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| - Count and non-count nouns: some and any |
| - How much and How many with quantifiers: lots of, a few, a little |
| - Present continuous tense |
| - Stative verbs |
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| - Present-time activities |
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People

About the Photo

This photo was taken by Sigit Pamungkas, a photojournalist from Indonesia. The photo shows Muslim women attending evening prayers at a mosque in Surabaya, East Java, Indonesia. It shows the night before Ramadan, an important Islamic celebration. Ramadan is the ninth month of the Islamic calendar. During the month of Ramadan, adults fast from dawn to sunset every day and dedicate a lot of their time to prayer. This photo beautifully captures the women in their white robes and their movement as they kneel to pray, contrasted with the young girl in red, standing still in the center.

- Introduce the theme of the unit. Tell students that in this unit, they will meet real people from many different places.
- Direct students' attention to the photo. Have students describe what they see.
- Have students work with a partner to discuss the questions.
- Have several pairs share their ideas with the class. Write key vocabulary on the board.
- Go over the Unit Goals with the class, explaining as necessary.
- For each goal, elicit any words students already know and write them on the board; for example, expressions like Nice to meet you; questions like What's your name?; occupations, etc.

UNIT 1 GOALS

Grammar

Review of present tense: be
They're Thai.
He's not a dancer.
Be + adjective (+ noun)
It is an easy job.
Possessive adjectives

Vocabulary

Occupations
Countries
Nationalities
Descriptive adjectives

Listening

Focused listening:
Personal introductions
Unit Theme Overview

- Students begin their work in World English Level 1 by considering some of the things people have in common, and looking at the kinds of information we often exchange with other people when we first meet them.
- In English-speaking countries, one common topic of conversation when people first meet is occupations and the work people do. It is considered a relatively neutral subject at social and business events (asking about a new acquaintance’s family, which is appropriate in some cultures, is considered too personal). People ask questions about a person’s occupation and if the person enjoys it. Learning how to ask questions is also a very good strategy for lower-level learners because it helps to maintain conversation in a natural way.

Teacher Tip

Going over the Unit Goals is an important stage in the lead-in to each unit. It is helpful for students to know what they are going to be learning so they can activate prior knowledge in English. Activating what students already know about a topic helps them be able to organize and understand the new knowledge.

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<td>Writing about a person and his or her occupation</td>
<td>National Geographic: “The Last of the Woman Divers”</td>
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</table>
Meet People

Vocabulary

- Direct students’ attention to the map. Tell them they are going to meet people from these places. Go over the names of the countries and nationalities in the box, pronouncing them for students to repeat. Have students look at the pictures and say what the people are doing. Provide vocabulary as necessary.

  - Introduce the names of the occupations listed in the box. Pronounce them for students to repeat and explain as necessary. Point out that police officer can be used for both policeman and policewoman.

A - Have students complete the sentences with the nationalities and occupations.
B - Have students compare answers with a partner.
C - Check answers. Point out that nationalities must have a capital letter in English.

Engage!

- Have pairs rank the jobs from most to least difficult. Have pairs join to make groups of four to share their rankings and talk about the differences they have. Have groups share, and have the class try to agree on a ranking. Write the list on the board.

D - Point out the expression in the Real Language box.
E - Read through the conversation with the class. Model the conversation about Norma.
F - Divide the class into pairs, and have them make new conversations about the other people pictured in A.
G - Call on pairs of students to present their conversations to the class.

Countries and Nationalities

- China — Chinese
- Australia — Australian
- Jordan — Jordanian
- France — French
- Mexico — Mexican
- Peru — Peruvian
- Ireland — Irish
- Japan — Japanese

Occupations

- dancer and chef
- journalist
- musician
- nurse
- office worker
- pharmacist
- professor
- reporter
- salesperson
- scientist
- secretary
- writer

Vocabulary

A - Fill in the blanks. Use words from the boxes.

1. This is Norma. She's ______ Mexican ______ and she's a ______ dancer ______
2. This is Gabriela. She's ______ Peruvian ______ and she's a ______ photographer ______
3. This is Frank. He's ______ Irish ______ and he's a ______ police officer ______
4. This is Marie. She's ______ French ______ and she's a ______ politician ______
5. This is Yaseen. He's ______ Jordanian ______ and he's a ______ pilot ______
6. This is Chuan Li. He's ______ Chinese ______ and he's a ______ chief ______
7. This is Narako. She's ______ Japanese ______ and she's a ______ journalist ______
8. This is Nicolas. He's ______ Australian ______ and he's a ______ travel agent ______

Real Language:

We say What does she/he do? to ask about a person's occupation or job.

- Norma is from Mexico. What does she do? She's a dancer.
Grammar: Be

The verb be presents difficulties for learners whose languages do not have a similar structure. They may produce incorrect sentences such as He's Chinese or She's a doctor. If necessary, explain to the class that every English sentence must contain a verb (a word for an action), and that be is a verb. Another thing to consider is that many languages do not use an it pronoun. Point out the examples using it, and explain to students that it is used for things that are not people.

Grammar Practice: Be

With the class, make a list of six to eight famous people from other countries. Then have students write sentences about their occupations and nationalities. For example:

Lionel Messi: He's a soccer player. He's Argentinian.
Ask For and Give Personal Information

Listening

A. Divide the class into pairs. Have them look at the pictures and read about the people, then guess the missing information.

B. Tell students they are going to hear part of a TV game show. Ask them what usually happens at the beginning of these shows (the players are introduced). Tell them they are going to hear this part of the show.

C. Tell students to listen and write the missing information.

D. Have students compare answers with their partner.

E. Play the recording again and check answers.

F. Have students read the list of countries and then listen and write the nationalities.

G. Play the recording again. Check answers.

H. If desired, play the recording one more time, pointing out the answers as they are heard.

I. Ask, Do you like game shows? Which ones? Who is usually on game shows?

Pronunciation

- Review the idea of contractions. Explain that we use contractions in fast or informal speaking.

- Point out the difference in pronunciation between the s in it’s and the s in he’s and she’s. In it’s, the s is pronounced /z/. The s is a voiced /z/ in he’s and she’s.

- Tell students to notice the difference in pronunciation between the separate and contracted forms.

- Play the recording one or more times. Call on rows of students to pronounce the pairs.

For Your Information: Game shows

Game shows are extremely popular in countries around the world. On them, people must answer questions or participate in activities to win money or prizes. On some game shows, contestants compete alone, while others involve teams or playing with celebrities. Countries as diverse as Argentina, Bulgaria, Iceland, Iran, Macedonia, Pakistan, South Africa, and Venezuela all have game shows among their most popular TV programs.
Listen. Circle the verb or contraction you hear. Then listen again and repeat.

1. (I am | I'm) a teacher.
2. (He is | He's) an engineer.
3. (She is | She's) a nurse.
4. (They are | They're) interesting.
5. (You are | You're) welcome.

Play round-robin.

Student 1: I'm a dentist.
Student 2: I'm a student, and he's a dentist.
Student 3: I'm a teacher, she's a student, and he's a dentist.
Continue the game for as many occupations as possible.

Communication

Student A chooses a card from the ones to the right. Student B guesses the card by asking yes/no questions.

B: Are you 28 years old?
A: No, I'm not.

B: Are you a doctor?
A: Yes, I am.

B: Are you an Argentine?
A: No, I'm not.

B: Is your name Helen?
A: Yes, it is!

Choose a famous person. The others in the group ask yes/no questions to guess who you are. They can ask 20 questions.

Are you American?
Yes, I am.
Are you a man?
No, I'm not.

Ask for and give personal information.

Interview some of your classmates. Ask their name, their age, and the job they do or want to do.

What job do you want to do?
I want to be an architect.

Expansion Activity: My class

Have students draw a chart with four columns and the same number of rows as there are people in the class, including the teacher. Have students interview their classmates and you to complete the chart with everybody's name, nationality, age, and occupation (those not working can say student). Elicit from students the questions they need to ask, and write them on the board:

- What's your name?
- Where are you from?
- How old are you?
- What do you do?
- What do you want to be?

Tell students they are going to interview classmates. Review the questions they will ask:

- What's your name?
- How old are you?
- What do you do?
- What do you want to be?

Tell students to interview three classmates.

When students have finished, ask about each student by pointing and saying, Tell me about him/her. Elicit, for example, His name is Yong-Jun. He's 23. He's an office worker.

Tell students to compare answers with a partner. Play the recording again as necessary.

Check answers.

Tell students to read the sentences to a partner using both the regular and contracted forms.

Elicit occupations from students.

Using the example, model playing round-robin with two students.

Continue with the whole class, or divide the class into small groups.

Communication

Explain the activity. Model the example with a student. Then have the student choose a card. Call on another student to ask him or her questions to guess who they are.

- Have students play the game.

Say, I'm a famous person. Ask me Yes/No questions to guess my name. Model some questions students can ask: Are you a man or woman? Are you (Chinese)? Are you on TV? Have the class ask questions to guess your identity.

- Have students choose a famous person and take turns asking and answering questions.

Tell students they are going to interview classmates. Review the questions they will ask:

- What's your name?
- How old are you?
- What do you do?
- What do you want to be?

Tell students to interview three classmates.

When students have finished, ask about each student by pointing and saying, Tell me about him/her. Elicit, for example, His name is Yong-Jun. He's 23. He's an office worker.
Describe Different Occupations

Language Expansion
- Introduce the idea of adjectives—words that describe a noun (a big house, a good book). Present the pairs of adjectives under the pictures. Elicit more examples for each adjective (for example, Who's a rich person? What's a boring job?).

A. Have students work individually to classify the words.
B. Have students compare answers with a partner.
C. Check answers by completing the chart on the board.

D. Have students read the sentences and choose an adjective for each one.
E. Have students compare answers with a partner and talk about any differences.
F. Compare answers with the class.
G. Point out the information in the Word Focus box. Ask students, Which jobs have a good salary? Write a list on the board.

Grammar
- Go over the information in the first chart and elicit more examples from the students. Say, tell me about your job, your class, etc. Have them elicit sentences like: My job is interesting. My classes are difficult. My school is big.
- Then go over the information in the second chart and repeat the questions, but have students tell you instead: My job is interesting. My classes are difficult. My school is big.

Word Bank: More descriptive adjectives
- calm
- small
- important
- traditional
- large
- unimportant
- modern
- unpopular
- new
- worried
- old
- young
- popular

Positive
- happy
- rich
- interesting
- easy
- safe
- dangerous

Negative
- unhappy
- poor
- boring
- difficult
A Circle the correct word or phrase in parentheses.
1. My father's job is (interesting) an interesting). He is a newspaper photographer. It's not (easy an easy) job, but he enjoys it.
2. I am a travel agent. The salary isn't very ((good) an good). I'm not (rich an rich).
3. John is an engineer. It's (difficult an difficult) job, but it's (interesting an interesting) job.

B Complete the sentences using a possessive adjective.
1. I am a farmer. My salary is not very good.
2. Michael is a musician. His job is interesting.
3. Susan and Jenny are from Ireland. Their nationality is Irish.
4. You are a pilot. I think your job is dangerous.
5. Michelle is from Germany. Her nationality is German.

C Unscramble the words to write sentences.
1. job friend's is My dangerous.
2. is person interesting Kim friend an
3. your happy? brother is
4. rich is not a My father man.

Conversation
A Listen to the conversation. What does Graham do?
Graham: What do you do, Elsa?
Elsa: I'm an engineer.
Graham: An engineer! That's interesting.
Elsa: Yes, but it's difficult work. And you, Graham? What do you do?

B Practice the conversation with a partner. Switch roles and practice it again.
Then change the underlined words and make a new conversation.

Grammar Practice: Possessive Adjectives
Sit with the class in a circle. The teacher begins by saying, My name is __________. The student on your right then says, His/Her name is __________. My name is __________. The next student says the names of all of those who have come before (using complete sentences). If a student forgets a name, he or she starts over again with My name is __________. Play until all students have had several turns and have learned most of the names.

Grammar: Adjectives
Adjectives generally do not cause difficulty for learners. However, students may occasionally add -s to adjectives that describe plural nouns (they're interesting books).
GOAL 4: Describe Positive and Negative Parts of Occupations

Reading

A. Look at the pictures. What do you think these people do? Peter farmer. Rimii actress. Tanya student, musician.

B. Read the article. Circle T for true and F for false.

1. Peter is a pilot. T F
2. Peter's salary is good. T F
3. Rimii is from India. T F
4. She says her work is sometimes interesting. T F
5. Tanya is an engineer. T F
6. She says school is difficult. T F

C. Answer the questions:

1. What does Peter do? He's a farmer.
2. Is Peter poor? No, he isn't.
3. What does Rimii do? She's an actress.
4. Is her salary good? Yes, it is.
5. Where is Tanya from? She's from Boulder, Colorado.
6. Do you think Tanya is happy? Answers may vary.

For Your Information: New Zealand

New Zealand is a group of islands in the southwestern Pacific Ocean, near Australia. The Polynesian Maori people first reached the islands in about 800 CE. The first European to visit the islands was the Dutch explorer Abel Tasman, in 1642. The two largest islands are made up mostly of mountains and fertile pastures. Because of this, the economy is largely based on farming.
so he uses an airplane. He says, "I'm happy. My job is interesting, and also the salary is good. And my dog, Shep, can come with me in the airplane."

Rimii Sen is an actress. She is Indian, and she is from Mumbai. "People think an actress's life is exciting, but it is difficult work, and sometimes it is boring. However, the salary is very good!"

Tanya Rogers is a student from Boulder, Colorado, in the United States. She is studying to be an engineer, but she really wants to be a musician. "School is boring, and I love my music. For some musicians, the salary is good, but for most musicians it is not good."

Engineer or musician? What a decision!

---

After Reading

Have students bring in a newspaper or magazine photo or an image from the Internet of a person doing his or her job. Divide the class into groups of four or five students, and have the students take turns showing and describing their pictures. Discuss the most interesting/unusual pictures with the whole class.
Describe Positive and Negative Parts of Occupations

Communication

- Divide the class into pairs and have students write a list of jobs.
- Individually, have students decide if the jobs on their list are interesting or boring and whether they have a good or bad salary. Have them complete the chart.

- Have students compare their chart with their partner and discuss the differences.
- Compare answers with the class and complete the chart on the board.

Writing

- Have students look at the pictures and say what they think the people's nationalities and occupations are.
- Have students read about Salif. Ask, Where is Salif from? What does he do?
- Write on the board the name and country of someone the students all know. Have students help you write about this person. Write the text on the board.
- Have students complete the information about Angeline and Asef.
- Check answers. For each person, ask about the job; for example, Is Angeline's job boring or interesting? etc.

GoaL Check

- Divide the class into pairs. Have them take turns telling about a friend or family member's occupation.
- Call on students to tell the class about the person's occupation.

Communication

A With a partner, make a list of all the jobs you know. Individually, write them in the boxes in the chart below.

<table>
<thead>
<tr>
<th>Interesting</th>
<th>Poor salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dancer</td>
</tr>
</tbody>
</table>

B Compare your answers with your partner's.

Writing

A Look at the people. Write about each person's job and nationality.

Salif: Afghanistan
Salif is Afghan and he is a farmer.

Angeline: Brazil
Angeline is Brazilian and she is a (ballerina) dancer.

Asef: Jordan
Asef is Jordanian and he is a doctor/nurse.

Teacher Tip: Models for writing

Providing students with a model before asking them to write is helpful. A model text can be used as a framework for producing their own text. As well as having students read the model in the book, it is a good idea to have the class help you write a similar text on the board before they begin to write their own.
Before You Watch

Fill in the blanks. Use the words in the box.

[bay, guide, divers, seafood]

In Korea, there is a group of women divers. They go to the sea every day to catch seafood, like octopus and shellfish. Some of the women are not divers. One of them works with tourists. She is a tour guide.

While You Watch

A. Watch the video. Circle T for true and F for false.
1. Diving is difficult and dangerous.
2. The water is cold.
3. The divers can stay underwater for ten minutes.
4. Sunny Hong is a diver.
5. The women sell the seafood.

After You Watch

A. Sunny Hong speaks English. She is a tour guide. She is not a diver. She says, "I am lucky." How can speaking English help you?

Communication

B. Work with a partner. Compare your lists. Are they the same? Do you agree with your partner?

For Your Information: Jeju Island

Jeju Island (also spelled Cheju) is an area of Korea that developed its own distinctive culture and customs because of its isolation. It has a much warmer climate than the rest of the country and produces citrus fruit. One unusual feature of Jeju's culture is that women have traditionally had roles of authority in the family because they earned a lot of money, especially through diving. Today, tourism is the biggest industry in Jeju. People come to the island for its scenery (a volcanic mountain with numerous waterfalls), warm climate, and beaches.
Work, Rest, and Play

About the Photo
This photo was taken at the Central China Normal University, in Wuhan. It is a large, prestigious university with more than 30,000 students, including more than 1,500 international students. For several years now, the university has allowed parents to spend the first night with their children, sleeping on mats in the gymnasium. Some parents find it hard to get used to the idea of their children leaving home and may even experience what is called “empty nest syndrome,” finding themselves feeling alone and missing their children. Staying for the first night helps parents with the transition. It may not be comfortable, but hundreds of families choose to spend their last night together on the university gym floor.

- Introduce the theme of the unit. Ask students, When do you work? When do you rest? When do you play?
- Direct students’ attention to the photo. Have students describe what they see.
- Have students discuss the questions with a partner.
- Have several students share their ideas. Write them on the board.
- Ask these questions orally or by writing them on the board for students to answer in pairs: What do you do on weekdays? What do you do on weekends?
- Go over the Unit Goals with the class. For each goal, elicit any words students already know and write them on the board; for example, vocabulary for daily routines (get up, go to work, have lunch, etc.).

Parents sleep in the gymnasium of Central China Normal University after accompanying their children to their first day of school.

UNIT 2 GOALS
- Talk about a typical day
- Talk about free time
- Describe a special celebration or festival
- Describe daily life in different communities

Grammar
- Review: Simple present tense
  - Alison catches the bus.
  - Prepositions of time
  - on Saturday, in the morning, at five thirty
  - Adverbs of frequency
  - We always give presents at Christmas.

Vocabulary
- Daily activities
- Party words

Listening
- Focused listening: Celebrity interview
Unit Theme Overview

- In this unit, students will learn to talk about regular, repeated activities, using the simple present tense. The sequence of topics discussed moves from the more familiar and universal, to the unique and more specific.

- Students begin by discussing their daily workday activities, which are fairly similar around the world with some important cultural differences (for example, most North Americans like to take a shower in the morning, to start their day feeling clean and fresh, while Japanese people generally bathe at night, to wash away the cares of the day and go to bed relaxed).

- They next consider their free-time activities, which show more individual variation, before considering festivals in their country. Throughout the lessons, they are practicing the language used for the recurring events that make up the fabric of our lives, wherever we live. Students will learn about a virtual choir and think about the daily lives of the participants in an amazing project from TED speaker Eric Whitacre, and finally, students will learn about a special festival in Thailand.

UNIT 2 GOALS

1. Talk about a typical day
2. Talk about free time
3. Describe a special celebration or festival
4. Describe daily life in different communities

<table>
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<tr>
<td>Talking about daily schedules and free time</td>
<td>TED Talks: “Eric Whitacre: A Virtual Choir 2,000 Voices Strong”</td>
<td>Writing a descriptive paragraph about a daily routine</td>
<td>National Geographic: “Monkey Business”</td>
</tr>
</tbody>
</table>
GOAL 1: Talk About a Typical Day

Vocabulary
- Label the pictures. Use phrases from the box.

a. brush your teeth
b. eat breakfast
c. go to bed
d. eat lunch
e. go to the movies
f. eat out
g. take a run
h. watch TV
i. visit friends
j. start work
k. get up
l. take a shower

A. Circle the activities in exercise A that you do every day.

B. Make a list of other activities you do every day. Share your list with the class.

C. In your notebook, write the activities from A and C that you do, in the order that you do them.

D. Describe your weekday routine to a partner. Use first, next, then, and fi

Word Bank: Daily activities
- catch the train/subway
- clean the house
- cook dinner
- do chores
- drive to work/school
- eat lunch
- go to class
- take a break
- take care of children
- sign in/punch in
- wash the dishes

Grammar: Simple present tense
- The simple present tense is used for repeated, habitual action (I eat vegetables every day) and for statements of fact that are always true (The sun rises in the east).
- Common errors to watch for include omitting the -s or -es will the third person singular (He go to work); adding a form of be to the verb (He is go to work every day); and forming negative sentences with no (He no go to work every day).

UNIT 2: Work, Rest, and Play
Grammar: Simple present tense

<table>
<thead>
<tr>
<th>Statements</th>
<th>Negative</th>
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<tbody>
<tr>
<td>I start work at eight o'clock.</td>
<td>I don't start work at eight o'clock.</td>
</tr>
<tr>
<td>Alison catches the bus at five thirty.</td>
<td>Alison doesn't catch the bus at five thirty.</td>
</tr>
<tr>
<td>We/They go to the movies every Saturday.</td>
<td>We/They don't go to the movies every Friday.</td>
</tr>
</tbody>
</table>

**Yes/No questions**

| Do you start work at eight o'clock? | Yes, I do. No, I don't. |
| Does Alison catch the bus at five thirty? | Yes, she does. No, she doesn't. |
| Do we/they go to the movies every Saturday? | Yes, we/they do. No, we/they don't. |

We use the simple present tense to talk about habits and things that are always true.

**A Complete the questions and answers.**

1. Q: What time do you ________ up?
   A: I get up ________ seven o'clock.

2. Q: ________ you watch TV in the morning?
   A: No, I don’t watch TV in the morning.

3. Q: ________ go to bed ________ ten o'clock?
   A: No, they ________ go to bed ________ ten o'clock.

**Prepositions of time**

<table>
<thead>
<tr>
<th>Prepositions of time</th>
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</thead>
<tbody>
<tr>
<td>on Saturday(s)</td>
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<tr>
<td>on the 4th of July</td>
</tr>
<tr>
<td>on Valentine’s Day</td>
</tr>
<tr>
<td>on the weekend</td>
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</tbody>
</table>

**Conversation**

**Listen to the conversation. Does Mia work on Saturday?**

Omar: So, Mia, you’re a secretary.
Mia: That’s right.
Omar: What time do you start work?
Mia: At nine o'clock.
Omar: Do you work on Saturday?
Mia: Yes, I do. But we finish work at twelve o’clock on Saturdays.
Omar: What do you do in the evenings?
Mia: I watch TV or go to the movies.

**Practice the conversation with a partner. Switch roles and practice it again.**

**Change the underlined words and make a new conversation.**

**GOAL CHECK** Talk about a typical day

Talk with your partner about what you do on Sundays. Mention the times you do each activity.

Work, Rest, and Play 17

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Grammar

- Go over the formation of present tense statements. Remind students they must add -s or -es with he/she.
- Ask a student to say three things he or she does every day. Ask the class, What does (Akiro) do every day?
- Go over the formation of negative sentences. Ask a student to say three things he or she doesn’t do on Sundays. Ask the class what the student doesn’t do.
- Go over the formation of Yes/No questions and short answers. Ask students questions about their daily activities. Elicit short answers.
- Go over the prepositions of time. Ask students, When do you do your homework/take a shower? and elicit answers with the prepositions of time.

**A** Have students work individually to complete the conversations, then check the answers as a class.

**Conversation**

- Have students close their books.
- Write the question on the board: Does Mia work on Saturday?
- Play the recording.
- Check answers.
- Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.

**A** Have students practice the conversation with a partner.

**A** Have students work with the same partner to make a new conversation.

**Call on student pairs to present their conversation to the class.**

**GOAL CHECK**

- Divide the class into pairs to take turns telling about what they do on Sundays.
- Have several students tell the class about their partners’ Sundays.

---

Grammar: Prepositions of time

Generally speaking, **in** is used with broader periods of time: in the twentieth century/1976/winter/April/the morning.

**On** is used with shorter periods of time: on Wednesdays/New Year’s Day/March 15th.

**At** is used with points in time: at 7:30/noon.
Talk About Free Time

Listening
A. Have students look at the picture and describe what they see. Ask, What do you think his job is?
B. Tell students they are going to hear an interview with an actor about his activities on one day of the week. Have them read the question.
C. Play the recording one or more times.
D. Check answers.

E. Tell students to listen again to the interview and answer the questions. Go over the questions with them.
F. Play the recording one or more times.
G. Have students compare answers with a partner.
H. Check answers.
I. Tell the class, Bob Hardy is famous. Is his Sunday like yours? Do you think famous people do normal things? Why or why not?

Pronunciation
A. Remind the class that with he or she, verbs in the simple present tense take -s or -es at the end. Point out that the -s has different pronunciations /s/ after a voiceless sound, /z/ after a voiced sound, and /ez/ after the letters ch, sh, s, or j. Tell them to listen to the pronunciations.
B. Play the recording.
C. Point out the differences in pronunciation.
D. Play the recording again and have students mark the sound they hear.
E. Check answers.

Listening
A. Listen to the interview. What is Bob talking about? Circle the correct answer.
   a. his daily routine 
   b. his free time 
   c. his work
B. Listen again. Circle the correct answer.
   1. On Sundays, Bob gets up at ________
      a. eight o’clock 
      b. nine o’clock 
      c. ten o’clock 
   2. In the morning he ________
      a. takes a nap 
      b. visits friends 
      c. goes to work 
   3. What does he do in the afternoon?
      a. He has lunch. 
      b. He watches sports on TV. 
      c. He visits friends.
   4. What does he do in the evening?
      a. He watches TV. 
      b. He goes out for dinner. 
      c. He visits friends.

Pronunciation: Verbs that end in -s
A. Listen and check (√) the correct column.

<table>
<thead>
<tr>
<th></th>
<th>Ends with /s/</th>
<th>Ends with /z/</th>
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<tbody>
<tr>
<td>starts</td>
<td>√</td>
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<td>comes</td>
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<td>gets</td>
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<td>√</td>
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<tr>
<td>eats</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>goes</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

For Your Information: Leisure activities
Free time is spent in different ways in different countries and cultures around the world. In the United States, a recent survey showed that reading was the number one free-time activity. This was followed by watching TV, then spending time with family. In a United Kingdom survey on leisure-time activities, watching TV and videos was the most popular pastime and listening to the radio came in second. In a similar survey conducted in Japan, the most popular free-time activity was eating out. The second most popular activity was driving. Karaoke, which ranked fourth, was more popular than watching videos, which came in fifth. Listening to the radio or music ranked sixth.
Communication

A. Use the cues to write questions. Answers may vary.
1. go to the movies / Saturdays Do you go to the movies on Saturdays?
2. get up / eight o’clock / the weekend Do you get up at eight o’clock on the weekend?
3. watch TV / Sunday mornings Do you watch TV on Sunday mornings?
4. take a nap / afternoon / weekend Do you take a nap in the afternoon on the weekend?
5. eat out / weekend Do you eat out on the weekend?

B. Interview two classmates. Use the questions in exercise A. Write yes or no in the chart.

<table>
<thead>
<tr>
<th>Question</th>
<th>Classmate’s name</th>
<th>Classmate’s name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
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</tr>
</tbody>
</table>

C. Tell a partner about the interviews.
Ana goes to the movies on Saturdays, and so does Sebastian.
Ana goes to the movies on Saturdays, but Sebastian doesn’t.
Ana doesn’t go to the movies on Saturdays, but Sebastian does.
Ana doesn’t go to the movies on Saturdays, and neither does Sebastian.

D. GOAL CHECK 
Talk about free time
Talk with a partner about your free time.
What do you do in your free time?

Word Focus
We use so / neither to connect two affirmative sentences.
We use neither / but to connect two negative sentences.
We use but when the sentences are different.

Teacher Tip
When checking answers to exercises that focus on accuracy (for example, the grammar exercises), it is helpful to write the correct answers on the board as well so that students can check that they have written the correct answers in their book or notebook. For some students, only hearing the answers may not be enough; they need to see them as well. Students can also be involved in writing the answers on the board and then the class can check them together.

Expansion Activity
Have students work with a partner to prepare an imaginary interview with a famous person, asking about his or her activities on a Saturday or a Sunday. Have students role-play the interview.

B. Tell students to listen again and repeat the words.
- Play the recording.
- Have students practice reading the words to a partner. Walk around and help with difficulties.

C. Have students write sentences with the verbs from A.
- Have students exchange their sentences with a partner and read them out loud. Walk around and help with difficulties.
- Call on several students to read a sentence.

Communication

A. Have students write questions using the prompts.
- Have students compare answers with a partner.
- Check and write the questions on the board.

B. Have students interview two classmates using the questions from A.
- Have students complete the chart with their classmates’ information.

C. Point out the information in the Word Focus box.
- Model the sample dialog with a student.
- Divide the class into pairs and have them tell each other about the people they interviewed. Remind them to use so, but, and neither.
- Have several students share sentences with the class.

D. GOAL CHECK 
- Have students change partners. Have them tell their new partners about what they do in their free time and when they usually do it.
Describe a Special Celebration or Festival

Language Expansion
A. Have students look at the photos and say what they see.
B. Have students work individually to read the captions and the text about celebrations.
C. Ask, What countries does the text talk about? (India, the United States, Italy) What are the celebrations there called? (Diwali, Independence Day, Carnival)
D. Go over the meanings of the words in blue.
E. Have students work individually to fill in the correct words.
F. Have students compare answers with a partner.
G. Check answers.
H. Divide the class into pairs and have students discuss the questions.
I. Draw a chart on the board with three columns: fireworks, costumes, presents.
J. Have students share their answers and complete the chart with the different celebrations.

Language Expansion: Party words
A. Read the text and captions. Pay attention to the words in blue.

In the United States, Americans end their Independence Day celebrations with fireworks.

In Venice, people wear costumes and cover their faces with masks to celebrate Carnival.

Complete the sentences with the words in blue.
1. We watch the _______ fireworks _______ on New Year’s Eve.
2. I love parties. You can dance and sing. It’s _______ fun _______.
3. At Halloween, children wear _______ costumes _______ and _______ masks _______ to cover their faces.
4. We _______ celebrate _______ Christmas on the 24th and 25th of December.
5. I always give my mother _______ presents _______ on her birthday.
6. I like to _______ decorate _______ the house for holidays.

Discuss the following questions about your country with a partner.
1. Do you watch fireworks? Why? When?
2. Do you wear costumes? Why? When?
3. Do you give presents? Why? When?

For Your Information: Famous festivals
Las Fallas (Valencia, Spain): Huge paper figures and scenes are built on the streets and then burned on March 19.
Hogmanay (Edinburgh, Scotland): People celebrate New Year’s Eve with parades, fireworks, and noisy parties.
Jidai Matsuri (Kyoto, Japan): People dress in costumes from all eras of the city’s history and parade through the streets.
Calgary Stampede (Calgary, Canada): The city sponsors a huge rodeo with cowboy competitions, food, and music.
Songkran (Thailand): People celebrate the Thai New Year by throwing water on each other in the streets.
Dragon Boat Festival (Hong Kong): Dragon-shaped boats filled with rowers and drummers have races.
Camel Fair (Pushkar, India): Thousands of camels and their owners gather to race and celebrate.
Grammar: Adverbs of frequency

<table>
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<tr>
<th>Word order</th>
<th>Adverb of frequency</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>always</td>
<td>give presents at Christmas.</td>
</tr>
<tr>
<td>We</td>
<td>often</td>
<td>dance in the streets at Christmas.</td>
</tr>
<tr>
<td>Subject</td>
<td>do</td>
<td>Adverb of frequency</td>
</tr>
<tr>
<td>Christmas</td>
<td>is</td>
<td>always</td>
</tr>
<tr>
<td>Carnival</td>
<td>is</td>
<td>usually</td>
</tr>
</tbody>
</table>

We use adverbs of frequency to say how often we do something. *Adverbs of frequency come before the verb unless the verb is be.

A. Unscramble the words to make sentences. Write the sentences.

1. always We have a on Thanksgiving, turkey We always have a turkey on Thanksgiving.
2. Valentine's Day, never I send cards on We never send cards on Valentine's Day.
3. sometimes on our We neighbors New Year's We sometimes visit our neighbors on New Year’s.
4. his parents forgets wife's sometimes birthday. Nur sometimes forgets his wife’s birthday/Nur forgets his wife's birthday sometimes. It is usually hot in summer.
5. in summer, it is usually It is usually hot in summer.

B. Take turns. Tell a partner which sentences in exercise A are true for you.

Conversation

Listen to the conversation. Does Chuck have a family meal on New Year's Eve? no

Diego: What do you do on New Year's Eve?
Chuck: Well, we sometimes go downtown. There are fireworks, it's pretty. Other people invite friends to their house and they have a party.

Diego: Do you give presents to your friends and family?
Chuck: No, we never give presents on New Year's Eve.

Diego: Do you have a meal with your family?
Chuck: No, we do that on Christmas. On New Year's Eve we just have a party!

Practice the conversation with a partner. Switch roles and practice it again.

Change the underlined words and make a new conversation.

GOAL CHECK: Describe a special celebration or festival
Talk with a partner about your favorite celebration or festival.

Grammar: Adverbs of frequency

Adverbs modify (give more information about) the action in the verb of a sentence. Frequency adverbs answer the question, How often?

The most common error to watch for is in word order. He gets up sometimes early. I never am late.

Grammar Practice: Adverbs of frequency

With the class, make a list of festivals and celebrations in the students' countries, including birthdays. Tell each student to choose one celebration they enjoy and one celebration they don't enjoy very much. Have them write five sentences about what they do for each celebration, using adverbs of frequency. (Give examples: I don't like New Year's Eve. I always stay home. I usually go to bed early.) Call on students to read one of their lists to the class. What are their favorite celebrations? What are their least favorite?

D. GOAL CHECK: Have students change partners and then talk about what they do for their favorite celebration or festival.
Describe Daily Life in Different Communities

Reading

- Have students look at the pictures and describe what they see.
- Have students identify the kind of music they see. Then have them discuss their answers with a partner.
- Compare answers with the class.

- Divide the class into pairs and have students talk about the kinds of music they like and when and where they listen to music.
- Have several students share their answers with the class. Write a list of different types of music on the board.

- Have students read the statements. Point out the words in the Word Bank.
- Have students read the article and choose the correct words to complete the sentences.
- Have students compare answers with a partner.
- Check answers.

GOAL 4: Describe Daily Life in Different Communities

A Virtual Choir 2,000 Voices Strong

The following article is about Eric Whitacre. After reading Unit 3, you’ll have the opportunity to watch some of Whitacre’s TED Talk and learn more about his idea worth spreading.

Eric Whitacre is a composer and conductor. He is excited about using choral music to join people together from all around the world.

As a child, Eric Whitacre lived in a small town with many farms. He loved music. He didn’t know how to read music, but he often played instruments. He always wanted to be part of a rock or pop band. Years later, he went to college. There he met the conductor of the college’s choir. At first, Eric didn’t want to join the choir but finally he did.

The first time that Eric Whitacre sang with the choir, it was a big surprise. He thought that choral music was beautiful and interesting. He learned how to read music, and then he began to write musical pieces. He became a successful composer and conductor.

Whitacre’s choir is very unusual because it’s completely virtual. The Internet makes this possible. The members of the choir don’t know each other. They are different ages, from different countries, and have different professions. But they are united by their love of singing and their desire to be part of a worldwide community that makes beautiful music.

For Your Information: Eric Whitacre

Eric Whitacre is a conductor and composer from the United States. Whitacre grew up in a small farming town, but always had a passion for music. In college, he joined the choir and that experience had such an impact on him that he began writing choral pieces. He went on to study at the Juilliard School, a prestigious performing arts school in New York City. Whitacre wrote his first choral work in his early twenties and has received Grammy nominations for his work. However, he recently has become known for his virtual choir. Whitacre had the idea in response to a fan posting a video on YouTube of herself singing one of his pieces. This project has been hugely successful in uniting singers of all ages from around the world to sing. Whitacre’s work has shown how technology can be used to bring people together in a positive way. The virtual choir has created a sense of community among people who have never met, and will probably never meet, but who can still be part of the same incredible choir.
"The most transformative experience I've ever had . . . I felt for the first time in my life that I was part of something bigger than myself."

– Eric Whitacre

**Reading Tip**

As well as going over the meanings of words that students do not understand, it is also important to check the pronunciation of any unfamiliar words. *Choir* is one word that has a difficult pronunciation. The pronunciation is /kwaɪər/, and students might need the pronunciation modeled several times before they can say it comfortably.

**After Reading**

Have students work individually or in pairs to search online for more information about Eric Whitacre and his virtual choir. Have them tell the class what they found.
Writing

A. Have students look at the photo and describe what they see. Tell them this person is in the virtual choir. Introduce the idea of lifestyle. Ask, What do you think her life is like? What does she do on a typical day? Write students’ ideas on the board.

- Have students complete the paragraph, then check answers as a class.
- Copy the morning routine word web onto the board. Focus students’ attention on the Writing Strategy. Explain how organizing ideas before writing is a helpful strategy to write more effectively.

- Have students complete the word web.
- Have students share their ideas and complete the word web on the board.

B. Have students make a word web about their daily routine.

- Then have them write a paragraph describing their day.
- Have students talk about how the singer’s lifestyle is similar to or different than their own.

Communication

A. Have students tell you anything they remember about Eric Whitacre. Write their ideas on the board. Ask, Is he happy? Does he like his job?

- Have students read the directions and discuss the questions with a partner.

B. **GOAL CHECK**

- Divide the class into pairs. Have them pick a singer from the virtual choir and write a paragraph describing the singer’s daily routine. Then they should discuss how the singer’s lifestyle is similar to and different from their own.

- Have several pairs share their paragraph with the class.

Teacher Tip: Starting and ending group and pair work

To make group and pair work go smoothly, it’s helpful to use clear signals for beginning and ending the task.

- Write starting and ending times on the board (Group work starts: 10:15. Group work ends: 10:25.)
- Tell your students that group work ends when you clap your hands three times.
- Train your students that when they see you raise your hand, they should also raise their hands and stop talking. The room will fall silent without you interrupting.
Video Journal: 
**Monkey Business**

**Before You Watch**
- Have students look at the photo and describe what they see.
- Have students read the directions and circle the words and expressions they think they will hear in the video.

**While You Watch**
- Have students read the statements.
- Play the video and have students answer true or false.
- Have students compare answers with a partner. Play the video again as necessary.
- Check answers and confirm the words from **Before You Watch A**.

**After You Watch**
- Have students read the questions and write any answers they already know.
- Play the video again and have students confirm or complete their answers.
- Have students compare answers with a partner. Play the video again as necessary.
- Check answers.

**For Your Information: The Monkey Festival**

In Thailand, monkeys are revered because they are considered descendants of the monkey god Hanuman. The Thai people believe monkeys bring good luck and wealth, so in the town of Lopburi, macaques rove the streets freely and are fed by the local people. But on the last Sunday of November every year, a banquet is organized for the monkeys at the Phra Prang Sam Yot temple. Large amounts of fruit and other foods are beautifully arranged at the temple for the monkeys. The Monkey Festival is not only important to the local people, it also attracts a lot of tourists, which is good for the local economy.
Going Places

About the Photo

This photo was taken by Kari Polat in the Cappadocia region of Turkey. Hot air balloon rides are a popular tourist attraction in this UNESCO World Heritage site. The region was once covered in volcanic ash, but erosion from wind and water swept the lighter material away and exposed cones, pillars, and chimneys of rock. Some of the structures reach as high as 40 meters (130 feet) tall. The region has been inhabited since between 1800 and 1200 BCE. Around the fourth century CE, the people who lived there began to build tunnels right into the rock. The result is a unique network of underground urban areas used as homes, churches, and for storage. In some places, entire towns with up to eight levels of tunnels can be found.

• Introduce the theme of the unit: Ask students, What are some ways to travel? Elicit airplane, bus, train, car.
• Direct students’ attention to the photo. Have them describe what they see.
• Have students work with a partner to answer the questions. Then, compare answers as a class.
• Ask these questions orally or by writing them on the board for students to answer in pairs: What are some places in your country that you travel to? How do you usually travel?
• Go over the Unit Goals with the class.
• For each goal, elicit any words students already know and write them on the board; for example, possessive adjectives (my, your, etc.), travel destinations, different forms of transportation, etc.

UNIT 3 GOALS

Grammar
Possession
It belongs to Ali. It's his.
Should for advice
You should bring a credit card.
Should I take a taxi?

Vocabulary
Travel preparations and stages
Travel documents and money

Listening
General listening: Conversations at the check-in counter, immigration, and hotel reception
Unit Theme Overview

- Travel is one of the world's largest industries, and it's growing larger every year. In 2012, over 3 billion passengers traveled by airplane alone, and it's virtually impossible to say how many used trains, ships, and other modes of transportation.
- Travel can provide English learners with an opportunity to use their new language skills. Even learners who stay at home are more and more likely to encounter foreign travelers who use English as a language for international communication.
- In this unit, students learn vocabulary pertaining to international travel, especially air travel. They talk about travel preparations and learn how to give advice about travel, while gaining information that may be useful to them on future trips.

UNIT 3 GOALS

1. Identify possessions
2. Ask for and give personal travel information
3. Give travel advice
4. Share special travel tips with others

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Video Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving personal information for travel forms</td>
<td>National Geographic: “Smart Traveler: Expert Opinion”</td>
<td>Writing travel tips</td>
<td>National Geographic: “Beagle Patrol”</td>
</tr>
</tbody>
</table>

Pronunciation:
Rising intonation in lists
GOAL 1: Identify Possessions

Vocabulary

A. In what order do you do these things when you travel? Number the pictures.

Answers may vary. Suggested answers:

1. buy your ticket
2. go through security
3. claim your baggage
4. go through immigration
5. board the airplane
6. claim your baggage
7. go through customs
8. check in
9. go through security
10. park your bags
11. buy duty-free goods
12. go through customs

B. Complete the sentences. Use a phrase from exercise A.

1. After you _______ go through customs ______, you can leave the airport.
2. Do I have to take off my shoes when I _______ go through security ______?
3. At the airport, the first thing you do is _______ check in ______.
4. Many people _______ buy duty-free goods ______ like perfume and chocolates at the airport.
5. When you _______ board the airplane ______, you can only take a small bag.
6. Make sure you don’t take the wrong bag when you _______ claim your baggage ______ at the carousel.

C. What do you do when you are waiting for a plane? What do you do on the plane? Use a dictionary or ask your teacher for help. Share your ideas with the class.

Word Bank: On the airplane
aisle
beverage cart
captain
emergency exit
flight attendant
in-flight movie
lavatory
overhead bin
passenger
seat
seat belt
tray table

Grammar: Possession

English shows possession in a number of ways. Three are presented here: Possessive adjectives modify a noun (my/his/your bag). Possessive pronouns take the place of a noun (mine/his/your). Belong to + object pronoun is a verb showing possession. (The dog belongs to them.) In addition, there are possessive nouns (covered elsewhere), which are formed with ’s (Mark’s car). If a possessive noun is plural, there is only an apostrophe added to the end. (That is the Johnsons’ car).
Grammar: Possession

<table>
<thead>
<tr>
<th>Possessive adjective</th>
<th>Possessive pronoun</th>
<th>Belong to</th>
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</thead>
<tbody>
<tr>
<td>my</td>
<td>mine</td>
<td>me</td>
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<td>their</td>
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<td>them</td>
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</tbody>
</table>

**Real Language**

To ask about possession, we can say: *Whose ___ is this?*

**Complete the conversations. Use a word or phrase for possession.**

1. A: Excuse me, is this your bag?
   B: No, it’s not mine.
2. A: Is this Anna’s bag?
   B: No, it’s hers. It’s green.
3. A: Whose ticket is this?
   B: I think it belongs to Shawn.

**Answer the questions using belong to and a possessive pronoun.**

1. Whose passport is this? (All) It belongs to Ali. It’s his.
2. Whose keys are these? (my keys) They belong to me. They’re mine.
3. Whose camera is this? (my sister’s) It belongs to my sister. It’s hers.
4. Whose bags are these? (John and Lucy’s) They belong to John and Lucy. They’re theirs.
5. Whose tickets are these? (Logan’s and mine) They belong to Logan and me. They’re ours.

**Conversation**

**A.** Listen to the conversation. Who does the bag belong to?

Anna: *Whose bag is this?*
   Bill: *It’s not mine.*
   Anna: *Maybe it’s Jim’s. Is this your bag, Jim?*
   Jim: *No, mine is black.*
   Anna: *Well, whose is it?*
   Bill: *Maybe it belongs to this woman. Excuse me, does this bag belong to you?*
   Woman: *Yes, it’s mine. Thank you so much.*

**B.** Practice the conversation in a group of four students. Switch roles and practice it again.

**C.** Change the underlined words and make a new conversation.

**D.** **GOAL CHECK** Identify possessions

Give a personal item, like your pen or watch, to the teacher. The teacher will then give you someone else’s personal item. You have to find the owner.

---

**Grammar Practice: Possession**

Have students bring scissors and old magazines with pictures (fashion, technology, sports, cooking, etc.) to class. To be cut up and shared. Divide the class into groups of three or four students and give them five minutes to look through the magazines and cut out pictures of ten things they would like to own (for example, a pair of shoes, a camera, skis). Have each group put all their pictures in a pile; mix them, and then figure out whose picture each one is, using possessive pronouns: *Is this yours? No, it’s his. That’s not mine, and so on.*

**Lesson A 29**

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**Grammar**

- Present/review the possessive adjectives. Hold up your book and say, *Here is my book.* Pick up a student’s book, hand it back, and say, *Here is your book.* Call on students to form similar sentences.
- Present/review the possessive pronouns. Hold up your book, and say, *It’s mine.* Call on students to form similar sentences.
- Introduce belong to. Hold up various items and say, *It belongs to you/her.* Point out the Real Language box, then hold up items and say, *Whose (book) is this?* To elicit, *It belongs to him/her, etc.*

- Have students work individually to complete the conversations, then check answers.
- Have students work individually to write sentences, then check answers.

**Conversation**

- Have students close their books. Write the question on the board: *Who does the bag belong to?*  
- Play the recording.  
- Check answers.
- Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.

- Have students practice the conversation in groups.
- Have students work with the same group to make a new conversation.
- Call on several groups to present their conversations to the class.

**D.** **GOAL CHECK**

- Have each student give you a personal item. Redistribute the items and have students identify the items’ owners.
- Have students say who items belong to; for example, *That pen belongs to her/her.*
Ask For and Give Personal Travel Information

Listening
A. Have students look at the picture. Ask: Where is this place? Do you want to go there? Do you go in an airplane from here to get there?
B. Tell students they are going to hear three conversations. They should listen and find the place discussed in each conversation.
C. Play the recording one or more times.
D. Check answers.
E. Tell students to listen again to answer true or false. Have them read the statements.
F. Play the recording one or more times.
G. Have students compare answers with a partner.
H. Check answers.

Pronunciation
A. Explain that in English, when we say a sentence containing a list of things, our voice rises when we say each thing on the list, and falls when we say the last thing on the list.
B. Tell students to listen to the sentences and read along in their books.
C. Point out the numbers chart. Tell students that when we talk about dates we use ordinal numbers like those in the second and third columns. Point out the numbers in Item #2.
D. Play the recording.
E. Tell students to listen again and repeat the sentences. Play the recording one or more times.
F. Call on rows or columns of students to repeat the sentences. Then call on individual students to repeat the sentences.
Communication

Take turns. Ask a partner questions to fill out the immigration form below with his or her information.

<table>
<thead>
<tr>
<th>Department of immigration</th>
<th>1. First name</th>
<th>8. Principal destination in this country</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Middle name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Family name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Date of birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Place of birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Nationality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Country of residence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Hotel and/or street address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Entry date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Departure date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Reason for visit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Have students look at the picture at the bottom of the page and describe what they see.
- Have students practice saying the sentences to a partner.
- Call on students to say a sentence for the class.

- Introduce the activity. Ask students if they have ever traveled to another country. Were there special papers to fill out? Explain that this is a form from an English-speaking country. Go over the information asked for on the form.
- Divide the class into pairs. Tell students that they will fill out the form using their partner's information (not their own!). Go over the questions they will ask: What's your first name/nationality/principal destination? and so forth. On the board, write, How do you spell that? and Could you repeat that, please? Finally, tell students they can give true answers or make up answers if they want.
- Walk around, helping as needed.

Expansion Activity

Have students work with a partner to prepare and practice role-playing one of the situations they heard in the Listening section (a hotel reception desk, the immigration area of an airport, or an airline check-in counter). Have student pairs present their conversations to the class.

Children in the Plaza de Armas, Cusco, Peru

Going Places 31
Give Travel Advice

Language Expansion
- Introduce the names of the documents shown in the pictures. Ask which ones the students have and use.
- Have students work individually to complete the sentences with the names of the documents.
- Have students compare answers with a partner.
- Check answers.
- Tell the class, I'm going to (Japan). Ask, What documents do I need? Elicit, You need an airline ticket, a visa, etc. Talk about various countries.

- Go over the expressions for giving an opinion. Explain that we say, I think and The best idea is to give our opinions. We say, I don't agree and I disagree to react to another person's opinion.
- Go over the expressions for giving a reason. Explain that if stores don't accept a form of money, you can't use that form of money to buy things there.
- Have students talk with a partner about the best kinds of money to take on a trip.
- Compare answers with the class. Talk about other forms of money that people use while traveling, such as ATM/debit cards (to get money from machines).

- Have students read the directions. Ask, What things can you do online when you're planning a vacation? Have students write a list of things they can do online.
- Model the conversation with a student. Point out the use of should. Have students role-play the situation with a partner. Monitor and provide vocabulary as necessary.
- Have several pairs share their conversation with the class.

Language Expansion: Travel documents and money
- Complete the sentences. Use the names of the travel documents.
- 1. You need an (international) driver's license (insurance) to drive a car in a foreign country.
- 2. In some countries, you need an (international) (visa) to enter.
- 3. It's a good idea to buy travel (insurance). Medical bills are expensive.
- 4. Your passport is your photo ID in any foreign country.
- 5. You can buy an (airline) ticket on the Internet. But you need to write down or print the confirmation number.

Talk to a partner. What is the best form of money to take on your trip? Why?

Give an opinion

I think credit cards are good.

The best idea is to take...

Give a reason

People steal...

... don't accept...

... lose cash...

Your father is planning a vacation. He usually uses a travel agent. You think he should do the planning online.

1. Write a list of the things he can get online, for example, hotel reservations and museum tickets.
2. With a partner, role-play persuading your father to buy online.

You should book a hotel online because it is cheaper.

No, you should ask a travel agent, so you know the hotel is safe.

32 Unit 3

Word Bank:
- Exchanging money
  - bills
  - currency
  - buy/sell rate
  - exchange office
  - coins
  - exchange rate
  - commission
  - receipt

Grammar: Imperatives and should for advice

We use should and shouldn't to give advice. Should + base form of the verb is a tactful or "soft" way of giving advice. It means that the speaker thinks this would be a good idea.
Grammar: Should for advice

**Should**

- **How** should I always make a copy of your passport.
- **If** you should I take a taxi from the airport?
- *We use questions with should to ask for advice.*

**Questions with should**

**Should** | **Subject** | **Verb** | **Complement**
--- | --- | --- | ---
I | take | a taxi from the airport?

Ask for advice. Read the responses and write the questions.

1. Q: **Should** I always make a copy of my passport?
   A: Yes, you should. The shuttle bus is quick and cheap.

2. Q: **Should** I bring a sweater to the beach?
   A: No, you shouldn’t. It is hot at the beach. You don’t need a sweater.

3. Q: **Should** I keep a credit card?
   A: Yes, you should. Credit cards are accepted in a lot of shops.

4. Q: **Should** I carry cash?
   A: No, you shouldn’t. It’s dangerous to carry cash.

Ask the questions in exercise A and give different advice. Take turns with a partner.

Conversation

**Listen to the conversation.** What does Claudia want from the United States? a nice present or a watch?

Ayam: Hi, Claudia. You know the USA. Can you give me some advice?
Claudia: Lucky you! How can I help?
Ayam: First, should I buy travel insurance?
Claudia: Yes, you should. Hospitals and doctors are very expensive in the US.
Ayam: OK. That’s another $200. What about clothes? What should I take?
Claudia: You should take a warm sweater and some gloves and a scarf.
Ayam: Hmm, that’s another $100.
Claudia: Oh, just one more thing! Don’t forget to buy me a nice present, like a new watch!
Ayam: Oh no! That’s another $500! Traveling is expensive!

Practice the conversation with a partner. Switch roles and practice it again.

Change the underlined words and make a new conversation.

Give travel advice.

Discuss travel tips for visitors to your country. Think about the following topics.

- transportation
- how to carry money
- can you drink the water?

Grammar Practice: Should

Have students work with a partner. Ask them to write a list of six problems; for example: 1. I don’t have any cash. 2. I’m cold.

Match two pairs and have them take turns reading a problem from their lists. The other pair needs to provide advice using should. Then do a class check. Elicit the most original advice from each of the groups.

Grammar

- Introduce should for giving advice.
- Point out that should is used with the base form of the verb. Say, "I am from Brazil. I want to take a vacation in your country. Please give me advice. Elicit ideas, such as, You should come here in the summer.

A. Have students work individually to write the questions.
B. Have students compare answers with a partner, then check answers as a class.

C. Divide the class into pairs and have them take turns asking and answering the questions, using their own ideas for advice.
D. Call on student pairs to present a question and answer to the class.

Conversation

A. Have students close their books. Write the question on the board: What does Claudia want from the United States?
B. Play the recording.
C. Check answers.
D. Play or read the conversation again for the class to repeat.
E. Practice the conversation with the class in chorus.
F. Have students practice the conversation with a partner.
G. Have students work in the same pairs to make a new conversation.
H. Call on several pairs to present their conversation to the class.

Goals Check:

- Divide the class into pairs. Have students read the directions and then discuss tips with their partner.
- Write three categories on the board: transportation, money, and water/food. Have student pairs share their advice and write their ideas on the board.

