

WORLD ENGLISH1

SECOND EDITION

Real People • Real Places • Real Language

Martin Milner, Author Rob Jenkins, Series Editor



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WORLD ENGLISH Philosophy Statement by Rob Jenkins

BACKGROUND – LEARNING AND INSTRUCTION

Learning has been described as acquiring knowledge. Obtaining knowledge does not guarantee understanding, however. A math student, for example, could replicate any number of algebraic formulas, but never come to an understanding of how they could be used or for what purpose he or she has learned them. If understanding is defined as the ability to use knowledge, then learning could be defined differently and more accurately. The ability of the student to use knowledge instead of merely receiving information therefore becomes the goal and the standard by which learning is assessed.

This revelation has led to classrooms that are no longer teacher-centric or lecture driven. Instead, students are asked to think, ponder, and make decisions based on the information received or, even more productive, students are asked to construct learning or discover information in personal pursuits, or with help from an instructor, with partners, or in groups. The practice they get from such approaches stimulates learning with a purpose. The purpose becomes a tangible goal or objective that provides opportunities for students to transfer skills and experiences to future learning.

In the context of language development, this approach becomes essential to real learning and understanding. Learning a language is a skill that is developed only after significant practice. Students can learn the mechanics of a language but when confronted with real-world situations. they are not capable of communication. Therefore, it might be better to shift the discussion from "Language Learning" to "Communication Building." Communication should not be limited to only the productive skills. Reading and listening serve important avenues for communication as well.

FOUR PRINCIPLES TO DEVELOPING LEARNING ENVIRONMENTS

Mission: The goal or mission of a language course might adequately be stated as the pursuit of providing sufficient information and practice to allow students to communicate accurately and effectively to a reasonable extent given the level, student experiences, and time on task provided. This goal can be reflected in potential student learning outcomes identified by what students will be able to do through performance indicators.

World English provides a clear chart within the table of contents to show the expected outcomes of the course. The books are designed to capture student imagination and allow students ample opportunities to communicate. A study of the table of contents identifies the process of communication building that will go on during the course.

Context: It is important to identify what vehicle will be used to provide instruction. If students are to learn through practice, language cannot be introduced as isolated verb forms, nouns, and modifiers. It must have context. To reach the learners and to provide opportunities to communicate, the context must be interesting and relevant to learners' lives and expectations. In other words, there must be a purpose and students must have a clear understanding of what that purpose is.

World English provides a meaningful context that allows students to connect with the world. Research has demonstrated pictures and illustrations are best suited for creating interest and motivation within learners. National Geographic has a long history of providing magnificent learning environments through pictures, illustrations, true accounts, and video. The pictures, stories, and video capture the learners' imagination and "hook" them to learning in such a way that students have significant reasons to communicate promoting interaction and critical thinking. The context will also present students with a desire to know more, leading to life-long learning.

Objectives (Goals)

With the understanding that a purpose for communicating is essential, identifying precisely what the purpose is in each instance becomes crucial even before specifics of instruction have been defined. This is often called "backward design." Backward design means in the context of classroom lesson planning that first desired outcomes, goals, or objectives are defined and then lessons are mapped out with the end in mind, the end being what students will be able to do after sufficient instruction and practice. Having well-crafted objectives or goals provides the standard by which learners' performance can be assessed or self-assessed.

World English lessons are designed on two-page spreads so students can easily see what is expected and what the context is. The goal that directly relates to the final application activity is identified at the beginning. Students, as well as instructors, can easily evaluate their performance as they attempt the final activity. Students can also readily see what tools they will practice to prepare them for the application activity. The application activity is a task where students can demonstrate their ability to perform what the lesson goal requires. This information provides direction and purpose for the learner. Students, who know what is expected, where they are going, and how they will get there, are more apt to reach success. Each success builds confidence and additional communication skills.

Tools and Skills

Once the lesson objective has been identified and a context established, the lesson developer must choose the tools the learner will need to successfully perform the task or objective. The developer can choose among various areas in communication building including vocabulary. grammar and pronunciation. The developer must also choose skills and strategies including reading, writing, listening, and speaking. The receptive skills of reading and listening are essential components to communication. All of these tools and skills must be placed in a balanced way into a context providing practice that can be transferred to their final application or learner demonstration which ultimately becomes evidence of communication building.

World English units are divided into "lessons" that each consists of a two-page spread. Each spread focuses on different skills and strategies and is labeled by a letter (A-E). The units contain the following lesson sequence:

- A: Vocabulary
- B: Listening and Pronunciation
- C: Language Expansion
- D: Reading/Writing
- E: Video Journal

Additional grammar and vocabulary are introduced as tools throughout to provide practice for the final application activity. Each activity in a page spread has the purpose of developing adequate skills to perform the final application task.

LAST WORD

The philosophy of World English is to provide motivating context to connect students to the world through which they build communication skills. These skills are developed, practiced, and assessed from lesson to lesson through initially identifying the objective and giving learners the tools they need to complete a final application task. The concept of performance is highlighted over merely learning new information and performance comes from communicating about meaningful and useful context. An accumulation of small communication skills leads to true and effective communication outside of the classroom in real-world environments.

| | Unit Goals | Grammar | Vocabulary |
|------------------------------|--|--|---|
| UNIT People Page 2 | Meet people Ask for and give personal information Describe different occupations Describe positive and negative parts of occupations | Review of Present tense: Be Be + adjective (+ noun) Possessive adjectives | Occupations Countries Nationalities Descriptive adjectives |
| Work, Rest, and Play Page 14 | Talk about a typical day Talk about free time Describe a special celebration or festival Describe daily life in different communities | Review: Simple present tense Prepositions of time Adverbs of frequency | Daily activities Party words Celebrations and festivals |
| Going Places Page 26 | Identify possessions Ask for and give personal travel information Give travel advice Share special travel tips with others | Possession Imperatives and <i>should</i> for advice | Travel preparations and stages Ordinal numbers Travel documents and money |
| TEDTALKS Video Page 38 | Eric Whitacre: A Virtual Choir | 2,000 Voices Strong | |
| Food Page 42 | Give a recipe Order a meal Talk about diets Discuss unusual foods | Count and non-count nouns: <i>some</i> and <i>any How much</i> and <i>How many</i> with quantifiers: <i>lots of, a few, a little</i> | Food Food groups Diets |
| Sports Page 54 | Describe activities happening now Compare everyday and present-time activities Talk about favorite sports Discuss adventures | Present continuous tense Stative verbs | Doing sports Present-time activities Team sports and individual sports |
| Destinations Page 66 | Discuss past vacations Exchange information about vacations Use was/were to describe a personal experience Describe a discovery from the past | Simple past tense Simple past tense of <i>to be</i> | Travel activities Emphatic adjectives |
| Video Page 78 | Lewis Pugh: My Mind-Shifting | 3 Enelezi 2Mill | |

| Listening | Speaking and Pronunciation | Reading | Writing | Video Journal |
|--|---|---|---|---|
| Focused listening: Personal introductions | Asking for and giving personal information Contractions of <i>be</i> : -'m, -'re, -'s | National Geographic: "People from Around the World" | Writing about people's occupations and nationalities | National Geographic: "The Last of The Woman Divers" |
| Focused listening: A radio celebrity interview | Talking about daily schedules and free time Verbs that end in <i>-s</i> | TEDTALKS "Eric Whitacre: A Virtual Choir 2,000 Voices Strong" | Writing a descriptive paragraph about daily routines Writing Strategy: Word web | National Geographic: "Monkey Business" |
| General listening: Conversations at travel destinations | Giving personal information for travel forms Rising intonation on lists | National Geographic: "Smart Traveler" | Writing travel tips | National Geographic: "Beagle Patrol" |
| | | | | A TOTAL SECTION |
| General and focused listening: Ordering a meal in a restaurant | Role-play: Purchasing food at a supermarket Reduced forms: Do you have and Would you like | National Geographic: "Bugs as Food" | Writing a recipe | National Geographic: "Dangerous Dinner" |
| General and focused listening: Everyday activities vs. today's activities | Talking about what people are doing now Discussing favorite sports Reduced form; What are you | TEDTALKS "Lewis Pugh: My Mind- Shifting Everest Swim" | Writing an e-mail | National Geographic: "Cheese-Rolling Races" |
| General listening: A vacation | Comparing vacations Describing personal experiences Sounds of <i>-ed</i> endings | National Geographic: "The Cradle of the Inca Empire" | Writing a travel blog | National Geographic: "Machu Picchu" |

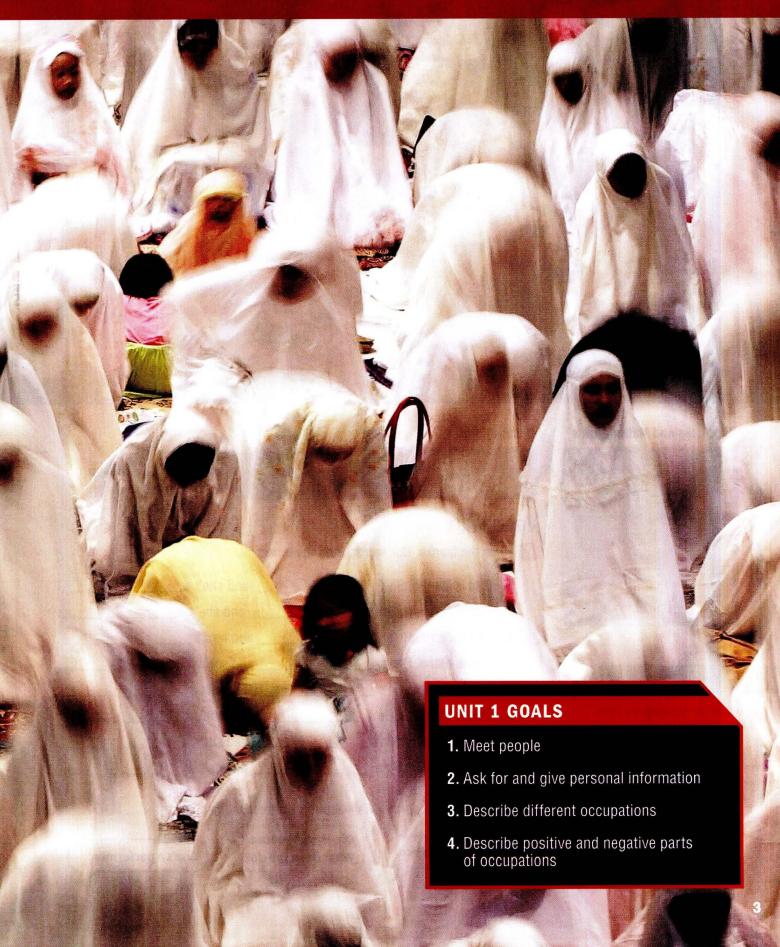
| Talk about personal communication Exchange contact information Describe characteristics and qualities Compare different types of communication Talk about plans Discuss long- and short-term plans Moving Forward Page 94 Talk about plans Discuss the future Types of Clothing Page 106 Explain preferences Talk about clothing materials Evaluate quality and value Give advice on healthy habits Ask about lifestyles Ask about lifestyles Evaluate your lifestyle Talk about today's chores Interview for a job Talk about today's chores Interview for a job Talk about today's chores Interview for a job Talk about plans Future tense: be going to Will for predictions and immediate decisions Future tense: be going to Will for predictions and immediate decisions Future tense: be going to Will for predictions and immediate decisions Future tense: be going to Will for predictions and immediate decisions Future tense: be going to Will for predictions and immediate decisions Comparatives Superlatives Comparatives Superlatives Superlatives Talk about presonal accomplishments Discuss humanity's greatest achievements Present perfect tense Pr | Vocabulary |
|--|---|
| Discuss long- and short- term plans Make weather predictions Make comparisons Explain preferences Talk about clothing materials Evaluate quality and value Give advice on healthy habits Compare lifestyles Ask about lifestyles Evaluate your lifestyle Talk about personal accomplishments Discuss he future Comparatives Superlatives Comparatives Comparatives Superlatives Talk about clothing Madals (could, ought to, should, must); have to Questions with how Present perfect tense Present perfect tense Present perfect tense Present perfect tense vs. simple past tense Present perfect tense | S Communication Electronics The senses |
| Explain preferences Talk about clothing materials Evaluate quality and value Fivaluate quality and value Give advice on healthy habits Compare lifestyles Ask about lifestyles Evaluate your lifestyle Talk about today's chores Interview for a job Talk about personal accomplishments Discuss humanity's greatest Superlatives Superlatives Superlatives Superlatives Superlatives Superlatives Fresented Fresent perfect tense Present perfect tense | Short- and long-term plans Weather conditions Weather-specific clothing |
| • Give advice on healthy habits • Compare lifestyles • Evaluate your lifestyle • Talk about today's chores • Interview for a job • Talk about personal accomplishments • Discuss humanity's greatest • Give advice on healthy habits • Give advice on healthy habits • Compare lifestyles • Questions with how • Talk about today's chores • Interview for a job • Talk about personal accomplishments • Discuss humanity's greatest | Clothing Descriptive adjectives Clothing materials |
| 10 Intestyles Page 122 Indive advice of rhealthy habits Compare lifestyles Ask about lifestyles Evaluate your lifestyle Talk about today's chores Interview for a job Talk about personal accomplishments Discuss humanity's greatest Indiversity and to advice of rhealthy habits Modals (coll), bught to, should, must); have to Questions with how Present perfect tense Present perfect tense ys. simple pastense | rspecies Internet? An Idea in Progres |
| Interview for a job Talk about personal accomplishments Discuss humanity's greatest | Healthy and unhealthy habits Compound adjectives |
| | Chores Personal accomplishments |
| • Talk about managing your money • Make choices on how to spend your money • Talk about cause and effect • Evaluate money and happiness • Wideo Page 158 Michael Norton: How to Buy Happiness | Personal finance Animals Animal habitats |

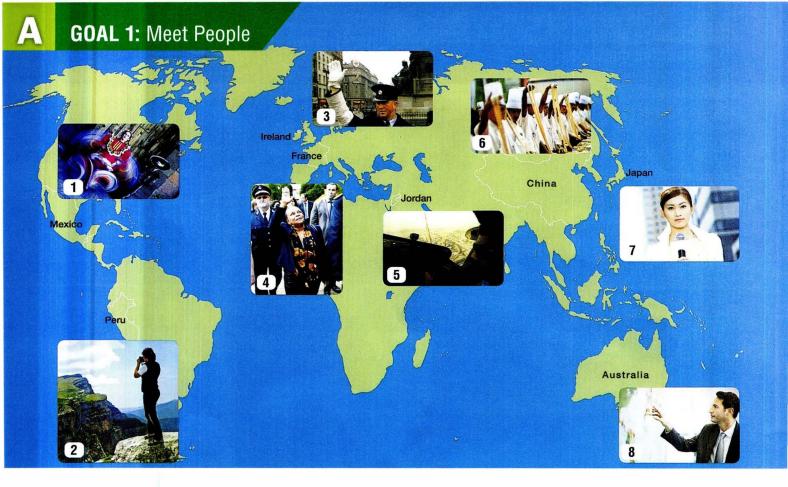
| Listening | Speaking and Pronunciation | Reading | Writing | Video Journal |
|--|---|--|--|---|
| Focused listening: A radio call-in program | Asking for contact information Describing sights, sounds and other sensations The /b/ and /v/, /l/ and /r/ sounds | "Diana Reiss, Peter Gabriel, Neil Gershenfeld, Vint Cerf: The Interspecies Internet? An Idea in Progress" | Writing a text message Make a list | National Geographic: "Wild Animal Trackers" |
| General listening: A talk show | Talking about weekend plans Discussing the weather Reduced form of <i>going to</i> | National Geographic: "Future Energy" | Writing statements about the future | National Geographic: "Solar Cooking" |
| Focused listening: Shoe shopping | Talking about clothes Shopping—at the store and online Rising and falling intonation | National Geographic: "Silk—the Queen of Textiles" | Writing about buying clothes | National Geographic: "How Your T-Shirt Can Make a Difference" |
| | | | | |
| General listening: Personal lifestyles | Discussing healthy and unhealthy habits Asking and telling about lifestyles Should, shouldn't | National Geographic: "The Secrets of Long Life" | Writing a paragraph about personal lifestyle | National Geographic: "The Science of Stress" |
| Listening for general understanding and specific details: A job interview | Interviewing for a job Catching up with a friend Reduced form of <i>have</i> | National Geographic: "Humanity's Greatest Achievements" | Writing about achievements | National Geographic: "Spacewalk" |
| Listening for specific details: At a travel agency Listening for key information | Making decisions about spending money Talking about important environmental issues Intonation, sentence stress | TEDTALKS "Michael Norton: How to Buy Happiness" | Write about cause and effect Writing Strategy: Make suggestions | National Geographic: "The Missing Snows of Kilimanjaro" |



Look at the photo, answer the questions:

- Who are these people?
 Share your ideas with a partner.
- Are they like you? Why or why not?





Countries and Nationalities

China — Chinese

Australia — Australian

Jordan — Jordanian

France — French

Mexico — Mexican

Peru — Peruvian

Ireland - Irish

Japan — Japanese

Engage!

Rank the occupations from most difficult (1) to least difficult (8).

Real Language

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

Occupations

performer pilot chef journalist politiciar photographer police officer travel agent

Vocabulary

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

| This is Norma. She's | Mexican and she's a | performer |
|---------------------------|--|---|
| This is Gabriela. She's _ | and she's a | |
| This is Frank. He's | and he's a | |
| This is Marie. She's | and she's a _ | |
| This is Yaseen. He's | and he's a _ | ? |
| This is Chuan Li. He's | and he's a _ | |
| This is Nanako. She's | and she's a | |
| This is Nicolas. He's | and he's a _ | |
| | This is Gabriela. She's This is Frank. He's This is Marie. She's This is Yaseen. He's This is Chuan Li. He's This is Nanako. She's | This is Norma. She's and she's a This is Frank. He's and she's a This is Marie. She's and she's a and he's a This is Chuan Li. He's and he's a and she's a This is Nanako. She's and she's a and she's a and she's a and he's a _ |

B 3 Work with a partner. Talk about the people in the pictures.

Norma is from Mexico.

Oh, she's Mexican. What does she do?

She's a performer.

Grammar: Be

| Subject pronoun + be | | Be contra | ctions |
|----------------------|-------|----------------------------|--------|
| l am | | l'm | |
| You/We/They are | Thai. | You're We're They're | Thai. |
| He/She/It is | | He's She's It's | |

| Negative statements with be | | | | |
|-----------------------------|-----|----------|--------------|--|
| Subject pronoun | Be | Negative | 阿里迪加 | |
| 1 | am | | a performer. | |
| You/We/They | are | not | performers. | |
| He/She/It | is | | a performer. | |

| Yes/No questions | | | | |
|------------------|-----------|----------|---|--|
| Ве | Pronoun | | Short answers | |
| Are | you/they | Mexican? | Yes, I am. No, I' m not. | |
| Is | he/she/it | | Yes, they are . No, he isn't . | |

- Match the questions and the answers.
 - 1. Are you a doctor? _____
 - 2. Is she Chinese? _____
 - 3. Is Ben Australian? _____
 - 4. Are Mario and Teresa students?
- a. Yes. he is.
- **b.** No, she isn't. She's Japanese.
- c. Yes, they are. They're from Argentina.
- d. No. I'm not. I'm a nurse.
- [3] Fill in the blanks with a pronoun and the correct form of the verb *be*.
 - **1.** _____ from Japan. I'm from Thailand.
 - 2. _____ from Indonesia? Yes. I am.
- **3.** Where ______ from? They're from China.
- 4. _____ an engineer. He's a doctor.

Conversation

(1) (1) 2 Listen to the conversation. Where is Sean from?

Sean:

So, Claudia, where are you from?

Claudia: I'm from Chile.

Sean:

So, you're Chilean, eh? Sounds cool. Are you from Santiago?

Claudia: Yes, I am. And you, Sean? Where are you from?

Sean:

I'm Canadian.

Claudia: Wow! Canada. I'd love to go to Canada. Which city are you from?

Sean:

I'm from Toronto.

- 📴 🚱 Practice the conversation with a partner. Switch roles and practice it again.
- [🗲 Change the underlined words and make a new conversation.

🚺 🚓 GOAL CHECK 🖊 Meet people

Choose an occupation, a nationality, and a country for yourself. Walk around the class and introduce yourself to other classmates.

Real Language

To show surprise and interest we can say:

Formal -→ Informal Really? Wow! Cool!

Listening

- Look at the pictures. Talk to a partner. Guess the missing information.
- Listen to the TV game show. Fill in the blanks with the correct information.



1. Name: Kyoko Hashimoro
Nationality: _____
City: Tokyo
Country: Japan
Occupation: ____



3. Name: Jim Waters

Nationality: _____

City: Coldstone

Country: ____

Occupation: Farmer



2. Name: Luis Gomez

Nationality: ______

City: Lima

Country: _____

Occupation: _____



4. Name: Bianca da Silva

Nationality: _____

City: Rio de Janeiro

Country: ____

Occupation: Musician

[6] (1))3 Listen to the questions in the game show. Write the nationality.

| 1. | Country: Jordan | Nationality: |
|----|----------------------|--------------|
| 2. | Country: Germany | Nationality: |
| 3. | Country: Switzerland | Nationality: |
| 4. | Country: Jamaica | Nationality: |

Pronunciation: Contractions of be

Listen and repeat.

| 1. | l am | l'm |
|------------|---------|--------|
| 2. | you are | you're |
| 3. | he is | he's |
| 4. | she is | she's |
| 5 . | it is | it's |

- (1)) 5 Listen. Circle the verb or contraction you hear. Then listen again and repeat.
 - 1. ((| 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 Argentinian? 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.



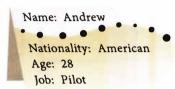
Ask for and give personal information

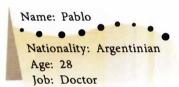
Interview some of your classmates. Ask their name, their age, and the job they do or want to do.

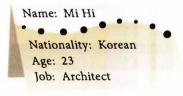


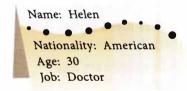


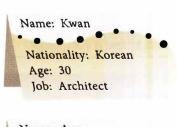
Andrew is a pilot.

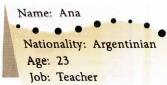












Language Expansion: Descriptive adjectives











easy

▲ happy

unhappy

▲ interesting

boring





▲ rich







difficult

▲ poor

safe

dangerous

Mrite the words in the correct column.

Word Focus

salary = money earned through the work you do

| Positive | Negative |
|----------|----------|
| happy | unhappy |
| | |
| | |

Possessive Adjectives

This is my friend.

Is that your brother?

His/Her friend comes from Uruguay.

Their parents are nice people.

*Possessive nouns are formed with an apostrophe (') + -s.

Laura's friend is from London.

- Read the sentences. Circle an adjective. Compare your answer to your partner's. Discuss any differences.
 - 1. Dan is a travel agent. His job is (interesting | boring).
 - 2. Ana is a police officer. Her job is (safe | dangerous).
 - 3. Mario's job does not have a good salary. He is (happy | unhappy).
 - 4. Ismael is a doctor. He is (rich | poor).
 - **5.** Gabriela is a teacher. Her job is (easy | difficult).

Grammar: *Be* + adjective (+ noun)

| Subject | Be | Adjective |
|------------------|----|--------------|
| My friend | is | rich. |
| His job | is | dangerous. |
| I | am | not happy. |
| My brother's job | is | interesting. |

| Subject B | | Article Adjective | | Noun |
|-------------|----|-------------------|-------------|---------|
| It | is | an | easy | job. |
| Your friend | is | an | interesting | person. |
| It | is | a | difficult | life. |

- 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 | a difficult) job, but it's (interesting | an interesting) job.
- Complete the sentences using a possessive adjective.
 - 1. I am a farmer. _____ salary is not very good.
 - 2. Michael is a musician. _____ job is interesting.
 - 3. Susan and Jenny are from Ireland. ______ nationality is Irish.
 - **4.** You are a pilot. I think ______ job is dangerous.
 - **5.** Michelle is from Germany. ______ nationality is German.
- Unscramble the words to write sentences.
 - 1. job friend's is My dangerous.
 - 2. is person, interesting Kim's friend an
 - 3. your happy? brother Is
 - 4. rich is not a My father man.

Conversation

A <))) 6 Listen to the conversation. What does Graham do?

Graham: What do you do, Elsa?

Graham: I'm a policeman.

Elsa: I'm an engineer.

A policeman! Is it dangerous? Elsa:

Graham: An engineer! That's interesting.

Graham: No. In fact, sometimes it's boring.

Elsa:

Yes, but it's difficult work. And you, Graham?

What do you do?

- [3] Practice the conversation with a partner. Switch roles and practice it again. Then change the underlined words and make a new conversation.
- GOAL CHECK Describe different occupations

Choose an occupation and say two things to your partner about it. Take turns.

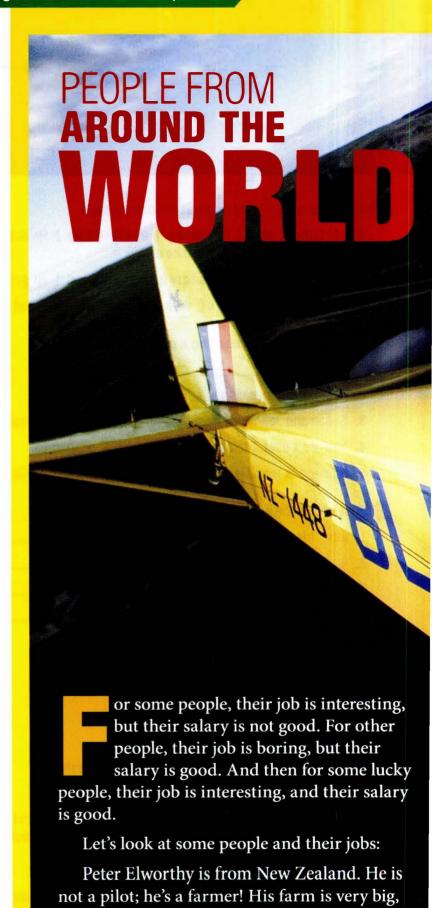


Reading

- A Look at the pictures. What do you think these people do?
- B Read the article. Circle **T** for *true* and **F** for false.

| 1. | Peter is a pilot. | T | F |
|----|-------------------|---|---|
| | . 0.00 a p | | í |

- 2. Peter's salary is good.
- 3. Rimii is from India.
- 4. She says her work is sometimes interesting.
- 5. Tanya is an engineer.
- **6.** She says school is difficult.
- Answer the questions.
 - 1. What does Peter do?
 - 2. Is Peter poor?
 - 3. What does Rimii do?
 - 4. Is her salary good?
 - 5. Where is Tanya from?
 - 6. Do you think Tanya is happy?



