4. ~~by people~~

D. 1. many people's lives are improved by technology 2. the illness is not / isn't caused by unclean water 3. people's lives are not / aren't improved by television 4. people's job opportunities are improved by education

Unit 8 Conservation

Lesson A

A. 1. ignore 2. melts 3. continues 4. understand 5. live 6. works

B. 1. doesn't stop, will lose 2. lose, will die 3. become, will be 4. is, will hunt 5. finds, will kill

C. 1. c 2. e 3. a 4. b 5. d

D. 1. 'll / will play, stops 2. wins, 'll / will play 3. 're / are, will not / won't scare 4. 'll / will go, 's / is 5. 'll / will call, find

Lesson C

A. 1. a lot of 2. too much 3. Too many 4. a little 5. some

B. 1. b 2. d 3. a 4. e 5. c

C. 1. c 2. b 3. b 4. a 5. c

D. 1. ~~too much~~ 2. ~~Too little~~ 3. ~~too much~~ 4. ~~many~~ 5. ~~too few~~

Unit 9 Life Now and in the Past

Lesson A

A. 1. used to drink 2. used to drive 3. used to be 4. used to win 5. used to wake up

B. 1. d 2. b 3. e 4. c 5. a

C. 1. she didn't / did not use to work at the bank 2. they didn't / did not use to be married 3. he didn't / did not use to drive a red car 4. he didn't / did not use to wear glasses

D. 1. Did he use to live in Miami 2. Did Mr. Lin use to teach science 3. Did you use to play tennis 4. Did she use to work at night

E. 1. used to take 2. used to be 3. used to bring 4. used to wait 5. didn't / did not use to be

Lesson C

A. 1. PV 2. PV 3. AV 4. PV 5. AV

B. 1. was written 2. was read 3. were explored 4. were explained 5. were learned

C. 1. Mongolia was ruled by Genghis Khan. 2. Many cities and kingdoms were destroyed by Genghis Khan. 3. For example, the city of Samarkand was destroyed by Khan's army. 4. China was attacked by Genghis Khan's army at the beginning of the 13th century / At the beginning of the 13th century, China was attacked by Genghis Khan's army. 5. Genghis Khan was respected by many people.

D. 1. were taken 2. was published 3. were inspired 4. were visited 5. were completed

Unit 10 Travel

Lesson A

A. 1. F 2. F 3. T 4. T 5. F

B. 1. must 2. have to 3. don't have to 4. must 5. has to

C. 1. You don't have to check in at the gate. 2. You don't have to put your suitcase on the scale. 3. You don't have to buy tickets in advance. 4. You don't have to take off your shoes. 5. You don't have to get a vaccination before traveling.

D. 1. You must wait in line at security. 2. He doesn't need to / have to check his bag. 3. I need to / have to email the hotel. 4. Children under 10 must travel with an adult. 5. She doesn't need to / have to wait in that line.

Lesson C

A. 1. A 2. P 3. P 4. P 5. A

B. 1. You must not / can't talk during the movie. 2. You can't / must not eat the ice cream. 3. You must not / can't restart the computer. 4. You can't / must not turn on the TV. 5. You must not / can't take photos.

C. 1. You must not / can't use cell phones in class. 2. You must not / can't park a car in a crosswalk. 3. You must not / can't copy another student's work. 4. You must not / can't walk on the grass. 5. You must not / can't enter Brazil without a visa.

D. 1. must not 2. can't 3. must not 4. can't 5. must not

E. 1. You **must not** stand up... 2. They **can't** board... 3. You **can't** travel to... 4. Everyone **must** follow...

Unit 11 Careers

Lesson A

A. 1. a 2. c 3. b 4. b 5. a

B. 1. had better / should 2. should 3. had better not / shouldn't 4. had better not 5. had better / should

C. 1. should 2. had better not 3. should / had better 4. should 5. shouldn't

D. 1. d 2. b 3. e 4. a 5. c

E. 1. I think you should go to college 2. Perhaps we shouldn't spend a lot of money 3. Maybe you should get a part-time job 4. I think you should talk to your teacher about it

Lesson C

A. 1. b 2. a 3. b 4. a 5. a

B. 1. everything 2. anything 3. nobody 4. Somebody 5. anything

C. 1. everything 2. anything 3. Nobody / No one 4. something 5. anyone / anybody

D. 1. anything 2. somebody / someone 3. everything 4. Somebody / Someone 5. anyone 6. everyone

Unit 12 Celebrations

Lesson A

A. 1. Veterans Day is as important as Memorial Day 2. July 4th in the US is as exciting as September 18th in Chile 3. Summer vacations are as popular as winter vacations 4. Soccer is as challenging as tennis 5. July is as hot as August

B. 1. My backpack is not / isn't as heavy as your backpack. 2. This assignment is not / isn't as difficult as the last one. 3. Spain is not /isn't as interesting as Italy. 4. Chocolate ice cream is not / isn't as delicious as vanilla. 5. Tea is not / isn't as strong as coffee.

C. 1. Hogmanay is as exciting as Chinese New Year 2. Tina's laptop is not / isn't as fast as Ravi's 3. my sunglasses are as dark as yours 4. Boston is not / isn't as big as Houston 5. parades are not / aren't as loud as fireworks

D. 1. My brother is not / isn't as tall as me 2. My writing is not / isn't as good as your writing 3. Lucia's pronunciation is as clear as my teacher's pronunciation 4. My job is not / isn't as interesting as your job 5. My uncle's car is as expensive as my mother's car

Lesson C

A. 1. would rather get up 2. would rather drive 3. would rather live 4. would rather see 5. would rather go

B. 1. 'd rather 2. 'd rather 3. 'd rather 4. 'd rather 5. 'd rather

C. 1. e 2. d 3. a 4. c 5. b

D. 1. Would you rather take 2. Would you rather read 3. Would you rather watch 4. Would you rather live 5. Would you rather have