Lesson C 33
Share Special Travel Tips with Others

Reading
- Introduce the topic of the reading.
- Ask students, When you travel, do you take a lot of things? Or do you travel light? Why?
- Focus students' attention on the Real Language and Word Focus boxes.
- Have students read the article quickly to get the main idea. Tell them to circle any words they don't understand.
- Go over the article with the class, answering any questions about vocabulary.

A) Tell students to reread the article and answer the questions.
- Have students compare answers with a partner.
- Check answers.

B) Tell students to read the statements and answer true or false. Have them reread the article if necessary.
- Have students compare answers with a partner.
- Check answers.

Go to Shared to see the answers.

Additional Vocabulary
bill = a paper that says you must pay a certain amount of money
delayed = late
medical = related to doctors and hospitals
minimum = the smallest amount you can have
snack = food eaten between meals

For Your Information: Travel Tips
Here are more travel tips from experts:
- Always put your name and your itinerary inside each bag that you check in when flying. Name tags can fall off of lost bags, and the airline checks inside the bag for information about the owner.
- Drink a lot of water on the plane. The air inside is very dry, and the water will make you feel much better. Don't drink coffee or tea because they make your body even drier.
- On a long flight, sleep as much as you can. If you arrive in the morning, try to stay awake all day and go to bed at your usual time. If you feel tired, don't sleep for more than an hour during the day. This helps your body adjust to the new time.
- For your return flight, call the airline the day before you travel. Ask if the flight time has changed.

Word Focus
expiration date = the date a thing comes to an end or can no longer be used

Real Language
We use the expression share some pointers to say give advice.

Goal 4: Share Special Travel Tips with Others

Reading
- Read the article. Then answer the questions:
  1. Do you think the author enjoys traveling? Yes (because he knows a lot about travel).
  2. Why should you check the expiration date of your passport? Many countries won't let you enter if they are less than six months left on your passport.
  3. Why should you tie a sock to your bag? So you can quickly see your bag on the airport carousel.
  4. Why should you take a good book when you travel? It helps to pass the time as you wait for a flight.

Circle T for true and F for false:
1. You need a lot of documents to travel
2. You need to take a lot of clothes in your bag
3. Bags can be hard to identify at the airport.
4. Flights are never late.
5. Airplane food is always good

34 Unit 3
TRAVELER

EXPERT OPINION

In his book Easy Travel, Mike Connelly shares some pointers on making travel easy:

DOCUMENTS Make sure you have all your documents: passport, visas, tickets, etc. You should always check the expiration date of your passport. Many countries won’t let you enter with less than six months left on your passport. Don’t forget to buy travel insurance. Medical bills can be very expensive, especially in the United States and Europe. Finally, you should make copies of all your important documents and credit cards and keep them in another bag.

PACKING My advice is—always travel light! I hate to carry heavy bags, just take the minimum. There is an old saying: Breakfast in Berlin, Dinner in Delhi, Bags in Bangkok! So, don’t pack anything important in your check-in bag; put important things in your carry-on bag. You don’t want to arrive home without your house keys. Another tip—don’t use expensive suitcases. People don’t steal dirty old bags. Finally, here’s a good little tip—tie a sock or brightly colored string to your bag. Why? So you can quickly see your bag on the airport carousel.

THE AIRPORT My first piece of advice is that you should always carry a good book. It helps to pass the time as you wait for your delayed flight. Don’t forget to take a sweater or a jacket on the plane. It can get cold on a long night flight. And then there is airline food. Take a snack (cookies or fruit) with you. Sometimes the food is late, sometimes it doesn’t arrive at all, and it’s never very good.

Reading Tip: Using authentic material
Reading "real English" can be a motivating factor for many students. Opinion pieces and lists of tips for certain activities are popular in many magazines and newspapers, as well as on Web sites. Have students read other opinion pieces like this article and report their findings back to the class.

After Reading
Divide the class into groups of three or four students. Have each group choose a topic such as food, shopping, transportation, or health and create a poster for visitors with tips and illustrations. Have each group stand up in front of the class to present and explain their poster.
Share Special Travel Tips with Others

Communication

A. Have students look at the picture and describe what they see. Ask, Do you want to go on vacation here?
- Divide the class into pairs and have them decide which vacation they would choose. Remind them that they need to give their reasons.
- Have each pair find another pair who has chosen a different vacation, if possible. Have them explain their reasons for choosing their vacation to each other.
- Have several pairs share their reasons with the class.

A. Model the questions and statements with several students, using different items from the list.
- With the same partner, have students discuss which items from the list to take.
- Have several pairs share which items they want to take and their reasons for taking each item with the class.

Writing

A. Choose one of the vacations from Communication A and write it on the board. Ask, What travel tips can you give me for this vacation?
- Have students help you write a list of tips on the board.
- Have students write travel tips for their vacation individually.

GOAL CHECK

A. Divide the class into pairs. Have them read their tips to each other and compare ideas.
- Call on students to read their vacation travel tips to the class.

Communication

Do you think we should take…?

I think we should take… because…

I don’t think we should take… because…

A. You have won a vacation for two people and you can choose where to go. Choose one of the following and be ready to say why you chose it.

Riviera Maya, Mexico

Resort in Mexico

World Cup in Brazil

Trekking in the Himalayas

Historical tour of Angkor Wat, Cambodia

Adventure tourism in New Zealand

A. Read the list below—your teacher will help you. You can only take five of these items. Discuss which items to take with a partner. Give your reasons.

1. sun block
2. binoculars
3. warm clothes
4. first-aid kit
5. international driver’s license
6. water sterilization tablets
7. umbrella
8. maps
9. money belt
10. guidebook
11. sunglasses
12. hair dryer
13. penknife
14. smartphone

Writing

A. Write travel tips for your vacation in your notebook.

GOAL CHECK

Share special travel tips with others

Read your travel tips to a partner. Then share them with the class.

Teacher Tip: Encouraging the use of English

A common challenge in monolingual classes is motivating students to use only English in group work. Here are some approaches to consider:

- Establish a clear policy. For example, you might tell students, IT’S OK to ask questions in your native language, but for all other things we use only English.
- Set an example for the students. Use only English for instructions and classroom management.
Before You Watch
A Do you have working dogs in your country? How do these dogs help people?

While You Watch
A Watch the video. Circle the names of things you see.
- uniform
- apples
- suitcase
- passport
- mango
- beef jerky

B Watch the video again. Circle T for true and F for false.
1. Brent and Stockton play before they start work. T F
2. Detector dogs look for meat. T F
3. Stockton is not finding the meat. T F
4. Stockton eats the meat he finds. T F
5. Stockton is learning slowly. T F

After You Watch/Communication
A In the video, we saw that dogs can be very useful in airports. Work with a partner to write a list of possible problems with dogs in airports. Answers may vary. Suggested answers:
- With a partner, role-play the following situations:
  - In Situation 1, Student A is a dog handler, and Student B is a passenger. The dog is sniffing in Student B's bag, and Student B does not like dogs.
  - In Situation 2, Student A is a passenger that has fruit in his or her bag. The fruit is a gift. Student B is the dog handler and has to take the fruit.

For Your Information: Beagles
The beagle is a small-to-medium-sized dog that was originally used for hunting. Beagles weigh 18 to 35 pounds (8 to 16 kilograms) and have markings of brown, black, and white. Although the modern breed of beagles was developed in England in the 1830s, dogs similar to beagles were used for hunting in ancient Greece! Beagles are known for their excellent sense of smell and their ability to follow the trail of a scent. This makes them very well-suited as detector dogs. They are also popular pets because they are small and have a calm personality. Probably the most famous beagle in the world is Snoopy, the dog in the well-known comic strip Peanuts.

Going Places 37

Video Journal: Beagle Patrol
Before You Watch
A Introduce the idea of working dogs. Have students discuss different kinds of working dogs that they might know about (for example, search dogs who look for lost people, guard dogs who bark to alert their owners when strangers come near, etc.).

While You Watch
A Point out the information in the Word Focus box.
- Tell students to watch the video the first time and circle the things they see.
- Play the video.
- Have students compare answers with a partner.
- Check answers.

B Tell students to watch the video again and answer true or false. Have the students read the statements.
- Play the video.
- Check answers.

After You Watch/Communication
A Divide the class into pairs and have them work together to list possible problems.
- Compare answers with the class.

B Divide the class into pairs. Have them role-play the two situations.
- Call on several pairs to present one of the situations to the class.

Lessons D and E 37
A Virtual Choir 2,000 Voices Strong

Before You Watch

A. Write the correct word under each picture.

- singer
- conductor
- choir
- piano

1. ________________________
2. ________________________
3. ________________________
4. ________________________

B. Work with a partner. Try to think of one example each for items 1-4 in exercise A. Share your answers with the class.

C. Complete the sentences using the words from the box.

1. The sisters had a very strong ________________ connection.
2. Please ________________ record your music for him.
3. People who live in a neighborhood are part of the ________________ community.
4. The video game had a ________________ virtual world that players could play in.
5. I will ________________ post this information on the Web site for my classmates.

While You Watch

D. You are going to watch a TED Talk about a virtual choir. What do you think you will see in the video? What things do you think a person should do if they are going to start an online community? Discuss them with a partner.

- You should have a computer.

E. Look at the pictures and quotes on the next page. Then watch the TED Talk. As you watch, put the pictures in order. Write the number in the box under the picture.

F. Watch the TED Talk again. Complete the sentences using the words from the box.

- connect
- singers
- Malta
- Sleep
- Britlin

1. A girl named ________________ Britlin ________________ posted a video for Eric Whitacre. Her video gave Eric the idea for the first virtual choir.

2. Eric created a virtual choir to ________________ connect people around the world.

3. The second virtual choir had 2,051 ________________ singers.

4. The second virtual choir had singers from many countries, such as Jordan/Malta and Malta/Jordan.

5. Eric Whitacre chose a piece called "Sleep" for the second virtual choir.
"Human beings will go to any lengths necessary to find and connect with each other. It doesn’t matter the technology."

— Eric Whitacre

**While You Watch**

- Have students look at the pictures and read the quotes. Tell them to number the pictures as they watch the talk.
- Play the talk.
- Have students compare answers with a partner.
- Check answers.

- Have students read the sentences. Tell them to complete the sentences with words from the box as they watch the talk. Play the talk again.
- Have students compare answers with a partner.
- Check answers.

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**Viewing Tip**

Encourage students to take notes as they watch. Note taking is a useful strategy for students, and one which they can use both in and out of class while they are listening to spoken English. Writing down key words, numbers, dates, etc., can help them understand both the main idea and details of what they hear.
After You Watch

A. Have students read the statements and correct the false information.
   - Have students compare answers with a partner. Play the talk again as necessary.
   - Check answers.

B. Ask, Why is Eric Whitacre's virtual choir unusual? Where is a conductor usually when he is conducting a choir?
   - Divide the class into small groups and have them discuss other occupations that could be done virtually.
   - Have each group share their ideas and write a list on the board.

C. Say, I want to be in Eric Whitacre's next virtual choir. What advice can you give me? Write one or two pieces of advice on the board. As necessary, remind students to use You should. . . .
   - Have students read the directions and then write six pieces of advice with a partner.
   - Have pairs share their advice and add it to the list on the board.

After You Watch

A. Read the sentences. Correct the false information. Answers will vary.

1. A choir has to use the Internet _______. virtual choir

2. In Eric Whitacre's virtual choir, all the singers record their videos at the same time. different times

3. In their testimonials, the singers said that being in the virtual choir did not make them feel connected to other people around the world. 

4. All of the members of the choir are new good friends, even though they live in different countries and do not meet in person.
   sang together

B. Most conductors work with singers in person, but Eric Whitacre conducts a choir online. With a group, take turns naming occupations. For each one, discuss whether it is possible for people in the occupation to work in a virtual way.
   Teacher
   - Teachers usually work in person.
   - It is also possible for them to work in a virtual way. Teachers can teach online.

C. Someone you know wants to be part of Eric Whitacre's next virtual choir. What advice would you give? With a partner, brainstorm a list of verbs (be, learn, post, etc.). Use should/shouldn't and the verbs to write five pieces of advice in your notebook.
One woman in the virtual choir lives in rural Alaska, 400 miles from the nearest town. What do you think her life is like? Why is the choir important to her? How do music and technology connect her with people around the world? Discuss with a partner.

Do you like to do the following things online, in person, or both? Add your own idea. Then answer by placing a check (√) in the appropriate box. Then interview your classmates about what they prefer. Write each classmate's initials in the appropriate box. Share with the class.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Virtual world</th>
<th>In person</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. play games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. take classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. talk to family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. shop</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. explore the world</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
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</table>

Pick one of the activities in exercise E. Write a short paragraph about why you think it is better to do that activity online or in person. Use some of the words provided.

to live nearby/to far away/to feel lonely/to be alone/to connect/to spend time together/to be alone

Challenge! What other virtual choirs has Eric Whitacre conducted? Visit TED.com to find out. Then share what you learned with a group. Be sure to include the name of the musical piece, the number of singers, the number of countries, and a short description of the piece. Use at least two descriptive adjectives.

Ideas Worth Spreading

With books closed, have students share what they remember about Eric Whitacre. Ask, What is his message? What does he want to tell people? What does his choir accomplish? How?

- Have students read the information in the Ideas Worth Sharing box on page 38 again. Remind them that they can watch the whole talk at TED.com to help them develop their listening skills.

Challenge

- With their books closed, have students say why Whitacre’s virtual choir is special. Ask, How do the people in the choir feel? How does Whitacre feel? How are they able to sing all together? Write their ideas on the board.
- Have students find out about Whitacre’s other virtual choirs outside of class and share what they learned with their classmates.
Food

About the Photo
This photo shows spices arranged on a tabletop. A spice is a dried vegetable substance, such as a seed, fruit, root, or bark, that is used to color or flavor food. The study of herbs and spices dates back to at least the year 3000 BCE in Egypt. Early scholars studied spices for medicine, cosmetics, and cooking. The spice trade started in the Middle East and has existed for at least 4,000 years. At one point, it was one of the most profitable trades in the world and was very important in the development of trade routes, cultural exchange, and alliances between nations. Some of the earliest spices include cinnamon and ginger. As well as adding a distinct flavor to food, spices are useful as preservatives and can also make food healthier by adding antioxidants. The spices in this photo include cayenne pepper, curry, garlic, paprika, and sea salt.

- Direct students’ attention to the photo.
- Have students describe what they see.
- Have students discuss the questions with a partner.
- Compare answers with the class, compiling a list of favorites on the board.
- Do over the Unit Goals with the class, explaining as necessary.
- For each goal, elicit any words students already know and write them on the board, for example, food vocabulary, restaurant expressions, etc.

A colorful blend of spices is displayed in a variety of measuring spoons. People around the world use spices to flavor and preserve food.

UNIT 4 GOALS
- Give a recipe
- Order a meal
- Talk about diets
- Discuss unusual foods

Grammar
Some and any with count and non-count nouns
We don’t have any milk. There is some cheese.
How much and How many with quantifiers: lots of, a few, a little
How many oranges do you need? A few.

Vocabulary
Food
Diets

Listening
General and focused listening: In a restaurant

42 UNIT 4 Food
Unit Theme Overview

- Food is a complex and interesting topic with cultural, social, health, and even moral aspects. Our food preferences are shaped not only by personal taste, but also by custom, habit, and our physical environment.
- This unit presents several different facets of food around the world. Students begin by looking at individual foods and describing the ingredients in favorite dishes, practicing the use of quantities and count/non-count nouns. Next, they talk about food in restaurants and ordering meals there. Another lesson brings in the theme of diet and health and why people eat certain kinds of food. Students also consider the cultural side of food and talk about foods that are considered delicious in some countries and disgusting in others.

UNIT 4 GOALS
1. Give a recipe
2. Order a meal
3. Talk about diets
4. Discuss unusual foods

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<th>Writing</th>
<th>Video Journal</th>
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<td>National Geographic:</td>
<td>Writing a recipe</td>
<td>National Geographic:</td>
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<td>Role-play: Ordering from a menu</td>
<td>&quot;Bugs as Food&quot;</td>
<td></td>
<td>&quot;Dangerous Dinner&quot;</td>
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<td>Pronunciation: Reduced forms: Do you have . . . and Would you like . . .</td>
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</table>
A GOAL 1: Give a Recipe

Vocabulary
- Go over the names of the foods in the picture. Ask, Which of these foods do you like? Which foods do you eat often?
- Have students work individually to choose the correct description for each group of foods.
- Check answers.
- Divide the class into pairs and have them add other foods to each group.
- Have pairs share their lists, and write a list for each food group on the board.

Grammar
- Go over the information about count and non-count nouns. Explain that non-count nouns are things that we see as a whole and don’t count individually (for example, water, air, cheese). Look at the foods and drinks in the illustration and give/elicit examples of each (count: eggs, bananas, peppers; non-count: milk, butter, juice).
- Explain to students that there are some irregular nouns that do not follow the common rule of adding -s or -es to make a plural; for example, one child—two children, one man—two men.
- Present the information about some and any. Elicit examples from the picture from students, for example, There are some potatoes. There aren’t any pears, etc.

Word Bank: More foods
dairy: (sour) cream, yogurt
fruit: cherries, grapes, mangoes, melon, nectarines, peaches, strawberries
protein: beans, beef, mutton, tofu, turkey
vegetables: beans, cabbage, carrots, cucumbers, eggplant, squash

Grammar: Some and any
Some is used in positive sentences, any is used in questions and negatives, and some and any are both used in questions that make offers. This rule has been simplified somewhat but will always produce grammatical sentences. Native speakers generally use some in offers when they anticipate a positive answer: Do you want some ice cream? They use any when they anticipate a negative answer: Do you want any more ice cream, or should I put it away?
Complete the sentences with **some** or **any**.

1. Do we have **any** tomatoes?
2. Pass me **some** apples, please.
3. There isn't **any** milk in the fridge.
4. I think there is **some** cheese on the table.
5. There aren’t **any** eggs.
6. Could I have **some** water, please?

Conversation

**48.15 Listen to the conversation. What do you need to make a Spanish omelet?**

Lee: Let's make a Spanish omelet. Oil, potatoes, an onion, a pepper and 4 eggs.

Diana: Great. What do we need?

Lee: OK. It says here you need some olive oil. Do we have any olive oil?

Diana: No, we don't, but it doesn't matter. We have some corn oil. That will do.

Lee: Next, we need some potatoes, a large onion, and a red pepper.

Diana: We don't have a red pepper.

Lee: Never mind. We can use a green pepper.

Diana: OK, and then we need some eggs. Four eggs.

Lee: OK! Let's begin!

**Practice the conversation with a partner. Switch roles and practice it again.**

**Choose a new recipe and repeat the conversation.**

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**GOAL CHECK**

Tell a partner the name of a dish you like. Explain the ingredients you need to prepare it.

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**Grammar Practice: Some and any with count and non-count nouns**

Ask a student, *What's in your bag?* and start writing a list on the board: *two books, some paper, a pen...* Tell students to write a list of everything in their bag/purse/backpack without looking inside. Give them a few minutes to write, then match them with a partner. Have them give their list to their partner, who will read it out loud while they check what's actually inside. Who made the most accurate list?

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**GOAL CHECK**

Have pairs talk about dishes they like and explain the recipes.
Order a Meal

Listening
- Tell students they are going to hear a conversation in a restaurant. Point out the information in the Word Focus box. Go over the terms waiter and customer. Students should listen to find the number of customers.
- Play the recording one or more times.
- Check answers.
- Tell students to listen again to find what the customers ordered. Go over the items on the menu with the class. Explain that filet mignon (FILET mi NYEHN) is a French name for a kind of steak. The pronunciation can be shown phonetically as /fɛːlɪt miˈnjɔn/.
- Have students compare answers with a partner.
- Play the recording one or more times.
- Check answers.

Listening
- Listen to the waiter taking an order from customers. How many customers are there?
- Listen again and write the food and drink that each person ordered.

Menu

**Appetizers**
- Chicken 'n Cheese
  Deep-fried chicken served with fresh tomatoes and sliced Cheddar cheese
- Vegetable Soup
  Made from fresh vegetables

**Main Dishes**
- Seashore Shrimp
  Grilled shrimp served with peppers and boiled rice
- Butter-Baked Chicken
  Roasted half-chicken in a lemon sauce served with carrots and potatoes
- Filet Mignon
  8 oz. grilled tenderloin steak, served with iceberg lettuce and your favorite salad dressing

**Drinks**
- Mineral water, iced tea, coffee

For Your Information: Restaurant expressions

The waiter might say:
- Are you ready to order?
- What would you like to drink?
- Our special today is (fried chicken).
- Is everything all right? (when coming back to the table to check if diners need anything during the meal)
- Would you care for any dessert?

A customer might say:
- How is (the fish) cooked?
- What kind of (soup) do you have?
- Could you please bring me (some butter)?
- Excuse me, this dish is cold/too salty/not what I ordered.
- Could we have the check/bill, please?
**Listen again. Who asked these questions?**

1. Are you ready to order? **Waiter**
2. Do you have any mineral water? **Woman**
3. What would you recommend? **Waiter**
4. Does the filet mignon come with salad? **Waiter**
5. Anything else? **Waiter**

**Pronunciation: Reduced forms**

*Do you have... and Would you like...*

Listen to the full form and the reduced form.

Listen and check (√) the correct column. Then listen again and repeat.

<table>
<thead>
<tr>
<th>Full form</th>
<th>Reduced form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a pen?</td>
<td>√</td>
</tr>
<tr>
<td>Would you like some more bread?</td>
<td>√</td>
</tr>
<tr>
<td>Do you have any paper?</td>
<td>√</td>
</tr>
<tr>
<td>Would you like some coffee?</td>
<td>√</td>
</tr>
<tr>
<td>Do you have any change?</td>
<td>√</td>
</tr>
</tbody>
</table>

**Communication**

- **With a partner, role-play the following situation.**
  
  **Student A** You work in a supermarket. Serve the customer.

  **Student B** You want to make one of the egg dishes on page 45. Ask for the food you need from the sales assistant.

- **GOAL CHECK** Order a meal
  
  Work with a partner. Choose roles and role-play. Switch roles and role-play again.

  **Student A** You are a customer in a restaurant. Order a meal from the menu on page 46.

  **Student B** You are the waiter. Take the customer's order.

**Expansion Activity**

With the class, brainstorm the menu for a restaurant, including appetizers, main dishes, and drinks, and write it on the board. If desired, use this menu for the role-play activity for Goal 2.

**Pronunciation**

- **Remind students that when we speak quickly in English, some words and sounds can become "reduced"—pronounced differently.**
  
  - Tell students to listen to the full and reduced forms of the two expressions.
  
  - Play the recording.

- **Tell students to listen to the sentences and mark the pronunciation they hear.**
  
  - Play the recording one or more times.
  
  - Have students compare answers with a partner, then check answers.

- **Tell students to listen to the sentences and mark the pronunciation they hear.**
  
  - Play the recording one or more times.
  
  - Have students compare answers with a partner, then check answers.

- **Tell students to listen to the sentences and mark the pronunciation they hear.**
  
  - Play the recording one or more times.
  
  - Have students compare answers with a partner, then check answers.

**Communication**

- **Write the following sentences on the board for students to refer to:**
  
  *May I help you? I'd like.../ Anything else?*

  - Divide the class into pairs and have them role-play the conversation in a supermarket, then change roles and practice again with a different egg recipe from page 45.

  - Call on student pairs to present a conversation to the class.

**GOAL CHECK**

- **Divide the class into pairs. Have them role-play the situation using the menu on page 46. Write expressions from the For Your Information box on page 46 on the board for students to refer to.**

  - Call on student pairs to present to the class.
**Goal 3: Talk About Diets**

**Language Expansion**
- Introduce the idea of special diets. Why do people eat special diets? What kinds of special diets do students know about?
- With the class, read the menus for the two kinds of diets. Point out that one has foods with a lot of fiber, and the other has foods with a lot of protein. Clarify the meanings of fiber and protein if necessary.
- Ask students which foods from the menus they eat regularly/like/don’t like.

**A** - Have students work individually to classify the foods, referring to the menus to help them.
- Have students compare answers with a partner.
- Check answers.

**B** - Copy the chart onto the board. With the class, brainstorm other foods to add to the chart.

**Write the names of the foods on the page in the correct column.**

<table>
<thead>
<tr>
<th>High-fiber diet</th>
<th>High-protein diet</th>
</tr>
</thead>
<tbody>
<tr>
<td>broccoli</td>
<td>hamburger, tuna salad, nuts</td>
</tr>
<tr>
<td>cauliflower</td>
<td></td>
</tr>
<tr>
<td>beans</td>
<td></td>
</tr>
<tr>
<td>whole-wheat bagel</td>
<td></td>
</tr>
<tr>
<td>breakfast cereal</td>
<td></td>
</tr>
<tr>
<td>nuts</td>
<td></td>
</tr>
</tbody>
</table>

Possible answers:
- Fiber: apples, oranges, lettuce, potatoes, red peppers, green peppers
- Protein: milk, eggs, fish, shrimp, chicken, steak, bacon, sausages

**Word Bank:** Nutrition words

balanced diet  
calorie  
carbohydrate  
fat  
in(organic)  
mineral (iron, calcium)  
serving  
vegan diet (no meat, fish, eggs, milk, honey, or any foods from animals)  
vegetarian diet (no meat or fish)  
vitamin (A, D)

**Grammar:** How much and How many with quantifiers

To use How much and How many and lots of/a few/a little correctly, students need to have a solid grasp of the count/non-count distinction. Many common errors result from confusing the two, such as How much egg do we need? and How many milk do you drink? For many non-count nouns, English has units that make them countable—for example, milk/glasses of milk, lettuce/heads of lettuce, cheese/slices of cheese.
Grammar: How much and How many with quantifiers: lots of, a few, a little

<table>
<thead>
<tr>
<th>Information question</th>
<th>Quantifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many oranges do you need?</td>
<td>I need lots of oranges</td>
</tr>
<tr>
<td>How much milk do we have?</td>
<td>We have a little milk</td>
</tr>
<tr>
<td>How much bread can you eat for breakfast?</td>
<td>We eat a few breads</td>
</tr>
<tr>
<td>How many apples do we need?</td>
<td>We need a few apples</td>
</tr>
<tr>
<td>How many potatoes would you like?</td>
<td>We need a few potatoes</td>
</tr>
<tr>
<td>How much steak do we need?</td>
<td>We need a little steak</td>
</tr>
<tr>
<td>How much broccoli would you like?</td>
<td>We need a little broccoli</td>
</tr>
<tr>
<td>How many apples do we need?</td>
<td>We need a little apples</td>
</tr>
</tbody>
</table>

A. Complete the sentences using a little or a few.
1. There is only __________ tuna salad in the fridge.
2. We only need __________ apples.
3. Please bring __________ bananas.
4. I only take __________ sugar in my coffee.
5. There are just __________ peppers left.

B. Fill in the blanks with How much, How many, lots of, a few, or a little.
1. O: __________ potatoes would you like?
   A: Just __________, thanks.
2. O: __________ steak do we need?
   A: There are eight of us, so we need __________ steak.
3. O: __________ broccoli would you like?
   A: I'm not very hungry. Just __________.
4. O: __________ apples do we need?
   A: About 20. We eat __________ apples.

C. With a partner, use the words in exercise A on page 48 to ask and answer questions.

Conversation
A. Listen to the conversation. Can Pat eat popcorn? Yes. (She can eat lots of popcorn.)

B. Practice the conversation with a partner. Switch roles and practice it again.

C. Make a new conversation for the high-protein diet.

Grammar Practice: How much and How many with quantifiers

Write these words on the board: coffee, desserts, vegetables, water, milk, meat, eggs, fruit.

Divide the class into pairs and have them ask their partner questions with How much/How many about each thing: How much coffee do you drink? Then call on students to tell the class if their partner has a healthy diet, and why: She eats a lot of fruit.
Discuss Unusual Foods

Reading
- Introduce the topic of the reading. Ask students, What strange things do people eat in other countries? Write answers on the board.
- Ask students to think about any things that they eat in their country that people in other countries might not like.
- Look at the photos with the class and talk about students' reactions.
- Call on students to answer the question.
- Point out the vocabulary in the Word Focus box.
  - Have students read the article. Tell them to circle any words they don't understand.
  - Go over the article with the class, answering any questions from the students about vocabulary.
  - Explain, if necessary, that the article talks about laws for selling food. For example, the United States government says that people can sell chocolate if it has less than 60 bits of bugs in it (per 100 grams).
  - Have students work individually to answer the questions.
  - Have students compare answers with a partner.
  - Check answers.

Additional Vocabulary
estimate = to guess or calculate
contain = have inside
hey = people use this word to get other people to listen to them

For Your Information: Edible insects
Insects are eaten in some cultures of Africa, Asia, Australia, and South America. In other cultures, eating insects is uncommon or even taboo. Over 1,200 kinds of insects are eaten, most commonly grasshoppers, crickets, and ants. Arachnids like tarantulas and scorpions are also eaten in some countries. Sometimes, they are eaten for their nutrients or they are used as a condiment or snack. One problem with eating insects is that their bodies may contain a high concentration of pesticides.

Word Focus
- luxury = A luxury is something we do not really need.
- unintentionally = When something happens unintentionally, we don't mean for it to happen.

I am sitting in an expensive New York restaurant, and I read the menu. I can't believe my eyes! Chocolate-covered crickets! Wow! I can also order Ant Egg Soup or Silk worm Fried Rice. And it's expensive—$25 for 5 crickets!

I don't like the idea of eating insects. However, in many countries insects are not luxury food. They are part of an everyday diet. In Thailand, open-air markets sell silk worms and grasshoppers. Movie theaters in South America sell roasted ants as snacks instead of popcorn.
I am probably eating insects without knowing it, anyway. "It's estimated that the average human eats half a kilogram (1.1 pounds) of insects each year, unintentionally," says Lisa Monachelli, director of youth and family programs at New Canaan Nature Center in Connecticut. "For example, in the United States, chocolate can have up to 60 bits of bugs (like legs and heads) per 100 grams. Tomato sauce can contain 30 fly eggs per 100 grams, and peanut butter can have 30 insect bits per 100 grams."

Well, if I am eating insects anyway . . .
I decide to order the chocolate-covered crickets, and hey, they taste good.

Reading Tip
Remind students that the title, pictures, and captions with an article can help them understand the text. Encourage them to always read the title first, and to look at the pictures and captions, and think about what information they are going to find in the text before they read. Using the information outside the text itself is a good strategy students can use to help them understand what they read.

After Reading
Have students work in small groups to prepare a poster about a traditional food in their city or country. The poster should include a description, pictures, and directions for making the food. Display the posters on the classroom walls.
GOAL 4: Discuss Unusual Foods

Discuss Unusual Foods

Communication

A. Have students look at the picture. Ask, What is this? Do people eat snakes? Do you eat snakes?
B. Have students read the information and identify any of the foods on the list that they eat in their country.
C. Have students complete the chart with the delicacies.
D. Divide the class into pairs and have them compare their charts. Have them explain their decisions.
E. Have several students share with the class which food they would or would not eat.

C. GOAL CHECK

- Have students write a list of food that visitors to their country might find strange.
- Have students tell the class about the unusual foods they listed. Encourage the rest of the class to ask questions about the food each student talks about. In large classes, divide the class into smaller groups to share their unusual foods.

Communication

Many countries have unusual food. At least, it is unusual to visitors to the country. To the people of the country, it is not unusual. In fact, it is often special food—a delicacy. Here are some examples. Do you eat any of these in your country?

Texas, USA: Rattlesnake
Mexico: Ceviche—uncooked fish
China: Bird’s nest soup
Scotland: Haggis—sheep’s stomach
France: Frog’s legs
Saudi Arabia: Sheep’s eyeballs

A. Write the delicacies in the chart.

I would never eat haggis.

Fried Rattlesnake
1. Catch and kill a rattlesnake.
2. Remove the skin and intestines.
3. Cut it into 5-cm pieces.
4. Fry it in very hot oil.
5. Eat it!

B. Read your answers from the chart to your partner.

C. GOAL CHECK

Discuss unusual foods

Make a list of delicacies that visitors to your country might find unusual. Share it with the class. Answer questions from the class.

Writing

A. Write a recipe for one of the delicacies in exercise C.

For Your Information: Pufferfish

Pufferfish are the second most poisonous animal in the world (only a species of frog is more toxic). There are more than 120 kinds of puffers, and they live in the sea and in marine estuaries. The skin and some internal organs contain the poison. Fishermen have to wear gloves when handling pufferfish.

These fish are called puffers because when danger approaches, they are able to fill their bodies with more water so that they look much bigger. The poison in a puffer’s body is produced from bacteria in its food, so puffers that are raised in an aquarium do not develop any toxins.
Video Journal: Dangerous Dinner

Before You Watch

A. Work with a partner. Discuss these questions.
1. Which of these fish can kill you?  
2. How can they kill you?
   a. The great white shark, stonefish, and pufferfish can kill people.

While You Watch

B. Watch the video. Circle T for true and F for false.
1. The pufferfish is not expensive. F
2. Chef Hayashi has a license to prepare fugu. T
3. About 30 people die every year because they eat fugu. T
4. American president introduced a test for fugu chefs. F
5. Tom likes the fugu. F

C. Answer the questions.
1. Is Tom worried about eating fugu? Yes, he is.
2. When did Chef Hayashi get his license? In 1949
3. How does fugu poison kill a person? The person can’t breathe.
4. How many people can a tiger fugu kill? 30

After You Watch

D. Discuss these questions with a partner.
1. Why do you think people like to eat fugu?
2. Would you eat fugu?

Teacher Tip: Errors in spoken English

Giving immediate corrections to students during group and pair work is not always effective. Students are too involved in the activity and don’t retain the correct information. Instead:

- Make notes on errors frequently heard during the activity, and give a mini-lesson after the activity, contrasting the error and the correct form.
- Listen to different groups in rotation, write down important errors, and give the list to the group members to correct.
- Note sentences with errors during the activity, and write them on the board. Together, the class identifies the errors and corrects them.
- For all of these activities, it’s best NOT to include the name of the student who made the error. Students generally recognize their own sentences even without names.

Lessons D and E 53
Sports

About the Photo

This photo shows expert climbers Hazel Findlay and Alex Honnold climbing the sea cliffs of Acadia National Park, Maine, in the United States. This cliff is called Great Head and is about 30.5 meters (100 feet) high. Having the ocean right below them felt "very dramatic and intense," said Findlay. The photo was taken by photographer and climber Tim Kemple. Kemple specializes in photographing extreme sports athletes in action. He travels the world taking photos of surfers, snowboarders, BASE jumpers, mountain bikers, and more. To get the steep angle of this shot, with the ocean below and the two climbers, Kemple rappelled down the cliff from above.

- Introduce the theme of the unit. Ask students how many sports they can name in English, and write the names on the board.
- Direct students’ attention to the photo. Have students describe what they see.
- Have students discuss the questions with a partner.
- Compare answers. Add any different sports to the list on the board.
- Ask these questions orally or by writing them on the board, for students to answer in pairs. Which sports do you watch? Which sports events do you go to?
- Go over the Unit Goals with the class.
- For each goal, elicit any words students already know and write them on the board, for example, sports vocabulary, daily activities, frequency words (often, always), actions happening now, etc.

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**UNIT 5 GOALS**

- Describe activities happening now
- Compare everyday and present-time activities
- Talk about favorite sports
- Discuss adventures

**Grammar**

- Present continuous tense
  - *Are you studying* right now?
  - *I like to be outdoors.*

**Vocabulary**

- Playing sports
- Team sports
- Individual sports

**Listening**

- General and focused listening: Everyday activities vs. today’s activities

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British climber Hazel Findlay climbs a sea cliff in Maine, USA.
Unit Theme Overview

- The world of sports includes everything from children kicking a soccer ball behind their house to the parade of top-notch athletes entering the stadium at the opening ceremony of the Olympic Games. Sports may be played individually or on teams, indoors or outdoors, by professionals or amateurs. This unit covers a broad variety of sports and invites students to consider the ones they enjoy most and why they enjoy them.

- Students begin by practicing use of the present continuous tense to talk about activities in progress and then learn to contrast these activities with routines and habits. They discuss their preferences in sports and learn to use relative clauses for feelings and mental states. They also read about one athlete, TED speaker Lewis Pugh, and the amazing challenge he undertook to draw attention to climate change.

UNIT 5 GOALS

1. Describe activities happening now
2. Compare everyday and present-time activities
3. Talk about favorite sports
4. Discuss adventures

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Video Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about what people are doing now</td>
<td>TED Talks: “Lewis Pugh: My Mind-Shifting Everest Swim”</td>
<td>Writing an e-mail</td>
<td>National Geographic: “Cheese-Rolling Races”</td>
</tr>
<tr>
<td>Discussing favorite sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation: Reduced form of What are you . . .</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Describe Activities Happening Now

**Vocabulary**

- Have students look at the pictures and describe what they see.
- Have students work individually to read the conversations and label the photos with the words in blue.
- Check answers.

- Have students work with a partner to read the descriptions and write the activities from A.
- Check answers.

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**Scene 1:**

Anna is studying for a test. She is bored and tired, so she is calling some friends to hang out.

Anna: Hi! What's up? What are you doing?
Anna: I'm studying! Grrrr!

**Scene 2:**

Bridget: We're at the beach. Kenny's swimming and the others are playing soccer. How about you? What are you doing?
Anna: I can't. I'm studying for a test.

**Scene 3:**

Jill: I'm hiking. It's really cool. Why don't you come?
Anna: Hi Jill. What are you doing?
Jill: I'm at Eagle Rocks with Antonia and Pete. They're climbing and I'm hiking.

**Scene 4:**

Leyla: What's happening?
Anna: Hi Leyla. I'm taking a break. Mary and Catalina are helping, too. Mary is lifting weights and Catalina is jogging. What are you doing?
Anna: I'm studying. Boring!!!

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**Word Bank:**

Sports:

- bungee jumping
- kayaking
- mountain biking (bicycling)
- paragliding
- scuba diving
- skydiving
- white-water rafting

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**Grammar:** Present continuous tense

The present continuous tense is used for actions that are in progress at the time of speaking and actions that are not completed. It contrasts with the simple present tense, which is used to talk about routines and things that are always true. It is formed with *be* and the *-ing* form of the verb.
Grammar: Present continuous tense

<table>
<thead>
<tr>
<th>I am playing soccer</th>
<th>right now, at the moment, now.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are not taking a break</td>
<td></td>
</tr>
<tr>
<td>Are you studying</td>
<td>right now? at the moment, now.</td>
</tr>
<tr>
<td>What are you doing?</td>
<td></td>
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</tbody>
</table>

Complete the message. Use the present continuous tense of the verbs given.

Webcam to Everest Base Camp
Hi everyone. At last, we are at base camp on Mt. Everest. Sherpa Parbat (1) is cooking (cook) dinner. Smells great. Parbat! Matteo and Sherpa Tensing (2) are checking (check) the ropes. And here’s Ben. It looks like he (3) is writing (write) in his daily diary. He never misses a day. And Dan? What (4) is he doing? (do)? Ah, typical Dan. He (5) is taking (take) a nap.

Conversation
A. Listen to the conversation. What are the twins doing? They’re playing soccer.

Mom: Hey, it’s quiet today. Where are the kids?
Dad: Well, Mario’s playing basketball in the yard.
Mom: What’s Carla doing?
Dad: She’s swimming in the pool.
Mom: And the twins? What are they doing?
Dad: Uhh... I don’t know.
Mom: Hey, you two! What are you doing?
Twins: We’re playing soccer!

B. Practice the conversation with a partner. Switch roles and practice it again.
C. Make a new conversation using other sports.

D. GOAL CHECK: Describe activities happening now. Talk to a partner. What are your family and friends doing now?

Grammar Practice: Present continuous tense

Mime an action and tell the class to guess what you’re doing, using the present continuous tense: You’re playing tennis. You’re watching a scary movie. Tell the class when they have guessed correctly. Divide students into pairs and have them plan a similar mime for the class to guess. When all pairs are ready, have one student from each pair come to the front of the class and present their mime. At the end of the activity, talk about any funny/difficult/surprising mimes.

Lesson A 57

A. Present/review the present continuous tense. Tell the class. Right now, I’m standing. I’m talking. What are you doing? Elicit, I’m studying/listening/writing, and so on. Point to students and ask, What is he/she doing? What are they doing?

B. Go over the information in the chart.

C. Have students work individually to complete the message.

D. Have students compare answers with a partner.

E. Check answers.

Conversation
A. Have students close their books. Write the question on the board: What are the twins doing?

B. Play the recording. Check answers.

C. Play or read the conversation again for the class to repeat.

D. Practice the conversation with the class in chorus.

E. Have students practice the conversation with a partner and then switch roles and practice it again.

F. Have students work with the same partner to make a new conversation about the people, using different sports.

G. Call on student pairs to present their conversations to the class.

Lesson A 57
Compare Everyday and Present-Time Activities

Listening

A. Have students look at the pictures and describe what they see.
   - Tell students they are going to hear three telephone conversations. They should listen the first time to find what the people are talking about.
   - Play the recording one or more times.
   - Check answers.

B. Tell students to listen again to find what the people in the conversations usually do.
   - Play the recording one or more times.
   - Have students compare answers with a partner.
   - Check answers.

C. Tell students to listen again to the conversations and write what the people are doing today.
   - Play the recording one or more times.
   - Have students compare answers with a partner.
   - Check answers.

Listen again. What do these people usually do? When?

1. Alan and Karen usually go to the movies on Fridays.
2. Khaled usually studies in the evening.
3. Liam usually goes to the ball game on Sundays.

Listen again. What are they doing today?

1. Alan and Karen are ice skating.
2. Khaled is playing basketball.
3. Liam is fixing the roof.

Word Bank: Sports words

champion player
coach point
game referee
goal score
fan scoreboard
league team
match uniform

59 Unit 5
Expansion Activity
Collect magazine photos of people doing leisure activities, one for each group of four to five students. Put students in groups and give each group a picture. Tell students that the person in the picture is on vacation. Have a “secretary” in each group write down sentences about what the person is doing.

Then have groups imagine an interesting or unusual job for the person in the picture (for example, spy, actor, race-car driver). What does he or she usually do at work? The “secretary” writes down the group’s answers on the other side of the paper. (Spy: He travels to foreign countries. He looks for secrets.)

Communication
- Divide the class into groups of five or six. Have one student mime an activity and the others guess the mime, using the present continuous tense. Model for the class by miming and having them guess.
- Have a few students mime an activity for the class to guess.

Pronunciation
- Review the idea that when we speak quickly in English, some words and sounds are “reduced”—pronounced differently.
- Usually, unstressed vowels are reduced to /ə/. For example, you change from /fu: / to /fu/.
- Tell students to listen to the full and reduced forms of the expression.
- Play the recording.

B
- Tell students to listen and check the pronunciation they hear.
- Play the recording.
- Have students compare answers with a partner, then check answers.

C
- Play the recording for students to repeat the sentences. Then have them practice in pairs.
- Call on students to read the sentences in both forms.

D
- Model the conversation.
- Divide the class into pairs and have them practice the conversation with the four verbs.
- Remind them that using the reduced form sounds more natural in spoken English.
- Have several pairs present the conversation to the class.

Communication
A
- Divide the class into groups of five or six. Have one student mime an activity and the others guess the mime, using the present continuous tense. Model for the class by miming and having them guess.
- Have a few students mime an activity for the class to guess.

B
- Have students write a list of what they usually do on Sundays.
- Divide the class into pairs to talk about what they’re doing now and what they usually do on Sundays.
- Call on students to tell the class about their partner’s activities.
Talk About Favorite Sports

Language Expansion
- Have students look at the pictures and name the sports.
- Introduce the idea of team sports (sports you play as part of a group) and individual sports (sports where one person plays against another person). Give examples from the class. Then talk about indoor and outdoor sports and give examples.
- Go over the names of the sports in the box. Have students work individually to list the sports in the correct section of the chart.
- Have students compare answers with a partner.
- Check answers.

- Divide the class into groups of three to four students and have them think of another way to categorize sports—for example, expensive sports or dangerous sports. They should make a list of sports in that category.
- Have each group read its list to the class, without saying the name of the category. The class must then guess the category.
- Go over the explanations in the Word Focus box.
- With the class (or in groups), have students list more names of sports in the appropriate categories.

Word Focus
We use play for team games—for example, I play soccer.
We use go for individual sports—for example, I go swimming.

Word Bank: More sports
archery  martial arts
bowling  ping-pong (table tennis)
boxing  racquetball
boxing  rock climbing
cycling  tennis
handball  track and field
horseback riding  wrestling
horse racing

Grammar: Stative verbs
Stative verbs are verbs for feelings, senses, emotions, and mental states. They do not describe actions that take place, but states. (Some books refer to them as nonaction verbs.) They are not used in the continuous tenses (present continuous, past continuous, etc.), except with certain special meanings:
- Dr. Diaz is seeing a patient now. (= meeting with)
- She's having problems with her computer. (= experiencing)
Grammar: Stative verbs

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>to enjoy doing something</td>
</tr>
<tr>
<td>hate</td>
<td>to dislike doing something</td>
</tr>
<tr>
<td>think</td>
<td>to have an opinion about something</td>
</tr>
<tr>
<td>prefer</td>
<td>to have a stronger preference for something</td>
</tr>
</tbody>
</table>

A. Circle the correct form of the verb in parentheses.
1. Skiing is expensive. It _______ (cost, costs) a lot of money.
2. I _______ (need, needs) a new soccer shirt.
3. The kids _______ (are playing, play) in the garden at the moment.
4. I don’t like team games. I _______ (prefer, preferring) individual sports.

B. Write the correct form of the verb in parentheses.
1. Ashira _______ (doesn’t like, don’t like) to go swimming.
2. I _______ (am playing, playing) golf right now. Can I call you back?
3. I like rock climbing, but my friend _______ (hates, hate) it.
4. Frederick can’t come. He _______ (is fixing, fixing) the car.

Real Language:
We say too to agree with a positive statement and neither to agree with a negative statement.

Conversation

Listen to the conversation. Does Adrian want to try rock climbing?

Adrian: Why do you like rock climbing?
Kris: I hate to be indoors all the time.
Adrian: Me too, but it looks dangerous. I don’t want to die.
Kris: Me neither! That’s why we use ropes.
Adrian: Do you need a lot of equipment?
Kris: Yes, you do, and it costs a lot of money.
Adrian: So it’s expensive and dangerous! Well, I think it’s a crazy sport. Definitely not for me.

Practice the conversation with a partner. Switch roles and practice it again. Then change the sport and make a new conversation.

Grammar Practice: Stative verbs

Have students work with a partner to write a questionnaire with five questions using stative verbs. (For example, What sport do you hate? Do you want to go bungee jumping?) Both partners should write a copy of their questionnaire. When all student partners are finished, they should exchange questionnaires with another pair and answer the questions they receive. Then they should give the questionnaires back to the pair who wrote the questions. Finish with a whole-class discussion of interesting questions and answers.

Lesson C 61
Discuss Adventures

Reading

A. Have students look at the pictures and describe what they see.
   - Have students read the directions and match the sentences to the pictures.
   - Check answers.

B. Point out the words in the Word Bank. Have students read the article and find sentences with stable verbs.
   - Have students compare answers with a partner.
   - Check answers.

C. Have students read the statements.
   - Have students read the article and choose true or false.
   - Have students compare answers with a partner.
   - Check answers.

Reading

A. Lewis Pugh is an activist who does remarkable things to call attention to environmental problems. Look at the photos. Match what he and his team are doing to the photos.

1.  
2.  
3.  
4.  

a. He is swimming.  c. They are hiking.  b. He is speaking.  d. They are rowing.

B. Read the article with a partner. Underline the sentences with stable verbs.

C. Circle T for true or F for false.

1. Lewis Pugh is not a very good swimmer.
2. Mt. Everest is the tallest mountain on Earth.
3. Lake Imja is at the bottom of Mt. Everest.
4. A glacier is really the same thing as a lake.
5. Lewis Pugh thinks that people can protect the environment.

WORD BANK

environment where we live, what is around us; the air, land, sea; glacier a huge area of moving ice; global warming a rise in the earth's temperature causing the climate to change; melting becoming water because of heat;

For Your Information: Lewis Pugh

Lewis Pugh is a maritime lawyer, an activist for saving the world's oceans, and a pioneer swimmer. Pugh was the first person to swim across a section of ocean near the North Pole, and later, across a glacial lake on Mt. Everest. He carries out these dangerous swims in order to draw attention to the environmental problems being caused by climate change—specifically, how it is affecting the oceans of the world. Pugh firmly believes that we can achieve the impossible if we put our minds to it; he demonstrates this through his pioneer swimming expeditions. However, his message goes beyond that. He wants people to take action. He wants to change the way we live and treat our planet in order to stop climate change and the resulting environmental issues, such as melting glaciers and rising sea levels and temperatures. As a speaker, Pugh has worked with some of the most important organizations in the world, encouraging them to take actions that will prevent harm to the environment.
“Very few things are impossible to achieve if we really put our whole minds to it.”

– Lewis Pugh

**After Reading**

Have students use the Internet to find out what other oceans and lakes Lewis Pugh has swum in around the world. Have students report back to the class.

**Reading Tip**

In small groups or pairs, students can work together to come up with their own comprehension questions about the article. Then they exchange their questions with another group and return their answers for checking.
Communication

A - Have students look at the lists of activities and equipment and match them.
B - Have students compare answers with a partner.
C - Check answers.
D - Have students read the sentences and complete them with the correct verbs from the box.
E - Have students compare answers with a partner.
F - Check answers.

G - Ask students other examples of dangerous sports. Write a few on the board.
H - Divide the class into pairs and have students discuss the questions.
I - Have several pairs share their answers with the class.

Writing

A - Have students read the quotation in the box. Ask: How do you think Pugh felt when he started the swim?
B - Have students suggest other dangerous sports, and write them on the board.
C - Choose one sport and tell students you want to try this sport. Have students help you begin writing an e-mail on the board, telling a friend about the sport.
D - Have students write their own e-mails individually about a dangerous sport they want to try.

Communication

A - Match the equipment to the activity. Write the correct number.
1. a ball   1. playing soccer
2. boots   2. ice hockey
3. a bathing suit   3. hiking
4. a backpack   4. swimming
5. skates   5. mountain climbing

B - Complete the sentences with the correct verbs. Use the words in the box.
1. We love the water. We are going **swimming** tomorrow.
2. Ahmed wants to catch and eat some shrimp. He is going **fishing**
3. They like the mountains. They are going **climbing** this weekend.
4. Jill would like to exercise in the park. She is going **jogging** today.

C - Lewis Pugh swims in dangerous conditions. What other sports can be dangerous? How are they dangerous? Have you ever played a dangerous sport? Which one? Discuss with a partner.

Writing

A - Read Lewis Pugh's quote. Then write an e-mail to a friend about a dangerous sport that you'd like to try.

GOAL: Discuss adventures

B - Discuss adventures

Share your e-mail with a partner. How are they the same? How are they different?
Video Journal: Cheese-Rolling Races

Before You Watch
- Have students work with a partner to talk about the sports in the pictures and which ones they would like to try.
- Compare answers with the class.

While You Watch
- Tell students to watch the video the first time and fill in the blanks with words from the box.
  - Play the video.
  - Play the video again for students to check their answers.
  - Check answers.

After You Watch
- Divide the class into pairs and have them talk about the questions.
- Compare answers with the class.

Communication
- Divide the class into new pairs.
  - Have them role-play the situation.
  - Point out the model questions.
  - Have students swap roles and role-play the situation again.

Teacher Tip: Helping groups finish at the same time
A common situation in group work is that one group completes the task long before the others—or long after. Here are some approaches you can take.

With a group that finishes too quickly:
- Check to be sure they have understood the task and completed all parts correctly.
- Give them additional questions.
- Have the group prepare a written report of their ideas, answers, etc.

With a group that finishes too slowly:
- Tell them to omit parts of the task.
- Take over briefly as discussion leader to help them move along.
- Set a time limit. Tell them, I'll ask for your answers in five minutes.

For Your Information: Unusual sports
Cheese-rolling is a sport that was invented in a town in England. A big round cheese rolls down a hill, and people run down the hill after it.

Octopush is an underwater form of hockey. Two teams try to push a puck across the bottom of a swimming pool into a goal.

Sepak takraw is popular in Southeast Asia. Two teams of three players use their feet, knees, and heads to send a ball over a net.
Destinations

About the Photo

This photo shows the Bayon, a temple in the ancient city of Angkor Thom in Cambodia. The Bayon stands in the center of Angkor Thom. It has huge faces carved in its central towers, which look down on the city and its visitors. There are thirty-seven main towers in total, and the temple has more than two hundred faces. The faces are of Lokesvara, the "Lord of the World," a Buddhist deity. Built in the late twelfth or early thirteenth centuries, the temple was originally intended for use among all the religions of the kingdom, but it was consecrated as a Buddhist temple. Later, it changed when the state religion went back to Hinduism. Today, the Bayon and Angkor Thom are popular tourist destinations due to their historical and architectural importance. Visitors often visit them along with nearby Angkor Wat.

• Introduce the theme of the unit. Call on students to give the name of a destination they have visited.
• Direct students' attention to the photo. Have students describe what they see.
• Have students work with a partner to discuss the questions.
• Compare answers with the class.
• Ask these questions orally or by writing them on the board for students to answer in pairs. Which place in the world would you like to visit? Why?
• Go over the Unit Goals with the class.
• For each goal, elicit any words students already know and write them on the board, for example, vacation destinations (beach, mountains, etc.), important discoveries, and so forth.

UNIT 6 GOALS

- Discuss past vacations
- Exchange information about vacations
- Use was/were to describe a personal experience
- Describe a discovery from the past

Grammar

Simple past tense

- I didn't have a reservation yesterday.
- Simple past tense of to be
- I was exhausted.

