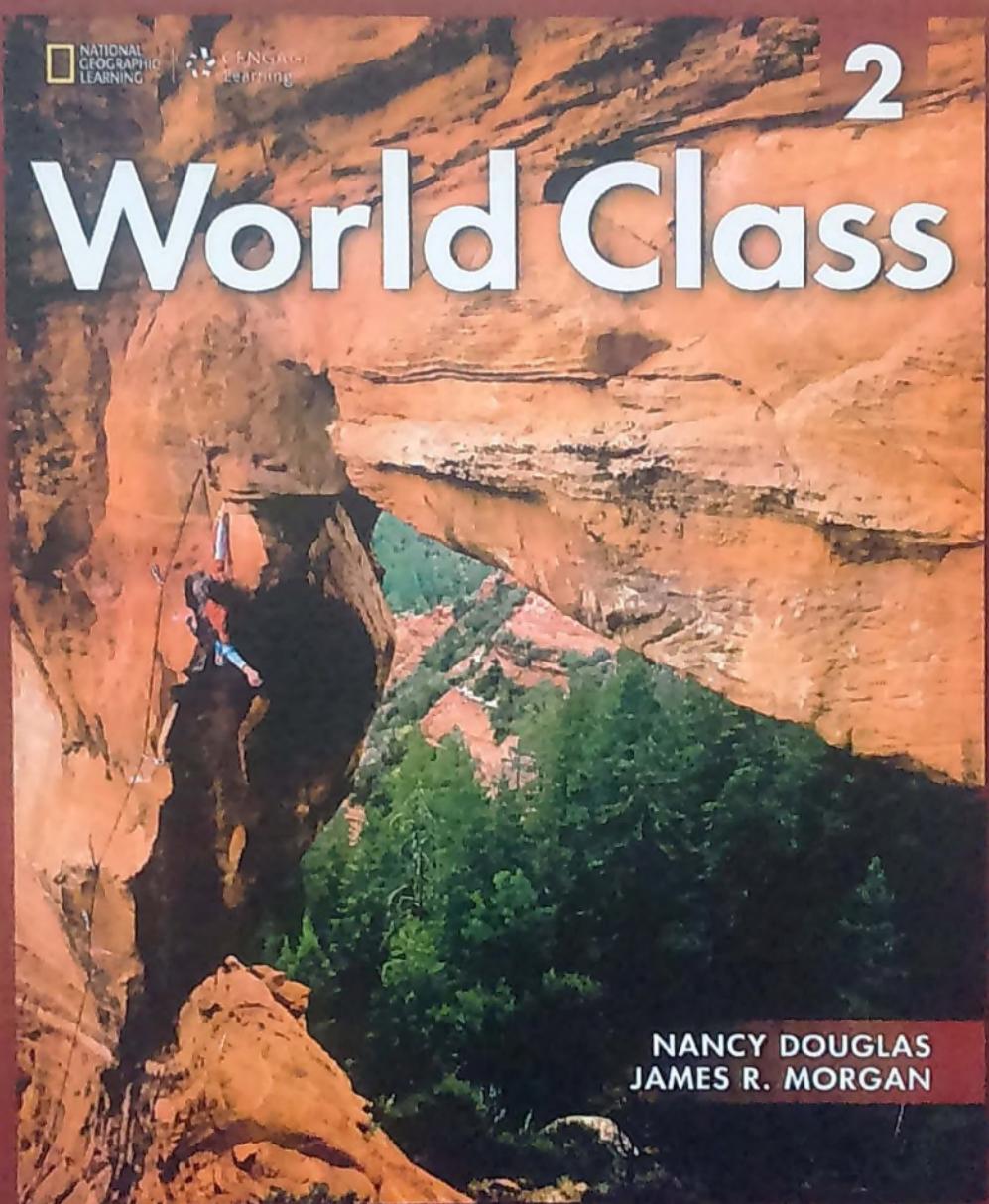


TEACHER'S EDITION



Teacher's Edition

# WORLD ENGLISH 2

Real People • Real Places • Real Language

Kristin L. Johannsen



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1 Which of these things are the same in all countries? Which of them are sometimes different?

- a. signature
- b. smile
- c. eye contact
- d. greetings

2 Have you met someone from another country? What did you talk about?

Warm-up questions stimulate students' previous knowledge and life experiences while providing teachers with useful leveling information.

Striking photographs from around the globe introduce students to the unit theme.

### UNIT GOALS

Communicate with people from different cultures  
Make small talk with new people  
Use small talk to break the ice  
Learn how professionals break the ice

Clearly defined goals provide students with a "blueprint" that helps them visualize their learning.

A clear and practical goal is presented, practiced and mastered every two pages in each unit.

### A GOAL 1 COMMUNICATE WITH PEOPLE FROM DIFFERENT CULTURES

#### Vocabulary

##### A. Read the article

Every culture around the world has different customs and ways of communicating.

When you learn to communicate in a language, you learn a lot of rules. You learn what kind of greetings to use in different situations. For example, in English, we say "Hi!" in an informal situation. In a more formal situation, we shake hands and say "How do you do?" In China, a traditional greeting is "Have you eaten today?" After that, there are rules for making small talk when you meet a new person.

People in different cultures also have different ways of using their bodies to communicate. But, there's one kind of communication that's the same everywhere. A smile can always connect people.

##### B. Write the words in blue next to the correct meanings

- |  |  |
|--|--|
| 1. the correct way to do something                 | 5. activities that are usual in a country          |
| 2. bring together                                  | 6. the same for a long time without changing       |
| 3. very serious and important                      | 7. conversation about things that aren't important |
| 4. people with the same language and way of living | 8. friendly and relaxed                            |



##### A. Complete the sentences. Use the present perfect form of the verb in parentheses

1. I \_\_\_\_\_ (meet) many Bahrainis, but I \_\_\_\_\_ (be, not) in Bahrain.
2. My husband and I \_\_\_\_\_ (be) married for six years.
3. Mari isn't in the office this week. She \_\_\_\_\_ (go) on vacation.
4. Ahmad doesn't want to watch TV. He \_\_\_\_\_ (watch) TV every night this week.
5. Tomorrow is my friend's graduation, but I \_\_\_\_\_ (buy, not) her a present. I forgot!
6. I \_\_\_\_\_ (finish) all my homework. Now I can go out.

##### B. Finish writing the following questions. Then ask a partner to answer them. Write some questions of your own.

Have you ever eaten Indian food?  
Yes, once/many times.  
It's really good!  
No, never.

Have you ever  
eaten \_\_\_\_\_ food?  
seen a movie from \_\_\_\_\_ (country)?  
gone to \_\_\_\_\_?  
played \_\_\_\_\_?  
talked to \_\_\_\_\_?

#### Real Language

We use Guess what? in informal conversations to say that we have interesting news.

#### Word Focus

**follow + a rule**  
do something the correct way  
**make + small talk** = talk about things that aren't important

**Word Focus boxes** provide definitions of additional vocabulary, useful collocations, and special usage.

#### Grammar: Present perfect tense

**Present perfect tense**  
Subject + has/have + (not) + past participle  
He has traveled to many countries. He has n

Started in the past and continues up to the present time. It happened several times in the past that is connected with the present.

Frequent Conversation activities motivate students to practice natural language themselves after practicing with a model dialog.

#### Conversation

##### A. Close your book and listen to the conversation. Why is the woman worried?

Annie: Guess what? I'm going to spend a month in Mexico! That's great! What are you going to do there?  
I'm going to work in my company's office there, worried, though. I've never been to Mexico before. But you've met lots of people from Mexico, and taken Spanish lessons.  
That's true. And I guess I've learned something Mexican customs.  
It sounds to me like you're ready to go.

Practice the conversation with a partner.

#### Real Language

information boxes in every unit focus students' attention on frequently used phrases and how to use them.



## Listening

Track 1-7

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

Conversation 1 The speakers are in \_\_\_\_

- a. a hospital    b. a school    c. an airport

Conversation 2 These people are in \_\_\_\_

- a. a restaurant    b. an apartment    c. an office building

Track 1-7

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

Conversation 1 They make small talk about \_\_\_\_

- a. classes    b. weather    c. clothes

Conversation 2 They make small talk about \_\_\_\_

- a. sports    b. TV shows    c. the neighborhood

C. What will they talk about next? Think of two more ideas for each conversation.

Students gain confidence and develop their speaking skills with step-by-step **Communication** activities.

Pronunciation: *Have or has vs. contractions*

In statements with the present perfect *verb tense*, *have* and *has* are sometimes pronounced, but when people speak quickly, they often use contractions.

Track 1-8

A. Listen and repeat.

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

Track 1-9

- B. Listen and circle the sentence you hear.
1. a I have never gone skiing.
  2. a He has been to Colombia three times.
  3. a Linda has taken a scuba diving class.
  4. a They have already eaten breakfast.
  5. a We have had three tests this week.
  6. a Michael has found a new job.

18 Communication



## Communication

A. Read the information.

English-speakers often make small talk when they meet someone new. They ask questions to get to know the other person. At school, people often talk about their classes. At work, people talk about their jobs. They don't talk about very personal subjects. For example, "Which department do you work in?" is a good question, but "How much money do you make?" is too personal.

B. Circle the topics that are good for small talk when you meet someone for the first time. Then add two more ideas.

**school    money    family    work    sports    religion**

C. Read the situations. Choose a question to ask for each situation. Then practice conversations with a partner.

**Situation 1** At work, Mouna talks to Judy. It's Judy's first day at her job.  
a. How old are you?  
b. Are you new in this city?

**Situation 2** Saleh is from Oman. He talks to Abdul at the International Students' Club. It's Abdul's first meeting.  
a. Where are you from?  
b. Do you like sports?

**Situation 3** Mark lives in apartment 104. He meets Abbas, his new neighbor, in the apartment building.  
a. Which apartment do you live in?  
b. Are you a student?

D. Which are good questions to ask when you meet someone new? Circle the letters.

- a. Which classes are you taking now?
- b. Who is your teacher?
- c. What was your score on the placement test?
- d. Have you studied at this school before?
- e. When did you start working here?
- f. How much did you pay for that car?
- g. Have you lived here for a long time?
- h. How much money do you earn here?



## Goal 2 Make small talk with new people

Pretend you are meeting your classroom partner for the first time (on the first day of class, waiting for the bus, or in another situation). Talk for two minutes.

**Language Expansion** sections focus on specific areas that help learners to build language strategies and become more competent users of English.

**Engage!** boxes provide students with an additional topic-based discussion activity.



#### Real Language

When we break the ice, we start a conversation. This helps people overcome any shyness or embarrassment they might feel with new people.

#### Language Expansion: Starting a conversation

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

Starting a conversation  
How do you like this weather?  
Where do you know Mary from? (the office)  
Are you enjoying yourself? (at a festival)  
Has it been a long week? (at work or school)  
Did you hear about \_\_\_\_\_? (something that happened in the news)  
How long have you been waiting? (for the elevator, the bus, the meeting to begin, etc.)

B. Choose one of the situations. Start a conversation with a partner. Try to make small talk for as long as you can. Then change partners and practice again with another situation.