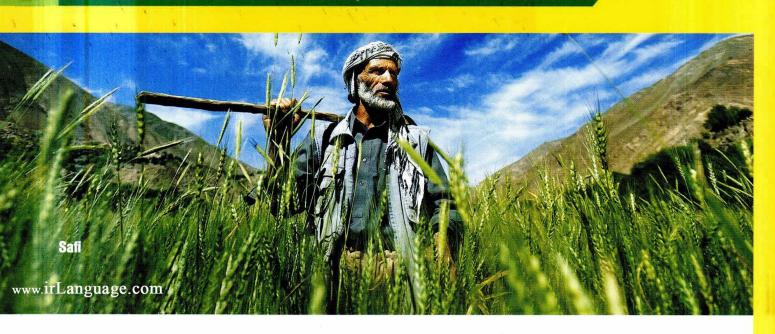


so he uses an airplane. He says, "I'm happy. My job is interesting, and also the salary is good. And my dog, Shep, can come with me in the airplane."

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!

GOAL 4: Describe Positive and Negative Parts of Occupations





Asef

Communication

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

| | Good salary | Poor salary |
|-------------|-------------|-------------|
| Interesting | | performer |
| Boring | | |

B Compare your answers with your partner's.

Writing

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

Safi: Afghanistan

Safi is Afghani and he is a farmer.

Angeline: Brazil

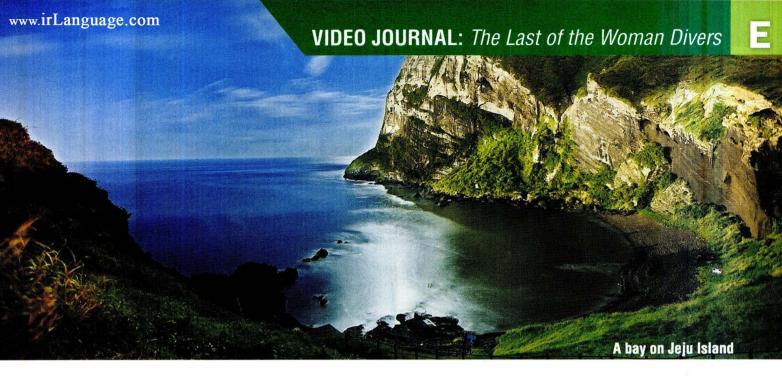
Angeline is _____ and ____

Asef: Jordan

Asef is _____ and ___

B COAL CHECK Describe positive and negative parts of occupations

With a partner, talk about a friend or family member and his or her occupation. Describe good and bad things.



Before You Watch

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

tour guide divers seafood

| In Korea, there is a group of woman | They go to the |
|--|------------------|
| sea every day to catch, like octopus | and shellfish. |
| Some of the women are not divers. One of them work | s with tourists. |
| She is a | |



While You Watch

- Watch the video. Circle **T** for *true* and **F** for *false*.
 - 1. Diving is difficult and dangerous.
- T E
- 4. Sunny Hong is a diver.
- T F

2. The water is cold.

- T E
- 5. The women sell the seafood.
- T F

- 3. The divers can stay underwater for ten minutes.
- T (

After You Watch

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

- Mhat jobs do women do well? What jobs do men do well? Make a list in your notebook.
- B Work with a partner. Compare your lists. Are they the same? Do you agree with your partner?

Work, Rest, and Play

















































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

















brush your teeth
get up
eat breakfast
go to bed
take a shower
catch the bus
go to the movies
take a nap
watch TV
visit friends
start work
eat out

Vocabulary

A Label the pictures. Use phrases from the box.





•

ı. _____

C. _____





d. _____

f







α.

h. _____

i.







j. ______

k. ____

I.

- B Circle the activities in exercise A that you do every day.
- Make a list of other activities you do every day. Share your list with the class.
- In your notebook, write the activities from **A** and **C** that you do, in the order that you do them.
- Describe your weekday routine to a partner. Use first, next, then, and finally.

First I get up, and **then** I take a shower and brush my teeth.

Grammar: Simple present tense

| Statements | Negative | | |
|---|--|--|--|
| I/You start work at eight o'clock. Alison catches the bus at five thirty. We/They go to the movies every Saturday. | I/You don't start work at nine o'clock. Alison doesn't catch the bus at six thirty. We/They don't go to the movies every Friday. | | |
| Yes/No questions | Short answers | | |
| Do you start work at eight o'clock? Does Alison catch the bus at five thirty? Do we/they go to the movies every Saturday? | Yes, I do. Yes, she does. Yes, we/they do. | No, I don't. No, she doesn't. No, we/they don't . | |

| Δ | Complete the | questions | and | answers |
|---|----------------|-----------|-----|----------|
| | outinplote the | quoditono | unu | anoword. |

| 1. | Q: What time do you | ? |
|----|---------------------|------------------------------|
| | A : I get up | seven o'clock. |
| 2. | Q: | you watch TV in the morning? |
| | A : No, I | watch TV in the morning. |
| 3. | Q : Do they | at ten o'clock? |
| | A: No, they | to bed at ten o'clock. |

| Prepositions of time | | | | |
|---|--|------------------------------|--|--|
| On | in | at | | |
| on Saturday(s) on the 4th of July on Mother's Day on the weekend | in the morning in the afternoon in the evening | at eight o'clock at night | | |

Conversation

(A) (3) T 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.



▲ Sara starts work at her job as a meteorologist at seven o'clock.

- 🕒 💋 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.



Listening

- a. his daily routine **b**. his free time
- **■ (3))** 8 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

c. his work

- 2. In the morning he _____
 - a. takes a nap
- b. visits friends
- c. goes to a movie

- 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

△ ()) 9 Listen and check (✓) the correct column.

| B URY BURY | Ends with /s/ | Ends with /z/ | Ends with /12/ |
|-------------------|---------------|---------------|----------------|
| starts | | | |
| comes | | | |
| catches | | | |
| watches | | | |
| gets | | | |
| eats | | | |
| goes | | | |

- 🖪 📣)) 9 Listen again. Repeat the words.
- Use the verbs from exercise **A** and write sentences. Have your partner read your sentences and check the pronunciation.

Communication

- Use the cues to write questions.
 - 1. go to the movies / Saturdays Do you go to the movies on Saturdays?
 - 2. get up / eight o'clock / the weekend ______
 - 3. watch TV / Sunday mornings ______
 - 4. take a nap / afternoon / weekend ______
 - **5.** eat out / weekend _______
- 🔃 🚵 Interview two classmates. Use the questions in exercise A. Write yes or no in the chart.

| Question | Classmate's name | Classmate's name |
|----------|------------------|------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

💽 🜮 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 🤣 GDAL 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 do/does to connect two affirmative sentences.

We use neither do/does to connect two negative sentences.

We use but when the sentences are different.



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

Language Expansion: Party words

Read the text and captions. Pay attention to the words in **blue**.

All around the world, people need to celebrate. During the week we work, on weekends we rest, but we also need to have fun. **Festivals** are special celebrations. During festivals people sing, wear different clothes, eat special food, and give presents to friends and family.



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

| 8 | Complete | the | sentences | with | the | words | in | blue. |
|---|----------|-----|-----------|------|-----|-------|----|-------|

| 1. | We watch the on New Year's Eve. | | | | |
|--------------|--|---------------------------|---|--|--|
| 2. | I love parties. You can have fun and sing. It's $_$ | | ! | | |
| 3. | At Halloween, children wear | and | | | |
| | to cover their | faces. | | | |
| 4. | We Christma December. | s on the 24th and 25th of | | | |
| 5. | I always give my mother | on her birthday. | | | |
| 6. | I like tothe h | ouse for holidays. | | | |
| C (2) | Discuss the following questions about your co | ountry with a partner. | | | |
| 1. | Do you watch fireworks? If so, when? | | | | |

- 2. Do you wear costumes? If so, when?
- 3. Do you give presents? If so, when?

Grammar: Adverbs of frequency

0% 100%

| never | sometimes | often | always |
|--------------------|---|-------------------------------------|---|
| Word order | | | |
| Subject | Adverb of frequency | Verb | |
| We | always | give | presents at Christmas. |
| We | never | sing | in the streets at Christmas. |
| Subject | Be | Adverb of frequency | |
| Christmas | is | always | in December. |
| Carnival | is | usually | in February or March. |
| *We use adverbs of | frequency to say how often we do someth | *Adverbs of frequency come b | efore the verb unless the verb is be . |

| _ | | | | | | |
|---|------------|-----------|--------|--------------|-------------|------------|
| A | Unscramble | the words | to mal | ke sentences | . Write the | sentences. |

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

📴 🚱 Take turns. Tell a partner which sentences in exercise 🗛 are true for you.

Conversation

(A) 10 Listen to the conversation. Does Chuck have a family meal on New Year's Eve?

Diego: What do you do on New Year's Eve?

Chuck: Well, we sometimes go downtown. There are fireworks. It's really 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!

Real Language

We say we party when we have fun with family or friends.

- Practice the conversation with a partner. Switch roles and practice it again.
- Change the underlined words and make a new conversation.
- D 🤣 GOAL CHECK 🛂 Describe a special celebration or festival

Talk with a partner about your favorite celebration or festival.

GOAL 4: Describe Daily Life in **Different Communities**

Reading

A S Look at the pictures. What kind of music does each show? Discuss with a partner.







- **B** In pairs, talk about your favorite types of music. When and where do you listen to music?
- Read the article. Choose the correct answer.
 - 1. As a child. Eric Whitacre wanted to be
 - a. a teacher
- c. a composer
- **b**. in a band
- 2. When Eric Whitacre _____ for the first time, it surprised him.
 - a. wrote music
 - **b.** sang with a choir
 - c. met a conductor
- 3. He became a famous conductor and
 - a. composer
- c. student
- **b.** singer
- 4. _____ makes it possible for people all over the world to join Eric Whitacre's virtual choir.
 - **a.** Pop music
- **c.** The Internet
- **b**. College
- 5. The people in the choir are united by
 - a. a love of singing
- c. family
- **b.** living near each other

WORD BANK

choir group of people that sing together choral related to a choir composer person who writes music conductor person who leads a choir virtual on computers or on the Internet



Eric Whitacre Composer/Conductor

A VIRTUAL **CHOIR 2,000 VOICES STRONG**

The following article is about Eric Whitacre. After 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.



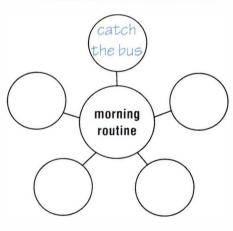


GOAL 4: Describe Daily Life in Different Communities



Writing Strategy

A word web can help you brainstorm and organize ideas before you write.



The virtual choir enables people who begin their daily routines at very different times to come together and make music. At 8 a.m. in the United States, Melody is waking up. What time is it for Georgie and Cheryl Ang? What do you think they are doing?

Writing

A Complete the paragraph about a singer's morning routine.

In the morning, I ______ early, around 6:30. Next to my room is the bathroom, where I _____. Then, I _____ in the kitchen. I never watch TV at breakfast; I often to music.

- **B** Fill in the word web with activities that are related to morning routines.
- C 3 Make a word web about your daily routine. Then write a paragraph describing your day. With a partner, talk about how the singer's lifestyle is the same or different than yours.

Communication

- A S Eric Whitacre always spent a lot of his free time making music. Now he's a famous composer and conductor. With a partner, talk about the following: What do you love to do in your free time? What is your dream job? Are they related?
- B 4 GOAL CHECK Describe daily life in different communities

Read the paragraph on the left. Pick a singer from the virtual choir. Imagine his or her daily routine. With a partner, write a paragraph describing the day. Talk about how the singer's lifestyle is the same or different than yours.







Georgie from England

Cheryl Ang from Singapore Melody Myers from the U.S.



Before You Watch

A You are going to watch a video about a monkey festival. Circle five words or expressions you think you will hear in the video.

food take a nap
play watch TV
visit friends water
presents tourist

While You Watch

Match the video. Circle T for true or F for false.

The monkey festival is on the last Sunday in November.
 The monkeys play.
 The people give the monkeys lots of food.
 The monkeys cut the electric and telephone cables.
 T F

- B Watch the video again and answer the questions.
 - 1. In which country is Lopburi?
 - 2. What do the people do for the monkey festival?
- 3. What is the first goal of the festival?
- **4.** What is the second goal of the festival?

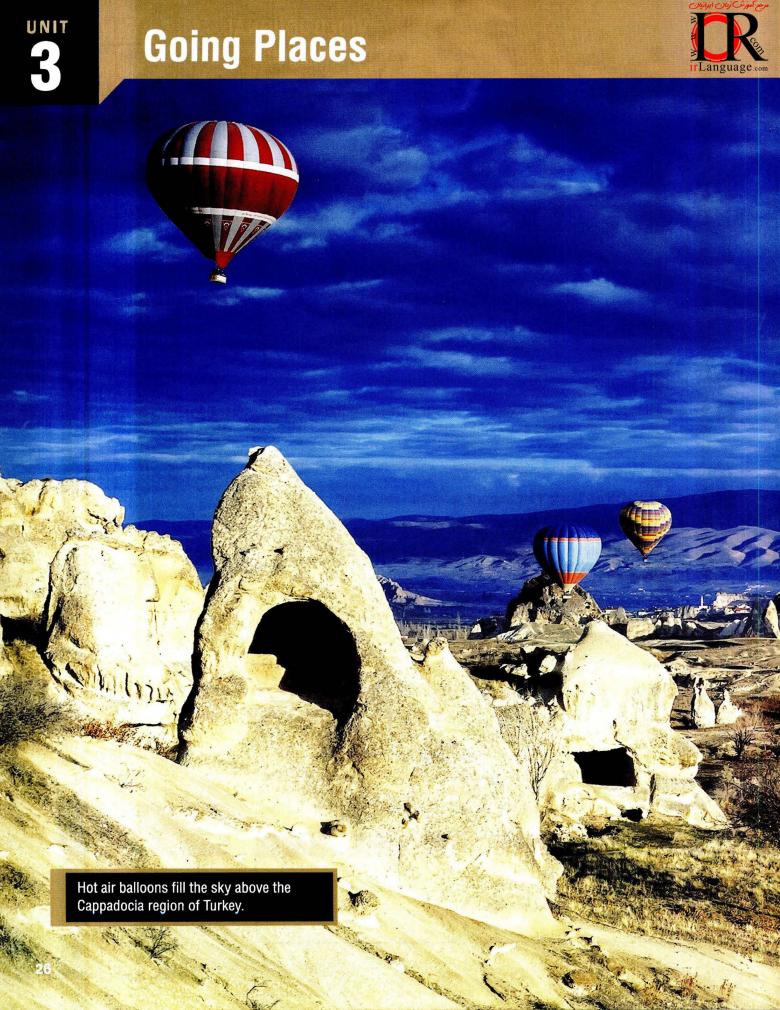
After You Watch

The monkeys of Lopburi are interesting because in other countries, monkeys don't live with people. They are **wild**. But in Lopburi, they live with people. They are **tame**.

Mrite the animals from the box in the correct column. Add other animals.

| Wild | Tame | N/12016 |
|------|------|---------|
| | | |
| | | |
| | | |

birds cats cows lions horses elephants







Vocabulary

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



▲ take a taxi



buy your ticket



▲ board the airplane



▲ go through security



▲ claim your baggage



▲ go through immigration



▲ go through customs



▲ check in



▲ buy duty-free goods



▲ pack your bags

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

| 1. | After you, you can leave the airport. |
|----|---|
| 2. | Do I have to take off my shoes when I? |
| 3. | At the airport, the first thing you do is |
| 4. | Many people like perfume and chocolates at the airport. |
| 5. | When you, you can only take a small bag. |
| 6. | Make sure you don't take the wrong bag when you |
| | 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.

Grammar: Possession

| Possessive adjective | Possessive pronoun | Belong to | |
|--|---------------------------------|---------------------------------|---|
| my your his her our their | mine yours his hers ours theirs | It belongs to They belong to | me. you. him. her. us. them. |

| | | | 200 miles | age |
|----|-----|----------------|--------------|---------------------|
| н. | മാ | ı ar | ווחר | ana |
| | COL | La | | |
| | | A TOTAL STREET | Bell w James | State of the latest |

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

| A | Complete the conversations. | Use a word | or phrase for | possession. |
|---|-----------------------------|------------|---------------|-------------|

| 1. A: | Excuse me, is this | bag? | B: No, it's not | \$5 |
|-------|---------------------|-----------------|------------------------|-----------|
| 2. A: | Is this Anna's bag? | | B : No, | is green. |
| 3. A: | | ticket is this? | B: I think it | Shawn. |

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

| 1. | Whose passport is this? | (Ali) | It belongs to Ali. It'shis. | | |
|----|-------------------------|-------|-----------------------------|--|--|
|----|-------------------------|-------|-----------------------------|--|--|

- 2. Whose keys are these? (my keys) ______
- 3. Whose camera is this? (my sister's) _______
- 4. Whose bags are these? (John and Lucy's) ______
- 5. Whose tickets are these? (Logan's and mine)

Conversation

(A) 11 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.



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

Change the underlined words and make a new conversation.

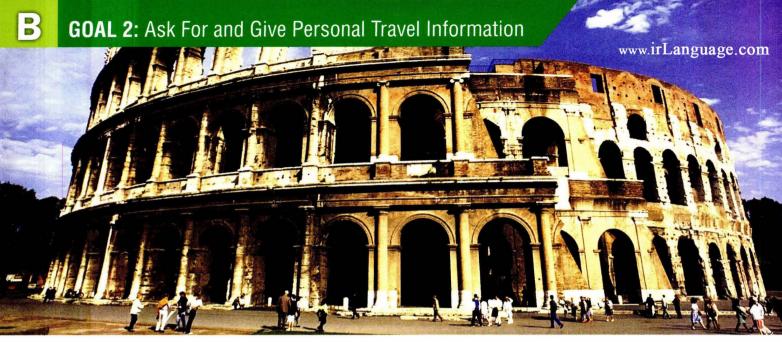
D 🚓 GOAL CHECK 🗾 Identify possessions

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.

Do you know whose watch this is?

Does this watch belong to you?

Is this your watch?



A Rome is one of the most popular places to travel to in the world.

Listening

[A | 1] Listen to the conversations. Where do the conversations take place? Conversation 1 ____ a. hotel reception Conversation 2 ____ b. immigration Conversation 3 ____ c. check-in counter

1 Listen again, Circle T for true and F for false.

| | Listell again. Officie i for true affu i for faise. | | |
|----|--|---|---|
| Co | nversation 1 | | |
| 1. | The man books a window seat. | T | F |
| 2. | The man has two bags. | T | F |
| Co | nversation 2 | | |
| 1. | This is the woman's first visit to the United States. | T | F |
| 2. | The woman is staying in the United States for three weeks. | T | F |
| Co | nversation 3 | | |
| 1 | The man is staying at the hotel for one night | T | F |

| 1. | The man is staying at the hotel for one night. | T | F |
|----|--|---|---|
| 2. | The man has one bag. | T | F |

Pronunciation: Rising intonation on lists

(A) (3) 13 Listen and repeat the sentences.

1. I'm going to London, Paris, Rome, and Madrid.

2. I'll be in Rome on June 21st, 22nd, and 23rd.

3. In Rome, I want to visit the Colosseum, the Vatican, and the Spanish Steps.

4. To get around, I can take the metro, a taxi, or a Vespa.

| 01 | ne | first | 1st |
|-----|-------------|------------------|------|
| tv | vo | second | 2nd |
| th | ree | third | 3rd |
| fo | ur | fourth | 4th |
| fiv | ve | fifth | 5th |
| te | n | tenth | 10th |
| tv | venty | twentieth | 20th |
| th | irty- ne | thirty- first | 31st |

- 🔟 🤣 Practice these sentences with a partner.
 - 1. When we are in Peru, we are going to visit Lima, Cusco, and Machu Picchu.
 - 2. We'll be in Cusco on the 4th, 5th, and 6th of October.
 - 3. To get from Cusco to Machu Picchu, you can take a train, bus, or taxi.
 - 4. The taxi is quick, clean, and expensive.

What is your first name?

Communication

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

My first name is Wahid.

| 8. Principal destination in this country |
|--|
| |
| 9. Hotel and/or street address |
| |
| 10. Entry date |
| 11. Departure date |
| 12. Reason for visit |
| |

[3] 6 GOAL CHECK Ask for and give personal travel information

Work with a new partner. Tell your new partner about your previous partner, using the information on the form in exercise **A**.

His destination is . . .



▲ Children in the Plaza de Armas, Cusco, Peru



travel insurance



international driver's license





credit cards



passport

Language Expansion: Travel documents and money

Complete the sentences. Use the names of the travel documents.

- 1. You need a(n) ______ to drive a car in a foreign country.
- 2. In some countries, you need a(n) ______ to enter.
- 3. It's a good idea to buy ______. Medical bills are expensive.
- **4.** Your ______ is your photo ID in any foreign country.
- 5. You can buy a(n) _____ 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



. don't accept .

People lose cash.







- airline ticket
- 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.

Grammar: Should for advice

| Should | | | | | | |
|---------|-----------|---------------------|------|--------------------------|--|--|
| Subject | Should | Adverb of frequency | Verb | Complement | | |
| You | should | (always) | make | a copy of your passport. | | |
| You | shouldn't | | wear | expensive jewelry. | | |

irLanguage.com

| Questions with <i>should</i> | | | | | | |
|---|---------|------|-----------------------------|--|--|--|
| Should | Subject | Verb | Complement | | | |
| Should | 1 | take | a taxi from the airport? | | | |
| *We use questions with <i>should</i> to ask for advice. | | | | | | |

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

- 1. 0. Should I take the shuttle bus to the airport?
 - **A:** Yes, you should. The shuttle bus is quick and cheap.
- 2. Q: ____
 - A: No, you shouldn't. It is not at the beach. You don't need a sweater.
- - A: Yes, you should. Credit cards are accepted in a lot of shops.
- - 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

△ <)) 14 Listen to the conversation. What does Claudia want from the United States?

Hi, Claudia. You know the USA. Can you give me some advice? Ayumi:

I'm going to New York in January.

Claudia: Lucky you! How can I help?

Avumi: First: Should I buy travel insurance?

Claudia: Yes, you should. Hospitals and doctors are very expensive in the U.S.

Avumi: 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.

Hmm, that's another \$100. Ayumi:

Claudia: Oh, just one more thing! Don't forget to buy me a nice present, like

a new watch.

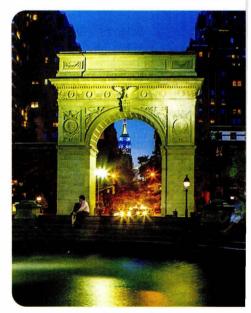
Ayumi: Oh no! That's another \$500! Traveling is expensive!

- Practice the conversation with a partner. Switch roles and practice it again.
- Change the underlined words and make a new conversation.

D 5 GOAL CHECK 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?



▲ Washington Square Park, New York City



Reading

- Read the article. Then answer the questions.
 - 1. Do you think the author enjoys traveling? _____
 - 2. Why should you check the expiration date of your passport? _____
 - 3. Why should you tie a sock to your bag?
 - 4. Why should you take a good book when you travel? _____
- 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.
- T
- 3. Bags can be hard to identify at the airport.
- **4.** Flights are never late.

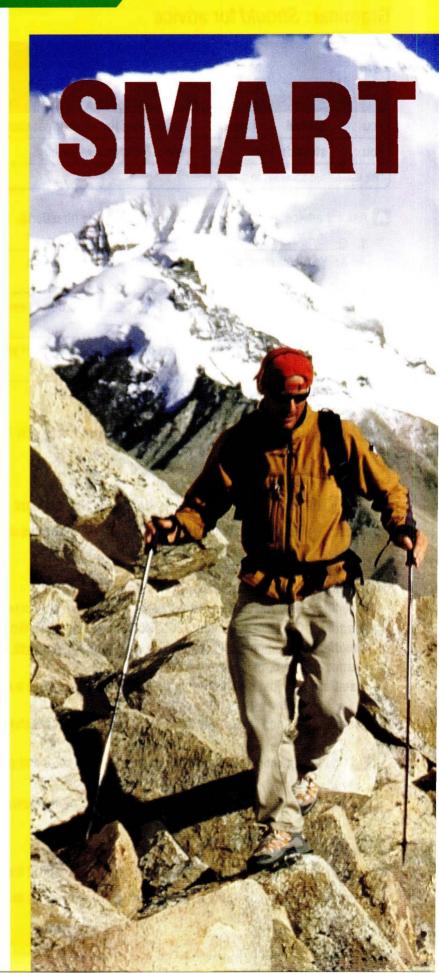
- 5. Airplane food is always good
- T

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.



TRAVELER

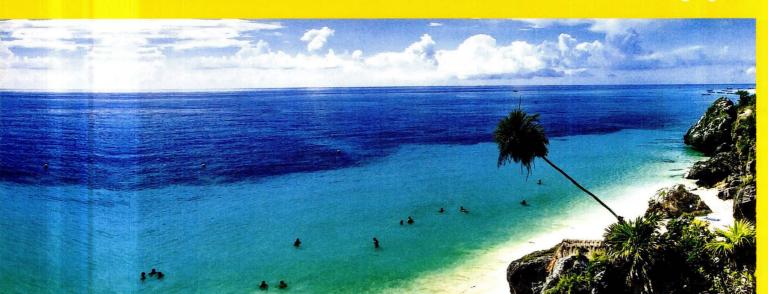
EXPERT OPINION

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.



A Riviera Maya, Mexico

Communication

🛕 🚱 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.

Resort in Mexico

Historical tour of Angkor Wat, Cambodia

World Cup in Brazil

Adventure tourism in New Zealand

Trekking in the Himalayas

Do you think we should take . . . ?

I think we should take . . . because ...

> I don't think we should take ... because ...

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 vour 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

Mrite 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.



While You Watch

A D 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 does not find the meat. | T | F |
| 4. Stockton eats the meat he finds. | T | F |
| 5. Stockton is learning slowly. | T | F |

After You Watch/Communication

- 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.
- B 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.

Word Focus

disease to bother illegal

Rats are dirty. Sometimes they carry **disease**.

Hey, kids! Please be quiet. I'm trying to work. You're **bothering** me.

You can't park your car there. It's not allowed. It's illegal.

A VIRTUAL CHOIR 2,000 VOICES STRONG

Before You Watch

singer

A Write the correct word under each picture.

conductor



piano

1.

2.

choir





3. _____

4

- Work with a partner. Try to think of one example each for items 1–4 in exercise A. Share your answers with the class.
- Complete the sentences using the words from the box.

community group of similar people
connection relationship
post put information up
record store music so it can be listened to later
virtual on a computer

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

Eric Whitacre's idea worth spreading is that technology and music can connect us in wonderful, unexpected ways. Watch Whitacre's full TED Talk on TED.com.