Vocabulary

- Travel activities
- Emphatic adjectives

Listening

- Listening for general understanding: A vacation
Unit Theme Overview

- The World Tourism Organization compiles an annual ranking of the world's most popular tourist destinations. In 2012, the top country was France, with 83 million international visitors, followed by the United States (67 million), China (58 million), Spain (58 million), Italy (46 million), Turkey (36 million), Germany (30 million), the United Kingdom (29 million), Russia (26 million), and Malaysia (25 million). That's a lot of travelers and a lot of fascinating cross-cultural experiences!

- In this unit, students practice the form, meaning, and uses of the simple past tense in the context of describing past travel experiences. They talk about their own vacation trips and those of others, and learn about an explorer in the past who discovered what is today one of the world's great travel destinations—the amazing ruins of Machu Picchu, in Peru.

UNIT 6: GOALS

1. Discuss past vacations
2. Exchange information about vacations
3. Use was/were to describe a personal experience
4. Describe a discovery from the past

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<th>Reading</th>
<th>Writing</th>
<th>Video Journal</th>
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<tbody>
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<td>National Geographic: “The Cradle of the Inca Empire”</td>
<td>Writing a travel blog</td>
<td>National Geographic: “Machu Picchu”</td>
</tr>
<tr>
<td>Describing personal experiences</td>
<td></td>
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<tr>
<td>Describing the past</td>
<td>Pronunciation: Sounds of -ed endings</td>
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Scanned by CamScanner
Discuss Past Vacations

Vocabulary

A • Have students look at the pictures. Say, *These people are all taking a vacation. What are they doing?* Then have students work individually to number the phrases to correspond with the photos.

• Have students compare answers with a partner.

• Check answers.

• Explain that the prefix un- means *not* or the opposite. If you unpack a suitcase, you take out the things that you packed.

B • Have students work individually to categorize the activities.

• Have students compare answers with a partner, then check answers.

C • Divide the class into pairs to take turns talking about their usual activities before and during a vacation.

• Compare answers with the class.

Grammar

• Introduce/review the simple past tense. Say, *What did we do in class yesterday? We studied ___ We practiced ___ We learned ___.* Elicit more examples from the class with regular verbs like talked, listened, and so forth.

• Go over the information in the chart. Point out the two kinds of verbs. The simple past tense of regular verbs is formed by adding *-ed.* Most verbs are regular. Some verbs are irregular. They don’t use *-ed* to form the simple past tense. They are all different, students will have to learn them. Go over the irregular verbs in the chart.

A • Have students unscramble the questions and answers.

• Have students compare answers with a partner.

• Check answers.

Word Bank: Vacation activities

Before:
- buy a map
- exchange money
- get vaccinations
- make train/bus/car reservations

During:
- go on a boat ride
- go to the tourist information office
- take a walking tour
- try local foods
- use a phrasebook

Grammar: Simple past tense

The simple past tense is used to talk about actions that were completed in the past. Regular verbs are those that follow the rule of forming the past tense, so they must be learned individually. Practicing with flashcards is a good way to do this. Tell students that if they are unsure, dictionaries usually have a list of irregular verbs in the back.
Conversation

A. **GOAL CHECK** Discuss past vacations

Take turns with a partner talking about a vacation you took.

**Destinations**

- **Italy**
- **United States**
- **Great Britain**
  - Rome
  - Washington, D.C.
  - London
  - Venice
  - Orlando
  - Edinburgh
  - Doge's Palace
  - Disney World
  - The Castle

B. **Practice**

- Listen to the conversation. How long did Maria stay in Venice?
  - Five nights

- **CHECK**
  - Five nights

Christine: **Hey, I love that scarf, Maria. Where did you buy it?**

Maria: **I bought it in Italy. We went to Italy for our vacation last year.**

Christine: **Wow! Sounds cool. Did you go to Rome?**

Maria: **No, we flew directly to Venice. I wanted to see the Doge's Palace.**

Christine: **How long did you stay there?**

Maria: **We stayed for five nights.**

Christine: **Lucky you!**

C. **Practice**

- Practice the conversation again and change the underlined words. You can use the information in the chart to help you, or use your own ideas.

D. **GOAL CHECK**

Discuss past vacations

Take turns with a partner talking about a vacation you took.

**Grammar Practice: Simple past tense**

Prepare a list of students' names listed in random order on a piece of paper for your own use. Tell students to write three sentences in the past tense about things they did yesterday. Then play a memory game. Call on the first student on your list to say a sentence: **Yesterday, I bought a new coat.** The second student repeats that sentence and then adds his or her own sentence: **Yesterday, Lee bought a new coat, and I read the newspaper.** Each student continues in turn until one makes a mistake. Then that student starts over with a new sentence. Play until all students have had several turns. Ask, **Who remembered the most sentences?**

**Lesson A**

- Have students work individually to complete the paragraph.
- Have students compare answers with a partner.
- Check answers.
- Have students read the questions and answers out loud with a partner.

**Conversation**

A. **Have students close their books.**

Write the question on the board:
**How long did Maria stay in Venice?**

- **Play the recording.**
  - **Check answers.**

B. **Play or read the conversation again for the class to repeat.**

- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner and then switch roles and practice it again.

C. **Tell students to make three new conversations using the information in the chart. Go over the information with the class.**

Then have them practice the conversations.

- Call on student pairs to present a conversation to the class.

D. **Have students work with the same partner to talk about a vacation or other trip they took. Remind them to use the simple past tense.**

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Exchange Information About Vacations

Listening
- Have students look at the picture and say what it is and where you would find one. Ask, Do you like to go on roller coasters?
- Introduce the topic. Ask, Do you tell your friends about your vacations? Do you like to hear about their vacations? Why or why not?

A. Tell students they are going to hear a conversation between two friends. Have them read the questions.
- Play the recording. <0 20
- Check answers.

B. Tell students to listen again to answer true or false. Go over the statements.
- Play the recording one or more times. <0 25
- Check answers.

Pronunciation
- Explain to students that the -ed ending on regular past-tense verbs has different pronunciations in different words. Tell students to listen to the recording and check the sound they hear.
- Play the recording one or more times. <0 27
- Have students compare answers with a partner.
- Check answers.

A. Tell students to listen to the recording and check the sound they hear.
- Play the recording one or more times. <0 28
- Have students compare answers with a partner.
- Check answers.

B. Tell students to listen again and repeat the sentences.
- Play the recording. <0 29

Communication
Read the travel blogs on the next page. Fill in the gaps with the past tense of the verbs in parentheses.

For Your Information: Orlando
Orlando is a city in Florida in the United States. It is a major tourist destination, with an estimated 57 million tourists visiting each year. They come to Walt Disney World, SeaWorld, Universal Studios Florida, a large number of golf courses, and one of the biggest shopping malls in the United States. The city also has several important art museums. The population is around 250,000 people, with about 2 million people in the metro area.
From Zanzibar to Zebras

December 12th, 2014

Day 1
Arrived (arrive) in Dar es Salaam. Checked (check) into hotel. Unpacked (unpack) suitcases. Went swimming.

Day 2
Took (take) a boat to the island of Zanzibar. Diving.

Day 3-5
Sunbathed (sunbathe) on the beach. Went (go) diving. Saw (see) hundreds of fish.

Day 6
Flew (fly) to Arusha. Saw Kilimanjaro. It’s BIG!

Days 7-10
Took (take) a safari tour. Saw (see) hundreds of wild animals. Took lots of photos.

Day 11
Returned (return) to Arusha. Bought (buy) souvenirs. Took plane to Dar es Salaam and flew home. Great trip.

Mexico: Beaches and Pyramids

December 18th, 2014

Day 1
Arrived (arrive) in Mexico City. Took (take) subway to Chichén Itzá. Went (go) to zoo.

Day 2
Rented (rent) a car. Visited (visit) the Pyramid of the Sun.

Days 3-5
Flew (fly) to Cancun. Went (go) to the beach.

Day 6
Visited ruins at Tulum. Watched (watch) traditional dance show.

Day 7
Colonia city of Merida. Took a bus tour of the city.

Day 8
Returned (return) to Mexico City. Flew home.

Communication

- Introduce the idea of blogs—Web sites where people write about their experiences and ideas and post pictures for other people to see. Ask if students ever read/write blogs. What are some popular topics? (Travel, politics, family life)
- Have students read the travel blogs and complete them with the past tense of the verbs. Point out to students that in notes and diaries, we can use the verb without the subject (Arrived, Took, etc.).
- Have students compare answers with a partner.
- Check answers.

- Assign a role to each student. Have them look over “their” blog. Answer any questions about vocabulary.
- Model the questions with a student.
- Have students take turns asking about each other’s vacation. Walk around the class, helping as needed.

Expansion Activity

Tell students to imagine they are foreign tourists on vacation in their country. Have them write a short e-mail to a friend about what they did on one day of their trip. Have students read their e-mails to a partner. Then call on students to read their e-mails to the class.
Use *Was/Were* to Describe a Personal Experience

**Language Expansion**
- Introduce the idea of emphatic adjectives—"strong" adjectives. For example, *excellent* means very, very good. Go over the adjectives in the chart.
- Have students work individually to describe each picture with adjectives, then check answers.
- Have students work individually to complete the sentences.
- Have students compare answers with a partner, then check answers.

**Grammar**
- Go over the information in the chart about the simple past tense of *to be* (*was* and *were*). Elicit more examples from the class. Ask, *How was your day yesterday? (It was good/bad/boring, etc.) How were your English classes last year? (They were easy/interesting/hard, etc.)*
- *Was* can be pronounced two ways. If the word is alone or at the end of an utterance, it will be pronounced */wʌz/.* The following examples may be used:
  
  **Was** can be pronounced two ways. If the word is alone or at the end of an utterance, it will be pronounced */wʌz/*. The following examples may be used:
  
  **Was** can be pronounced two ways. If the word is alone or at the end of an utterance, it will be pronounced */wʌz/*. The following examples may be used:
  
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  **Was** can be pronounced two ways. If the word is alone or at the end of an utterance, it will be pronounced */wʌz/*. The following examples may be used:
  
  **Was** can be pronounced two ways. If the word is alone or at the end of an utterance, it will be pronounced */wʌz/*.
Complete the sentences with was or were.
1. We didn't enjoy our vacation. The weather ______ was ______ very bad.
2. How ______ the food?
3. ______ you tired when you got home?
4. I ______ really interested in the ruins. They were amazing.
5. ______ the hotel clean?

Complete the sentences with the correct forms of to be.
Last year we went diving at Pulau Sipadan, Malaysia. It (1) ______ amazing! There (2) ______ lots of turtles, and we saw some hammerhead sharks, as well. We also went to Barracuda Point, but unfortunately, there (3) ______ any barracuda. It (4) ______ the wrong time of year. We stayed at the Dive Center and the food (5) ______ excellent. The rooms (6) ______ spotless.

Write three questions about exercise C to ask your partner.

Conversation
Listen to the conversation. What was good about the vacation? the food
Alex: How was your vacation?
Mike: It was terrible.
Alex: Why? What happened?
Mike: Well, first of all, the weather was bad. It rained nonstop for two weeks.
Alex: Oh, no.
Mike: And the hotel was dirty. It was full of cockroaches.
Alex: Yuck! And how was the food?
Mike: Actually, the food was good.
Alex: Well, at least you enjoyed something.
Mike: Not really. I had a bad stomach and couldn't eat. Some vacation!

Practice the conversation with a partner. Switch roles and practice it again.

Practice again and change the underlined adjectives to emphatic adjectives.

Grammar Practice: Simple past tense of to be
Write these sentence stems on the board and have students copy them onto paper:
1. ______ was born in another city.
2. ______ was very busy yesterday.
3. ______ wasn't home last night.
4. ______ was absent from class last week.
Add other sentence stems relevant to your class.

Have students walk around the class with paper and pencil asking questions with Were you ______ ? and filling in classmates' names for sentences that apply to them. Have students ask follow-up questions. (Where were you born? What did you do? etc.) Have them return to their seats when they have filled in all the spaces. Finish with a whole-class discussion of interesting answers.

Divide the class into pairs and have them take turns sharing a good or bad experience from the past.

Call on students to share something interesting they heard from their partner.
Describe a Discovery from the Past

Reading

- Have students look at the black and white photos and describe what they see. Discuss with the class when they think the photos were taken.
- Have students read the article. Tell them to note any words they don’t understand. Point out the words in the Word Focus box.
- Go over the article with the class, answering any questions from the students about vocabulary.
- Have students read the article again to find the emphatic adjectives.
- Check answers.

- Have students identify the regular and irregular past simple verbs.
- Have students compare answers with a partner.
- Check answers.

- Have students read the article again to find the answers to the questions.
- Check answers.

Additional Vocabulary
ancient = very old
modern = new

Word Focus
but = a small house
ruins = old buildings that have fallen down
to clear = to cut down

For Your Information: Machu Picchu

The city of Machu Picchu was built by the Incas around 1460 but was abandoned after only 100 years. Scientists are not sure why this happened, but they think it may have been because its inhabitants were wiped out by smallpox brought by the Spanish. Because the city was hidden high in the mountains, it was never found or destroyed by the Spanish.

The city is located on a high area between two mountains. The building technique (called dry stone because it is made without mortar) used by the Incas allows the stones to move slightly in an earthquake. As a result, the walls remained in good condition for centuries.
Most people travel for vacations, but some people travel to explore and discover new places. In 1911, Hiram Bingham, an American archaeologist, traveled to Peru where he discovered Machu Picchu, the lost city of the Incas. Read his report of the discovery.

In 1911, I went to Cuzco in Peru looking for ancient Inca ruins. We left Cuzco and traveled to the modern city of Urubamba. We then continued down the Urubamba River until we came to the beautiful little town of Ollantaytambo. We continued down the river, and six days after we left Cuzco, we arrived at a place called Mandorpampa. A man came and introduced himself as Arteaga, and I asked him about ruins. He told us of some ruins in the mountains, called Machu Picchu. I offered to pay him 50 cents per day to take us to the ruins, and he agreed.

The next day, we crossed the river and began an exhausting climb. At noon we arrived at a little grass hut. The people there were very friendly and gave us some boiled potatoes and cool water. The view was magnificent, the water was delicious, but there were no ruins. However, we continued upward until at last we arrived on top of the mountain. Immediately, we found some ancient Inca walls made of white stone. I knew at once that this was a truly amazing discovery.

I returned to Machu Picchu in 1912, and we began to clear the forest. We started to see the ruins, and they were outstanding. The walls are made from enormous stones, and as we continued to clear the forest, we discovered more and more ruins. At last, the lost city of Machu Picchu appeared before us.

After Reading
Have students search online for tourist information about Machu Picchu. How do people get there today? What can they see? Have each student tell the class one interesting fact they learned.
Describe a Discovery from the Past

Communication

- Have students close their books. Write on the board, Stonehenge, or show an image. Elicit what students know about it and write their ideas on the board.
- Divide the class into small groups and have them complete the chart with as much information as they can.
- Copy the chart onto the board and have groups share their ideas and complete the chart. Complete and correct information.

Writing

- Have students read the directions.
- Individually, have them write a paragraph about one of the other places in the chart.
- Have students exchange papers with a partner. Ask them to mark corrections and suggestions for improvements on their partner's paper.
- If desired, have students rewrite their papers, to be collected for grading.

GOAL CHECK ✓

- Divide the class into pairs and have them talk about another explorer in a different place. If necessary, brainstorm examples on the board, such as Marco Polo's trip to China, Roald Amundsen walking to the South Pole, or Edmund Hillary and Tensing Norgay climbing Mount Everest.

Communication

A. Work with a group and fill in as much information in the chart as you can.

<table>
<thead>
<tr>
<th>Stonehenge</th>
<th>Pyramids of Giza</th>
<th>A ruin in your country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is it?</td>
<td>In England</td>
<td>Giza, Egypt</td>
</tr>
<tr>
<td>What was it?</td>
<td>a burial ground</td>
<td>a sacred burial chamber</td>
</tr>
<tr>
<td>Who built it?</td>
<td>Ancient Britons</td>
<td>Ancient Egyptians</td>
</tr>
<tr>
<td>When was it built?</td>
<td>3000 BCE-2000 BCE</td>
<td>2550 BCE</td>
</tr>
</tbody>
</table>

B. Share your information with the class and write in any new information from classmates.

Writing

A. Write a travel blog about one of the places from the chart. Use your notebook for extra space if needed.


B. GOAL CHECK ✓ Describe a discovery from the past

Talk to a partner about a discovery from the past that you know about.

For Your Information: Tourism at Machu Picchu

Today, Machu Picchu is one of the most important tourist destinations in South America and in the world. It is a UNESCO World Heritage site. Every year, over a million people visit the site. There is a lot of concern over the damage that this tourism causes, with people walking on ancient paths and stone and leaving their trash behind. Air pollution is caused by the buses and other vehicles that bring the visitors. Experts say that steps must be taken to preserve this amazing city.
Before You Watch

**Video summary**

When Hiram Bingham discovered Machu Picchu, it was a **quiet** place. Now, many **tourists** go to Machu Picchu every day. Some people say it is good for **business**, but other people say it is bad for the **environment**.

While You Watch

**A** Watch the video. Circle T for true and F for false.

1. Machu Picchu is a popular tourist destination. **T**
2. Machu Picchu is sometimes known as the Lost Town of the Incas. **F**
3. Conservationists think tourism is good for Machu Picchu. **F**
4. Jose wants more people to come to Machu Picchu. **T**

After You Watch

**A** Discuss these questions with a partner.

1. What are the big tourist attractions in your country?
2. Are there any problems with tourism in your country? What are they?
3. Do you think tourism is good or bad? Give reasons.

Teacher Tip: Roles in group work

It can be helpful to assign roles to students in each group. Some possibilities:

- Leader—asks questions and keeps the discussion on topic
- Secretary—takes notes on the group's ideas
- Reporter—tells the group's answers to the class
- Recorder—records the number of times each group member speaks and tells each member how often they spoke when the activity ends

Be sure to rotate these roles often.
My Mind-Shifting Everest Swim

Before You Watch

A. Have students look at the pictures and describe what they see.
B. Tell students to decide which place they would like to visit and why.
C. Ask students to share what they remember about Lewis Pugh (from the Reading in Unit 5). Ask, Who is Lewis Pugh? What does he do? Why? Write students’ answers on the board. Tell students they are going to watch one of Pugh’s TED Talks.

Go over the words in the box. Direct students’ attention to the definitions in the Word Bank. Have students complete the summary using the words in the box.

A. Have students compare answers with a partner.
B. Check answers.
C. Have students read the directions and the questions.

While You Watch

A. Have students look at the pictures and read the quotations. Tell them to number the pictures as they watch the talk.
B. Play the talk.
C. Have them compare answers with a partner.
D. Check answers.

TED Talk Summary

Lewis Pugh’s idea for spreading awareness is to do something to stop climate change; we just need to take it seriously. That’s why he swam across Lake Imja, a place that should be made of ice. Watch Pugh’s full TED Talk at TED.com.

Lewis Pugh swims in cold places because it is symbolic of saving the environment. He wants Earth to be sustainable or around forever. Lewis decided to swim in the lake high on Mt. Everest in the Himalayas. Sherpas helped him climb the big mountain to Lake Imja. After a failed first attempt, Lewis had a debriefing to discuss the best way to swim at 5,300 meters (17,400 feet) above sea level. He is usually very aggressive when he swims because he wants to finish quickly and get out of the cold water. But this time he showed humility and swam slowly.

Look closely at the pictures in exercise A again. All of these places used to be completely covered in snow and ice. Discuss the following questions as a group:

What do you think is happening to the snow and ice in the pictures? Why? What do you think you will see in the TED Talk?

While You Watch

A. Watch the TED Talk. Put the quotes in order. Write the number in the boxes provided.

WORD BANK

aggressive, to do something with a lot of force background, a place where there are a lot of problems or conflict debrief, to talk about something after it is done humility, thinking you are not more important than other people or things instability, a situation that can change at any time Sherpas, people who live in the Himalayas and work as mountain guides sustainable, something that will last a long time symbolic, representing something tactical, something that is smartly planned
For Your Information: Global warming

Throughout the history of Earth, natural cycles and events have caused the climate to change. However, the latest round of changes cannot be explained by these factors alone. The only way to describe these drastic changes is by looking at an increase in man-made greenhouse gases like carbon dioxide.

Some effects of this increase in temperature include melting ice caps and glaciers, higher sea levels, more extreme weather and storms, and changes in animal habitats and life cycles. In the future, many scientists fear that these effects will become far worse and also cause floods, droughts, animal and plant extinctions, and a rapid spread of certain diseases.

As more and more people become aware of the problems, a worldwide movement is underway to stop global warming. Activists like Lewis Pugh play an important role in educating the public about this important issue.
After You Watch

A. Have students read the questions and tell them to answer them as they watch the talk.
   - Play the talk again.
   - Have them compare answers with a partner.
   - Check answers.

B. Have students read the sentences and the names of the places in the box. Tell them to complete the sentences with the correct places as they watch the talk.
   - Play the talk again.
   - Have students compare answers with a partner.
   - Check answers.

C. Have students read the sentences and complete them with an appropriate emphatic adjective from the box.
   - Have them compare answers with a partner.
   - Check answers.

D. Fill in the names of the places from the words in the box.

Lake Injia  North Pole  Bangladesh  Mt. Everest  Himalayas

1. In 2007, Lewis Pugh swam at the _________.
2. The glaciers in the _________ are melting.
3. The highest mountain on Earth is _________.
4. Lake Injia is very high, near the top of Mt. Everest.
5. China, India, Pakistan, and _________ are countries near the Himalayas.

Use the emphatic adjectives to complete the sentences.

exhausting  fascinating  enormous  excellent  awful

1. Mt. Everest isn't small. It's an _________ mountain.
2. His story wasn't boring. It was _________.
3. Lewis Pugh survived his North Pole swim. He must be an _________ swimmer.
4. Swimming for a very long time, especially in cold conditions, isn't easy. It is _________.
5. When Lewis Pugh first tried the swim, he had to stop. He felt _________.

80 TEDTALKS Video Review
Lewis Pugh completed his amazing swim to call attention to the problem of global warming. Here are some things caused by global warming. Write the correct captions under the pictures. Have you seen any of these things before? Give examples and discuss with a partner.

**Effects of Global Warming**

- Animals in Danger
- Huge Storms
- No Water
- Floods

1. Animals in Danger
2. Huge Storms
3. Floods
4. No Water

**Challenge**

- Look at the pictures from exercise D again. Research other effects of global warming. Make a list. Then research what your country is doing to address the problem of global warming. Is it enough? Write an essay with your ideas to share with the class.

**Ideas Worth Sharing**

- With books closed, have students share what they remember about Lewis Pugh. Ask, What is his message? What does he want to tell people? What does he want people to do? Why? What does he think we need to do to change things?

- Have students read the information in the Ideas Worth Sharing box on page 78 again. Remind them that they can watch the whole TED Talk and other talks by Pugh at TED.com to help them develop their listening skills.

- Have students write their own essay.

- Have students exchange essays with a partner and compare ideas.
Communication

About the Photo

This photo by Petra Warner was taken at Wolf Park in Indiana, USA. Wolf Park is a non-profit organization devoted to research, habitat conservation, and education about wolves, foxes, coyotes, and bison. In this picture, a staff member howled and Warner was ready to capture the wolves' response.

- Direct students' attention to the photo.
- Have students describe what they see.
- Introduce the theme of the unit. Ask, What do you know about wolves? How do they communicate?
- Have students work with a partner to discuss the questions.
- Compare answers with the class.
- Ask these questions orally or by writing them on the board for students to answer in pairs: What ways do you communicate? What's your favorite way to communicate?
- Go over the Unit Goals with the class, explaining as necessary.
- For each goal, elicit any words students already know and write them on the board; for example, topics we talk about in personal communication, information that is coded information, adjectives for characteristics and qualities (people/things), vocabulary for different types of communication (cell phone, text message, etc.), and so forth.

UNIT 7 GOALS

- Talk about personal communication
- Exchange contact information
- Describe characteristics and qualities
- Compare different types of communication

Grammar

Verbs with direct and indirect objects
I sent Mike an e-mail.
Sensory verbs
It feels soft.

Vocabulary

Communication
Electronics
The senses

Listening

Listening for specific information: A radio call-in program

Wolves may howl to let other wolf packs know to stay away from their territory, or just to let others know where they are.
Unit Theme Overview
- Communication is the field of human activity that has changed and developed the most in recent years. Smartphones, the Internet, e-mail, and social media have all changed our daily lives. Some new technologies, such as answering machines, became popular, then quickly became obsolete. At the same time, older ways of transmitting messages are still used and appreciated. Many people still enjoy receiving a letter in the mail or settling down to read the newspaper.
- This unit begins by considering common ways to communicate and giving students the vocabulary they need to discuss them. Students learn to exchange contact information, such as telephone numbers and e-mail addresses. They then talk about verbs for feeling and sensing—ways that the body takes in information. Finally, they look at the different ways that animals communicate, and watch a video about how technology is being used in animal conservation work.

UNIT 7 GOALS
1. Talk about personal communication
2. Exchange contact information
3. Describe characteristics and qualities
4. Compare different types of communication

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Video Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking for contact information</td>
<td>TED Talks: “Diana Reiss: The Interspecies Internet? An Idea in Progress”</td>
<td>Writing a text message</td>
<td>National Geographic: “Wild Animal Trackers”</td>
</tr>
<tr>
<td>Describing senses and sensations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare ways to communicate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation: /b/ and /f/, /v/ and /f/</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Talk About Personal Communication

Vocabulary

- Have students look at the pictures and identify which ones they use.
- Go over the words in the box. Then have students work individually to use them to label the pictures.
- Tell students that e-mail can be spelled in two different ways. E-mail (with a hyphen) is used in this book, but email (without a hyphen) is also correct.
- Check answers.

- Have students classify the words from A in the correct column of the chart. Point out that students might have different ideas.
- Have students compare answers with a partner.
- Check answers by completing the chart on the board. Discuss any differences students have.

Grammar

- Review the object pronouns (me, you, him, her, it, us, them).
- Ask students, Did you send someone an e-mail yesterday? Who? Elicit names. Write on the board:
  - I sent my friend an e-mail.
  - I sent Lara an e-mail.
  - I sent her an e-mail.
- Elicit more examples from the class.
- Go over the information in the chart. Point out that the indirect object (the person who receives the action) comes first in this type of sentence.

Word Bank: E-mail vocabulary

attachment  recipient
Bcc (blind courtesy copy)  reply
body  send
Cc (courtesy copy)  sender
header  signature file

Grammar: Verbs with direct and indirect objects

In a sentence, a verb may have both a direct object (the object the action is done to) and an indirect object (the person for whom the action is done). Two different patterns are possible. The direct object can also come first, with the indirect object preceded by for or to.

I sent an e-mail to her. I baked a cake for her.
Unscramble the words to write sentences. Underline the indirect objects.

1. sent a fax. Barbara
   I sent Barbara a fax.

2. sent My brother an e-mail.
   My brother sent me an e-mail.

3. address me his e-mail address.
   Find me his e-mail address.

4. new Jim a computer. I bought
   I bought Jim a new computer.

5. a year mom Give call.
   Give your mom a call.

Irregular past tense

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
</tbody>
</table>

Read the situations and make requests. Use the verbs in parentheses.

Situation
1. You lost your friend’s phone number.
   (send) Please send me your phone number.

Request
2. You want your friend to call his father.
   (give) Please give your father a call.

3. You want your parents to buy your sister a printer.
   (buy) Please buy my sister a printer.

4. You want your friend to pay you by check.
   (write) Please write me a check.

Ask your partner how, and how often, they communicate with other people.

Conversation

Listen to the conversation. How does Ken communicate with Chris?

Ken: Hey, Chris. I sent you an e-mail yesterday and you didn’t answer.

Chris: What e-mail? You didn’t send me an e-mail.

Ken: Come on! You got it. Then I sent you a text message.

Chris: Text message? What text message? You didn’t send me a text message, either. Honest!

Ken: OK, well you’ve got no excuses now. Where’s the $15 you owe me?

Chris: $15? What $15?

Practice the conversation with a partner. Switch roles and practice it again.

Change the underlined words and practice it again.

Talk about personal communication

Write a list of types of personal communication that you use and another list of types of personal communication that you don’t use. Compare your lists with a partner.

Grammar Practice: Verbs with direct and indirect objects

Have students write sentences with direct and indirect objects about the last time they used these ways of communicating:

send an e-mail
write a letter

call on the phone
send a card

For example, I called my brother. Call on students to read sentences to the class. Remind students to use the correct form of the simple past as necessary.

Present the irregular past-tense verbs in the chart.

Have students work individually to unscramble the sentences.

Check answers.

Have students work individually to write a sentence for each situation.

Check answers.

Divide the class into pairs and have students discuss how and how often they communicate with a partner; for example, I call my mom every day.

Have several students tell the class about their partner’s communication habits.

Conversation

Have students close their books.

Write the question on the board: How does Ken communicate with Chris?

Play the recording.

Check answers.

Play or read the conversation again for the class to repeat.

Direct students’ focus to the Real Language box.

Practice the conversation with the class in chorus.

Have students practice the conversation with a partner then switch roles and practice it again.

Have students work with the same partner to make a new conversation.

Call on student pairs to present their conversations to the class.

Goal Check

Have students work individually to write a list of ways they communicate with other people and another list of personal communication that they don’t use.

Divide the class into pairs to compare and discuss their lists.

Discuss students’ most and least popular ways of communicating.
Exchange Contact Information

Listening

A • Have students look at the pictures and describe what they see. Ask, What is the man doing? What is his job?
• Tell students they are going to hear a radio program. Have them read the question.
• Play the recording one or more times.<br>
• Check answers.

B • Tell students to listen again to find and write all the contact information in the chart. Go through the chart to point out what they must find. Go through the information in the chart and explain how we pronounce the symbols and abbreviations.
• Play the recording one or more times.<br>
• Have students compare answers with a partner.
• Check answers.

C • Divide the class into pairs and have them take turns reading and writing down the contact details.
• Call on students to read each set of contact information aloud while other students write the details on the board.

Listening

A Listen to the radio program. Circle the correct answer.
This is a ______
• a. talk show  b. music show  c. call-in program

B Listen again and complete the chart.

<table>
<thead>
<tr>
<th>Written</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>@</td>
<td>at</td>
</tr>
<tr>
<td>-</td>
<td>hyphen</td>
</tr>
<tr>
<td>Sydney</td>
<td>underscore</td>
</tr>
<tr>
<td>/</td>
<td>slash</td>
</tr>
<tr>
<td>\</td>
<td>backslash</td>
</tr>
<tr>
<td>St.</td>
<td>street</td>
</tr>
<tr>
<td>Ave.</td>
<td>avenue</td>
</tr>
</tbody>
</table>

C Below is the contact information of some famous places. Take turns reading them aloud with a partner using the correct pronunciation.

1. Bennelong Point, Sydney, New South Wales, Australia. Tel.: 02 9252 6767.
   www.sydneyoperahouse.com  e-mail: infodesk@sydneyoperahouse.com

2. 1600 Pennsylvania Ave, NW, Washington DC, 20503, USA.
   Tel. 1 202 455 1111
   www.whitehouse.gov  e-mail: comments@whitehouse.gov

3. 5 Avenue Anatole France, 75007, Paris, France.
   Tel. 3 33 89 79 12 36
   www.tour-eiffel.fr

For Your Information: Giving contact details

E-mail addresses: If there are no spaces in a multword address, you can clarify by saying, That's all one word. The symbol "-" is pronounced dash and "." is dot in e-mail and Internet addresses.

Phone numbers: These are sometimes preceded by an area code if you are calling from another city.

Phone numbers are usually pronounced as single digits with a pause between each two or three digits. The number 0 is usually said as oh. For example: (304) 922-0763 is area code three-zero-four (pause) nine-two-two (pause) oh-seven (pause) six-eight.
Pronunciation: /b/ and /v/, /f/ and /v/

Listen and circle the word that you hear.

<table>
<thead>
<tr>
<th>/b/</th>
<th>/v/</th>
<th>/f/</th>
<th>/v/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat</td>
<td>vat</td>
<td>star</td>
<td>burn</td>
</tr>
<tr>
<td>2. berry</td>
<td>vest</td>
<td>dress</td>
<td>brush</td>
</tr>
<tr>
<td>3. sea</td>
<td>vest</td>
<td>feed</td>
<td>free</td>
</tr>
<tr>
<td>4. fly</td>
<td>for</td>
<td>hall</td>
<td>hair</td>
</tr>
<tr>
<td>5. boat</td>
<td>voice</td>
<td>rain</td>
<td>read</td>
</tr>
<tr>
<td>6. bone</td>
<td>voice</td>
<td>rain</td>
<td>read</td>
</tr>
<tr>
<td>7. ice</td>
<td>rice</td>
<td>right</td>
<td>right</td>
</tr>
<tr>
<td>8. kite</td>
<td>vein</td>
<td>right</td>
<td>right</td>
</tr>
<tr>
<td>9. long</td>
<td>wind</td>
<td>word</td>
<td>word</td>
</tr>
<tr>
<td>10. bit</td>
<td>vet</td>
<td>dirt</td>
<td>dirt</td>
</tr>
</tbody>
</table>

Real Language

When we want someone to repeat something, we can say: "Sorry, I missed that. Could you repeat that, please?"

When we want someone to say a word letter by letter, we can say: "Could you spell that, please?"

Communication

A. Write your contact information in column one of the chart.

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

<table>
<thead>
<tr>
<th>Me</th>
<th>Classmate 1</th>
<th>Classmate 2</th>
<th>Classmate 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home phone number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell phone number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing address</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal Check _exchange contact information
Give the contact details of a friend or family member to a partner.

Expansion Activity

Have students make an e-mail and/or phone number list of all their classmates. Dictate a list of all students' names for them to write down on a sheet of paper, and then have them circulate around the classroom asking for and giving information.

Pronunciation

A. Go over the different sounds /b/ and /v/, /f/ and /v/. Tell students to listen to the pairs and circle the word they hear.

B. Pairs of words with only one different sound are called minimal pairs.

C. Play the recording one or more times. Check answers.

D. Have students take turns saying a word from each pair for their partner to identify.

E. Have different students say a word from each pair and have the class identify which word it is.

Communication

A. Have students write down their contact information in the column for Me. Help as needed with any problems in the section for Mailing address. Tell students that they can make up a number or address if they don't want to give their real information.

B. Model the activity. Ask a student, "What's your e-mail address?" and write down the information. On the board, write the sentences, "What's your _?" and "Sorry, I don't have one." Model the expressions and questions in the Real Language box.

C. Have students walk around the class with their books, exchanging contact information. Tell them to sit down when they've completed the chart.

D. Ask, "Who has an unusual/interesting e-mail address? What is it?"

Goal Check ✔

Have students work individually to write a list of a friend's or family member's contact information.

Divide the class into pairs and have them share this information by asking and answering each other's questions. They should only refer to their lists if necessary.
Describe Characteristics and Qualities

Language Expansion
- Go over the names of the senses with the class. Give/notice more examples of characteristics we identify by using each sense: sight, hearing, taste, smell, and touch.
- Divide the class into pairs and have them discuss which sense is used for each characteristic.
- Compare answers with the class.
- Have students work with the same partner to list other things they can see, hear, taste, smell, and touch.
- Compare answers with the class, making lists on the board.

Grammar: Sensory verbs
- Go over the verbs in the chart.
- Point out that they are used to talk about things that we are perceiving.

Grammar: Sensory verbs
With these linking (or copular) verbs of sensation, the subject of the sentence is the thing that is producing the sensation. These are all stative verbs, which are not normally used in continuous tenses.

Word Bank:
Sensations
hearing: musical, quiet
sight: dark, light
smell: pungent, smoky, sweet
taste: bitter, sour, spicy
touch: cold, hard, hot, rough, smooth
Complete the sentences with sensory verbs.

1. That car can't be safe. It ______ very old.
2. Listen to the CD player! It ______ terrible.
3. What are you cooking? It ______ delicious.
4. Hey, you changed your hair. It ______ great.
5. I don't like these French fries. They ______ too salty.
6. I prefer this sweater. It ______ soft.

People in this market in Phnom Penh, Laos, use many senses at the same time.

Take turns with a partner. Describe the photo above by making statements with looks, sounds, tastes, smells, feels, and an adjective.

Sample answers:
- The market looks crowded. It sounds noisy.
- The chicken tastes great. The food smells good. The sun feels warm.

Conversation

Listen to the conversation. What's wrong with Bill and Susan's milk? It smells terrible. It tastes awful.

Susan: I think there is something wrong with this milk.
Bill: It looks OK to me.
Susan: Smell it! It smells terrible.
Bill: Mmm. It doesn't smell too bad. How does it taste?
Susan: I'm not going to taste it!
Bill: OK, let me try. Ugh, you're right. It tastes awful.

Practice the conversation with a partner. Switch roles and practice it again.

Change the underlined words and make a new conversation.

Describe characteristics and qualities
Work with a partner. Use sensory verbs to describe your classroom and your classmates.

Grammar Practice:
Sensory verbs
Have students write one sentence about something they like using each verb of sensation (feel, smell, taste, look, sound). Give an example: These shoes feel comfortable. Have them share their sentences with a group.

Lesson C 89
**Reading**

- Introduce the topic of the reading.
- Ask students how animals communicate (e.g., by sounds and moving their bodies).
- Have students read the directions and complete the chart.
- Have them compare and discuss answers with a partner.
- Group answers with the class. Most animals use more than one sense to communicate, so answers will vary.

- Have students look at the photo of the dolphin, ask, "What does a dolphin do?" Write their ideas on the board.
- Divide the class into pairs and have them discuss the questions. Tell them to talk about dolphins and other animals in the chart in "A."
- Have several pairs share their ideas with the class.

- Have students read the statements. Point out the words in the Word Bank. Have students read the article and choose the true or false.
- Have students compare answers with a partner.
- As a class, have students correct the false information.
- Check answers.

**GOAL 4: Compare Different Types of Communication**

**The Interspecies Internet? An Idea in Progress**

The following is about Diana Reiss. After Unit 9, you’ll have the opportunity to watch some of Reiss’s TED talks and learn more about her ideas worth spreading.

What happens when you give a dolphin a mirror or a computer keyboard? Just ask Diana Reiss. She studies the cognition and communication of dolphins. Scientists believe that dolphins and other animals are self-aware and have emotions. They are able to think, learn, and remember.

Diana Reiss showed these abilities in her research with dolphins and elephants. Reiss used a mirror in her studies. The animals recognized themselves in the mirror. That shows that they are self-aware.

Reiss also modeled a special keyboard that could communicate. The keyboard had keys that the dolphins could touch. When touched, the computer would make a whistling sound and the dolphins found a way to interact. In the experiment, the dolphins learned to use the keyboard all by themselves. They played with the keyboard, copied the whistles, and learned which keys to use.

Diana Reiss’s keyboard experiment showed that dolphins have cognitive abilities and can use them to communicate. But that experiment was many years ago. Now, she is interested in what today’s technology can show us about animal minds. What do you think of an orangutan using an iPad? Or other animals being connected through the Internet?

**Word Bank**

- ability
- what someone or something is able to do
- cognition
- mental activities (thinking, understanding, learning, remembering)
- experiment
- scientific test
- interspecies: between species
- recognize
- to know because of previous experience
- self-aware: aware of oneself
- whistle
- high, loud sound

For Your Information: Dolphins

Dolphins are sea mammals that live in shallow parts of the oceans near land. They range in size from 4–8 feet (1.2–2.4 meters). Dolphins eat smaller animals like fish and squid. Scientists believe that they are one of the most intelligent animals. Dolphins live together in groups called pods. They swim together and help other members of their pod if they are sick or injured. They communicate with other dolphins by using sounds like whistles and clicks. Because of their friendly appearance and playful behavior, dolphins are very popular in movies and cartoons, and they are among the most popular exhibits at aquariums around the world.
Many scientists think dolphins have emotions and recognize themselves.

**Reading Tip**
Being able to understand referents, such as pronouns, in a text is a valuable reading skill. When reading a text, take time to stop and ask students what a pronoun refers to. Tell students to take the pronoun and replace it with the proper noun and see if the sentence makes sense. Referents in this reading include *they, she, and them.*

"How do we explore intelligence in this animal that's so different from us?"

— Diana Reiss

**After Reading**
Have students find out more about Diana Reiss's research on animal communication and report back to the class about what they find.
Writing
A. Elicit different types of communication from students and write a list on the board. For example, e-mail, text message, social media, phone call, etc.
B. Ask, “What type of communication would you use in these situations?” Text message, e-mail, letter, or social media? Fill in the first column and then ask your partner. Discuss any differences.

<table>
<thead>
<tr>
<th>You want to do</th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ... send a photo to your parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ... thank your grandmother for a birthday present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ... keep in touch with some friends in Brazil.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ... invite a friend to do something with you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ... send an assignment to your teacher.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Communication
A. Divide the class into pairs and have them make a list of the ways humans communicate. Then have them choose an animal and list the ways it communicates.

B. GOAL CHECK
- Review the idea of animal communication and list examples on the board.
- Divide the class into pairs and have them talk about similarities and differences between animal and human communication.
- Compare ideas with the class.

Communication
A. With a partner, make a list of some of the other ways humans communicate. Then pick an animal and list the way it communicates.

B. GOAL CHECK
- Compare different types of communication.
  With your partner, compare human communication with animal communication. How are they the same? How are they different? Share your ideas with the class.
Video Journal: Wild Animal Trackers

Before You Watch
- Have students look at the picture and read the caption. Tell them they are going to watch a video about animal conservation.
- Have students work individually to match the words and meanings, using a dictionary as needed.
- Check answers.

While You Watch
- Tell students to watch the video the first time and choose true or false. Have them read the statements.
  - Play the video.
  - Have students compare answers with a partner.
  - Play the video again as necessary.
  - Check answers.

After You Watch
- Divide the class into pairs and have them talk about the question.
  - Compare answers with the class. (For example, tourists could use the Cyber Tracker to read information about animals.)

Teacher Tip: Checking answers
- There are many ways to check students’ answers to activities, all with advantages and disadvantages.
  - Teacher reads the answers out loud, students check their work—the fastest way, but with the least student involvement.
  - Teacher calls on students to give their answers—also fast, but may make students feel anxious.
  - Students correct each other’s work—gives students more responsibility, but they may not correct all mistakes.
  - Volunteers each write the answer to one question on the board—gives the class an opportunity to work with common errors, but uses a lot of class time.
  - Teacher corrects outside of class—an opportunity for detailed feedback, but requires a lot of work from the teacher.

For Your Information: Bushmen
The Bushmen are an ethnic group of indigenous people who live in many countries of southern Africa, from South Africa north to Mozambique and Angola. Traditionally, they lived by hunting and gathering plants, although starting in the 1950s, they changed to farming. In the past, they lived in small groups that traveled together in search of food. Their society was very egalitarian, with chiefs having very little power and men and women having equal status. Today, there are about 90,000 Bushmen.
### Moving Forward

**About the Photo**
This photo was taken by Justin Guariglia for the National Geographic book, *Life in Color*. The photo shows the vast amount of shipping containers waiting to be transported around the world at the Port of Singapore Authority. Located at the tip of the Malay Peninsula in Southeast Asia, the port maintains 1,600 cranes, 26,000 staff, and moves 160,000 containers daily.

With the theme being Moving Forward, this photo reflects movement on a global scale. As global trade, communication, and travel grow, so does cultural understanding and the exchange of ideas among people around the world.

- Focus students’ attention on the unit title. Ask them what they think it means and what the unit is about. Write their ideas on the board.
- Direct students’ attention to the photo. Have students describe what they see.
- Have students work in a partner to discuss the questions. Explain that looking forward means you are happy about something in the future.
- Compare answers with the class.
- Ask these questions orally or by writing them on the board for students to answer: Do you like to talk and think about the future? Why or why not?
- Go over the Unit Goals with the class, explaining as necessary.
- For each goal, elicit any words students know and write them on the board; for example, plans for the future (studies, travel, jobs, personal events, etc.), weather vocabulary, etc.

### UNIT 8 GOALS
- Talk about plans
- Discuss long- and short-term plans
- Make weather predictions
- Discuss the future

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Listening</th>
</tr>
</thead>
</table>
| Future—be going to
We’re going to buy a new car tomorrow.
Will for predictions and immediate decisions
I think it will rain this afternoon. | Plans
Weather conditions
Weather-specific clothing | Listening for general understanding: A talk show |

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As global trade has increased, port cities like Singapore have become more and more important.
Unit Theme Overview

- People in almost every country are fascinated with the future. They flock to science fiction movies and TV shows to see visions of what our lives will be like a hundred years from now. They read analyses of what the stock market will do or who will win the next soccer World Cup. They pick up the newspaper or visit a Web site to find out what the weather will be like tomorrow or three days from now. There is even a branch of social science called futurology dedicated to understanding future trends, predicting what is likely to continue, and what will be new. Futurologists look at possible, probable, and preferable scenes in the future. They also use computer simulations to look at the possible results of current decisions.

- Learning to talk about the future in English is complex because unlike some other languages, English uses a number of different structures to talk about future time. In this unit, students are introduced to two of them: going to for plans and predictions and will for predictions. They consider many different aspects of the future, from their own personal short- and long-term plans, to tomorrow's weather, to new technology in the future and how it will affect us.

UNIT 8 GOALS

1. Talk about plans
2. Discuss long- and short-term plans
3. Make weather predictions
4. Discuss the future

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Video Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about weekend plans</td>
<td>National Geographic: “Future Energy”</td>
<td>Writing statements about the future</td>
<td>National Geographic: “Solar Cooking”</td>
</tr>
<tr>
<td>Discussing the weather</td>
<td>Pronunciation: Reduced form of going to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Talk About Plans

Vocabulary
- Have students look at the pictures and describe what they see.
- Tell students they are going to learn expressions for future plans. Go over the phrases in the box.
- Have students work individually to write the number of the correct phrase for each picture.
- Check answers.
- Ask: Which of these plans are in your future?

Discuss the meanings of short-term (close in the future—for example, in the next week or month) and long-term (far away in the future—for example, next year) Have students work individually to categorize the plans from A.
- Have students compare answers with a partner.
- Check answers by completing the chart on the board.

- Have students work individually to rank the long-term plans in the chart from most important to least important.
- Divide the class into pairs and have them discuss their answers.
- Compare answers with the class.

Grammar
- Introduce the structure. Tell students (for example) I have lots of plans for the weekend. On Friday night, I’m going to have dinner at a restaurant. On Saturday morning, I’m going to clean my house. On Saturday afternoon, I’m going to go shopping. Ask questions like, What are you going to do on Friday night? Elicit answers with going to.
- Go over the information in the chart.

Short-term plans
- clean the house
- study for the next test
- do the laundry

Long-term plans
- buy a new car
- buy my own house
- have children
- get a new job
- speak English fluently

Grammar: Future—be going to

Be going to
- Statements: We’re going to buy a new car tomorrow.
- Negatives: He’s not going to get a new job next year.
- Yes, I am. No, I’m not.
- When are you going to do the laundry this weekend?
- On Tuesday.

Word Bank: Future plans
- apply to college/university/graduate school
- change careers
- get engaged
- get married
- learn to drive/cook/swim
- study abroad
- take tennis/Spanish/computer lessons
- start/take up skiing/playing the guitar/writing poems
- start a business
- I need to buy a new car. My car is really old.
- I don’t want to have children now. I’m too young.

Grammar: Future—be going to

English uses a variety of ways to talk about future time. One of them is be going to, which is used to talk about plans and intentions. It is also used informally for making predictions, which will be covered in Lesson C of this unit. One common error to watch out for is omitting the be verb. We’re going to watch videos.
Grammar Practice: Future—be going to

Have students take a piece of paper and make seven columns with the days of the week at the top. This is their “calendar” for next week. Then have them write an activity (real or imaginary) for five of the seven days (such as, see a movie, study English, etc.). Have students work with a partner to plan an activity (such as, have a cup of coffee) they want to do together. They should not look at their partner’s calendar. Model sentences like, I’m going to do the laundry on Monday night and What are you going to do on Tuesday night? When all student pairs have finished, call on students to talk about their plans.

Conversation

Listen to the conversation. Is Kiri going to go to the beach? Why?

Mal: Hi, Kiri. What are you going to do this weekend?
Kiri: Well, I’m going to study for the test and do the laundry. Why? Why do you ask?
Mal: We’re going to go to the beach. Do you want to come?
Kiri: Mmm, I’m not sure. I’d love to, but . . . you know . . . work.
Mal: Come on, it’s going to be fun!
Kiri: Well, maybe I can study for the test tonight. And I can do the laundry when we come back.
Mal: So you’re going to come?
Kiri: Sure!

Practice the conversation with a partner. Switch roles and practice it again.

Change the underlined words and practice it again.

GOAL CHECK Talk about plans
Tell a partner your plans for this weekend.

Moving Forward 97

• Have students work individually to match the columns.
• Have students compare answers with a partner.
• Check answers.

• Have students work individually to complete the conversation.
• Have students compare answers with a partner.
• Check answers.

• Divide the class into pairs and have students ask and answer questions about the plans in the pictures on page 96. Point out the sample question structure in the speech bubble and model with several students and possibilities.
• Have several students tell the class about one of their partner’s plans.
Discuss Long- and Short-Term Plans

Listening
- Have students look at the picture. Ask, What does he do?
- Tell students they are going to hear an interview with a famous singer. Have them read the question.
- Play the recording one or more times.
- Check answers.
- Tell students to listen again to the conversation and choose T for true or F for false. Read through the statements with the class.
- Play the recording one or more times.
- Check answers.
- Ask, What do you think? Is his life going to change with a baby? Why?
- Have students correct the false statements in B.
- Check answers.

Pronunciation
- Remind students that many words and sounds in English are reduced when we are speaking quickly. Tell students to listen to the reduced form of going to.
- Play the recording.
- Ask, What does the reduced form of going to sound like? (gonna) Point out that gonna is used only in speaking, NEVER in writing.
- Play the recording again and have students repeat.
- Tell students to listen and check the pronunciation they hear, full or reduced.
- Play the recording one or more times.
- Check answers.
- Have students say the sentences to a partner using either the full or the reduced form. Their partner identifies which form they are using.

For Your Information: Life changes from having children
According to experts, having a baby, especially a first baby, changes many aspects of one's life. It can cause pressure in the relationship with one's partner and may require change and adjustment in both parents' career goals. It can have both positive and negative effects on friendships, as well as affecting relationships with your own parents and your in-laws. It even brings changes in people's identity and sense of who they are.
Communication

A. What are your short-term and long-term plans? Check (√) the correct column.

<table>
<thead>
<tr>
<th>Short-term plans</th>
<th>Yes, I am.</th>
<th>I'm not sure</th>
<th>No, I'm not.</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat out tonight?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to a party this weekend?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play or watch a sport this evening?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not this weekend?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long-term plans</th>
<th>Yes, I am.</th>
<th>I'm not sure</th>
<th>No, I'm not.</th>
</tr>
</thead>
<tbody>
<tr>
<td>start your own business?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learn another language?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>move to another country?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>buy a new car?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Divide the class into pairs and explain the activity. They should ask the questions in A, and after each question they should ask for more information. Go over the example conversation. Model with a student. On the board, write the question words who/where/when/why/what to prompt them in asking Wh-questions.

C. Have students discuss the questions with their partner. Walk around the class, helping as needed.

D. Call on students to tell the class about one plan their partner has.

GOAL CHECK

- Have students work with a partner to talk about two future plans: one for the short term and one for the long term.
- Point out the time expressions in the box.
- Call on students to tell the class about one of their plans.

Expansion Activity

Have students choose one of their long-term plans and write several sentences about it, answering questions that begin with who/where/when/why/what. Divide the class into groups of three to four and have students share their work with their group.
Make Weather Predictions

Language Expansion

- Write on the board, weather. Elicit any words students know to describe the weather.
- Go over the adjectives for weather conditions in the box. Ask students, How is the weather today? Elicit, It's (hot and sunny). Ask, How's the weather in January/April/August/November?
- Go over the vocabulary for clothing. Ask, Which things do you need today/for rain/for cold weather/for the beach?

A. Have students work individually to complete the sentences.
   - Have students compare answers with a partner.
   - Check answers.

Grammar

- Explain that another way to make predictions in English is with will. Go over the information in the chart.

A. Have students work individually to complete the sentences.
   - Have students compare answers with a partner.
   - Check answers.

Grammar: Will for predictions and immediate decisions

<table>
<thead>
<tr>
<th>Will Statements</th>
<th>I think it will rain this afternoon. It will be windy tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>Don't take your sweater. I'm sure it won't rain.</td>
</tr>
<tr>
<td>Yes/No questions</td>
<td>Will it be sunny? Yes, it will. No, it won't.</td>
</tr>
</tbody>
</table>

"We use going to and will to make predictions.
"We only use will to make an immediate decision.

A. Complete the sentences using will or going to.

   3. A: This is heavy. B: Wait, I ___________ help you.
   4. A: You have to get up at five o'clock tomorrow. B: Yes, I ___________ go to bed early tonight.

Word Bank: More weather adjectives

- chilly/freezeing
- foggy
- humid
- muggy
- snowy
- stormy

Grammar: Will for predictions and immediate decisions

Another structure English uses to talk about future time is will. In this lesson, will is introduced as an alternative to going to for making predictions. Will is slightly more formal than going to. Will is also used to talk about decisions made at the time of speaking. The phone is ringing, I'll answer it. In everyday speech, will is generally used in its contracted form. Using the full form can make speakers sound overly formal.
Rewrite the questions using be going to or will.