**Waiting in line in the office cafeteria**      **Walking in the park**  
**At a welcoming event for new students**      **At the airport**

#### Engage!

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

#### Grammar: Signal words: Already, ever, yet

##### Already/ever/yet + the present perfect tense

already	Has Ahmad <b>already</b> left? We <b>have already</b> studied this.	question affirmative statement
"We use <b>already</b> to talk about something that happened in the past. It is used for emphasis in questions and affirmative statements.		
ever/never	Have you <b>ever</b> seen a giraffe? We <b>have never</b> played tennis in the rain.	questions negative statements
never/not ever	We <b>haven't ever</b> gone to Canada. Have you <b>done</b> the dishes <b>yet</b> ? Alma <b>hasn't eaten</b> lunch <b>yet</b> .	questions negative statements
ever in questions or negative statements to talk about something that has or hasn't happened questions or negative statements for emphasis.		

Grammar presented in the unit is practiced through a variety of activities, each designed to reinforce students' knowledge of how the language works and assure them accuracy and appropriateness in their use of English.

#### D GOAL 4 LEARN HOW PROFESSIONALS BREAK THE ICE

##### Reading

A. Discuss these questions with a partner.

1. Have you ever taken a picture of people you didn't know? How did you do it?
2. What kinds of photographs do you like? What makes those photographs good?

B. Circle T for true or F for false. Then correct the false sentences.

1. Belt has never traveled to England. T F
2. Belt has never traveled to Antarctica. T F
3. Petra is a very old city in Jordan. T F
4. Belt can only connect with English-speakers. T F
5. People can connect with each other in bad weather. T F
6. Volunteering is one way to begin a photography career. T F

C. Tell a partner about some places you have traveled. Then talk about some places you haven't visited yet, but that you want to visit.



##### Around the World

## Taking Pictures of the World



Meet Annie Griffiths Belt, a National Geographic photographer. Belt has worked for National Geographic since 1978, and has taken pictures on almost every continent in the world. In fact, Antarctica is the only continent Belt hasn't seen yet. Her photographs are well known for their beauty and also reflect very different cultures and landscapes. Recently, her pictures appeared in a book about natural places in North America.

Wherever that Belt goes, she takes pictures of people. She found ways to connect with people of all ages and nationalities even when she does not speak their language. "The greatest privilege of my job is being allowed into people's homes," she has said. "The camera is like a passport, and I am often overwhelmed by how quickly people welcome me."

Knowing how to break the ice has helped to make Belt a successful photographer, but experts say that anyone can learn

to connect with new people. When people speak the same language, greetings and small talk can make strangers feel more comfortable with each other. When people don't speak the same language, a smile is very helpful. Having something in common can also help break the ice. For example, Belt has traveled with her two children, so when she takes pictures of children or their parents, she has that family connection in common. Even bad weather can help people to connect when they are experiencing it together.

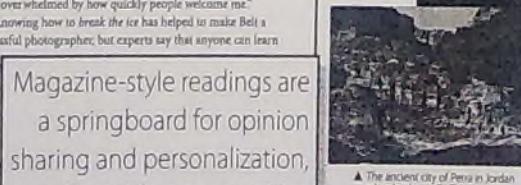
Belt has some advice if you are thinking about a career in photography. You can volunteer to take pictures for a local organization that can't afford to hire a professional photographer. You can also take a good, honest look at your best photographs. If you're a real photographer, your photos are good because of your personal and technical skills. Belt also recommends studying and learning from photos taken by professional photographers.

Remember, the next time you look at a beautiful photograph, you might be looking at the work of Annie Griffiths Belt. And the next time you meet a new person, don't be afraid to break the ice. The connection you make could be very rewarding.



▲ Portrait by Annie Griffiths Belt

Magazine-style readings are a springboard for opinion sharing and personalization, and provide opportunities for students to use the grammar and vocabulary presented earlier in the unit.



▲ The ancient city of Petra in Jordan taken by Annie Griffiths Belt

Writing activities reinforce the structures, vocabulary and expressions learned in the unit.

##### Writing

A. Complete the sentences with your own ideas.

1. Annie Griffiths Belt's work is interesting because \_\_\_\_\_
2. For me, travelling is \_\_\_\_\_ because \_\_\_\_\_
3. For me, connecting with new people is \_\_\_\_\_ because \_\_\_\_\_
4. Belt takes good "people pictures" because \_\_\_\_\_
5. My own photographs are usually \_\_\_\_\_
6. The next time I need to break the ice, I will \_\_\_\_\_

B. Share your sentences with a partner. Talk about your ideas.

##### Goal 4

#### Learn how professionals break the ice

In what professions do people need to break the ice quickly in order to do their jobs? Talk with your partner about different ways they can do this.

## Before You Watch

Read about the video and check the meanings of the words in bold.

Orangutans are large, intelligent **primates**. At the National Zoo in Washington, D.C., Rob Shumaker runs the Orangutan Language Project. Of course, orangutans aren't able to speak like humans. They can, however, learn to connect **symbols** to objects. In human language, words are also symbols for the real objects they represent. Shumaker believes the language program is mentally **stimulating** for the orangutans. The program is completely **voluntary**, so the animals can choose to participate or not, and it's part of a zoo **exhibit** called Think Tank, which helps to educate people about the problems orangutans face in the wild.

Students conclude the unit by watching an authentic but carefully-graded National Geographic video clip. This application of students' newly acquired language skills is a part of the on-going unit assessment system and serves as a motivating consolidation task.



## While You Watch



A. Watch the video *Orangutan Language*. Circle each word when you first hear it.

**exhibit    symbols    voluntary    primates    stimulating**

24 Communication

B. Watch the video again and circle the correct answers.

1. In Malay, the word orangutan means "person of the (jungle/forest)."
2. The orangutans in the video are Indra and (Mia/Azie).
3. The orangutans work with symbols on (a computer/paper).
4. The orangutans are (brother and sister/mother and son).
5. Wild orangutans could become extinct in (10 to 12/8 to 10) years.

C. Watch the video again and answer the questions.

1. Where do orangutans come from? \_\_\_\_\_
2. What choices does the zoo give the orangutans? \_\_\_\_\_
3. How old is Indra, the female orangutan? \_\_\_\_\_
4. Can the orangutans use symbols to make sentences? \_\_\_\_\_
5. What do zoo officials hope exhibits like Think Tank will do? \_\_\_\_\_

## After You Watch

► Brainstorm several ways that animals communicate. Do you think animal communication is very different from human communication?

## Communication

► Any writing system is a set of symbols. You have the opportunity to create a new way to write English.

1. Think of 10 English words that are difficult to spell.
2. Make a word list with a better way to write the words.
3. Share your word list with the class. (Can your classmates guess all the words?)

The video can be watched in class from the **Classroom DVD** or students can watch it individually on the **Student CD-ROM**.

▲ Shumaker and Indra perform a brain exercise on the computer



Video Journal 25

## GLOSSARY

A unit-by-unit **Glossary** for self-study and quick reference is provided at the back of World English Student Books 2 and 3.

### Unit 1

**climate:** normal weather patterns  
**coastal:** describes an area near the ocean  
**crop:** a kind of plant grown for food  
**farmer:** person who produces food  
**flat:** describes an area without mountains  
**geography:** the study of the surface of the earth  
**grassland:** grassy area  
**humid:** describes air that is moist  
**meals:** breakfast, lunch, and dinner  
**mountainous:** describes an area with mountains  
**region:** a large area  
**staple food:** very important food  
- grains: corn, wheat, rice  
- oils: oil, butter  
- legumes: soybeans, lentils  
- roots: potatoes, yams, yucca

### Unit 2

**connect:** bring together  
**culture:** people with the same language and way of living  
**customs:** an activity that is usual in a country  
**eye contact:** a look directly at the eyes of another person  
**formal:** very serious and important  
**gesture:** a body movement to show something (a feeling, an idea, etc.)  
**greeting:** the first words or actions used upon meeting someone  
**informal:** friendly and relaxed  
**rule:** the correct way to do something  
**traditional:** the same for a long time without changing  
**small talk:** conversation about things that aren't important  
**smile:** tan one's lips up at the corners, usually to show good feelings

### Unit 3

**commute:** travel to your job  
**crowded:** too full  
**downtown:** the center of a city  
**east:** the direction where the sun comes up—usually at the right of a map  
**factory:** a place where workers make things  
**freeway:** a road where cars go fast  
**key:** (on a map) the section of a map that explains the meaning of the symbols  
**market:** a place where people buy and sell things outdoors  
**neighborhood:** one area in a city  
**noisy:** too loud  
**north:** the direction that's usually at the top of a map  
**population:** the number of people who live in a place  
**public transportation:** trains, buses, and subways  
**rural:** in the country  
**scale:** (on a map) the section of a map that explains the distances  
**skyscraper:** a very tall office building  
**south:** the direction that's usually at the bottom of a map  
**suburb:** a town outside of a city  
**symbol:** a picture that represents another thing  
**traffic:** cars moving on a street  
**urban:** in the city  
**west:** the direction where the sun goes down—usually at the left of a map

### Unit 4

**acne:** a skin condition of red spots, especially on the face  
**artery:** one of the large blood vessels going from the heart

**bone:** a hard, white part of the body that makes up its frame (the skeleton)

**brain:** the organ in the head used for thinking and feeling

**dandruff:** dry skin that forms on the head and drops in little white pieces

**headache:** a pain in your head

**heart:** the organ in the chest that pumps blood through the body

**hiccup:** a sharp sound you make in your throat

**indigestion:** pain in the stomach because of something you have eaten

**insomnia:** not able to sleep

**large intestine:** the lower part of the tube in the body that carries food away from the stomach

**liver:** the organ in the body that helps in making sugar for energy and in cleaning the blood

**lung:** one of two breathing organs in the chest that supply oxygen to the blood

**muscles:** a part of the body that connects the bones and makes the body move

**nausea:** a feeling like you are going to vomit

**skin:** the outer covering of the body

**small intestine:** the upper part of the tube in the body that carries food away from the stomach

**sore throat:** a general feeling of pain in the throat

**stomach:** the internal body part where food goes after being swallowed

**vein:** any of the tubes that bring blood to the heart and lungs

### Unit 5

**achieve:** succeed in making something happen  
**adventure:** doing something unusual and exciting

This **World English Teacher's Edition** is designed to make your preparation as simple as possible, allowing you to maximize actual classroom teaching time. It features page-by-page suggestions on how to teach the course, answer keys to the Student Book and Workbook, culture notes, extension activities, audio scripts of listening passages not printed in the Student Book, and video scripts.

A snapshot from the course **Scope and Sequence** provides a quick reference as the teacher presents the new unit to students.

Step-by-step teaching suggestions are provided on every page of the unit.

Detailed **Grammar**  
explanations  
are provided for  
teacher reference  
in Lessons A and C.

An additional **Grammar Practice** activity can be used when necessary for re-teaching and review.

and Writing practice through classroom materials that can be photocopied.