PYou 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.

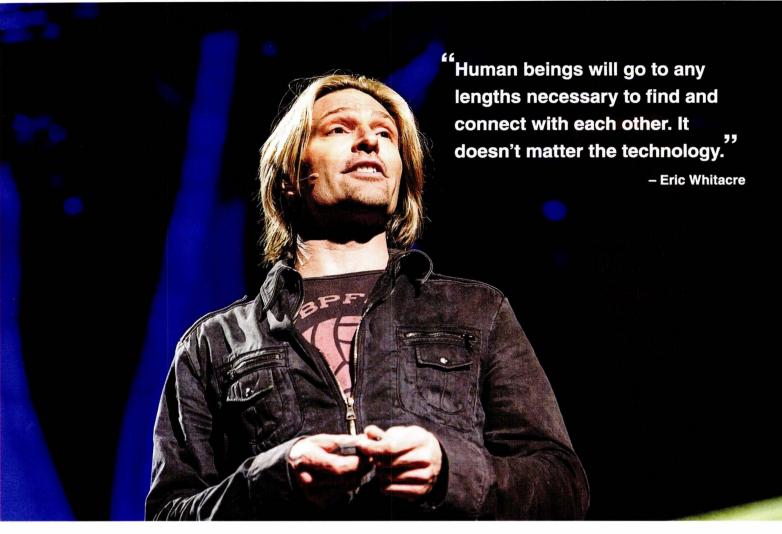
You should have a computer.

While You Watch

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

connect singers Malta Sleep Britlin Jordan

- **1.** A girl named ______ posted a video for Eric Whitacre. Her video gave Eric the idea for the first virtual choir.
- **2.** Eric created a virtual choir to ______ people around the world.
- 3. The second virtual choir had 2,051
- **4.** The second virtual choir had singers from many countries, such as _____ and ____.
- **5.** Eric Whitacre chose a piece called _____ for the second virtual choir.



"I had this idea: if I could get 50 people to all do this same thing, sing their parts—soprano, alto, tenor, and bass—wherever they were in the world, post their videos to YouTube, we could cut it all together and create a virtual choir."



"I just couldn't believe the poetry of all of it—these souls all on their own desert island, sending electronic messages in bottles to each other."



"For Virtual Choir 2.0 . . . our final tally was 2,051 videos from 58 different countries. From Malta, Madagascar, Thailand, Vietnam, Jordan, Egypt, as far north as Alaska, and as far south as New Zealand."



"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."

A VIRTUAL CHOIR 2,000 VOICES STRONG



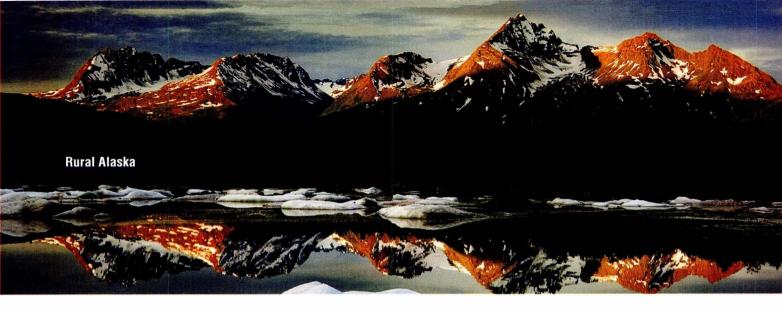
Virtual Choir 2.0

After You Watch

- A Read the sentences. Correct the false information.
 - 1. A choir has to use the Internet. <u>virtual choir</u>
 - **2.** In Eric Whitacre's virtual choir, all the singers record their videos at the same time.
 - **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 now good friends, even though they live in different countries and do not meet in person.
- 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.
- 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.

| | Virtual world | In person | Both |
|----------------------|---------------|-----------|------|
| 1. play games | | | |
| 2. take classes | | | |
| 3. talk to family | | | |
| 4. shop | | | |
| 5. explore the world | | | |
| 6 | | | |

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.

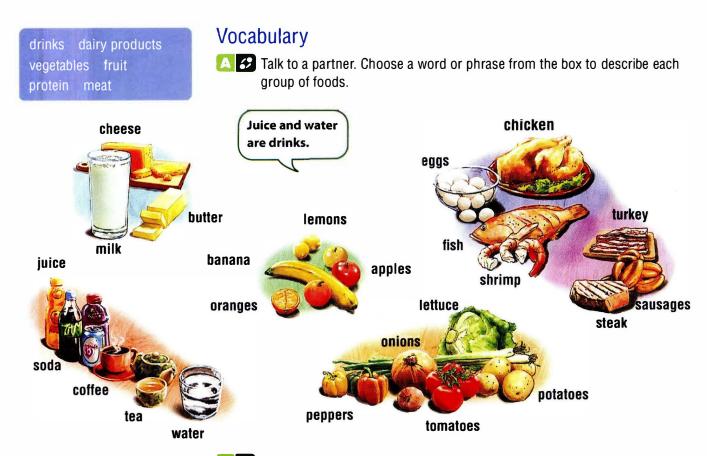
to live nearby/far away to connect to spend time together/alone to feel lonely/alone to meet

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.









B With your partner, think of some other foods you know and write them in the correct group. Then share them with the class.

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

| Count and non-count | nouns |
|---|---|
| Singular | Plural |
| This is a lemon. This is milk. | Those are lemons. Those are milks: |
| *For nouns you can count, *Nouns you cannot count d | we add $-s$ or $-es$ to form the plural. on't have a plural form. |

| | Count nouns | | Non-count nouns |
|-----------------|--------------------------|---|--|
| | Singular | Plural | |
| Statement | We need an apple. | There are some oranges on the table. | There is some cheese on the table |
| Negative | We don't have a lemon. | There aren't any bananas at the store. | We don't have any milk. |
| Question | Do we have a red pepper? | Are there any eggs? | Do you have any butter? |

- A In your notebook, write the food words from the picture in two columns: Count nouns and Non-count nouns.
- B Add other food words to the chart. Use a dictionary if necessary. Share your words with your group.
- Complete the sentences with *some* or *any*.
 - 1. Do we have ______ tomatoes?
 - 2. Pass me _____ apples, please.
 - **3.** There isn't _____ milk in the fridge.
- 4. I think there is _____ cheese on the table.
- **5.** There aren't ______ eggs.
- **6.** Could I have _____ water, please?

Conversation

[A] (1)) 15 Listen to the conversation. What do you need to make a Spanish omelet?

Lee: Let's make a Spanish omelet.

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!

- B Practice the conversation with a partner. Switch roles and practice it again.
- Choose a new recipe and repeat the conversation.

Real Language

We can use *never mind* or it doesn't matter to show something is not important.

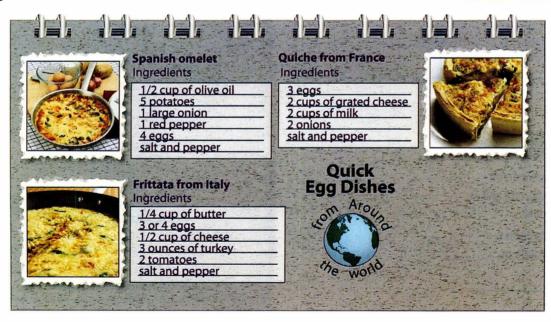
Word Focus

Names of fractions:

 $\frac{1}{2}$ = one-half

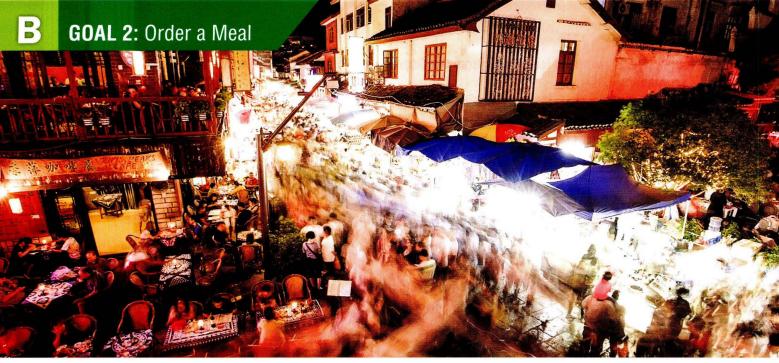
 $\frac{1}{2}$ = one-third

 $\frac{1}{4}$ = one-fourth or one-quarter



D 🞸 GOAL CHECK 🗹 Give a recipe

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



▲ A busy restaurant in Guilin, China

Listening

- Listen to the waiter taking an order from customers. How many customers are there?
- [3] (3)) 16 Listen again and write the food and drink that each person ordered.

| | Drink | Food |
|-------|-------|------|
| Man | | |
| Woman | | |

Word Focus

waiter = A waiter is a person who works in a restaurant and serves food and drinks.

customer = A *customer* is a person who buys goods or services.



| C | ◄))) 16 | Listen again | . Who asked | these | questions' |
|---|-----------------|----------------|---------------|--------|-------------|
| | N// | Liotoii agaiii | . Willo donod | 111000 | quoditorio. |

| 1. | Are you ready | to order? | waiter |
|----|---------------|-----------|--------|
| | | | |

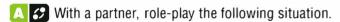
- 2. Do you have any mineral water? ______
- 3. What would you recommend? ______
- 4. Does the filet mignon come with salad?______
- **5**. Anything else? ______

Pronunciation: Reduced forms *Do you have* . . . and *Would you like* . . .

- A (1)) 17 Listen to the full form and the reduced form.
- E < √)) 18 Listen and check (✓) the correct column. Then listen again and repeat.</p>

| | Full form | Reduced form |
|------------------------------------|-----------|--------------|
| 1. Do you have a pen? | | |
| 2. Would you like some more bread? | | |
| 3. Do you have any paper? | | |
| 4. Would you like some coffee? | | |
| 5. Do you have any change? | | |

Communication



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.

B 😂 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.





▲ broccoli



cauliflower



beans



whole-wheat bagel



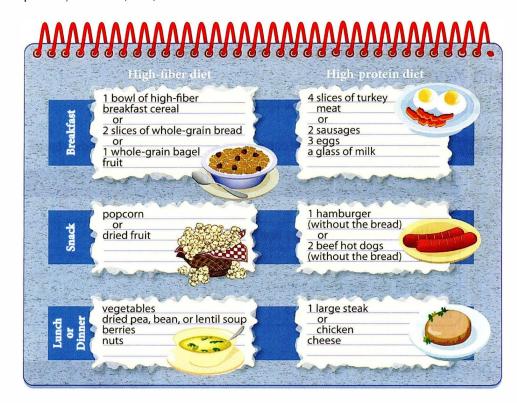
breakfast cereal



nuts

Language Expansion: Diets

Many people eat a special diet. Sometimes, people go on a diet to lose weight and sometimes so that they will feel healthier. Here are two diets: a high-fiber diet and a high-protein diet. The first has a lot of food that contains fiber, for example, whole wheat, brown rice, and maize. The second has a lot of food that contains protein, like meat, fish, and cheese.



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

| High-fiber diet | High-protein diet | |
|-----------------|-------------------|--|
| | | |
| | | |
| | | |



hamburger



tuna salad

B Add the names of other high-fiber and high-protein foods you know to the chart.

Grammar: How much and How many with quantifiers: lots of, a few, a little

| | Information question | Quantifiers | | |
|-----------|---|-------------------------|------------------------------|--|
| | miormation question | ++++ | + irLanguage.com | |
| Count | How many oranges do you need? | I need lots of oranges. | I need a few oranges. | |
| Non-count | How much milk do we have? | We have lots of milk. | We have a little milk. | |
| | f and <i>a few</i> to answers questions about quantity to answer questions about small quantities we | | | |

- 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. Q: How many potatoes would you like? A: Just a few thanks.
 - 2. **Q**: ______ steak do we need?
 - **3. Q:** ______ broccoli would you like?
 - **4. Q:** _____ apples do we need?
- A: There are eight of us, so we need ______ steak.
- A: I'm not very hungry. Just ______.
- 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 <))) 19 Listen to the conversation. Can Pat eat popcorn?

Kim: You're looking good.

Pat: Thanks, Kim, I'm on a special diet. It's a high-fiber diet.

Kim: High fiber? You mean lots of bread and fruit?

Pat: That's right.

Kim: How much bread can you eat for breakfast?

Pat: I can eat two slices of whole-grain bread for breakfast

or one bowl of high-fiber cereal.

Kim: And what about snacks?

Pat: No problem. I can eat lots of popcorn and dried fruit. **Kim:** Mmm, sounds like a delicious diet. Maybe I'll join you.

- B 😝 Practice the conversation with a partner. Switch roles and practice it again.
- C 3 Make a new conversation for the high-protein diet.
- D 3 GOAL CHECK Talk about diets

With a partner, have a conversation about your own diet or another diet you know.



D

Reading

- A Look at the photos. Do people eat insects in your country?
- B Read the article. Answer the questions.
 - 1. What insects are on the menu in the restaurant?
 - 2. In Thailand, are insects luxury food?
 - **3.** How many bits of insects are allowed in peanut butter?
 - 4. What does the author order? _____
 - **5.** Do you like to eat insects? Give your reasons.



Crickets, grasshoppers, and other insectson-a-stick are for sale at a Donghaumen Night Market near Wangfujing Dongcheng, Beijing, China.

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.

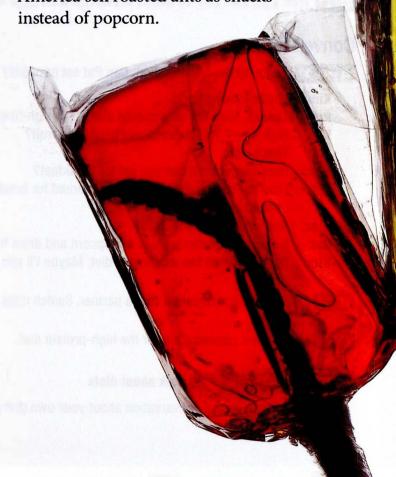
New York City, USA

FOOD

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 Silkworm 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 silkworms and grasshoppers. Movie theaters in South America sell roasted ants as snacks instead of popcorn.

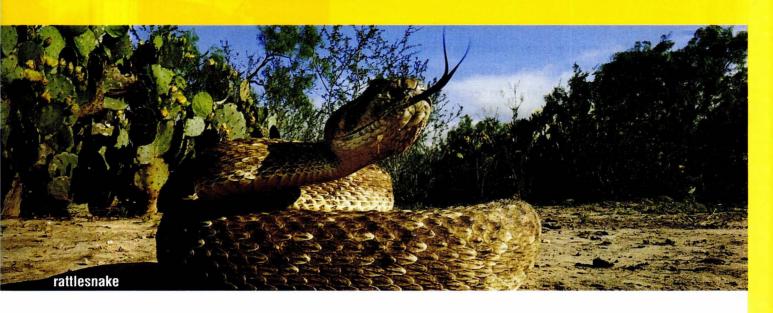


I am probably eating insects without knowing it, anyway. "It's estimated that the average human eats half a kilogram (1.1 pounds) of insects each year, unintentionally," says Lisa Monachelli, director of youth and family programs at New Canaan Nature Center in Connecticut. "For example, in the United 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.







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 definitely eat this. | I might eat this. | I would never eat this. |
|---|-------------------------------------|-------------------|--------------------------------|
| | \odot | <u> </u> | \odot |
| Ì | 111 | | |
| | | | |
| ۱ | | | |

- B ? Read your answers from the chart to your partner.
- 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**.

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!



whale shark



great white shark

Before You Watch

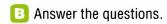
- 🔼 🤣 Work with a partner. Discuss these questions.
 - 1. Which of these fish can kill you? 2. How can they kill you?

While You Watch

Match the video. Circle **T** for *true* and **F** for *false*.

| 1. | The pufferfish is not expensive. |
|----|---|
| 2. | Chef Hayashi has a license to prepare fugu. |

- **3.** About 30 people die every year because they eat *fugu*. T
- 4. American General Douglas MacArthur introduced a test
- 5. Tom likes the fugu.



for fugu chefs.

- 1. Is Tom worried about eating fugu?
- 2. When did Chef Hayashi get his license? _____
- 3. How does fugu poison kill a person? _____
- 4. How many people can a tiger fugu kill? _____

After You Watch

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



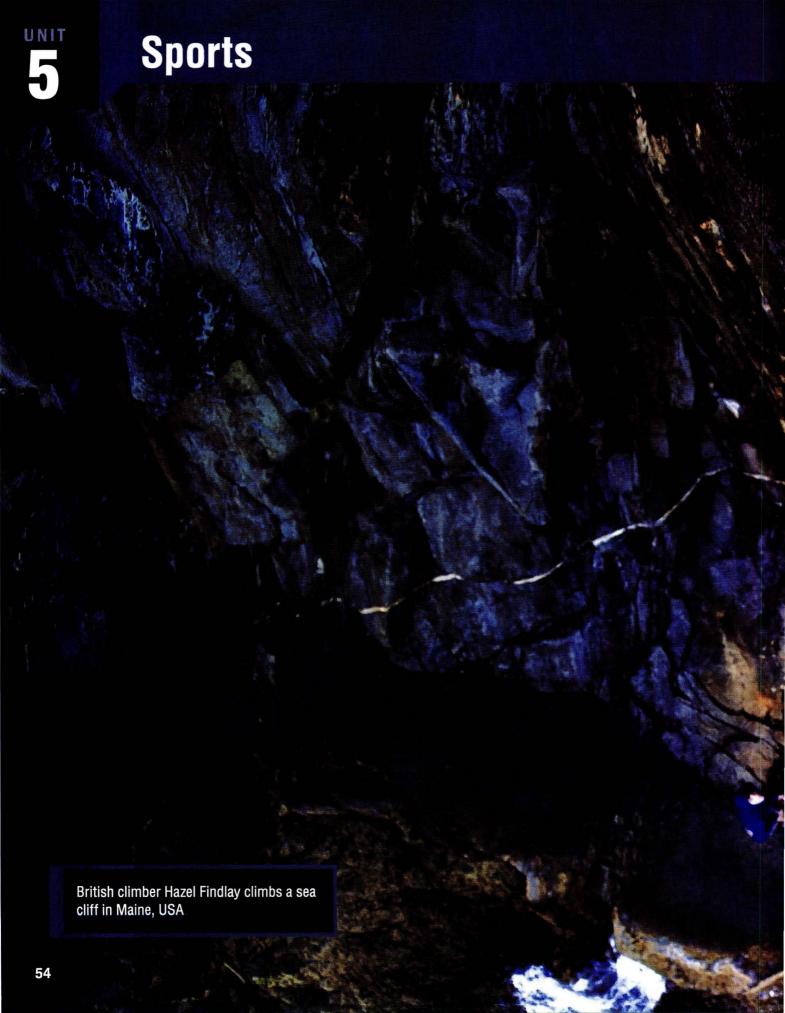
stingray

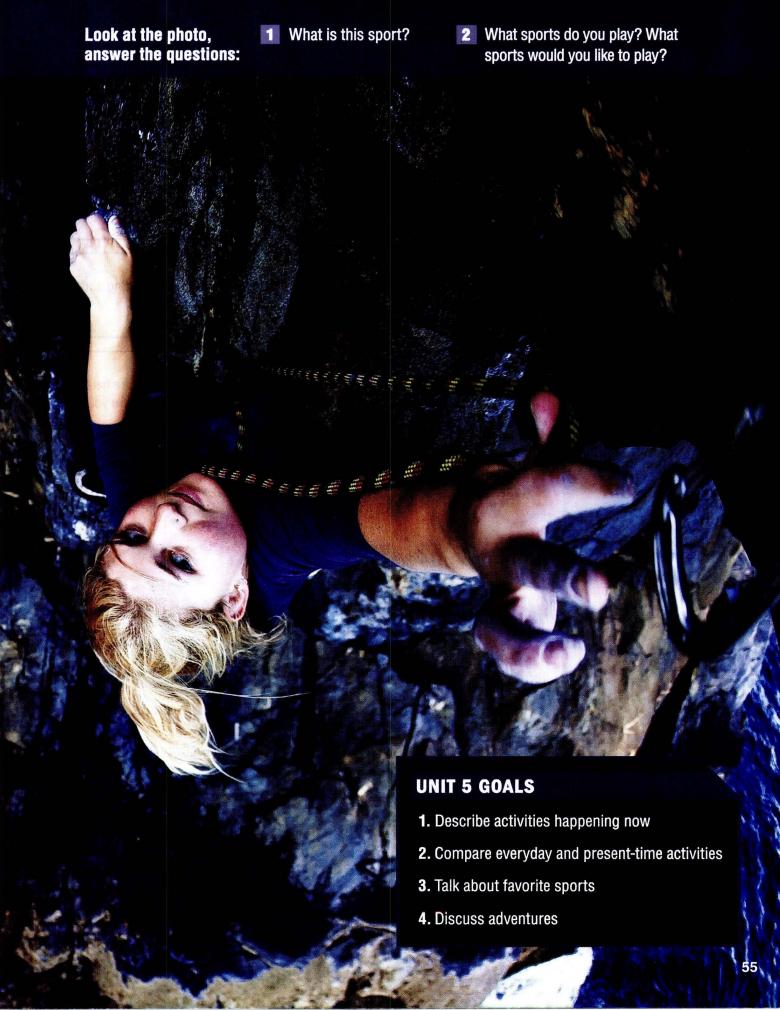


stonefish



pufferfish





GOAL 1: Describe Activities Happening Now



1.

Vocabulary

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

Anna: Hi! What's up? What are you doing?

Bridget: We're at the beach. Kenny's swimming and the others are playing

soccer. How about you? What are you doing?

Anna: I'm studying! Grrrr!

Anna: Hi Jill. What are you doing?

Jill: I'm at Eagle Rocks with Antonia and Pete. They're climbing and

I'm hiking. It's really cool. Why don't you come?

Anna: I can't. I'm studying for a test.

Anna: Hi Leyla. What's happening?

Leyla: Hi. I'm at the gym. I'm taking a break. Mary and Catalina are here,

too. Mary is lifting weights and Catalina is jogging. What are you

doing?

Anna: I'm studying. Boring!!!



2.



3.



4.



5. _____



6. _____



7. _____

| B 💔 | Take turns. Read the clues to a partner. Guess an activity from exercise A |
|-----|---|
| | Write your answer. |

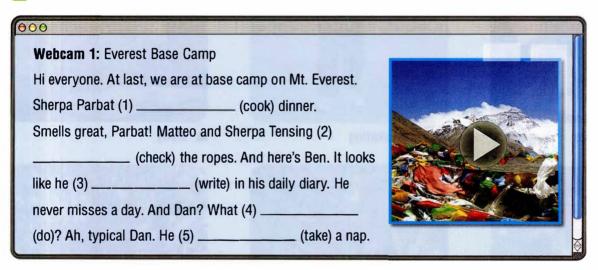
| 1. | You do this in the gym. | | |
|----|-------------------------|--|--|
|----|-------------------------|--|--|

- 2. You do this in a swimming pool.
- 3. You play this with a ball. _______
- **4.** It is like running. ______
- **5.** You do this in the mountains.
- **6.** You do this when you are tired. _____

Grammar: Present continuous tense

| | Present continuous tense | 对 的 在 明 | |
|-----------------|------------------------------------|------------------------------|--|
| Statement | l am playing soccer | right now. at the moment. | |
| Negative | They are not taking a break | now. | |
| Yes/No question | Are you studying | right now? | |
| Wh- question | What are you doing | at the moment? now? | |

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



Conversation

A <))) 20 Listen to the conversation. What are the twins doing?

Hey, it's quiet today. Where are the kids? Mom:

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.

Hey, you two! What are you doing? Mom:

Twins: We're playing soccer!

- 🔁 🤣 Practice the conversation with a partner. Switch roles and practice it again.
- C & Make a new conversation using other sports.
- Describe activities happening now

Talk to a partner. What are your family and friends doing now?

Listening

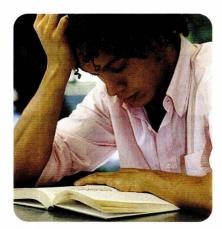
- A ()) 21 Listen to the phone calls. The people are talking about ____.
 - a. what they usually do
 - **b.** what they are doing at the moment
 - c. both



go to the movies



▲ go ice skating



▲ study



▲ go to a ball game



play basketball



▲ fix the roof

| В | ◄))) 21 | Listen again. | What do | these | people | usually | do? | When? |
|---|-----------------|---------------|---------|-------|--------|---------|-----|-------|
|---|-----------------|---------------|---------|-------|--------|---------|-----|-------|

- Alan and Karen usually ______ on _____
 Khaled usually ______ in the ______
- 3. Liam usually _____ on _____
- C < √)) 21 Listen again. What are they doing today?</p>
 - 1. Alan and Karen _____
 - **2.** Khaled_____.
 - 3. Liam_____



Pronunciation: Reduced form of What are you . . .

- △ → 22 Listen to the full form and the reduced form.
- □ <)) 23 Listen and check () the correct column.</p>

| PARTY IN THE | Full form | Reduced form |
|---------------------------|-----------|--------------|
| 1. What are you reading? | | |
| 2. What are you thinking? | | |
| 3. What are you playing? | | |
| 4. What are you cooking? | | |
| 5. What are you writing? | | |

- C < 3)) 23 Listen again. Repeat the sentences.
- Practice this conversation using the reduced form. Repeat the conversation using eat, read, and write. Replace the underlined words.
 - A: What are you doing?

A: What are you cooking?

B: I'm cooking.

B: I'm cooking rice.

Communication

- One member of the group mimes a sport. The other members of the group try to guess the sport.
- B 6 GOAL CHECK Compare everyday and present-time activities

Work with a partner. What are you doing now? What do you do at this time on a Sunday?

Are you playing volleyball?

volleyball at sunset.

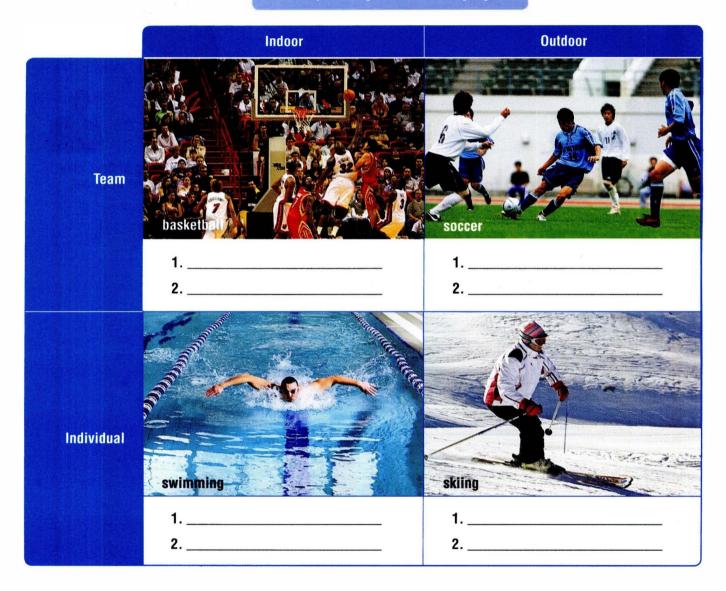
Yes, I am.