<table>
<thead>
<tr>
<th>be going to</th>
<th>Will</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is it going to rain tomorrow?</td>
<td>Will it rain tomorrow?</td>
</tr>
<tr>
<td>2. Is it going to be sunny this afternoon?</td>
<td>Will it be sunny this afternoon?</td>
</tr>
<tr>
<td>3. Are we going to have a hot summer this year?</td>
<td>Will we have a hot summer this year?</td>
</tr>
<tr>
<td>4. What is the weather going to be like on the weekend?</td>
<td>Will the weather be like on the weekend?</td>
</tr>
<tr>
<td>5. Is it going to be overcast tomorrow?</td>
<td>Will it be overcast tomorrow?</td>
</tr>
<tr>
<td>6. Are you going to finish the book before the end of the week?</td>
<td>Will we finish the book before the end of the week?</td>
</tr>
<tr>
<td>7. Are temperatures going to rise in the next 100 years?</td>
<td>Will temperatures rise in the next 100 years?</td>
</tr>
<tr>
<td>8. Are you going to get good grades?</td>
<td>Will you get good grades?</td>
</tr>
</tbody>
</table>

With a partner, take turns asking and answering the questions in exercise B.

Write some predictions about your life. Use be going to and will. Answers will vary.

1. I ___________________ have a happy life.
2. I ___________________ live to be 100 years old.
3. I ___________________ find an interesting job.
4. I ___________________ speak perfect English one day.

Conversation

Listen to the conversation.

Andrew: Do we have everything ready for the beach?
Barbara: Yes. Everything's ready.
Andrew: Do you think it's going to rain?
Barbara: No, I said it's going to be hot.
Andrew: Are you going to take your umbrella?
Barbara: No. I mean your beach umbrella for the sun.
Andrew: No, I mean your beach umbrella for the sun.
Barbara: Oh, I see. Yes, that's a good idea.

Practice the conversation with a partner. Switch roles and practice it again.

Circa the predictions. Change be going to to will and practice it again.

**Grammar Practice: Will for predictions and immediate decisions**

Divide the class into groups of three or four. Assign each group one of these topics: food, clothes, schools, houses, TV (more than one group can have the same topic). Tell each group to think about life 20 years from now and write as many predictions about their topic as they can with will. Set a time limit (for example, five minutes). Then ask one member of each group to read the group's predictions to the class.

Lesson C 101
Discuss the Future

Reading

- Introduce the topic of the reading. Ask students, What are some kinds of energy that we use? List typical words like oil, gas, electricity, and so forth.

- Divide the class into pairs and have them discuss the questions. Tell them that they will find the answers in the article.

- Direct students' attention to the Word Focus box.

- Have students read the article to check their guesses. Tell them to circle any words they don't understand.

- Check answers.

- Go over the article with the class, answering any questions from the students about vocabulary.

- Have students underline the sentences from the reading that have will and be going to.

- Check answers.

- Have students work individually to answer the questions.

- Have students compare answers with a partner.

- Check answers.

- Talk about other kinds of renewable energy the students may be familiar with, for example, water power, wood and other natural fuels, and geothermal power (power from the earth's heat). Ask, Which ones do we use here? What do people use them for? Ask students to make predictions about energy in the future with will.

- Divide the class into pairs and have them discuss the question.

- Have several pairs share their answers with the class.

Reading

Discuss these questions with a partner. Then read and check your answers.

1. What are fossil fuels? coal, oil, and natural gas
2. What is alternative energy? solar power and wind power

Read the article. Underline will and be going to.

Answer the questions.

1. How much energy will we need in 2100? five times as much as today.
2. What are three problems with solar power? It's expensive. It needs a lot of space. It doesn't work at night.
3. What are two problems with wind energy? Turbines are ugly and the wind doesn't blow all the time.
4. Does Michael Pacheco think there will be enough energy in the future? He doesn't know.

How do you think people will get energy in the future? Solar, wind, fossil fuels, or another way? Discuss with a partner.

Word Focus

alternative = something different
cost-effective = something that saves money
renewable = something you can use again and again
ugly = not beautiful

For Your Information: Renewable energy facts

- Enough sunlight falls on the earth's surface in one hour to meet the world's energy demands for a whole year.
- More than 300,000 homes added solar power in 2013, with the number of installations expected to reach 362,000 by 2016.
- Albert Einstein won the Nobel Prize in 1921 for his work on producing electricity from sunlight.
- One wind turbine produces enough electricity for 300 homes.
- People in China used wind power to grind grain in 200 BCE.
- To produce wind power, the wind must blow at least 14 mph (20 kph).
WIND POWER

On a cloudy day in Denmark, a wind turbine is producing clean, renewable electricity. Right now, wind power is the best of the alternative energy sources. But again, there are problems. Some people think wind turbines are ugly. Of course, there are days when there is no wind.

So, how will our grandchildren get their energy? “We’re going to need everything we can get from solar, everything we can get from wind,” says Michael Pacheco, director of the National Bioenergy Center, part of the National Renewable Energy Laboratory (NREL) in Golden, Colorado. But still, the question is: Can we get enough?

After Reading

Have students work in pairs to search online for information about a place where people are now using one of these forms of renewable energy: solar, wind, biomass, geothermal, or water. Have them tell the class about the place and what people are doing with that form of energy. Ask the class which energy source they think is best and why.
Discuss the Future

Communication
A. Have students read the chart and the questions. Have them add two more questions and then complete the chart with their own answers.
B. Have students work with a partner. Tell them to ask each other the questions and compare and discuss their answers.
C. Compare answers as a class.

Writing
A. Have students read the directions and the example text.
B. Have students write their own text about the events in the chart in A.
C. Walk around helping as necessary.

GOAL CHECK
A. Divide the class into groups of three to four students and have them share their ideas from their paragraphs. Appoint a secretary in each group to write down the most interesting ideas.
B. Call on the secretaries to present two to three ideas to the class.

Communication
A. Write more questions in the chart. Fill in the first column with your answers, and then ask your partner the questions. Compare and discuss your answers.

<table>
<thead>
<tr>
<th>future</th>
<th>do you think</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ... people will live under the sea?</td>
<td>No</td>
<td>Maybe</td>
</tr>
<tr>
<td>2. ... there will be enough food for everyone?</td>
<td>Yes</td>
<td>Maybe</td>
</tr>
<tr>
<td>3. ... we will find a cure for cancer?</td>
<td>Yes</td>
<td>Maybe</td>
</tr>
<tr>
<td>4. ... most houses will have solar panels?</td>
<td>Yes</td>
<td>Maybe</td>
</tr>
<tr>
<td>5. ... people will travel to Mars?</td>
<td>Yes</td>
<td>Maybe</td>
</tr>
<tr>
<td>6. ... wars will end?</td>
<td>Yes</td>
<td>Maybe</td>
</tr>
</tbody>
</table>

Writing
A. Write when you think these events will happen in your notebook.

In the next 50 years, I think we will find a cure for cancer, maybe more houses will have solar panels, but I don't think people will travel to Mars.

Maybe by 2100 people will...

GOAL CHECK
Discuss the future
A. Join two or three other students and discuss your ideas about the future.

For Your Information: Solar cooking
There are many different types of solar cookers—more than 65 different designs are available today, and people are inventing their own variations every day. All of them work in similar ways. Some kind of reflective material concentrates sunlight in a small cooking area, where a black surface turns the light into heat. A clear material lets light enter but keeps the heat inside, so it can cook the food. Solar cooker projects are being carried out around the world. For example, in Lesotho, in southern Africa, women have started bakeries that use solar ovens. In Sudan, refugees in camps make their own solar cookers from local materials. And in India, entire villages have started cooking all their food in solar ovens.
Video Journal: Solar Cooking

Before You Watch
- Look at the pictures. Discuss these questions with a partner.
  1. What fuels can you use to cook food? (gas, electricity, and wood)
  2. What fuel do you use to cook food? (Answer will vary)

While You Watch
- Watch the video. Check (✓) the correct box.

<table>
<thead>
<tr>
<th>Benefits of solar ovens</th>
<th>Health</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You don't have to cut down trees.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. African women don't have to walk a long way to collect firewood.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. There is no smoke.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>4. Solar ovens can be used to make water clean.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>5. Solar ovens don't cause pollution.</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

After You Watch/Communication
- With a partner, make a list of what you need to make a solar oven. Write instructions on how to make the oven. Use drawings if needed. Then, role-play the following situation.

Student A
You are running a workshop in Africa. You have to explain the benefits of using solar ovens. Some of the participants are doubts.

Student B
You are a participant in the workshop. Your mother cooked with wood and you cook with wood. You have doubts about changing. Ask questions.

Teacher Tip: Giving students more responsibility
Giving students responsibility for everyday classroom tasks can not only lighten the teacher’s workload but can also help students feel more involved. Here are some tasks that your students may be able to perform:

- handing back homework
- distributing papers
- calling the class to order at the beginning
- setting up audio equipment
- erasing/washing the board
Types of Clothing

About the Photo
This photo shows a Bedouin family in the city of Saint Catherine, in the Sinai Peninsula of Egypt. The family is celebrating after a wedding and wearing traditional clothing. Bedouin weddings usually take place at family homes and may last up to five days. The photo was taken by American photojournalist Amy Toensing.

The Bedouin are traditionally nomads who herd sheep and goats with their camels across the deserts of the Sinai, the Negev, and Arabia. Today many Bedouin families have settled in towns and adapted to the modern world. However, the Bedouin culture is still respected and valued, and the Bedouin are known for their hospitality and honor.

• Introduce the theme of the unit. Ask students, “What are you wearing today? Where did you buy it?”
• Direct students’ attention to the photo. Have students describe what they see. If students don’t mention clothes, ask, “What is he/she wearing?”
• Have students work with a partner to discuss the questions.
• Compare answers with the class.
• Ask these questions: Where do you think these people get their clothes? Where do you go shopping for clothes?
• Go over the Unit Goals with the class, explaining as necessary.
• For each goal, elicit any words students already know and write them on the board, for example, adjectives for describing, verbs for preferences (like, love, don’t like, etc.), clothing materials (cotton, nylon, etc.), and so on.

UNIT 9 GOALS
• Make comparisons
• Explain preferences
• Talk about clothing materials
• Evaluate quality and value

Grammar
Comparatives
This dress is prettier than that one.

Superlatives
The cotton pajamas are the cheapest.

Vocabulary
Clothing
Descriptive adjectives
Clothing materials

Listening
Listening for specific information: Shoe shopping
Unit Theme Overview

- Along with so many other things, types of clothing and the way we shop for clothes have changed in recent years. With the Internet, new styles and fads move around the world faster than ever; the globalization of manufacturing has reduced prices of clothing and made it possible for people to afford a greater variety of clothing than previously. And online shopping makes it possible for people in even small or remote places to purchase the latest fashions and seek out clothing that matches their tastes exactly. This globalization has also exposed people to clothing styles from around the world.

- In this unit, students acquire basic vocabulary for clothing and learn to talk about their tastes and preferences by making comparisons. They practice superlatives and use them while practicing the language they need for shopping in stores. Finally, they will learn the history and culture behind the most exotic and treasured of clothing materials—silk. Students will then learn some of the consequences of the manufacture of clothing.

UNIT 9 GOALS

1. Make comparisons
2. Explain preferences
3. Talk about clothing materials
4. Evaluate quality and value

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Video Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about clothes Shopping—at the store and online</td>
<td>National Geographic: “Silk—The Queen of Textiles”</td>
<td>Writing about favorite clothes</td>
<td>National Geographic: “How Your T-Shirt Can Make a Difference”</td>
</tr>
</tbody>
</table>
Make Comparisons

Vocabulary
- Go over the vocabulary for types of clothing presented in the illustrations. Ask if students are wearing any of the items.
- Divide the class into pairs and have them label the pictures with words from the box.
- Check answers, and have students repeat the clothing words.

A. Have students work individually to find the adjectives that describe clothes in the sentences.
- Have students compare answers with a partner.
- Check answers.
- Go over the meanings of the adjectives with the class.

B. Have students work individually to find the opposite of each adjective.
- Have students compare answers with a partner.
- Check answers.

C. Have students work individually to complete the sentences with the adjectives from C.
- Have students compare answers with a partner.
- Check answers.

Vocabulary
A. Work with a partner and label the pictures with words from the box.

B. Underline the adjectives that describe clothes.
1. a. Fatima is wearing a heavy, handmade sweater, and she's warm.
   b. Charles is wearing a light, poor-quality coat, and he's cold.
2. a. John wore an expensive, formal, business suit to the interview.
   b. Andrew wore a cheap, casual jacket. Guess who got the job!

C. Match the opposites.
1. formal a. cool
2. outdated c. expensive
3. cheap b. fashionable, stylish
4. warm d. heavy
5. handmade f. casual, informal
6. light d. machine-made

D. Complete the sentences with the words in exercise C.
1. It's going to be cold tomorrow. You should take a _____ warm _____ coat.
2. You can't wear those ______ outdated ______ jeans. You should buy ______ stylish ______ jeans.
3. ______ Handmade ______ clothes are more expensive than machine-made clothes.
4. Looks are important, so I always wear a ______ formal ______ suit when I meet clients.

Word Bank: More clothing
belt coat(neck)tie sweatpants
sandals sweatshirt tank top
tights underwear vest
Grammar: Comparatives

Comparative forms of adjectives
- Adjectives with one syllable: 
  - cheap: cheaper
  - pretty: prettier
- Adjectives with two or more syllables:
  - beautiful: more beautiful
  - expensive: more expensive

Comparative adjectives with more or less:
- good: better
- bad: worse

Complete the sentences. Use the comparative form of the word in parentheses.
1. I prefer the green handbag, but it is _________ expensive than the blue purse.
2. These jeans are _________ than (nice) those ones.
3. These shoes are _________ than (formal) those ones.
4. This sweater is _________ than (light) that one.
5. I think the blue blouse is _________ (pretty) the black one.

Conversation

Listen to the conversation. Danny and Edris are shopping. What is Danny looking for?

Edris: Look at these blue shoes. They look nice.
Danny: I don't know. I need something more formal.
Edris: They're for work.
Danny: Mmm, I'm not sure. They're a little expensive.
Edris: Look! Here are some cheaper ones.
Danny: Yes, they're very nice. Oh, they're a size 10. Do they have them in a smaller size?
Edris: Yes, here is a size 9.
Danny: Perfect.

Practice the conversation. Switch roles and practice it again.

Real Language

We can say I don't know or I'm not sure to show uncertainty.

Grammar Practice: Comparatives

Bring students into groups of three. Have groups compare the different articles of clothing worn by people in the magazines, using comparative adjectives: That green sweater is more fashionable than the blue one.

Lesson A 109
### For Your Information: Shoe sizes

#### Metric
<table>
<thead>
<tr>
<th>US</th>
<th>5-5.5</th>
<th>6-6.5</th>
<th>7-7.5</th>
<th>8-8.5</th>
<th>9-9.5</th>
<th>10-10.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>6-6.5</td>
<td>7-7.5</td>
<td>8-8.5</td>
<td>9-9.5</td>
<td>10.5-11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### UK
<table>
<thead>
<tr>
<th>US</th>
<th>5-5.5</th>
<th>6-6.5</th>
<th>7-7.5</th>
<th>8-8.5</th>
<th>9-9.5</th>
<th>10-10.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-5.5</td>
<td>6-6.5</td>
<td>7-7.5</td>
<td>8-8.5</td>
<td>9-9.5</td>
<td>10.5-11</td>
<td></td>
</tr>
</tbody>
</table>

### Listening

1. **Sales attendant:** What is the woman buying? (blue) shoes
   - **Sales assistant:** Yes, these are blue.

2. **Sales attendant:** What color are the shoes that the woman buys?
   - **Sales assistant:** Yes, these are blue.

3. **Sales attendant:** Have you anything less expensive? (casual)
   - **Sales assistant:** Yes, these are cheaper.

4. **Sales attendant:** Do you have anything more casual? (casual)
   - **Sales assistant:** Yes, these are bigger.

5. **Sales attendant:** How much does the woman try on?
   - **Sales assistant:** $75.

6. **Sales attendant:** What size does the woman wear?
   - **Sales assistant:** 7 or 7 1/2.

7. **Sales assistant:** Do you have a white pair of shoes?
   - **Customer:** Yes.

8. **Sales assistant:** Do you have anything else?
   - **Customer:** Yes, these are more casual.

9. **Sales assistant:** How about these? (cheaper)
   - **Customer:** Yes, these are cheaper.

10. **Sales assistant:** Are they more expensive? (expensive)
    - **Customer:** No, these are cheaper.

11. **Sales assistant:** Do you have anything else? (expensive)
    - **Customer:** Yes, these are more casual.

12. **Sales assistant:** How much do the white shoes cost?
    - **Customer:** $60.
Pronunciation: Rising and falling intonation

Listen to the sentences. Write arrows to show rising or falling intonation.

1. Which suit is cheaper? The blue one or the red one?
2. Whose dress is prettier? Karen's or Mill's?
3. Which is easier? Shopping online or in a store?
4. Which do you think is warmer? The sweater or the jacket?

Listen again. Repeat the sentences.

Communication

Compare shopping online to shopping in a store. Write sentences using the comparatives of the adjectives. Answers may vary.

1. safe Shopping in a store is safer than shopping online.
2. quick Shopping online is quicker than shopping in a store.
3. cheap Shopping in a store is cheaper than shopping online.
4. easy Shopping online is easier than shopping in a store.

Where should these people shop—online or in a store? Compare answers with your partner and give reasons. Answers may vary.

1. Jenny needs a new dress for her birthday party tonight: Online ✅ In store ✗
2. Remi lives in a small village, a long way from the city: Online ✗ In store ✅
3. Jen isn't sure which smartphone to buy: Online ✗ In store ✨
4. Albert is 85 years old and can't walk very far: Online ✗ In store ✅
5. Ross doesn't have a credit card: Online ✗ In store ✅
6. Maria hates waiting in line: Online ✗ In store ✅

Discuss these questions with a partner.
1. What are the advantages and disadvantages of shopping online?
2. What are the advantages and disadvantages of shopping in a store?

GOAL CHECK Explain preferences
Add two more items to the list. What things do you prefer to buy online? What things do you prefer to buy in a store? Why? Share your ideas with a partner.

I like to buy books online because it is cheaper.
I like to buy books in a store because I can look at them.

Types of Clothing

Expansion Activity

Have students visit a store's Web site (in or outside of class) and choose a gift for a friend or family member. Call on students to explain what they chose and why.

Lesson R
**Language Expansion**

1. Go over the materials and clothing in the pictures. Point out more examples of clothes that students are wearing that are made out of different materials.
2. Divide the class into pairs and have them talk about the clothes in the pictures, describing them and giving their opinions.
3. Have several students give their opinion about different items to the class.

4. Go over the symbols and terms in the clothing care instructions. Explain that bleach is a kind of liquid that we use to make clothes white, and a tumble dryer is a machine that makes clothes dry. To dry clean clothes, you take them to a special shop.
5. Have students work individually to read the statements and choose true or false.
6. Have students compare answers with a partner.
7. Check answers.
8. Ask students if they have any clothing that requires special cleaning or drying instructions.

**Grammar**

- Review comparative adjectives. Remind students that they are used when we talk about how two things are different.
- Introduce the structure. Ask a number of students, How tall are you? (If necessary, teach them, I'm five foot eight or one meter seventy, etc.) Say, (Name) is the tallest student in our class. Ask students, Who has long hair? Say, (Name) has the longest hair. Continue with other examples as appropriate—oldest/youngest student, and so on.
- Go over the information in the chart. Give/elicit more examples for each pattern.

**Superlative forms of adjectives**

<table>
<thead>
<tr>
<th>Adjectives with one syllable</th>
<th>Adjectives that end in -y</th>
<th>Adjectives with two or more syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add -est.</td>
<td>Change the -y to i and add -est.</td>
<td>Use most or least before the adjective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cheap</th>
<th>The cotton pajamas are the cheapest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretty</td>
<td>Helen is the prettiest girl in the class.</td>
</tr>
<tr>
<td>beautiful</td>
<td>These are the most beautiful shoes in the store.</td>
</tr>
<tr>
<td>good</td>
<td>Turner's is the best shoe store in town.</td>
</tr>
<tr>
<td>bad</td>
<td>Jon is a bad soccer player, but Tony is the worst.</td>
</tr>
</tbody>
</table>

**Word Bank: More clothing materials**

- canvas
- nylon
- corduroy
- polyester
- denim
- rayon
- fleece
- suede
- linen
- vinyl

**Grammar: Superlatives**

Superlative adjectives are used to compare an item with a group to which it belongs. Often the group is stated in the sentence:

Yoshi is the tallest student in the class.

Sometimes the group is not stated in the sentence:

Yoshi is the tallest.

Superlative adjectives are normally used with the. Common errors with superlatives include spelling mistakes and incorrect use of most and -est.
Grammar Practice: Superlatives

Divide the class into groups of three. Tell them they are going to play a geography game in teams. First, they must write the questions correctly, and then they must answer them together. Give them an example: If you say old city, they should write, What's the oldest city in the world? Appoint one member in each group to be the "secretary" for the group. Dictate the following: 1. large/country, 2. tall/mountain, 3. long/river, 4. cold/place, 5. expensive/city, 6. big/city. Group members work together to form the correct questions and then answer them. You can have the "secretaries" write the questions and answers on the board for scoring, or you can collect the papers for checking and announce the scores later. Give 1 point for a correct question and 1 point for a correct answer. Answers: 1. Russia; 2. Mount Everest; 3. the Nile River, though the Amazon River is the largest; 4. Antarctica; 5. Singapore; 6. Tokyo

Conversation

A. Have students work individually to write the superlative adjectives.
B. Have students compare answers with a partner.
C. Check answers.

Have students look at the information in the chart. Ask questions for example, Which material is the cheapest? Which is heavier: cotton or man-made fiber? etc.
D. Have students read the example and write sentences comparing the materials, using the adjectives in the box.
E. Have students compare sentences with a partner.
F. Check answers.

Conversation

Have students close their books. Write the question on the board: Why doesn't Pablo like the leather jacket?
G. Play the recording.
H. Check answers.

Play or read the conversation again for the class to repeat.
I. Practice the conversation with the class in chorus.
J. Have students practice the conversation with partners and then switch roles and practice it again.
K. Have students choose a different item of clothing and make a new conversation.
L. Call on student pairs to present their conversations to the class.

Types of Clothing
Evaluate Quality and Value

Reading

Discuss these questions with a partner.
1. What do you know about silk?
2. Where does it come from?
3. Do you have any clothes made from silk?
4. Is it cheap or expensive?

Read the article. Answer the questions.
1. Which is the most expensive—cotton, wool, or silk?
2. Which country is the biggest producer of silk?
3. Why does Shen think that old silks are more beautiful than modern silks?
4. Why do the workers put the cocoons into hot water?

Word Focus

- cocoon: a small bag of silk made by the silkworm
- commerce: business, to make money
- loom: a machine for making textiles
- steel: a strong, hard metal
- tomb: a place where dead people are buried

Cotton is cool; wool is warm. They're practical. But silk? Silk is soft; it is smooth; it is sophisticated—the queen of textiles. It is also possibly the most expensive material in the world. In ancient Rome, it was more expensive than gold. But it is strong as well—a thread of silk is stronger than steel.

I wanted to discover more about this mysterious material, so I went to China. China is where the secret of silk was discovered more than 4,000 years ago, and it is still the biggest producer of silk in the world.

Additional Vocabulary

- ancient: from a long time ago
- discover: find out about
- fibers: lines of material in cloth
- mysterious: not easy to understand
- prepare: make
- producer: maker
- sophisticated: not simple
- textile: cloth

For Your Information: Silk

After the secret of making silk was discovered in China, silk production spread to Korea and India, then across Asia to Europe. Today, over 30 countries produce silk. The biggest producers of silk are China (54 percent of world production), India (14 percent), and Japan (11 percent). Silk is used in many types of clothing, but it is also used in parachutes, umbrellas/parasols, and bicycle tires.
The first person I visited was Shen Congwen, advisor on ancient textiles to the Palace Museum in Beijing. He showed me some ancient silk that workers found in a tomb in Jianglin. It was still beautiful. He told me that he thinks old silks are more beautiful than modern silks. “In ancient times, weaving was done from the heart. In modern times, weaving is done for commerce.”

So, how do you make silk? The first problem is that the silkworm only eats leaves from one tree—the mulberry tree. “It is easier to prepare food for a human than a silkworm,” says Yoshihiko Ito, a Japanese silkworm expert.

Silkworms only live for about 28 days, but in that time they increase in weight 10,000 times. Then, they make a cocoon. Workers collect the cocoons and kill the silkworms with steam. Then, they put the cocoons into hot water to soften them. Next, they pull the fibers from the cocoon and spin them to make silk thread. Finally, they weave the thread into cloth on machines called looms.

But why is silk so expensive? Well, it takes 110 cocoons to make a tie, 630 cocoons to make a blouse, and 3,000 cocoons to make a kimono. That’s many hours of hard work. But many people believe silk’s beauty is worth it.

After Reading
Have students search online for an item of silk clothing that they like (for instance, a necktie, shirt, or dress). Remind them NOT to enter any credit card information and to be careful NOT to buy anything. Ask them to print a copy of the Web page and write a few sentences about why they chose that item.
Evaluate Quality and Value

Writing

A. Ask students to think about their favorite piece of clothing and why they like it. Tell them they are going to write about this item. Go over the questions and have students write down their answers about their favorite piece of clothing.
- Have students write a composition about the item they have chosen.
- Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partners' papers.
- If desired, have students rewrite their papers, to be collected for grading.

Communication

A. Have students read the directions and look at the information in the table. Ask, How much does machine-made silk cost? Which is the cheapest silk? Which is more expensive: machine-made or artificial silk?
- Divide the class into pairs and assign them role A or B. Have them read their role and then write down a few ideas of what they will say. Remind them to write notes to help them, not complete sentences/questions.
- Have students role-play the situation.
- Have several pairs perform their role-play for the class.

B. GOAL CHECK

- Have students look at the four categories and rank them according to what is important to them when clothes shopping.
- Have students compare their ranking with a partner and explain their reasons. Have them discuss any differences.
- Have several students explain their ranking to the class.

GOAL CHECK

Evaluate quality and value

When you are buying clothes, what is most important to you? Rank the following:

___ where it is made
___ the price
___ the quality
___ the color

Compare your answers with a partner and discuss any differences.

Teacher Tip: Sharing students' work

There are a number of ways that students can share their work with their classmates:

- Give oral presentations in front of the class.
- Make large posters to display in front of the class.
- Tape students' papers around the classroom walls and allow time for students to walk around and read their classmates' work.
- Have students write or draw on transparencies and show these to the class on an overhead projector.
- Photocopy students' papers into a class magazine/newspaper and make a copy for each student.
Before You Watch

1. Complete the passage using the words from the Word Focus box.

It takes about 140 liters of water to make a cup of coffee. The farmer uses water to grow the coffee. Then, water is used to (1) ________ the coffee in a factory and also to (2) ________ the coffee to you. It also takes (3) ________ energy to make your cup of coffee. Gas from the farm and electricity in the factory. This puts carbon into the air, which is called a (4) ________ footprint. One cup of coffee puts more than 100 grams of carbon into the atmosphere.

Guess how many liters of water it takes to produce a cotton T-shirt. Watch the video and check your guess.

- a. 200 liters
- b. 1,700 liters
- c. 2,700 liters

While You Watch

1. Watch the video and answer the questions in your notebook.
   a. How much water does a person drink per day? 3 liters
   b. List four ways your cotton T-shirt uses energy.
      - growing, manufacturing, transporting, caring for
   c. How many gallons of water does it take to make one load of wash? 40
   d. How can you reduce your T-shirt's carbon footprint? Don't dry or iron it.

After You Watch

There are many ways to reduce your carbon footprint. You can use public transportation, ride a bicycle, or buy local vegetables. With a group, think of other ways you can reduce your carbon footprint. Share your ideas with the class.

Types of Clothing

For Your Information: Carbon footprints

Your carbon footprint is how much greenhouse gas is produced directly or indirectly from your activities. When you drive your car, wash your clothes, or heat (or cool) your house, carbon dioxide (CO₂) is produced and released into the atmosphere. For example, a gallon of gasoline consumed by your car emits 6.7 kg of CO₂. The food and goods you buy also contribute to your carbon footprint because their production and transportation to you emitted CO₂.

Understanding our personal carbon footprint and knowing how big it is are important because carbon dioxide is one of the greenhouse gases that causes global warming. On the Internet, there are websites where you can calculate your carbon footprint and get suggestions on how to reduce it.

Writing and Speaking Tip

Remind students that brainstorming ideas and taking notes before they do a writing or speaking activity are good strategies to help them be successful. Point out that they should write key words and phrases at this stage, not complete ideas.
The Interspecies Internet? An Idea in Progress

Before You Watch

A. Point out the pictures and ask students to describe what they see. Have students share what they remember about Diana Reiss (from the reading in Unit 7). Ask, Who is Diana Reiss? What does she do? What is she interested in? Write students' ideas on the board. Tell students they are going to watch a TED Talk with Reiss and other members of her project.

- Have students read the words and the definitions and match them.
- Have students compare answers with a partner.
- Check answers.

B. Go over the words in the Word Bank. Have students complete the sentences using the words.

- Have students compare answers with a partner.
- Check answers.

C. Divide the class into pairs and have them discuss the questions.

- Have several pairs share their ideas with the class.

D. Write on the board, Interspecies Internet. Have students say what they think it means.

- Have students read the directions and write down three things they think they will hear in the talk.
- Divide the class into pairs and have them compare their lists.
- Compare answers with the class. On the board, write their ideas about what they will see in the TED Talk.

WORD BANK

alien: a creature from outer space
bonobo: a rare, intelligent ape related to the chimpanzee
communicate: interact to communicate with others
interface: system linking two things
interspecies: between different species
sentient: being capable of experiencing the world through its senses

1. A computer has an ___ interface ___ to connect to the Internet.
2. Creatures that can think are called ___ sentient ___.
3. A creature from another world is called ___ alien ___.
4. People from around the world interact ___ using the Internet.
5. Something that connects many planets is ___ interspecies ___.

6. People and gorillas can communicate using ___ interspecies ___ communication.
7. A ___ bonobo ___ is a type of very intelligent ape.

C. Can you think of a situation where people and animals communicate, or animals communicate with other animals? Can you think of a situation where you communicate with a machine? Discuss your ideas with a partner.

D. You are going to watch a TED Talk about a new idea for an Interspecies Internet. Write down three things you think you will see in the video. Share your ideas with a partner.

While You Watch

A. Watch the TED Talk. Put the images on the next page in order. Write the number in the box.

B. Write down two or three ideas from each speaker. After the TED Talk, discuss the ideas with a partner.
"We should not restrict this network to one species [. . .] These other intelligent, sentient species should be part of the system too."

— Diana Reiss

While You Watch

A. Have students look at the pictures and read the quotes. Tell them to number the quotes as they watch the talk.
   - Play the talk.
   - Have them compare answers with a partner.
   - Check answers.

B. Have students write down two or three of the most interesting ideas from each speaker.
   - Have students compare answers with a partner.
   - Call on pairs to share ideas and make a class list of the main ideas for each speaker.

2. "We thought, perhaps the most amazing tool that man's created is the Internet, and what would happen if we could somehow find new interfaces, visual-audio interfaces that would allow these remarkable sentient beings that we share the planet with access?"

3. "I work with a lot of musicians from around the world, and often we don't have any common language at all, but we sit down behind our instruments, and suddenly there's a way for us to connect."

4. "We participate in the Apes for Apes program Orangutan Outreach, and we use iPads to help stimulate and enrich the animals."

5. "Now, there is a project that's underway called the Interplanetary Internet . . . What we're learning with these interactions with other species will teach us, ultimately, how we might interact with an alien from another world."
After You Watch

- Have students read the names and the descriptions. Tell them to match them as they watch the talk. Play the talk again.
- Have them compare answers with a partner.
- Check answers.

- Copy the chart onto the board. Have students help you write predictions for the first idea; for example, Some animals will be able to play musical instruments.
- Divide the class into pairs and have them write predictions for each idea.

A Watch the TED Talk again. Match each speaker with the correct description.

1. Peter Gabriel
2. Neil Gershenfeld
3. Vint Cerf
4. Diana Reiss

- a. He thinks that the Interspecies Internet can also be used to communicate with life on other planets.
- b. He showed how the Interspecies Internet can work by video conferencing with animals.
- c. She showed that dolphins can recognize themselves.
- d. He played music with a bonobo.

B Read the list of ideas presented by the TED speakers. Then work with a partner to make two predictions for each idea. Answers will vary.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. communicating with other species using music</td>
<td>a.</td>
</tr>
<tr>
<td>2. the Interspecies Internet</td>
<td>a.</td>
</tr>
<tr>
<td>3. the Internet of Things</td>
<td>a.</td>
</tr>
<tr>
<td>4. the Interplanetary Internet</td>
<td>a.</td>
</tr>
<tr>
<td>5. communication with aliens</td>
<td>a.</td>
</tr>
</tbody>
</table>
Get together with another pair. Take turns sharing your predictions. Explain which of the outcomes you find most interesting and why. Share your ideas with the class.

Think about how you communicate. Read the list of modes of communication below. Then, with a group, talk about which are the two best and worst ways to communicate with friends. Why?

- email
- text message
- letter
- video conferencing
- phone

With your group, imagine that you are going to communicate with the following animals. How does each animal communicate? Why does each animal communicate? Do you think you would be able to communicate with each one? If so, how? Share your ideas with the class.

- gorilla
- elephant
- orangutan
- dog
- cat
- parrot
- bee

Challenge: Diana Reiss has been doing experiments with dolphins since her first dolphin-keyboard experiment in the 1980s. Read more about her at TED.com. Find her TED Talk “Thinking Dolphin” online. With a partner, pick one more part of her work to share with the class. Do more research if needed.

Challenge:

- Have students read more about Diana Reiss and her work (this can be done in or outside of class depending on resources and time). Encourage them to watch the TED Talk “Thinking Dolphin” outside of class.
- Divide the class into pairs and have them choose one part of Reiss’s work to research further (in or outside of class). Have each pair share what they found out with the class.

Ideas Worth Sharing:

- With books closed, have students share what they remember about Diana Reiss and the other speakers (provide their names if the students can’t: Peter Gabriel, Neil Gershenfeld, and Vint Cerf). Ask, What is their message? How do they think communicating with other species will help us in the future? Write their ideas on the board.

- Have students read the information in the Ideas Worth Sharing box on page 118 again. Remind them that they can watch the whole talk at TED.com to help them develop their listening skills.
Lifestyles

About the Photo

This photo was taken by David Doubilet, a highly acclaimed underwater photographer from New York. Taken at dusk in the Dampier Strait in Indonesia, it shows fishermen standing on their wooden boats, and at the same time, the underwater world of the fish is viewable. To achieve a shot like this, Doubilet half-submerges his camera lens in the water, so the two worlds can be photographed in the same image. This gives a view of the calm surface with fishermen quietly at work beneath the evening sky, while also showing the world below the surface where there is the intense movement of hundreds of small fish.

- Introduce the theme of the unit. Explain that your lifestyle is your way of living—all the things you do every day.
- Direct students’ attention to the photo. Have students describe what they see.
- Have students work with a partner to discuss the questions.
- Compare answers with the class.
- Ask these questions orally or by writing them on the board for students to answer in pairs: What are the most important things for a healthy lifestyle? Are our lifestyles healthier now than they were in the past?
- Go over the Unit Goals with the class, explaining as necessary.

For each goal, elicit any words students already know and write them on the board, for example, (un)healthy food vocabulary, exercise and sports vocabulary, etc.
Unit Theme Overview

- The concept of "lifestyle" was first developed in 1929 by the psychologist Alfred Adler, but it became popular in the 1970s. The term refers to the overall way that a person lives. A person’s lifestyle is made up of a complex collection of personal choices and customs imposed by society. Our environment and our culture limit the range of choices that we can make.

- This unit focuses on one particular aspect of lifestyle: the habits and choices that affect our health. Here, again, lifestyle has both personal and social components. People’s choices about food, exercise, and other daily activities have an impact on their health, but there are also cultures in the world where people enjoy unusually long and healthy lives due to culturally-imposed customs.

- In this unit, students begin by discussing healthy personal habits and giving advice. They compare lifestyles and learn to ask questions to get more details. Finally, they learn about cultural patterns that seem to promote good health—and others that seem to hinder it.

UNIT 10 GOALS

1. Give advice on healthy habits
2. Compare lifestyles
3. Ask about lifestyles
4. Evaluate your lifestyle
Give Advice on Healthy Habits

Vocabulary
- Go over the sentences with the class, pointing out the expressions in blue and explaining as necessary. Ask questions for further practice: Are you in good shape? Do you eat a lot of junk food?

A • Have students work individually to fill in the words.
• Have students compare answers with a partner.
• Check answers.

B • Go over the names for the activities in the pictures. Ask different students, Do you drink lots of water? Do you usually get eight hours of sleep at night? etc.
• Have students work individually to classify the activities into the chart.
• Have students compare answers with a partner.
• Check answers.
• Point out that these expressions can also be formed as verbs: I sunbathe. I drink lots of water. Ask students to tell you one healthy/unhealthy thing they do. (I run every day/I eat lots of sugar)

Vocabulary
Alicia has a healthy lifestyle. She's in good shape because she works out at the gym every day. She eats healthy food, like fresh fruits and vegetables.
Robert doesn't have a good lifestyle. He's in bad shape because he never gets any exercise. He eats too much junk food, so he's overweight.

A Complete the sentences with the words in blue.
1. I need to exercise more. I'm in ___ bad shape ___.
2. Helen doesn't have a ___ healthy ___ diet. She eats a lot of junk food.
3. I have a healthy ___ lifestyle ___. I don't smoke and I exercise regularly.
4. I need to change my diet. I eat too much ___ junk food ___.
5. Jane is looking much better. She ___ works out ___ and eats healthy food, like vegetables and fruit. Soon she'll be in ___ good shape ___.

B Write the activities in the correct column in the chart below.

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>cycling</td>
<td>smoking</td>
</tr>
<tr>
<td>drinking lots of water</td>
<td>watching lots of TV</td>
</tr>
<tr>
<td>getting eight hours of sleep every night</td>
<td>sunbathing</td>
</tr>
<tr>
<td>eating a balanced diet</td>
<td>eating lots of sugar</td>
</tr>
</tbody>
</table>

Word Bank: Healthy and unhealthy habits
Healthy:
- avoiding stress
- getting fresh air
- going for a walk every day
- going to the doctor for a check-up
- playing tennis/basketball/soccer
- taking vitamins

Unhealthy:
- drinking sugary drinks
- eating a lot of salty/fatty food
- getting angry often
- not wearing a seat belt in the car
- playing too many computer/video games
- staying up late
Grammar: Modals (could, ought to, should, must); have to

<table>
<thead>
<tr>
<th>Make suggestions</th>
<th>Give advice</th>
<th>Express obligation</th>
</tr>
</thead>
<tbody>
<tr>
<td>You could stop smoking.</td>
<td>You should/ought to stop smoking.</td>
<td>You must/have to stop smoking.</td>
</tr>
<tr>
<td>I hate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>! It! strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>! It! very strong</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Write advice for the following situations in your notebook.
2. Tell your sister to stop smoking. !!! You have to/must stop smoking.
3. Tell your father to go on a diet. !!! You ought to/should go on a diet.
4. Tell your friend to stop watching so much television. !!! You could stop watching so much television.
5. Tell your brother to get more exercise. !!! You ought to/should get more exercise.
6. Tell your mother to get more sleep. !!! You could get more sleep.
7. Tell your friend to stop sunbathing. !!! You have to/must stop sunbathing.

Aisha wants to lose weight.

Vina wants to be on the Olympic swimming team.

3. Anita works too much.

A. Write the advice you would give to these people in your notebook.
Then compare your advice with your partner’s. Discuss differences.

1. Alex needs some money.
2. Jaime needs to get better grades.
3. Jack isn’t happy at work.
4. Sam wants to lose weight.

Conversation

Listen to the conversation. Why does Alex want to lose weight?

Alex: I need to lose some weight. My clothes don’t fit anymore.

What should I do?

Wrong: Well, instead of watching TV all day, you could get more exercise.

Wrong: Like what?

Affirmative: Like cycling, or you could work out at the gym.

Alex: I don’t have time. I’m too busy.

Wrong: OK. Then you could change your diet. Eat something healthier, like fruit.

Wrong: OK. Buy some bigger clothes then.

Do you get eight hours of sleep every night?

No. I don’t.

Grammar Practice: Modals (could, ought to, should, must); have to

Have students work with partners to write a letter to a newspaper column about a health problem. When all pairs have finished, have them exchange letters with another pair. Tell them that they are now “doctors” and should write a reply.

Grammar

• Introduce the structures. Tell the class, Mr. X is a teacher at our school. He smokes 30 cigarettes every day. What would a student say to him? Have students read the chart. Elicit, You could stop smoking. Ask, What would his friend say to him? (You should/ought to stop smoking.) What would his doctor say to him? (You must/have to stop smoking.)

A. Have students work individually to write a sentence for each situation.

1. Write answers.

B. Have students work in pairs to write advice for each situation.

1. Compare advice.

C. Have students write their advice and write it on the board.

1. Have the class write the sentences as necessary.

Conversation

A. Have students close their books. Write the question on the board:

Why does Alex want to lose weight?

• Play the recording.

• Check answers.

• Direct students’ attention to the Real Language box.

B. Play or read the conversation again for the class to repeat.

• Practice the conversation with the class in chorus.

• Have students practice the conversation with partners and then switch roles and practice it again.

C. Divide the class into pairs and have them ask each other questions using the pictures on page 124, and give advice. Model the example with several students.

• Call on students to tell the class the advice they gave to their partners.
**Compare Lifestyles**

**Listening**

- A. Have students look at the pictures and describe the people. Have them read the directions and then rank the three people’s lifestyles from healthy to unhealthy. Tell them to listen and find the answer.
  - Play the recording one or more times.
  - Check answers.

- B. Tell students to listen to the three people again and find the information.
  - Play the recording one or more times.
  - Have students compare answers with a partner.
  - Check answers.

- C. Have students work with partners to make recommendations for the three people.
  - Compare answers with the class.

**Pronunciation**

- A. Tell students to listen to the pronunciations of should and shouldn’t in the sentences.
  - Play the recording one or more times.
  - Point out that the letter / in should and shouldn’t is not pronounced.

- B. Tell students to listen to the conversations and circle the correct word.
  - Play the recording one or more times.
  - Have students compare answers with a partner.
  - Check answers.

- C. Divide the class into pairs and have them choose and practice one of the conversations.
  - Call on two different pairs to present each conversation to the class.

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**Listening**

- A. Look at the photos. Guess who is healthy or unhealthy. Rank the people from healthy lifestyle to unhealthy lifestyle. Compare your answers with your classmates. Listen and check.

  - Maggie
  - Anita
  - Ben

  **Healthy lifestyle**
  1. Does Ben exercise every day? No
  2. Does Ben smoke? Yes
  4. Name two things that Maggie has for breakfast.
  5. Where does Anita get her vegetables? From her garden
  6. What is Anita’s one bad habit? She drinks a lot of coffee.

  **Unhealthy lifestyle**

- B. Listen again and answer the questions.

- C. Work with a partner. What advice would you give to Ben, Maggie, and Anita on how to improve their lifestyles?

---

**Pronunciation: Should, shouldn’t**

- A. Listen to the sentences. Notice the difference between should and shouldn’t.

  - I should get more sleep. They shouldn’t eat junk food.

- B. Listen to the conversations and circle should or shouldn’t.

  **Conversation 1**
  - Lorena: What can I do to improve my image? Zuleja: Well, you shouldn’t change your hairstyle. Your hair looks great!
  - Lorena: And what about my clothes? Zuleja: I think you should buy some more fashionable clothes. You shouldn’t wear less makeup as well.

  **Conversation 2**
  - Bill: What can I do to change my image? Adrian: I think you shouldn’t shave your beard, but you shouldn’t change your hairstyle.
  - Bill: And what about my clothes? Adrian: You shouldn’t buy some new clothes.

- C. Choose one of the conversations and practice with a partner.

---

**For Your Information: Components of a healthy lifestyle**

Research has found that six habits are closely linked with a longer life. They are:

1. Eating breakfast every day
2. Avoiding snacks between meals
3. Keeping an ideal weight
4. Regular exercise
5. Sleeping 7–8 hours per night
6. Not smoking

People aged 55 to 64 who practiced all of these habits were found to be as healthy as younger people. There is more information about healthy lifestyles in the Workbook Reading for this unit.
Communication

A. Have students answer the questions in the survey.
   B. Divide the class into pairs and have them tell each other about themselves and the two people they interviewed. Point out the model.
   C. Divide the class into groups of three or four students and have them discuss their lifestyles.

With the same group, have students decide who has the best (healthiest) lifestyle and explain why. Point out the examples and ask, Why does Salma have a better lifestyle than Yahir?

D. Tell a partner about you and the classmates you interviewed.

Tell your group about your lifestyle.

Compare lifestyles

As a group, decide who has the best lifestyle and give reasons.

Salma works out in the gym every day for two hours and doesn’t eat sugary foods.

Yahir eats five pieces of sugary food per day and never works out. Salma has a much better lifestyle.

Expansion Activity

Have students work with partners to prepare a role-play about lifestyles: one person has an unhealthy lifestyle and the other tries to help with it. They should decide who the two people are (for example, two friends, or doctor and patient) and use appropriate language in their role-play. When all student pairs are ready, call on them to present their role-plays to the class.
Ask About Lifestyles

- Have students look at the picture and describe what they see. Ask, What kind of lifestyle does she have: healthy or unhealthy? What do you think she does to have a healthy lifestyle?

Language Expansion

A. Read through the list of adjectives. Point out that each one is formed from two other words. When this happens, the new word is called a compound.

- Have students work individually to match the columns.
- Have students compare answers with a partner.
- Check answers.

B. Have students work individually to complete each sentence with the compound adjectives from A.
- Have students compare answers with a partner.
- Check answers.
- Elicit more sentences using these adjectives. Ask questions like, Do you have a lifelong friend? What kinds of homemade food do you like? Who is overworked?

Grammar

- Go over the information in the chart about the formation of these questions. Remind students that they already know questions like How old are you? and How much/How many?
- Ask several students questions, and call on students to ask questions to their classmates.

Language Expansion: Compound adjectives

A. Match the compound adjectives to their meanings.

1. mouth-watering  b. stress-free c.
2. homemade h. homegrown f.
3. heartwarming e.
4. lifelong g. low-calorie d.

B. Complete the sentences. Use adjectives from exercise A.

1. Kevin and I went to kindergarten together. We are lifelong friends.
2. When I was a child, my father had a vegetable garden, so we ate lots of homegrown fruit and vegetables.
3. I have to work long hours, and I'm always tired. I think I am overworked.
4. My grandmother makes the best homemade chicken soup in the world! It's absolutely mouth-watering.

Grammar: Questions with how

<table>
<thead>
<tr>
<th>How much exercise do you get?</th>
<th>How long did your grandfather live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many cigarettes do you smoke a day?</td>
<td>How often do you go to the gym?</td>
</tr>
<tr>
<td>How old is your father?</td>
<td>We use how much to ask about the quantity of non-countable nouns.</td>
</tr>
<tr>
<td>We use how many to ask about the quantity of countable nouns.</td>
<td></td>
</tr>
<tr>
<td>We use how old to ask about age.</td>
<td></td>
</tr>
<tr>
<td>We use how long to ask about length or a period of time.</td>
<td></td>
</tr>
<tr>
<td>We use how often to ask about frequency.</td>
<td></td>
</tr>
</tbody>
</table>

Word Bank: Compound adjectives

fat-free
left-handed/right-handed
low-salt/high-protein
middle-aged
world-famous

Grammar: Questions with how

How is used with adjectives (How old, How long) and adverbs (How often) to make questions. In this lesson, the only adverb presented is often, an adverb of frequency. Other adverbs can also be used with this structure, including adverbs of manner (How well do you speak English?).
Grammar Practice:

Questions with how

Have students work with partners to practice a role-play of a reporter interviewing a famous person about his or her lifestyle. The reporter should ask at least three questions with how. When all student pairs are ready, call on them to present their role-plays to the class.

Conversation

A
- Have students close their books. Write the question on the board: What's the problem with Mr. Lopez?
- Play the recording.
- Check answers.

B
- Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner and then switch roles and practice it again.

C
- Have each pair make a new conversation, using their own ideas for solving a different problem.
- Call on student pairs to present their conversations to the class.

D
- Divide the class into pairs and have them ask each other at least three questions with how.
- Call on students to tell you something they learned about their partners.

Listening

A
- Have students work individually to match the columns.
- Have students compare answers with a partner.
- Check answers.

B
- Have students work individually to write the question for each answer.
- Have students compare answers with a partner.
- Check answers.
- Have students practice saying the questions and answers with a partner.

C
- Write a few examples on the board to remind students of the structure of Wh-questions. Have students write five Wh-questions.
- Have students ask and answer the questions with a partner.
- Call on different students to ask questions and have other students answer.

Questions

1. How often do you go to the gym?
2. How old are you?
3. How long will it take?
4. How much do you weigh?

Answers

We go to the gym three times a week.
I am 27 years old.
I think it will take about two hours.
I weigh 168 pounds.

Conversation

A
- Listen to the conversation. What's the problem with Mr. Lopez?
Doctor: Good morning, Mr. Lopez. How can I help you?
Mr. Lopez: Hello, doctor. I'm always tired, but when I go to bed I can't sleep.
Doctor: OK. How long have you had this problem?
Mr. Lopez: Since I started my new job.
Doctor: What do you do?
Mr. Lopez: I'm in advertising.
Doctor: How many hours do you work?
Mr. Lopez: I work about 80 hours a week.
Doctor: 80 hours! That's a lot. And how much exercise do you get?
Mr. Lopez: Not much. I don't have the time.
Doctor: OK. It seems to me that you are overworked. You need to work less and find time to get more exercise. Maybe you should look for a more stress-free job.

B
- Practice the conversation with a partner. Switch roles and practice it again.

C
- Change the underlined problem to create and practice a new conversation.

D
- Ask about lifestyles
Ask a partner about his or her lifestyle.

Lifestyles 129
GOAL 4: Evaluate Your Lifestyle

Reading
A. Discuss the questions with a partner.
1. Do you want to live to be 100 years old?
2. What do you think you should do to live to be 100 years old?

B. Answer the questions.
1. A long, healthy life depends on mainly two things. What are they? genes and good habits.
2. Why do men live longer in Sardinia than in the United States? The men have a more stress-free life.
3. How old was the last time the writer visited here?
4. How often should you exercise? every day.
5. What are the advantages of growing your own vegetables? You eat healthier food and get exercise.

Word Focus
- genes = parts of the body that determine physical characteristics
- joke = to say something that is not serious
- perfume = liquid that smells good
- prevent = to avoid
- run away = to leave

Additional Vocabulary
- cancer = a very serious disease that kills many people
- experts = people who know a lot about a subject
- generally = usually
- mental = in your mind
- nutrients = vitamins and other healthy things in food
- sumo wrestling = a Japanese sport
- waist = middle of the body

Sardinia, Italy and Okinawa, Japan

THE SECRETS OF LONG LIFE

A long, healthy life is no accident. It begins with good genes, but it also depends on good habits. If you have a healthy lifestyle, experts say you may live up to ten years longer. So what is the secret of a long life?

I visited places in the world where many people live to be 100 years old, including Sardinia in Italy and Okinawa in Japan. Sardinians and Okinawans live longer, have fewer illnesses, and enjoy long, healthy lives.

SARDINIANS

First, I went to Sardinia, where many people, especially men, live longer than in other parts of the world. Generally, women live longer than men. In fact, in America, there are four times as many 100-year-old women as men. However, in Sardinia, an equal number of men and women reach 100.

For Your Information: Sardinia and Okinawa

Sardinia is the second-largest island in the Mediterranean Sea. The land is mountainous, and they have hot summers and mild winters. Along with Italian, people also speak a distinct Sardinian language. The island is very popular with European vacationers, who come for its scenery, beaches, and gourmet food.

Okinawa is a small island that is part of Japan. It has a subtropical climate, with warm seawater and beautiful coral reefs. It’s an important area for tourism in Japan. In the past, Okinawa was a separate nation, with its own distinctive language and culture. Karate was first developed there.
The reason is possibly that the men have a stress-free life working outside, while the women look after the house and the family money. "I do the work," says Tonino, holding his wife Giovanna around the waist. "My wife does the worrying."

OKINAWANS

Since I last visited Ushi five years ago, she's taken a new job, tried to run away from home, and started wearing perfume. Normal for a young woman, perhaps, but Ushi is 103. When I ask about the perfume, she jokes that she has a new boyfriend, then puts a hand over her mouth and laughs.

"Okinawans have one-fifth the heart disease, one-fourth the breast and prostate cancer, and one-third less mental health problems than Americans," says Craig Willcox of the Okinawa Centenarian Study. What's the key to their success? "Ikigai certainly helps," Willcox says. The word translates to "reason for living," and it may help to prevent stress and diseases such as high blood pressure.

Okinawans have a low-calorie diet. "A full plate of Okinawan vegetables, tofu, miso soup, and a little fish or meat contains fewer calories than a small hamburger," says Makoto Suzuki of the Okinawa Centenarian Study. "And it will have many more healthy nutrients."

When she's not watching sumo wrestling on TV, Yasu Norin, 100, gets her own exercise by growing onions, tomatoes, carrots, and other herbs and vegetables in her garden. Her homegrown vegetables may help prevent cancer.

After Reading

Assign each student to do research online to find three interesting facts about Okinawa or Sardinia and write them down. Then match them with partners who researched the other place and have them exchange information.
Evaluate Your Lifestyle

Communication
- Go over the items in the list and elicit the questions needed to ask about each one. Write them on the board as necessary. For the first question, elicit follow-up questions and write them on the board; for example, What sport do you play? How often do you play the sport? Have students write follow-up questions for each item in their notebooks.
- Have students move around the room asking the questions. They should only write the name of a person who answers yes, and find a different person for each item.
- Call on each student to share something they learned about one of their classmates.