**Communication Activities** include information gap, group work, interview worksheets, simulations and role-plays.

UNIT 2 Communication		describe food
UNIT 3 Cities	• Interview a partner • Ask and answer questions about past activities • Re-tell a partner's information	Have you ever . . . ? I've never . . . I've ____ once (many times)
UNIT 4 The Body	Ranking urban characteristics Communicating urban preferences Giving reasons for selections	
Discuss healthy and unhealthy habits and routines		I think ____ should be number 1 because ____ We decided ____ should be third because ____

### UNIT 2 COMMUNICATION

A. Listen to the audio and check off the things that apply. Write in the names of the people you have known each other.

Name	Information
live in another city	
speak 2 languages	
eat an unusual food	
meet a famous person	
read a very long book	
get an unusual present	
read an English magazine	
take a difficult test	

B. In pairs, copy and complete the following about your life.



Writing Tasks		Language Focus
UNIT 1 Time expressions	• Use a graphic organizer • Associate time expressions with verb tenses • Finish sentences about yourself	yesterday, sometimes, last month, at the moment, every Saturday, right now, etc.
UNIT 2 A personal profile	• Analyze the use of the present perfect in a model paragraph • List ideas before writing • Finish a paragraph about yourself	I've had an interesting life. I've learned two languages. I've never traveled to another country.
UNIT 3 Topic sentences	• Read a model paragraph with a topic sentence and supporting details • Choose the best topic sentence • Write your own topic sentence	My neighborhood is changing.

The **Writing Program** reinforces and complements the lessons in the Student Book. Writing gives students a chance to reflect on the English they've learned and to develop an indispensable academic skill.

### COMMUNICATION

UNIT 2

#### Lesson A

A. Listen and repeat the new words. Then decide which sentence is true for you.

- When we make **small talk**, we usually do it in a **formal** way.
- We usually talk to those of our friends in a **casual** way.
- Culture is a group of people who share the same way of life.
- Traditional is very old.
- An **informal meeting** takes place in a coffee shop or a pub.
- A **custom** is a tradition that is passed on from one generation to the next. When we **connect**, then understand and understand and **relate** to the most natural way to do something.

B. Complete the chart with the present perfect form of each verb.

Present tense	Present perfect tense	Present tense
have	have seen	be born
take	take	be come
read	read	be made
buy	buy	be lost
be	be	be gone
work	work	be heat
travel	travel	be do
swim	swim	be hot

C. Look at the picture and write questions and answers in the boxes.

- What is Kyoto? **It's** a Japanese city.
- Has **she** been to Kyoto? **No**, **she** hasn't been there.
- What Japanese food **does** she like? **Sushi**.
- Does **she** speak Japanese? **Yes**, **she** does.
- What **else** does **she** do? **She** likes to go to the beach.

D. Welcome to Kyoto!



### Drinking Tea, Breaking the Ice

A

The **Workbook** provides additional practice and supports the development of skills through a variety of activities.

Tea is a traditional drink in many countries. It is often served with a meal or as a snack. In some cultures, tea is considered a symbol of hospitality. In others, it is a way to relax and socialize. Tea can be made from dried leaves, flowers, or roots. It can also be made from fruit or vegetables. Tea is a healthy drink because it contains antioxidants that help protect the body against disease. Tea is also a good source of caffeine, which can help wake us up in the morning. Tea is a popular drink around the world, and it is enjoyed by millions of people every day.

### UNIT 2 COMMUNICATION

A. Read the following paragraph.

Catherine is 16. She is very good at sports and has already had a very interesting life. For example, her second language is French, but her first language is English. She has never traveled to another country, but she does live in the country. She reads many books and enjoys roller skating. She also learns how to change the batteries in car batteries because she is 16 years old.

B. Read the dialogue below and list the things Catherine has and hasn't done.

Catherine has ...	Catherine hasn't ...
1	
2	
3	
4	
5	

C. Underline the past perfect tense and underline the present perfect tense.

D. Let's see what they have and haven't done in your life.

I have ...	I haven't ...
1	
2	
3	
4	
5	

E. Write a paragraph about yourself like the following (use a model).

My name is \_\_\_\_\_ and I'm \_\_\_\_ years old. I'm a young person, but I've already had a very interesting life. For example, I ...

### COMMUNICATION

UNIT 2

F. Put the events in the correct order.

- Mohamed tried to climb a tree.
- Mohamed wanted to build one school.
- Mohamed had to leave his old home.
- Mohamed built his first school.
- Mohamed wrote a book about his work.
- Village people took care of Mohamed.
- Mohamed tried to get money for his first school.
- Mohamed got sick.

G. Match and translate the mistakes in the first column with the corrections in the second column.

- Mohamed wanted to build a school.
- Mohamed tried to climb a tree.
- Some people didn't like him.
- Mohamed wrote a book about his work.
- Mohamed built his first school.
- Mohamed tried to get money for his first school.
- Mohamed got sick.

H. Look at these sentences from the reading. What do the underlined parts mean?

Paragraph 1: Who did he do this?  
Paragraph 2: He ...  
Paragraph 3: He ...  
Paragraph 4: In people try to get him for seven weeks until he got ill.

I. In the Mayan culture, a sign of love between two children is to touch their feet.

J. If you meet a new person, then do you feel the same way? Discuss.

## Overview

**World English** uses rich, engrossing National Geographic text, photos, art, maps, and videos to involve students in learning about real people, real places, and real language.

Each unit is divided into four two-page lessons and a two-page Video Journal.

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

## Unit Opener

Each unit opens with a two-page spread of striking photos. These have been chosen both to illustrate the unit theme and to provide material for discussion. Before beginning the unit, teacher and students can describe the pictures, name as many things as they can in them, and make guesses about when and where the photos were taken. The two discussion questions then lead students into the topic and introduce several key vocabulary items.

In this Teacher's Edition, a Unit Theme Overview is provided to orient you to the scope of the unit and to give additional information that may be useful in discussing the unit theme. Throughout the lesson notes, For Your Information boxes contain additional facts about the topic of a listening passage, reading, or video.

## Vocabulary

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

## Grammar

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

Students first do controlled practice with the structure in writing, then freer production in writing, and finally use the structure in controlled speaking practice. Every grammar point is followed by a Conversation section that gives further practice in the use of the structure.

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

## Conversation

Lessons A and C contain model conversations highlighting both the vocabulary and the grammar for the lesson. Students first listen to the conversation with their books closed and answer one general comprehension question. Next, they listen again while reading the conversation. They are then ready to practice the conversation, taking turns with both roles before making their own conversations based on the model and incorporating specified information along with their own ideas.

## Listening

Lesson B starts off with a listening activity. After a warm-up to introduce the subject of the activity, students listen to a conversation, radio program, or interview multiple times, completing a series of written tasks of graded difficulty. The first time, they are asked to listen for the gist or main ideas; subsequent activities ask them to find numbers, details, or further information. A post-listening task helps students to explore and personalize what they've heard.

Audioscripts for all listening activities begin on page T-155.

## Pronunciation

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

If a particular pronunciation point is especially challenging for your students, it can be practiced in a number of ways. You can have the entire class repeat the items in chorus, then the two halves of the class, then rows or columns of students, and finally you can call on individual students to pronounce the items. When students practice in pairs, circulate around the room listening and correcting.

## Communication

In contrast to the controlled speaking practice in the Conversation sections, the Communication activities give freer practice with the structures and vocabulary that the students have learned. These activities are designed to allow personal expression, but still within a controlled field of language, so that all students can feel confident of success. While students are doing these activities, you should circulate around the class to help with vocabulary and ideas as needed and to make note of errors and interesting responses to discuss with the class after the end of the activity.

The lesson notes in this Teacher's Edition include one Expansion Activity per unit for further discussion around the theme of the listening passage. For classes where more practice of free communication is desired, this book also contains 12 Communication Activity Worksheets, which may be photocopied, one for each unit. The activities, which require 15 to 30 minutes of class time each, reinforce the vocabulary and structures from the unit while giving students another opportunity to express their own ideas in English.

## Language Expansion

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

## Reading

Lesson D is centered around a reading passage, which is followed by a Communication activity that prepares students for writing. All of the reading passages in **World English** are abridged and adapted from authentic articles in National Geographic publications. To help students read for interest and enjoyment, unfamiliar vocabulary is explained either with glosses in a Word Focus box or in a picture dictionary illustration.

The lesson notes in this Teacher's Edition include a Web search activity and a suggestion for a simple project that can be done as a follow-up for each reading passage.

## Writing

The writing activities in Lesson D of **World English** flow from the subject of the reading passage and are always preceded by a Communication activity in which students discuss and explore the topic further. This generates ideas and forms a natural prewriting sequence. Writing tasks are short and simple and range from writing single sentences in the lower levels, through writing groups of sentences, on up to writing an entire paragraph.

The writing activities in the units emphasize helping students put their ideas into written form. Where a more structured approach to writing is desired, this Teacher's Edition contains a complete Writing Program, which may be photocopied. These optional writing worksheets, one for each unit, provide instruction and practice in a sequence of writing skills graded to the level of the course.

## Video Journal

Each unit of **World English** concludes with an authentic National Geographic three- to four-minute video, with a voice-over that has been specially edited for language learners. The video segments recycle the themes and language of the main unit, bringing them to life in colorful locations around the globe. A Before You Watch activity presents new words that students will hear and gives information about the setting of the video. Students watch the video several times while completing While You Watch activities that ask them first to find general themes and then to locate specific information. They give their response to the video in an After You Watch activity.

Each unit concludes with a Communication activity that draws all the strands of the unit together and allows students to demonstrate what they've learned.

## Special Features in the Student Book

**Engage!** These questions challenge students to personalise the topic by expressing their own experiences, opinions, and ideas. They can be answered in a whole class, in groups, or in pairs.

**Real Language** This feature highlights high-frequency expressions from everyday language that will make student speech sound natural and confident. To present them, point out their use in the activity and discuss other situations where they might be useful. If desired, have students work in pairs to create conversations using the expressions.

**Word Focus** These boxes present and explain additional vocabulary used in an activity, as well as introduce common used collocations.

**Glossary** At the end of the student book, a glossary for each unit presents the key items that students are expected to master and defines each one.

# WORLD ENGLISH<sup>2</sup>

Real People • Real Places • Real Language

Kristin L. Johannsen / Rebecca Tarver Chase



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Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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# Get To Know

**Baltimore, U.S.A.**  
How do animals feel about living in a zoo? One man is trying to make their lives better.  
*Happy Elephants*

## San Salvador, Bahamas

Do you know the facts about Columbus? Journey back in time as you learn about this explorer. *Columbus and the New World*



**Trinidad and Tobago**  
On the island of Trinidad, one man gets up with the sun to watch and wait. Join him as he gets the perfect shot. *Trinidad Bird Man*



## Washington, D.C.

As everyone knows, only humans use language. But is someone else trying to learn our way of communicating? *Orangutan Language*

## Fes, Morocco

One of the oldest cities in the world is disappearing, one little piece at a time. What is happening to Fes? *Fes*



Your world!



#### Nubia, Egypt

In the south of Egypt, a wedding lasts for seven days and seven nights. Join the party! *Nubian Wedding*



#### Ulan Bator, Mongolia

Mongolia is the site of one of the most exciting horse races in the world. Find out what makes it so unusual. *Young Riders of Mongolia*

#### Malaysian Borneo

Something smells strange in Malaysian Borneo. Find out what kind of fruit is causing all the trouble. *Forbidden Fruit*



#### Democratic Republic of the Congo

A scientist tries to cross 2000 miles of African jungle—on foot. What will he find? *Megatransect Project*

#### Coober Pedy, Australia

What could make some people spend their lives underground? Find out what the residents of Coober Pedy, Australia, are looking for. *Coober Pedy Quest*

#### Queenstown, New Zealand

A small town in New Zealand is called the "Adventure Capital of the World." Why do thousands of people gather there to go on adventures against the world?