Language Expansion: Team sports and individual sports

Mrite the following sports in the correct box according to the categories.

baseball gymnastics football volleyball ice hockey diving skateboarding golf



Word Focus

We use play for team games—for example, I play soccer.

We use go for individual sports—for example, I go swimming.

- 🕒 各 Work in groups. Make a chart with new ways to categorize sports. Have the other groups guess the names of your categories.
- C Write the names of more sports.

| rlay | soccer, |
|------|-----------|
| ge | swimming, |

Grammar: Stative verbs

| | Stative verbs | | | | | | | | |
|--|------------------------------|---|--|--|--|--|--|--|--|
| like Why do you like outdoor sports? I like to be outdoors. I hate indoor sports. I think indoor sports are boring. Do you prefer outdoor sports? | know want need cost | You know I can't swim. I don't want to go bungee jumping. You need a lot of equipment. The equipment costs a lot of money. | | | | | | | |

- A Circle the correct form of the verb in parentheses.
 - 1. Skiing is expensive. It (is costing | costs) a lot of money.
 - 2. I (am needing | need) a new soccer shirt.
 - **3.** The kids (are playing | play) in the garden at the moment.
 - **4.** I don't like team games. I (am preferring | prefer) individual sports.
- B Write the correct form of the verb in parentheses.
 - 1. Ashira _____ (not like) to go swimming.
 - 2. I _____ (play) golf right now. Can I call you back?
 - 3. I like rock climbing but my friend _____ (hate) it.
 - 4. Frederick can't come. He _____ (fix) the car.

Conversation

△ <)) 24 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

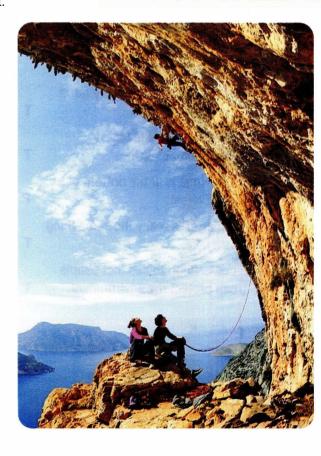
crazy sport. Definitely not for me.

- Practice the conversation with a partner. Switch roles and practice it again. Then change the sport and make a new conversation.
- C 5 GDAL CHECK Talk about favorite sports

Tell a partner about your favorite sport. Say why you like it.

Real Language

We say *me too* to agree with a positive statement and *me neither* to agree with a negative statement.



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.











- 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 stative verbs.
- C Circle T for true or F for false.
 - 1. Lewis Pugh is not a very good swimmer

T F

- 2. Mt. Everest is the tallest mountain on Farth.
- TF
- 3. Lake Imja is at the bottom of Mt. Everest.
- T F
- 4. A glacier is really the same thing as a lake
- F
- 5. Lewis Pugh thinks that people can protect the environment.
- T F

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



Lewis Pugh Adventurer/Environmentalist

MY MIND-SHIFTING EVEREST SWIM

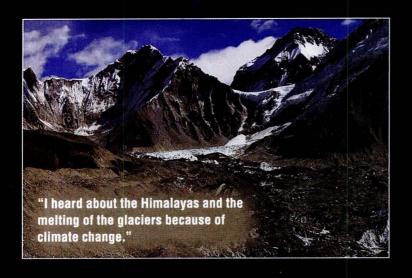
The following article is about Lewis Pugh. After Unit 6, you'll have the opportunity to watch some of Pugh's TED Talk and learn more about his idea worth spreading.

Lewis Pugh is a famous swimmer, but not in the way you might think. In 2007 he swam across the North Pole in water that was so cold his fingers were frozen. Why did Pugh do this? Well, he wants people to pay attention to global warming and the problems it is causing.

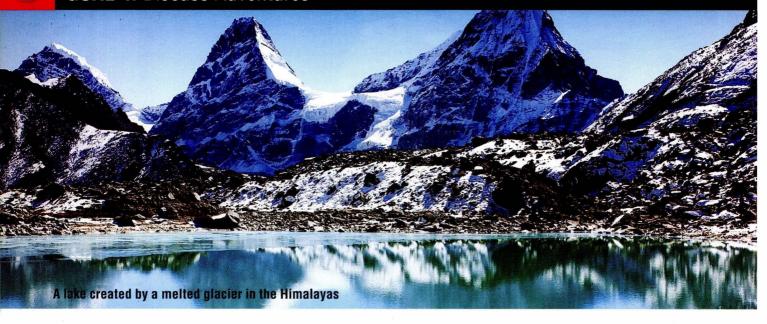
As a boy, Lewis visited national parks and he learned how fragile and amazing the Earth is. Now he wants to protect the Earth and draw attention to the problems facing it. He decided to swim in water near the North Pole to bring attention to the melting glaciers and icecap. Lewis said that the swim was so scary and painful that it would be his last time swimming in freezing water. But when he heard about Lake Imja, near Mt. Everest, high in the Himalayas, he decided to swim in cold water again.

Mt. Everest is the tallest mountain in the world and swimming there is very difficult. It's so high that it's hard to breathe. You feel sick and your head hurts. Because of global warming, glaciers on Mt. Everest are melting and leaving lakes behind, like Lake Imja. This means there's less water for people who need it in nearby countries like China, India, Pakistan, and Bangladesh.

Lewis says he learned two lessons from swimming at Mt. Everest. First, he learned that people can unintentionally do a lot of damage. We do things that hurt the Earth because we know no other way to live. Second, he learned that if we change the way we think, we can do things we didn't think were possible. We can all do something to protect our environment if we change the way we think and think more about our future. irLanguage.com







Communication

| $\overline{}$ | | | | | | | | | |
|---------------|-------|-----|-----------|--------|-----------|---------|----|---------|---------|
| A | Match | the | equipment | to the | activity. | Write t | he | correct | number. |

1. a ball _____ playing soccer

2. boots ____ ice hockey

3. a bathing suit _____ hiking

4. a backpack _____ swimming

5. skates _____ mountain climbing

B Complete the sentences with the correct verbs. Use the words in the box.

1. We love the water. We are going _____ tomorrow.

2. Ahmed wants to catch and eat some shrimp. He is going _____

3. They like the mountains. They are going _____ this weekend.

4. Jill would like to exercise in the park. She is going ____ today.

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.

B 6 GOAL CHECK Discuss adventures

Share your e-mail with a partner. How are they the same? How are they different?

fishing climbing swimming jogging

"We all got down onto the ice, and I then got into my swimming costume and I dived into the sea. I have never in my life felt anything like that moment. I could barely breathe. I was gasping for air."



.

While You Watch

Fill in the blanks. Use the words in the box. Watch the video and check your answers.

injuries cold spectators winner

The first ______ of the day is Craig Brown.
 One year, one of the cheeses went into the _____.
 It's not just spectators who get injured—competitors do as well, especially when it's _____ or there hasn't been much rain.
 Cheese-rolling spectator: "It's when the ground is really hard . . . that's when the _____ are going to happen."

octopush



sepak takraw

After You Watch

- Discuss these questions with a partner.
 - 1. Why do you think people join the cheese-rolling race?
 - 2. Do they want the cheese?

- 3. Do they want to have fun?
- 4. Are they crazy?

Communication

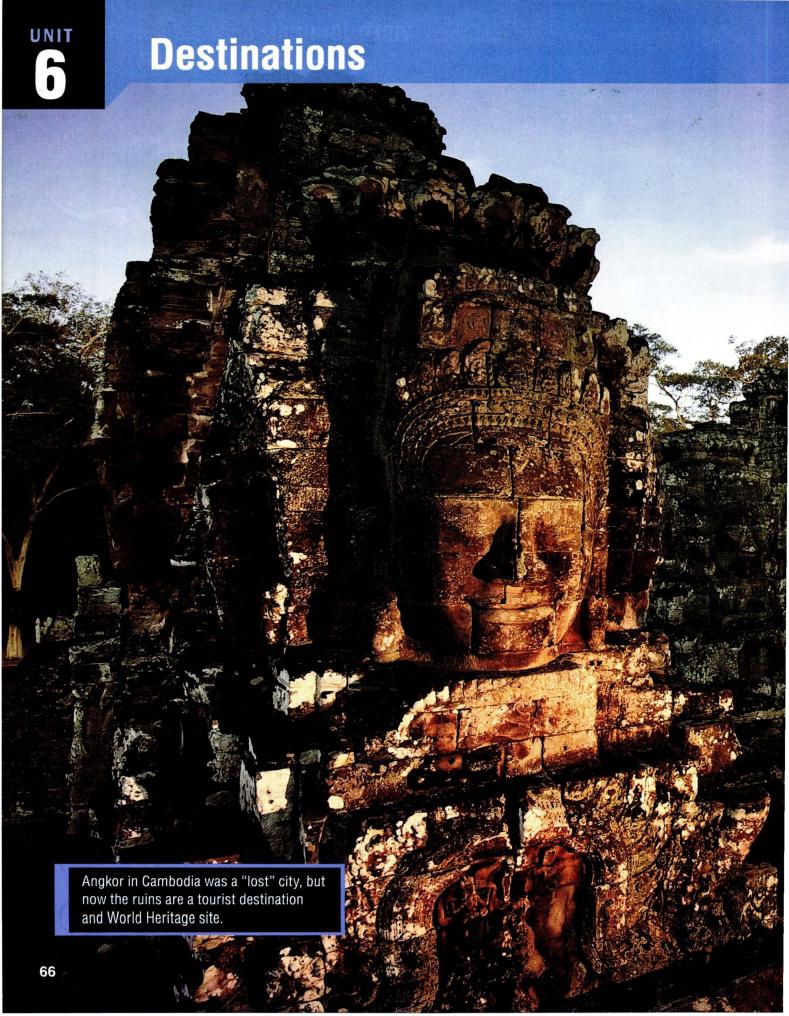
Role-play the following situation.

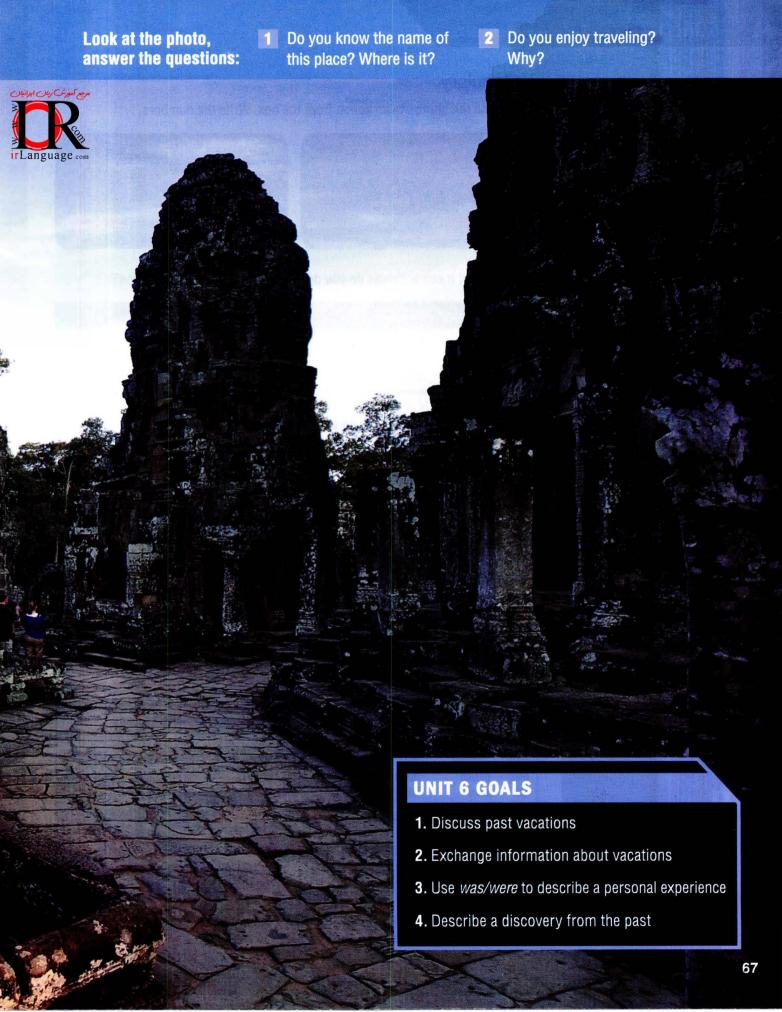
Student A is a competitor in the cheese-rolling race.

Student B interviews him or her.

Why do you come?

Where do you come from?







visit places of interest ____ take a bus tour ___ check into the hotel ___ rent a car ___ take photos ___ pack/unpack suitcases ___ buy souvenirs ___











Vocabulary

Match the photos to an action from the box. Write the numbers.





B Which of these activities do you do before and during your vacation?

| Before | During |
|--------|---------------------------------------|
| | , , , , , , , , , , , , , , , , , , , |
| × • | , |

Write other things you do before and during a vacation. Share your ideas with the class.

Grammar: Simple past tense

| Simple past tense | | | | |
|--|---|---|---|--|
| Statement | He rented a | car on his trip to | Europe last November. | |
| Negative | I didn't have a reservation yesterday. | | | |
| Yes/No questions | Did they go to Asia last year? | | | |
| Short answers | Yes, they did./No, they didn't. | | | |
| Information questions | Where did you go for your vacation last year? | | | |
| *We use the simple past tense to talk about completed actions or conditions. | | | | |
| *Some verbs are regular in the stense. They have an -ed ending | | | egular in the simple past nany different forms. | |
| learn — learned travel — traveled arrive — arrived want — wanted play — played need — needed ask — asked help — helped | | eat — ate buy — bought fly — flew know — knew go — went | tell — told leave — left say — said see — saw take — took | |

- A Unscramble the questions and answers. Use your notebook.
 - 1. Q: to Europe Did you go year? last A: to we No, went America.
 - Q: did buy you those Where souvenirs?A: them bought in We Boston.

B Fill in the blanks using the simple past tense of the words in parentheses.

Conversation

△ <)) 25 Listen to the conversation. How long did Maria stay in Venice?</p>

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

Maria: I bought it in <u>Italy</u>. We went to <u>Italy</u> 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 <u>Doge's Palace</u>.

Christine: How long did you stay there? **Maria:** We stayed for <u>five</u> nights.

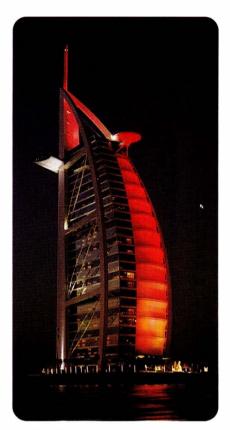
Christine: Lucky you!

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

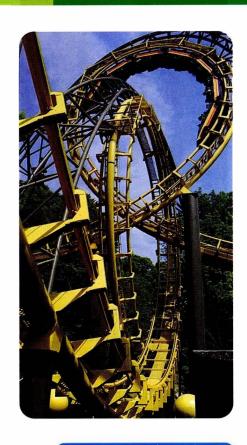
| Country | Italy | United States | Great Britain |
|---------------------------|---------------|------------------|---------------|
| Capital | Rome | Washington, D.C. | London |
| Other city | Venice | Orlando | Edinburgh |
| Place of special interest | Doge's Palace | Disney World | The Castle |



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



▲ The Burj Al Arab hotel in Dubai



| | /t/ | /d/ | / I d/ |
|----------|-----|-----|---------------|
| packed | 1 | | |
| traveled | | 1 | |
| wanted | | | 1 |
| arrived | | | |
| played | | | |
| needed | | | |
| asked | | | |
| helped | | | |
| visited | | | |
| rented | | | |
| liked | | | |

Listening

(A <))) 26 Listen to the conversation. Circle the correct answer.

1. Chen is telling his friend about _____

a. his vacation

b. his hobby

c. his work

2. His friend is ______

a. bored

b. interested

c. tired

Listen again. Circle **T** for *true* or **F** for *false*. Correct the false statements in your notebook.

1. Chen went to Oklahoma.

2. He visited five theme parks.

3. He didn't like Sea World.

4. He went to the Spider-Man[™] ride.

5. He visited Islands of Adventure.

6. He didn't try the Incredible Hulk Coaster.

Pronunciation: Sounds of -ed endings

(\langle 1)) 27 Listen. Check (\langle 1) the correct boxes in the chart to the left. Then listen again and repeat.

B <1)) 28 Listen to the sentences and check (✓) the pronunciation of the -ed ending.

| A STATE OF THE PARTY OF THE PAR | /d/ | /t/ | / rd / |
|--|-----|-----|---------------|
| We checked into the hotel. | | | |
| I packed my bags. | | | |
| He traveled to Europe. | | | |
| They stayed at an expensive hotel. | | | |

(C) <))) 28 Listen again and repeat the sentences.</p>

Communication

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

From Zanzibar to Zebras

Read full story Subscribe

December 12th, 2014

Day 1 Arrived (arrive) in Dar es Salaam. (check)

into hotel. _____ (unpack) suitcases. Went swimming.

Day 2 _____ (take) boat to the island of Zanzibar.

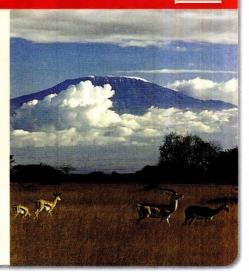
Days 3-5 _____ (sunbathe) on the beach. _____ (go) diving.

Day 6 _____ (fly) to Arusha. Saw Kilimanjaro. It's BIG!

Days 7–10 _____ (take) a safari tour. ____ (see) hundreds of wild animals. Took lots of photos.

Day 11 _____ (return) to Arusha. ____ (buy) souvenirs.

Took plane to Dar es Salaam and then flew home. Great trip.



Mexico: Beaches and Pyramids

Mexico » Mexico City » Cancun » Tulum » Merida

Read full story Subscribe

December 18th, 2014

Day 1 Arrived (arrive) in Mexico City. _____ (take) subway to

Chapultepec Park. _____ (go) to zoo.

Day 2 _____ (rent) a car. ____ (visit) the Pyramid of the Sun.

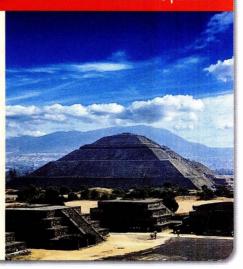
Days 3–5 _____ (fly) to Cancun. _____ (go) to the beach.

Day 6 Visited ruins at Tulum. _____ (watch) traditional music show.

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

_____(drink) hot chocolate in market.

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



🔁 🤣 Choose one blog. Take turns with a partner asking each other questions about your vacation.

Where did you go next?

What did you do?

How long did you stay there?

Did you enjoy it? Why?

C & GOAL CHECK Exchange information about vacations

Join another pair of students. Tell them about your partner's vacation from the activity above.

flv - flew watch - watched sunbathe - sunbathed drink - drank

| Adjectives | Emphatic adjectives |
|-------------|--|
| good/nice | excellent outstanding magnificent amazing |
| bad | awful terrible horrible |
| interesting | fascinating |
| tiring | exhausting |
| dirty | filthy |
| clean | spotless |
| big | enormous huge |

Language Expansion: Emphatic adjectives

Mrite two or three emphatic adjectives below each picture.





| B | Use emphatic adjectives to complete the text. |
|---|---|
| | We had an (1) vacation. We visited six European |
| | countries in six days. My favorite country was Italy. Rome is a |
| | (2) city. There is so much to see: museums, |
| | churches, ruins. We stayed in a (3) hotel. Everything |
| | about it was perfect. It had an (4) swimming pool |
| | and very friendly people. |

Grammar: Simple past tense of to be

| Simple past tense of <i>to be</i> | | |
|-----------------------------------|------------------------------|--|
| Statement | l was exhausted. | |
| Negative | The food wasn't great. | |
| Information questions | Why was your vacation awful? | |
| Yes/No questions | Were they tired? | |
| Short answers | No, they weren't. | |

| A | Match | the | questions | and | the a | answers. |
|---|-------|-----|-----------|-----|-------|----------|
|---|-------|-----|-----------|-----|-------|----------|

- 1. Were you tired? _____
- 2. Where were they? _____ b. They were in Peru.
- 3. Was the weather good? ____
- 4. Was he late? _____
- 5. Were the rooms clean? _____
- a. No, he wasn't. He was on time.
- c. No, they weren't. They were filthy.
- d. Yes, I was. I was exhausted.
- e. Yes, it was. It was excellent.

- B Complete the sentences with was or were. 1. We didn't enjoy our vacation. The weather ______ very bad. **2**. How ______ the food? 3. _____ vou 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.



A diver in Pulau Sipadan

Write three questions about exercise **C** to ask your partner.

Conversation

(A) <)) 29 Listen to the conversation. What was good about the vacation?</p>

Alex: How was your vacation?

Mike: It was terrible.

Alex: Why? What happened?

Mike: Well, first of all, the weather was <u>bad</u>. 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!

B 3 Practice the conversation with a partner. Switch roles and practice it again.

Practice again and change the underlined adjectives to emphatic adjectives.

D GDAL CHECK Use was/were to describe a personal experience

Tell a partner about a good or bad experience you had.





Reading

- A Look at the black and white photos. When do you think these photos were taken?
- B Read the article. Underline the emphatic adjectives.
- Underline the regular simple past verbs and circle the irregulars.
- Answer the questions.
 - Did Hiram Bingham discover Inca ruins in Ollantaytambo?
 - 2. How much did he pay Arteaga? _____
 - 3. Was the climb to Machu Picchu easy?
 - 4. Where did they eat? _____

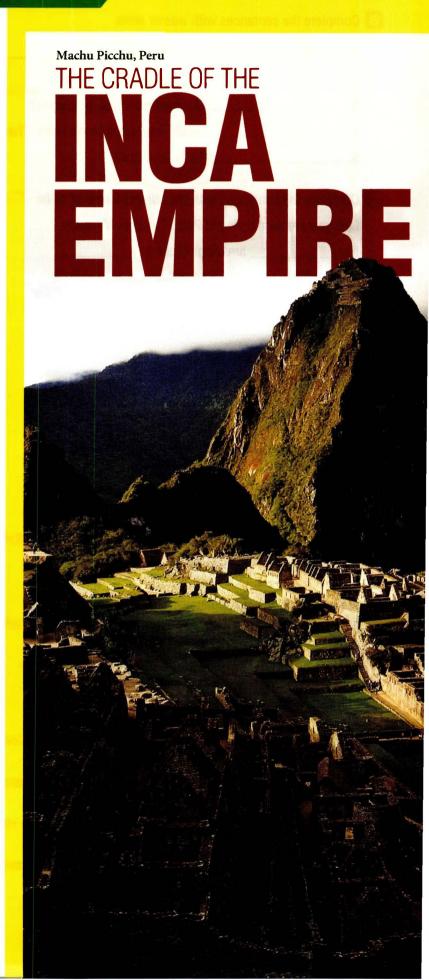


▲ A man stands at the walls of the main temple.

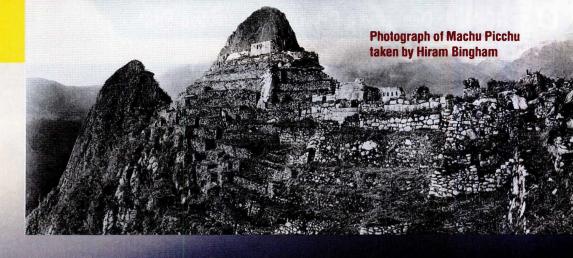
Word Focus

hut = a small house
ruins = old buildings that have
fallen down

to clear = to cut down







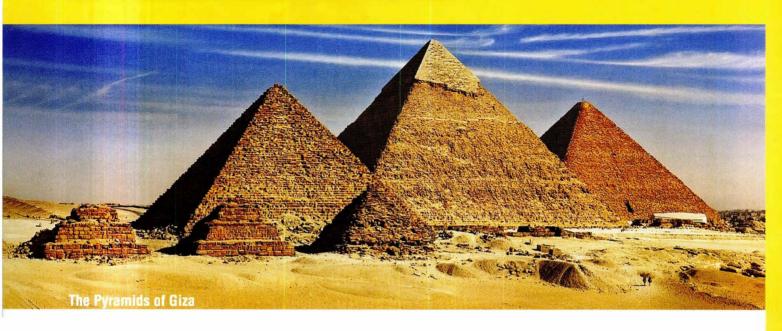
ost people travel for vacations, but some people travel to explore and discover new places. In 1911, Hiram Bingham, an American archaeologist, traveled to Peru where he discovered Machu Picchu, the lost city of the Incas. Read his report of the discovery.

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.

GOAL 4: Describe a Discovery from the Past



Communication

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

| | Stonehenge | Pyramids of Giza | A ruin in your country |
|--------------------|-------------------|------------------|------------------------|
| Where is it? | in England | | |
| What was it? | a burial ground | | |
| Who built it? | Ancient Britons | | |
| When was it built? | 3000 все-2000 все | | |

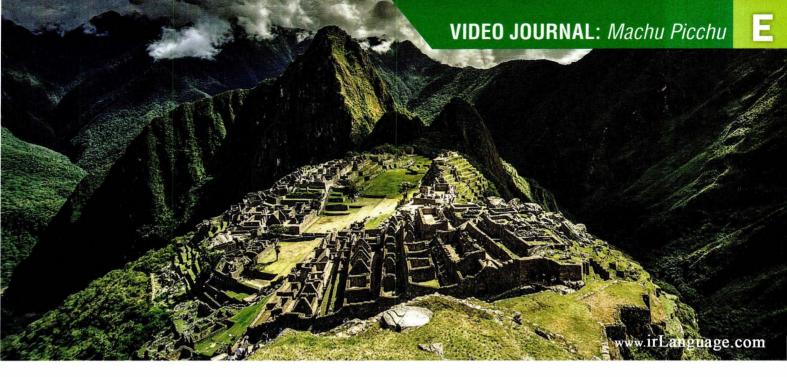
B Share your information with the class and write in any new information from classmates.

Writing

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

🟮 🔗 GDAL CHECK 🗾 Describe a discovery from the past

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



Before You Watch

Fill in the blanks. Use the words in the box to complete the video summary.

Video summary

When Hiram Bingham discovered Machu Picchu, it was a (1) ______ place. Now, many (2) ______ go to Machu Picchu every day. Some people say it is good for (3) ______, but other people say it is bad for the (4) ______.

quiet business

While You Watch

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

After You Watch

- 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.

Tourists buy souvenirs and stay in hotels.

> That's good. It brings money to the country.