Writing
- Write 1–5 on the board and write notes for your answers to each question. Then have students help you start a paragraph about your lifestyle on the board: I have a healthy lifestyle. I am happy in my job. I exercise four times a week. I go swimming, and I walk a lot.
- Tell students they are going to write about their lifestyle. Have them take notes for each question first. Then have them write their paragraph.
- Have students exchange papers with partners. Ask students to mark corrections and suggestions on their partners' papers.
- If desired, have students rewrite their papers, to be collected for grading.

GOAL CHECK
- Have students work with partners to discuss their own health habits and make suggestions.
- Have several students tell the class advice they gave their partner.

Communication
- Go around the class and find someone who does each of the following. Write the names in the chart, and then ask a follow-up question.

<table>
<thead>
<tr>
<th>Find someone who . . .</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. . . . plays a sport.</td>
<td></td>
</tr>
<tr>
<td>2. . . . has a stress-free life.</td>
<td></td>
</tr>
<tr>
<td>3. . . . has a clear reason for living.</td>
<td></td>
</tr>
<tr>
<td>4. . . . grows his or her own vegetables.</td>
<td></td>
</tr>
<tr>
<td>5. . . . has a grandparent more than 70 years old.</td>
<td></td>
</tr>
</tbody>
</table>

Reporting
- Report to the class.

Writing
- Write a paragraph about your own lifestyle. Answer the questions.
  1. Do you lead a healthy lifestyle?
  2. How often do you exercise?
  3. What sort of food do you eat?
  4. Do you get enough sleep?
  5. How can you improve your lifestyle?

GOAL CHECK
- Evaluate your lifestyle
  Discuss with a partner the good habits and the bad habits in your lifestyles. Take turns. Give each other advice.

Teacher Tip: “Fillers”
Here are some activities to “fill in” a few extra minutes at the end of a lesson:
- The Blackboard Game (if the board is filled with vocabulary and notes) Have a volunteer sit with his/her back to the board. Students take turns giving definitions of words on the board. When the volunteer says the correct word, you erase it. The game ends when all words are erased.
- Error Quiz On the board, write ten incorrect sentences that you have heard or seen in students' recent work. Divide the class into pairs to correct as many as they can in five minutes. When time is up, ask the class for corrections, and rewrite the sentences on the board.
- Spelling Practice Dictate 10 to 15 words that students find difficult. Let them compare answers with partners before you give the correct answers.
Before You Watch

Watch the video. Circle T for true and F for false.

1. There are two types of stress: physical and mental. T
2. Stress produces hormones. T
3. When you exercise, you don't burn all the hormones. T
4. Long-term hormones can cause problems. T

While You Watch

Compare lists as a class and write a list on the board.

While You Watch

Tell students to watch the video the first time and circle the answers.

While You Watch

Divide the class into small groups and explain the task. Because stress is bad for your health, your school or office has decided to run an Anti-Stress Campaign to make people healthier. Give an example of one way to do this. (For example: Play relaxing music.)

After You Watch

Divide the class into pairs and have them answer the questions.

After You Watch

Discuss ideas with the class.

Communication

Lifestyles

For Your Information: The effects of stress

Stress is a normal reaction to things that threaten our well-being. When your body senses danger of some kind, it reacts to give you extra strength. But long-term stress every day can cause serious health problems, because it affects all the physical systems of the body. Stress can cause or worsen heart disease, digestive problems, and skin conditions, and can lead to sleep problems and depression. Because stress hormones have such a strong impact on the body, it's important for our health to find ways to lessen stress and deal with it effectively.
Achievements

About the Photo

This photo was taken by John Burcham, an American photojournalist, who specializes in adventure and exploration photography. The photo shows a climber on the top of a mountain peak in Greenland. Climbing is both a challenging and exhilarating sport that requires a lot of strength and determination. The sense of achievement when the top of a mountain or high cliff is reached is extremely rewarding.

Greenland is a popular destination for climbers due to the vast number of mountains and different levels of challenge. Two of the most well-known are Gunnebjørns Fjeld and the cliffs at Tasermiut Fjord, but there are thousands more.

- Introduce the theme of the unit. Explain that achievements are important things that people have done. Elicit examples, using famous people: What was _____’s big achievement? She/He ______.
- Direct students’ attention to the photo. Have students describe what they see.
- Have students discuss the questions with a partner.
- Compare answers with the class.
- Ask these questions orally or by writing them on the board for students to answer in pairs: What are things that most people achieve during their life? Which achievement in your life is the most important?
- Go over the Unit Goals with the class, explaining as necessary.
- For each goal, elicit any words students already know and write them on the board; for example, vocabulary for chores, jobs, etc.

UNIT 11 GOALS

- Talk about today’s chores
- Interview for a job
- Talk about personal accomplishments
- Discuss humanity’s greatest achievements

Grammar

Present perfect tense

**Have you finished** your homework?

Claudia **has been** to many countries.

He **went** to France last year.

Vocabulary

Chores

Personal accomplishments

Listening

Listening for general understanding and specific details: A job interview
Unit Theme Overview

- Achievements come in all sizes. In the unit opener, students look at big personal achievements, such as climbing a mountain. But there are also small, daily achievements that build up to bigger things: finishing a tough workout at the gym or learning a long list of vocabulary words. This unit covers achievements on all different scales and introduces the language students need to talk about them.

- Students begin by looking at their daily tasks and practicing the present perfect tense to talk about the ones that have been completed. They move on to consider previous experiences and talk about them in the context of a job interview. They consider important milestones in one's lifetime and, finally, look at some of humanity's greatest achievements. Throughout the lessons, they consolidate their understanding of the present perfect tense and contrast it with the simple past tense.

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UNIT 11 GOALS

1. Talk about today's chores
2. Interview for a job
3. Talk about personal accomplishments
4. Discuss humanity's greatest achievements

---

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Video Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing for a job</td>
<td>National Geographic:</td>
<td>Writing about important</td>
<td>National Geographic:</td>
</tr>
<tr>
<td>Catching up with a friend</td>
<td>&quot;Humanity's Greatest</td>
<td>human achievements</td>
<td>&quot;Spacewalk&quot;</td>
</tr>
<tr>
<td>Pronunciation:</td>
<td>Achievements&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 1: Talk About Today’s Chores**

**Vocabulary**

A. Label the pictures with phrases from the box.

1. buy the groceries
2. cut the grass
3. walk the dog
4. iron the shirt
5. pay the bills
6. sweep the floor
7. vacuum
8. put away the clothes

**Word Focus**

chores: A chore is a task that must be done, but that many people find boring or unpleasant.

B. Have students work individually to classify the chores in their notebook.

C. Have students write two columns (easy and difficult) on the board. Discuss differences of opinion. (Answers will vary.) Ask students to explain why they listed a chore as easy or difficult.

D. Divide the class into pairs and have them answer the question.

- Which chores do students do? How do they feel about these chores?

**Grammar: Present perfect tense**

- He has ironed the clothes.
- I haven’t cooked lunch yet.
- Have you finished your homework?
- Yes, I have./No, I haven’t.
- What have you done today?

Some verbs have regular past participles:

- Passed
- Closed
- Framed

Some verbs have irregular past participles:

- Graduated
- Traveled
- Visited

- Some verbs take -en in the past tense:
  - Take
  - Began
  - Paid
  - Died

**Word Bank: Chores**

- clean the bathroom
- cook/make breakfast/lunch/dinner
- do/run errands
- do the laundry
- dust
- shovel the snow
- take out the garbage
- wash the dishes
- wash the floor

**Grammar: Present perfect tense**

The present perfect tense emphasizes the connection between past and present situations. It is used:

- for situations that began in the past and continue into the present
- for experiences in general, when the specific time is not important
- for situations that have just finished
Write the irregular past participles from the box next to the correct verb.

1. buy _bought_
2. do _done_
3. drink _drunk_
4. eat _eaten_
5. make _made_
6. meet _met_
7. read _read_
8. say _said_
9. speak _spoken_
10. sweep _swept_
11. tell _told_
12. win _won_

Complete the conversation with the present perfect tense.

1. A: What _have you done_ (you, do) today?
   B: Nothing very exciting. I _have cleaned_ (clean) the house, and I _have cooked_ (cook) dinner. Have you had _you have_ (you, have) an interesting day?
   A: No, not really. _I have been_ (I, be) sick. I _haven't done_ (not do) anything.

2. A: Today, I _have paid the bills_ (pay the bills) and I _have bought the groceries_ (buy the groceries). Have you had _you have_ (you, have) an interesting day?
   B: Well, I _have visited_ (visit) a friend. Then, I _have bought_ (buy) some clothes for my new job.

Ask your partner questions using the present perfect.

Conversation

Read the Real Language box and listen to the conversation.

Mum: Hi, honey. I'm home.
Lynn: Hi, Mum.
Mum: Have you walked the dog?
Lynn: Yes, Mum. Of course I've walked the dog. And I've vacuumed the living room.
Mum: And have you done your homework?
Lynn: Mum! I've been busy walking the dog and vacuuming. I haven't had time.
Mum: Sorry, honey. It's just I've had a long day myself.

Practice the conversation with a partner. Switch roles and practice it again.

Replace the underlined chores and practice the conversation again.

Talk about today's chores

Talk to a partner about the chores you have done this week.

Grammar Practice: Present perfect tense

Play "Find Someone Who . . ." Dictate the following phrases for students to write down:
- travel to another country
- live in another city
- climb a mountain
- host a party
- find some money
- play basketball

Tell students to find a person who has done each of these things by walking around the class and asking questions. Add more phrases if time allows.

Model the activity by asking a student, Have you ever traveled to another country? Have you ever lived in another city? and so on, until the student answers "yes" to a question. Then write the student's name.

Set a time limit (5 to 10 minutes). After finishing the game, ask the class, Who has traveled to another country? and so forth.

Have students work with a partner to make a new conversation.

Call on student pairs to present their conversations to the class.

A: Have students work individually to write the past participle forms.
B: Have students work individually to fill in the verbs.
C: Have students compare answers with a partner.
D: Have students work with a partner to present their conversations to the class.

Have students work with a partner to write the past participle forms.

Check answers. Go over the pronunciation of the past participles.

Have students compare answers with a partner.

Check answers.

Model the question. Have you paid your electric bill this month? Ask several students. Elicit the answers. Yes, I have./No, I haven't. Ask other questions and elicit more questions from students. Write some on the board to help students.

Divide the class into pairs and have them ask and answer questions.

Have several students tell the class about what their partner has and hasn't done.
Interview for a Job

Listening

- Introduce the idea of a job interview. Ask students if they or someone they know has had one. What happens at a job interview?

A Tell students they are going to hear two people at interviews for a job. Have them read the ad and go over any unfamiliar words. Talk briefly about a tour guide's job and what is required. Tell students they should listen and write down Richard and Yuki's qualifications. Check understanding of qualifications and provide examples as necessary (high school diploma, college degree, language certificate, etc.).
- Play the recording.
- Divide the class into pairs and have them compare answers. Play the recording again.

B Have students complete the questions.
- Play the recording.
- Check answers.

C Tell students to listen again to the interviews and answer the questions.
- Play the recording one or more times.
- Have students compare answers with a partner.
- Check answers.

D Divide the class into pairs and have them discuss who should get the job and why.
- Compare decisions and reasons as a class.

Listening

A 0:21 Read the ad. Listen to Richard and Yuki at the interview. Use the text to take notes on their qualifications.

B 0:21 The interviewers asked the following questions. Complete the questions with the answers from the interviews. Listen again to check your answers.

1. Have you graduated from college?
2. Have you ever worked as a tour guide?
3. Who is the most interesting person you have ever met?
4. Have you passed your driving test?

C Answer the questions.

1. Has Richard ever traveled abroad? No
2. How many countries has Yuki visited? Eight
3. Who is the most interesting person Yuki has met? Her father
4. Has Richard passed his driving test? Yes
5. Has Yuki graduated from college? Yes

D 2:00 Who should get the job? Discuss with a partner.

For Your Information: Job interviews

A job interview is a common step in getting a job in most countries, although the form of the interview may differ. Candidates may be interviewed one at a time or in a group. They may speak with only one interviewer or with a whole group of them. There are also differences in the kinds of questions that are asked. In the United States, for example, there are laws against job discrimination by age, religion, and marital status, so interviewers are not allowed to ask questions like "Are you married? or Don't you think you're too old to do this job?"
Pronunciation: Reduced form of have

**A. Listen to the examples. Notice the pronunciation of the reduced forms.**

<table>
<thead>
<tr>
<th>Full form</th>
<th>Reduced form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>I've</td>
</tr>
<tr>
<td>You have</td>
<td>you've</td>
</tr>
<tr>
<td>He has</td>
<td>he's</td>
</tr>
<tr>
<td>She has</td>
<td>she's</td>
</tr>
<tr>
<td>Have you</td>
<td>have you</td>
</tr>
<tr>
<td>You have</td>
<td>you have</td>
</tr>
<tr>
<td>Has he</td>
<td>has he</td>
</tr>
</tbody>
</table>

**B. Listen to the sentences. Check (✓) the correct column.**

<table>
<thead>
<tr>
<th>Has she left?</th>
<th>✓</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you finished?</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Has he read this book?</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Have you done your homework?</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Have you never been to the USA?</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**C. Listen again. Repeat the sentences.**

---

**Communication**

**A.** Read the following ads. Then role-play an interview. For the first ad, Student A is the interviewer and Student B is the interviewee. Change roles for the second ad. When you are the interviewee, you can be yourself or pretend to be someone interested in the job.

**WANTED!**

**Handyman for Kindergarten**

Small kindergarten needs a person to help with maintenance—plumbing, carpentry, fixing our vehicles, etc. No experience with children necessary but must enjoy being around kids. Any age, $25 per hour.

**LIFEGUARD**

18-30 yrs old. You must be in very good shape. Must be able to swim 250 meters in 4 minutes and run 2,000 meters in 10 minutes. Experience an advantage. Some training offered. Flexible hours.

**B. Goal Check**

Interview for a job

Think of another job. What is required? Write notes. Interview a partner. Switch roles and repeat.

---

**Expansion Activity**

Find job ads online for several jobs that would interest your students. Print out copies of the ads for students to read. Discuss the qualifications that are required for each job and ask if students have those qualifications: Have you worked with computers?

**C. Goal Check**

Have students work individually to choose another job and think of questions to ask in an interview.

Assign new pairs and have them role-play interviews for the two jobs they've chosen.

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**Achievements 139**

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**Pronunciation**

- Remind students that many words have a reduced pronunciation in everyday speech.

- Tell students to listen to the full and reduced forms of the phrases.

- Play the recording.

- Tell students to listen to the recording and check the pronunciation they hear for the phrase in bold.

- Play the recording one or more times.

- Have students compare answers with a partner.

- Check answers.

- Tell students to listen to the recording and repeat the sentences using the pronunciation they hear.

- Play the recording.

- Have students read the sentences to a partner, giving both pronunciations.

---

**Communication**

- Go over both ads with the class, and explain new vocabulary:
  - **maintenance** = fixing things;
  - **plumbing** = fixing bathrooms and water pipes;
  - **carpentry** = fixing things with wood;
  - **vehicles** = cars and trucks;
  - **training** = teaching you what to do. Talk about questions the interviewer might ask. Write some on the board.

- Divide the class into pairs and have them role-play the interview for the first job. Then have them change roles for the second job.

---

**Lesson B 139**
Talk About Personal Accomplishments

Language Expansion

A. Point out the definition of accomplishment in the Word Focus box. Have students give examples of accomplishments. Go over the phrases in the box. Then have students work individually to write the correct phrase for each picture.
- Check answers.

B. Have students check the phrases in A that they have accomplished.

C. Divide the class into pairs and have them ask and answer questions about the accomplishments in A.
- Have several students tell the class about one of their partner's accomplishments.

Grammar
- Go over the information in the chart, contrasting the two tenses. Use examples from the accomplishments students talked about in C; for example, Sylvia has passed her driving test. She took the test last year, etc.

Have you passed your driving test?

Word Focus

accomplishment = something remarkable that a person has done

accomplishments 1. graduate from high school/college 2. run a marathon 3. travel abroad 4. pass your driving test 5. get a promotion 6. get a credit card

Grammar: Present perfect tense vs. simple past tense

<table>
<thead>
<tr>
<th>Present perfect tense</th>
<th>Simple past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>The present perfect tense is used to show an action that happened at any time in the past.</td>
<td>The simple past tense is used to show an action that happened at a specific time in the past.</td>
</tr>
<tr>
<td>Claudio has been to many countries.</td>
<td>He went to France last year.</td>
</tr>
</tbody>
</table>

*We often use time expressions with the simple past tense, for example, yesterday, last week, in 2020
*We use expressions like just, never, ever, yet with the present perfect tense.

Have you ever been to another country?
Naya has just returned from France.
I have never been there.
I haven't graduated yet.

Word Bank: Personal achievements

- get a better job
- get in shape
- have a speech
- have children
- have your name in the newspaper
- lose weight
- teach a class
- win an award

Grammar: Present perfect tense vs. simple past tense

The present perfect tense describes events at any time in the past that have a connection with the present.

I've already graduated from college (so now I have my degree).
I've been to Mexico four times (so I know something about the country).

The simple past describes a completed action at a specific time.

I graduated from college in 2009. I went to Mexico last summer.
Grammar Practice: Present perfect tense vs. simple past tense

Write these questions on the board for students to discuss in groups:

What is the most unusual food you’ve ever eaten?
When/Where/Why did you eat it?

What is the best movie you’ve ever seen?
When/Where/Why did you see it?

When groups have finished, ask them for any interesting/surprising information they heard from their classmates.
Discuss Humanity's Greatest Achievements

Reading

A. Have students look at the picture. Ask, Where is this? Why are these pyramids incredible? Write students' ideas on the board.
B. Have students write a list of humanity's greatest achievements.
C. Compare lists with the class and write a list on the board.

D. Have students read the article and find all the verbs in the present perfect tense.
E. Check the verbs and write them on the board.

F. Have students read the statements. Point out the words in the Word Focus box. Have students read the article again and decide if the statements are true or false. Tell them to circle any words they don't understand.

G. Have students compare answers with a partner.
H. Check answers.
I. Answer any questions about vocabulary.

J. Have students read the questions and write down their answers.
K. Divide the class into groups of three or four and have them share their opinions.
L. Appoint a secretary and a reporter in each group.
M. Have the reporters share with the class the group's opinions.

Word Focus

antibiotic = a medicine that kills bacteria. Penicillin is an antibiotic.
printing press = a machine that prints books

For Your Information: Humanity's greatest achievements

The Giza pyramids were built around 2560 BCE and took about 20 years to complete.
The first printing press was designed by Johannes Gutenberg in 1450.
The Mona Lisa was painted by Leonardo da Vinci between 1503 and 1506.
The term electricity was first used by William Gilbert in 1600.

Johann Sebastian Bach composed classical music in the 17th and 18th centuries.
Radio communication was invented by Guglielmo Marconi in 1895.
The first powered flight was by the Wright brothers, Orville and Wilbur, in North Carolina, in 1903.
The first television image was transmitted by Philo Farnsworth in 1927; it was a dollar sign.

UNIT 11: Achievements
Humanity’s greatest achievements

The Earth is 4.5 billion years old, but the human race has lived on it for just 200,000 years. In that short time, we have achieved some incredible things.

Many of humanity’s great achievements are in science and technology. The list is almost endless. The invention of the airplane has changed our lives. The discovery of antibiotics has saved the lives of millions of people. Can you imagine living without electricity? What about the printing press? Without the printing press, you wouldn’t be reading this. In the last 50 years, there have been astonishing achievements in communication, such as radio, TV, computers, the Internet, and smartphones. Could we live without these things? Probably, but would life be as interesting?

What about the arts? The arts have brought pleasure to many people, but are the Beatles and Bach more important than antibiotics? And is the Mona Lisa as important an achievement as going to space?

Finally, we must not forget humanity’s early achievements, like the use of fire for cooking and heating, and the invention of the wheel. Can you imagine modern life without cooked food and cars?

What are humanity’s greatest achievements? To answer the question, we need to decide what we mean by “great.” Is it something that makes us rich or happy or saves lives? Or is it just something that makes us say “Wow,” like the Pyramids of Giza? What do you think?

Penicillin, the first antibiotic, was discovered by Alexander Fleming in 1928.

The first electronic-digital computer was built by Professor John Atanasoff and graduate student Clifford Berry at Iowa State University between 1939 and 1942.

The microwave oven was invented by Percy L. Spencer in the mid-1940s.

The Beatles were the most popular band in the world in the mid-1960s.

The Internet was created by a group of universities and the U.S. Department of Defense in the 1960s.

The first mobile telephone was designed by Martin Cooper in 1973.

The World Wide Web (a system to share and organize information from any computer) was created by Timothy Berners-Lee in 1993.
Discuss Humanity's Greatest Achievements

Communication
A. Have students look at the pictures and describe what they see. Ask, Why were these important achievements for humans?
B. Go over the list of achievements. Have students rank them in order of importance.
C. Have students compare their list with a partner, explain their reasons, and agree on an order.
D. Have pairs join to make groups of four and compare their lists. Have them try to agree on an order.
E. Have each group share their list and agree on an order as a class.

Writing
A. Have students choose one of the achievements on the list. Write on the board: When? Where? Who? How? Why? Elicit ideas from the students for each question word and write notes on the board.
B. Have students help you start writing a paragraph on the board about the achievement.
C. Have students read the directions and choose an important human achievement. Have them make notes using the question words.
D. Have students write a paragraph about the achievement they chose.
E. Have students exchange papers with a partner to mark corrections and suggestions for improvements on their partners' papers.
F. If desired, have students rewrite their papers, to be collected for grading.

Communication
A. Here is a list of five important human achievements. Rank them in order of importance. Answers will vary.

- the use of fire
- walking on the moon
- the Internet
- electricity
- antibiotics
- art

B. Compare your list with a partner. Talk about your differences.
C. Join another pair and compare your lists.

Writing
A. Choose one important human achievement. It can be any achievement, not just from the reading. Write what you know about it, and say why you think it is an important achievement.
B. GOAL CHECK Discuss humanity's greatest achievements

Teacher Tip: Fun with English outside of class
Encourage students to find language activities that they enjoy to get more practice outside of class.
Some ideas:
- Sing along with English songs (lyrics can be found on the album liner or on Web sites).
- Speak in English with a friend or classmate outside of class time.
- Read an English comic book or a magazine on a topic that is well-known in the native language.
- Watch English-language movies.
- Talk to yourself in English.
Video Journal: Spacewalk

Before You Watch

Read the summary of the video and fill in the blanks with words from the box. Then watch the video and check your answers.

**Summary**

In space, there is no oxygen. It is impossible to breathe. Sometimes astronauts have to make a general outside the spacecraft. In order to survive, astronauts wear special space suits. They do not need to wear solar panels. It is dangerous work. They prepare for their spacewalks underwater in special tanks. It is like being weightless in space but much safer.

**While You Watch**

1. Watch the video and circle T for true or F for false.

   1. It is always very cold in space. **T**
   2. Space suits are filled with oxygen. **F**
   3. The first person to walk in space was Edward White. **T**
   4. Astronauts fixed the solar panels on the Hubble Space Telescope. **F**

2. Scientific achievements can be expensive. The National Aeronautics and Space Administration (NASA) spent almost $18 billion in 2014. The Large Hadron Collider (a huge scientific instrument), cost $4.6 billion.

   Discuss these questions with a partner. Why do people spend a lot of money on big science projects? Is it worth it?

3. **Achievements 145**

   Lessons D and E 145

For Your Information: Weightlessness

Astronauts experience long periods of weightlessness in space when their spacecraft is not moving or using its engines. It puts a lot of stress on the human body and causes "space sickness," with nausea and vomiting, in about 45 percent of people who experience it. Spending long periods of time in space can seriously affect people's health, because it weakens muscles and bones. Videos of astronauts often show them enjoying things that they can't do in Earth's gravity, such as lifting heavy objects with one finger. But weightlessness also makes their daily work much more difficult, and they spend many hours training to do the simplest tasks.
Consequences

About the Photo

This photo shows stunning glaciers and the Godafoss (Godafoss), a waterfall in Iceland. As can be seen from the rushing water in this photo, the glaciers are melting. According to studies, the glaciers that cover 10% of Iceland are losing 11 billion tons of ice a year.

In neighboring Greenland, the thick ice sheet that covers more than 70% of the country is melting by 60 cubic kilometers (approx. 50 cubic miles) every year. This change in climate has consequences. With the ice being thinner, it is harder for people to hunt and families are finding it difficult to support themselves using traditional methods. Furthermore, many animals are losing their habitats and food sources as the ice melts. But the effects of the ice sheet melting will not only impact Greenland and Iceland. As the ice melts, the sea level will rise around the world and coastlines will be affected.

- Direct students’ attention to the photo. Have students describe what they see.
- Discuss the photo. Talk about what it shows. Introduce the idea of consequences—the results of things we do.
- Ask these questions orally or by writing them on the board for students to answer in pairs: When have you made a bad decision? What were the consequences?
- Go over the Unit Goals with the class, explaining as necessary.
- For each goal, elicit any words students already know and write them on the board, for example, vocabulary related to money, actions and consequences, etc.

UNIT 12 GOALS

- Talk about managing your money
- Make choices on how to spend your money
- Talk about cause and effect
- Evaluate money and happiness

Grammar

Real conditionals (for first conditional)
If they borrow some money, they will be able to buy a new house.

Vocabulary

Personal finances
Animal habitats

Listening

Listening for specific details:
At a travel agency
Unit Theme Overview

- Many of the headlines in the news today are about the consequences of past actions. Industrial development and rapid economic growth have increased the production of carbon dioxide and other "greenhouse gases"—the consequences are global warming and severe weather. Old ethnic and national conflicts have never been resolved: The consequences are war and the displacement of millions of refugees. Even in our own lives, we can easily see the pattern of actions and consequences.

- In this unit, students begin examining the topic of consequences on a personal level by talking about money and financial decisions. They examine the possible results of different choices they might make. They move on to talk about consequences on a larger scale, by thinking about how people's actions affect animals and habitats. Finally, they look at how people's actions make them feel. All of these situations involve real possibilities and give students many opportunities to practice the use of the real (first) conditional form.
Talk About Managing Your Money

Vocabulary

- Introduce the topic of managing your money. Ask students, How do you manage your money? Do you make a plan? Or do you just spend as much money as you want to?
- Have students read the article, paying special attention to the words in blue. If necessary, direct students' attention to the definition in the Word Focus box. Explain that in some countries, studying at a university is very expensive, and students must borrow money to pay for things, such as tuition, room and board, and books. They usually get all the money at the beginning of the school year.
- Have students work individually to match the words in blue from the article with their meanings.
- Have students compare answers with a partner.
- Check answers.

Grammar

- Introduce the structure. Tell students (for example), I'm going shopping this weekend. I want to buy a lot of things. If I have enough money, I'll buy some new clothes. If I have enough money, I'll buy some shoes. Ask, What about you? What will you buy if you have enough money? Elicit answers from the class.
- Go over the information in the chart.

Vocabulary

A: Read the article from a student magazine.

MANAGE YOUR MONEY

Congratulations! You have received your first student loan. How are you going to spend it? Are you going to go out and buy that new cell phone or those cool sneakers? Well, don't! Before you spend a penny, you have to make a budget and plan your spending. First, write down your income—how much money you receive. Then calculate your expenses (rent, transportation, food). If your expenses are lower than your income...

Word Focus

student loan = money that the government lends to students

B: Write the words in blue next to the correct meanings.

1. the amount of money you spend
cost
2. to ask someone to give you money
demand
3. the amount of money you receive
income
4. to spend too much money
overspend
5. a spending plan
budget
6. to give someone money
lend
7. to put money in the bank for the future
save
8. the percentage (%) charged when you borrow money
interest rate

Grammar: Real conditionals (or first conditional)

<table>
<thead>
<tr>
<th>If clause (simple present tense)</th>
<th>Result clause (future tense)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I buy a new TV,</td>
<td>I will not have enough money to pay the rest.</td>
</tr>
<tr>
<td>If they borrow some money,</td>
<td>They will not have enough money to pay the rest.</td>
</tr>
</tbody>
</table>

*We use real conditional sentences to express possible results of choices we make.

Word Bank: Money

bank
checking account
credit card
deposit
online banking
savings account
transfer
withdraw

Grammar: Real conditionals

English has three types of conditional sentences with if:

1. Real situations (sometimes called the first conditional): If I study hard, I will get a good grade.
2. Unreal situations (sometimes called the second conditional): If I studied hard, I would get better grades. (but I'm lazy)
3. Unreal situations in the past (sometimes called the third conditional): If I had studied hard, I would have gotten a better grade. (but I didn't study)
Match the if clauses to the correct result clauses.
1. If you borrow money from the bank, _____
   a. she won't return the money until the end of the month.
2. If you save some money every month, _____
   b. you won't have enough money to pay the rent.
3. If you lend money to your sister, _____
   c. we will have enough money to go to the theater.
4. If your expenses are bigger than your income, _____
   d. the interest rates will be high.
5. If we eat at home instead of in a restaurant, _____
   e. you will have enough money to buy a new computer.

Reread the words to write conditional sentences. Don't forget the punctuation.
1. If we borrow some money, we can buy a bigger car.
   a bigger car, some money we borrow if we can buy
2. If I get a new job, I will have more money.
   a new job, more money I will have if I get if get a new job, I will have more money.
3. If we overspend, we won't be able to go on vacation.
   overspend, we won't be able if we overspend, we won't be able to go on vacation.
4. If I lend you $100, you won't have to use your credit card.
   don't use your credit card If I lend you $100, you won't have to use your credit card.
5. If we sell our car, we will be able to rent a bigger apartment.
   car sell, we will be able to rent if we sell our car, we will be able to rent a bigger apartment.

Conversation
A. LISTEN: Listen to the conversation. What choice does Jim have to make? Take a vacation or buy a new camera

Jim: I don't know what to do. I want to take a vacation, and I also want to buy a new camera.
Dave: I see. If you buy the camera, you won't have enough money for the vacation. Is that it?
Jim: Yes, that's right.
Dave: Oh, you want a vacation too. Don't buy the camera.
Jim: But if I buy the camera, I won't be able to take any vacation photos.
Dave: OK, just buy the camera. Jim: But if I buy the camera, I won't be able to take the vacation, and I won't need a camera.
Dave: Hmm... you have a problem.

B. PRACTICE: Practice the conversation with a partner. Switch roles and practice it again.
C. USE THE WORDS IN THE BOX TO MAKE A NEW CONVERSATION.

Work with a partner. Discuss how you manage your money. What are your expenses? Do you have a budget? Do you save?

Consequences 149

Grammar Practice: Real conditionals
Tell students they are going to make their own real conditional sentences about different situations—and then share the sentences with the class. Remind students that the clause with if has the verb in the present tense.

Write on the board: We'll be very happy if _______. Give students one minute to think of a sentence. Then go around the class and have each student say his or her sentence.
Continue with: I'll be very surprised if _______.
We'll learn English faster if _______.
I'll save more money if _______.

GOAL CHECK  

A • Have students work individually to match the sentence parts.
   • Have students compare answers with a partner.
   • Check answers.

B • Have students work individually to write the sentences. Remind students to add punctuation.
   • Have students compare answers with a partner.
   • Check answers.

Conversation
A • Have students close their books.
   Write the question on the board: What choice does Jim have to make?
   • Play the recording.
   • Check answers.
   • Direct students' attention to the Real Language box. Go over the expressions.

B • Play or read the conversation again for the class to repeat.
   • Practice the conversation with the class in chorus.
   • Have students practice the conversation with a partner and then switch roles and practice it again.

C • Go over the words in the box.
   Have student pairs use the words to make a new conversation. Then have them practice their new conversation.
   • Call on student pairs to present their conversations to the class.

D • Assign new pairs and have them talk about their money habits. Have them discuss the questions.
   • Have several students tell the class something about their partner's money habits.

Lesson A 149
Make Choices on How to Spend Your Money

Listening

A - Have students look at the photo and describe what they see.
- Tell students they are going to hear a conversation in a travel agency. Ask, What do people do in a travel agency? (plan vacations, buy plane tickets, etc.)
- Play the recording one or more times.
- Check answers.

B - Tell students to listen again to the conversation and answer the questions.
- Play the recording one or more times.
- Check answers.
- Ask the class, How can a train go from London to Paris? (through a tunnel) If you go from London to Paris, how will you travel—by plane, train, or car?

Pronunciation

- Remind students that our voices rise and fall when we say sentences. Practicing intonation will help them to sound more like native speakers.
- Tell students to listen to the sentences and write arrows to mark the rising and falling intonation they hear.
- Play the recording one or more times.
- Have students compare answers with a partner.
- Check answers.

A - Play the recording again for students to repeat the sentences.
- Then have students practice reading the sentences to partners. Walk around helping with difficulties.

Listening

A 26 Listen to the conversation. Circle the correct answer.

The travel agent is in __________.


B 26 Listen again and answer the questions.

1. Is this the first time that the woman has visited England? Yes
2. Why doesn't she want to take the plane? She won't see anything.
3. Why doesn't she want to rent a car? She will get lost.
4. How long does it take to go from Paris to London by train? 2 hours and 15 minutes
5. How much does the train ticket cost? $150

Pronunciation: Intonation

A 27 Listen to the sentences. Draw the arrows to show rise or fall.

1. If I buy a car, I won't be able to pay the rent.
2. If you take the bus, it will be cheaper.
3. If we borrow some money, we will repay it in a month.
4. If Sara leaves now, she will catch the seven o'clock train.
5. If we take the plane, it will be quicker.

B 27 Listen again and repeat the sentences.

For Your Information: Eurostar

Eurostar is the name of the train service that runs from London to Lille, France and then to Paris and Brussels through a tunnel under the water of the English Channel. The project was planned in 1988, and service began in 1994. Long trains of 18 cars run at a speed of up to 186 mph (300 kph). In 2012, more than 10 million passengers traveled on Eurostar. More than 91 percent of the trains arrived on time.
Work with a partner. Plan a six-day visit to California. Each of you has $300 to spend on transportation. You will arrive in Los Angeles. You would like to visit Yosemite National Park, San Diego, and San Francisco.

Answers will vary.

If we take the train, will it be cheaper?

If we take the plane, it will be quicker.

If we take the bus, it will be cheaper.

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<table>
<thead>
<tr>
<th>San Diego</th>
<th>San Francisco</th>
<th>Merced (for Yosemite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40, 4 hours</td>
<td>$60, 6 hours</td>
<td>$80, 7 hours</td>
</tr>
<tr>
<td>$80, 3 hours</td>
<td>$70, 8 hours (3 changes)</td>
<td>No service</td>
</tr>
<tr>
<td>$130, 1 hour</td>
<td>$130, 1½ hours</td>
<td>No service</td>
</tr>
<tr>
<td>$135 return, 12 hours</td>
<td>$90, 10 hours</td>
<td>No service</td>
</tr>
<tr>
<td>No service</td>
<td>No service</td>
<td>No service</td>
</tr>
<tr>
<td>$250, 1½ hours</td>
<td>$70, 4 hours</td>
<td>$60, 3 hours</td>
</tr>
<tr>
<td>$50, 1 hour</td>
<td>$70, 4 hours</td>
<td>$60, 3 hours</td>
</tr>
<tr>
<td>No service</td>
<td>No service</td>
<td>No service</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Itinerary</th>
<th>Transportation</th>
<th>Transportation costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
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<td>Day 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Communication**

A. Have students look at the picture and the map and describe what they see.

B. Introduce the activity. Ask, What are some famous places in California? Where do visitors like to go? Ask if any students know of places other than the ones on the map.

C. Divide the class into pairs and present the situation. They are going to visit California for six days, and they must decide how to travel to three places they wish to visit. Each person has $300 to spend.

D. Go over the chart that shows the means of transportation and prices.

E. Tell students that they do not need to travel every day.

F. Have students work with partners to make a plan for spending their time and money and complete the chart about their trip.

---

**Goal Check**

- Have students join another pair and talk about their decisions on how to spend their travel money.

- Have them take turns asking and answering questions about what they decided and why.

- Have several pairs tell the class what the other pair decided and why.

---

**Expansion Activity**

Have students work in pairs to make a similar plan for a six-day trip to three places in their country. You can assign three places or let them choose their own destinations.

---

Consequences 151

Lesson B 151
Talk About Cause and Effect

Language Expansion

- Have students look at the pictures and say what they see.
- Direct students' attention to the Word Focus box. Go over the habitats in the pictures.
- Go over the names of the animals.
- Divide the class into pairs and have them talk about where each animal lives.
- Check answers.
- Have students work individually to complete the sentences with words from A. Remind them to use plural forms if necessary.
- Have students compare answers with a partner.
- Check answers.

Grammar

- Go over the information in the chart, reviewing what students learned about real conditionals in Lesson A.
- Point out that the result clause can also come first in real conditionals.

Word Focus

habitat = the place where a plant or animal normally lives

Complete the sentences. Use the habitats and animals in exercise A.

1. Many countries near the equator have **rain forests**. They contain hundreds of different plants and animals, for example **monkeys** and colorful birds.
2. **Camel** can live without water for many days. They are perfectly adapted to live in the **desert**.
3. The Great Barrier Reef in Australia is the biggest **coral reef** in the world. It is the home of **sharks** and many other kinds of fish.
4. Kenya is famous for its **grasslands**. Tourists come from all over the world to see the animals, like lions and **elephants**.
5. The highest **mountains** in the world are in Nepal. Not many animals live there. If you are lucky, you might see a **mountain goat**.

Grammar: Real conditionals

<table>
<thead>
<tr>
<th>Result clause (future tense)</th>
<th>If clause (simple present tense)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The climate will change.</td>
<td>If we continue to burn fossil fuels.</td>
</tr>
<tr>
<td>We will lose many valuable animals</td>
<td>If we destroy their habitats.</td>
</tr>
</tbody>
</table>

*Real conditionals can be written with the result clause first.
These conditionals do not need a comma.

Word Bank:

Animals and habitats:
- coral reef: jellyfish, sea turtle
- desert: rat, snake
- grasslands: lion, zebra
- mountains: mountain lion, wolf
- rain forest: chimpanzee, gorilla

Grammar: Real conditionals

Look out for common errors, including wrong use of tenses (If I **will have enough money** . . . ) and use of this structure for situations that are not real or possible (If **I am the president of this country** . . . ).
Use the cues to write conditional sentences.

1. children suffer if don't take care of animal habitats
   Our children will suffer if we don't take care of animal habitats.

2. fish die if coral reef die
   Fish will die if the coral reefs die.

3. visitors not come if no animals
   Visitors will not come if there are no animals.

4. live longer if exercise more
   People will live longer if they exercise more.

5. go beach if no rain
   I will go to the beach if it doesn't rain.

Complete the sentences using your own words.

1. Our coral reefs will die if ____________________.
2. We will lose many useful plants if ____________________.
3. ____________________ if you finish your work today.
4. ____________________ if more people use public transportation.
5. ____________________ if you cook dinner.

Conversation

A. Listen to the conversation. What is Aya worried about? How can she help? Habitat destruction; go to work by bus.

Aya: I'm very worried about all we hear and read about habitat destruction. It's important, but how can I help?

Sharon: You go to work by car, right?

Aya: Yes.

Sharon: It will help if you go to work by bus.

Aya: How will that help?

Sharon: Buses carry lots of people. That means less gasoline is used per person. Less pollution, less climate change, less habitat destruction, right?

Aya: Yes, and I save money as well.

Sharon: Right!

Practice the conversation with a partner. Switch roles and practice it again.

Talk about cause and effect

Work with a partner. Choose an important problem or environmental issue. Make a list of the things you can do to help. Tell your partner what positive consequences your actions will have.

Grammar Practice: Real conditionals

On the board, write, "The population of our city increases to five million. Ask the class, "What will happen if the population of our city increases to five million?" Elicit several sentences with consequences (for example, "If the population of our city increases to five million, we will build more houses.") and write them on the board, linking them to the original sentence with an arrow. Then ask about the results of these events: "What will happen if we build more houses?" and write the possible consequences, linked to that event with an arrow. Continue in this way to explore the sequence of possible consequences.

Then talk about other situations, such as "If the Earth's climate gets warmer, everyone in this country can have a free education. And so forth."
Evaluate Money and Happiness

Reading
A. Have students look at the pictures and describe what they see. Have them predict what they will read about in the article.
B. Have students read the list and decide which ones involve spending money.
C. Have students compare answers as a class.
D. Divide students into groups of three or four. Have them discuss how they would feel after each of the situations in A. In the situations that involve spending money, have them discuss which one would make them feel better. Assign roles (leader, secretary, recorder, and reporter).
E. Have the reporter for each group report back to the class about the group’s discussion.
F. Have students read the statements. Point out the words in the Word Bank. Have students read the article and correct the false information. Tell them to circle any vocabulary they don’t understand.
G. Have students compare answers with a partner.
H. Check answers.
I. Go through the article answering any questions about vocabulary.

GOAL 4: Evaluate Money and Happiness

Reading

A. Read the list below. Make a check mark (√) next to the items that describe spending money.
   1. √ buying clothes for yourself
   2. √ spending time with a friend
   3. √ reading a book
   4. √ buying a present for someone in your family
   5. √ donating to a charity
   6. √ going out to eat

B. In a small group, take turns saying how you would feel after doing each of the things in exercise A. For the situations that deal with money, which would make you feel best? Why?

C. Read the article. All the following statements are false. Correct the false information in your notebook. Write the correct sentences.
   1. Many people believe that winning the lottery will make them happy.
   2. People that win the lottery usually have problems with money.
   3. Michael Norton has done experiments to test how people feel after exercising.
   4. Michael Norton’s experiments show that spending money does not make people happy.

WORD BANK
- conflict
- problem
- debt
- money that has to be paid
- experiment
- test
- lottery
- game of chance with each prize
- research
- exploration
- investigation

Michael Norton
Professor/Psychologist

HOW TO BUY HAPPINESS

The following article is about Michael Norton. After Unit 12, you’ll have the opportunity to watch some of Norton’s TED Talk and learn more about his idea worth spreading.

Michael Norton is a business school professor. He is interested in the effects of money on how people feel. Some people believe that having a lot of money will make them happy. For example, many people think that if they win the lottery, they will be happy. However, many lottery winners overspend and have many debts. Also, they have conflicts because their friends and family want gifts of money, or loans. Debts and conflicts make people unhappy. This example about lottery winners shows that “money can’t buy happiness.” But is that always true?

Norton believes that money can buy happiness. Why? He has done experiments on how people behave with money. In one experiment, some university students spent money on themselves and some students spent money on other people. Afterward, all the students were asked about their feelings. The students that spent money on themselves did not feel unhappy, but they did not feel happier, either. However, the research shows that students that spent money on others felt happier. Michael Norton did this type of money experiment all over the world, with people of all ages. Each time, the result was the same—spending money on others improved the happiness of the giver.

For Your Information: Michael Norton

Harvard Business School professor Michael Norton challenges the widely accepted view that money can’t buy happiness. Norton is a social science researcher with a Ph.D. in Psychology who is interested in consumer behavior and psychology. His research on money and its relation to happiness has received a lot of interest, and his work has been published in several of the top academic journals, such as Psychological Science and the Annual Review of Psychology. He is currently an associate professor of business administration in the marketing area at Harvard Business School, but has also been a visiting scholar at Stanford Graduate School of Business and the University of Pennsylvania. Based on his research, Norton argues that money can buy happiness, but it is how we spend our money that affects how happy we feel.
“Maybe the reason that money doesn’t make us happy is that we’re always spending it on the wrong things.”

— Michael Norton

**Reading Tip**
Have students guess what a text will be about beforehand. The point is not to get the answer right, but to get them thinking and ensure that they already have some ideas about the text. Students can use the pictures, captions, and headline to form their guesses.

**After Reading**
Have pairs of students look for more information about Michael Norton on the Internet. For example, What is his other TED Talk, Labor and Love, about? What has he published? etc. Assign students different aspects to research or let them choose. Have pairs present their information to the class.
Writing

A. Have students read the e-mail. Ask: Who is it from? Who is it to? What did Samuel find? What does he want to do with it? Have students complete the e-mail.

B. Ask: What are the consequences of Samuel's actions? What will happen if he buys music? What should Samuel do? How do we make suggestions? Focus students' attention on the Writing Strategy box and the different ways of making suggestions.

Have students write their reply to Samuel. Remind them to use information from what they read about spending and happiness to say what the effects of his actions will be.

Have students exchange e-mails with a partner and identify the actions and consequences mentioned in the e-mail. Have students compare any differences between the actions and consequences in each e-mail.

Have several students share their ideas with the class.

Communication

A. Have students write down five ways of spending the money.

B. Divide the class into pairs. Have them talk about each way to use the money and discuss any differences.

C. Goal Check

With the same partner, have students decide how they will spend the money. Focus their attention on the questions to help guide their discussion.

Have pairs share how they will spend the money and what the consequences will be.

Writing Strategy

Remember the different ways to make suggestions. You can use could to make a gentle suggestion. To give advice in a stronger way, use should or ought to.

A friend sent you this e-mail. Complete the e-mail.

I have some great news! I found some money on the street today. My sister's birthday is next week and I know she wants a scarf. Also, I want to buy myself some new music.

If I buy the music, I will not have enough money to buy the scarf. And if I spend the money on music, I will not be able to buy the scarf. What do you think I should do?

Samuel

B. Write a reply to Samuel's e-mail using information from the article. Use real conditionals to talk about the effects of Samuel's choice.

Communication

A. You won $100 in the lottery. Write down five possible ways to use the money.

B. Discuss your ideas with a partner. Talk about each way to use money and discuss any differences.

C. Goal Check

Evaluate money and happiness

Work together to decide how to use the money. How much will you spend and what will you buy? Will you save or give away any of the money? What might happen as a result of how you spend the money?

Teacher Tip: Self-evaluation

At the end of the course, it's useful to have students spend some time reflecting on the progress they've made and their goals for future learning. One way to do this is by having them fill in a questionnaire in English and then (if time permits) having a brief meeting with each student to discuss his or her answers.

Here are some possible questions you could ask:

How much have you improved in these areas?

Speaking, Listening, Writing, Reading, Vocabulary, Grammar

Write "a lot," "some," or "a little."

Which activities in class helped you the most?

Which activities didn't help you?

What will you do differently in your next class?

156 Unit 12
**Video Journal:**

**The Missing Snows of Kilimanjaro**

**Before You Watch**
- Have students look at the picture and describe what they see.
- Introduce the topic of the video. Ask what, if anything, students know about Mt. Kilimanjaro (the highest mountain in Africa).
  - Have students read the actions and consequences and then number the events in the order they occur.
  - Have students compare answers with a partner.
  - Check answers.

**While You Watch**
- Direct students’ attention to the Word Focus box. Tell students to watch the video the first time and find the numbers.
  - Play the video.
  - Have students compare answers with a partner.
  - Check answers.
- Tell students to watch the video again and answer the questions.
  - Have the students read the questions.
  - Play the video.
  - Have students compare answers with a partner.
  - Check answers.

**After You Watch**
- Have students discuss this question with a partner: Is there anything that you can do to stop the melting of Kilimanjaro’s glaciers?

**For Your Information: Mt. Kilimanjaro**

Mt. Kilimanjaro is located in Tanzania, in East Africa, near the border with Kenya. The mountain is 5,895 meters (19,341 feet) above sea level. It is an inactive volcano, but hot gas still comes out of holes in the rock. The mountain was first climbed by three men in 1889. Because it is one of the “Seven Summits” (the highest mountain on each continent of the world), many people climb it every year. The climb doesn’t require great skill, but many people suffer from altitude sickness on the climb, and every year about 10 people die on the mountain.
**How To Buy Happiness**

**Before You Watch**

A - Have students read the list and check the ways they use money.

B - Have students read the definitions and sentences. Have them match the definitions to the words in bold in the sentences.

C - Have students share what they remember about Michael Norton (from the Reading in Unit 12). Ask, Who is Michael Norton? What does he do? What is he interested in? Write students’ answers on the board. Tell students they are going to watch a TED Talk where Norton talks about his research on money and happiness.

D - Read the list. Make a check (√) next to the ways that you use money.

- pay bills
- buy things for yourself
- save money
- eat at a restaurant
- buy gifts for others
- spend money on expenses
- donate (give away) money
- lend money to others

E - Read the sentences. Match the word in bold to its meaning.

| a. give someone a reason to do something | d. helps others |
| b. good effect | e. money spent for a future reward |
| c. payment that is received | f. scientific test |
| g. how well you work |

1. If I don’t sleep enough, I don’t perform well at school. __d__
2. I like to get good grades in school; it motivates me to study. __a__
3. Alexandra decided to make an investment with her extra money. __g__
4. The return on the investment was small, only 20 dollars. __c__
5. Jack is working on an experiment about sunlight. __b__
6. Exercise has many benefits, such as being healthy. __d__
7. Being a volunteer is a prosocial activity. __a__

**While You Watch**

A - Watch the TED Talk. Complete the missing information in the chart as you watch. Answers may vary slightly. Suggested answers:

<table>
<thead>
<tr>
<th>Experiment</th>
<th>How much money</th>
<th>Spent money on</th>
<th>Spent money on</th>
</tr>
</thead>
<tbody>
<tr>
<td>college students</td>
<td>5 or 20 dollars</td>
<td>did not feel happier</td>
<td>felt happier</td>
</tr>
<tr>
<td>sales teams</td>
<td>15 euros</td>
<td>did not sell more</td>
<td>sold more</td>
</tr>
<tr>
<td>dodgeball teams</td>
<td>did not say</td>
<td>did not win more games</td>
<td>won more games</td>
</tr>
</tbody>
</table>

E - Read the photo captions on the next page. What quotes are you surprised by? Place a check (√) next to the captions that you are surprised by. Then, in small groups, talk about why you are surprised.
While You Watch

- Focus students’ attention on the listening strategy box on the bottom of the page. Remind them that key words and ideas are usually emphasized in spoken English, so they should try to focus on these words and phrases as they listen. This will help them understand the main ideas. Remind them that it is also useful to take notes of these key words and ideas as they listen.

A

- Tell students to look at the chart on page 158. Have them underline key words and phrases that they should listen for to get the information they need (for example, experiment, amounts of money, spent on themselves, spent on others). Tell them to complete the information as they watch the talk.
- Play the TED Talk.
- Have students compare answers with a partner.
- Check answers.

B

- Have students read the photo captions and check the ones that surprise them.
- Divide the class into small groups. Have them compare their answers and explain their reasons.
- Compare and discuss reasons as a group.
After You Watch

A. Have students read the conditional sentence halves. Tell them to match any they can. Play the TED Talk again for students to confirm or complete their answers.
   - Have students compare answers with a partner.
   - Check answers.

B. Have students read each sentence and complete the ideas with information from the talk.
   - Have students compare answers with a partner.
   - Check answers.

C. Elicit from students what the different experiments were that Norton explained in the talk. Write notes on the board.
   - Divide the class into pairs. Model the example with a student.
     Have students take turns saying something about one of the experiments and their partner guesses which experiment.
   - Have different students make a statement and call on another student to guess the experiment.

D. Elicit advice for a happy, healthy lifestyle and write one or two ideas on the board. Elicit how we give advice (should (not), must (not)).
   - Divide the class into small groups and have each group write a list of advice for a happy, healthy lifestyle. Remind them to use what they already know, as well as the ideas in the talk.
   - Have each group share their advice. As a class, decide on the three most important pieces of advice and write them on the board.

After You Watch

A. Watch the TED Talk again. Match the information to make sentences about what Michael Norton's experiments suggest.
   1. If people on sports teams spend money on themselves, a. they will feel happier.
   2. If students spend money on each other, b. they will not sell more.
   3. If people on sales teams spend money on each other, c. they will win more games.
   4. If students spend money on themselves, d. they will sell more.
   5. If people on sales teams spend money on themselves, e. they will not feel happier.
   6. If people on sports teams spend money on each other, f. they will not win more games.

B. Complete these sentences.
   1. To be prosocial with money means to spend it on others/other people.
   2. People who are prosocial with money often feel ______ happier ________ and perform ______ better ______ at work or at sports.
   3. Norton suggests that it is not important how ______ much ______ money you spend on others; the benefits are the same.

C. Work with a partner. Take turns making statements about what you saw in the TED Talk. Your partner says which experiment you are talking about.

D. Work with a group. Make a list of advice for a person who wants to have a happy and healthy lifestyle. Use what you already know and what you learned in the TED Talk.

You should... You must not...
Interview three classmates about the last time they spent money on someone else. Follow the steps below.

- Write a list of questions, using Who, What, How much, and Why.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

- Interview your classmates. Ask follow-up questions. Find out how your classmates felt after spending the money.
- Share what you learned with the class. Did what you learned from your classmates match what you learned in the TED Talk?

With your group, look at the chart. Think about how you and your group spend money. Can you think of ways to spend money that are more prosocial? Think of a way to spend money that would be more prosocial and share your idea with the class.

**Challenge**

- Have students read the list and identify the four main ideas of Michael Norton’s talk.
- Have each group write a list of ways to spend money that would be more prosocial.
- Have each group share one idea with the class.

### Ideas Worth Sharing

- Have students read the information in the Ideas Worth Sharing box on page 158 again. Remind them that they can watch the whole talk at TED.com to help them develop their listening skills. Encourage them to look for more information about Michael Norton’s work.

**E**

- Have students read the directions. Elicit possible questions and write one or two on the board; for example, Who did you spend money on? What did you buy? Have students write questions in their chart.
- For each question, have students write a follow-up question; for example, Did _____ like the _____ you bought them? What did he/she say/do?
- Have students interview three classmates. Remind them to also ask about how they felt after spending the money.
- Have different students share what they learned from interviewing their classmates and discuss whether it confirmed what they had learned in the TED Talk or not.

**F**

- In the same groups they worked in for E, have students look at their charts and discuss how they spend money.
- Have each group write a list of ways to spend money that would be more prosocial.
- Have each group share one idea with the class.