	Skills	Grammar	Vocabulary	Listening	Pronunciation	Writing
UNIT 1	Food from the Earth page 2	<ul style="list-style-type: none"> <li>Compare what people usually do with what they are doing now</li> <li>Identify regional staple foods</li> <li>Talk about traditional family dishes</li> <li>Understand how a regional food becomes an international dish</li> </ul>	Verb tense review: Simple present tense vs. present continuous tense <i>I eat rice every day.</i> <i>She's cooking fish now.</i> Simple past tense (regular and irregular) <i>We learned how to make pizza yesterday.</i>	Geographical regions Climate Food staples	Focused listening An interview: rice farming	Comparing different regions: discussing their climate and their food Linking sounds: final consonant followed by a vowel
UNIT 2	Communication page 14	<ul style="list-style-type: none"> <li>Communicate with people from different cultures</li> <li>Make small talk with new people</li> <li>Use small talk to <i>break the ice</i></li> <li>Learn how professionals <i>break the ice</i></li> </ul>	Present perfect tense <i>He has traveled to many countries.</i> Signal words: already, ever, yet <i>Have you ever seen a giraffe?</i>	Culture, communication, and gestures Small talk	Listening for general understanding Conversations: small talk	Talking about what you have or haven't done Making small talk Have or has vs. contractions
UNIT 3	Cities page 26	<ul style="list-style-type: none"> <li>Describe your city or town</li> <li>Explain what makes a good neighborhood</li> <li>Discuss an action plan</li> <li>Make predictions about cities in the future</li> </ul>	Future with will <i>The city will be cleaner.</i> Will + time clauses <i>I'll check out the neighborhood before I rent an apartment.</i>	City life Maps	General and focused listening A radio interview: Jardin Nomade in Paris	Discussing good and bad elements in a neighborhood Predicting the future of cities Emphatic stress
UNIT 4	The Body page 38	<ul style="list-style-type: none"> <li>Discuss ways to stay healthy</li> <li>Talk about lifestyles</li> <li>Suggest helpful natural remedies</li> <li>Understand how germs affect the body</li> </ul>	Review of comparatives, superlatives, and equatives <i>The skin is the body's largest organ.</i> Infinitive of purpose <i>You can drink tea with honey to help a sore throat.</i>	Human organs Parts of the body Everyday ailments	Focused listening A doctor's appointment	Talking about food and ingredients that are good for you Suggesting easy remedies Linking with comparatives and superlatives
UNIT 5	Challenges page 50	<ul style="list-style-type: none"> <li>Talk about facing challenges</li> <li>Reflect on past accomplishments</li> <li>Use <i>too</i> and <i>enough</i> to talk about abilities</li> <li>Describe a personal challenge</li> </ul>	Simple past tense vs. past continuous tense <i>We were eating dinner when you called.</i> Enough, not enough, too + adjective <i>He was old enough to sail alone.</i>	Physical and mental challenges Phrasal verbs	Listening for general understanding An interview: Jenny Daltry, herpetologist	Discussing challenges Talking about abilities Words that end in -ed
UNIT 6	Transitions page 62	<ul style="list-style-type: none"> <li>Use the simple past tense and past perfect tense to talk about milestones in your life</li> <li>Talk about the best age to do something in your life</li> <li>Use <i>how</i> questions to get more information</li> <li>Describe an important transition in your life</li> </ul>	Simple past tense vs. present perfect tense <i>I lived alone in 2005.</i> <i>I've lived alone for five years now.</i> How + adjective or adverb <i>How tall is he?</i>	Stages of life Adjectives for age: youthful, childish, mature	General and focused listening A radio program: healthy tips from an Okinawan centenarian	Talking about something you did Discussing the best age for life transitions a sound

Luxuries page 74	<ul style="list-style-type: none"> <li>Explain how we get luxury items</li> <li>Talk about needs and wants</li> <li>Discuss what makes people's lives better</li> <li>Evaluate the way advertising creates desire for products</li> </ul>	<p>Present passive voice <i>Jewelry <b>is given</b> as a gift.</i></p> <p>Passive voice with <i>by</i> (present tense) <i>This blouse <b>was made by</b> well-paid workers.</i></p>	<p>Luxury items Import/export items Past participles of irregular verbs</p>	<p>Focused listening Discussions: the world flower market</p>	<p>Discussing luxuries and necessities Talking about improving your life Sentence stress: content vs. function words</p>	"Perfume: The Essence of Illusion" Writing a magazine ad
<b>Nature page 86</b>						
UNIT 8	<ul style="list-style-type: none"> <li>Use conditionals to talk about real situations</li> <li>Talk about possible future situations</li> <li>Describe what animals do</li> <li>Give your opinion about a problem in nature</li> </ul>	<p>Real conditionals in the future <i>If I <b>have</b> time tomorrow, I'll <b>call</b> you.</i></p> <p>Quantifiers (review) <i>Raccoons eat <b>many</b> different kinds of food.</i></p>	<p>Nouns and adjectives to describe animals Adverbs of manner</p>	<p>Listening for general understanding and for specific information A radio program: the bluefin tuna</p>	<p>Role-playing to promote environmental action to make oceans sustainable Phrases in sentences</p>	"Return of the Gray Wolf" Writing a paragraph to give an opinion
<b>Life in the Past page 98</b>						
UNIT 9	<ul style="list-style-type: none"> <li>Discuss life in the past</li> <li>Talk about your grandparents' daily lives</li> <li>Compare past and present ways of getting things done</li> <li>Consider the impact of the Columbian Exchange</li> </ul>	<p>Used to/would <i>Native Americans <b>used to</b> make their shoes out of deerskin.</i></p> <p>Past passive voice <i>Igloos <b>were built</b> with blocks of ice.</i></p>	<p>Activities and artifacts Indian innovations Separable phrasal verbs</p>	<p>Focused and general listening An interview: archaeologist's excavation</p>	<p>Discussing daily life in the past based on archaeological discoveries Reduction of <i>used to</i></p>	"The Columbian Exchange" Writing a journal entry of life in an imaginary world
<b>Travel page 110</b>						
UNIT 10	<ul style="list-style-type: none"> <li>Talk about preparations for a trip</li> <li>Talk about different kinds of vacations</li> <li>Use English at the airport</li> <li>Discuss the pros and cons of tourism</li> </ul>	<p>Modals of necessity <i>I <b>must</b> make a reservation.</i></p> <p>Modals of prohibition <i>You <b>must not</b> take pictures here.</i></p>	<p>Travel preparations Vacations At the airport</p>	<p>Listening for general understanding Conversations: vacations</p>	<p>Planning a dream vacation Making your way through the airport Reduction of <i>have to, has to, got to</i></p>	"Tourists or Trees?" Writing a paragraph about the positive impact of tourism
<b>Careers page 122</b>						
UNIT 11	<ul style="list-style-type: none"> <li>Discuss career choices</li> <li>Ask and answer job-related questions</li> <li>Talk about career planning</li> <li>Identify career qualifications</li> </ul>	<p>Modals for giving advice <i>You <b>should</b> choose a career that fits your personality.</i></p> <p>Indefinite pronouns <i>Everyone in the audience <b>was</b> laughing.</i></p>	<p>Career decisions Participial adjectives</p>	<p>Listening for general understanding An interview: a restaurant owner in Thailand</p>	<p>Role-playing job interviews Intonation in questions</p>	"Maria Fadiman: Ethnobotanist" Filling-out a <i>dream job</i> questionnaire
<b>Celebrations page 134</b>						
UNIT 12	<ul style="list-style-type: none"> <li>Describe a festival</li> <li>Compare holidays in different countries</li> <li>Talk about personal celebrations</li> <li>Share holiday traditions</li> </ul>	<p>As...as <i>New Year's is <b>as exciting as</b> National Day.</i></p> <p>Would rather <i>I'd <b>rather</b> have a big party.</i></p>	<p>Festivals and holidays Greetings for celebrations</p>	<p>Listening for general and specific information Discussions: local celebrations or holidays</p>	<p>Comparing different international celebrations Question intonation with lists</p>	"Starting a New Tradition" Writing a substantiated opinion

# THE EARTH

- Introduce the theme of the unit. Ask students, *What kinds of food grow in this country? Where do they grow?*
- Direct students' attention to the pictures. Have students name things they see in each picture (for example, rice plants, mountains, the ocean, sheep).
- Have students work with a partner to match the words with the correct pictures.
- Check answers.

**Answers: (left to right)**

1. mountainous, humid, hot;
2. mountainous, humid, grassland;
3. flat, dry, grassland, coastal region;
4. mountainous, cold

- Have students work with a partner to answer the questions.
- Compare answers with the class, compiling a list on the board. Elicit ideas students can suggest for other places. Possible answers: *coastal region: fish, seafood; hot, humid region: rice, fruit (mangoes, papayas, bananas, pineapples); flat, dry grassland: beef, lamb, and other meat; mountainous region: plants (potatoes, turnips, cabbage) and animals that can live in a cold climate (goats, sheep)*
- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs.
  1. *What are some famous foods from other countries?*
  2. *What foods do we buy from other countries?*
- Go over the Unit Goals with the class.

# FOOD FROM

1. What words best describe each picture?  
mountainous dry humid flat  
hot coastal region cold grassland

2. What kind of food do people probably eat in these places?

## UNIT GOALS

Compare what people usually do with what they are doing now  
Identify regional staple foods  
Talk about traditional family dishes  
Understand how a regional food becomes an international dish

2

### Unit Goals

- Compare what people usually do with what they are doing now
- Identify regional staple foods
- Talk about traditional family dishes
- Understand how a regional food becomes an international dish

### Grammar

Verb tense review:  
Simple present tense vs. present continuous tense  
*I eat rice.*  
*She's cooking fish now.*  
Simple past tense (regular and irregular)  
*We learned how to make pizza yesterday.*