MY MIND-SHIFTING EVEREST SWIM

Before You Watch

A 5 Look at the pictures. Which of these places would you like to visit? Why? Research the places if needed. Tell a partner. Do you share the same answers?





Greenland

Patagonia, Chile





Mt. Everest, Nepal

Santa Cruz, Argentina

B Use the words in the box to complete the TED Talk summary.

| symbolic | humility | aggressive |
|----------|----------|-------------|
| Sherpas | debrief | sustainable |

WORD BANK

aggressive to do something with a lot of force battleground 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

Lewis Pugh's idea worth spreading is that we can 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.

TED Talk Summary

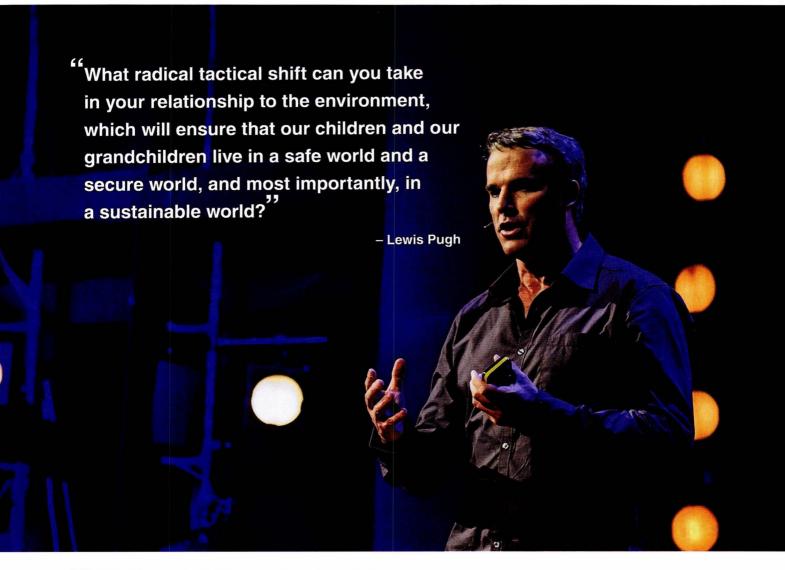
| Lewis Pugh swims in cold places because it is |
|---|
| of saving the environment. |
| He wants Earth to be, or |
| around forever. Lewis decided to swim in a |
| lake high on Mt. Everest in the Himalayas. |
| helped him climb the |
| big mountain to Lake Imja. After a failed first |
| attempt, Lewis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

C 🚵 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 D Watch the TED Talk. Put the quotes in order. Write the number in the boxes provided.



"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."



"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."



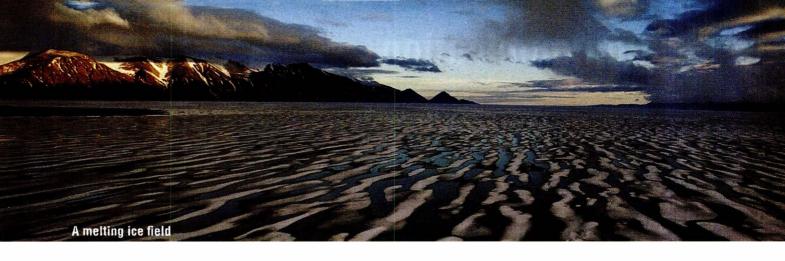
"And so I decided to walk up to Mt. Everest, the highest mountain on this earth, and go and do a symbolic swim underneath the summit of Mt. Everest."



"And I swam across the lake.
And I can't begin to tell you
how good I felt when I came to the
other side."

After You Watch

| AI | ter fou watch | | | | | | |
|----|--|-------------------|---------------|--|--|--|--|
| A | Watch the TED Talk again. Circle the correct answ | ver for each que | estion. | | | | |
| | 1. What are the Himalayas? | big lakes | big mountains | | | | |
| | 2. How long did Lewis swim at the North Pole? | 19 minutes | 30 minutes | | | | |
| | 3. What is melting in the Himalayas? | glaciers | lakes | | | | |
| | 4. How many people depend on water from the Himalayas? | 2 billion | 1 million | | | | |
| | 5. What is the world's population? | 9 billion | 6.8 billion | | | | |
| В | Fill in the names of the places from the words in the | he box. | | | | | |
| | Lake Imja 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 is very high, near the top of Mt. Everest. | | | | | | |
| | 5. China, India, Pakistan, andnear the Himalayas. | are cour | ntries | | | | |
| C | Use the emphatic adjectives to complete the sente | ences. | | | | | |
| | exhausting fascinating enormous excellent awful | | | | | | |
| | 1. Mt. Everest isn't small. It's a(n) | mountain. | | | | | |
| | 2. His story wasn't boring. It was | | | | | | |
| | 3. Lewis Pugh survived his North Pole swim. He must be a(n) | | | | | | |
| | swimmer. | | | | | | |
| | 4. Swimming for a very long time, especially in coll is | ld conditions, is | sn't easy. | | | | |
| | 5. When Lewis Pugh first tried the swim, he had to stop. He felt | | | | | | |



Lewis Pugh completed his amazing swims 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.







3.

4.

Make a list of things of things you can do to protect the environment. Discuss as a group. Share your list with other groups.

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.

Communication



Look at the photo, answer the questions:

- How do animals communicate?
- What ways do people communicate?



GOAL 1: Talk About Personal Communication



Vocabulary

A Label the pictures. Use the words in the box.

e-mail fax smartphone TV letter newspaper ad social media text message

1. _____

B Write the words from exercise A in the correct column.

| | | 4 |
|-----|----|---|
| 000 | | 4 |
| | 00 | |
| | | |

| | Inexpensive | Expensive |
|------|-------------|------------|
| fast | | smartphone |
| slow | letter | |

2

Grammar: Verbs with direct and indirect objects



| (Subject) + verb | Indirect object | Direct object |
|-------------------|-----------------|---------------------|
| I sent | Mike | an e-mail. |
| My parents bought | me | a smartphone. |
| I am writing | Helen | a text message. |
| Find | me | his number, please. |
| I didn't fax | him | the report. |
| Give | me | a call. |

3. _____



A



5. _____



6



7. _____



8. _____

| Un | Unscramble the words to write sentences. Underline the indirect objects. | | | | | | |
|----|--|--|--|--|--|--|--|
| 1. | . sent a I fax. Barbara | | | | | | |
| 2. | sent My brother an me e-mail. | | | | | | |
| 3. | address. me his Find e-mail | | | | | | |
| 4. | new Jim a computer. I bought | | | | | | |
| 5. | a your mom Give call. | | | | | | |

| Irregular past tense | | | |
|----------------------|--------|--|--|
| Present | Past | | |
| buy | bought | | |
| send | sent | | |
| write | wrote | | |
| find | found | | |
| get | got | | |

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

Situation

- **1**. You lost your friend's phone number.
- 2. You want your friend to call his father.
- **3.** You want your parents to buy your sister a printer.
- **4.** You want your friend to pay you by check.

Request

- (send) Please send me your phone number.
- (write) _____
- 🕒 🤣 Ask your partner how, and how often, they communicate with other people.

Conversation

(1)) 2 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: E-mail? 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.

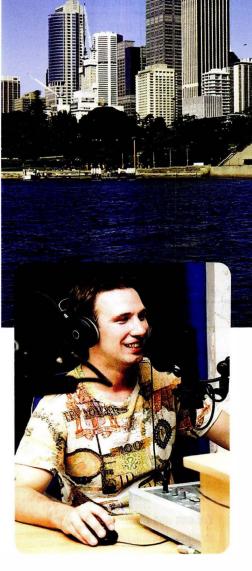
🖸 🤣 GOAL CHECK 🚺 Talk about personal communication

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.

Real Language

We can use Come on! to show impatience.





Listening

A <))3 Listen to the radio program. Circle the correct answer.

This is a _____.

a. talk show

b. music show

c. call-in program

www.irLanguage.com

B ◄)))3 Listen again and complete the chart.

| Phone number | |
|----------------------------|--|
| Fax number | |
| E-mail address | |
| Text message (SMS) address | |
| Mailing address | |

- Written Pronounced

 at

 hyphen

 Sydney underscore

 slash
 backslash
 St. street

 Ave. avenue
- 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. + 61 29250 7111 www.sydneyoperahouse.com e-mail: infodesk@sydneyoperahouse.com
 - 2. 1600 Pennsylvania Ave. NW, Washington DC, 20500, USA. Tel. 1 202 456 1111 www.whitehouse.gov e-mail: comments@whitehouse.gov
 - 3. 5 Avenue Anatole France, 75007, Paris, France. Tel. 33 08 92 70 12 39 www.tour-eiffel.fr

Pronunciation: /b/ and /v/, /l/ and /r/

△ (1)) 4 Listen and circle the word that you hear.

| /b/ | /v/ | /// | /r/ |
|-----------------|--------|------------------|--------|
| 1 . bat | vat | 1. alive | arrive |
| 2. berry | very | 2. blush | brush |
| 3. best | vest | 3. flee | free |
| 4. ban | van | 4 . fly | fry |
| 5 . boat | vote | 5. lane | rain |
| 6. bowels | vowels | 6. lead | read |
| 7 . bale | veil | 7. lice | rice |
| 8. bent | vent | 8. light | right |
| 9 . best | vest | 9 . long | wrong |
| 10. bet | vet | 10 . play | pray |

B 🚰 Take turns reading one of the words from each pair to your partner. Your partner has to identify which word you read.

Communication

- Mrite your contact information in column one of the chart.
- 🖪 💦 Ask three of your classmates for their contact information. Complete the chart.

| | Me | Classmate 1 | Classmate 2 | Classmate 3 |
|--------------------|----|-------------|-------------|-------------|
| Name | | | | |
| Home phone number | | | | |
| Cell phone number | | | | |
| E-mail address | | | | |
| Mailing address | | | | |

C C GDAL CHECK LECTURE Exchange contact information

Give the contact details of a friend or family member to a partner.

Real Language

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

say a word letter by letter, we can say: Could you spell

that, please?





▲ sight



hearing



▲ taste



▲ smell



▲ touch

Language Expansion: The senses

With the senses, we perceive (see, notice, feel) characteristics and qualities of people, animals, places, and things.

🔼 🥩 Look at the senses to the left. Discuss the following question with a partner. What senses do you use to identify these characteristics?





▲ loud



▲ soft



▲ green



▲ dirty



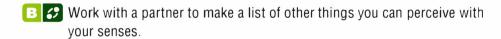
▲ bad



▲ salty



▲ wet



Grammar: Sensory verbs

| Subject | Verb | Adjective |
|----------|--------|------------|
| The food | smells | delicious. |
| lt | feels | soft. |
| You | look | cold. |
| lt | tastes | salty. |
| He | sounds | tired. |

^{*}Sensory verbs are stative verbs.

^{*}They are usually followed by an adjective.

^{*}They are not used in the simple progressive tense.



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

Conversation

Listen to the conversation. What's wrong with Bill and Susan's milk?

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.

- [3] & 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.

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

GOAL 4: Compare Different Types of Communication

Reading

A S Animals use all their senses, but for many animals, one of the senses is the most important. Check () one box for each animal and compare with a partner.

| | By sight | By sound | By smell |
|-------------|-------------|-------------|-------------|
| 1. dogs | | | 1 |
| 2. ants | | | |
| 3. whales | | | |
| 4. peacocks | | | |
| 5. wolves | | | _ |
| 6. bees | | | |

- B 3 Read the article. With a partner, discuss these questions: Are dolphins intelligent? Do they have feelings? Do the same for the other animals listed in exercise A.
- **C** Read the sentences. Are they true or false? Circle T for true or F for false.

| 1. | People are self-aware. | T | F |
|------------|--|---|---|
| 2. | Scientists do experiments to gain information. | T | F |
| 3. | When two people talk, it is interspecies communication. | T | F |
| 4. | When you use your brain, you are using cognition. | Т | F |
| 5 . | You usually recognize people you have never seen before. | т | F |
| 6. | Some animals whistle to communicate. | т | F |

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



Diana Reiss Scientist

THE INTERSPECIES **INTERNET? AN IDEA** IN PROGRESS

The following article is about Diana Reiss. After Unit 9, you'll have the opportunity to watch some of Reiss and her colleagues' TED Talk and learn more about their idea worth spreading.

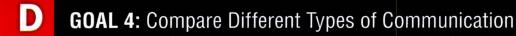
What happens when you give a dolphin a mirror or a computer keyboard? Just ask Diana Reiss. She studies the cognition and communication of dolphins. Scientists believe that dolphins and other animals are self-aware and have emotions. They are able to think. learn, and remember.

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 made a special keyboard that could work underwater. The keyboard had keys that the dolphins could touch. When touched, the computer would make a whistle and the dolphins got a fun object or activity. 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 touch to get what they wanted.

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?







Writing

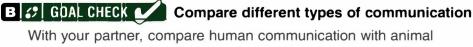
A ## What type of communication would you use in these situations? Text message, e-mail, letter, or social media? Fill in the first column and then ask your partner. Discuss any differences.

| You want to | Me | My partner |
|---|----|------------|
| 1 send a photo to your parents. | | |
| 2 thank your grandmother for a birthday present. | | |
| 3 keep in touch with some friends in Brazil. | | |
| 4. invite a friend to do something with you. | | |
| 5 send an assignment to your teacher. | | |

B 🔗 People often use abbreviations. Do you understand these messages? Which situation from exercise A do they match? With a partner, write a new text conversation. Explain your abbreviations to the class.

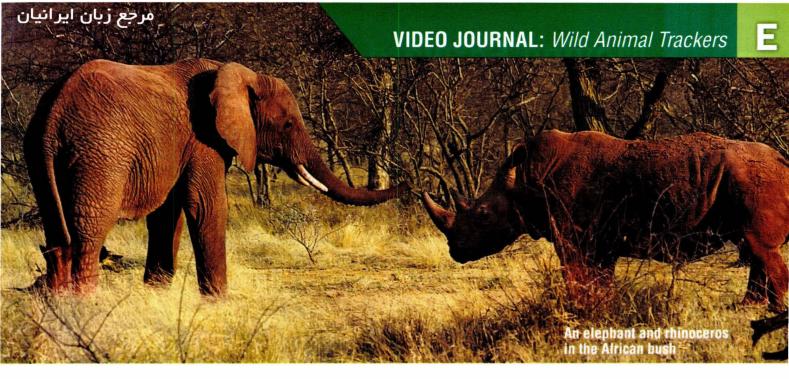
Communication

A 3 With a partner, make a list of some of the other ways humans communicate. Then pick an animal and list the way it communicates.



communication. How are they the same? How are they different? Share your ideas with the class.





Before You Watch

- Match the words to the definitions.
 - 1. conservationist _____
 - 2. increase _____
 - **3.** decrease _____
 - 4. to track _____

- a. to follow wild animals
- b. a person who protects wild animals
- c. to get (or make) bigger
- d. to get (or make) smaller

While You Watch

- Match the video. Circle **T** for *true* and **F** for *false*.
 - 1. In the video, you see lions.
 - 2. Louis Liebenberg is trying to collect information about the animals.
 - 3. The Bushmen and the conservationists speak the same language.
 - 4. The small computer that the Bushmen use is called the Cyber Tracker.
 - **5.** Louis Liebenberg makes maps from the information.

After You Watch

The Cyber Tracker is a quick way of recording information about wild animals. Can you think of other uses for the Cyber Tracker? Discuss with a partner.







Vocabulary

- Number the pictures to match the phrases from the box.
 - 1. study for the next test
- 4. buy a new car

- 2. get a new job
- 8. speak English fluently

- 3. do the laundry
- 6. clean the house

















B Write the plans from exercise A in the correct column.

| Short-term plans | Long-term plans |
|------------------|-----------------|
| | |
| | |
| | |

I don't want to have children now. I'm too young.

> I need to buy a new car. My car is really old.

C S Number the long-term plans in order of importance to you (1 for the most important plan). Compare your list with a partner's list. Give reasons.

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/No questions | Are you going to do the laundry this weekend? | Yes, I am. No, I'm not. |
| Wh- question | When are you going to pay the phone bill? | On Tuesday. |

^{*}We can use be going to to talk about our plans for the future.

^{*}We also use these time expressions: tomorrow, next Saturday/week/year.

| 1 . Wh | nere are you going to have lunch today? | _ a. | Yes, I am. He loves | having fun. |
|-----------------|--|------------|---------------------------|--|
| 2 . Are | e you going to invite Ajay to the party? | b. | Maybe. I would take | e an umbrella. |
| 3 . Wh | nat are you going to do on Saturday? | C. | At Luigi's. | |
| 4. Wh | nen is Nicola going to arrive? | d. | We're going to go in | ce skating. |
| 5 . Is i | t going to rain this evening? | e. | Her plane arrives at | five o'clock. |
| Complete | ete the conversation with be going to and the | e verbs i | n parentheses. | |
| A: He | y! I just won \$100! | | | |
| B: Wo | ow! What | (you do |) with it? | |
| A: We | II, first, I | (buy) m | y mother some flowe | rs. |
| B: Gre | eat. She | (love) th | ose. | |
| A: An | d then, I | (give) m | y sister \$10. | |
| B: An | d the rest? | | | |
| A : _ | (put) it in t | the bank | ·. | |
| B: | (you buy) a | nything | for yourself? | |
| A: Ma | ybe. But not now. | | | |
| | ok at the pictures on page 06. Take turns agki | na a na | rtner guestions | |
| | ok at the pictures on page 96. Take turns aski out the phrases. | iliy a pai | ther questions | When/Wh |
| | • | | | are you go |
| Conver | | | | |
| | Listen to the conversation. Is Kiri going to go | | each? | Real Lan |
| Mai: | Hi, Kiri. What are you going to do this week | | dry Why O Why do | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ |
| Kiri: | Well, I'm going to study for the test and do you ask? | ine iaun | ury. Wily? Wily do | We can sa I'm not su |
| Mai: | We're going to go to the beach. Do you wan | t to com | ne? | uncertaint |
| Kiri: | Mmm, I'm not sure. I'd love to, but you | know | . work. | |
| Mai: Kiri: | Come on. It's going to be fun! Well, maybe I can <u>study for the test</u> tonight. | And Lc | an do the laundry | |
| | when we come back. | 71110 1 0 | un <u>uo tho luunui y</u> | |
| Mai: | So you're going to come? | | | All |
| Kiri: | Sure! | | | |
| 📴 🕔 Pra | actice the conversation with a partner. Switch r | oles and | I practice it again. | A THE |
| C Ch | ange the underlined words and practice it aga | ıin. | | |

Talk about plans

Match the questions and the answers.

D 🥴 GOAL CHECK ь

Tell a partner your plans for this weekend.

I'm going to go hiking this weekend.

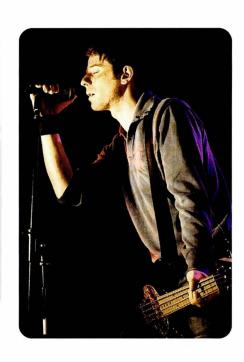
When/Where/How/Why are you going to ...?

Real Language

We can say Mmm or I'm not sure to show uncertainty.



GOAL 2: Discuss Long- and Short-Term Plans



Listening

- [A])) 7 Listen to the interview with a pop singer. Is he talking about his short-term plans or long-term plans?
- B <>>> Tisten again and circle T for true and F for false.

| 1. Pedro is going to record his new album in June. | T | F |
|--|---|---|
| 2. You can buy Pedro's new album in stores. | T | F |
| 3. Pedro is going to take a break in the summer. | T | F |
| 4. Pedro is going to do a world tour this year. | T | F |
| 5. Alicia is going to have a baby in July. | T | F |
| 6. The baby isn't going to change Pedro's life. | T | F |
| 7. Pedro is going to start making a film at the end of the year. | T | F |

Correct the false sentences in exercise **B** in your notebook.

Pronunciation: Reduced form of going to

- ▲ (1) 8 Listen and repeat.
- □ ◄))) 9 Listen to the sentence and check (✓) the correct box.

| | Full form | Reduced form |
|---|-----------|--------------|
| 1. When are you going to finish? | | |
| 2. They're not going to like it. | | |
| 3. We're going to leave at three thirty. | | |
| 4. I'm going to take a shower. | | |
| 5. Are you going to take a taxi? | | |
| 6. What are you going to do this weekend? | | |
| 7. I'm not going to go to the meeting. | | |
| 8. When is Saleh going to arrive? | | |

Take turns reading the sentences in exercise **B** with either the *full form* or the reduced form. Your partner has to say which form you used.



Communication

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

| Short-term plans | | | | | |
|-------------------------------------|------------|---------------|--------------|--|--|
| Are you going to | Yes, I am. | I'm not sure. | No, I'm not. | | |
| eat out tonight? | | | | | |
| go to a party this weekend? | | | | | |
| play or watch a sport this evening? | | | | | |
| rest this weekend? | | | | | |

| Long-term plans | | | | |
|--------------------------|------------|---------------|--------------|--|
| Are you going to | Yes, I am. | I'm not sure. | No, I'm not. | |
| start your own business? | | | | |
| learn another language? | | | | |
| move to another country? | | | | |
| buy a new car? | | | | |

- 📴 🚱 With a partner, take turns asking and answering the questions in exercise A. Then ask a Wh- question.
- C 3 GOAL CHECK Discuss long- and short-term plans

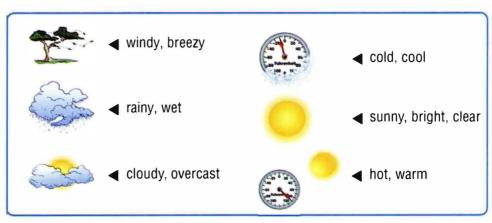
Tell a partner your plans for tonight and your plans for the next five years. Use the words in the box to help you.



Language Expansion: Weather conditions



raincoat



We use adjectives to describe the weather. Today is **sunny** and **warm**.



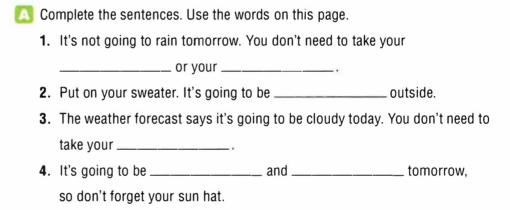
▲ umbrella

▲ sunglasses



▲ rain boots ▲ swimsuit





Grammar: Will for predictions and immediate decisions





sweater

| Will | STANK AREA FOR | | | | |
|--|---|---------------------------------------|--|--|--|
| Statements | I think it will rain this afternoo | on. It will be windy tomorrow. | | | |
| Negatives | Don't take your sweater. I'm su | ure it will not (won't) be cold. | | | |
| res/No:questions | Will it be windy? | Yes, it will./No, it won't. | | | |
| *We use <i>be going to</i> and <i>will</i> to make predictions. *We only use <i>will</i> to make an immediate decision. A: The phone is ringing. B: OK, I will answer it. | | | | | |

| Complete the sentences using will or be going to. | | | | | |
|---|----|-------------------------------|----|---------------------|-------------------|
| 1. | A: | You're looking happy. | B: | Yes, I | buy a new |
| | | | | car this afternoon. | |
| 2. | A: | Oh no! It's starting to rain. | B: | | _ get an umbrella |

4. A: You have to get up at five o'clock tomorrow.

3. A: This is heavy.

B: Yes, I ______ to go to bed early tonight.

B: Wait, I _____ help you.

B Rewrite the questions using be going to or will.

| be going to | will |
|--|---|
| 1. Is it going to rain tomorrow? | |
| 2. | Will it be sunny this afternoon? |
| 3. Are we going to have a hot summer this year? | |
| 4. | What will the weather be like on the weekend? |
| 5. Is it going to be overcast tomorrow? | |
| 6. | Will we finish the book before the end of the year? |
| 7. Are temperatures going to rise in the next 100 years? | |
| 8. | Will you get good grades? |

- 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.
 - 1. I _____ have a happy life.
 - **2.** I ______ live to be 100 years old.
 - 3. I _____ find an interesting job.
 - 4. | _____ speak perfect English one day.

Conversation

Listen to the conversation.

Andrew: Do we have everything ready for the beach?

Barbara: Sure. Everything's ready.

Andrew: Do you think it's going to rain?

Barbara: No, they say it's going to be hot.

Andrew: Are you going to take your umbrella?

Barbara: No, I said it's going to be hot. It's not going to rain.

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.
- Circle the predictions. Change be going to to will and practice it again.
- D & GOAL CHECK Make weather predictions

Talk to a partner. What is the weather like now? What is it going to be like tomorrow?



Reading

- Discuss these questions with a partner.
 Then read and check your answers.
 - 1. What are fossil fuels?
 - 2. What is alternative energy?
- Read the article. Underline *will* and *be going to*.
- Answer the questions.
 - 1. How much energy will we need in 2100?
 - 2. What are three problems with solar power?
 - What are two problems with wind energy?
 - 4. Does Michael Pacheco think there will be enough energy in the future?
- 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 cost-effective saves money

renewable = something you can use again and again

ugly = not beautiful

FUTURE ENERGY?

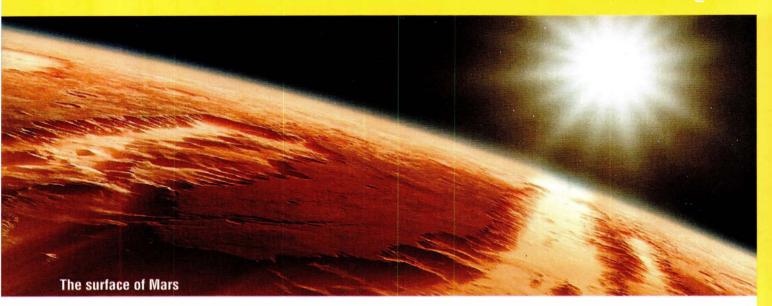
We are going to have a big energy problem in the future. Today, the world uses 320 billion kilowatt-hours of energy a day. By 2100, we will use three times as much energy. How will we get the energy? Today, we get a lot of energy from fossil fuels: coal, oil, and natural gas. But fossil fuels are dirty, and they will not last forever. In the long term, we will have to find alternatives. We will need renewable energy.

SOLAR POWER

Near Leipzig in Germany, there is a field with 33,500 solar panels. It produces enough energy for 1,800 homes. That's a lot of energy! However, there are problems. One problem is that solar energy is expensive, but the price is falling. "Thirty years ago it was cost-effective on satellites," says Daniel Shugar, president of PowerLight Corporation. "Today, we can use it for houses and businesses." He says that in the future most houses will have solar panels. There are other problems with solar power. It needs a lot of space, and, of course, it doesn't work at night.