**Challenge**

- Have students read the list and identify the four main ideas of Michael Norton’s talk.
- Have students compare answers with a partner.
- Check answers.
- In the same small groups, have students choose one idea and discuss how people can apply it to their own life. Have each group create a plan of action to put the idea into practice.
- Have each group share their plan with the class.
**UNIT 1**

**boring:** not interesting  
**chef:** a cook in a restaurant  
**dancer:** a person who earns money by dancing  
**dangerous:** unsafe or harmful  
**doctor:** a professional who helps sick or injured people  
**engineer:** a person who plans the making of machines, roads, and bridges  
**happy:** a joyful or cheerful feeling  
**interesting:** something that is exciting or unusual  
**journalist:** a person whose job is to collect news  
**photographer:** someone who takes photos as a job  
**pilot:** a professional who flies airplanes  
**policeman:** a person who is trained to maintain law and order  
**politician:** a person with a job in politics or government  
**poor:** to not have a lot of money  
**rich:** to have a lot of money  
**teacher:** a person whose job is to instruct and educate others  
**travel agent:** a person who plans trips and holidays  
**safe:** not harmful or dangerous  
**sad:** a feeling that

**UNIT 2**

**brush your teeth:** clean your teeth with a small brush  
**catch the bus:** get on a bus on time  
**celebrate:** to do something special, like have a party, to mark an occasion  
**costumes:** clothes worn by a person who is trying to look like a different person or thing  
**decorate:** to make a place or object look beautiful or festive  
**eat breakfast:** eat the first meal of the day, usually in the morning  
**eat out:** eat at a restaurant  
**festival:** a public celebration that takes place on special occasions  
**fireworks:** colorful explosions of light in the sky, usually used for celebrations  
**fun:** a good time  
**get up:** wake up and get out of bed  
**go to bed:** lie down to go to sleep  
**go to the movies:** go to a theater to watch a film  
**mask:** material worn on the face to hide one's identity  
**present:** a gift  
**start work:** begin your job  
**take a nap:** sleep for a short time when it is not time for bed  
**take a shower:** wash under a shower  
**watch TV:** look at a TV  
**visit friends:** go see friends

**UNIT 3**

**airline ticket:** a printed piece of paper bought for travel on an airplane  
**board the plane:** get on the airplane  
**buy duty free goods:** buy goods at a store in an airport that do not add tax to the price  
**buy your ticket:** use cash or credit cards to get a ticket  
**cash:** paper money, like dollar bills, and metal coins used to buy things  
**check in:** arrive and show your ticket  
**credit cards:** a plastic card that allows a person to buy things by borrowing money  
**claim your baggage:** pick up bags or suitcases after a flight  
**go through customs:** when items brought into a country are checked by an official  
**go through immigration:** have government workers check the passports and visas of travelers  
**go through security:** have government workers check travelers to make sure no one has anything dangerous  
**international driver's license:** a document that allows people to drive a car or motorcycle in foreign countries  
**pack your bags:** put clothes and other things in bags  
**passport:** a small book issued by a government to a citizen of a nation for travel  
**take a taxi:** get somewhere using a car with a driver for hire  
**travel insurance:** an agreement with a company in which you pay them money to cover costs and reduce the risk of travel  
**visa:** a document that allows a person to travel to a country

**UNIT 4**

**apple:** a round fruit with firm, white flesh  
**bacon:** a piece of bread that is round with a hole in the middle  
**banana:** a long, curved fruit with yellow skin  
**beans:** seeds that can be eaten  
**breakfast cereal:** a breakfast food made from grain  
**broccoli:** a vegetable with green stalks and green or purple heads  
**butter:** soft yellow substance made from cream  
**cauliflower:** large, round vegetable with a hard, white center  
**cheese:** a solid food made from milk  
**chicken:** the meat from a type of farm bird  
**coffee:** a hot, brown, energy-giving drink made by water and coffee beans  
**customer:** someone who buys goods or services  
**dairy products:** different types of food that are made from milk  
**drinks:** liquids that can be swallowed  
**egg:** oval object made by birds, often eaten as food  
**fiber:** a part of a plant found in many fruits and vegetables that is a part of a healthy diet  
**fish:** the meat from an animal with fins that lives in the sea  
**fruits:** a part of a plant that holds the seeds  
**hamburger:** ground meat shaped into a flat circle  
**juice:** a liquid that comes from a fruit or vegetable  
**lemon:** a bright yellow fruit with sour juice  
**lettuce:** a vegetable with large green leaves  
**meat:** the flesh of animals  
**milk:** a white liquid produced by some females animals such as cows  
**nuts:** a fruit with a hard shell or its seed  
**onion:** a round, layered vegetable with light brown skin  
**orange:** a round juicy fruit with orange skin  
**pepper:** a hollow vegetable with seeds inside  
**potato:** round vegetables with white or red skins and

**UNIT 5**

**baseball:** a game played on a field by nine players on each team using a small ball and a bat  
**climbing:** a sport where a person moves upward over a vertical surface  
**diving:** a water sport where a person jumps into water  
**fix the roof:** repair the top of a house  
**football:** a sport played by two 11-person teams, using an oval ball. In order to win one must pass or run the ball over the opponent's line  
**golf:** an outdoor game in which people hit a small hard ball into a hole with a stick  
**go to the movies:** (see Unit 2)  
**gymnastics:** exercises that develop strength, coordination, and movement  
**hiking:** taking a long walk in the country or up a mountain  
**ice hockey:** ice-skating sport that uses curved sticks and a small round disk  
**jogging:** running slowly as a form of exercise  
**lifting weights:** a sport in which people try to lift very heavy objects  
**playing soccer:** play a sport of two teams of 11 players, who kick a round ball into goals  
**skateboarding:** a sport where people do tricks on a narrow board with four wheels  
**study:** spend time learning about a subject  
**swimming:** a sport in which people move through water by moving parts of the body  
**taking a break:** taking time to relax  
**volleyball:** a sport played with six players on each side of a net who score points by grounding the ball on the opponents' side

**UNIT 6**

**buy souvenirs:** buy objects to remember a place  
**check into the hotel:** arrive at a hotel and get a room  
**emphatic adjectives:** (See page 72)  
**pack suitcases:** to place objects in bags or luggage in order to transport them during travel  
**unpack suitcases:** to remove objects from a bag or luggage  
**rent a car:** to pay money in order to use a car  
**take a bus tour:** go on a bus that will visit places of interest and have a guide  
**take photos:** take pictures with a camera  
**visit places of interest:** go to famous places

**protein:** a substance found in meat, fish, and dairy foods that promotes growth  
**sausage:** meat formed into a tube  
**shrimp:** small shellfish with long tails  
**soda:** a sweet carbonated drink  
**steak:** a large piece of meat or fish  
**tea:** flowers and leaves that are dried, shredded, and brewed into a drink  
**tomato:** a soft, red fruit  
**tuna salad:** a food that has chopped tuna meat and vegetables  
**turkey bacon:** salted and smoked turkey meat  
**veggies:** different plants that can be eaten as food  
**waiter:** a person who serves food and drink in a restaurant  
**water:** clear liquid with no color or taste, people and animals need it to survive

162 Glossary
UNIT 7

antioxidant or harmful
vain
fly, clean
hit or miss sent over the Internet
a recurrent that is sent electronically through special links
green: the color of grass
hearing: perceiving sounds through the ears
a written or typed message sent by mail
take, intense sound
ad: a printed advertisement that appears
in a newspaper
salt: something that has the taste of salt
smartphone: a mobile phone that can access the Internet
smell: the feeling sensed through the nose
social media: websites and applications used for connecting with people on the Internet
not to touch
sweet: having a taste like sugar or honey
taste: the sense of flavor that comes from the tongue
message: an electronic message sent through a social phone
touch: the feeling you can feel through the skin, especially with the fingers

UNIT 8

try a new car: pay money to own a car
buy my own house: pay money to own a house
clean the house: to remove dirt and dust from a house
clothes, overcast: covered with clouds; not sunny
cold: having a low temperature; not warm
to launder: wash dirty clothes
get a new job: switch jobs
have children: start a family

UNIT 9

belt: a strip of leather or cloth worn around the waist
blouse: a woman's shirt
cheap: goods that don't cost a lot
cost: warm clothing worn over other clothes
cool: a temperature that is low, but not too low
cotton: cloth made from the soft white fibers of a certain plant
expensive: costs a lot of money
glove: a covering for the hand with separate parts for each finger
handbag: a woman's purse
hat: a clothing item which covers the head
heavy: something that weighs a lot; wearing clothing
jacket: a short coat
jeans: informal pants made of denim
leather: animal skin used for clothing
light: something that does not weight a lot; clothing
man-made fiber: fibers that are created by people
people
pants: a piece of clothing that covers the legs
rough: uneven and not smooth
shirt: a piece of clothing worn on the upper body
t-shirt: a short-sleeved shirt worn over the upper body
smooth: a piece of clothing worn by men around the neck for formal occasions
skirt: a piece of clothing worn on the upper body
towel: a cloth that is made from sheep's hair

UNIT 10

bad shape: not healthy and physically fit
cycling: to ride on a bicycle
eating a balanced diet: eating all of the important food groups
eating lots of sugar: eating foods and drinks that are sweet and unhealthy
good shape: healthy and physically fit
healthy: in good condition; strong, fit, in good shape
heartwarming: something that makes you happy
homegrown: produced in your own garden
homes: not made in a factory
junk food: food that tastes good but is bad for your health
lifestyle: a way of living
low calorie: not high in calories
mouth-watering: delicious; very good food
overworked: works too much

UNIT 11

buy the groceries: purchase food and household things
cut the grass: use a machine to shorten grass
get a credit card: sign up and receive a credit card
get a promotion: receive an advancement to a new and better job
graduate from high school/collage: to receive a degree from an academic institution
iron the clothes: smooth out wrinkles on clothing
pass your driving test: pass an examination given to test a person's ability to drive
pay the bills: pay money for heat, electricity, and other household needs
put away the clothes: clean up and store clothes
run a marathon: run a race of over 26 miles (41.5 km)
sweep the floor: to clean a surface of dust or dirt using a broom or brush
travel aboard: travel out of the country
vacuum: to clean with a vacuum cleaner
walk the dog: to take a dog outside

UNIT 12

borrow: to reserve something with the promise to return it
budget: an amount of money set aside for a purpose; a financial plan
camel: a large four-legged animal with a long neck and hump(s) on its back
coral reef: hard substance formed from the bones of tiny sea animals
desert: a very dry region with little or no rain
elephant: one of the largest land-mammals, with gray skin, a trunk, and long tusks
expenses: things that must be paid
greatlands: flat land covered with wild grass
income: the amount of money earned from working
interest rates: extra money that has to be paid back when you borrow money
lend: to allow the use of something for a period of time
monkey: a primate with thumbs, long tails, and human-like faces
mountain goat: a four-legged animal with horns that lives on mountains
mountains: a tall formation of land and rock higher than a hill
overspend: to spend too much money
rain forest: a forest with a lot of rainfall that has many different kinds of plants and animals
save: not to spend or use too much money in order to keep scarce for the future
shark: a meat-eating fish that lives in oceans and large rivers

smoking: the use of tobacco, usually with cigarettes and cigars
stress-free: without worries or problems
sunbathing: to lie out underneath the sun
works out: exercises
watching lots of TV: spend a lot of time watching TV
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UNIT 1

LESSON B, LISTENING

TV Game Host: Hi, can you tell me something about yourself?
Kyoko: Sure. My name is Kyoko, and I'm Japanese. Actually, I'm from Tokyo.
Host: And what do you do?
Kyoko: I'm an engineer.
Host: Thank you, Kyoko. And here is our next contestant. Can you introduce yourself?
Luis: Yes. My name is Luis, and I'm a doctor. I'm from Lima in Peru.
Host: Thank you, Luis. And welcome to tonight's show. Contestant Number 3, can you tell us something about yourself?
Jim: Yes, my name is Jim, Jim Waters. I'm a farmer.
Host: And where are you from?
Jim: I'm from a small town in Canada called Coldstone.
Host: Thank you, Jim. And welcome. And now our last contestant for tonight's show comes from Brazil.
Bianca: That's right. I'm Brazilian, my name is Bianca and, as you can see, I'm a musician. I'm from Rio de Janeiro in Brazil.
Host: Everybody ready? The first round is about nationalities. Kyoko, here is your first question. What nationality is a person from Jordan?
Kyoko: Umm ... Jordanese?
Host: No, sorry Kyoko. A person from Jordan is Jordanian.
Host: And now Luis. What nationality is a person from Germany?
Luis: German.
Host: Well done Luis. That's right. A person from Germany is German.
Host: Now Jim. Here's your question. What nationality is a person from Switzerland?
Jim: Hmm. A person from Switzerland is Swiss, I think.
Host: That's right. Swiss is the answer.
Host: And now you Bianca. What nationality is a person from Jamaica?
Host: Correct. A person from Jamaica is Jamaican.

LESSON B, PRONUNCIATION

1. I am a teacher.
2. He's an engineer.
3. She's a nurse.
4. They are interesting.
5. You're welcome.
UNIT 2

LESSON B, LISTENING

Helen: Good evening, everyone. Welcome to Sunday with the Stars. You all know tonight’s guest—it’s Bob Hardy, the star of Life on the Run. Great to have you here, Bob.

Bob: Thanks, Helen. Great to be here.

Helen: OK, Bob. So, we know what you do during the week. You’re a star! But on Sunday with the Stars we want to find out what you do in your free time. So, Bob, what do you do on Sundays?

Bob: Well, Helen, the simple answer is that I do nothing.

Helen: Nothing! Come on, Bob.

Bob: Nothing. I don’t play sports, I don’t do any exercise. I just chill out.

Helen: OK, but what time do you get up?

Bob: I get up at about 9 o’clock and have breakfast around 10. In the week I don’t have time for breakfast, so on Sunday I have a big breakfast.

Helen: Do you eat in or do you have breakfast in a restaurant?

Bob: I like cooking so I eat at home. Eggs, pancakes—the works! If it’s nice out, I’ll eat outside.

Helen: And then?

Bob: Then I often take a nap. In the afternoon, I sometimes watch sports on TV.

Helen: Do you like sports?

Bob: Yes. Basketball is my favorite—but I don’t play—I just watch.

Helen: OK. So you don’t leave the house at all on Sundays.

Bob: Oh yes. In the evening, I often go out for dinner with some friends. But I always try to go to bed early. I need to be ready for Monday morning and work.

Helen: OK, we’ll go to a commercial break and when we come back, I’m going to find out more about these friends. Back in a minute.

UNIT 3

LESSON B, LISTENING

Conversation 1

Check-in clerk: Good morning. Can I see your ticket and passport, please?
Traveler: I have an e-ticket. Here is the confirmation number.
Check-in clerk: Thank you. Can I see your U.S. visa please?
Traveler: Here it is.
Check-in clerk: Window or aisle?
Traveler: Excuse me?
Check-in clerk: Would you like a seat next to the window or one next to the aisle?
Traveler: Oh, I see. A window seat, please.
Check-in clerk: Do you have any bags to check in?
Traveler: Yes, this one’s mine.
Check-in clerk: OK, here's your boarding pass. Your seat number is 18A. We will be boarding at gate number 5 at 2:30. Have a nice trip.

Traveler: Thank you.

Conversation 2

Officer: Good morning. Can I see your passport please?

Traveler: Good morning. Here it is.

Officer: Is this your first time in the United States?

Traveler: Yes it is.

Officer: What is the purpose of your visit?

Traveler: I'm here on vacation.

Officer: How long are you staying?

Traveler: For 2 weeks.

Officer: Where are you staying?

Traveler: I'm staying with friends in Los Angeles.

Officer: Place your left index finger here. Now, the right one. Thank you. Now please, look into the camera. Thank you. OK, that's fine. I hope you enjoy your vacation.

Traveler: Thank you.

Conversation 3

Receptionist: Good evening, sir. Can I help you?

Guest: Yes, I have a reservation. My name is Ken Lee.

Receptionist: Ah yes, Mr. Lee. Just for one night?

Guest: Yes, that's right. Just tonight.

Receptionist: Very good. Could you fill out this form, please?

Guest: Yes, of course.

Receptionist: OK, you have a single room. Number 303, on the third floor. Here is your room key.

Guest: Thank you.

Receptionist: Are those your bags?

Guest: Yes, and they are heavy.

Receptionist: Let me get a bell boy to help you.

Guest: Thank you.

Receptionist: You're welcome. Have a nice stay.

Guest: Thank you.

UNIT 4

LESSON B, LISTENING

Waiter: Good evening, sir. My name is Walter and I am your waiter this evening.

Man: Good evening, Walter.

Waiter: Are you ready to order, sir?

Man: Can we order drinks first?
Waiter: Yes, of course.
Man: I would like an iced tea, please.
Woman: Do you have any mineral water?
Waiter: Yes, we do.
Woman: OK, I'll have a bottle of mineral water.
Waiter: And would you like an appetizer, madam?
Woman: No thank you, I'll just have a main dish. What would you recommend?
Waiter: The butter-baked chicken is excellent.
Woman: OK, I'll take the chicken.
Waiter: Butter-baked chicken. And for you, sir?
Man: Hmm let me see. Does the filet mignon come with salad?
Waiter: Yes, it does, sir.
Man: OK, I'll have the filet mignon and the French dressing on my salad.
Waiter: Filet mignon. And how do you like your steak, sir?
Man: Medium, please.
Waiter: Anything else?
Man: No, I don't think so. Thank you.

LESSON B, PRONUNCIATION

1. /dʒə əʊ/ a pen?
2. Would you like some more bread?
3. Do you have any paper?
4. /wʊd dʒə/ like some coffee?
5. /dʒə əʊ/ any change?

UNIT 5

LESSON B, LISTENING

Conversation 1

Mai: Hi, Karen. What are you doing?
Karen: Hi! You'll never guess. I'm ice skating with Alan.
Mai: Ice skating! Wow! Alan doesn't like sports. You guys usually go to the movies on Fridays.
Karen: Not today!

Conversation 2

Lucas: Hi, Khaled. How's the studying going?
Khaled: I'm not studying.
Lucas: What! You usually study in the evening.
Khaled: No, today I'm taking a break. I'm playing basketball with some friends. Hey, can I call you back?
Luis: Hi, Liam. What's up?
Liam: Hi, Luis. I'm fixing the roof.
Luis: You're fixing the roof! But you usually go to the ball game on Sundays.
Liam: Yes, but it's raining and the roof is leaking. So, no ball game this week.
Luis: Oh, well. Good luck.

**LESSON B, PRONUNCIATION**

1. What are you reading?
2. /wæt/ a/ thinking?
3. /wæt/ a/ playing?
4. What are you cooking?
5. /wæt/ a/ writing?

**UNIT 6**

**LESSON B, LISTENING**

Mike: Hey, Chen. How was Orlando?
Chen: Great.
Mike: Come on then, tell me all about it! How many theme parks did you visit?
Chen: Hmm, three I think. Let me see. First we went to Disney World and then Universal Studios. Yes, and then Sea World. Yes, three.
Mike: Come on. Tell me more!
Chen: Well, Disney World was OK. I liked the Star Wars Show; that was cool. But I didn't like Sea World. Fish, fish, and more fish.
Mike: But what about Universal Studios? Did you go to the Spider-Man™ ride?
Chen: No, thanks. That's for kids. But I went to the Islands of Adventure. Now that was something. We took a ride called the Incredible Hulk Coaster. I can't describe it. You have to try it for yourself.
Mike: Oh, I would love to. You lucky, guy.

**UNIT 7**

**LESSON B, LISTENING**

Radio presenter: So that's it for today, folks. It was great to hear your views on the new traffic system in town. Next week's guest is John Parsons, the new chief of police and he'll be talking about his ideas on reducing crime. So why not call us on thirty-four, thirty-six, twenty-nine, eighteen, thirty-four. Do you want to write that down? Got a pen? Here we go—thirty-four, thirty-six, twenty-nine, eighteen, thirty-four.

You can also send us a fax on thirty-four, thirty-six, twenty-nine, seventy-six, twenty-two. One more time. That's thirty-four, thirty, fourteen, seventy-six, twenty-two.

We love to get your emails. Send us your views to Kingstownradio@coolmail.com. I'll say it again. It's Kingstownradio, that's all one word at coolmail dot com. OK one more time. Kingstownradio at coolmail dot com.
Send an SMS to 333 317 3476. That's three, three, three, three one seven, three, tour, seven, six.
And that old snail mail still works. Our address is Kingstown Radio, 25 Main Street, Kingstown, Again.
Kingstown Radio, 25 Main Street, Kingstown.
So, remember next week we'll be talking to the chief of police. I know he'll want to hear your views.
That's all for today from Community Call In. And it's back to the studio.

UNIT 8

LESSON B, LISTENING

Jun: Hi, Pedro. Great to see you. Welcome to the show.
Pedro: Good to be on your show, Jun.
Jun: So, how's it going? Your last album was a big success. Do you have any plans for another album?
Pedro: Sure. I'm going to record a new album in January.
Jun: And when is it going to be in stores?
Pedro: It's not.
Jun: What? It's not going to be in stores?
Pedro: No. It's going to be Internet download only.
Jun: Wow! We're all looking forward to that. And then?
Pedro: And then I'm going to take a break in the summer.
Jun: So, you're not going to do another world tour?
Pedro: No, not this year. Alicia is going to have a baby in July.
Jun: Congratulations! So, you're going to be a father.
Pedro: Yeah. But it's not going to change my life. I'm still going to be recording and touring.
Jun: And I hear you're going to make a film. Is it true?
Pedro: I think we're going to start filming at the end of the year.
Jun: So, you're already a pop star, and you're going to be a film star and a father.
Nice going.

LESSON B, PRONUNCIATION

1. When are you /gʌnə/ finish?
2. They're not going to like it.
3. We're going to leave at three thirty.
4. I'm /gʌnə/ take a shower.
5. Are you going to take a taxi?
6. What are you going to do this weekend?
7. I'm not /gʌnə/ go to the meeting?

UNIT 9

LESSON B, LISTENING

Shop attendant: Can I help you?
Shopper: Yes, I'd like some blue shoes to go with these pants.
Shop attendant: Blue. Let me see. What about these?
Shopper: Do you have anything less formal?
Shop attendant: Yes, these are more casual.
Shopper: I like these. Can I try them on?
Shop attendant: Yes, of course. What size are you?
Shopper: I usually wear a 7 or 7½.
Shop attendant: Here we are.
Shopper: Oh! They're a little tight. Do you have a bigger size? An 8?
Shop attendant: Yes. How about these? Are they better?
Shopper: Yes. They're perfect. How much are they?
Shop attendant: They are $150.
Shopper: Hmm. Do you have anything less expensive?
Shop attendant: Something cheaper? Let me see. No, not in blue. What about black?
Shopper: Yes, black might be OK.
Shop attendant: What about these? They're on sale—$75.
Shopper: Hmm. I'm not sure.
Shop attendant: We have some white ones at $80. They'll go with your pants.
Shopper: White? No, I don't like white. I think I'll take the blue ones.
Shop attendant: Fine. Cash or charge?
Shopper: I'll put it on my card.

UNIT 10

LESSON B, LISTENING

Ben: Hi. My name is Ben, I'm 22 years old and I live and work in Los Angeles, California. I'm a very busy real estate agent. Sometimes clients want to see a house at 7 o'clock in the morning and sometimes at 10 o'clock at night, so I can never plan my meals. I just grab a hamburger or hot dog whenever I can and then run off to see the next customer.

I try to go to the gym on Sundays, but sometimes I don't make it. I know I should get more exercise, but I never have the time. And then of course, I smoke. I know I shouldn't and I keep trying to stop, but it's difficult.

Maggie: Hi, my name's Maggie and I'm 70 years old and I come from Winchester in England. In Britain, on your hundredth birthday, the Queen sends you a telegram. That's my ambition, to get a telegram from the Queen. So, I get up early, usually around 6 o'clock and I go to the pool. I love swimming. It's good exercise, but it also helps me to relax. I can plan my day and think through problems as I'm swimming.

Then I come home and eat a big breakfast. I think breakfast is the most important meal of the day and I try to eat healthy foods, like whole meal bread, honey, yogurt, high fiber cereal.

The rest of the day I visit friends and take my dogs for long walks. However, I do have one bad habit.

Anita: Hi, my name's Anita, I'm 35 years old and I have three kids. Bringing up three young kids is a lot of work and I also have a big garden where I grow organic vegetables to sell in the local market. With three kids and a big garden I don't have time to get any regular exercise. But of course, the work in the garden keeps me fit.
UNIT 11

LESSON B, LISTENING

Interview 1

Interviewer: Good morning Miss Harmon. Thank you for coming to the interview.
Miss Harmon: My pleasure.
Interviewer: OK, let's begin. First, have you graduated from college?
Miss Harmon: Oh, yes. I studied English and History.
Interviewer: English and History. Very good. OK. Have you ever traveled abroad?
Miss Harmon: Yes, I think I have visited about eight different countries.
Interviewer: Eight! What is the most interesting place you have visited?
Miss Harmon: Venice! I love Venice. I've been there three times and I never get tired of it—the churches, the museums, the canals, the sense of history. It's amazing!
Interviewer: Very good. Have you worked as a tour guide before?
Miss Harmon: No, not really. I have taken friends around museums that I know well, but I haven't had a paid job as a tour guide.
Interviewer: OK. That's not a problem. Now a practical question: Have you passed your driving test?
Miss Harmon: No, but I've taken driving lessons. I'm going to take my test next month.
Interviewer: OK, and one final general question: Who is the most interesting person you have met?
Miss Harmon: Hmm, that's tricky. I've met a lot of interesting people. Possibly, my father.
Interviewer: Your father! Can you explain?
Miss Harmon: Well, he's worked in so many different places and he's read so much. I really admire him. But then of course I would—he's my father!
Interviewer: Indeed. OK, thank you very much. We will get back to you on Tuesday. Thank you for coming.
Miss Harmon: Thank you.

Interview 2

Interviewer: Good morning, Mr. Reed. Thank you for coming to the interview.
Mr. Reed: Nice to meet you.
Interviewer: OK. So, let's begin. Have you graduated from college?
Mr. Reed: Yes, I majored in Chemistry.
Interviewer: Chemistry. OK. Now, have you ever worked as a tour guide?
Mr. Reed: Yes, I have. I worked in Disneyland last year. That was cool. I really liked meeting all those people.
Interviewer: Disneyland, right. Speaking of people, who is the most interesting person you have ever met?
Mr. Reed: The most interesting person I have met. Well, I once met Earle Grave, you know the quarter-back for the Bulls. Great guy. I really admire him.
Interviewer: Earle Grave, OK. And have you ever traveled abroad?
Mr. Reed: Er. Abroad? No, it's kind of expensive. But I'd like to.
Interviewer: OK. Have you passed your driving test?
Mr. Reed: Yes.
Interviewer: OK, thank you very much. We'll contact you next Tuesday. Thank you for coming.
Mr. Reed: Sure thing. Thank you for having me.

LESSON B, PRONUNCIATION
1. Has she left?
2. /ævə/ finished?
3. /æz i/ read this book?
4. Have you done your homework?
5. I've never been to the USA.

UNIT 12

LESSON B, LISTENING

Travel Agent: Good morning, can I help you?
Businesswoman: Yes, I'm going to Paris on business next month and when I'm there, I would like to visit some friends in London.
Travel Agent: OK, do you have your flight from New York to Paris? If we book both flights New York to Paris and Paris to London together, we can get you a better price.
Businesswoman: No, thank you. I have the New York to Paris flight. And I don't want any more planes! I've never been to England before and if I take a plane, I won't see anything. Just more airports.
Travel Agent: Well, you could rent a car or take the train.
Businesswoman: If I rent a car, I know I'll get lost. No, the train sounds better.
Travel Agent: OK. There are trains leaving Paris every hour.
Businesswoman: If I take the 6 p.m. train, what time will I arrive in London?
Travel Agent: Let me see. You'll arrive in London at 8:15 p.m.
Businesswoman: That sounds great. And how much will it cost?
Travel Agent: Hmm. That will be $175. But if you buy the ticket 2 weeks in advance, there is a discount. It will only cost $150.
Businesswoman: Great. I'll buy the ticket now. Thank you.
Travel Agent: OK, that will be $150.
UNIT 1
VIDEO JOURNAL THE LAST OF THE WOMAN DIVERS

NARRATOR: The island of Cheju off the coast of South Korea is famous for its natural beauty. It’s also known for a group of women divers called haenrys.

These women dive into the sea every day to look for seafood. It’s their job, and it’s difficult and very dangerous work. They do not use oxygen tanks. They can hold their breath and stay underwater for up to five minutes.

For hundreds of years, the women of Cheju have made their living from the sea. They dive into the cold waters and catch octopus, abalone, and sea urchins. However, these women divers on Cheju may be the last. Things on this small island are changing.

Sunny Hong is different. She isn’t a diver. She is a tour guide. She doesn’t catch fish. She helps tourists that come to the island.

SUNNY HONG, Cheju tour guide: I wanted to find some kind of job which I can use my English, and also this kind of job is (how can I say) fit my aptitude.

NARRATOR: Sunny speaks English. She doesn’t have to dive. However, all the other women in her family are divers.

HONG: This is my aunt, Ms. Hong. She’s 63 years old and she started diving when she was thirteen, so almost thirty years now.

NARRATOR: Sunny’s aunt and her friends have been diving nearly all of their lives!

HONG: They didn’t have a choice. Also, they were born in sea village, so they had to be a woman diver, and there’s nothing they can do except woman diver.

NARRATOR: The job is very dangerous. In Cheju, all the divers are women. Men are not divers.

The youngest diver on the island is 45 years old. The oldest is 75. These women dive for five to six hours every day! But, why do they keep diving?

The answer is easy. Sixty-year-old Song Ho has had a good day. She can make up to 300 U.S. dollars in a day! Diving is still a big business in Cheju. The women can use the money to educate their children.

HONG: I don’t want to be a woman diver. I think I am lucky.

NARRATOR: The young people of Cheju have more opportunities. Sunny’s aunt and her friends may just be the last of the Cheju women divers.

UNIT 2
VIDEO JOURNAL MONKEY BUSINESS

NARRATOR: Lopburi, Thailand is famous for its monkeys. Every year, on the last Sunday in November, the Lopburi Inn, a local hotel, sponsors a festival just for the resident macaque monkeys. And there are lots of them. For the Thai people, monkeys are very important. They believe that a monkey called Hanuman helped them in the past.

Nathanicha Kitwatananuonsont: We believe that Hanuman never dies, so he is a symbol of prosperity and good luck.

NARRATOR: The monkeys even walk around right next to the people. Every day the people from the town bring the monkeys food. But on the day of the festival, they bring a lot of food. The people watch while the monkeys eat all the food.

NARRATOR: The sponsor of all this monkey business, Mr. Yungyut knows how to make an entrance. The first goal of the festival is to bring food to the monkeys.

Prof. Phibul: The second is for the tourists. Every year a lot of people, many people come to Lopburi to see the monkey party.

NARRATOR: The monkeys are very naughty. They eat and play all day and they never take a nap.

Nathanicha Kitwatananuonsont: You never get them to sit still, that’s for sure.

TOURIST: I was kneeling down taking a picture of a monkey and all of a sudden the monkey swiped my sunglasses off.
POLICEMAN: I just frighten the monkeys. I don’t kill them. Thai people like monkeys. They are not dangerous. But they sometimes cut the electric and telephone cables. That is the problem.

NARRATOR: But the people of Lopburi are happy to live with the monkeys. They like the monkeys and they give them food every day. The monkeys even take food from people’s hands. People also wear costumes and decorate the city.

Nadedanika Kitawanananusant: When people come to visit here, you could see a smile on their face.

PROF. PHIBUL: Next year it will be bigger than this year. Sure!

NARRATOR: The people love the monkey party.

UNIT 3

VIDEO JOURNAL BEAGLE PATROL

NARRATOR: At the National Detective Dog Training Center in Orlando, Florida, every day has a noisy start.

BRENT HELDT: Hey Guys! Hey Guys! Hey!

NARRATOR: This is especially true for canine instructor Brent Heldt. A half a dozen beagles are waiting for their morning run. The first lucky dog is a beagle called Stockton.

HELDT: Go on, go get it! Go get it!

NARRATOR: Stockton is learning to become a detector dog. Before Heldt and Stockton start work, it is time for play.

HELDT: Come on get some! Come on! Come on!

Their personalities are all very different. That’s what makes this job so cool. I mean, every time I train these guys, I learn something different . . . every time.

HELDT: Come on, Hoss, You big hoss!

NARRATOR: Detector dogs work in international airports and look for illegal imports like citrus fruits, mangoes, and apricots that may carry diseases.

They also sniff for meat products that may carry diseases. At twenty-one international airports around the United States every day, dogs help to find this food. But the dogs have to do this without bothering passengers who are bringing home gifts for their friends and family. That’s where the National Detective Dog Training Center comes in.

HELDT: What we got here is a target box, it’s called mixed. The reasons we call it that is because that’s exactly what it is. It’s mixed odor. We have some beef jerky. I have the beef odor, we have mango odor, and we have apple odor. So should we try the bags now? Let’s go try the hand bags. Come on.

What we want the dogs to do, is work the seam of the suitcase because the odor comes out of the seam. What we teach the canine officers and the dogs, when we breathe the bag, odor is coming out of the bag.

What have you got? Have you got something Stockton? Good boy! You found it, you found the meat! That’s a good boy!

NARRATOR: Things don’t always go so smoothly for Stockton though. On the next test he lies down when he is supposed to sit. On another, he gets too far ahead of Heldt.

HELDT: Where you going? Wait for me! Stockton, wait for me, Bud! You’ve got to work with me, I’m your partner remember?

NARRATOR: Even though it’s serious work, it always has to be fun for the animal. So what does it take to be a detector dog?

HELDT: Obviously, number one, they have to be great with people and children, because when we work them in the airports, that’s what we’re working with—the public coming from foreign countries. They’ve got to have real good food drive because they work for food. Anybody knows . . . who has a beagle . . . they love food. Even after they eat a big dinner, they’re still ready to eat some more.

NARRATOR: However, even after all that training, not all of the dogs are good enough to become detector dogs.

HELDT: For some reason if they don’t work out, we place them in homes. They stay with us until we can find a home that suits them and we have applicants on our adoption list all the time. And we screen them to make sure they’re also a good fit for the dog that we have.
NARRATOR: But Stockton is learning quickly. Stockton’s chances of becoming a detector dog look very good.

HELD'T: His demeanor is really meek, he just rolls along kind of like a tortoise. Nothing kind of fazes him. He loves working. It’s a game to him, which is really important.

Good job! Good job, very good!

NARRATOR: But when these two partners are working together, it’s easy to see that it’s not only Stockton who loves his work.

TED TALKS: ERIC WHITACRE, A VIRTUAL CHOIR 2,000 VOICES STRONG

NARRATOR: This is Eric Whitacre, a composer and conductor. He has written over 50 pieces of music. He is interested in how music can connect people around the world. Eric launched a project to bring together a “virtual” choir of individual voices from across the globe.

ERIC WHITACRE: Well a couple of years ago, a friend of mine e-mailed me a link, a YouTube link, and said, “You have got to see this.” And it was this young woman who had posted a fan video to me, singing the soprano line to a piece of mine called “Sleep.”

BRITLIN: Hi, Mr. Eric Whitacre. My name is Brittin Losee, and this is a video that I’d like to make for you. Here’s me singing “Sleep.” I’m a little nervous, just to let you know. If there are noises in the night

ERIC WHITACRE: I was thunderstruck. Brittin was so innocent and so sweet, and her voice was so pure. And I had this idea: if I could get 50 people to do this same thing, sing their parts—soprano, alto, tenor, and bass—whenever they were in the world, post their videos to YouTube, we could cut it all together and create a virtual choir. So I wrote on my blog, “OMG OMG.” I actually wrote, “OMG,” hopefully for the last time in public ever. And I sent out this call to singers. And I made free the download of the music to a piece that I had written in the year 2000 called “Lux Aurumque,” which means “light and gold.” And lo and behold, people started uploading their videos.

Now I should say, before that, what I did is I posted a conductor track of myself conducting. And it’s in complete silence when I filmed it, because I was only hearing the music in my head, imagining the choir that would one day come to be. Afterwards, I played a piano track underneath so that the singers would have something to listen to. And then as the videos started to come in...

This is Cheryl Ang from Singapore.
This is Evangelina Elenne from Massachusetts.
Stephen Hanson from Sweden.
This is Jamal Walker from Dallas, Texas.
There was even a little soprano solo in the piece, and so I had auditions. And a number of sopranos uploaded their parts. I was told later, and also by lots of singers who were involved in this, that they sometimes recorded 50 or 60 different takes until they got just the right take—they uploaded it. Here’s our winner of the soprano solo. This is Melody Myers from Tennessee. I love the little smile she does right over the top of the note—like, “No problem, everything’s fine.” And from the crowd emerged this young man, Scott Haines. And he said, “Listen, this is the project I’ve been looking for my whole life. I’d like to be the person to edit this all together.” I said, “Thank you, Scott. I’m so glad that’s up. This is “Lux Aurumque” sung by the Virtual Choir.

I’ll stop it there in the interest of time. Thank you. Thank you. Thank you. So there’s more. There’s more. Thank you so much.

And I had the same reaction you did. I actually was moved to tears when I first saw it. I just couldn’t believe the other. And the video went viral. We had a million hits in the first month and got a lot of attention for it. And because that I would choose the same piece that Brittin was singing, “Sleep,” which is another work that I wrote in the year accepting submissions. This time we got some more mature members. And some younger members.

Someone did all eight videos—a bass even singing the soprano parts. This is Beau Austin.
From Malta, Madagascar, Thailand, Vietnam, Jordan, Egypt, Israel, as far north as Alaska and as far south as New Zealand.
And we also put a page on Facebook for the singers to upload their testimonials, what it was like for them, their experience singing it. And I’ve just chosen a few of them here. “My sister and I used to sing in choirs together constantly. Now she’s an airman in the air force constantly traveling. It’s so wonderful to sing together again!” I love the idea that she’s singing with her sister. “Aside from the beautiful music, it’s great just to know I’m part of a worldwide community of people I never met before, but who are connected anyway.” And my personal favorite. “When I told my husband that I was going to be a part of this, he told me that I did not have the voice for it.” Yeah, I’m sure a lot of people have heard that too. Me, too. “It hurt so much, and I shed some tears, but something inside of me wanted to do this despite his words. It is a dream come true to be part of this choir, as I’ve never been part of one. When I placed a marker on the Google Earth Map, I had to go with the nearest city, which was about 400 miles away from where I live. As I am in the Great Alaskan Bush, satellite is my connection to the world.”

So two things stuck me deeply about this. The first is that human beings will go to any lengths necessary to find and connect with each other. It doesn’t matter the technology. And the second is that people seem to be experiencing an actual connection. It wasn’t a virtual choir. There are people now online that are friends; they’ve never met. But, I know myself too, I feel this virtual esprit de corps, if you will, with all of them. I feel a closeness to this choir—almost like a family.

What I’d like to close with then today is the first look at “Sleep” by Virtual Choir 2.0. This will be a premiere today. We’re not finished with the video yet.

But we do have the first three minutes. And it’s a tremendous honor for me to be able to show it to you here first. You’re the very first people to see this. This is “Sleep,” the Virtual Choir.

Thank you very much. Thank you. Thank you very much. Thank you. Thank you.

UNIT 4

VIDEO JOURNAL DANGEROUS DINNER

NARRATOR: Japanese people eat a lot of fish. Every morning many people go to Tsukiji Seafood Market in Tokyo. The most expensive fish, and the most dangerous, is the puffer fish, or as the Japanese call it—fugu.

Parts of the puffer fish are poisonous. People who eat the poisonous parts of the fish can die.

However, you can find fugu on more than 80 menus in the Asakusa restaurant area of Tokyo. Although it is dangerous, people like to eat fugu.

Tom Caradonna is visiting Tokyo because he wants to try fugu. Tom and his friend Aki are eating at the Matsumoto restaurant. This famous restaurant is 120 years old. Everyone knows that the restaurant prepares the fish very carefully.

TOM: I’ve heard stories about people dying you know, trying the fugu but it hasn’t really concerned me.

NARRATOR: Tom isn’t worried but many have died because they ate the puffer fish.

At the Matsumoto restaurant, Chef Hayashi prepares the fugu.

CHEF HAYASHI: It’ll be fine, don’t worry. I’ve been doing this for 53 years. I took the exam in 1949 and passed it. This is my fugu chef license.

NARRATOR: After World War II, many people died from eating fugu. Many Japanese people were very hungry, and some used food in restaurant trash cans. Sometimes these people found pieces of fugu. They cooked the fugu and some of them died.

It was a serious problem. So, American General Douglas MacArthur, who led the U.S. forces in Japan, introduced a test. The fugu chefs had to take the test and get a license. Chef Hayashi took the test in 1949 and he still has his license.

Nevertheless, fugu killed 2,500 Japanese people between 1945 and 1975.

HIDENORI KADOHAYASHI, Tokyo Health Department: About 70 percent of the poisonings happen in private homes, where people catch and prepare fugu on their own and get poisoned. That’s most common.

NARRATOR: At the Tokyo University of Fisheries, Nagashima Taji studies fugu poison carefully. He hopes to develop an anti-toxin, which is a medicine that will stop people from dying because of fugu poisoning.

NAGASHIMA: A tiger fugu has enough poison to kill 30 people. The poison itself, to give you an idea, is 1,000 times stronger than cyanide.

NARRATOR: Fugu toxin is a very strong poison. In fact, one milligram of the toxin is strong enough to kill a person.

It kills by paralyzing people’s nerves. This means that the person who has been poisoned can’t move. It also paralyzes the lungs so that the person can’t breathe.

Back in the Matsumoto restaurant kitchen, Chef Hayashi is preparing the fugu for Tom and Aki.

Video Scripts T-181
UNIT 5

VIDEO JOURNAL CHEESE-ROLLING RACES

NARRATOR: Around the world there are many unusual sports but cheese rolling is one of the most unusual. Cheese rolling started about 200 years ago in the English town of Brockworth.

First, the competitors come together at the top of Cooper’s Hill. Then someone pushes a very large wheel of cheese down the hill. And after that? The competitors run after it! The cheese rolls down the hill at more than 60 kilometer per hour. The competitors go pretty fast, too! The first person to arrive at the bottom wins. What’s the prize? The wheel of cheese—of course! The first winner of the day is Craig Brown, a pub worker. Craig’s plan was simple.

CRAIG BROWN: Keep going... and try to get your balance back. It’s steeper than you could ever think. You would have to run down there to really believe how steep it is!

NARRATOR: Many people enjoy the cheese rolling races, however they can be dangerous. A few years ago, 30 people were injured in an accident at a race. One of the cheeses rolled down the hill and went into the spectators. It’s not just spectators who get injured, competitors do as well—especially when it’s cold or there hasn’t been much rain.

CHEESE-ROLLING SPECTATOR: It’s when the ground is really hard... that’s when the injuries are going to happen.

NARRATOR: So, why do people enter the race? Are they crazy? One cheese runner thinks they may be.

CHEESE RACER: It is dangerous. If I’m running down... must be crazy. Yeah, I must be crazy....

NARRATOR: These cheese racers may be crazy. But every year the crowds keep on cheering, and the competitors keep on running. Is it for the fame? Is it for the fun? We may never know, but it’s that more than just cheese that makes people want to win Brockworth’s annual cheese rolling race!

UNIT 6

VIDEO JOURNAL MACHU PICchu

NARRATOR: This beautiful, quiet place is covered in sunshine and has mountains all around it. Its name is Machu Picchu. It’s sometimes called the lost city of the Inca, and it’s nearly 8,000 feet up in the Andes.

JULIO, Tour guide: It’s a magic attraction that you can feel here. It’s known all over the world that Machu Picchu is one of the magnetic centers of the ancient world.

NARRATOR: Machu Picchu is more than 500 years old. Today, it’s a favorite place for visitors from all over the world. Even in the rain and fog, it’s wonderful to walk through the ruins.

When the Inca civilization ended, few people knew Machu Picchu existed. For a long time it was lost to the outside world. Then, in 1911, an explorer named Hiram Bingham found it again. At first, very few people visited Machu Picchu. But now, hundreds of tourists come here every day. They walk up the steps of the ancient city and climb over the ruins. Machu Picchu is no longer quiet. It’s full of the sounds of
Some people in Peru hope that more tourists will come here. They think it will mean more business and money to the country. However, some conservationists worry that more visitors won't be good for Machu Picchu. They say that tourism might not be good for the environment.

JOSA, a local hotel owner says Machu Picchu and Peru can take a few more visitors.

JOSA: Hotel owner: Why not be like the rest of the world? Why not expose and show Machu Picchu to the rest of the world? It's such a wonderful place, why keep it to a few?

NARRATOR: The truth is that parts of Peru are very poor, and tourists bring money to these communities.

Agua Calientes is a town that grew suddenly near an area where visitors get on buses to get to the summit of Machu Picchu. The people here live completely on money from tourism. The town is just a group of stalls where local people sell art and things they have made to visitors.

The Lost City is no longer lost. Tourists have found it. The modern world is coming closer to this ancient world every day.

Time may be running out for the Lost City of the Incas. More and more people are discovering it. In the end, it may be the modern world that forever changes this ancient city.

TED TALKS: LEWIS PUGH, MY MIND-SHIFTING EVEREST SWIM

NARRATOR: In 2007, Lewis Pugh swam across the North Pole. He was in water that was only 1.7 degrees Celsius (28.8 degrees Fahrenheit) for almost 19 minutes. The reason he did this was to bring attention to global warming and how it affects ecosystems. He told himself he'd never do another swim in water that cold again, but then another opportunity to bring attention to his cause presented itself.

LEWIS PUGH: And I remember getting out of the water and my hands feeling so painful and looking down at my fingers, and my fingers were literally the size of sausages because—you know, we're made partially of water—when water freezes it expands, and so the cells in my fingers had frozen and expanded and burst. And the most immediate thought when I came out of that water was the following: I'm never, ever going to do another cold water swim in my life again.

Anyway, last year, I heard about the Himalayas and the melting of the—and the melting of the glaciers because of climate change. I heard about this lake, Lake Imja. This lake has been formed in the last couple of years because of the melting of the glacier. The glacier's gone all the way up the mountain and left in its place this big lake. And I firmly believe that what we're seeing in the Himalayas is the next great, big battleground on this earth. Nearly two billion people—so one in three people on this earth—rely on the water from the Himalayas. And with a population increasing as quickly as it is, and with the water supply from these glaciers—because of climate change—decreasing so much, I think we have a real risk of instability. Nor, you've got China; south, you've India, Pakistan, Bangladesh, all these countries.

And so I decided to walk up to Mt. Everest, the highest mountain on this earth, and go and do a symbolic swim underneath the summit of Mt. Everest. Now, I don't know if any of you have had the opportunity to go to Mt. Everest, but it's quite an ordeal getting up there. 28 great, big, powerful yaks carrying all the equipment up onto this mountain.

I was just thinking about going to this mountain. I was just thinking about going to this mountain.

And I decided to do this swim, you know, the idea was to do it at 5,300 meters above sea level. So it's right up in the heavens. It's very, very difficult to breathe. You get altitude sickness. I feel like you've got a man standing behind you with a hammer just hitting your head all the time.

And we walked up this pathway, all the way up. And to the right hand side of us was this great Khumbu Glacier. And all the way along the glacier we saw these big pools of melting ice. And then we got up to this small lake underneath the summit of Mt. Everest, and I prepared myself the same way as I've always prepared myself, for this swim. And then I realized very quickly, I had a huge problem on my hands. I could barely breathe. I was gasping for air. I then began to choke, and it quickly led to me vomiting in the water. And it all happened so quickly:

I then—I don't know how it happened—but I went underwater. And luckily, the water was quite shallow, and I was able to push myself off the bottom of the lake and get up and then take another gasp of air. And then I said, carry on. Carry on. I carried on for another five or six strokes, and then I had nothing in my body, and I went down to the bottom of the lake. And I don't where I got it from, but I was able to somehow pull myself up and as quickly as possible get to the side of the lake.

I got myself to the side of the lake. My crew grabbed me, and then we walked as quickly as we could down, over the boulder, down to our camp. And there, we sat down, and we did a debrief about what had gone wrong there on Mt.
Everest. And my team just gave it to me straight. They said, Lewis, you need to have a radical tactical shift if you want to do this swim. Every single thing which you have learned in the past 23 years of swimming, you must forget. Every single thing which you learned when you were serving in the British army, about speed and aggression, you put that to one side. We want you to walk up the hill in another two days’ time. Take some time to rest and think about things, instead of swimming fast, swim as slowly as possible. We want you to walk up the mountain in two days’ time, and instead of swimming crawl, swim breaststroke. And remember, never ever swim with aggression. This is the time to swim with real humility.

And so we walked back up the mountain two days later. And I stood there on the edge of the lake, and I looked up at Mt. Everest—and she is one of the most beautiful mountains on the earth—and I said to myself, did I do this up at Mt. Everest and I thanked my team of Sherpas who taught me this. The first one is that just because something has worked in the past so well, doesn’t mean it’s going to work in the future. And similarly, now, before I do anything, I ask myself what type of mindset do I require to successfully complete a task. And taking that into the world of climate change—which is, frankly, the Mt. Everest of all problems—just because we’ve lived the way we have for so long, just because we have consumed the way we have for so long, doesn’t mean that we can carry on the way we are carrying on. The warning signs are all there. When I was born, the world’s population was 3.5 billion people. We’re now 6.8 billion people, and we’re expected to be 9 billion people by 2050.

And then the second lesson, the radical, tactical shift. And I’ve come here to ask you today: what radical tactical shift can you take in your relationship to the environment, which will ensure that our children and our grandchildren live in a safe world and a secure world, and most importantly, in a sustainable world? And I ask you, please, to go away from here and think about that one radical tactical shift which you could make, which will make that big difference, and then commit a hundred percent to doing it. Blog about it, tweet about it, talk about it, and commit a hundred percent, because very, very few things are impossible to achieve if we really put our whole minds to it. So thank you very, very much.

UNIT 7

VIDEO JOURNAL WILD ANIMAL TRACKERS

NARRATOR: In parts of South Africa, there are still big herds of wild animals like zebras, elephants, and giraffes. But today many of these animals are in danger because people are taking the land that animals need. Conservationists are people who protect wildlife and nature. And many of them are now leading a fight to save these animals.

LOUIS LIEBENBERG, Cyber Tracker Inventor: The most important thing is to try and get an understanding of what’s happening out there.

NARRATOR: Liebenberg reports that people need to know more about animals. He says that people need to understand what happens to plants and animals over time. Are they increasing or decreasing in numbers? What plants are the animals eating?

They know what the animals eat, where they go, and where they sleep. But, they don’t always speak the same language as the conservationists so it can be difficult to communicate.

Now, Liebenberg has brought an invention to the Karoo National Park. It’s called the Cyber Tracker. He hopes that together, the Cyber Tracker and the Bushmen can help protect the animals.

NARRATOR: Liebenberg explains that the Cyber Tracker is a small computer that helps collect information about animals with pictures, called icons, instead of words. That way, the Bushmen can record what they see even without words. Very quickly.

According to Liebenberg, the Cyber Tracker can collect very detailed and complicated information. And it can do all about an animal or plant, he pushes a button. The Cyber Tracker records exactly where the man is. That way, even if drinking, walking, lighting, sleeping, eating, and other things. The user can report whether an animal is sick or dead about 50 different plants.
BUSHMAN: Three females, three youngsters and one male.

NARRATOR: Liebenberg adds that the human factor is very important. A big part of using the Cyber Tracker is the Bushman's ability to understand and record what he sees.

When the trackers return to their base, they connect the Cyber Tracker to a personal computer. Then, Liebenberg uses the information to make maps. These maps show where the animal herds are, what they are eating, and what their health is like.

The Cyber Tracker project started five years ago. At first, the idea was to help a few animals in danger. Now, more and more people have started using the Cyber Tracker in African parks, and with different animals.

Recently, Liebenberg put the Cyber Tracker software on the Internet. Many conservationists around the world have started adding the technology to their conservation programs. Soon, the Cyber Tracker may be able to help wild animals everywhere!

UNIT 8

DEO JOURNAL SOLAR COOKING

NARRATOR: It's a cool, sunny day in Borrego Springs, California and Eleanor Shimeall is cooking food. She isn't using electricity, gas, charcoal, or wood to cook her food. Instead, Shimeall is using the sun to make her lunch.

ELEANOR SHIMEALL, Solar Cook: I'm going to check on this chicken and rice and see how it's cooking. Ah, it's doing a good job.

NARRATOR: In fact, she's made this entire delicious meal with solar power. A solar cooker needs only the light from the sun to cook meat, fish, grains, and vegetables—even if the air temperature isn't very hot. This method is popular with people who are worried about the environment. Solar cooking does not use fossil fuels and it does not cause pollution.

However, in developing countries, solar cookers can save lives.

DR. BOB METCALF, Solar Cookers International: With sunshine you have an alternative to fire. And that's important for two and a half billion people to learn about because they're running out of traditional fuels.

NARRATOR: Dr. Bob Metcalf is a microbiologist and a founding member of Solar Cookers International. Solar Cookers International promotes solar cooking worldwide, especially in the developing countries of Africa. Their goals are to stop deforestation and to make women's lives easier.

METCALF: They have to walk about two to three miles or so to collect wood. And then they have to tend the fire. And the smoke from that fire, it burns their eyes and chokes their lungs.

NARRATOR: According to the World Health Organization, smoke from wood fires causes the deaths of two million women and children each year. More than 22,000 families now cook traditional foods with the sun.

WENDY, Solar Cook: Oh, this is good. It's very good! The consistency is good; the texture is fine. No problem!

SCI WORKSHOP PARTICIPANT: We're all amazed that a cardboard box can cook.

NARRATOR: After each workshop, attendees get their own portable solar cook kits. The simple cookers cost about five dollars and last almost two years.