### Vocabulary

Geographical regions  
Climate  
Food staples

### Listening

Focused listening  
An interview: rice farming

### Speaking and Pronunciation

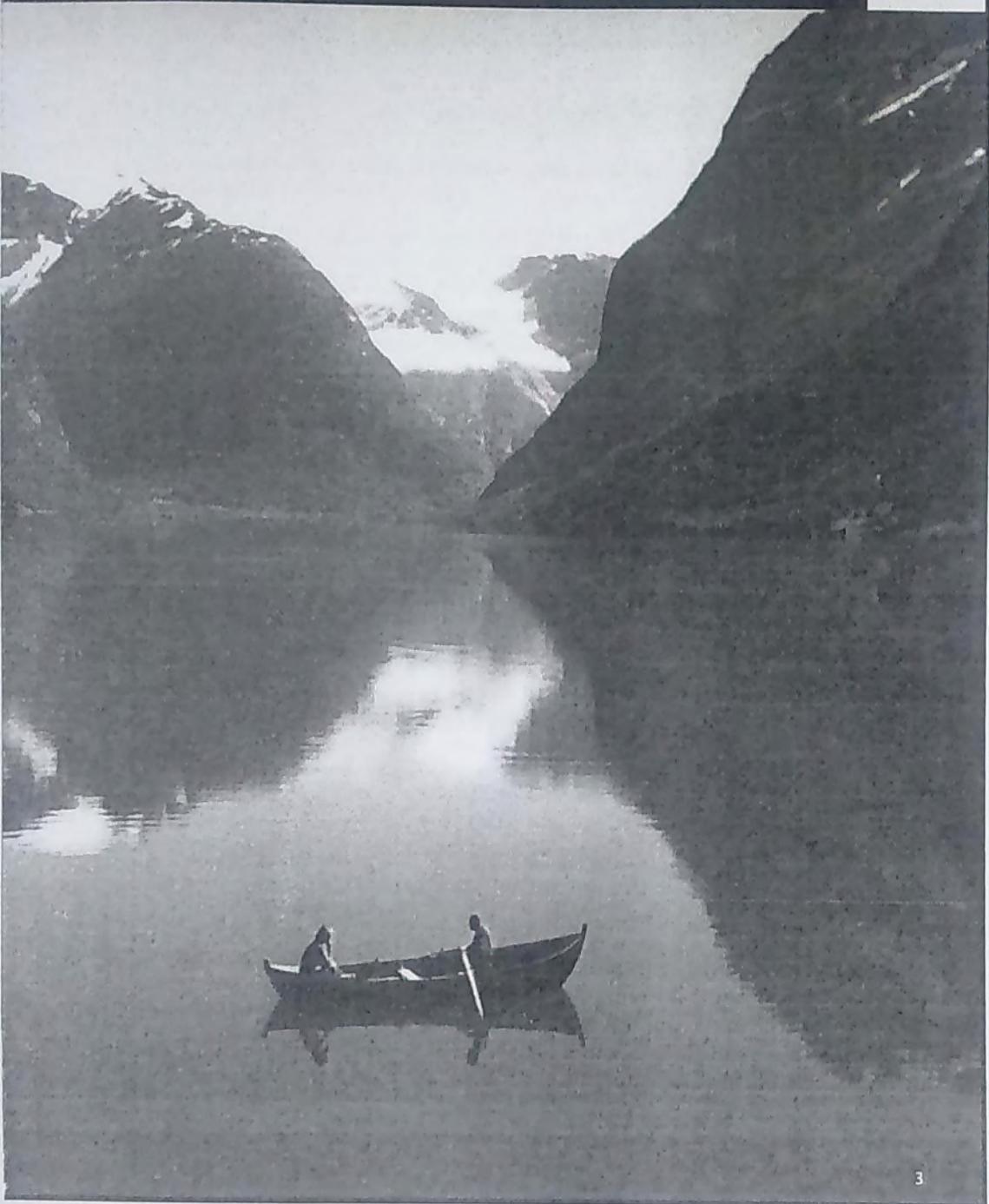
Comparing different regions: discussing their climate and their food  
Linking sounds: final consonant followed by a vowel

### Reading and Writing

"A Slice of History"  
Responding to an email

## Unit Theme Overview

- The theme for this unit is how climate and geography affect people's food and ways of eating. It begins by considering staple foods in different parts of the world, and then moves on to look at how foods have become *international*.
- The world has over 50,000 edible plants. According to the United Nations Food and Agricultural Organization, just three of them (rice, corn, and wheat) make up 60 percent of the calories consumed in the world every day. They are the **staple foods** for 4 billion people. Rice is the staple food of over half the human race. Most people in the world live on one or several of these staple foods: rice, wheat, corn, millet, sorghum, potatoes, cassava, yams, taro, and animal products (meat, milk, eggs, cheese, and fish).
- Over time, patterns in staple foods are changing. Consumption of rice is increasing as incomes in Asia rise and people can afford more rice. Consumption of roots like yams and taro is falling, because more people in Africa and the Pacific are moving to cities where it is easier to buy grains.
- Only a part of the diet is staple foods, however. People also eat a wide variety of complementary foods, and in the last 500 years, improvements in transportation have helped to make many foods truly global. For example, coffee originally grew only in Ethiopia; chocolate came from Central America; pasta originated in China. These and many other foods are now enjoyed in virtually every country of the world.



# Compare What People Usually Do with What They Are Doing Now

## Vocabulary

- A** • Ask students if they ever read (or write) blogs. If necessary, explain that a blog is a Web site where people write their personal ideas about topics that interest them. Tell students that they are going to read what a woman wrote in a travel blog about a trip to Argentina. If necessary, point out Argentina on a map.

- Have students read the blog post.
- Go over any unfamiliar words with the students. Point out the two irregular plurals: *cattle* (cows and bulls) and *sheep*.

- B** • Have students work individually to find and write the words with the given meanings.
- Check answers.

**Answers:** 1. staple foods, 2. farmers, 3. coastal, 4. flat, 5. crops, 6. geography, 7. meals, 8. mountainous, 9. region, 10. climate, 11. humid, 12. grasslands

## Grammar

- Review the simple present tense. Ask, *What do you do every day?* *What do you eat for breakfast? Who cooks at your house?* Write answers on the board, and underline the verbs. Elicit/give the name of the tense: simple present tense.
- Review the present continuous tense. Ask, *What are you doing now?* (possible answers: *learning English, sitting in class, reviewing grammar, etc.*) *What am I doing?* (possible answers: *asking questions, writing on the board, etc.*) Write answers on the board, and underline the verbs. Elicit/give the name of the tense: present continuous tense.
- Go over the information in the chart, contrasting the two tenses.



## A GOAL 1 COMPARE WHAT PEOPLE USUALLY DO WITH WHAT THEY ARE

### Vocabulary

- A.** Read part of a travel blog.

This is my first visit to Argentina. It's a wonderful place! The people are friendly and the **meals** are delicious—from my morning coffee to my dinner in the evening. The **staple foods** in different parts of the country depend on the **geography** and **climate**. For example, in the northeast, the land is **flat** and the weather is hot and **humid**. **Farmers** there grow a lot of rice, and people in that **region** eat rice almost every day. Wheat and corn grow well in the cooler central part of the country, so while I'm here I'm eating bread and pasta. In the **coastal** region near the Atlantic Ocean, fish is an everyday food. In the dry **grasslands**, animals such as cattle and sheep are raised. Farmers in **mountainous** regions of Argentina work very hard. They grow **crops**, such as grapes, on small areas of flat land called terraces. All of these different regions and different foods make Argentina a great choice for travelers.

- B.** Write the words in blue next to the correct meanings.

- |  |   |
|--|---|
| 1. very important foods _____                  | 7. breakfast, lunch, and dinner _____     |
| 2. people who produce food _____               | 8. describes an area with mountains _____ |
| 3. describes an area near the ocean _____      | 9. a large area _____                     |
| 4. describes an area without mountains _____   | 10. normal weather patterns _____         |
| 5. plants grown for food _____                 | 11. describes air that is moist _____     |
| 6. the study of the surface of the earth _____ | 12. grassy areas _____                    |

### Grammar: Simple present tense vs. present continuous tense

#### Simple present tense

- I **eat** rice  
She **cooks** fish  
They **bake** bread  
We **have** fruit for breakfast

#### Present continuous tense

- I'm **eating** rice  
She's **cooking** fish  
They're **baking** bread  
We're **having** mangos for breakfast

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

\*We use the present continuous tense to talk about things that are happening now.

### Word Bank: Land and Climate

valley	dry
river	rainy
lake	monsoon
desert	snowy
marsh	frozen
rocky	

### Expansion Activity

Have students write a similar blog post on a sheet of paper. Tell them to describe the food in a place they have visited—in their own country or another country.

- A.** Complete the paragraph. Use the simple present or present continuous form of the verb in parentheses.

My name \_\_\_\_\_ (be) Celia Rojas, and I \_\_\_\_\_ (live) in Mexico City. Here in Mexico, corn \_\_\_\_\_ (be) a staple food. Many Mexican people \_\_\_\_\_ (eat) corn tortillas every day. Right now, I \_\_\_\_\_ (work) in the kitchen with my mother. We \_\_\_\_\_ (make) enchiladas out of tortillas, chicken, and chile sauce. Our main meal of the day \_\_\_\_\_ (be) not in the evening. We usually \_\_\_\_\_ (eat) at around two thirty or three in the afternoon.



▲ Enchiladas with green chile sauce and rice

- B.** Take turns with a partner doing the following.

1. Tell your partner what you usually eat for breakfast and lunch. (Use the simple present tense.)
2. Tell your partner three things people you know are doing right now. (Use the present continuous tense.)

## Conversation



Track 1-2

- A.** Close your book and listen to the conversation. What do Julie's cousins usually eat?

- Tom:** What are you doing?  
**Julie:** I'm looking at pictures from my vacation.  
**Tom:** Oh, can I see? Where did you go?  
**Julie:** I visited my cousins in the south. It's very flat there. No mountains or hills, and it's pretty dry for most of the year.  
**Tom:** What about food? What do your cousins usually eat?  
**Julie:** Meals are very simple there. It's basically meat and potatoes and a lot of vegetables. But they grow wheat everywhere, so pasta is becoming popular.  
**Tom:** That sounds good.  
**Julie:** Yes, I really like the food there.

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



### Goal 1

#### Compare what people usually do with what people are doing now

Talk to a partner. What do people usually eat where you live? Then pretend it's a special day or holiday. What are people eating right now?

Lesson A 5

## Grammar: Simple present tense vs. present continuous tense

The simple present tense is used for:

- a. habitual activities: Koreans **eat** rice every day.
- b. general facts: Bananas **grow** in hot climates.
- c. states, feelings, or perceptions: This soup **tastes** salty.
- d. things that happen all the time: I **live** in Amman.

The present continuous tense is used for:

- a. actions that are happening right now: I'm **doing** my homework.
- b. ongoing activities that started in the past and will continue in the future: Jack is **taking** tennis lessons.

- A** • Have students work individually to fill in the verbs in the correct tense.  
• Check answers.

**Answers:** is, live, is, eat, am working, are making, is, eat

- B** • Match students with a partner and have them take turns talking about what they usually eat and then about what people they know are doing.  
• Ask students to tell the class an interesting sentence they heard from their partner.

## Conversation

- A** • Have students close their books. Write the question on the board: *What do Julie's cousins usually eat?*

- Play the recording. (CD T2)
- Check answers.

**Answer:** meat and potatoes and a lot of vegetables

- B** • Play or read the conversation again for the class to repeat.  
• Practice the conversation with the class in chorus.  
• Have students practice the conversation with a partner, then switch roles and practice it again.

### Goal 1

- Match students with a partner. Have them talk about usual, everyday foods (using the simple present tense). Then have them choose a holiday and talk about what people are eating now to celebrate it.
- Call on pairs to present a sentence to the class.

## Grammar Practice

In pairs, have students choose a famous person. Have them write five sentences about what that person does every day (using the simple present tense) and five sentences about what that person is doing now (using the present continuous tense).

## B GOAL 2 IDENTIFY REGIONAL STAPLE FOODS

# Identify Regional Staple Foods

## Listening

- A • Match students with a partner and have them answer the questions.
- Compare answers with the class.

**Answers:** 1. Most rice grows in paddies (fields with water in them). There are some kinds of rice in colder places like Japan and Korea that don't grow in water. 2. Rice needs a lot of water to grow.

- B • Tell students they are going to listen to an interview about rice. Have them read the questions.
- Play the recording (**CD1 T3**) one or more times.
  - Check answers.

**Answers:** 1. b, 2. a, 3. b

- C • Tell students to listen again to find the information.
- Play the recording (**CD1 T3**) one or more times.
  - Check answers.