Communication

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.

| | Me | | | Partne | Partner | |
|---|-----|-------|----|--------|---------|----|
| In the future, do you think | Yes | Maybe | No | Yes | Maybe | No |
| 1 people will live under the sea? | | | | | | |
| 2 there will be enough food for everyone? | | | | | | |
| 3 we will find a cure for cancer? | | | | | | |
| 4 most houses will have solar panels? | | | | | | |
| 5 people will travel to Mars? | | | | | | |
| 6 wars will end? | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |

Writing

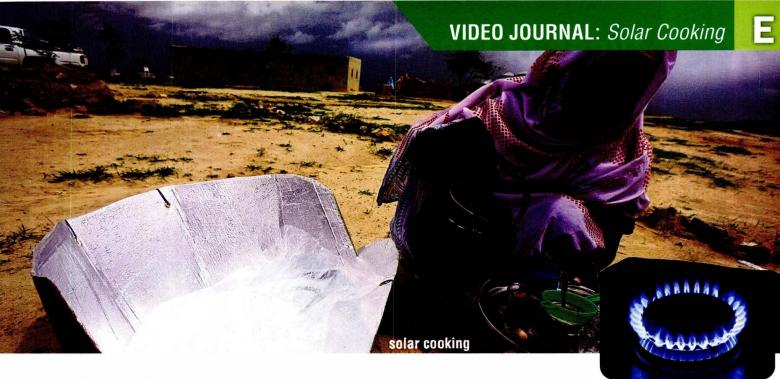
Mrite when you think these events will happen in your notebook.

In the next 50 years, I think we will find a cure for cancer, maybe most houses will have solar panels, but I don't think people will travel to Mars.

Maybe by 2100 people will . . .



Join two or three other students and discuss your ideas about the future.



Before You Watch

- Look at the pictures. Discuss these questions with a partner.
 - 1. What fuels can you use to cook food?
 - 2. What fuel do you use to cook food?

While You Watch

Match the video. Check (✓) the correct box.

| Benefits of solar ovens | Health | Environmental |
|---|--------|---------------|
| 1. You don't have to cut down trees. | | |
| 2. African women don't have to walk a long way to collect firewood. | | |
| 3. There is no smoke. | | |
| 4. Solar ovens can be used to make water clean. | | |
| 5. Solar ovens don't cause pollution. | | |

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 have 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.

▲ gas



electricity



firewood

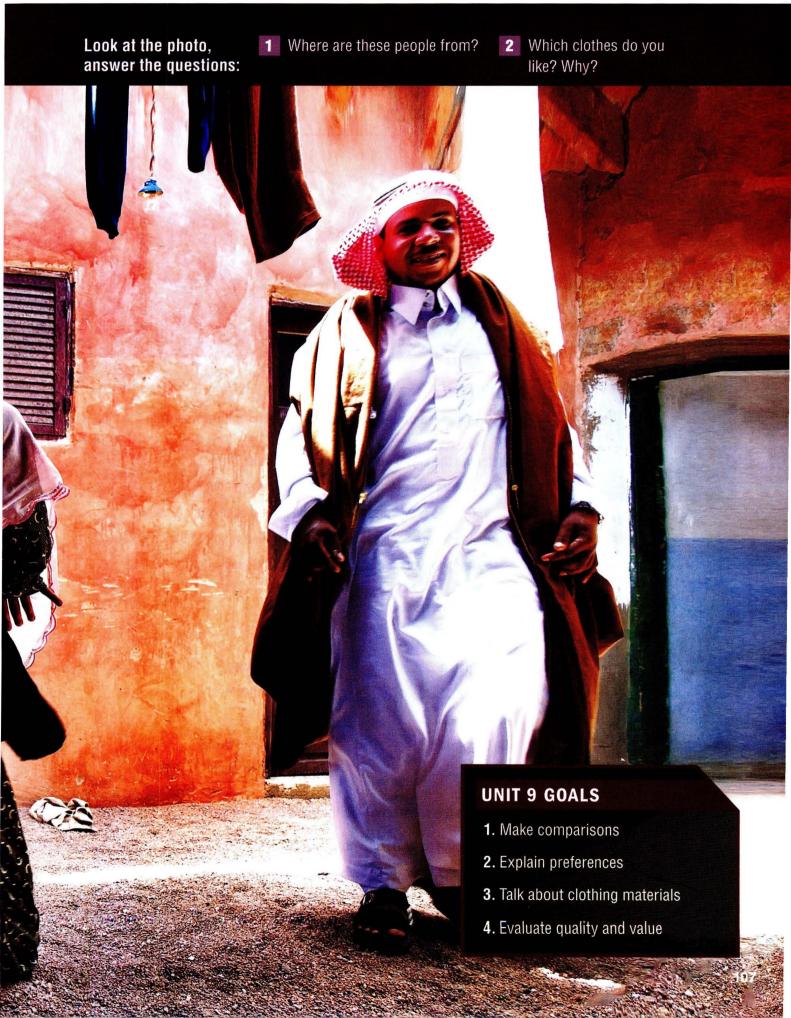


solar energy



▲ wind





A

GOAL 1: Make Comparisons



tie jeans skirt shirt suit jacket pants hat sneakers T-shirt socks blouse coat handbag shoes hat belt gloves

Vocabulary

- Mork with a partner and label the pictures with words from the box.
- 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!
- Match the opposites.
 formal ______ a. cool
 outdated _____ b. expensive
 cheap _____ c. fashionable, stylish
 warm ____ d. heavy
 handmade ____ e. casual, informal
 light ____ f. machine-made
- $lue{f D}$ Complete the sentences with the words in exercise ${f C}.$
 - It's going to be cold tomorrow. You should take a ______ jacket.
 You can't wear those ______ jeans. You should buy stylish ones.
 _____ clothes are more expensive than machine-made clothes.
 - 4. Looks are important, so I always wear a _____ suit when I meet clients.

Grammar: Comparatives

| Comparative forms of adjectives | | | |
|---|-----------|--|--|
| Adjectives with one syllable Add -er. | cheap | Machine-made sweaters are cheaper than handmade sweaters. | |
| Adjectives that end in -y Change the -y to i and add -er. | pretty | I like that dress, but this one is prettier . | |
| Adjectives with two or more syllables | beautiful | Eleanor is more beautiful than Eva. | |
| Use <i>more</i> or <i>less</i> before the adjective. | expensive | These suits are less expensive than those. | |
| Innomination of | good | Shopping in a store is better than shopping online. | |
| Irregular comparatives | bad | My grades are worse than yours. | |

^{*}The comparative form is often followed by than.

- Complete the sentences. Use the comparative form of the word in parentheses.
 - 1. I prefer the green handbag, but it is ______(expensive) the blue purse.
 - 2. These jeans are _____ (nice) those ones.
 - 3. These shoes are _____ (formal) those ones.
 - 4. This sweater is _____ (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. Edris:

Danny: I don't know. I need something more formal.

They're for work.

Edris: What about these black ones?

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.

- B Practice the conversation. Switch roles and practice it again.
- Change shoes to a singular item of clothing, for example blouse, and practice the conversation. Don't forget to change the agreements:

 Look at this blue blouse. It looks nice.

D GOAL CHECK Make comparisons

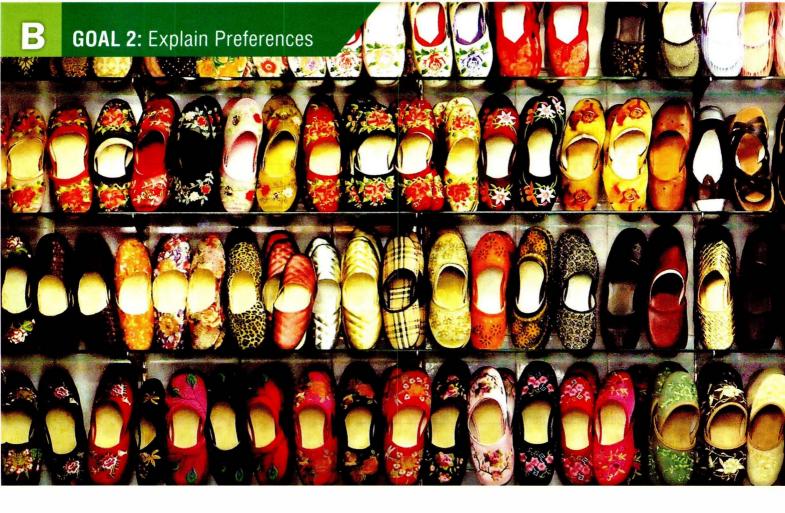
Write sentences comparing the clothes that you like to wear with the clothes that your parents like to wear.

Real Language

We can say *I don't know* or *I'm not sure* to show uncertainty.

I like to wear jeans. My father likes to wear a suit.

^{*}Use much to make a comparison stronger. This coat is much better than the other one.



Listening

- △ →)) 12 Listen. What is the woman buying?
- Fill in the blanks with comparatives using the adjectives in parentheses. Listen and check your answers.

| 1. | Shopper: | Do you have anything less formal? | |
|----|------------------|-----------------------------------|--------------|
| | Sales attendant: | Yes, these are | (casual). |
| 2. | Shopper: | Do you have a | (big) size? |
| | Sales attendant: | How about these? Are they | (good)? |
| 3. | Shopper: | Do you have anything | (expensive)? |
| | Sales attendant: | Something | (cheap)? |
| | | | |

- C (1)) 12 Listen again and answer the questions.
 - How many pairs of shoes does the woman try on? _______
 How much do the white shoes cost? ________
 - 3. How much do the black shoes cost? _____
 - 4. What size shoes does the woman wear? _____
 - 5. What color are the shoes that the woman buys? _____

Pronunciation: Rising and falling intonation

- A <)) 13 Listen to the sentences. Write arrows to show rising or falling intonation.
 - 1. Which swim suit is cheaper? The blue one or the red one?
 - 2. Whose dress is prettier? Karen's or Mia's?
 - 3. Which is easier? Shopping online or in a store?
 - 4. Which do you think is warmer? The sweater or the jacket?
- B <>)) 13 Listen again. Repeat the sentences.

Communication

- Compare shopping online to shopping in a store. Write sentences using the comparatives of the adjectives.
 - **1**. safe ______
 - 2. quick _____
 - 3. cheap _____
 - **4.** easy _____
- Where should these people shop—online or in a store? Compare answers with your partner and give reasons.

| | Online | In store |
|---|--------|----------|
| 1. Jenny needs a new dress for her birthday party tonight. | | |
| 2. Hamadi lives in a small village, a long way from the city. | | |
| 3. Kenji isn't sure which smartphone to buy. | | |
| 4. Albert is 85 years old and can't walk very far. | | |
| 5. Rosa doesn't have a credit card. | | |
| 6. Mario hates waiting in line. | | |

- 💽 💋 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?
- D & 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.

| Park and | Online | In store |
|------------|--------|----------|
| 1. books | | |
| 2. clothes | | |
| 3. shoes | | |
| 4. camera | | |
| 5. | | |
| 6. | | |



I really like that black leather jacket.

Language Expansion: Clothing materials

| 100% Cotton Made in USA | 100% Wool Made in Scotland | Man-made Fiber Made in Taiwan | 100% Leather Made in Argentina | Pure Silk Made in China |
|--|---------------------------------------|----------------------------------|-----------------------------------|---|
| | | | | 2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 |
| Machine Wash, HOT Permanent Press | Hand Wash | Hand Wash | Do Not Wash | Dry-clean |
| Bleach as Needed | Do Not Bleach | Do Not Bleach | | Do Not Bleach |
| Tumble Dry, MEDIUM | Dry Flat | Tumble Dry, MEDIUM | | Dry Flat |
| Iron, Steam, or Dry, with HIGH HEAT | Iron, Steam, or Dry, with LOW HEAT | Do Not Iron | | Iron, Steam or Dry, with LOW HEAT |

B Read the different care instructions above. Circle **T** for *true* and **F** for *false*.

You can use bleach with cotton.
 You can dry wool in a tumble dryer.
 You have to dry-clean silk.

T
F

4. You can iron cotton. T

5. You shouldn't wash leather.

Grammar: Superlatives

| Superlative forms of adjectives | | |
|---|-----------|--|
| Adjectives with one syllable Add -est. | cheap | The cotton pajamas are the cheapest. |
| Adjectives that end in -y Change the -y to i and add -est. | pretty | Helen is the prettiest girl in the class. |
| Adjectives with two or more syllables Use most or least before the adjective. | beautiful | These are the most beautiful shoes in the store. |
| | good | Turner's is the best shoe store in town. |
| Irregular superlatives | bad | Jon is a bad soccer player, but Tony is the worst. |

- Complete the sentences. Use the superlative form of the adjective in parentheses.
 - 1. These are ______ (expensive) shoes in the store.
 - 2. Which is _____ (warm) jacket? The red one, the brown one, or the blue one?
 - 3. Granger's Discount Store has ______(good) prices.
 - 4. These are ______ (formal) shoes that we have.
- B Write sentences in your notebook using the pairs of adjectives in the box.

| | price | weight | warmth | texture |
|----------------|-------|--------|--------|---------|
| silk | ++++ | + | ++ | ++++ |
| wool | +++ | ++++ | ++++ | + |
| cotton | ++ | +++ | +++ | +++ |
| man-made fiber | + | ++ | ++ | ++ |

cheap / expensive light / heavy warm / cool rough / smooth

1. Wool is usually more expensive than cotton, but silk is the most expensive material.

Conversation

A <)) 14 Listen to the conversation. Why doesn't Pablo like the leather jacket?

Pablo: Excuse me, could you help me? I'm looking for a jacket.

Sales assistant: Certainly, sir. I have some over here.

Pablo: Mmm, very nice. Which is the warmest?

Sales assistant: Well, these GORE-TEX® jackets are the warmest. They're

waterproof and not too expensive.

Pablo: No, I don't really like man-made material. **Sales assistant:** Well, we have some nice leather jackets.

Pablo: No, I don't really like leather. It's very heavy, and I guess

they are the most expensive.

Sales assistant: Yes, they are. The cheapest is \$250.

- Practice the conversation. Switch roles and practice it again.
- C Work with a partner to make a new conversation using a different piece of clothing.
- D & GOAL CHECK Talk about clothing materials

Talk with your partner. You are going on a trekking vacation and you're buying clothes. What material would you choose for the clothes in the box? Why?

hat jacket boots pants socks shirt



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.
 - 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? _____



▲ silkworms

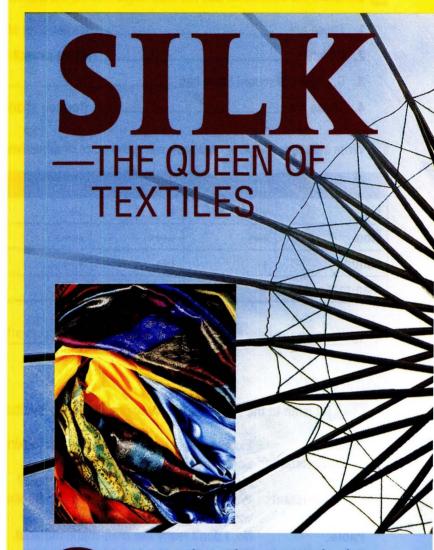
Word Focus

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



otton 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.



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 Toshio 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.





Silk threads being woven into clothing

Writing

- Mrite a paragraph in your notebook about your favorite piece of clothing. Answer the questions.
 - What is it made from?
- When did you get it?
- · Why do you like it?

- Where did you get it?
- · How much did it cost?

Communication

Mith a partner, role-play the following situation.

Student A

You are a sales assistant in a textile shop. Try to sell the handmade silk.

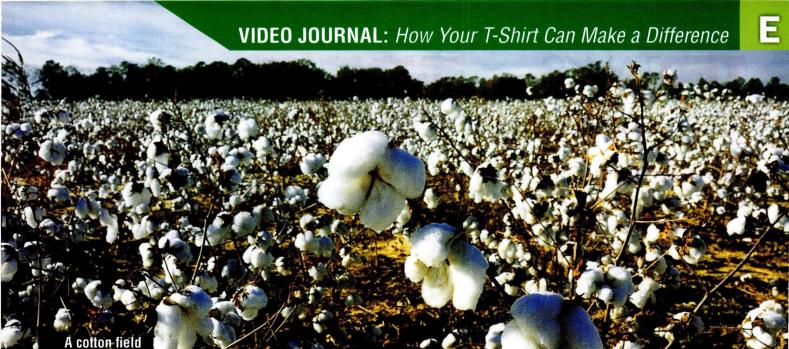
Student B

You are a customer. You want 5 meters of cloth for some curtains. You can spend about \$200.

| Types of silk | Handmade silk | Machine-made silk | Artificial silk (acetate) |
|---------------|---------------|-------------------|---------------------------|
| Price | \$55-\$100 | \$25-\$35 | \$15-\$25 |
| | per meter | per meter | per meter |

| B 69 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.



Before You Watch

A Complete the passage using the words from the Word Focus box.

1 gallon = 3.8 liters 1 liter = .26 gallons

| 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) | to make your | |
| cup of coffee: gas on the farm | and electricity in the factory. This puts ca | arbon into the air, which is called a | |
| (4) | . One cup of coffee puts more than 100 g | grams of carbon into the atmosphere. | |

- B Guess how many liters of water it takes to produce a cotton T-shirt. Watch the video and check your guess.
 - a. 700 liters
- **b.** 1,700 liters
- c. 2,700 liters

While You Watch

- Match the video and answer the questions in your notebook.
 - 1. How much water does a person drink per day?
 - 2. List four ways your cotton T-shirt uses energy.
 - 3. How many gallons of water does it take to do one load of wash?
 - 4. How can you reduce your T-shirt's carbon footprint?

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.

Word Focus

carbon footprint = the amount of carbon a person puts into the atmosphere

energy = power from
electricity, coal, gas, etc. It
makes machines work.

manufacture = to make something, usually in a factory

transport = move things from one place to another, usually by truck, boat, or airplane



Diana Reiss, Peter Gabriel, Neil Gershenfeld, and Vint Cerf

THE INTERSPECIES INTERNET? AN IDEA IN PROGRESS

intelligent ape.

Before You Watch

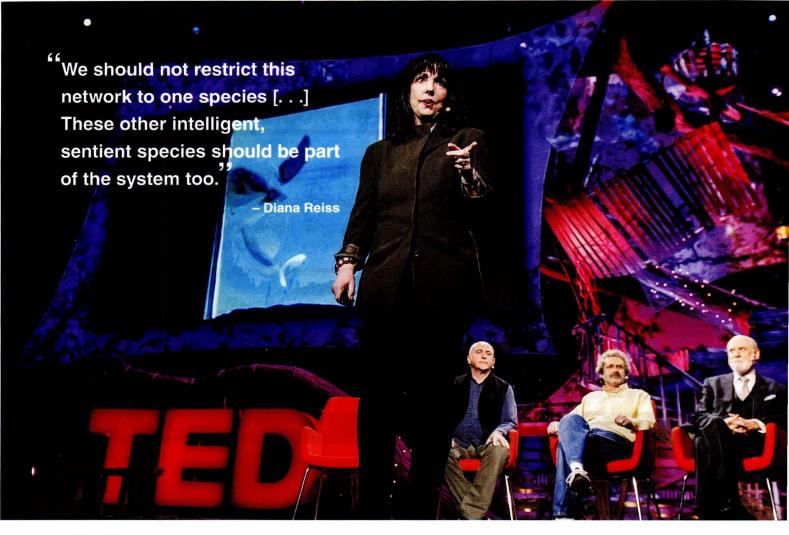
| A | Match the items to create complete sentences. |
|---|---|
| | 1. Communication is |
| | 2. The Internet is |
| | 3. The senses are |
| | 4. Species are |
| | a. how a person or animal receives information about their environment. |
| | b. a system of computer networks. |
| | c. groups of animals that are similar. |
| | d. using words, sounds, or signs to exchange information, thoughts, or feelings. |
| В | Look at the words in the box. Choose the correct word to complete each sentence. |
| | alien a creature from outer space bonobo a rare, intelligent ape related to the chimpanzee interact to communicate with interface system linking two things interplanetary between different planets interspecies between different species sentient a being capable of experiencing the world through its senses |
| | 1. A computer has an to connect to the Internet. |
| | 2. Creatures that can think are called |
| | 3. A creature from another world is called a(n) |
| | 4. People from around the world using the Internet. |
| | 5. Something that connects many planets is |
| | |

Diana Reiss, Peter Gabriel, Neil Gershenfeld, and Vint Cerf's idea worth spreading is that the Internet isn't just for humans—animals should have access too. Watch the full TED Talk at TED.com.

- 6. People and gorillas can communicate using communication.7. A ______ is a type of very
- 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.
- 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

- Watch the TED Talk. Put the images on the next page in order. Write the number in the box.
- Write down two or three ideas from each speaker. After the TED Talk, discuss the ideas with a partner.



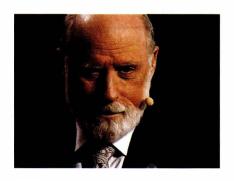
"We thought, perhaps the most amazing tool that man's created is the Internet, and what would happen if we could somehow find new interfaces, visual-audio interfaces that would allow these remarkable sentient beings that we share the planet with access?"



"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."



"We participate in the Apps for Apes program Orangutan Outreach, and we use iPads to help stimulate and enrich the animals."



"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."



Diana Reiss, Peter Gabriel, Neil Gershenfeld, and Vint Cerf

THE INTERSPECIES INTERNET? AN IDEA IN PROGRESS

After You Watch

| A | Watch the TED Talk again. | Match each speaker with the correct description. |
|---|---------------------------|--|
| | 1 Peter Gabriel | a. He thinks that the Interspecies Internet can also be |
| | 2 Neil Gershenfeld | used to communicate with life on other planets. |
| | 3. Vint Cerf | b. He showed how the Interspecies Internet can work by video conferencing with animals. |
| | 4 Diana Reiss | c. She showed that dolphins can recognize themselves. |
| | | d. He played music with a bonobo. |

B 3 Read the list of ideas presented by the TED speakers. Then work with a partner to make two predictions for each idea.

| Idea | Predictions |
|--|-------------|
| communicating with other species using music | a. b. |
| 2. the Interspecies Internet | a. b. |
| 3. the Internet of Things | a. b. |
| 4. the Interplanetary Internet | a. b. |
| 5. communication with aliens | a. b. |



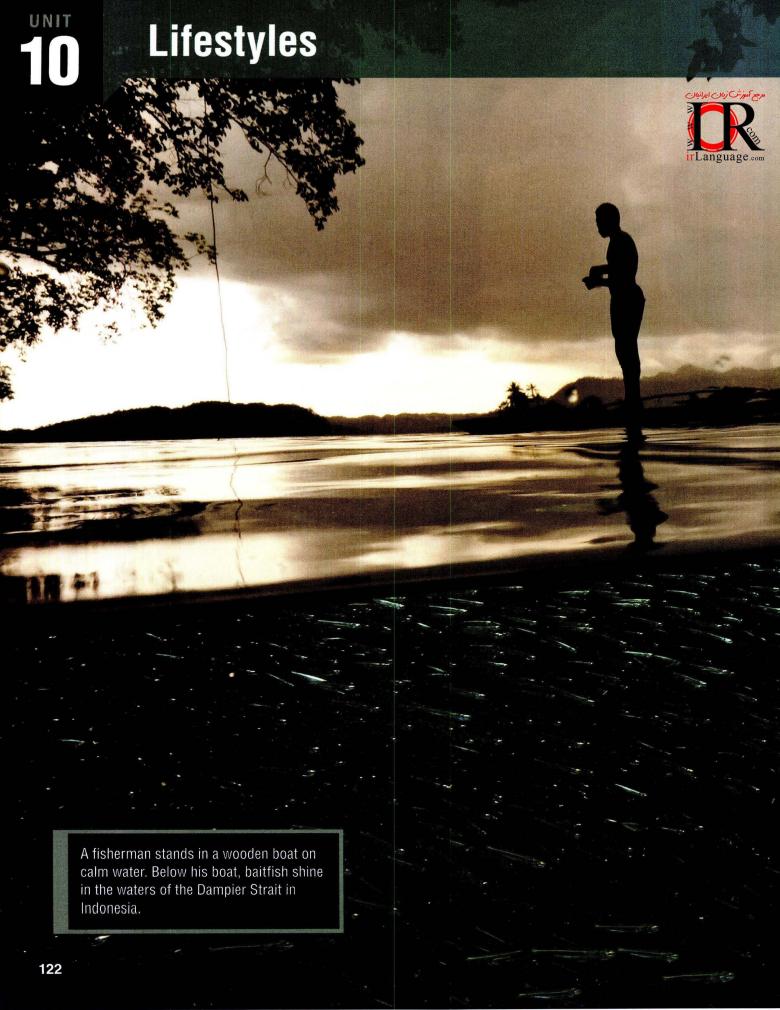
- Get together with another pair. Take turns sharing your predictions. Explain which of the outcomes you find most interesting and why. Share your ideas with the class.
- Think about how *you* communicate. Read the list of modes of communication below. Then, with a group, talk about which are the two best and worst ways to communicate with friends. Why?

e-mail text message in person social media letter phone letter video conferencing

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.

bonobo elephant dolphin 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.





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 | |
|----|-------------------------|--------|--|

- 2. Helen doesn't have a ______ diet. She eats a lot of junk food.
- 3. I have a healthy ______. I don't smoke and I exercise regularly.
- 4. I need to change my diet. I eat too much ______.
- **5.** Jane is looking much better. She ______ and eats healthy food, like vegetables and fruit. Soon she'll be in _____.





cycling



smoking



watching lots of TV



drinking lots of water



getting eight hours of sleep every night



sunbathing



eating a balanced diet



eating lots of sugar

| Healthy | Unhealthy |
|---------|-----------|
| | |
| | |
| | |
| | |
| | |
| | |

Grammar: Modals (could, ought to, should, must); have to

| Make suggestions | Give advice | Express obligation | | |
|--------------------------------|--|---------------------------------------|--|--|
| You could stop smoking. | You should/ought to stop smoking. | You must/have to stop smoking. | | |
| ! gentle | !! strong | !!! very strong | | |

- Mrite advice for the following situations in your notebook.
 - 1. Tell your sister to stop smoking. !!!
 - 2. Tell your father to go on a diet. !!
 - 3. Tell your friend to stop watching so much television. !
 - 4. Tell your brother to get more exercise. !!
 - 5. Tell your mother to get more sleep. !
 - 6. Tell your friend to stop sunbathing. !!!
- Write the advice you would give to these people in your notebook.

 Then compare your advice with your partner's. Discuss differences.
 - 1. Aisha wants to lose weight.
- **4.** Jaime needs some money.
- 2. Yun wants to be on the Olympic swimming team.
- 5. Jack isn't happy at work.
- 6. Sam wants to get better grades.
- 3. Arata works too much.

Conversation

▲ Solution | 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?

Faisal: Well, instead of watching TV all day, you could get more exercise.

Alex: Like what?

Faisal: Like cycling, or you could work out at the gym.

Alex: I don't have time. I'm too busy.

Faisal: OK. Then you could change your diet. Eat something healthier,

like fruit.