METCALF: Shiny things direct the sunshine onto a dark pot that then absorbs the sunshine, and changes that light energy into heat energy. And heat energy doesn't get out of the clear plastic bag; it doesn't get out of the window.

NARRATOR: SCI reports that solar cooking is also an effective way to make water pure and safe to drink.

METCALF: Six thousand people a day are going to die of waterborne diseases in developing countries. If you heat water to 65° Celsius, 149° Fahrenheit, you can pasteurize water and make it safe to drink.

NARRATOR: Solar Cookers International has developed a useful measuring tool that helps people to know when water is safe to drink.

METCALF: If the water gets hot enough to melt this wax, the water has reached pasteurization temperatures.

NARRATOR: From Nepal to Nicaragua, solar cooking projects are helping people in nearly every country in the developing world. Solar Cookers International's goal is to increase the use of solar cookers everywhere.
UNIT 9

VIDEO JOURNAL HOW YOUR T-SHIRT CAN MAKE A DIFFERENCE

Cotton is everywhere: in your furniture, in your food, in your wallet, in your closet. Cotton has a major impact on the planet. Take your favorite cotton T-shirt: it takes 2,700 liters of water to make one T-shirt, enough for one person to drink for 900 days. It also takes a lot of energy to grow, manufacture, transport. Mostly, it needs energy to care for it. One load of drying takes 5x more energy than washing. One load of washing uses 40 gallons of water. How often you wash and dry your T-shirt. Don't we have plenty of resources? Plenty of water? Yes, but . . . 97% is salty, nearly 2% is locked in snow or ice. That leaves less than 1% that we can access and 70% of that grows our crops. Cotton is a very thirsty crop. Now, think how many T-shirts are in your closet/city/country/on the planet. How many T-shirts do you need? How often do you need to wash and dry them? There is a solution. We can use less water & less energy. Skip the drying and ironing and save 1/3 of your T-shirt's carbon footprint. Choices make a difference.

TED TALKS: DIANA REISS, PETER GABRIEL, NEIL GERSHENFELD, AND VINT CERF, THE INTERSPECIES INTERNET? AN IDEA IN PROGRESS

NARRATOR: Using mirrors, Diana Reiss proved that dolphins can recognize themselves and using computers she proved that dolphins can organize their own learning and use human technology to communicate. Does this mean that animals can communicate with humans or other animals? Let's pick up with Diana Reiss and then learn about her partners in a very exciting project called The InterSpecies Internet.

DIANA REISS: Other animals are conscious. They're emotional. They're aware. There have been multitudes of studies with many species over the years that have given us exquisite evidence for thinking and consciousness in other animals. Also, other animals that are quite different than we are in form, and we are not alone. We are not alone in these abilities. And I hope, and one of our biggest dreams, is that, with our growing awareness about the consciousness of others and our relationship with the rest of the animal world, that we'll give them the respect and protection that they deserve. So that's a wish I'm throwing out here for everybody, and I hope I can really engage you all in this idea.

NARRATOR: Peter Gabriel is a famous musician, who describes his amazing encounter with scientist Sue Savage-Rumbaugh and her research subjects, a type of ape called bonobo.

PETER GABRIEL: I make noises for a living. On a good day, it's music, and I want to talk a little bit about the most amazing music-making experience I ever had.

I'm a farm boy. I grew up surrounded by animals, and I would look in these eyes and wonder what was going on there?

What was amazing to me also was what they seemed so adept at getting a handle on our language than we were on getting a handle on theirs. I work with a lot of musicians from around the world, and often we don't have any common language at all, but we sit down behind our instruments, and suddenly there's a way for us to connect and communicate.

So I started cold-calling, and eventually got through to Sue Savage-Rumbaugh, and she invited me down. I went down, and the bonobos had had access to percussion instruments, musical toys, but never before to a keyboard. At first they didn't quite know what to do, but after a little while, they started to bang it with their fists, and then I asked Sue if Panpanisa could try it with one finger only.

SUE SAVAGE-RUMBAUGH: Can you play a grooming song? I want to hear a grooming song. Play a real quiet grooming song.

PETER GABRIEL: So groom was the subject of the piece.

So I'm just behind, jamming, yeah, this is what we started with. Sue's encouraging her to continue a little more.

She discovers a note she likes, finds the octave. She'd never sat at a keyboard before. Nice triplets.

SUE SAVAGE-RUMBAUGH: You did good. That was very good.

PETER GABRIEL: She hit "good."
So that night, we began to dream, and we thought, perhaps the most amazing tool that man's created is the Internet, remarkable sentient beings that we share the planet with access? And Sue Savage-Rumbaugh got excited about that, led us to Diana, and led us to Neil.

NEIL GERSHENFELD: Thanks, Peter.

NARRATOR: Neil Gershenfeld is a scientist who works on combining the digital and physical worlds. He is one of the creators of the $1 web server, which has changed the way people use the Internet. It has allowed many people to do inexpensive but valuable research on health care and energy efficiency. His work has helped a lot of people.

NEIL GERSHENFELD: We started up this Interspecies Internet project. Now we started talking with TED about how you bring dolphins and great apes and elephants to TED, and we realized that wouldn't work. So we're going to bring you to we're going to have each of them just briefly introduce them. And so if we could also have this up, great.

So the first site we're going to meet is Cameron Park Zoo in Waco, with orangutans. In the daytime they live outside. It's nighttime there now. So can you please go ahead?

TERRI COX: Hi, I'm Terri Cox with the Cameron Park Zoo in Waco, Texas, and with me I have Kerajaan and Mel, two of our Bornean orangutans. During the day, they have a beautiful, large outdoor habitat, and at night they come into their night quarters, where they can have a climate-controlled and secure environment to sleep in. We participate in the Apps for Apes program Orangutan Outreach, and we use iPads to help stimulate and enrich the animals, and also help raise awareness for these critically endangered animals.

NEIL GERSHENFELD: That's great. When we were rehearsing last night, he had fun watching the elephants. Next user group are the dolphins at the National Aquarium. Please go ahead.

ALLISON GINSBURG: Good evening! Well, my name is Allison Ginsburg and we're live in Baltimore at the National Aquarium. Joining us our 3 of our 8 Atlantic bottlenose dolphins: 20-year-old Chesapeake, who was our first dolphin born here, her 4-year-old daughter Bailey, and her half-sister, 11-year-old Maya. Here at the National Aquarium we are committed to excellence in animal care, to research, and to conservation. The dolphins are pretty intrigued as to what's going on here tonight.

NEIL GERSHENFELD: And the third user group, in Thailand, is Think Elephants. Go ahead, Josh.

JOSH PLOTNIK: Hi, my name is Josh Plotnik, and I'm with Think Elephants International, and we're here in the Golden Triangle of Thailand with the Golden Triangle Asian Elephant Foundation elephants. And we have 26 elephants here, and our research is focused on the evolution of intelligence with elephants, but our foundation Think Elephants is focused on bringing elephants into classrooms around the world virtually like this and showing people how incredible these animals are.

NEIL GERSHENFELD: Okay, that's great. Thanks Josh. And once again, we've been building great relationships among them just since we've been rehearsing. So at that point, if we can go back to the other computer, we were starting to think about how you integrate the rest of the biomass of the planet into the Internet, and we went to the best possible person I can think of, which is Vint Cerf, who is one of the founders who gave us the Internet. Vint?

VINT CERF: Thank you, Neil. That was wonderful. Forty years ago, Bob Kahn and I did the design of the Internet.

Thirty years ago, we turned it on. Just last year, we turned on the production Internet.

When Bob and I did this design, we thought we were building a system to connect computers together. What we very quickly discovered is that this was a system for connecting people together. And what you've seen tonight tells you that we should not restrict this network to one species, that these other intelligent, sentient species should be part of the system too. This is the system as it looks today, by the way. This is what the Internet looks like to a computer that's trying to figure out where the traffic is supposed to go.

Well, you know where this is headed. The Internet of Things tells us that a lot of computer-connected appliances and devices are going to become part of this system too: appliances that you use around the house, that you use in your office, that you carry around with yourself or in the car.

NARRATOR: With the Internet of Things, appliances and devices and other things are going to be connected to the Internet. People will want to communicate with all these devices, but using natural human language like everyday speech and gestures instead of through keyboards or mice. So, people are starting to explore communication with something that is not human. Thinking beings other than people will be connected.
UNIT 10
VIDEO JOURNAL SCIENCE OF STRESS

ALYSSA: Hello, good morning ... how was your sleep?

NARRATOR: Six o'clock in the morning and the stress of everyday life begins ... Family ... Home ... Work ... Over and over again ... This kind of stress actually gives us energy to get through the day. But doing it day after day can damage our bodies.

To find out what all that stress is doing to a body ... let's go to the Neuro-endocrinology lab at Arizona State University.

Kathy Matt and her team of researchers are trying to find out what stress does to our bodies.

DR. KATHY MATT, Arizona State University: Stress good or bad is not just psychological, it's physiological as well.

NARRATOR: So, your body produces chemicals, called hormones, when you feel stress.

MATT: In these samples, we are measuring cortisol which is a stress hormone.

NARRATOR: The hormones that your body produces give you energy so that you can manage the stress.

Dr. Matt explains that there are two types of stress. Physical stress, like running and mental stress, like too much work. In physical stress your body burns the hormones. In mental stress your body doesn't burn all the hormones.

TECHNICIAN: Put this over your head.

NARRATOR: The effects of physical stress on the body are easy to measure ... 

TECHNICIAN: I'm going to take you up 2 1/2 percent ... ok?

NARRATOR: As the speed of the treadmill goes up, so does the heart rate and breathing.

TECHNICIAN: All right here we go ... 

NARRATOR: Right now the hormones in the blood are rising higher and higher.

TECHNICIAN: Here you go all you got ... 

NARRATOR: This woman is releasing many hormones and using all of the energy they create.

TECHNICIAN: Good job, way to go!

NARRATOR: So she passes the first test. Her body deals with physical stress pretty well. But what about mental stress?

TECHNICIAN: It's vital that you perform at your highest level for each of the tests.

NARRATOR: With the pressure on ... 

TECHNICIAN: Come on Alyssa as fast as you can ... 

NARRATOR: The heart races ... The blood pressure soars ... 

TECHNICIAN: God I hate the 8s. I can't do the 8 times table.

NARRATOR: Again those stress hormones are kicking in.

ALYSSA: eight ... 

NARRATOR: When you are under long term mental stress, your body produces hormones all the time, but it doesn't
ALYSSA: I want you to put your fingers straight down.

TECHNICIAN: This machine checks if your bones are in good shape. If you have too many hormones in your blood,
you can have problems with your bones.

Other studies show that long term stress can lead to diabetes, heart disease and neurological diseases.

TECHNICIAN: Here's your bone density. So you're really right on this norm.

NARRATOR: So far so good. She shows no long-term effects from mental stress... yet. But that doesn't mean she
can just ignore it...

The first person to leave a spacecraft and "walk" in space was Soviet Cosmonaut, Alexei Leonov, in 1965. He
"walked" in space for 12 minutes. A few months later, astronaut Edward White became the first American to walk in
space during the Gemini IV mission.

UNIT 11

VIDEO JOURNAL SPACEWALK

NARRATOR: From inside a spacecraft, the Earth and space look beautiful. But outside the spacecraft—in space—it is a
different and far more dangerous world. There is no oxygen to breathe and there is dangerous radiation. Also temperatures
can drop to minus 120 degrees Celsius and rise to 120 degrees Celsius. Man has conquered this environment.

In order to survive in space, astronauts have to wear space suits. The space suits are made from a very strong
material and it is filled with oxygen so the astronauts can breathe.

The first person to leave a spacecraft and "walk" in space was Soviet Cosmonaut, Alexei Leonov, in 1965. He
"walked" in space for 12 minutes. A few months later, astronaut Edward White became the first American to walk in
space during the Gemini IV mission.

These early spacewalks were intended to discover if it is possible for man to survive in deep space. They were
successful—man can survive in space. Now spacewalks are an everyday part of the space shuttle missions.

Astronauts take spacewalks in order to do jobs that they can't do from inside the shuttle. For example, they have
fixed the solar panels on the Hubble Space Telescope and they are the construction workers for the International
Space Station.

But still, spacewalks are dangerous. Astronauts work in pairs so if one astronaut has problems, the other
astronaut can help. They are connected to the spacecraft so that they cannot float off in to space and lose contact with
the spacecraft.

It is not easy to work in a space suit. It is difficult to hold tools in the big gloves. Also the astronauts are
weightless and this makes it difficult to work as well.

So, how can the astronauts practice their spacewalks on Earth before they go into space?

The answer is—underwater. At NASA's Neutral Buoyancy Laboratory, the astronauts can practice jobs that they
will later do in space. Their space suits are adjusted so that they do not sink to the bottom of the tank or float to the
top of the water—they are weightless. They spend a lot of time practicing in the tank. For every hour that they will
spend walking in space, they spend 10 hours practicing underwater.

As NASA moves forward on the maintenance and construction of the International Space Station, spacewalks will
continue to be important.

UNIT 12

VIDEO JOURNAL THE MISSING SNOWS OF KILIMANJARO

NARRATOR: Mount Kilimanjaro is often called the roof of Africa. It rises 19,340 feet, or nearly four miles, into the sky
and is the highest point on the African continent. Kilimanjaro is in northeastern Tanzania in East Africa. It lies almost
east of the cities of Cairo, Egypt, to the north and Cape Town, South Africa, to the south. It's around 220 miles
southeast of the equator, in a hot, tropical region of the world.

The impressive snow-covered peaks of Kilimanjaro have been an inspiration to visitors for a very long time. Over
the years, thousands of people have traveled to Tanzania to climb this majestic mountain. Many others have come to
the years, thousands of people have traveled to Tanzania to climb this majestic mountain. Many others have come to
view its famous glacier-covered peak. One of these visitors was an American writer named Ernest Hemingway. He wrote
his story, first published in 1938, is called "The Snows of Kilimanjaro.

In the story, Hemingway describes the mountain's glaciers as "wide as all the world," "great," "high," and "unbelievably
white in the sun."
Although the ice cap is fantastic to see, it does in fact have a much more important purpose. The glaciers were formed more than 11,000 years ago. They have become an important source of water for drinking and farming. For the last 100 years the snows of Kilimanjaro have been disappearing.

Since 1912, Kilimanjaro’s glaciers have gotten more than 80 percent smaller. A NASA satellite has been taking pictures of the mountain’s ice cap for more than 15 years. The pictures that were taken in 1993 are very different from those taken only seven years later, in the year 2000.

There are many ideas about why Kilimanjaro’s snow is melting so quickly. For one thing, the mountain is in a tropical region, so the glaciers are at risk for the negative effects of climate change. One type of climate change that might be directly affecting Kilimanjaro is called global warming.

Deforestation is another possible reason why Kilimanjaro’s glaciers are melting. When trees are cut down in large numbers, the effects can change the atmosphere and the climate. Trees keep the air cooler and help maintain the water levels in the atmosphere. This helps create clouds and rain and snow. Less rain and snow and increased temperatures can cause the glaciers to melt.

The missing snows of Mount Kilimanjaro may be a warning. They definitely show people all over the world the dangers of climate change and deforestation. Hopefully, people will learn from the loss of Kilimanjaro’s glaciers.

T-190  Video Scripts

TED TALK: MICHAEL NORTON, HOW TO BUY HAPPINESS

NARRATOR: This is Michael Norton, a business school professor. He's interested in the idea that “money can't buy happiness.” Is this true? Michael's research and experiments actually show that money can buy happiness— if you spend it in certain ways.

Michael Norton: Maybe the reason that money doesn't make us happy is that we're always spending it on the wrong things, and in particular, that we're always spending it on ourselves. And we thought, I wonder what would happen if we made people spend more of their money on other people. So instead of being antisocial with your money, what if you were a little more prosocial with your money? And we thought, let's make people do it and see what happens. So let's have some people do what they usually do and spend money on themselves, and let's make some people give money away, and measure their happiness and see if, in fact, they get happier. So the first way that we did this. On one Vancouver morning, we went out on the campus at University of British Columbia and we approached people and said, “Do you want to be in an experiment?” They said, “Yes.” We asked them how happy they were, and then we gave them an envelope. And one of the envelopes had things in it that said, “By 5:00 pm today, spend this money on yourself.” So 5:00 pm today, spend this money on somebody else.” Also inside the envelope was money. So some people got this slip of paper and $20.

We called them up at night and asked them, “What's your experience, and how happy do you feel now?” What did they spend it on? Well these are college undergrads, so a lot of what they spent it on for themselves were things like personal care and makeup. One woman said she bought a stuffed animal for her niece. People gave money to homeless people, gave it to Starbuck and spend it as fast as they can. But some people bought a coffee for themselves, the way they usually did. And other people said that they bought a coffee for somebody else. So the very same purchase, just targeted differently.

People who spent money on other people felt happier. People who spent money on themselves, nothing happened. It didn't make them less happy, it just didn't do much for them. And the other thing we saw is that the amount of money...
Almost everywhere we look we see that giving money away makes you happier than keeping it for yourself. What about your work life, which is where we spend all the rest of our time when we’re not with the people we know. We decide to infiltrate some companies and do a very similar thing. So these are sales teams in Belgium. They work in teams; they go out and sell to doctors and try to get them to buy drugs. So we can look and see how well they sell things as a function of being a member of a team. Some teams, we give people on the team some money for themselves and say, “Spend it however you want on yourself,” just like we did with the undergrads in Canada. But other teams we say, “Here’s 15 euro. Spend it on one of your teammates this week. Buy them something as a gift or a present and give it to them.” And then we can see, well now we’ve got teams that spend on themselves and we’ve got these prosocial teams who give money to make the team a little bit better. The reason I have a ridiculous pifata there is one of the teams pooled their money and bought a pifata, and they all got around and smashed the pifata and all the candy fell out and things like that. A very silly, trivial thing to do, but think of the difference on a team that didn’t do that at all, that got 15 euro, put it in their pocket, maybe bought themselves a coffee, or teams that had this prosocial experience where they all bonded together to buy something and do a group activity. What we see is that, in fact, the teams that are prosocial sell more stuff for the teams that only got money for themselves. And one way to think about it is for every 15 euro you give people in themselves, they put it in their pocket, they don’t do anything different than they did before. You don’t get any money from that. You actually lose money because it doesn’t motivate them to perform any better. But when you give them 15 euro to spend on their teammates, they do so much better on their teams that you actually get a huge win on investing this kind of money.

And I know that what you’re all thinking about are dodgeball teams. This was a huge criticism that we got to say that if you can’t show with dodgeball teams, this is all stupid. So we went out and found these dodgeball teams and infiltrated them. And we did the exact same thing as before. So some teams, we give people on the team money, they spend it on themselves. Other teams, we give them money to spend on their dodgeball teammates. The teams that spend money on themselves are just the same winning percentages as they were before. The teams that we give the money to spend on each other, they become different teams and, in fact, they dominate the league by the time they’re done.

Across all of these different contexts—your personal life, your work life, even silly things like intramural sports—we see spending on other people has a bigger return for you than spending on yourself. And so I’ll just say, I think if you think money can’t buy happiness you’re not spending it right. The implication is not you should buy this product instead of that product and that’s the way to make yourself happier. It’s in fact, that you should stop thinking about which product to buy for yourself and try giving some of it to other people instead.
UNIT 1 PEOPLE
Lesson A
C. 2. I am from 3. you are 4. Are you 5. Are you 6. I am not 7. I am 8. are you
9. I am 10. That is OR Rio de Janeiro is

Lesson B
A. 2. Yes 3. Are you 4. I'm not 5. I am 6. years old OR blank 7. your name 8. I am
9. Are you 10. I'm not 11. Are you 12. it is
B. 2. she's 3. it's 4. you're 5. isn't 6. we're

Lesson C
A. 2. d 3. l 4. e 5. c 6. a
B. Answers will vary.

Lesson D
C. Answers will vary.
D. Answers will vary.

REVIEW
11. pilot 12. from 15. is
B. Answers will vary.

UNIT 2 WORK, REST, AND PLAY
Lesson A
A. 2. I 3. d 4. h 5. i 6. b 7. l 8. g 9. e 10. k 11. a 12. c
B. Answers will vary.
C. 1. at 2. in 3. on 4. on OR at 5. at 6. on
D. Answers will vary.

Lesson B
A. 2. What time do you get up on Sundays? 3. What do you do in the morning? 4. Do you take a nap on Sunday afternoon? 5. Do you take a nap on Sunday afternoon?
5. Do you go to the movie in the evenings? Answers to the questions will vary.
B. Answers will vary.
C. Answers will vary.

Lesson C
A. 1. celebrate 2. decorate 3. present 4. mask 5. fireworks 6. costume
B. never, sometimes, often, usually, always
C. 1. I usually visit my family on Thanksgiving. 2. American Independence Day is always on July 4. 3. We never work on New Year's Day. 4. It is usually cold in winter.
5. We often give presents to our friends.
D. Answers will vary.

Lesson D
A. 1. The Netherlands, Iran 2. The Netherlands, China 3. The Netherlands, China 4. Iran, China 5. China 6. The Netherlands 7. The Netherlands, Iran, China
B. Answers will vary.
C. Answers will vary.

UNIT 3 GOING PLACES
Lesson A
B. Answers will vary.
C. 1. c 2. d 3. f 4. a 5. b 6. e
C. 2. passport, visa, and ticket 3. get up, take a shower, and read the newspaper.
4. China, Japan, Korea, and Thailand

Lesson B
A. 1. passport 2. credit card 3. visa 4. airline ticket 5. international driver's license 6. cash 7. travel insurance
B. Answers will vary.
4. Should I take lots of money? 5. Should I take a credit card? Answers to these questions will vary.

Lesson D
B. 1. good idea 2. good idea 3. good idea 4. bad idea 5. bad idea 6. good idea
7. good idea 8. good idea
C. Answers will vary.

UNIT 4 FOOD
Lesson A
B. 1. some 2. any 3. any 4. a 5. any 6. some 7. any 8. some
C. Answers will vary.

Lesson B
4. Does the chicken come with salad? 5. Yes, it does. 6. I'll have the chicken and a baked potato. 7. Would you like anything else? 8. I would like a glass of mineral
B. Answers will vary.

Lesson C
A. 1. popcorn 2. bagel 3. broccoli 4. hamburger 5. cereal 6. nuts 7. hot dog
8. radish
UNIT 6 DESTINATIONS

Lesson A
A. 1. visit 2. take a 3. check in 4. rent 5. take 6. unpack 7. buy
B. 2. helped 3. took 4. asked 5. needed 6. flew 7. said 8. went 9. bought 10. traveled
C. 2. We went to India. 3. Where did you fly to? 4. We flew to New Delhi. 5. Then we took a train to Agra. 6. What did you do in Agra? 7. We visited the Taj Mahal. 8. Did you like it? 9. We went to some great restaurants.

Lesson B
A. 1. went to the hotel. 2. On Tuesday, I visited the Eiffel Tower. 3. On Wednesday, I saw all the famous paintings in the Louvre Museum. 4. On Thursday, I took a boat trip on the Seine River. 5. On Friday, I watched artists in Montmartre and had dinner in a French restaurant. 6. On Saturday, I went shopping at a famous department store and bought souvenirs. 7. On Sunday, I went to the airport. Then returned home.

Lesson C
A. 2. fascinating 3. horrible 4. spotless 5. exhausting 6. filthy 7. huge
B. Answers will vary.
C. 2. weren’t, was 3. was, were 4. was, weren’t 5. were, weren’t
D. 1A. Was 1B. wasn’t, wasn’t 2A. Were 2B. wasn’t, wasn’t 3A. Was 3B. wasn’t, wasn’t

Lesson D
A. 1. b 2. b 3. a 4. b
B. A. @ B. @ C. @ D. @
C. Answers will vary.

UNIT 7 COMMUNICATION

Lesson A
A. 1. e-mail 2. text message 3. social media 4. fax 5. letter 6. smartphone 7. newspaper 8. ad
B. Answers will vary.
C. 1. me 2. her 3. them 4. him 5. it 6. you 7. us
D. Answers will vary.

Lesson B
A. 2. eighty-four 3. twenty-three 4. ninety 5. forty-one 6. twelve 7. fifty-six
B. thirty-five 9. sixty-eight 10. eighteen 11. seventy 12. forty-three
B. 1. e-mail address 2. phone number 3. mailing address
C. Answers will vary.

Lesson C
A. 1. smell 2. taste 3. sight 4. hearing 5. touch
B. 1. g 2. c 3. d 4. e 5. f 6. b 7. h
C. 1. sounds 2. tastes 3. looks 4. smells 5. feels 6. looks
D. Answers will vary.

Lesson D
A. They hear messages: dogs, cats, people, birds. They see messages: bees. They smell messages: wolves, dogs, cats. They touch messages: horses, chimpanzees.
UNIT 8 MOVING FORWARD

Lesson A
A. 1. h 2. i 3. c 4. a 5. d 6. g 7. e 8. b
B. 2. They're not going to stay home. 3. They're going to pack their suitcases. 4. They're not going to get to the airport late. 5. He's going to take an important test. 6. He's going to study very hard. 7. He's not going to play computer games. 8. He's not going to see his friends.
C. 1. What are you going to have for dinner? 2. Where are they going to be? 3. When is she going to leave? 4. Who is going to help you?

Lesson B
A. Possible answers: 2. They are going to take a bath. 3. I am going to eat breakfast. 4. I am going to go shopping. 5. They are going to watch TV. 6. We are going to have a party.
B. Possible answers: 1. What are you going to do? 2. Are you going to do anything special this weekend? 3. Are you going to go home? 4. Where are you going to go on Sunday? 5. Who are you going to see this weekend? 6. What are you going to watch on TV?
C. 1. Are you going to spend time with your family? 2. Are you going to study English this weekend?

Lesson C
A. 1. sunny, hot 2. it will be raining, windy 3. it will be overcast, cold
C. 1. Will it be warm on your birthday? 2. No, it will be cold. 3. Then, you will not have your birthday party outdoors. 4. Of course, we will be outdoors. We will wear sweaters and scarves.

Lesson D
A. homework, universities, classrooms, computers, jobs, lessons, tests

UNIT 9 TYPES OF CLOTHING

Lesson A
B. 1. new 2. cheap 3. light 4. formal 5. hand-made 6. cool
C. 2. Sneakers are more comfortable than shoes. 3. These jeans are more informal than a suit. 4. This hat is better than that hat. 5. A shirt is thicker than a sweater.

UNIT 10 LIFESTYLES

Lesson A
A. 1. 12. 3. b 4. d 5. g 6. e 7. c
B. 1. suggestion 2. obligation 3. suggestion 4. advice 5. obligation 6. advice
C. Answers will vary.

Lesson B
A. 1. go, unhealthy 2. get, healthy 3. eat, unhealthy 4. spend, unhealthy 5. work, build
B. drink, unhealthy 7. play, unhealthy

Lesson C
A. 1. mouth-watering 2. home made 3. heart warming 4. life long 5. stress-free 6. over worked 7. low-calorie
C. 1. often do you play basketball every day? 2. How much do you play basketball every day?

Lesson D
A. 1. no information 2. bad 3. no information 4. good 5. bad 6. good 7. no information 8.
B. Answers will vary.

UNIT 10 LIFESTYLES

Lesson A
A. 1. go, unhealthy 2. get, healthy 3. eat, unhealthy 4. spend, unhealthy 5. work, build
B. drink, unhealthy 7. play, unhealthy

Lesson B
A. 1. mouth-watering 2. home made 3. heart warming 4. life long 5. stress-free 6. over worked 7. low-calorie
C. 1. often do you play basketball every day? 2. How much do you play basketball every day?

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Lesson D
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B. Answers will vary.
UNIT 11 ACHIEVEMENTS

Lesson A
1. buy 2. cut 3. put away 4. buy 5. walk 6. iron 7. vacuum, sweep
8. been 9. buy 10. tell 11. pay
12. drunk 13. said 14. read 15. spoken
16. have cleaned 17. haven’t washed
18. have done 19. have walked

Lesson B
1. Have you taken classes in business administration? 2. Have you had experience working in hotels? 3. Have you traveled to other countries? 4. Have you gotten (got) a driver’s license?
5. Has she been taken any classes in business administration? 6. She has lived in Italy for 5 years. 7. She has failed the driver’s license test. 8. He has worked in a restaurant. 9. He has traveled to Japan, Korea, and China. 10. Has he gotten (got) his driver’s license?

Lesson C
1. c 2. d 3. a 4. 5. b 5. f
6. Has he written a report?

Lesson D
1. present 2. ALS 3. wheelchair 4. computer 5. the beginning of the universe
6. Linux books/scientific papers 7. the greatest scientist in the world 8. written many important papers 9. been in 10. on television 11. traveled to countries 12. in space

Review
Across 2. went 6. spoken 7. seen 9. marathon 11. interview 13. groceries
15. graduate 16. promotion
Down 1. have had 3. taken 4. drunk 5. been 6. achievement 10. ever 12. eaten
14. abroad 15. gone 16. put

UNIT 12 CONSEQUENCES

Lesson A
A. 1. expenses 2. budget 3. lend 4. save 5. overspends 6. income 7. borrow
8. interest rates
B. 1. eat, will lose 2. lend, won’t (will not) get 3. will learn, read 4. will get, work out
5. buy, won’t (will not) have 6. won’t (will not) be, doesn’t save
C. 1. If I study hard I’ll get a good grade. 2. If I go to bed late, I’ll feel tired tomorrow.

Lesson B
A. 1. $1,185 2. His income is less than his total budget. 3. rent, food in restaurants, and movies, concerts, and clubs. 4. Movies, concerts, clubs, and food in restaurants
B. Answer will vary.
C. Answer will vary.

Lesson C
A. 1. camel, desert 2. shark, coral reef 3. mountain goat, mountains 4. elephant, grasslands 5. monkey, rain forest
B. 2. If you travel in the desert, you won’t need a raincoat. 3. If we cut down the rain forests, monkeys won’t have a home. 4. If people use the grasslands for farms, elephants will have to live in zoos. 5. If you go to the mountains, you will see mountain goats.
C. 2. You won’t need a raincoat if you travel in the desert. 3. Monkeys won’t have a home if we cut down the rain forests. 4. Elephants will have to live in zoos if people use the grasslands for farms. 5. You will see mountain goats if you go to the mountains.

Lesson D
A. 1. Rainforest Hotel, Coral Reef Ship, Mountain Camp 2. Coral Reef Ship
B. Answers will vary.
C. Answers will vary.

Review
A. Across 3. save 4. lend 5. will 7. consequence 14. grassland 15. shark 16. decide
18. transportation
Down 1. overspend 2. coral reef 6. income 8. expenses 9. habitat 10. borrow
11. budget 12. desert 17. if
B. Answers will vary.
Reasons for Writing

The Writing Program reinforces and complements the lessons in the Student Book. Writing gives students a chance to reflect on the English they’ve learned and to develop an indispensable academic skill.

The Writing Syllabus

The Writing Activities help students to develop all the building blocks of good writing: words, logical connectors, sentences, transitions, paragraphs, and short essays. As students progress through the levels of the World English series, the Writing Activities progress from the word and sentence level to the paragraph and composition level, allowing students to master the basics before they’re asked to do more complex writing tasks.

The Writing Activities help students move from sentences to paragraphs as they show relationships between ideas and add detail and precision to their writing with descriptive adjectives.

Writing from Models vs. Process Writing

When students are provided with writing models—examples of completed writing tasks—they have a clear idea of what is expected from them as well as a model on which to base their own writing. Such models give students confidence and a sense of direction and can be found at all levels of the Writing Worksheets.

On the other hand, writers must also learn the writing process. They must generate ideas, plan their writing, perform the writing task, then polish their writing by revising and editing. The Writing Worksheets support process writing by providing activities to stimulate thinking, useful topics and vocabulary, graphic organizers for planning, and opportunities for students to share and refine their writing.

Ways to Use the Writing Program

In general, the Writing Activities are designed to be used after the class has covered all or most of a unit in the Student Book. The Writing Activities often contain grammar, vocabulary, and ideas from the units, which give students solid linguistic and conceptual ground to stand on.

On the other hand, it’s not necessary to complete the Lesson D Writing task in the Student Book before using the Writing Activity for that unit. The worksheets complement the writing lessons in the Student Book, but can be used independently.
In-Class Discussion
Discussion is an important way to stimulate thinking and to help students generate ideas they can use in their own writing. When an activity contains a preliminary matching or listing activity, for example, ask students to share and explain their answers. Ask specific questions about the writing models in order to check comprehension and to elicit opinions about the topics. And be sure to take advantage of opportunities for students to discuss their writing with you and their classmates.

Homework
Most of the Writing Activities are appropriate for self-study as long as follow-up discussion and feedback are provided later.

Vocabulary Practice
Many of the Writing Activities contain target vocabulary from the corresponding unit in the Student Book. Ask students to locate vocabulary from the unit in the writing models, or check comprehension by asking students to explain vocabulary words in the context of the worksheet.

Grammar Reinforcement
Many of the Writing Activities require the use of grammar points found in the Student Book units, and using the grammar in context supports real language acquisition.

Pronunciation Practice
Although oral skills are not the focus of the Writing Activities, you can do choral repetition of the word lists in the worksheets or use the writing models to practice pronunciation points from the Student Book. Students can also do read-alouds of their finished writing in pairs or small groups while the teacher monitors their pronunciation.

Personalization
When students complete unfinished sentences, paragraphs, and essays, or when they do less controlled original writing, they bring their personal thoughts and experiences into the classroom and take ownership of the writing task as well as the language they are learning.

Real Communication
Since the real-world purpose of writing is to communicate, be sure to respond not only to linguistic and technical aspects of student writing, but also to students' ideas. Make comments and ask questions that show genuine interest, either in class or when you collect and give written feedback on the worksheets.
<table>
<thead>
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<th>Writing Tasks</th>
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| UNIT 1 E-mail Message | • Use be in statements and questions  
• Identify countries, nationalities, and occupations  
• Use descriptive adjectives |
| Are you a new student?  
I'm Chilean.  
Is this class interesting?  
On my day off, I usually visit friends.  
In the evening, we watch fireworks. |
| | UNIT 2 Describe a Celebration | • List daily activities  
• Use the simple present tense with first, next, then, and finally  
• Write about a celebration |
| These are my keys. They belong to me.  
When you visit my country, you should always...  
In the morning, I usually eat some eggs.  
How much should the appetizers cost? |
| | UNIT 3 Travel Tips | • Practice using pronouns to show possession  
• Use should and other expressions to give travel tips |
| | UNIT 4 Restaurant Menu | • Use some and any to talk about eating habits  
• Answer questions with How much? and How many?  
• Create a restaurant menu |
| | UNIT 5 What Are They Doing? | • Use the present continuous and stative verbs to write about what people are doing |
| Haley is walking on the beach. She prefers not to play sports.  
Jim is probably talking on the phone right now.  
When I was a child, I went to Cairo with my family.  
My favorite place was the park near our house.  
Tara sent an e-mail to Brian.  
To me, violin music sounds wonderful. |
| | UNIT 6 Describe a Place | • Write about your childhood  
• Describe a favorite childhood place |
| | UNIT 7 Chain of Events | • Use verbs with direct and indirect objects to describe a chain of events  
• Use sensory verbs to give your opinion |
| This afternoon, I'm going to write some emails.  
She will probably look for a job. |
| | UNIT 8 Plans and Predictions | • Use be going to to write about short-term and long-term plans  
• Use will to make predictions |
| My father wore lighter jeans than I do.  
Let's get Henri a sweater.  
How much junk food do you eat?  
I should walk to school more often.  
My team won first place in a math competition.  
I have already applied to three universities. |
| | UNIT 9 Similarities and Differences | • Compare clothing styles in the present and the past  
• Write a conversation about shopping for clothes |
| | UNIT 10 Lifestyle Advice | • Answer How...? questions  
• Write about ways to make your lifestyle healthier |
| | UNIT 11 Bullet-Point List | • Write about past achievements  
• List the steps to a future goal  
• Use the present perfect tense to chart your progress |
| | UNIT 12 Cause and Effect Story | • Write sentences using the real conditional  
• Use so to describe cause-and-effect relationships |
| If you buy a camera, you won't be able to buy a plane ticket.  
Mike didn't want to rent a car, so they took the train. |
UNIT 1 PEOPLE
AN E-MAIL MESSAGE

Read and complete the conversation.

Miguel: Hi, ______. I'm ______. Miguel.
Jean: Hi, Miguel. I'm __________.
Miguel: Nice to meet you, Jean.
Jean: Nice to meet you, too. ________ you a new student?
Miguel: Yes, I am. I'm from Mexico.
Jean: Oh, you're __________! I'm from here. I'm Chilean.
Miguel: I see. Tell me, __________ this class interesting?
Jean: Yes, it is, and the teacher is nice.
Miguel: Oh, good. __________ is the teacher from?
Jean: Mr. Ortiz? He's __________ Argentina.

Read the conversation again and complete the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Miguel</th>
<th>Mr. Ortiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Mexican</td>
<td>Argentine</td>
</tr>
<tr>
<td>Nationality</td>
<td>Chilean</td>
<td>student</td>
</tr>
<tr>
<td>Occupation</td>
<td>teacher</td>
<td>teacher</td>
</tr>
</tbody>
</table>

Write sentences about these people. Give the information in parentheses.

1. (occupation) This is Mr. Ortiz. He's a teacher.
2. (nationality) This is Jean. __________
3. (country) This is Miguel. __________ She's from Chile.
4. (name) ____________
5. (occupation) This is Miguel. ____________ He's Argentinean.
6. (name) ____________

Complete the e-mail message. Choose any descriptive adjective from the box.

From: Miguel Hernandez
To: Alberto Ochua
Subject: my new home

Hi Alberto,

Well, I'm in Chile, and I'm very ________! I really like the place and the people. On the first day of class, I talked to Jean. She's very ________. She knows a lot about my new school. We have a teacher named Mr. Ortiz. His class is ________, but I like it. On the other hand, my sister doesn't like our new home. According to her, life here in Chile is ________. I hope she changes her opinion soon!

Your friend,
Miguel

Writing Program T-199
UNIT 2 WORK, REST, AND PLAY

DESCRIBE A CELEBRATION

A What do you do on a work/school day? What do you do on your day off when you have free time? Use phrases from the box and some of your own phrases.

<table>
<thead>
<tr>
<th>get up</th>
<th>catch the bus</th>
<th>go to school</th>
<th>take a nap</th>
<th>do homework</th>
<th>go to the movies</th>
<th>visit friends</th>
<th>go shopping</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>On a work/school day . . .</th>
<th>On my day off . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I get up at</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Take turns. Ask a partner these questions. Answer with information from the chart.

1. What do you usually do on a work day?
2. What do you usually do on your day off?

B Write about your usual work day OR your usual day off.

On my usual (work day/day off), I do several things. First, I ___________________. Next, I ___________________. Then, I ___________________. Finally, I ___________________.

B Which festival or celebration do you enjoy? Answer these questions.

1. What's the name of the festival or celebration? (my birthday, Songkran, etc.)

2. What do you usually do during that festival or celebration . . . in the morning?
   ___________________________ in the afternoon?
   ___________________________ in the evening?

Write about the festival or celebration.

One of my favorite things to celebrate is ___________________. In the morning, ___________________. Then, in the afternoon, ___________________. Finally, in the evening, ___________________.

It's a lot of fun!
UNIT 3 GOING PLACES

TRAVEL TIPS

Fill in each blank with the correct pronoun. Use the pronouns for the words in the chart.

<table>
<thead>
<tr>
<th>me</th>
<th>you</th>
<th>Bob</th>
<th>you and me</th>
<th>Melissa</th>
<th>Lynn and Steve</th>
</tr>
</thead>
<tbody>
<tr>
<td>keys</td>
<td>a camera</td>
<td>a passport</td>
<td>plane tickets</td>
<td>a purse</td>
<td>a suitcase</td>
</tr>
</tbody>
</table>

1. These are ________ keys. They’re _________. They belong to ________.
2. This is ________ camera. It’s _________. It belongs to ________.
3. This is ________ passport. It’s _________. It belongs to ________.
4. These are ________ plane tickets. They’re _________. They belong to ________.
5. This is ________ purse. It’s _________. It belongs to ________.
6. This is ________ suitcase. It’s _________. It belongs to ________.

Read the paragraph below and fill in each blank with the correct pronoun.

When you visit my country

- You should always ____________________________
- You should never ____________________________
- It’s a good idea to ____________________________
- While you’re here, you will need ____________________________
- And don’t forget to bring your ____________________________
- Most importantly, you should ____________________________
UNIT 4 FOOD
RESTAURANT MENU

A List some things you might eat and drink in one day.

morning
afternoon
evening
night

✓ Write sentences about your daily diet. Use the information from the chart.

1. In the morning, I usually eat some ________, and I usually drink some ________.
2. In the morning, I never eat any ________, and I never drink any ________.
3. In the afternoon, I usually eat some ________, and I usually drink some ________.
4. In the afternoon, I never eat any ________, and I never drink any ________.
5. In the evening, I usually eat some ________, and I usually drink some ________.
6. In the evening, I never eat any ________, and I never drink any ________.
7. At night, I usually eat some ________, and I usually drink some ________.
8. At night, I never eat any ________, and I never drink any ________.

B Imagine you are going to open a new restaurant. Answer these questions, then create a menu.

1. How many appetizers should be on the menu? ____________________________
2. How much should the appetizers cost? ________________________________
3. How many main dishes should be on the menu? _________________________
4. How much should the main dishes cost? ______________________________
5. Should your menu have a few dishes for people on special diets? ________
6. Should your menu have a few desserts? ________________________________

Menu
UNIT 5 SPORTS
WHAT ARE THEY DOING?

A What do you think the people are doing? Write a name next to each activity.

Haley  Scott  Alejandro  Lucy  Aimi  Yi-Chen

______ is walking on the beach.
______ is lifting weights.
______ is swimming in the pool.
______ is playing soccer.
______ is taking a break.
______ is playing basketball.

✓ Write sentences about the people above. Use stative verbs and some of the words and phrases from the box. Use some of your own ideas, too.

<table>
<thead>
<tr>
<th>stative verbs</th>
<th>likes (to be outdoors/indoor sports/quiet activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>has (a lot of sports equipment/a lot of free time)</td>
</tr>
<tr>
<td></td>
<td>prefers (outdoor sports/individual sports/not to play sports)</td>
</tr>
<tr>
<td></td>
<td>thinks (sports are wonderful/it's the best sport)</td>
</tr>
<tr>
<td></td>
<td>seems (happy/tired/relaxed)</td>
</tr>
<tr>
<td></td>
<td>feels (terrific/energetic/exhausted)</td>
</tr>
</tbody>
</table>

1. Haley ______
2. Scott ______
3. Alejandro ______
4. Lucy ______
5. Aimi ______
6. Yi-Chen ______

✓ Put your sentences together. For example, write:
Haley is walking on the beach. She prefers not to play sports.

B Make a list of important people in your life. What is each person probably doing right now? Then complete the journal entry below.

Today is ________________, I’m writing in my journal and thinking about people in my life. First, there’s ________________. (He/She) is probably ______ right now. Next, there’s ________________. Finally, there’s ________________. I think ______.
UNIT 6 DESTINATIONS
DESCRIBE A PLACE

A How was your life when you were a child?

When I was a child . . .

1. I wanted

2. I didn't want

3. I went

4. I didn't go

5. I learned

6. I didn't learn

What did you want when you were a child?

What did you not want when you were a child?

☑ Take turns. Ask a partner questions about the sentences above.

B When you were a child, what was your favorite place to be? (e.g. your family's kitchen; a park near your house; your grandmother's farm; etc.) Answer these questions about that place.

1. What was your favorite place?

2. Why did you like that place?

3. How did you get there?

4. What did you do there?

5. What did you see, hear, and feel in your favorite place?

☑ Write about your favorite place when you were a child. Use some of the information above.

My Favorite Childhood Place

When I was a child, my favorite place was ________________________________ I liked it because ________________________________.

I usually went there ________________________________.

While I was there, I usually ________________________________.

I could (see/hear/feel) ________________________________ and ________________________________.

It was wonderful to be there!
UNIT 7 COMMUNICATION
CHAIN OF EVENTS

A Look at the diagram below. How did Sanjay hear the news? Write sentences with indirect objects. (In 1-4, write each sentence two different ways.)

1. a. Tara sent Brian an e-mail.
   b. Tara sent an e-mail to Brian.
2. a. 
   b. 
3. a. 
   b. 
4. a. 
   b. 
5. a. 

✓ Ask a partner questions about the sentences above. How did each person get the news?

   How did Brian get the news?

   Tara sent him an e-mail.

✓ Write a paragraph with the title: How Sanjay heard the news. Use these sequence words: First, Next, Then, After that, Finally.

B What's your opinion? Use adjectives from the box or your own ideas. Then write two new sentences.

- wonderful, sweet, horrible, salty, bad, delicious, interesting, nice, terrible

1. To me, pizza tastes
2. To me, running for an hour feels
3. To me, violin music sounds
4. To me, some modern art looks
5. To me, gasoline smells
6. To me, learning a new language feels
7. To me, 
8. To me,
UNIT 8 Moving Forward
PLANS AND PREDICTIONS

A  What are your plans? Use some of the words from the box and some of your own ideas.

[Box of words: graduate, eat lunch, get married, buy a car, travel, write some emails, go shopping]

<table>
<thead>
<tr>
<th>my short-term plans</th>
<th>my long-term plans</th>
</tr>
</thead>
</table>

✓ Write sentences about your plans. Use be going to and future expressions such as Tonight, Next week, In two years, When I'm thirty, etc.

I have several short-term plans. This afternoon, I'm going to

I also have some long-term plans. Next year, I'm going to

B  What will probably happen? Make predictions using will.

1. Muriel needs some money. She knows how to program computers, and she's a very good cook. What will she do? She will probably look for a job. Computer programmers make more money than cooks, so she probably won't look for a restaurant job.

2. Tony lives in London, but his family lives in Rome. He misses them. What will he do?

3. It's winter and you're in Antarctica. A major storm is moving across the ocean. What will happen when the storm hits?

4. Paula is going to play soccer this afternoon. Last night, she didn't sleep. What will happen?
UNIT 9 TYPES OF CLOTHING
SIMILARITIES AND DIFFERENCES

A What do you usually wear? What did your parents wear at your age? Draw two pictures—one of you, and one of your mother or father at your age.

[Blank spaces for drawings]

✓ Write sentences about the clothes in the pictures. What's the same? What's different? Use some of the words from the box and some of your own ideas.

<table>
<thead>
<tr>
<th>shorter</th>
<th>less expensive</th>
<th>more colorful</th>
<th>more old-fashioned</th>
<th>tighter</th>
</tr>
</thead>
<tbody>
<tr>
<td>less formal</td>
<td>lighter</td>
<td>more modern</td>
<td>more beautiful</td>
<td>longer</td>
</tr>
</tbody>
</table>

1. My father wore tighter jeans than I do. I prefer looser jeans.
2. 
3. 
4. 
5. 
6. 

B Henri's birthday is next week. Gina and Tom are shopping for a gift. Finish their conversation.

Gina: Let's get Henri a sweater. He's always cold.
Tom: I don't know. These sweaters are expensive. Let's
Gina: That's a good idea, but
Tom: You're right. How about some ?
Gina: Hmm. I don't really like those.
Tom: Oh! Let's get him
Gina: That's a great idea!
Tom: Henri will love (it/Them) because
UNIT 10 LIFESTYLES
LIFESTYLE ADVICE

A Answer these questions about your lifestyle.

Your Diet
1. How much junk food do you eat? _____________________________
2. How often do you eat fruits and vegetables? _______________________

Your Exercise Habits
3. How much walking do you do? _____________________________
4. How often do you get exercise or play sports? _______________________

Your Health Habits
5. How well do you handle stress? _____________________________
6. How often do you spend time with family and friends? _______________________

B How could you improve your lifestyle? Write down some ideas.

<table>
<thead>
<tr>
<th>suggestions (just ideas)</th>
<th>advice (recommendations)</th>
<th>obligation (necessities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could . . .</td>
<td>I should . . .</td>
<td>I must . . .</td>
</tr>
<tr>
<td>I ought to . . .</td>
<td>I have to . . .</td>
<td></td>
</tr>
</tbody>
</table>

C Write a page in your journal. Use the modals and some of your ideas from the chart in exercise B.

Dear diary,

I really want to make my lifestyle healthier, and I've thought of some things I can do. First, I

Second, I ______________________________________________________

In addition, I _____________________________________________________

Most importantly, I _____________________________________________

These lifestyle changes will make me a healthier person, and they might help me live longer, too.

✓ Read your journal page to a partner. Then give each other suggestions for other lifestyle changes.

Those are great ideas!  You could also eat breakfast every day.
UNIT 11 ACHIEVEMENTS

BULLET-POINT LIST

A Write about your achievements. What are you proud of? When did these things happen?
Example: In the 6th grade, my team won first place in a math competition.

1. 
2. 
3. 
4. 
5. 

B Check the things you hope to do in the future.

___ buy a house ___ get a credit card ___ graduate from a university
___ travel abroad ___ have children ___ start my own business
___ get a job ___ run in a marathon ___ (other) 

✓ Choose one of your goals from the list above. Make a bullet-point list of things you must do in order to achieve that goal.

Goal: 

Things I must do to achieve my goal:
• 
• 
• 
• 

✓ Make a bullet-point list to show your progress. What have you already done to achieve your goal? What do you still need to do? Use the present perfect tense.

I have already . . .
• 
• 
• 
I haven't yet . . .
• 
• 
•
UNIT 12 CONSEQUENCES
CAUSE AND EFFECT

A What will (or won't) happen? Finish the sentences.

Example: If you buy a camera, you won't be able to buy a plane ticket.

1. If you save your money now, you
2. If you take the train, you
3. If you argue with your friend,
4. If you eat a sandwich now,
5. If people continue to overfish,
6. If the number of people in the world continues to increase,

B We can use so to show causes and effects.

Example: Riley bought a camera, so he doesn't have enough money for a plane ticket.

<table>
<thead>
<tr>
<th>cause</th>
<th>effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riley bought a camera</td>
<td>he doesn't have enough money for a plane ticket</td>
</tr>
</tbody>
</table>

✓ Complete the sentences. Use so to show the effects.

1. Susan has a lot of money in the bank, so
2. We're going to take the train, so
3. I argued with my best friend, so
4. I ate a sandwich a few minutes ago, so
5. People are continuing to overfish, so
6. The number of people in the world is continuing to increase, so

C Write a story about two friends who took a vacation together. What did they do? Where did they go? Use your imagination, and use so to show causes and effects.

Example: Mike didn't want to rent a car, so they took the train.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Language Focus</th>
</tr>
</thead>
</table>
| **UNIT 1**  
People  
- Talk about people | Her/his name is ___.  
S/he's from ___.  
S/he's a(an) ___. |
| **UNIT 2**  
Work, Rest, and Play  
- Describe an unusual celebration  
- Share your ideas with the class | It's called ___.  
It's for ___.  
People always ___ on ___ |
| **UNIT 3**  
Going Places  
- Deciding what to take on a trip  
- Limiting travel needs to one suitcase | I think we should take ___.  
Don't take ___ |
| **UNIT 4**  
Food  
- Completing a menu  
- Ordering meals at a restaurant | Do you have ___.  
Would you like ___. |
| **UNIT 5**  
Sports  
- Planning a sports center  
- Organizing activities at a new sports center | I think ___.  
I prefer ___.  
We need ___ |
| **UNIT 6**  
Destinations  
- Improving a TV travel commercial with emphatic adjectives  
- Developing a TV travel commercial | __ was outstanding!  
__ was fascinating/amazing enormous!  
What does this mean?  
It looks like a sign for ___ |
| **UNIT 7**  
Communication  
- Interpreting symbols  
- Creating signs from symbols | __ is going to ___.  
__ will ___ |
| **UNIT 8**  
Moving Forward  
- Making predictions about the future  
- Choosing the best predictions | I'm looking for ___.  
This is ___ than that one.  
Are these ___?  
I agree that ___  
I disagree that ___ |
| **UNIT 9**  
Types of Clothing  
- Shopping for clothes in a store  
- Shopping for clothes online | I chose ___ because s/he  
has ___.  
___ is a better choice because  
s/he has ___.  
If we ___ we will ___  
If we ___ we will be able to ___ |
| **UNIT 10**  
Lifestyles  
- Forming opinions about lifestyle habits  
- Sharing opinions about lifestyle | |
| **UNIT 11**  
Achievements  
- Selecting a person for an achievement award  
- Explaining reasons for a choice | |
| **UNIT 12**  
Consequences  
- Considering consequences in planning a project  
- Offering different alternatives | |
UNIT 1 PEOPLE

Talk about the people in the pictures. Write your ideas. What are their names? How old are they? Where are they from? What do they do?

1. 

2. 

3. 

4. 

Get together with another pair of students. Share your ideas. Are they the same or different?
UNIT 2  WORK, REST, AND PLAY

A  Look at these unusual celebrations. What do you think people do on these days?

September 5
Be Late for Something Day

July 20
National Ice Cream Day

January 3
Festival of Sleep

May 6
INTERNATIONAL NURSES’ DAY

B  Think of a new celebration. Answer the questions.