**Answers:** 1. He gets a much larger crop if he starts with young plants. 2. a lot of rain, 3. He lets the water run out. 4. He cuts the rice plants and cleans them.

## Word Focus

- Ask, *What crops do farmers raise near here? What crops do they grow in other parts of this country?*

## Engage!

- Have students discuss the question in pairs or groups, or talk about it as a class. Elicit reasons why farmers would need to grow more food— increase in population, more people moving to the city, improving people's health.



▲ A worker harvests olives in an olive grove.

### Word Focus

Farmers **raise**  
**crops** or **grow**  
**crops**.

### Engage!

Do you think farmers and scientists need to find ways to increase food production? Why?

## Listening

- A. Discuss these questions with a partner.

1. Where do farmers grow rice?
2. Why do they grow it there?

- B. Listen to the interview of a rice farmer. Circle the correct letter.

Track 1-3

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

- C. Listen again and answer the questions.

Track 1-3

1. Why doesn't the rice farmer plant seeds like other farmers?

2. How is the rainfall this year?

3. What happens to the water in the rice paddy after the rice plants grow?

4. What happens to the rice plants after they're dry?



▲ A man works in a rice paddy in Taiwan.

### 6 Food From the Earth

## For Your Information: Rice

The rice plant is native to southern Asia and some parts of Africa. But after centuries of trade, it is grown around the world. It is not known where or when rice was first cultivated, but there is evidence of rice grown in both India and China about 5,000 years ago. Today, the largest rice-growing countries are China, India, Egypt, and Indonesia. Most rice is consumed where it is grown—only about 5 percent of the world's rice is exported.



## Communication

### Communication

- C. Talk with a partner about two different regions in your country. Describe the land, the climate, and the food.

Region #1

Region #2

land  
climate  
staple foods

### Pronunciation: Linking words together

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

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



Track 1-4

- A. Listen to the sentences. Notice the pronunciation of the underlined words. Listen again and repeat the sentences.

1. I usually like a tomato with breakfast.
2. Staple foods are the most important foods.
3. We're eating dinner now.
4. Paul and I don't like fish very much.
5. Farmers work on weekends and holidays.
6. Rain falls in all regions of the world.

- B. Underline the sounds that link together. Then read the sentences to a partner.

1. Hal enjoys pizza.
2. Wheat bread is very popular.
3. Corn grows well in Mexico.
4. A cheese and tomato sandwich is my favorite lunch.
5. My friend is eating pasta.
6. Dry grasslands are good places to raise animals.



#### Goal 2

#### Identify regional staple foods

Talk to your partner about the staple foods in your region and your country. Give reasons why these foods are staples.

Lesson B 7

## Communication

- Review the idea of regions—parts of a country. With the class, talk about and list on the board the different regions of their countries.
- Match students with a partner and have them work together to complete the chart about two regions of their choice.
- Compare answers with the class. Draw a large chart on the board and fill in words suggested by different pairs.

### Pronunciation

- Present the rule about linking words.

- A • Tell students to listen to the linking of the underlined words in the recording. Play the recording. (CD1 T4)

- Tell students to listen again and repeat the sentences. Play the recording. (CD1 T4)
- If desired, have the students read the sentences to a partner, linking the indicated sounds.

- B • Have students underline the sounds that link. Check answers.

**Answers:** 1. Hal enjoys, 2. bread is, 3. well in, 4. cheese and, sandwich is, 5. friend is, 6. grasslands are

- Have students read the sentences to a partner. Walk around checking for correct pronunciation.

✓ Goal 2

- Match students with a partner and have them describe the staple foods and discuss reasons why these foods are eaten every day.
- Compare answers with the class.

### Expansion Activity

Have students go online to get information about a staple food in another country. Where does it grow? How do people cook it? Why is it common in that part of the world? Have them write down several facts about the staple food and present them to the class or to a small group.

## C

# Talk about Traditional Family Dishes

## Language Expansion

- Have students look at the illustration. Ask, *Which of these foods have you tried? Which ones do you like? Which ones can grow in this country?*

- A** • Have students think about their personal knowledge about these foods and answer true or false.
- Check answers.

**Answers:** All answers are true.

- B** • Have students discuss the question with a partner.
- Finish by talking about different ways to eat these staple foods. For example, *I like cracked wheat. In Lebanon, people eat tabouleh. I like to eat tabouleh with lettuce leaves.*

## Grammar

- Review the simple past tense by asking, *What did you do yesterday?* Write answers on the board, underlining the verb: *I went shopping.* Give/elicit the name of the tense: simple past tense.
- Go over the information in the chart, reminding students that many common verbs are irregular (the past tense cannot be formed with -ed) and must be learned one by one.

## C GOAL 3 TALK ABOUT TRADITIONAL FAMILY DISHES



## Language Expansion: Staple food crops

- A.** What do you know about staple food crops?

Circle **T** for true or **F** for false.

- Potatoes are originally from South America. **T** **F**
- India is one of the world's largest producers of wheat. **T** **F**
- Lentils are a kind of legume. **T** **F**
- Soy sauce is made from soybeans. **T** **F**
- Yucca grows under the ground. **T** **F**
- China is the world's largest consumer of rice. **T** **F**

- B.** Talk to a partner. Which of these staple foods do you eat?

I eat wheat bread almost every day.

Sometimes I eat potatoes.

## Grammar: Simple past tense

### Simple past tense

We **learned** how to make pizza  
Too much rain **fell**  
I **ate** sushi for the first time

yesterday.  
last November.  
in 2006.

\*Some verbs are regular in the simple past tense. They have an -ed ending.

\*Some verbs are irregular in the simple past tense. They have many different forms.

learn – learned	travel – traveled
arrive – arrived	want – wanted
play – played	need – needed
ask – asked	help – helped

see – saw	send – sent
eat – ate	give – gave
drink – drank	take – took
go – went	fall – fell

## Word Bank: More everyday foods

bread	fish	stew	oatmeal
cheese	curry	pasta	eggs
tofu	milk	eggplant	dumplings
meat	soup		

A. Complete the conversation. Use the simple past tense of the verbs in parentheses.

- Mary: Tell me about yourself, Pedro.  
Pedro: Well, I love to travel. Last year I \_\_\_\_\_ (travel) to Lebanon.  
Mary: Wow! You \_\_\_\_\_ (go) to Lebanon?  
Pedro: Yes, and I \_\_\_\_\_ (meet) my friend Habib and his family there. They \_\_\_\_\_ (show) me around Beirut and \_\_\_\_\_ (introduce) me to many new foods.  
Mary: That sounds like fun.  
Pedro: It was. I \_\_\_\_\_ (eat) hummus and falafel, and I \_\_\_\_\_ (try) a dish made from rice and grape leaves. It \_\_\_\_\_ (be) delicious!

B. Complete these sentences about the past. Use your own information.

1. Yesterday, I ate \_\_\_\_\_
2. Last week, I went \_\_\_\_\_
3. On the first day of this class, I learned \_\_\_\_\_
4. Last month, \_\_\_\_\_
5. In 2008, \_\_\_\_\_

#### Real Language

When we say something is made from other things, we're talking about its ingredients.

## Conversation

A. Close your book and listen to the conversation. What is Albert eating? What is it made from?

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



▲ North African couscous

- B. Practice the conversation. Switch roles and practice it again.



### Goal 3 Talk about traditional family dishes

Tell your partner about a dish you know how to make. How did you learn to make it?

Lesson C 9

## Grammar: Simple past tense

The simple past tense is used to talk about single or repeated occurrences in the past, during a time period that is finished.

I saw Anna yesterday.

Japan worked every day last week.

## Grammar Practice: Simple past tense

Have students write five sentences about their lives in the past. (For example, I went to Jordan last summer.) Four of the sentences should be true, and one should be false. Then divide the class into groups of three or four students. After the group has heard each student's list, they ask questions to try to decide which sentence is not true. This activity can be used to help students get to know each other in a new class.

- A • Have students work individually to fill in the past tense form of each verb.

- Check answers.

**Answers:** traveled, went, met, showed, introduced, ate, tried, was

## Real Language

- Point out the expression and ask about common foods in the students' countries: What is [kibbeh] made from?

- B • Have students make true sentences by filling in information about themselves.
- Ask students to share their sentences with a partner. Then call on students to tell the class an interesting sentence they heard.

## Conversation

- A • Have students close their books. Write the questions on the board: What is Albert eating? What is it made from?

- Play the recording. (CD1 T2) Check answers: couscous, wheat

- B • Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
  - Have students practice the conversation with a partner, then switch roles and practice it again.

### Goal 3

- Match students with a partner, and have them talk about a food they know how to make. (If they don't know how to cook, have them talk about a dish that someone in their family makes.)
- Call on students to tell the class about the dishes they know how to make and how they learned to make them.

# Understand How a Regional Food Becomes an International Dish

## Reading

- Introduce the topic of the reading. Ask students, *Do you ever eat pizza? What is pizza made of? Where did pizza come from? How old do you think pizza is?*

- A** • Have students complete the sentences using information from the timeline. Check answers.

**Answers:** 1. the late 1800s, 2. the Stone Age, 3. 1830, 4. the 1500s, 5. 1905

- B** • Have students read the article. Tell them to circle any words they don't understand.
- Go over the article with the class, answering any questions from the students about vocabulary.
  - Have students complete the sentences with words from the article.
  - Check answers.

**Answers:** 1. rocks, 2. Native Americans, 3. poisonous, 4. lava, 5. Italians

- C** • Match students with a partner and have them talk about foreign foods that are popular in their city or country.
- With the class, compile a list on the board of foods and their countries of origin. Ask, *Which of these foods have you tried? Which foods do you like?*

## Communication

- Divide the class into groups of three or four students. Tell each group to invent its own kind of pizza, and decide on a name for it.
- Have groups present their new pizza ideas to the class. If desired, finish with a whole-class vote for the best pizza.

## D GOAL 4 UNDERSTAND HOW A REGIONAL FOOD BECOMES AN

### Reading

**A.** Look at the timeline and fill in the blanks.

- Many Italians moved to the United States during \_\_\_\_\_.
- People first baked flat bread during \_\_\_\_\_.
- People in Naples, Italy, used hot lava to bake pizzas in \_\_\_\_\_.
- European explorers went to the Americas during \_\_\_\_\_.
- Lombardi's pizza restaurant opened in New York in \_\_\_\_\_.

Naples, Italy

# A Slice of History

What do you like on your pizza? Cheese? Tomatoes?

Pineapple? People may disagree on their favorite ingredients, but many people agree that pizza is a favorite food. Where and when did people start making pizza? To find out, we have to travel back in time. People were baking bread dough on hot rocks in the Stone Age.

Stone Age people gathered ancient types of wheat and other grains. They mixed the grains into a batter. Then they poured the batter onto rocks in their campfires. What they got was a flat bread—the first pizza crust. In time, prehistoric bakers started using the flat bread as a plate. They put other food, herbs, and spices on the bread. Then they ate it.