Alex: You mean, no more hamburgers! Oh no!

Faisal: OK. Buy some bigger clothes then.

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

GDAL CHECK Give advice on healthy habits

Ask your partner questions about the activities on page 124. Then give your partner advice.

Real Language

We use *like what?* to ask for an example. We can use *like* to give an example.

Do you get eight hours of sleep every night?

No, I don't.

You should get more sleep.



Ren



Maggie



Anita

Listening

people from healthy lifestyle to unhealthy lifestyle. Compare your answers with your classmates. Listen and check.

Healthy lifestyle

Unhealthy lifestyle

- [3 <))) 16 Listen again and answer the questions.
 - 1. Does Ben exercise every day? ______
 - 2. Does Ben smoke?
 - 3. What exercise does Maggie do? _____
 - 4. Name two things that Maggie has for breakfast.
 - 5. Where does Anita get her vegetables? _____
 - 6. What is Anita's one bad habit? ______
- G 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 C)) 17 Listen to the sentences. Notice the difference between *should* and shouldn't

I **should** get more sleep.

They shouldn't eat junk food.

(a)) 18 Listen to the conversations and circle should or shouldn't.

Conversation 1

Lorena: What can I do to improve my image?

Zuleia: Well, you (should | shouldn't) change your hairstyle. Your hair

looks great!

Lorena: And what about my clothes?

Zuleia: I think you (should | shouldn't) buy some more fashionable

clothes. You (should | shouldn't) wear less makeup as well.

Conversation 2

Bill: What can I do to change my image?

Adrian: I think you (should | shouldn't) shave your beard, but you

(should | shouldn't) change your hairstyle.

Bill: And what about my clothes?

You (should | shouldn't) buy some new clothes. Adrian:

Choose one of the conversations and practice with a partner.



Communication

Answer the questions for yourself. Then survey two classmates.

| Lifestyle choices | Me | | Classmat Name | | Classma Name | |
|---------------------------------------|-------------|------------------|------------------|------------------|-----------------|------------------|
| Do you play computer games? | Yes → No | hours per day | Yes → No | hours per day | Yes → No | hours per day |
| Do you eat fresh vegetables? | Yes → No | per day | Yes → No | per day | Yes → No | per day |
| Do you spend time on social media? | Yes → No | hours per day | Yes → No | hours per day | Yes → No | hours per day |
| Do you work out every day? | Yes → No | hours per day | Yes → No | hours per day | Yes → No | hours per day |
| Do you drink coffee or tea every day? | Yes → No | cups per day | Yes → No | cups per day | Yes → No | cups per day |
| Do you eat sugary foods? | Yes → No | per day | Yes → No | per day | Yes → No | per day |

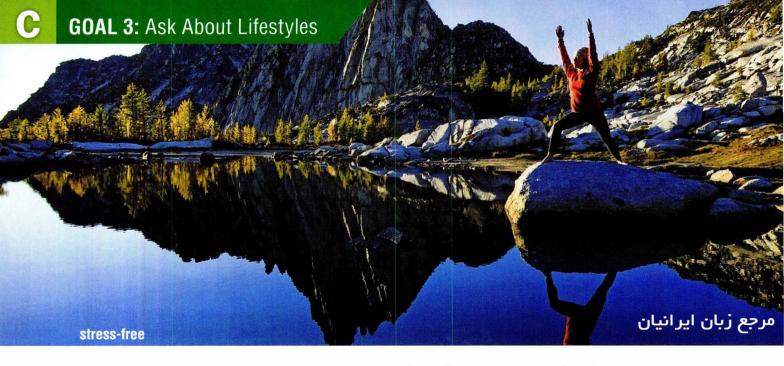
- B 3 Tell a partner about you and the classmates you interviewed.
- C Tell your group about your lifestyle.
- □ 🚓 GOAL CHECK 🗾 Compare lifestyles

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.

Ramona and I never play computer games, but Alfredo plays for about two hours per day.

Yahir eats five pieces of sugary food per day and never works out. Salma has a much better lifestyle.



- a. works too much
- b. delicious
- c. without worries or problems
- d. not high in calories
- e. makes you happy
- f. produced in your own garden
- g. all your life
- h. not made in a factory

Language Expansion: Compound adjectives

| A | Match the compound adjectives to their meanings. | | | | |
|---|--|----------------|------------|-------------|--|
| | 1. | mouth-watering | 5. | stress-free | |
| | 2. | homemade | 6. | homegrown | |
| | 3. | heartwarming | 7 . | overworked | |
| | 4 | lifelong | 8 | low-calorie | |

- B Complete the sentences. Use adjectives from exercise A.
 - When I was a child, my father had a vegetable garden, so we ate lots of _____ fruit and vegetables.
 I have to work long hours, and I'm always tired. I think I am ______

1. Kevin and I went to kindergarten together. We are _____ friends.

4. My grandmother makes the best _____ chicken soup in the world! It's absolutely _____.

Grammar: Questions with how

How much exercise do you get?
How many cigarettes do you smoke a day?
How old is your father?

How long did your grandfather live?
How often do you go to the gym?

- *We use **how much** to ask about the quantity of non-countable nouns.
- *We use **how many** to ask about the quantity of countable nouns.
- *We use **how old** to ask about age.
- *We use **how long** to ask about length or a period of time.
- *We use **how often** to ask about frequency.

| | Match the questions and the answers. | | |
|----|--|----|---------------------------------------|
| 1 | . How often does Mike go swimming? | a. | . She's about 95. |
| 2 | . How old is Akuru's grandmother? | b. | . Until I'm 80. |
| 3 | How much junk food do you eat? | C. | . About 15. |
| 4 | . How long do you think you will live? | d. | . Not much. |
| 5 | i. How many cigarettes does Mario smoke a day? | e. | . Once a week. |
| BV | Vrite the questions. | | |
| C | luestions | | Answers |
| 1 | • | | We go to the gym three times a wee |
| 2 | · <u></u> | | I am 27 years old. |
| 3 | · | | I think it will take about two hours. |
| 4 | · | | I weigh 168 pounds. |
| | | | |

Conversation

A <)) 19 Listen to the conversation. What's the problem with Mr. Lopez?</p>

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:

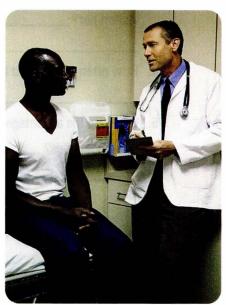
OK. It seems to me that you are overworked. You need to work

less and find time to get more exercise. Maybe you should look

for a more stress-free job.

- B 3 Practice the conversation with a partner. Switch roles and practice it again.
- Change the underlined problem to create and practice a new conversation.
- D 69 GOAL CHECK Ask about lifestyles

Ask a partner about his or her lifestyle.





Reading

- 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?
- Answer the questions.

| 1. | A long, healthy life depends on mainly | |
|----|--|--|
| | two things. What are they? | |

- 2. Why do men live longer in Sardinia than in the United States? _____
- 3. How old was Ushi the last time the writer visited her?
- 4. How often should you exercise? _____
- **5.** What are the advantages of growing your own vegetables? _____

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

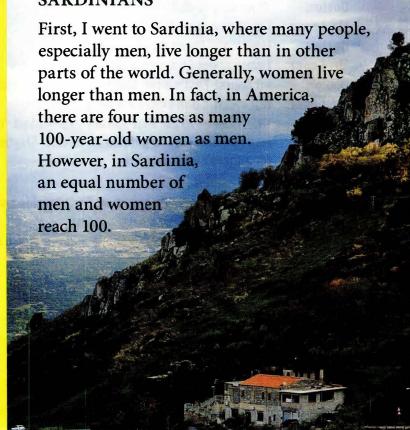
Sardinia, Italy and Okinawa, Japan

THE SECRETS OF LONG

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



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

Bosa, Sardinia

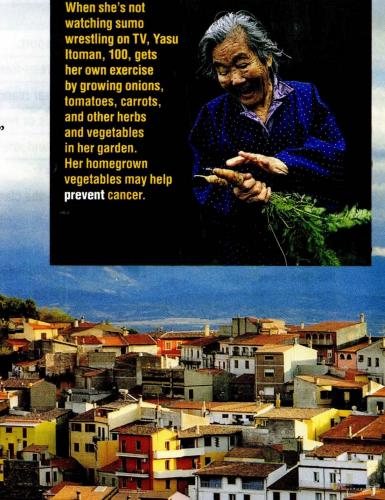
Since I last visited Ushi five years ago, she's taken a new job, tried to run away from home, and started wearing perfume. Normal for a young woman, perhaps, but Ushi is 103. When I ask about the perfume, she jokes that she has a new friend, then puts a hand over her mouth and laughs.

"Okinawans have one-fifth the heart disease, one-fourth the breast and prostate cancer, and one-third less mental health problems than Americans,"

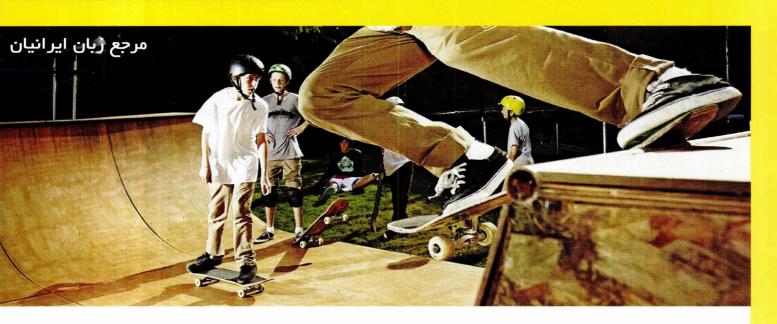
says Craig Willcox of the Okinawa Centenarian Study. What's the key to their success? "Ikigai certainly helps," Willcox says. The word translates to "reason for living," and it may help to prevent stress and diseases such as high blood pressure.

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."



Lifestyl



Do you play a sport?

Yes, I do.

What sport do you play?

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.

| Find someone who | Name |
|---|------|
| 1 plays a sport. | |
| 2 has a stress-free life. | |
| 3 has a clear reason for living. | |
| 4 grows his or her own vegetables. | |
| 5 has a grandparent more than 70 years old. | |

Min-jun plays football.

Seo-yeon has a stress-free life. She does yoga.

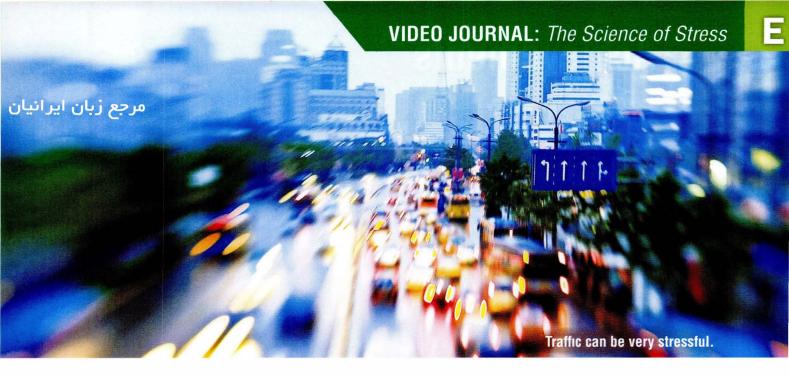
Report to the class.

Writing

- A 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?

B 3 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.



Before You Watch

- Make a list of things that can cause stress. Discuss your list with a partner.
- Match the words and the definitions.
 - 1. hormones _____ a. stress on your body, like running

 - physical stress _____stress on your mind, like too much work

 - 3. mental stress _____ c. chemicals produced by your body

Word Focus

If you feel under stress, you feel worried and tense because of difficulties in your life.

While You Watch

■ Watch the video. Circle T for true and F for false.

1. There are two types of stress: physical and mental.

2. Stress produces hormones.

3. When you exercise, you don't burn all the hormones.

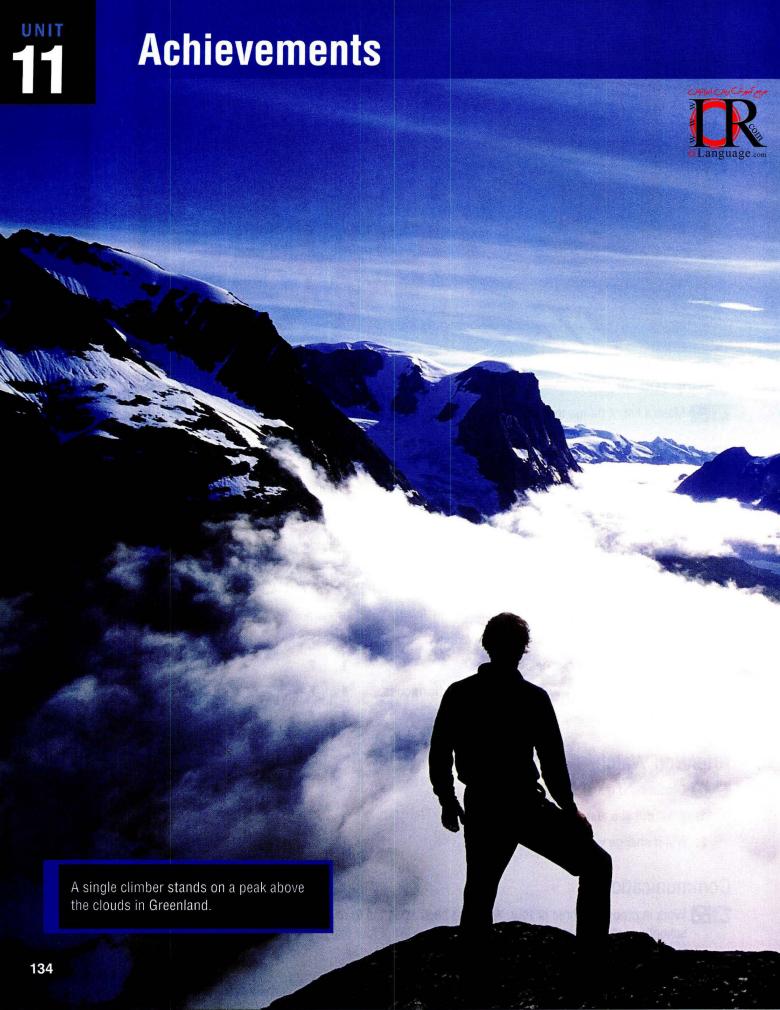
4. Long-term hormones can cause problems.

After You Watch

- A 3 Discuss the questions with a partner.
 - 1. What did you learn from this video?
 - 2. Will it change your lifestyle?

Communication

Mork in groups of three or four. You have been assigned to design your school's or office's Anti-Stress Campaign. Make a list of four things you will do.







Vocabulary

Label the pictures with phrases from the box.

buy the groceries sweep the floor cut the grass iron the clothes put away the clothes









Word Focus

chore = A chore is a task that must be done, but that many people find boring or unpleasant.









6.

7.

- 🖪 In your notebook, write down which chores from exercise A you think are easy and which chores you think are difficult.
- [C] In your family, who does the household chores? Discuss with a partner.

Grammar: Present perfect tense

| Present perfect tens | e | | | |
|---|--|------------------------------------|--|---|
| Statement | He ha | He has ironed the clothes. | | |
| :vegativi_ | l hav | l haven't cooked lunch yet. | | |
| res/No questions | Have | Have you finished your homework? | | |
| Chort answers | Yes, I | Yes, I have./No, I haven't. | | |
| <i>\$\pi</i> / <i>a</i> -questions | What | What have you done today? | | |
| *The present perfect tense is formed with the verb has/have + the past participle of the verb. *We use the present perfect tense to talk about an event that started in the past and continues in the present: I have lived here all my life, or an event that was completed at an unspecified time in the past: I have read the book. | | | | |
| *Some verbs have regular past participles. They end in <i>-ed</i> . | | | *Some verbs have irregular past participles. | |
| pass – passed clean – cleaned iron – ironed | graduate – graduated travel – traveled visit – visited | | have – had go – gone be – been | take – taken pay – paid put – put |

| 3. drii | nk | 7. read | 11. tell | | Caton mo |
|------------------|--|--|-----------------------|------------------|----------------------------|
| 4. eat | | 8. say | 12. win _ | | |
| B Compl | ete the conversation | n with the present | perfect tense. | | |
| 1. A: \ | What (1) | (you, do |) today? | | |
| B: 1 | Nothing very excitin | ıg. I (2) | (clean) the | house, and I | |
| | (3) an interesting day? | (cook) dinner. | (4) | (you, have) | |
| | No, not really. (5) (not do) anything. | (| (I, be) sick. I (6) | | |
| 2. A: 7 | Today, I (1) | (pay the | e bills) and I (2) | | |
| (| (buy the groceries). (| (3) | (you, have) an in | teresting day? | |
| | Well, I (4) (buy) some clothes f | | iend. Then, I (5) | | Have you electric b |
| C S Asl | k your partner ques | tions using the pre | esent perfect. | | |
| 0 | | | | | |
| Convers | Sation | | | | |
| △ →)))20 | Read the Real Lang Has Lynn done her | • | n to the conversation | | Real Lang |
| Mom: | Hi, honey. I'm hor | ne. | | | We use of c something i |
| Lynn: | Hi, Mom. | N 0 | | | - Join clining i |
| Mom: Lynn: | Have you <u>walked</u> 1 Yes, Mom. Of cou I've <u>vacuumed</u> the | rse I've walked the | e dog. And | | |
| Mom: | | e your homework' | ? | | |
| Lynn: | | usy <u>walking the do</u> | og and | | |
| Mom: | vacuuming. I have Sorry, honey. It's | en't had time. just I've had a long | g day myself. | | |
| B 🚱 Pra | actice the conversat | ion with a partner. | Switch roles and pra | ictice it again. | |
| | | I chores and practi | ice the conversation | again. | |
| D S G | AL CHECK | falk about today's | chores | | |
| Talk to | a partner about the | chores you have o | done this week. | | |

Mrite the irregular past participles from the box next to the correct verb.

5. make _____

6. meet _____

9. speak _____

10. sweep _____

1. buy _____

2. do _____

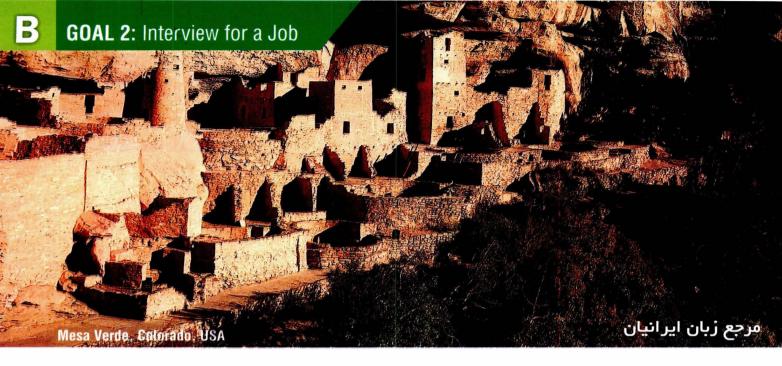
bought swept told

paid your ill this month?

uage

ourse to show s obvious.





NEEDED URGENTLY!

TOUR GUIDE

Mesa Verde

Professional appearance. Good interpersonal skills. Experience an advantage. Driver's license essential. Call 2356 9845.

Yuki

Richard

Listening

Read the ad. Listen to Richard and Yuki at the interview. Use the boxes to take notes on their qualifications.

The interviewers asked the following questions. Complete the questions. Listen again to check your answers.

- Have you _____ from college?
 Have you ever ____ as a tour guide?
 Who is the most interesting person you have ever _____?
- 4. Have you ______ your driving test?
- C Answer the questions.
 - 1. Has Richard ever traveled abroad? ______
 - 2. How many countries has Yuki visited?_____
 - 3. Who is the most interesting person Yuki has met? _____
 - 4. Has Richard passed his driving test? _____
 - 5. Has Yuki graduated from college?
- D 3 Who should get the job? Discuss with a partner.

Pronunciation: Reduced form of have

(A) (3))22 Listen to the examples. Notice the pronunciation of the reduced forms.

| Full form | Reduced form |
|-----------|--------------|
| I have | l've |
| have you | /hæv-jə/ |
| you have | you've |
| has he | /hæz-i/ |
| she has | she's |

Listen to the sentences. Check (✓) the correct column.

| | Full form | Reduced form |
|----------------------------------|-----------|--------------|
| 1. Has she left? | | |
| 2. Have you finished? | | |
| 3. Has he read this book? | П | |
| 4. Have you done your homework? | | |
| 5. I have never been to the USA. | | |

C <)))23 Listen again. Repeat the sentences.

Communication

🔼 🚱 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 maintenanceplumbing, 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.



Think of another job. What is required? Write notes. Interview a partner. Switch roles and repeat.



GOAL 3: Talk About Personal Accomplishments

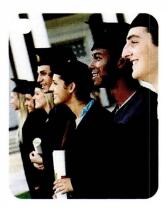
get a promotion travel abroad pass your driving test run a marathon get a credit card graduate from high school/college

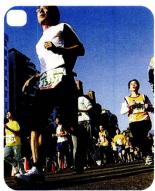
Word Focus

accomplishment = something remarkable that a person has done

Language Expansion: Personal accomplishments

A Label the pictures with phrases from the box.







______ 2. _____

3.







B Check (✓) the achievements in exercise A that you have done.

Have you passed your driving test?

C S Ask a partner what he or she has achieved. Take turns.

Grammar: Present perfect tense vs. simple past tense

Present perfect tense vs. simple past tense

The present perfect tense is used to show an action that happened at any time in the past.

Claudio has been to many countries.

The simple past tense is used to show an action that happened at a specific time in the past.

He went to France last year.

*We often use time expressions with the simple past tense, for example, yesterday, last week, in 2010.

*We use expressions like *just, never, ever, yet* with the present perfect tense.

Have you ever been to another country?

Nayla has just returned from France.

I have **never** been there.

I haven't graduated yet.

Present perfect tense

- Complete the sentences with the correct form of the verb in parentheses.
 - 1. Last summer, we _____ (go) to the Maldives.
 - 2. I _____ (live) in the same house all my life.
 - 3. John _____ (never travel) abroad.
 - 4. Spain _____ (win) the World Cup in 2010.
 - 5. Brazil _____ (win) the World Cup five times.
- Complete the conversations with the correct form of the verb in parentheses.
 - 1. A: _____ (you pass) your driving test?
 - B: Yes. I _____ (take) it in January, and I
 - _____ (pass) the first time.
 - 2. A: _____ (you be) to Europe?
 - B: Yes, I have. I _____ (go) to Germany last year.

Conversation

(A) (3))24 Listen to the conversation. Who has started his own business?

Alfredo: Hi, Pete. I haven't seen you for a long time. What's new?

Pete: Lots! I quit my job with CompuSoft, and I've started my own

computer business.

Alfredo: Congratulations! When did you open the business?

Eight months ago, and it's going well. Pete:

Alfredo: Great!

Pete: And what about you?

Alfredo: Things haven't changed much. I'm still working at the bank.

But I've bought a new house. It's right next to Central Park.

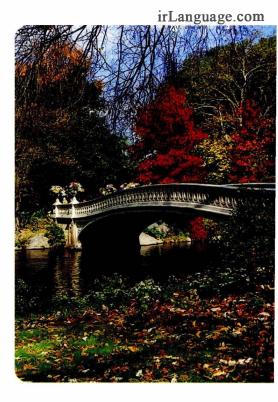
Pete: Wow! Nice area.

Alfredo: Yeah. You should come 'round and visit some time.

Pete: Will do, when I have some time.

- Practice the conversation with a partner. Switch roles and practice it again.
- Change the underlined words and practice the conversation again.
- D 😂 GOAL CHECK 🚺 Talk about personal accomplishments

Talk to a partner about your personal accomplishments or what you would like to achieve in the future.



GOAL 4: Discuss Humanity's Greatest Achievements

D

Reading

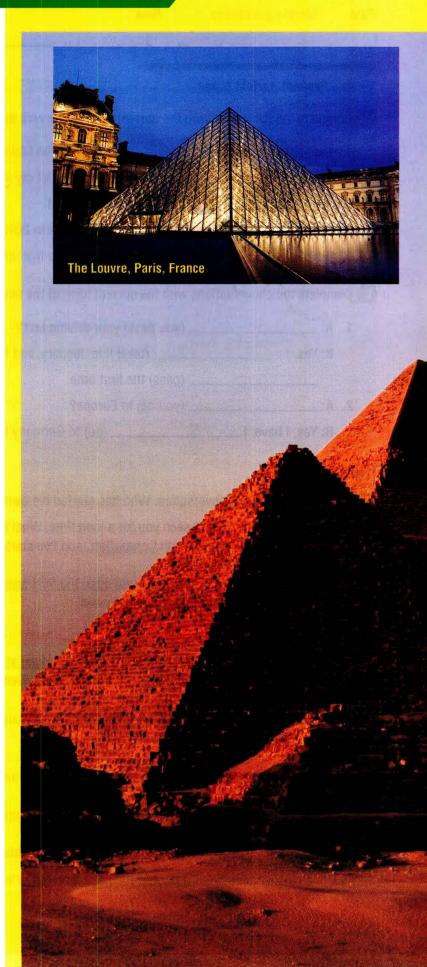
- What do you think are humanity's greatest achievements? Discuss with a partner.
- B Read the article. Circle all the verbs in the present perfect tense.
- Read the article. Circle **T** for *true* or **F** for *false*.
 - Humanity has lived on Earth for a long time.

 T F
 - 2. Many of humanity's greatest achievements are in science and technology.
 - 3. Antibiotics are machines. T
 - 4. Art makes people happy. T F
 - Humanity started to use fire a long time ago.T F
- Answer the questions. Give your own opinions. Share your answers with a group.
 - 1. Imagine life without electricity. How would it be different?
 - 2. Many achievements have a negative effect. What are the negative effects of cars?
 - 3. Do you think the Mona Lisa is a great achievement?
 - 4. How would you define "great"?

Word Focus

antibiotic = a medicine that kills bacteria. Penicillin is an antibiotic.

printing press = a machine that prints books



HUMANITY'S GREATEST ACHIEVENTS

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.

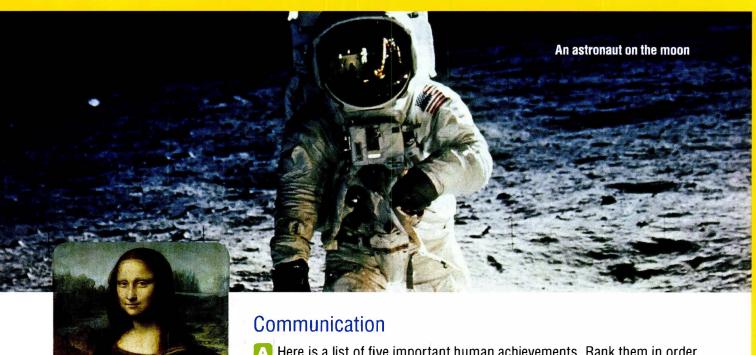
Many of humanity's great achievements are in science and technology. The list is almost endless. The invention of the airplane has changed our lives. The discovery of antibiotics has saved the lives of millions of people. Can you imagine living without electricity? What about the printing press? Without 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?