1. What is the name of your celebration? ____________________________

2. Who is your celebration for? ____________________________

3. When is your celebration? ____________________________

4. What are three things people do for this celebration? ____________________________

5. What are three things that people eat or drink for this celebration? ____________________________

6. Why is your celebration fun? ____________________________

C  Tell the class about your celebration.
**UNIT 3 GOING PLACES**

**A** You and your partner are going on a trip for one week. Choose the place you will go to.

Destination: ____________________________

**B** Work alone. Look at this list and circle the things you want to take along.

<table>
<thead>
<tr>
<th>sweaters</th>
<th>your passport</th>
<th>a swimsuit</th>
<th>a jacket</th>
<th>sunglasses</th>
</tr>
</thead>
<tbody>
<tr>
<td>books to read</td>
<td>your camera</td>
<td>jeans</td>
<td>t-shirts</td>
<td>nice clothes to go out at night</td>
</tr>
<tr>
<td>a dictionary</td>
<td>credit cards</td>
<td>a video camera</td>
<td>lots of CDs</td>
<td>cookies and candy</td>
</tr>
<tr>
<td>dishes</td>
<td>an umbrella</td>
<td>a coat</td>
<td>boots</td>
<td>three pairs of shoes</td>
</tr>
<tr>
<td>magazines</td>
<td>a radio</td>
<td>skis</td>
<td>a tennis racquet</td>
<td>a laptop computer</td>
</tr>
<tr>
<td>cash</td>
<td>a driver’s license</td>
<td>a guitar</td>
<td>a pillow</td>
<td>photos of your family</td>
</tr>
<tr>
<td>sandwiches</td>
<td>a smartphone</td>
<td>a tablet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C** Now work with a partner. The airplane is very small, so you can only take one suitcase—together! Which things on the list will you take? Remember, all the things must fit into one suitcase! Write your list.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D** Share your list with the class.
UNIT 4 FOOD

Read the menu. Fill in the spaces with foods you like.

Amy's Family Restaurant

<table>
<thead>
<tr>
<th>Main Dishes</th>
<th>Desserts</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fried chicken ... $5.95</td>
<td>Ice cream ... $1.50</td>
<td>Mineral water, iced tea, coffee ... $1.50</td>
</tr>
<tr>
<td>Baked fish ... $7.95</td>
<td>Fruit plate ... $2.00</td>
<td></td>
</tr>
<tr>
<td>Italian spaghetti ... $6.95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Side dishes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salads: green, tomato, mixed ... $1.95</td>
<td></td>
</tr>
<tr>
<td>Soups: chicken, ... $2.50</td>
<td></td>
</tr>
</tbody>
</table>

Practice this conversation with a partner.

Waiter: Good evening. My name is Andy, and I'll be your waiter today. Are you ready to order?
Julie: Yes, I am. I'd like the fried chicken, please.
Waiter: OK. . . . And would you like French fries or a baked potato with that?
Julie: Hmm . . . I'll have French fries. And what kind of salad do you have?
Waiter: We have green salad, tomato salad, and mixed vegetable salad.
Julie: I'd like a green salad.
Waiter: And what would you like to drink?
Julie: Do you have iced tea?
Waiter: Yes, we do. Small, medium, or large?
Julie: Medium, please.

Look at the menu and make a new conversation with foods you like. Then change roles and make another conversation.

Present your conversation to the class.
UNIT 5  SPORTS

A You and your group are going to plan a new sports center for all the people in your city. People can go there to play their favorite sports, and learn to play new sports.
Talk together and decide about these things.

A What are five sports people can do or play in your sports center?
1. 
2. 
3. 
4. 
5. 

B What are five things that people can learn at your sports center?
1. 
2. 
3. 
4. 
5. 

C What are five special rooms in your sports center?
1. 
2. 
3. 
4. 
5. 

D Give your sports center a name.

E Tell the class about your Sports Center!
UNIT 6 DESTINATIONS

Read this TV commercial for a travel destination out loud.

Actors:

Actor #1: Wow, you look so relaxed! How was your vacation at White Beach?
Actor #2: Oh, it was very good.
Actor #1: Tell me about your hotel.
Actor #2: It was nice. Our room was big, and the view from the window was good.
Actor #1: Did you like the beach?
Actor #2: It was big and clean. We went swimming every day, and we took an interesting boat tour.
Actor #1: Were you happy with your trip?
Actor #2: Yes! White Beach is a good place for a vacation, and the weather there is nice every day.
Actor #1: I should call my travel agent today—and take my next vacation at White Beach!

Make the commercial in exercise A more interesting. Cross out some of the adjectives and use emphatic adjectives from the box.

- fascinating
- enormous
- excellent
- outstanding
- magnificent
- amazing
- spotless
- huge

On another sheet of paper, write your own TV commercial for a place in your country. Use emphatic adjectives. Then practice your commercial with your partner.

Present your commercial to the class.
UNIT 7 COMMUNICATION

A 🌐 People use symbols to communicate without words. Look at the signs. What do these symbols mean in English?

1.  
2.  
3.  

B 🌐 Think of two new symbols for useful signs. Draw them on another sheet of paper.

C 🌐 Show your signs to other students. Can they understand them?
UNIT 8 MOVING FORWARD

A  Make predictions for ten years in the future, like the example.

1. your school  Our school is going to have a big, new building. It will be beautiful.

2. your city

3. your teacher

4. a classmate

Name:

5. a classmate

Name:

6. your country

7. a sports team

8. a famous person

Name:

B  Get together with another pair. Share your predictions.

C  Choose the three best predictions from your group. Read them to the class.
UNIT 9 TYPES OF CLOTHING

A  Read the conversation and fill in the words. Then practice the conversation with your partner.

<table>
<thead>
<tr>
<th>Clerk:</th>
<th>May I help you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer:</td>
<td>Yes, I'm __________ for a warm sweater.</td>
</tr>
<tr>
<td>Clerk:</td>
<td>These sweaters are __________ this week. They're only $18.</td>
</tr>
<tr>
<td>Customer:</td>
<td>What are they made of?</td>
</tr>
<tr>
<td>Clerk:</td>
<td>They're 100% wool.</td>
</tr>
<tr>
<td>Customer:</td>
<td>$18 is a good __________ for a wool sweater. Do you have any in medium?</td>
</tr>
<tr>
<td>Clerk:</td>
<td>This green one is medium.</td>
</tr>
<tr>
<td>Customer:</td>
<td>Can I try it on?</td>
</tr>
<tr>
<td>Clerk:</td>
<td>Yes, the __________ is in the back of the store.</td>
</tr>
<tr>
<td>Customer:</td>
<td>It's very warm. Do you have any other colors?</td>
</tr>
<tr>
<td>Clerk:</td>
<td>Let's see... We also have blue, brown, and black.</td>
</tr>
<tr>
<td>Customer:</td>
<td>Great! I'll __________ a green one and a black one, too.</td>
</tr>
</tbody>
</table>

B  Look at the advertisement and make two new conversations. Take turns buying things.

Gracy's Department Store

Leather jackets—only $125! Black, brown, or tan

Fashion jeans—just $40! 100% cotton denim in dark blue, light blue, or black

Winter ski parkas—$89! Warm, 100% man-made fiber, in red, blue, green, gold, or purple.

Snow boots—$35! Made of nylon in HOT colors to keep your feet warm. Blue, orange, green, or red

Cotton t-shirts—$10 In ten different colors

XS extra-small
S small
M medium
L large
XL extra-large

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UNIT 10 LIFESTYLES

Read the opinion survey and mark your answers.

Lifestyle Survey

1. Most people today don’t sleep enough.
   □ I agree.    □ I disagree.   □ I don’t know.

2. Traditional food in our country is healthier than modern food.
   □ I agree.    □ I disagree.   □ I don’t know.

3. You can be healthy even with no exercise.
   □ I agree.    □ I disagree.   □ I don’t know.

4. People must take vitamin pills to be healthy.
   □ I agree.    □ I disagree.   □ I don’t know.

5. Life in the past was healthier than life today.
   □ I agree.    □ I disagree.   □ I don’t know.

6. Eating a lot of junk food is worse than smoking.
   □ I agree.    □ I disagree.   □ I don’t know.

7. Working too much is very bad for your health.
   □ I agree.    □ I disagree.   □ I don’t know.

8. For good health, your genes are more important than your habits.
   □ I agree.    □ I disagree.   □ I don’t know.

9. Most people worry about their health too much.
   □ I agree.    □ I disagree.   □ I don’t know.

10. I eat a very healthy diet.
    □ I agree.    □ I disagree.   □ I don’t know.

Discuss your opinions with a group. Explain your reasons.

Compare your answers with the whole class.
UNIT 11 ACHIEVEMENTS

A Your city is giving an Achievement Award to the person who has the most important achievements. Read about the four candidates.

Candidate 1: Alicia
Alicia got married after she graduated from high school, and had two children. Her husband died in a car accident. She went back to school and became a teacher. She teaches in a school for children with learning problems. She has helped more than 100 children learn to read and write.

Candidate 2: Jacob
Jacob can't walk. He has used a wheelchair since he was a little boy. He always loved his science and math classes. He is now studying to be a doctor, and he is the top student in his classes. He wants to help other people who can't walk.

Candidate 3: Kyra
Kyra's family had to leave their home country because of a war. When she was in high school, she worked at night to earn money for her family. After she graduated from high school, she started her own business. Her business has given jobs to more than 30 poor women.

Candidate 4: Rick
Rick is the oldest of ten brothers and sisters. He loves art, and he made beautiful drawings and paintings as a child. His parents didn't have money to pay for his education, so he worked in a factory for five years to study at an art school. He has given more than 100 paintings to hospitals to put in sick people's rooms.

B Talk with your partner. Choose two people to recommend for the award.

C Get together with another pair. Choose one person for the award, and make notes of your reasons.

D Tell the class about your decision. Explain your reasons.
UNIT 12 CONSEQUENCES

A Read the situation.

You are members of the City Council. All the schools in your city are old and crowded. Your city has bought some land to build a big new school. Workers are going to start building the school next week. Now scientists have found rare plants on the land. The plants are endangered, and they only grow around your city. The scientists say the plants contain an important medicine, and maybe they can cure diseases. The City Council must make a decision about the school.

B Talk about each of these plans and their consequences. Choose the best plan.

Plan 1: Build the school. Try to move the plants to another place.

Plan 2: Build the school. Don’t worry about the plants.

Plan 3: Sell all the plants to a company to make medicine. Use the money for the city.

Plan 4: Don’t build the school. Save all the plants.

Plan 5: Don’t build the school. Sell the land. Use the money to buy other land.

Plan 6: (your own idea)

C Present your decision to the class.
Unit 1: People
Lesson A

A. Write the correct form of the verb be.
1. Pilar ______ Peruvian.
2. Li and Wei ______ Chinese.
3. We ______ Mexican.
4. They ______ dancers.
5. He ______ a journalist.

B. Write the sentences again. Use contractions.
1. I am Mexican. I'm Mexican.
2. They are Australian.
3. Leyla is Jordanian.
4. We are photographers from China.
5. You are a travel agent.

C. Unscramble the sentences.
1. a / not / is / Ali / police officer. Ali is not a police officer.
2. politicians. / are / They / not
3. are / We / Japanese. / not
4. am / I / a / chef. / not
5. not / You / French. / are

D. Match the questions and answers.
1. Are you a journalist? ______ a. No, she isn't. She's from Japan.
3. Is Yukiko Chinese? ______ c. No, they aren't. They're Australian.
4. Are they dancers? ______ d. Yes, he is.
5. Are the photographers Irish? ______ e. No, they aren't.

E. Fill in the blanks with the correct form of pronoun + be, or contraction of pronoun + be.
1. A: ______ they Mexican? B: Yes, they are.
3. A: Are ______ Mexican? B: No, they ______. ______ Guatemalan.
4. A: ______ the politician Jordanian? B: Yes, she ______.
5. A: ______ the journalists French? B: No, ______. Belgian.
Lesson C

A Complete the sentences with the correct form of be.
1. My friends ___________ happy.
2. Eric's job ___________ dangerous. He ___________ a police officer.
3. Their jobs ___________ interesting.
4. My English classes ___________ difficult but they ___________ interesting.
5. The politicians ___________ rich.

B Circle the correct word or words to complete the sentence.
1. My uncle is ( rich | a rich | an rich ) man.
2. Carmen is ( interesting | a interesting | an interesting ) woman.
3. The assignment is ( difficult | a difficult | an difficult ) reading.
4. It is ( dangerous | a dangerous | an dangerous ) job.
5. Leo is ( unhappy | a unhappy | an unhappy ) child.

C Circle a or an to complete the sentence.
1. He is ( a | an ) boring person.
2. It is ( a | an ) interesting class.
3. France is ( a | an ) safe country.
4. It is ( a | an ) easy assignment.
5. She is ( a | an ) happy person.

D Write sentences using the cues and possessive adjectives. Follow the example.
1. Susan, German Her nationality is German
2. you, Japan
3. Luis, Peru
4. Nina, Jordan
5. Sofia and Jack, Australia

E Complete the sentences using a possessive adjective.
1. My parents are journalists. ___________ jobs are interesting.
2. Enrique is a doctor. ___________ salary is good.
3. Mei is a travel agent. ___________ job is fun.
4. You are unhappy. ___________ life is difficult.
5. I am a good student. ___________ education is important to me.
Unit 2: Work, Rest, and Play

Lesson A

**A** Complete the sentences. Use the correct form of the verbs in the box.

1. **Diana and Jose watch TV** in the evening.
2. Jun ____________ in the afternoon after school.
3. I ____________ at ten o'clock.
4. They ____________ at eight o'clock in the morning.
5. We ____________ on the weekend.

**B** Complete the negative sentences. Use the verbs in parentheses.

1. The baby (take a nap) **doesn't take a nap** on Wednesdays.
2. We (go to the movies) ____________ on the 4th of July.
3. They (eat out) ____________ in the morning.
4. I (catch the bus) ____________ in the afternoon.
5. She (watch TV) ____________

**C** Match the questions and answers.

1. Do you get up at seven o'clock? ____________
   a. No, they don't.
2. Does Diego take a shower in the evening? ____________
   b. No, I don't. I eat out on Fridays.
3. Do they catch the bus in the evening? ____________
   c. Yes, she does.
4. Do you eat out on Saturdays? ____________
   d. Yes, I do.
5. Does Nga eat breakfast in the morning? ____________
   e. No, he doesn't.

**D** Complete the questions and answers.

1. A: ____________ eat breakfast ____________ the morning?
   B: No, I ____________.
2. A: What time do you ____________ in the morning?
   B: I catch the bus ____________ eight thirty.

**E** Circle the correct preposition of time.

1. I get up (at | in | on) eight o'clock (at | in | on) Saturdays.
2. Davi takes a shower (at | in | on) seven o'clock (at | in | on) the morning.
3. Lorena starts work (at | in | on) nine o'clock (at | in | on) Mondays.
4. They watch TV (at | in | on) the evening and go to bed (at | in | on) eleven o'clock.
Lesson C

A Complete the sentences with always, sometimes, often, or never.

1. Independence Day in the USA is always July 4th.
2. Carnival is ____________ in October.
3. New Year's Day is ______________ January 1st.
4. Minh is a doctor. She ____________ works on holidays.
5. Carlos is a police officer. He ____________ works on holidays.

B Unscramble the words to make sentences. Write the sentences.

1. is / always / Thanksgiving Day / a Thursday. / on Thanksgiving Day is always on a Thursday.
2. sometimes / fireworks / We / on / New Year's Eve. / watch _____________________
3. sends / family / often / to / cards / her / She _____________________
4. eat / his birthday. / on / chicken / never / They _____________________
5. on / never / give / teachers / The / Mondays. / tests _____________________

C Fill in the blanks with always, sometimes, often, or never.

1. Martin doesn't read the newspaper. He ________ never ________ reads the newspaper
2. My mother catches the bus every morning. She ____________ catches the bus.
3. I eat out three or four nights a week. I eat out ____________
4. Nadia goes to the movies one or two times a month. She ____________ goes to the movies.
5. My grandmother is afraid to drive. She ____________ drives the car.

D Read about Thanksgiving. Circle the adverbs of frequency.

Thanksgiving is a big holiday in the United States. It is always on the last Thursday in November. The celebration is always a big meal. The main dish is usually turkey. Families often eat the meal in the afternoon. People never give gifts on Thanksgiving. People sometimes call family and friends on Thanksgiving.

E Read the paragraph in D again. Circle T for true and F for false.

1. Thanksgiving is sometimes on the last Thursday in November. T F
2. People often eat a big meal on Thanksgiving. T F
3. The meal is usually turkey. T F
4. People often eat the meal in the afternoon. T F
5. People sometimes give gifts on Thanksgiving. T F
Lesson A

A: Match the possessive phrases with the same meaning.
1. It's his bag.   
2. This is your phone. 
3. This is our house. 
4. It's their car.  
5. They're my keys.  

   a. It's theirs.  
   b. It's ours.  
   c. It's his.  
   d. They're mine.  
   e. It's yours.

B: Complete the conversations with possessive adjectives and pronouns
1. A: Is this your bag?
   B: Yes, it's ____________.
2. A: Is this Lisa's phone?
   B: No, ______________ is a smartphone.
3. A: Are these ____________ bags?
   B: No, ours are blue not black.
4. A: This is not ______________ ticket. It's hers.
   B: Maybe she has ______________.
5. A: They can't find ____________ bags.
   B: Are these ____________ bags?

C: Write the correct pronoun to complete the sentence.
1. The car belongs to them. It is ______ theirs _______.
2. The passports belong to us. They're _________________.
3. It belongs to him. It's _________________.
4. The bag belongs to me. It's _________________.
5. The keys belong to you. They're _________________.

D: Answer the questions using belong to and a possessive adjective.
1. Whose bag is this? (Linda) _________________.
2. Whose ticket is this? (me) _________________.
3. Whose sunglasses are these? (Laila) _________________.
4. Whose keys are these? (Mr. Webster) _________________.
5. Whose duty-free shopping is this? (them) _________________.

Grammar Activities
Lesson C

A Complete the sentences with should or shouldn't.
1. You _______ buy travel insurance.
2. They _________ buy their train tickets early to get the lowest price.
3. Duc __________ leave his credit cards at home.
4. Travelers __________ bring some cash.

B Read the answers. Write the questions.
1. Q: Should I print my ticket?
   A: Yes, you should. Bring your printed ticket to check in for your flight.
2. Q: _______________________
   A: Yes, you should. You will need your international driver's license in Mexico.
3. Q: _______________________
   A: No, you shouldn't. Credit cards are safer than cash.
4. Q: _______________________
   A: No, you shouldn't. You do not need a visa to enter the country.

C Unscramble the words to make sentences.
1. should / You / you / be careful / travel / when
   You should be careful when you travel
2. cash / bring / shouldn't / too much / You
3. your / You / anyone / credit card number / to / give / shouldn't
4. pack / should / one / You / bag

D Write sentences using should for advice. Use words from the box.
1. Linh is going to drive across the USA with a friend. What should she do?
   Linh should get an international driver's license

2. Harry wants to go to Brazil. He needs a visa to enter the country. What should he do?

3. Asam does not want to bring cash on vacation. What should he do?

4. Airline tickets are cheaper online. What should travelers do?
Unit 4: Food
Lesson A

Write the plural for count nouns. Put an X for non-count nouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>pepper</td>
<td>peppers</td>
</tr>
<tr>
<td>water</td>
<td></td>
</tr>
<tr>
<td>lettuce</td>
<td></td>
</tr>
<tr>
<td>coffee</td>
<td></td>
</tr>
<tr>
<td>egg</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td></td>
</tr>
</tbody>
</table>

Circle some or any to complete the sentences.

1. I don't want (any | some) milk.
2. The potato salad has (any | some) onions in it.
3. Eric bought (any | some) eggs at the store.
4. He doesn't drink (any | some) coffee in the morning.
5. Do you have (any | some) orange juice?

Complete the sentences with some or any.

1. Do you want ___________ lemon with your fish?
2. Alice shouldn't eat ___________ salt.
3. Vegetarians don't eat ___________ steak or chicken.
4. I need ___________ lemons to make lemonade.

Fill in the blanks with How much or How many.

1. ___________ apples do you need for the pie?
2. ___________ lemons do we have?
3. ___________ milk does the baby drink?
4. ___________ butter is in these cookies?
5. ___________ potatoes would you like?
Lesson C

Label the photos using quantifiers: lots of, a few, a little.

1. [Image]
2. [Image]
3. [Image]
4. [Image]

Circle a little or a few to complete the sentences.

1. There is (a few | a little) ice cream in the freezer.
2. I need (a few | a little) eggs to make a cake.
3. Rana needs (a few | a little) milk for her coffee.
4. Dave likes (a few | a little) French fries with his sandwich.
5. Karina shared (a few | a little) of her chocolate with me.

Complete the sentences with a few, a little, or lots of.

1. Nadia needs lots of apples to make a big apple pie.
2. Kamal drinks only _____________ coffee in the morning.
3. Wei needs _____________ oranges. Only two or three.
4. Scott drinks _____________ water after playing soccer.
5. This soup is good. But it needs just _____________ salt.

Complete the conversations with a few, a little, or lots of.

1. A: Do you want some water?
   B: Just a little. I'm not very thirsty.
2. A: Buy some tomatoes, please. I'm going to make a sauce.
   B: How many do you need?
   A: I need _____________ tomatoes. Buy ten or twelve.
3. A: How much chocolate do you eat each day?
   B: _____________ pieces after dinner. About three.
Unit 5: Sports
Lesson A

A Complete the sentences with verbs in the present continuous tense. Use the words in the box.
1. Kevin and Leo are playing __________ soccer.
2. Kim __________________ to her teacher at the moment.
3. The joggers __________________ now.
4. Rose __________________ in the pool right now.
5. The students __________________ in the library right now.

B Fill in the blanks with the present continuous tense. Use the cues.
1. They are not taking a break ______ (not take a break) at the moment. They are working ______ (work).
2. Sofia __________________ (not watch TV) right now. She __________________ (listen) to music.
3. Luis __________________ (not lift weights). He __________________ (drink) water.
4. Vincent __________________ (not study) right now. He __________________ (type) an e-mail.
5. My mother __________________ (not cook) dinner now. She __________________ (talk) on the phone.

C Write responses to the questions using the present continuous tense and the cues below.
1. What are you doing now? (take a break) I'm taking a break.
2. What is she doing? (call / friend) ______________
3. What are they doing right now? (play / soccer) ______________
4. What are you doing? (study / test) ______________
5. What is he doing at the moment? (watch / movie) ______________

D Write short answers to the Yes/No questions.
1. Are you watching the news right now? (yes) Yes, I am ______________
2. Is he jogging now? (no) ______________
3. Are the kids swimming at the moment? (no) ______________
4. Are you eating dinner at the moment? (yes) ______________
5. Is she doing her homework now? (yes) ______________
**A** Complete the sentences with stative verbs in the correct form. Use the words in the box.

1. Many people ______ think ______ skateboarding is dangerous.
2. Tickets for the football game ____________ a lot of money.
3. Elroy ____________ to play basketball outdoors.
4. My brothers ____________ to watch diving. I ____________ it's boring.
5. She ____________ how to ice skate.

**B** Circle the correct form of the verb in parentheses.

1. I ( am hating | hate ) jogging.
2. Anwar ( need | needs ) a new skateboard.
3. Bryan ( is preferring | prefers ) basketball to football.
4. Ice hockey equipment ( is costs | costs ) a lot of money.
5. They ( are knowing | know ) how to ski.

**C** Write negative statements with stative verbs. Use the cues below.

1. She / not want / to dive / pool. She doesn't want to dive into the pool ______.
2. We / not like / be / indoors ____________________________.
3. They / not know / play / golf ____________________________.
4. He / not think / sports / fun ____________________________.
5. I / not like / indoor sports ____________________________

**D** Complete each question. Use the stative verbs in parentheses.

1. (you / prefer) Do you prefer _______ indoor sports or outdoor sports?
2. (Miguel / prefer) _____________________ team sports or individual sports?
3. (skis / cost) ________________________ a lot of money?
4. (you / need) _______________________ a uniform to play basketball?
5. Why (you / think) __________________ some sports are dangerous?

**E** Write the correct form of the verb in parentheses.

1. Sonja ______ likes ______ (like) to watch gymnastics on TV.
2. __________________ (you prefer) swimming or jogging?
3. I ____________ (hate) skiing on very cold days.
4. The children ____________ (prefer) outdoor sports.
Unit 6: Destinations

Lesson A

A Complete the sentences with the simple past tense of the verb in parentheses.
1. They ______ went ______ (go) to Mexico last year.
2. Vin _________ (take) his phone to class.
3. We ___________ (eat) in a new Chinese restaurant.
4. You ___________ (need) to make a reservation.
5. I ___________ (buy) gifts for my family on vacation.

B Write the sentences again in the simple past tense.
1. He rents a car when he travels. He rented a car when he traveled ____________.
2. We eat pizza for lunch. ________________________________.
3. We want to go to Italy for our vacation. ________________________________.
4. The flight leaves at six o'clock in the evening. ________________________________.
5. The teacher says the assignment is due on Friday. ________________________________.

C Write the sentences again as negative.
1. We left class at one thirty. We didn't leave class at one thirty ____________.
2. He studied for the test. ________________________________.
3. Carmen read two books during her vacation. ________________________________.
4. My classmate helped me with the assignment. ________________________________.
5. Sarah traveled to Japan last year. ________________________________.

D Match the questions and answers.
1. Did you eat traditional foods? ________d________
2. Did Martine visit her family last year? ________
3. Did you see the Eiffel Tower? ________
4. Did Zach ask for directions? ________
5. Where did you go for vacation last month? ________

a. Yes, she did.
b. I went to Spain.
c. No, he didn't.
d. Yes, they were delicious.
e. Yes, I did!

E Unscramble the questions.
1. did / What / you / your / leave / house / time What time did you leave your house? ________
2. a / make / Did / reservation / you ____________
3. you / did / Where / live ____________
4. did / What / buy / you ____________
5. flight / arrive / on time / the / Did ____________

T-234 Grammar Activities
Lesson C

Complete each sentence with was or were.
1. The movie _was_ fascinating.
2. The flight _was_ exhausting.
3. Their hands _were_ clean.
4. The museums _were_ excellent.
5. The food _was_ good.

Answer the questions with short answers.
1. Was Machu Picchu fascinating? Yes, _it was_.
2. Was the hiking exhausting? Yes, _it was_.
3. Were they in Madrid? No, _they weren't_.
4. Was the flight good? No, _it wasn't_.
5. Were the museums interesting? No, _they weren't_.

Match the questions and answers.
1. Was Bangkok fascinating? b
2. Was the flight terrible? __________
3. Were the hotel rooms clean? __________
4. Were the ruins big? __________
5. Were the people friendly? __________

a. Yes, they were. They were spotless.
b. Yes, it was.
c. Yes, they were huge.
d. No, they weren't. I didn't talk to anyone!
e. No, it wasn't bad.

Read the answers. The write questions with was or were.
1. A: How _was_ your vacation?
   B: My vacation _was_ excellent.
2. A: __________
   B: The food _was_ good. The fresh fruit _was_ amazing.
3. A: __________
   B: No, the flight _wasn't_ tiring.
4. A: __________
   B: The city _was_ so clean!
5. A: __________
   B: The ruins _were_ enormous.
Unit 7: Communication
Lesson A

A Circle the indirect object and underline the direct object in the sentences.
1. Nicole bought a coffee.
2. Her parents gave her a smartphone.
3. He sent me a text message yesterday.
4. Claire sent her sister an email.
5. My grandmother sent me a letter.

B Unscramble the words to write sentences.
1. sent / the bank / a fax / to / Yvonne Yvonne sent a fax to the bank.
2. sent / an / my / I / e-mail / teacher
3. a / gave / present / his / Bruce / birthday / brother
4. a / sent / her / e-mail / long / Her / friend
5. text message / Send / a / her

C Match the sentence parts to make requests.
1. I bought my sister ________
a. a cake
2. Mei faxed the university ________
b. an inexpensive hotel.
3. He sent his boss ________
c. her application.
4. My sister made me ________
d. an e-mail yesterday.
5. Greg found us ________
e. a nice gift.

D Circle the indirect object and underline the direct object in the requests.
1. Please make me a sandwich.
2. Give your sister a call.
3. Send your teacher an e-mail.
4. Write your aunt a letter.
5. Buy your parents a TV.

E Read the situations and make requests. Use the verbs in parentheses.
1. You need your friend’s phone number. (give) Give me your phone number.
2. You want your sister to buy a sweater for your mother. (buy)
3. You want your teacher to e-mail you the assignment. (send)
4. You want your friend to e-mail you a photo. (send)
5. You want a colleague to send you a contract. (fax)
Lesson C

feels  looks  smells  sounds  tastes

A Complete each sentence with a verb from the box.

1. The band ____________ great.
2. The food ____________ delicious.
3. The flower ____________ nice.
4. The blanket ____________ soft.
5. The floor ____________ dirty.

B Circle the correct verb to complete the sentence.

1. The kitten's fur (feels | smells) soft.
2. My mother's cooking always (smells | sounds) delicious.
3. Your clothes (look | taste) wet.
4. I (feel | taste) cinnamon. Is there cinnamon in this cake?
5. The music (sounds | looks) too loud. Can you turn it down?

C Match the statements or questions and responses.

1. Do you hear the music? b
   a. It tastes very salty.
2. Did you see the flowers? ______
   b. It sounds loud.
3. Taste the soup. ______
   c. It feels so soft.
4. Feel this sweater. ______
   d. It looks wet and rainy.
5. What's the weather? ______
   e. They smell beautiful.

D More than one sensory verb can complete these sentences. Write the correct verbs on the lines.

1. A: The company is in trouble.
   B: I know. I read the e-mail from the director.
   A: The situation (looks | _________ ) bad.

2. A: The meat isn't good to eat.
   B: How do you know?
   A: It (___________ | _________ | _________ ) bad.
Unit 8: Moving Forward

Lesson A

A Complete the sentences. Use the words in parentheses and be going to.

1. What are you going to (you) give Michelle for her birthday?
2. When (they) buy a new car?
3. Today (Chad) clean the house.
4. In the future (I) buy my own house.
5. (you) speak English fluently.

B Match the sentences.

1. Debbie didn’t pass the test. 
   a. She’s going to do some laundry.
2. Jasmine’s shirts are dirty.
   b. We’re going to buy a new car.
3. Juan is going to study English in London.
   c. She’s going to study more for the next test.
4. Our car is very old.
   d. He’s going to get a new job.
5. Tam doesn’t like his job.
   e. He’s going to speak English fluently.

C Write negative statements with be going to. Use the cues.

1. Ahmed / arrive / tonight Ahmed is not going to arrive tonight
2. The students / study / in the library
3. Jana / buy / a smartphone
4. My cousin / visit / next year
5. Kris / cook / fish for dinner

D Fill in the blanks in the conversation with be going to and the pronoun in parentheses.

A: What are you going to (You) study?
B: English. (I) speak English fluently.
A: How (you) do that?
B: I study a lot. (I) try to study in an English-speaking country.

E Complete the questions. Use the words in parentheses and be going to.

1. Are you going to visit (You / visit) your sister this weekend?
2. When (Hiro / clean) the apartment?
3. Where (you / study) English?
4. How (he / get) to San Francisco?
5. Why (they / wait) for him?
Unscramble the words to write sentences.

1. cold / be / it / will / tonight. it will be cold tonight.
2. afternoon / will / it / the / rain / in
3. will / Marta / soon / arrive
4. few / in / Dinner / be / ready / a / minutes / will
5. tonight / be / will / There / snow

Complete the negative sentences with will.

1. No, I __________ won’t __________ drive you to the beach!
2. Sharon _______________ eat her lunch today.
3. Study every day or you _______________ do well on the test.
4. Oh no! My umbrella _______________ open!
5. She _______________ wear her new glasses to school.

Write weather predictions using will. Use the cues.

1. (sunny / Spain) It will be sunny in Spain _______________.
2. (cloudy / Bogota) _______________.
3. (cold / Moscow / winter) _______________.
4. (hot / Sao Paulo / summer) _______________.
5. (windy / Boston / March) _______________.

Rewrite the questions using be going to.

1. Will it be sunny at the beach? Is it going to be sunny at the beach _______________?
2. Will it be windy on the boat? _______________.
3. Will it be warm on the plane? _______________.
4. Will the test be difficult? _______________.
5. Will you call me when you get home? _______________.

Rewrite the questions using will. Then, complete the answers.

1. Is it going to be cold this winter? Will it be cold this winter _______________? Yes, it will _______________.
2. Is the test going to be difficult? _______________? No, _______________.
3. Am I going to like this movie? _______________? Yes, _______________.
4. Are you going to do well on this test? _______________? Yes, _______________.
5. Is it going to rain tomorrow? _______________? No, _______________.

Grammar Activities  T-239
Unit 9: Types of Clothing

Lesson A

A Circle the correct comparative form of the adjective.

1. Formal clothes are (more expensive | expensive) than casual clothes.
2. Shoes are often (more cheap | cheaper) than boots.
3. My new handbag is (nicer | more nice) than my old one.
4. The black suit is (more better | better) than the gray one.
5. The pink blouse is (more beautiful | beautiful) than the white one.

B Complete the sentence. Use the comparative form of the word in parentheses and than.

1. Monica should buy the formal dress because it is nicer than (nice) the informal dress.
2. My father wants to buy a used car because it is (cheap) a new one.
3. Ana is (tall) her sister Eva.
4. The long coat is (expensive) the short coat.
5. Is shopping online (easy) than shopping in stores?

C Complete each sentence with the comparative form of a word from the box and than.

1. Sam bought gloves yesterday. Sam's gloves are newer than (new) mine.
2. Her jacket is (light) his. His coat is light.
3. Linda is (tall) than Amanda.
4. The weather today is (cold) yesterday.
5. Juro is (young) Kazuo. Kazuo is only seven.

D Write sentences using the comparative forms of the adjectives. Use the prompts.

1. (belt / cheap / boots) The belt is cheaper than the boots.
2. (suit / expensive / sneakers)
3. (belt / cheap / boots)
4. (sweater / warm / shirt)
5. (handmade clothes / good / machine-made)
6. (jeans / formal / skirt)
Lesson C

Fill in the chart with the missing adjective forms.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative Form</th>
<th>Superlative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>heavy</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>nice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pretty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>warm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle the comparative or superlative adjective to complete each sentence.

1. Leather handbags are the (more | most) expensive than cloth ones.
2. The new hat was (worse | worst) than the old one.
3. The woman bought the (more | most) beautiful dress in the store.
4. Kim bought the white belt because it was the (cheaper | cheapest) one.
5. It's hot out. You should wear the (lighter | lightest) clothes that you have.

Complete the sentences. Use the superlative form of the word in parentheses and the.

1. The cheapest (cheap) clothes are not always __________________________ (good) quality.
2. The blue silk tie is ______________________ (nice) one.
3. The white pants are made of ______________________ (light) cloth.
4. ______________________ (long) coat is ______________________ (warm) coat.
5. ______________________ (pretty) blouse is the ______________________ (expensive) one, too.

Complete the conversations with the comparative or superlative form of the adjective in parentheses.

1. A: Which sweater do you like the best (good)?
   B: The black one is ______________ (good) the white one. But the red one is ______________ (good).
   A: OK, I'll buy the red one. But it's not ______________ (cheap)
2. A: Smartphones are expensive.
   B: Yes, but some phones are ______________ (expensive) than smartphones.
   A: You're right. Smartphones are not the ______________ (expensive) phones you can buy.
Unit 10: Lifestyles
Lesson A

A Read the sentences. Label each one suggestion, advice, or obligation.
1. Your phone bill is very expensive! You have to use it less often. obligation
2. You should walk to work. You need to exercise.
3. You could try talking to your sister about the problem.
4. You must be in class at 8 a.m.
5. You ought to leave now or you’ll be late.

B Fill in the blanks with the correct modal. Use the cues.
1. You must (very strong) use sunscreen at the beach.
2. You (gentle) go to bed early to get eight hours sleep.
3. My brother (strong) drink less coffee.
4. You (gentle) eat salad for lunch.
5. You (strong) drink lots of water after cycling.

C Write advice. Use modals and the cues in parentheses.
1. Tell your friend to stop at the red light. You must stop at the red light (very strong).
2. Tell a classmate to study more often. (strong).
3. Tell your sister to eat a balanced diet. (very strong).
4. Tell a friend to try cycling with you. (gentle).
5. Tell your roommate to pay the bills this month. (very strong).

D Read the conversation. Fill in the blanks with modals.
Van wants to be healthier. He is talking with a personal trainer about exercise and healthy habits.

Trainer: You ought to (strong) do two things, Van. First, you (very strong) eat a balanced diet. Second, you (very strong) exercise every day.

Van: OK, I understand. I (strong) stop eating lots of sugar. . .


Van: And what about exercise?

Trainer: You should do exercise that you enjoy. You (very strong) keep trying activities until you find one that you like. For example, you (gentle) try cycling.

Van: I like running.

Trainer: Good. You (strong) drink plenty of water before and after you run.
Lesson C

A Circle How much or How many to complete the sentence.
1. ( How much | How many ) books did you buy?
2. ( How much | How many ) coffee do they drink?
3. ( How much | How many ) potatoes did you cook?
4. ( How much | How many ) children do you have?
5. ( How much | How many ) money does he need?

B Match the questions and responses.
1. How long is the book? ______
2. How old is your son? ______
3. How often do you speak English? ______
4. How much do you study each day? ______
5. How many classes do you have today? ______
a. Every day.
b. Two hours.
c. It’s 600 pages.
d. Three.
e. He’s seven.

C Fill in the blanks with question words from the box.
1. How much ______ does a smartphone cost?
2. ______ do you visit your family?
3. ______ is your grandmother?
4. ______ did you live in Houston?
5. ______ cousins do you have?

D Write the questions.
Questions
1. How many hours does Fatima work ______?
2. ______?
3. ______?
4. ______?
5. ______?

Answers
Fatima works 40 hours a week.
My brother is 24 years old.
I have two sisters.
It’s three months.
The teacher gives homework every day.
**Unit 11: Achievements**

**Lesson A**

### A
Complete the chart with the irregular past participles.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Irregular past participle</th>
<th>Verb</th>
<th>Irregular past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>been</td>
<td>read</td>
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<tr>
<td>do</td>
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<tr>
<td>make</td>
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<td>pay</td>
<td></td>
</tr>
<tr>
<td>meet</td>
<td></td>
<td>out</td>
<td></td>
</tr>
</tbody>
</table>

### B
Circle the correct past participle to complete the sentence.

1. Jennifer has ( make | made ) breakfast this morning.
2. My teacher has ( traveled | travels ) to many countries in Asia.
3. Ines had ( walked | walk ) the dog before it began to rain.
4. Has he ( finished | finishes ) cutting the grass?
5. Rokuro had not ( tell | told ) Kenji to call him.

### C
Fill in the blanks with the present perfect tense of the verb in parentheses.

1. Iris has done _____ (do) her homework.
2. Brazil _________ (won) the World Cup five times.
3. Cristina _________ (be) a teacher for twelve years.
4. My mother _________ (tell) me to be careful.
5. Marc _________ (read) the assignment.

### D
Answer the questions. Use short answers.

1. A: Has Rita been to an English-speaking country?
   B: No, she hasn't.
2. A: Colin, have you met Ed?
   B: No, ____________.
3. A: Tony, have you paid for the coffee?
   B: Yes, ____________.
4. A: Have they spoken to their teacher?
   B: Yes, ____________.
5. A: Has he made a decision yet?
   B: Yes, ____________.
Lesson C

A Circle the correct form of the verb in parentheses.
1. Paola (has traveled | traveled) by airplane many times.
2. Yuan (has walked | walked) to class this morning.
3. My parents (have bought | bought) a new car last year.
4. Lisa (has started | started) a new job in January.
5. Kai (has seen | saw) this movie twice.

B Complete the sentences with the correct form of the verb in parentheses.
1. Last spring Justin got promoted (get promoted) to senior manager.
2. Justin (be) happy with the promotion to senior manager.
3. He (work) for the company for six years.
4. Justin (begin) his career as an assistant manager.
5. He (work) hard over the years.

C Complete the sentences. Use the words in parentheses to make expressions in the present perfect tense.
1. Mike has just returned (just, return) home from work.
2. Cecilia (never, be) on an airplane.
3. The students (just, graduate) from college.
4. My brother (just, pass) his driving test.
5. My grandmother (never, send) an e-mail.

D Complete the sentences. Use the words in parentheses to make negative expressions in the present perfect tense.
1. Our teacher hasn’t read (not read) our compositions.
2. Fiona (not, read) the book.
3. The students (not visit) the museum.
4. Our bags (not arrived) in baggage claim.
5. Han (not be) to many countries.

E Write questions with the correct form of the verb in parentheses.
1. Has Mila graduated (Mila, graduate) from college yet?
2. (you, go) to class today?
3. (they, live, ever) in a different country?
4. (Jorge, take) the exam yet?
5. (you, write, ever) a poem?
Unit 12: Consequences
Lesson A

A Match the # clauses to the correct result clauses.

1. ______ If you save money, a. you will feel better all day.
2. ______ If Claude leaves now, b. you will do well in your career.
3. ______ If you eat breakfast, c. you will have it for the future.
4. ______ If you listen in class, d. he will be on time for class.
5. ______ If you work hard, e. you will learn more.

B Complete the conditional sentences. Use the pronouns and verbs in parentheses.

1. If ________ (we, save) money now, we will __________ (we, be able to) take a trip in the summer.
2. If ________ (you, buy) a new laptop today, __________
   (you, save) 10%!
3. If ________ (I, study) every night, __________ (I, learn) more vocabulary.
4. If ________ (you, put) money in the bank, __________ (you, earn) interest.
5. If ________ (he, borrow) money from the bank, __________ (he, pay) interest.

C Complete the real conditional sentences about studying in another country.

1. If ________ (you, study) in another country, __________ (you, miss) your friends and family.
2. If ________ (you, live) in an English-speaking country, __________ (you, learn) English very quickly.
3. If ________ (you, are) a student at an international university, __________ (you, meet) people from all over the world.
4. If ________ (you, go) to another country, __________ (you, be) far from home.
5. If ________ (you, live) in another country, __________ (you, communicate) with friends and family by e-mail and online conversations.

D Complete the real conditional sentence with the words in parentheses.

1. If I speak English fluently, I __________ (work) for a multi-national company.
2. If I move to New York City, I __________ (visit) my family twice a year.
3. If I travel overnight, I __________ (be) very tired the next day.
4. If I miss the bus, I __________ (drive) to class.
5. If I finish my homework, I __________ (meet) you in park for a soccer game.
Lesson C

A Read the sentences. Add punctuation if needed.
1. If cities grow larger, more animals will lose their habitats.
2. We will lose important plants and trees if we build in too many places.
3. If we build in their habitats, coyotes will come into neighborhoods to find food.
4. If we do not protect elephants, they will all be gone soon.
5. We will lose many endangered species if we do not help save them now.

B Circle the result clause and underline the if clause.
1. We will burn less fossil fuels if more people use public transportation.
2. The planet will be safer if there is less pollution.
3. Jane will visit the Galapagos Islands if she can find an eco-friendly tour.
4. The coral reefs will rebuild if people do not disturb them.
5. More dolphins will survive if people do not catch them in fishing nets.

C Match the result clauses to the correct if clauses.
1. _______ The elephants will disappear
2. _______ Pandas will survive
3. _______ The seas will rise
4. _______ People will care about the environment
5. _______ Glaciers will melt

\[\text{melting}: \text{ice turns into water}\]
\[\text{poaching}: \text{killing elephants for their tusks}\]
\[\text{cubs}: \text{baby bears}\]

D Complete the real conditional sentences about tourism to natural areas. Use the verbs and pronouns in parentheses.
1. Tourism to natural areas ________ (damage) the habitats if ________ (tourists, not be) careful.
2. Boats, cars, and planes ________ (pollute) the air if ________ (they are) used there.
3. Hotels, restaurants, and other services ________ (change) the area if ________ (people, not be) careful.
4. Some tourists ________ (pay) more for eco-friendly vacations if ________ (they, think) it is better for the environment.
5. Other people ________ (stay) at home if ________ (they, think) people should not visit natural habitats like the Galapagos Islands or the Arctic.
UNIT 1 PEOPLE
Lesson A
A. 1. is 2. are 3. are 4. are 5. is
B. 1. I'm Mexican 2. They're Australian 3. Leyla's Jordanian 4. We're photographers from China 5. You're a travel agent
C. 1. All is not a police officer 2. They are not politicians 3. We are not Japanese 4. I am not a chef 5. You are not French
D. 1. a b 2. d 3. a 4. e 5. c
E. 1. Are; they are 2. you; am 3. they; aren't 4. Is; is 5. Are; they're
Lesson C
A. 1. are 2. is 3. are 4. are 5. are
B. 1. a rich 2. an interesting 3. a difficult 4. a dangerous 5. an unhappy
C. 1. a 2. an 3. a 4. an 5. a
D. 1. Her nationality is German 2. Your nationality is Japanese 3. His nationality is Peruvian 4. Her nationality is Jordanian 5. Their nationality is Australian

UNIT 2 WORK, REST, AND PLAY
Lesson A
A. 1. watch TV 2. takes a nap 3. go to bed 4. start work 5. visit friends
B. 1. doesn't take a nap 2. don't go to the movies 3. don't eat out 4. don't catch the bus 5. doesn't watch TV
C. 1. d 2. e 3. a 4. b 5. c
D. 1. A: Do you; B: don't 2. A: catch the bus; B: at
E. 1. a; on 2. at; in 3. at; on 4. in; at
Lesson C
A. 1. always 2. never 3. always 4. often or sometimes 5. often or sometimes
B. 1. Thanksgiving Day is always on a Thursday 2. We sometimes watch fireworks on New Year's Eve 3. She often sends cards to her family 4. They never eat chicken on his birthday 5. The teachers never give tests on Mondays
C. 1. never 2. always 3. often 4. sometimes 5. never
D. Circle: always; usually; often; never; sometimes

UNIT 3 GOING PLACES
Lesson A
A. 1. c 2. e 3. b 4. a 5. d
B. 1. your; mine 2. hers 3. our 4. my; yours 5. their; their
C. 1. theirs 2. ours 3. his 4. mine 5. yours
D. 1. It belongs to Linda. It's hers. 2. It belongs to me. It's mine. 3. They belong to Laila. They're hers. 4. They belong to Mr. Webster. They're his. 5. It belongs to them. It's theirs.
Lesson C
A. 1. should 2. should 3. shouldn't 4. shouldn't
C. 1. You should be careful when you travel. 2. You shouldn't bring too much cash. 3. You shouldn't give your credit card number to anyone. 4. You should pack one bag.
D. 1. Linh should get an international driver's license. 2. Harry should get a visa. 3. Asan should bring credit cards. 4. Travelers should buy airline tickets online.

UNIT 4 FOOD
Lesson A
A.
<table>
<thead>
<tr>
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<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>pepper</td>
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</tr>
<tr>
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<td>x</td>
</tr>
<tr>
<td>lettuce</td>
<td>x</td>
</tr>
<tr>
<td>coffee</td>
<td>x</td>
</tr>
<tr>
<td>egg</td>
<td>eggs</td>
</tr>
<tr>
<td>bread</td>
<td>x</td>
</tr>
</tbody>
</table>

Lesson C
A. 1. a lot of oranges 2. a little milk 3. lots of milk 4. a few carrots
B. 1. a little 2. a few 3. a little 4. a few 5. a little
C. 1. lots of 2. a little 3. a few 4. lots of 5. a little

UNIT 5 SPORTS
Lesson A
A. 1. are playing 2. is taking 3. are taking a break 4. is swimming 5. are studying
B. 1. are not taking a break; are working 2. is not watching TV; is listening 3. is not lifting weights; is drinking 4. is not studying; is typing 5. is not cooking; is talking
C. 1. I'm taking a break. She is calling a friend. They are playing soccer.
D. 1. Yes, I am. 2. No, he isn't. 3. No, they aren't. 4. Yes, I am. 5. Yes, she is.
Lesson C
A. 1. think 2. cost 3. prefers 4. like; think 5. knows
B. 1. hate 2. needs 3. prefers 4. costs 5. know
C. 1. She doesn't want to dive into the pool. We don't like to be indoors. They don't know how to play golf. He doesn't think sports are fun.
E. 1. likes 2. Do you prefer? 3. hate 4. prefer

UNIT 6 DESTINATIONS
Lesson A
A. 1. went 2. look 3. ate 4. needed 5. bought
B. 1. He rented a car when he traveled. 2. We ate pizza for lunch. 3. We wanted to go to Italy for our vacation. 4. The flight left at six o'clock in the evening. 5. The teacher said the assignment is due on Friday.
C. 1. We didn't leave class at one thirty. He didn't study for the test. Carmen didn't read two books during her vacation. 4. My classmate didn't help me with the assignment. 5. Sarah didn't travel to Japan last year.
D. 1. d 2. a 3. e 4. c 5. b
Lesson C
A. 1. was 2. was 3. were 4. were 5. was
B. 1. Yes, it was. 2. Yes, it was. 3. No, they weren't. 4. No, it wasn't. 5. No, they weren't.
UNIT 7 COMMUNICATION
Lesson A
A. Nicole bought coffee. Her parents gave her a smartphone. She sent me a text message yesterday. Claire sent her sister an email. My grandmother sent me a letter.

B. 1. Yvonne sent a fax to the bank. 2. I sent my teacher an email. 3. Bruce gave his brother a birthday present. His brother gave Bruce a birthday present. 4. Her friend sent her a long email. 5. Send her a text message.

C. 1. a. sounds 2. tastes 3. smell 4. feels 5. looks
2. a. feels 2. smells 3. look 4. tastes 5. sounds
3. a. b. 2. c. 3. 4. c 5. d
4. a. looks 2. sounds 2. smells 2. looks 2. tastes

UNIT 8 MOVING FORWARD
Lesson A
A. 1. What are you going to 2. Are they going to 3. Chad is going to 4. I am going to 5. You are going to
B. 1. c 2. a 3. e 4. b 5. d
C. 1. Ahmed is not going to arrive tonight. 2. The students are not going to study in the library. 3. Jane is not going to go to the library. 4. My cousin is not going to visit next year. 5. Kris is not going to cook fish for dinner.

D. A: Are you going to B: I’m going to A: are you going to B: I’m going to

Lesson C
A. 1. It will be cold tonight. 2. It will rain in the afternoon. 3. Marta will arrive soon.
4. Dinner will be ready in a few minutes. 5. There will be snow tonight.

B. 1. won’t 2. won’t 3. won’t 4. won’t 5. won’t
C. 1. It will be sunny in Spain. 2. It will be cloudy in Bogota. 3. It will be cold in Moscow.
C. 1. It will be sunny in Spain. 2. It will be cloudy in Bogota. 3. It will be cold in Moscow.

In February. 4. It will be hot in Sao Paolo in summer. 5. It will be windy in Boston.

UNIT 9 TYPES OF CLOTHING
Lesson A
A. 1. more expensive 2. cheaper 3. nicer 4. better 5. more beautiful
B. 1. nicer than 2. less expensive than 3. more beautiful than 4. more expensive than 5. better
C. 1. newer than 2. warmer than 3. prettier than 4. worse than 5. older than

D. 1. The belt is cheaper than the boots. 2. A suit is more expensive than sweaters. 3. A sweater is warmer than a shirt. 4. Handmade clothes are better than machine-made clothes. 5. Jeans are less formal than a skirt.

Lesson C

UNIT 10 LIFESTYLES
Lesson A
A. 1. obligation 2. advice 3. suggestion 4. obligation 5. advice
B. 1. must/must have to 2. could 3. ought to/should 4. could 5. ought to/should
C. 1. You must stop at the red light. 2. You ought to study more often. 3. You should eat a balanced diet. 4. You could try cycling with me. 5. You have to pay the bills this month.

D. Trainer: ought to; must or have to; could
VAN: N/A
Trainer: ought to or should; Must or Have to
VAN: N/A
Trainer: ought to or should

Lesson C
B. 1. c 2. a 3. b 4. b 5. d

UNIT 11 ACHIEVEMENTS

<table>
<thead>
<tr>
<th>Verb</th>
<th>Irregular past participle</th>
<th>Verb</th>
<th>Irregular past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>been</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>do</td>
<td>done</td>
<td>say</td>
<td>said</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>speak</td>
<td>spoken</td>
</tr>
<tr>
<td>go</td>
<td>gone</td>
<td>take</td>
<td>taken</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>tell</td>
<td>told</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>pay</td>
<td>paid</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>put</td>
<td>put</td>
</tr>
</tbody>
</table>

B. 1. made 2. traveled 3. walked 4. finished 5. told
C. 1. has done 2. has won 3. has been 4. has told 5. has read
D. 1. No, she hasn’t. 2. No, I haven’t. 3. Yes, I have. 4. Yes, they have. 5. Yes, he has.

Lesson C
A. 1. has traveled 2. walked 3. bought 4. started 5. has seen
B. 1. got promoted 2. was 3. has worked 4. began 5. has worked
C. 1. has just returned 2. has never been 3. have just graduated 4. has just passed
   5. has never sent
D. 1. hasn’t read 2. hasn’t read 3. have not visited 4. have not arrived 5. has not been
   5. Have you ever written

UNIT 12 CONSEQUENCES

Lesson A
A. 1. c 2. d 3. a 4. e 5. b
B. 1. we save, we will be able to 2. you buy, you will save 3. I study, I will learn more
   4. you put, you will earn 5. he borrows, he will pay
C. 1. you study, you will miss 2. you live, you will learn 3. you are, you will meet
   4. you go; you will meet 5. you live; you will communicate
D. 1. will work 2. will visit 3. will be 4. will drive 5. will meet

Lesson C
A. 1. If cities grow larger, more animals will lose their habitats. 2. No punctuation needed.
   3. If we build in their habitats, coyotes will come into neighborhoods to find food.
   4. If we do not protect elephants, they will all be gone soon. 5. No punctuation needed.
B. 1. (We will burn less fossil fuel) if more people use public transportation.
   2. (The planet will be safer) if there is less pollution.
   3. (Jane will visit the Galapagos Islands) if she can find an eco-friendly tour.
   4. (The coral reefs will grow) if people do not disturb them.
   5. (More columbines will survive) if people do not catch them in fishing nets.
C. 1. d 2. e 3. a 4. b 5. c
D. 1. will damage; tourists are not 2. will pollute; they are not 3. will change; people are not
   4. will pay; they think 5. will stay; they think