Over the centuries, tastes changed. In the 1500s, European explorers tried to find a better way to sail to Asia to buy spices. Instead, they found a way to the Americas. Native American people in Peru, Central America, and Mexico enjoyed eating tomatoes, but in Europe, people thought tomatoes were poisonous! With time, Europeans and other people discovered

**B.** Fill in the blank with the correct word.

- Stone Age people baked flat bread on hot \_\_\_\_\_.
- \_\_\_\_\_ were the first people to eat tomatoes.
- At first, Europeans didn't eat tomatoes because they thought they were \_\_\_\_\_.
- In Naples, pizza makers used \_\_\_\_\_ to heat rocks for their ovens.
- \_\_\_\_\_ brought pizza to the United States.

- C.** Talk to a partner. Make a list of foods that are popular in your country that people brought from other countries. Where did these foods come from?

People here eat a lot of curry. I think curry came from India.

Right. There's an Indian restaurant downtown. They have wonderful curry.



the  
Stone  
Age

1830

### Communication

Work in a small group. Invent a new kind of pizza for Lombardi's restaurant. You should all agree on the toppings, the sauce, and the type of crust.

10 Food From the Earth

### For Your Information: Pizza

The largest pizza in the world was made in Johannesburg, South Africa, in 1990. It was 37.4 meters (122.7 ft.) across, and was made with 500 kilograms (1,102.3 lbs.) of flour, 800 kilograms (1,763.7 lbs.) of cheese, and 900 kilograms (1,984.1 lbs.) of tomato puree.

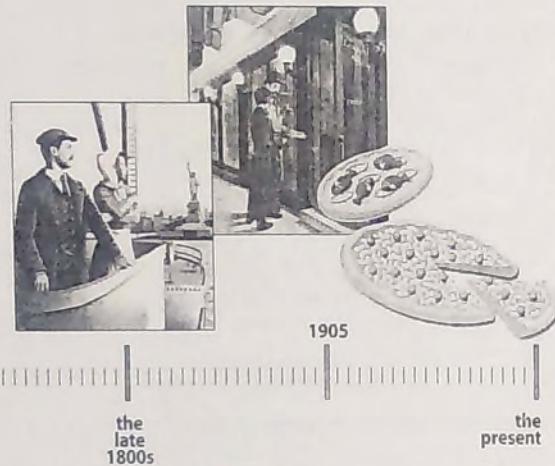
Pizza restaurants in many countries deliver to people's homes. The longest pizza delivery in the world was from Cape Town, South Africa, to Sydney, Australia, in 2001.

The most expensive pizza in the world was sold at a charity auction in 2007 for almost \$4,000. It was made with caviar and smoked salmon and decorated with edible gold.

that tomatoes were delicious and safe to eat. Cooks in Naples, an Italian city, began putting tomatoes onto baking dough.

People in Naples didn't stop there, however. They took another big step in pizza history. The world's first true pizza shop opened in Naples in 1830. Cooking pizza in Naples wasn't as easy as it is today. It was even a little dangerous. You see, pizza makers didn't use wood, gas, or electric ovens. Instead they used lava from a nearby volcano to heat rocks for baking pizza dough. Despite the danger, pizza was soon a big hit. People ate it for lunch and dinner. They even ate it for breakfast. News of the pizza shop spread quickly, and people traveled to Naples to try the tasty dish.

In the late 1800s, many Italians moved to the United States. They brought pizza with them. The first American pizzeria was Lombardi's in New York City. It opened its doors in 1905. Now pizza is one of the top three most popular U.S. foods. Of course, Americans are hardly the only pizza lovers. Humans eat 5 billion pizzas a year. Our choices for toppings vary widely. Brazilians love green peas on their pizza. Russians like fish and onions. People in India use lamb and tofu. Some pizzas truly sound strange. Yet all share two things. Each begins with bread. And each is a slice of history.



## Writing

Read the email and write a response. Be sure to answer all the questions.

**From:** Ronald Ferguson

**To:** \_\_\_\_\_

**Subject:** Help! My students have some questions for you.

Hi there,

How is everything there? I hope you're doing well, and I hope you can answer some questions from my students. As you know, our class will visit your country next month, and the students are asking me about the food. Here are some of their questions:

What do people usually eat for breakfast there?  
Do you have pizza and burger restaurants?  
What are some traditional dishes we can try?  
Is there a staple food that people eat every day?  
What are some good things to eat for lunch and dinner?

Thank you very much! I look forward to our visit next month. Maybe you can join us for a good meal.

Your friend,  
Ronald

**From:** \_\_\_\_\_

**To:** Ronald Ferguson

**Subject: RE:** Help! My students have some questions for you.



**Understand how a regional food becomes an international dish**

Talk with a partner. Is there a food from your region or country that is popular in other countries? Why do you think this food is popular in other countries?

Lesson D 11

## Writing

- Go over the email message with the class.
- Tell students to imagine they are answering the email with advice for foreigners who are coming to visit their country. Have them write their emails.
- Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partner's paper.
- If desired, have students rewrite their papers to be collected for marking.

### ✓ Goal 4

- Match students with a partner and have them discuss foods from their region or country that are eaten in other places.
- Compare answers with the class.

## After Reading

**Web search:** Have students search online using the term *pizza recipe* to find a recipe that sounds interesting. Divide the class into groups and have them talk about the recipes they found. Which is the most unusual, delicious, or easy to make?

**Project:** As a follow-up to the communication activity, have students write and perform a television commercial for their new kind of pizza, with all members of the group acting in the commercial.

**Before You Watch**

- Point out the locations of Malaysia and Kuching on the map. Tell students they are going to watch a video about a fruit that is forbidden (not allowed) in Kuching. If students are not familiar with durians, have them guess why a fruit would be *forbidden*.

- A** • Have students complete the chart, using their dictionaries if needed. Check answers.

**Answers:** Positive meaning: delicious, fragrant; Negative meaning: disgusting, smelly

- B** • Have students discuss the questions with a partner.  
• Compare answers with the class.

**E VIDEO JOURNAL FORBIDDEN FRUIT****Before You Watch**

**A.** Write each of the following adjectives in the appropriate column.

smelly	delicious	fragrant	disgusting
--------	-----------	----------	------------

Positive meaning	Negative meaning



**B.** Discuss the following questions with a partner.

- What are some foods that have a very strong smell?
- After you prepare food with a strong smell in your home, how can you get rid of the odor?

**For Your Information: Durian**

The durian fruit is native to Indonesia and Malaysia. The fruit can grow up to 30 centimeters (12 inches) long and usually weighs 1–4 kilograms (2–9 pounds).

Durian is sometimes called the *king of fruits*, but opinions vary. The fruit has a very strong odor, which some people find fragrant and others find intensely disgusting (it is sometimes compared with rotting garbage or dirty socks). Despite this, many people love the flavor, and durian is used in candy, ice cream, and milk shakes.

Today, durians are grown all around Southeast Asia. Thailand is the main exporter of durians.

## While You Watch

A • Tell students that they are going to watch a video about a problem with a fruit called durians. Tell them to watch the first time and match the sentence parts. Have them read the sentence parts.

- Play the video.
- Check answers.

**Answers:** 1. c, 2. a, 3. b

B • Have students complete the summary with words from the box. Tell them to watch the video again and check their answers. Play the video.

- Check answers.

**Answers:** invasion, smuggle, front lines, war, vigil, alert



▲ a floating market

## While You Watch

A. Watch the video, *Forbidden Fruit*. Match the people to the actions.

- |                               |   |
|-------------------------------|---|
| 1. Hotel staff _____          | a try to bring durian fruit into hotel rooms.   |
| 2. Hotel guests _____         | b. use a special machine in smelly hotel rooms. |
| 3. Hotel cleaning staff _____ | c. watch for people bringing in durian fruit.   |

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

vigil    smuggle    front lines    alert    invasion    war

## Video Summary

The video looks at the problem of hotel guests in Malaysian Borneo bringing smelly durian fruit into their rooms. It presents the problem in terms of warfare. For example, durian season is a seasonal \_\_\_\_\_, Guests \_\_\_\_\_ the fruit into their rooms like spies with secret information for a general. The hotels are on the \_\_\_\_\_ of the durian \_\_\_\_\_, which means they are the ones doing most of the fighting. The hotel managers maintain a constant \_\_\_\_\_, watching and waiting for anyone with durian fruit in their bags. And when a guest does get durian fruit past the hotel staff, there is a durian \_\_\_\_\_ or an emergency situation.

## After You Watch



Write a guide for tourists visiting your country.

1. Describe three foods that are popular in your culture, but that people from other cultures might find disgusting or intolerable.
2. Give reasons why tourists should try those foods.

## Communication



You are a group of hotel owners in Malaysian Borneo.

Brainstorm a list of ways to prevent people from bringing durian fruit into their hotel rooms.



Video Journal 13

## Teacher Tip: Correcting writing

You can save a lot of time in marking student papers by using peer correction. Before students turn in a paper, have them exchange their work with a partner and mark any mistakes or problems they see on their partner's paper. Then have them make the corrections on their own papers before handing them in to you for marking.

## While You Watch

A • Tell students that they are going to watch a video about a problem with a fruit called durians. Tell them to watch the first time and match the sentence parts. Have them read the sentence parts.

- Play the video.
- Check answers.

**Answers:** 1. c, 2. a, 3. b

B • Have students complete the summary with words from the box. Tell them to watch the video again and check their answers. Play the video.

- Check answers.

**Answers:** invasion, smuggle, front lines, war, vigil, alert

## After You Watch

- Match students with a partner and explain the task: They are going to give information for foreign tourists about a food that visitors dislike. Go over the directions. If they can't think of any foods that foreigners dislike, tell them to write about foods that they really love, which they hope visitors will appreciate.
- Call on student pairs to tell the class what they've written about one food.

## Communication

- Divide the class into groups of three or four and tell each group to list as many ideas as they can for how to keep durians out of hotels. Set a short time limit (five minutes or so) and encourage them to think of both serious and funny methods.
- Have one member of each group read the group's list to the class. Compile a list on the board. With the class, discuss the most useful/funniest ideas.

## 2 COMMUNICATION

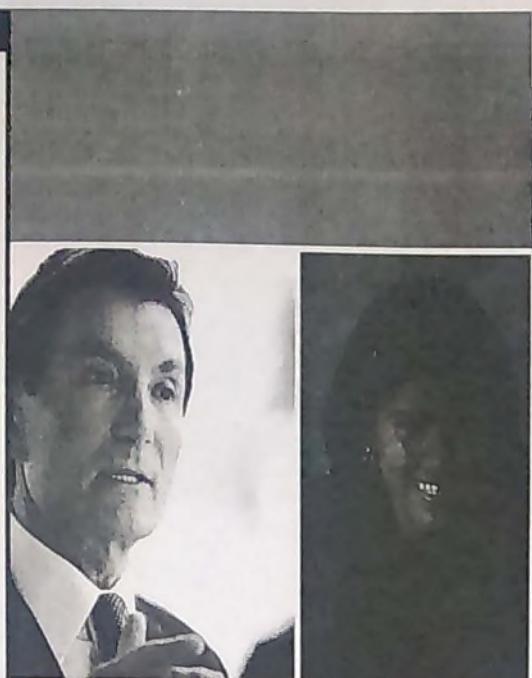
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- Introduce the theme of the unit. Ask, *How do we communicate with other people?* Elicit ideas like speaking, writing, emailing, phoning.
- Direct students' attention to the pictures. With the class, look at each picture in turn and talk about where the people are and what they are doing.
- Have students answer the questions with a partner.
- Compare answers with the class. Compile a list of countries on the board.
- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs.
  1. *What are some gestures that you sometimes use? What do they mean?*
  2. *Why do we smile at people?*
- Go over the Unit Goals with the class.