▲ The Mona Lisa

- A Here is a list of five important human achievements. Rank them in order of importance.
 - _____ 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 S 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 # GDAL CHECK Discuss humanity's greatest achievements

Talk with a partner about the achievements you wrote about. Ask and answer questions about the achievements you chose.



Before You Watch

A Read the summary of the video and fill in the blanks with words from the box. Then watch the video and check your answers.

weightless survive underwater oxygen solar panels

Video summary

| In space, there is no It is impossi | ble to breathe. Sometimes astronauts have to make a |
|---|---|
| spacewalk outside the spacecraft. In order to | , astronauts wear special space suits. They do |
| jobs like repair It is dangerous we | ork. |
| They prepare for their spacewalksin space but much safer. | in special tanks. It is like being |

While You Watch

Match the video and circle **T** for *true* or **F** for *false*.

1. It is always very cold in space.

2. Space suits are filled with oxygen. T

The first person to walk in space was Edward White.

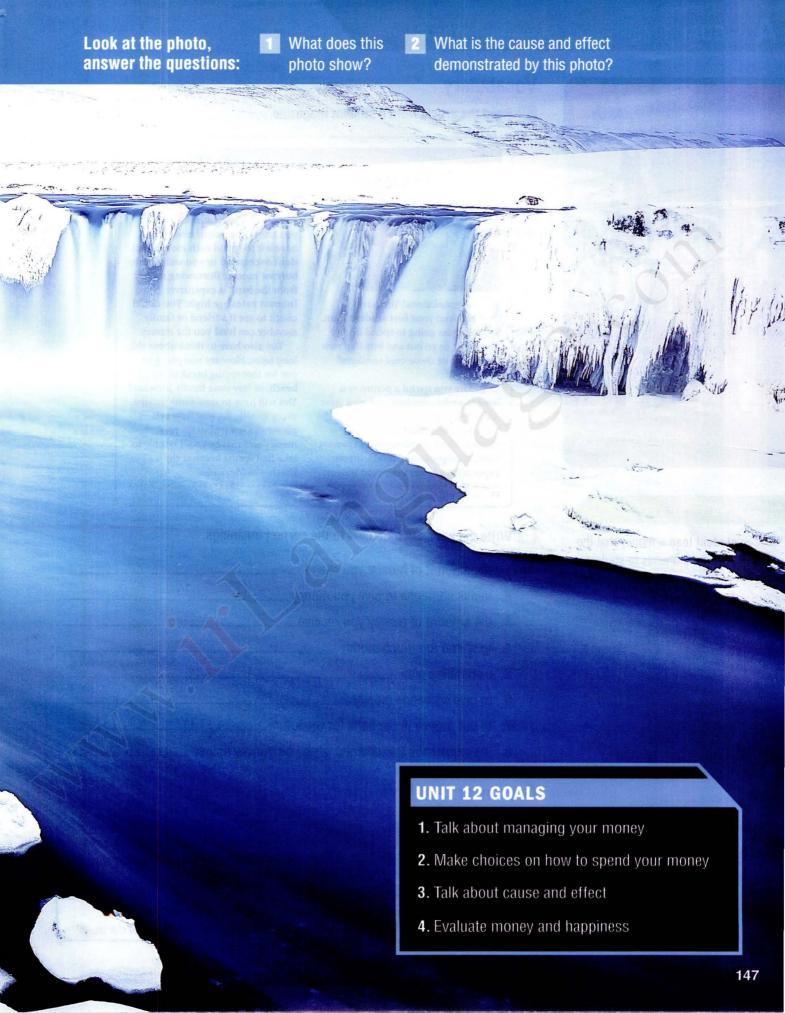
4. Astronauts fixed the solar panels on the Hubble Space Telescope.T

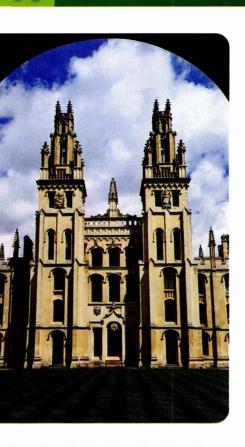
After You Watch

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?

Consequences







Word Focus

student loan = money that the government lends to students

Vocabulary

Read the article from a student magazine.

STUDENT LIFE

MANAGE YOUR MONEY



Ongratulations! 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

you are on the right track! Now you know how much money you have left to spend each month. But don't overspend or you will have to borrow money. Borrowing money from the bank is expensive.

Interest rates are high. You could check to see if a friend or family member can lend you the money.

You also have to think about the long term. How are you going to pay for that spring break at the beach, or buy your family presents? You will have to save some money every month. So, that new cell phone can wait. Manage your money and maybe you'll be able to take that spring break at the beach—in Mexico!

- B Write the words in blue next to the correct meanings.
 - 1. the amount of money you spend ______
 - 2. to ask someone to give you money ______
 - 3. the amount of money you receive ______
 - 4. to spend too much money ______
 - 5. a spending plan _____
 - **6.** to give someone money _____
 - 7. to put money in the bank for the future ______
 - 8. the percentage (%) charged when you borrow money _____

Grammar: Real conditionals (or first conditional)

| Result clause (future tense) | |
|---|--|
| I will not have enough money to pay the rent. | |
| they will be able to buy a new house. | |
| | |

*We use real conditional sentences to express possible results of choices we make.

*When the if clause comes first, there is a comma between the if clause and the result clause.

- Match the *if* clauses to the correct result clauses.
 1. If you borrow money from the bank, _____
 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, _____
 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.
- B Unscramble the words to write conditional sentences. Don't forget the punctuation.

a bigger car some money we borrow If we can buy
 If we borrow some money, we can buy a bigger car.

 a new job more money I will have I get If

3. on vacation we overspend If to go we won't be able

4. you won't have to I use your credit card If lend you \$100

5. our car sell we will be able to rent If we a bigger apartment

Conversation

A (1)) 25 Listen to the conversation. What choice does Jim have to make?

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: You got it.

Dave: So, just take the vacation. Don't buy the camera.

Jim: But if I don't 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.

- Practice the conversation with a partner. Switch roles and practice it again.
- Use the words in the box to make a new conversation.
- D 3 GDAL CHECK Talk about managing your money

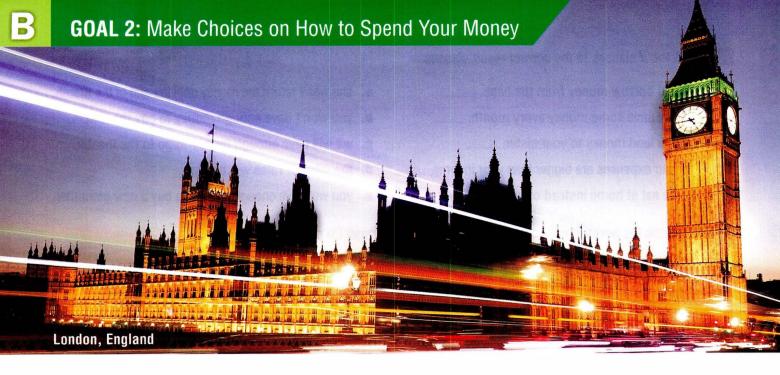
Work with a partner. Discuss how you manage your money. What are your expenses? Do you have a budget? Do you save?

Real Language

to get sometimes means
to understand
(Do you) get it? = Do you
understand?
You got it! = You understood.

I don't get you/it. = I don't understand you/it.

binoculars bird watching
weekend glasses
movies bicycle
cycling tour



Listening

[A] 26 Listen to the conversation. Circle the correct answer.

The travel agent is in _____.

- a. London
- **b.** Paris
- c. New York
- Listen again and answer the questions.
 - 1. Is this the first time that the woman has visited England? _____
 - 2. Why doesn't she want to take the plane? ______
 - 3. Why doesn't she want to rent a car?
 - 4. How long does it take to go from Paris to London by train?
 - 5. How much does the train ticket cost? ______

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.
- **(3)) 27** Listen again and repeat the sentences.

Communication

🔼 🚰 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.

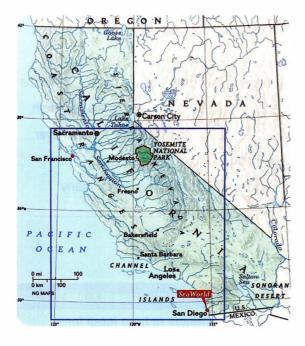
If we take the train, will it be cheaper?

If we take the plane, it will be quicker.

If we take the bus, it will be cheaper.

| | San Diego | San Francisco | Merced (for Yosemite) |
|---------------|---|--|--|
| Los Angeles | \$40, 4 hours \$80, 3 hours \$130, 1 hour | \$60, 6 hours \$70, 8 hours (3 changes) ★ \$130, 1½ hours | \$80, 7 hoursNo service★ No service |
| San Diego | | \$135 return, 12 hours No service ★ \$250, 1½ hours | ⇒ \$90, 10 hours→ No service→ No service |
| San Francisco | | | \$70, 4 hours\$60, 3 hours★ No service |





| | Itinerary | Transportation | Transportation costs |
|-------|-----------|----------------|----------------------|
| Day 1 | | | |
| Day 2 | | | |
| Day 3 | | | |
| Day 4 | | | |
| Day 5 | | | |
| Day 6 | | | |

B ♣ GOAL CHECK Make choices on how to spend your money

Join another pair of students and explain to them how you decided to spend your transportation money.

Language Expansion: Animal habitats irLanguage.com

🔼 🚰 Take turns. Make statements about animals and their habitats.



desert



mountains



grasslands



rain forest



coral reef



monkey



camel



▲ shark



mountain goat



elephant

Word Focus

habitat = the place where a plant or animal normally lives

| | Complete the sentences. | Hea the habitate | and animals in | avaraica A |
|---|-------------------------|------------------|----------------|------------|
| - | COMPLETE THE SEMETICES. | USE THE HADITALS | anu ammas m | EXCIDISE M |

| 1. | Many countries near the equator have They contain |
|----|---|
| | hundreds of different plants and animals, for example |
| | and colorful birds. |

| 2. | can live without water for many days. | They are |
|----|---------------------------------------|----------|
| | nerfectly adapted to live in the | |

- 3. The Great Barrier Reef in Australia is the biggest ______ in the world. It is the home of _____ and many other kinds of fish.
- **4.** Kenya is famous for its ______. Tourists come from all over the world to see the animals, like lions and ____
- 5. The highest _____ in the world are in Nepal. Not many animals live there. If you are lucky, you might see a ___

Grammar: Real conditionals

| Result clause (future tense) | If clause (simple present tense) | |
|--|---|--|
| The climate will change | if we continue to burn fossil fuels. | |
| We will lose many valuable animals | if we destroy their habitats. | |
| *Real conditionals can be written with the result clause first. *These conditionals do not need a comma | | |

- Use these 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 3. visitors not come if no animals **4.** live longer if exercise more **5.** go beach if no rain Complete the sentences using your own words. 1. Our coral reefs will die if _______. 2. We will lose many useful plants if ______

Habitat destruction in a rain forest. Why is it important to save habitats like this?

Conversation

A <))) 28 Listen to the conversation. What is Aya worried about? How can she help?

Aya:

I'm very worried about all we hear and read about habitat

3. ______ if you finish your work today. 4. ______ if more people use public transportation. **5.** ______ if you cook dinner.

destruction. It's important, but how can I help?

Sharon: You go to work by car, right?

Ava:

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?

Ava:

Yes, and I save money as well.

Sharon: Right!

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

C 😂 GOAL CHECK 🚺 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.

irLanguage.com

Real Language

You can say right? (rising tone) at the end of a statement to check information. You can also use right (falling tone) to show you agree.

GOAL 4: Evaluate Money and Happiness

Reading

- 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
- 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?
- 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 not make them happy.
 - **2.** People that win the lottery never have problems with money.
 - 3. Michael Norton has done experiments to test how people feel after exercising.
 - 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 cash prize
research exploration, investigation



Michael Norton Professor/Psychologist

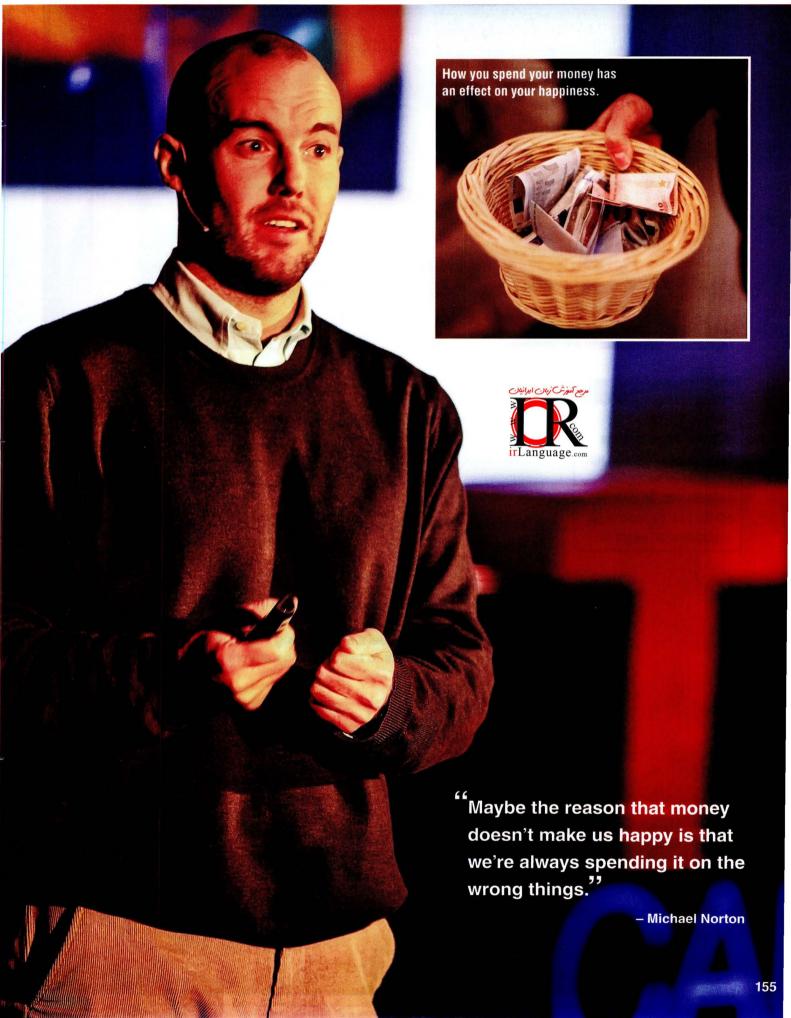
HOW TO BUY HAPPINESS

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.



GOAL 4: Evaluate Money and Happiness



Writing Strategy

Remember the different ways to make suggestions. You can use could to make a gentle suggestions. To give advice in a stronger way, use should or ought to.

Writing

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 _____ not have enough money to buy the scarf. And if I ___ the money on music, I will not be able to buy the scarf. What do you think I should do?

Samuel

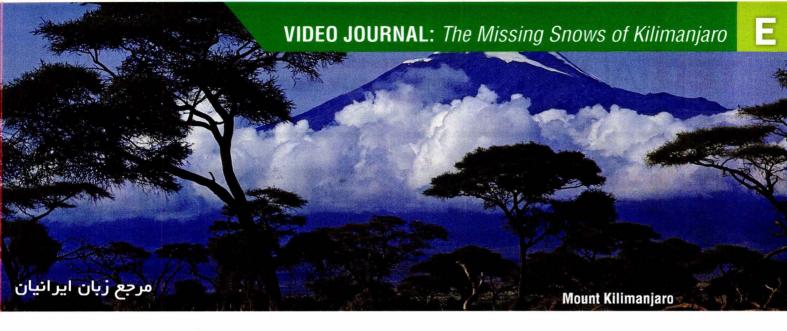
B Write a reply to Samuel's e-mail using information from the article. Use real conditionals to talk about the effects of Samuel's choice.

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 GDAL CHECK LEVALUATE 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?



Before You Watch

| A | Read the chain of actions and consequences | s. Number the sentences below to |
|---|--|----------------------------------|
| | make a similar chain. | |

Cars and airplanes produce carbon dioxide. > Carbon dioxide makes the atmosphere hotter. > The glaciers of Kilimanjaro melt.

| Kilimanjaro's glaciers get smaller. | People cut down trees. |
|--|-----------------------------|
| There is less water in the atmosphere. | There is less rain and snow |

While You Watch

| | Watch the video. Fill in the numbers and | l dates. |
|----|--|----------|
| 1. | Kilimanjaro is nearly miles | high. |

- 2. It is around _____ miles south of the equator.
- 3. The glaciers on Kilimanjaro are ______years old.
- **4.** Experts think that the glaciers could disappear by the year ______

| 8 | 0 | Watch again. | Answer the | questions. |
|---|---|--------------|------------|------------|
|---|---|--------------|------------|------------|

| 1. | Why are the glaciers of Kilimanjaro important to the people of Tanzania? |
|----|--|
| | |
| | |
| | |
| | |

2. Why are the glaciers disappearing? ______

After You Watch

Discuss this question with a partner: Is there anything that *you* can do to stop the melting of Kilimanjaro's glaciers?

Word Focus

deforestation = when trees
and forests are cut down

glacier = a large body of slowly moving ice

to melt = to change from ice to water

TEDTALKS

Michael Norton Professor/Psychologist HOW TO BUY HAPPINESS

irLanguage.com

Before You Watch

| | Read the list. Make a ch ways that you use mone | |
|---|--|---|
| | pay bills | |
| | buy things for yours | elf |
| | save money | |
| | eat at a restaurant | |
| | buy gifts for others | |
| | spend money on ex | penses |
| | donate (give away) | money |
| | lend money to other | S |
| | Read the sentences. Mato its meaning. | atch the word in bold |
| | a. give someone | d. helps others |
| | a reason to do | e. money spent for |
| | something b. good effect | a future reward f. scientific test |
| | c. payment that is | g. how well you work |
| | received | g. now wen you work |
| , | 1. If I don't sleep enough at school | h, I don't perform well |
| ; | I like to get good grad motivates me to stud | |
| ; | Alexandra decided to with her extra money. | |
| • | 4. The return on the inventor only 20 dollars | estment was small, |
| ! | Jack is working on an sunlight. | experiment about |
| | 6. Exercise has many be healthy | enefits, such as being |
| | Being a volunteer is a activity. | prosocial |

Michael Norton's idea worth spreading is that money *can* buy happiness! What matters isn't how much you have, but how you spend it. Watch Norton's full TED Talk on TED.com.

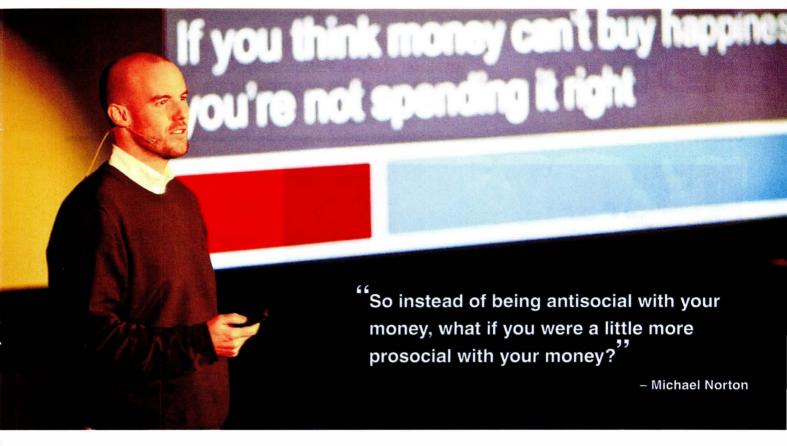
You are going to watch a TED Talk about Michael Norton's experiments on how money makes people feel. What types of experiments do you think you will see? Talk about your ideas with a partner. Look at the list in exercise A for ideas.

While You Watch

Watch the TED Talk. Complete the missing information in the chart as you watch.

| Experiment | How | Spent | Spent |
|-------------|-----------------|-------------------------|-----------|
| | much | money on | money |
| | money | themselves | on others |
| | 5 or dollars | did not feel happier | |
| sales teams | | | sold more |
| dodgeball | did not | | won more |
| teams | say | | games |

B ♣ 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.



"In fact, it doesn't matter how much money you spent. What really matters is that you spent it on somebody else rather than on yourself."



"People who spent money on other people got happier. People who spent money on themselves, nothing happened."

Listen for Key Information

As you listen, you do not need to focus on every word you hear. Listen for specific words and phrases to get the information you need.



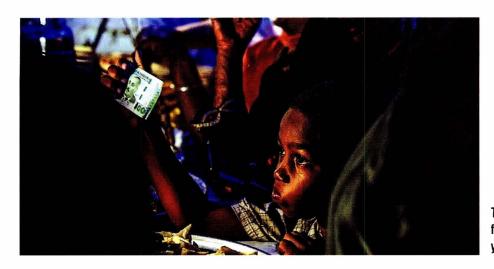
"One of the teams pooled their money and bought a piñata . . . very silly, trivial thing to do, but think of the difference on a team that didn't do that at all."



"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."



"And so I'll just say, I think if you think money can't buy happiness you're not spending it right."



This boy is buying food for his family. How do you think he feels?

After You Watch

| A Watch the TED Talk again. Match the information to make senter what Michael Norton's experiments suggest. | ces about |
|--|--------------------------|
| 1 If people on sports teams spend money on themselves, | a. they will feel happie |
| 2 If students spend money on each other, | b. they will not sell mo |

- 3. ____ If people on sales teams spend money on each other,
- 4. ____ If students spend money on themselves,
- **5.** ____ If people on sales teams spend money on themselves,
- 6. ____ If people on sports teams spend money on each other,
- er.
- re.
- c. they will win more games.
- d. they will sell more.
- e. they will not feel happier.
- f. they will not win more games.

B Complete these sentences.

| 1. | 1. To be prosocial with money means to spe | nd it on, |
|----|---|---------------|
| 2. | 2. People who are prosocial with money ofte | n feel |
| | and perform at work of | or at sports. |

- 3. Norton suggests that it is not important how _____ money you spend on others; the benefits are the same.
- C 3 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 knew and what you learned in the TED Talk.

| You should | You must not |
|------------|--------------|
| 1 | d |

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.

| | Names |
|-----------|-------|
| Questions | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

- 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! 🚜 | Place a check (✓) next to the four statements that represent the |
|--------------|---|
| main ideas o | f Norton's talk. |
| | Money cannot buy happiness. |

| Money Cannot buy happiness. |
|--|
| Spending money in a prosocial way has a positive effect. |
| Spending money on others often makes people feel happier, be more productive, and have stronger relationships. |
| The important thing is to spend money on others—even a trivial amount can have a positive effect. |
| . Winning money makes people happy. |
| The positive effects of spending money in a prosocial way seem to be the same all over the world. |
| People should not buy things for themselves. |

With a team, pick one idea and talk about ways people can work toward using the idea in their own lives. Come up with a plan of action and share it with the class.

UNIT 1

boring: not interesting chef: a cook in a restaurant

performer: a person who earns money by performing

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

police officer: 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

travel agent: a person who plans trips and holidays

safe: not harmful or dangerous unhappy: a sad feeling

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

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, usu-

ally 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

masks: 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 hed

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 airplane: 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

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

bagel: 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: the 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 female 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

white insides

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 meat: salted and smoked turkey meat vegetables: 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

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 outdoors 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

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

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

bad: unpleasant or harmful

dirty: not clean

e-mail: mail sent over the Internet

fax: a document that is sent electronically through

telephone lines

green: the color of grass

hearing: listening to sounds through the ears letter: a written or typed message sent by mail

loud: intense sound

newspaper ad: a printed advertisement that appears

in a newspaper

salty: something that has the taste of salt sight: the ability to see using your eyes

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

soft: nice to touch

sweet: having a taste like sugar or honey

taste: the sense of flavor that comes from the tongue text message: an electronic message sent through a

cellular phone

touch: the ability to feel through the skin, especially with the fingers

TV: box-like device that shows pictures and sounds wet: covered with, or full of, water or another liquid

IINIT 8

buy 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 cloudy/overcast: covered with clouds: not sunny

cold/cool: having a low temperature; not warm do the laundry: wash dirty clothes

get a new job: switch jobs have children: start a family

hot/warm: having a high temperature; not cold rain boots: shoes that are worn in the rain, usually

made out of rubber or plastic

raincoat: a coat that stops a person from getting wet

rainy/wet: having a lot of rain

scarf: a piece of cloth worn around the neck speak English fluently: to easily speak or write

study for the next test: practice, read, and listen

to get ready for a quiz

sun hat: a hat that protects the head and neck from

the sun

sunglasses: eyeglasses that protect the eyes from

the sun

sunny/bright/clear: brightly lit with sunlight; not cloudy sweater: a warm piece of clothing worn over the upper body

swimsuit: a piece of clothing that is worn to go swimming

umbrella: a folding fabric used to protect someone

from rain

windy/breezy: with a lot of wind

belt: a strip of leather or cloth worn around the waist

blouse: a woman's shirt

cheap: goods that don't cost a lot

coat: warm clothing worn over other clothes cool: a temperature that is low, but not too low cotton: cloth made from the soft white fiber of a

certain plant

expensive: costs a lot of money

gloves: 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; warm 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

that is not warm

man-made fiber: fibers that are created by 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

shoes: a covering for the foot

silk: cloth made from the fibers created by silkworms

skirt: a piece of women's clothing that covers the

waist, hips, and part of the legs smooth: with no roughness or holes

sneakers: a kind of shoe usually worn for sports or casual activities

socks: a piece of cloth worn over the foot and under a shoe

suit: a formal jacket and pants made from the same

tie: a piece of cloth worn by men around the neck for formal occasions

t-shirt: a short-sleeved shirt worn over the upper body

warmth: amount of heat something makes wool: 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

homemade: not made in a factory

junk food: food that tastes good but is bad for your

lifelong: all your life lifestyle: a way of living low calorie: not high in calories mouth-watering: delicious: very good food

overworked: works too much

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

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 for and receive a credit card get a promotion: receive an advancement to a new

and better job

graduate from high school/college: 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 (41.3 km) sweep the floor: to clear a surface of dust or dirt us-

ing a broom or brush travel abroad: travel out of the country vacuum: to clean with a vacuum cleaner walk the dog: to take a dog outside

UNIT 12

borrow: to receive 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

grasslands: 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

monkey: a primate with thumbs, long tails, and human-like faces

mountain qoat: 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 some for the future

shark: a meat-eating fish that lives in oceans and large rivers

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