A

An  
del  
me

B



# COMMUNICATION



1. Which of these things are the same in all countries? Which of them are sometimes different?
  - a. gestures
  - b. smile
  - c. eye contact
  - d. greetings
2. Have you met someone from another country? What did you talk about?

### UNIT GOALS

Communicate with people from different cultures

Make small talk with new people

Use small talk to *break the ice*

Learn how professionals *break the ice*

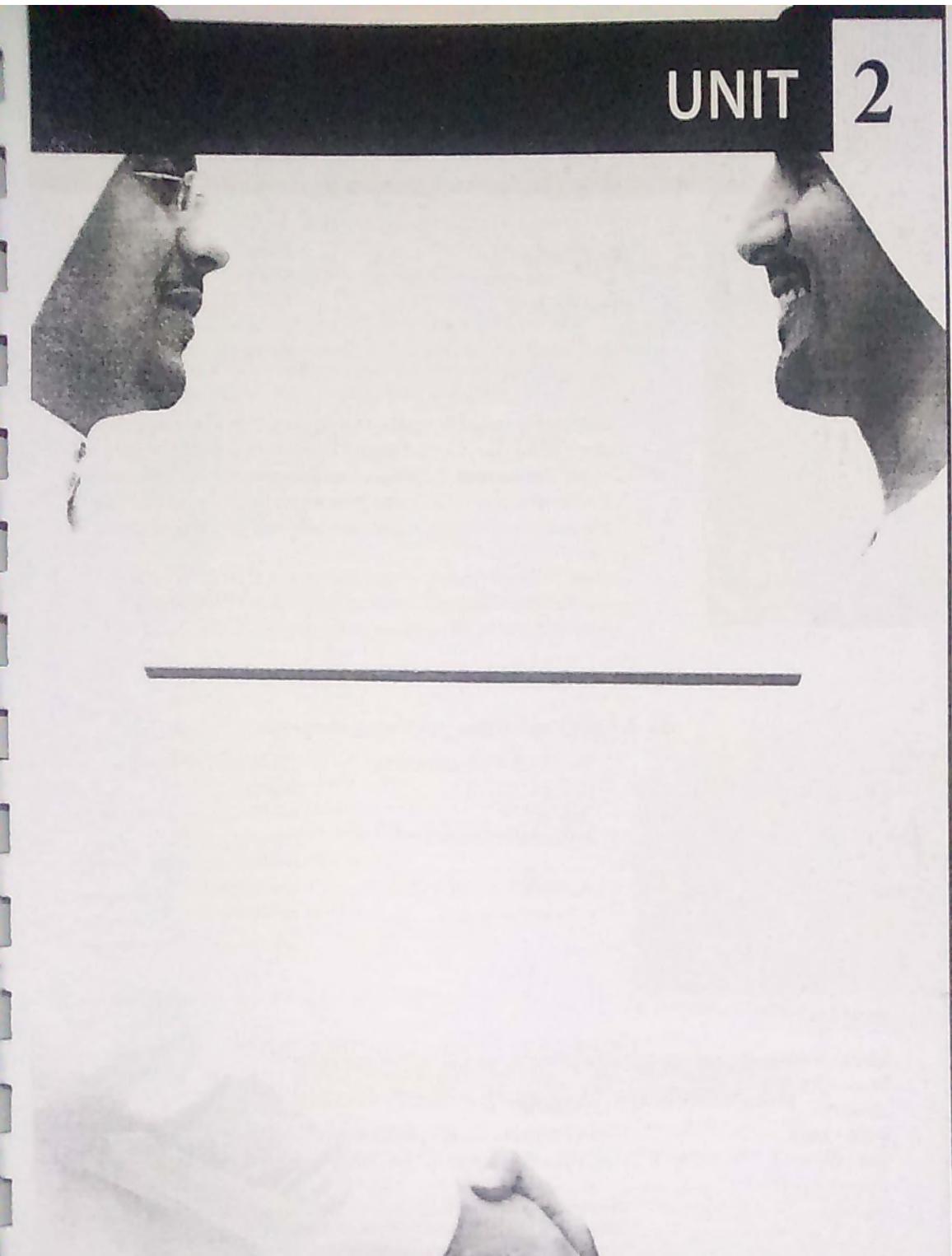
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#### Unit Goals

- Communicate with people from different cultures
- Make small talk with new people
- Use small talk to *break the ice*
- Learn how professionals *break the ice*

Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
Present perfect tense <i>He has traveled to many countries.</i> Signal words: <i>yet, already, ever, never</i> <i>Have you ever eaten Indian food?</i>	Culture, communication, and gestures Small talk	Listening for general understanding Conversations: small talk	Talking about what you have or haven't done Making small talk <i>Have or has vs. contractions</i>	"Taking Pictures of the World" Writing opinions



## Unit Theme Overview

# UNIT 2

- Different cultures have different rules for and patterns of communicating. In this unit, students will learn about and consider some of these cultural differences.
- Communication can be broken down into two basic types: *nonverbal* and *verbal*. Nonverbal communication includes such things as facial expressions, eye contact, gestures, and rules for distance and touching during conversations. Cultures have widely differing rules for these things. For instance, Latin Americans and Arabs tend to stand closer together when speaking than Japanese and North Americans do. This unit briefly introduces some of these differences.
- Verbal communication includes matters such as directness and indirectness, display of emotion in speaking, and even the types of topics that are appropriate to discuss with different types of people. This unit focuses on making small talk with a new acquaintance, a skill students find useful when making cross-cultural contacts. Students learn about and practice making small talk and then consider different ways of *breaking the ice* when meeting someone for the first time. Small talk is an especially important skill for learners of English as an international language.

# Communicate with People from Different Cultures

## Vocabulary

- A** • Ask, *What are some problems in talking with people from another culture?* Elicit ideas like language, customs, knowing how to be polite, etc. Tell students that they are going to read about communicating with people from other cultures.

- Have students read the article.

- B** • Have students write the words with the given meanings.

- Check answers.

**Answers:** 1. rule, 2. connect, 3. formal, 4. culture, 5. customs, 6. traditional, 7. small talk, 8. informal

## Grammar

- Review the present perfect tense. Tell the class, *I've been very busy so far today. I've taught three classes. I've checked homework. I've talked to students. What about you? What have you done?* Elicit answers with the present perfect tense. Ask students, *Have you eaten lunch/had other classes/checked your email today?* Elicit, *Yes, I have. No, I haven't.*
- Go over the information in the chart. Write the following sentences on the board. Tell the class that these are examples of the three uses of the present perfect tense explained in the chart.

*I have been a flight attendant for five years.*

*I have read that book six times.*

*I have eaten lunch, so I'm not hungry now.*



## Vocabulary

- A.** Read the article.

Every **culture** around the world has different **customs** and ways of communicating.

When you learn to communicate in a language, you learn a lot of **rules**. You learn what kind of greetings to use in different situations. For example, in English, we say "Hi!" in an **informal** situation. In a more **formal** situation, we shake hands and say "How do you do?" In China, a **traditional** greeting is "Have you eaten today?" After that, there are rules for making **small talk** when you meet a new person.

People in different cultures also have different ways of using their bodies to communicate. But there's one kind of communication that's the same everywhere. A smile can always **connect** people.

- B.** Write the words in blue next to the correct meanings.

- the correct way to do something \_\_\_\_\_
- bring together \_\_\_\_\_
- very serious and important \_\_\_\_\_
- people with the same language and way of living \_\_\_\_\_
- activities that are usual in a country \_\_\_\_\_
- the same for a long time without changing \_\_\_\_\_
- conversation about things that aren't important \_\_\_\_\_
- friendly and relaxed \_\_\_\_\_

### Word Focus

**follow + a rule** = do something the correct way

**make + small talk** = talk about things that aren't important

## Grammar: Present perfect tense

### Present perfect tense

Subject + **has/have + (not) + past participle**

He **has traveled** to many countries. He **has not been** in Korea before.

We use the present perfect tense:

\*to talk about something that started in the past and continues now.

\*to talk about something that happened several times in the past.

\*to talk about something in the past that is connected with the present.

## Word Bank: Communication

verbal	misunderstand
nonverbal	assume
stare	honest
glance	interrupt
frown	silence
appropriate	inappropriate

## Grammar: Present perfect tense

The present perfect tense emphasizes the connection between past and present situations. It is used for:

- a.** situations that began in the past and continue into the present

*Jane **has been** a secretary for 27 years.*

- b.** experience in general, when the specific time is not important

*I **have already read** that book (so I know what it's about).*

A. Complete the sentences. Use the present perfect form of the verb in parentheses.

1. I \_\_\_\_\_ (meet) many Bahrainis, but I \_\_\_\_\_ (be, not) in Bahrain.
2. My husband and I \_\_\_\_\_ (be) married for six years.
3. Mari isn't in the office this week. She \_\_\_\_\_ (go) on vacation.
4. Ahmad doesn't want to watch TV. He \_\_\_\_\_ (watch) TV every night this week.
5. Tomorrow is my friend's graduation, but I \_\_\_\_\_ (buy, not) her a present. I forgot!
6. I \_\_\_\_\_ (finish) all my homework. Now I can go out.

 B. Finish writing the following questions. Then ask a partner to answer them. Write some questions of your own.

Have you ever eaten  
Indian food?

No, never.

Yes, once/many times.  
It's really good!

Have you ever ...

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



## Conversation



Track 1-6

A. Close your book and listen to the conversation. Why is the woman worried?

- Annie: Guess what? I'm going to spend a month in Mexico City.  
Rick: That's great! What are you going to do there?  
Annie: I'm going to work in my company's office there. I'm a little worried, though. I've never been to Mexico before.  
Rick: But you've met lots of people from Mexico, and you've taken Spanish lessons.  
Annie: That's true. And I guess I've learned something about Mexican customs.  
Rick: It sounds to me like you're ready to go.



▲ aerial view of Mexico City

 B. Practice the conversation with a partner.



Goal 1

Communicate with people from different cultures

Take turns pretending to be a foreigner coming to your country for a month. Talk to your partner about some customs that might surprise you and some things that you have done to prepare for the trip.

Lesson A 17

## Grammar Practice: I have ...

Tell students to write five true sentences about themselves on a sheet of paper using the present perfect tense. Give examples: *I have never driven a car. I have read my favorite book twelve times.* Tell students NOT to write their names on the paper. When all students have finished, collect the papers. Read each group of sentences to the class and have them guess which of their classmates wrote them.

- A • Have students work individually to fill in the present perfect tense of the given verbs. Check answers.

**Answers:** 1. have met, haven't been; 2. have been, 3. has gone, 4. has watched, 5. haven't bought, 6. have finished.

- Discuss the reason why the present perfect tense was used in each sentence.

- B • Have students work individually to complete the questions.
- Match students with partners and have them take turns asking and answering their questions.
  - Call on student pairs to present their most interesting question and answer to the class.

## Conversation

- A • Have students close their books. Write the question on the board: *Why is the woman worried?*
- Play the recording. **[CD1 T6]** Check answers.

**Answer:** She has never been to Mexico before.

- Point out the expression in the Real Language box and explain that we use this with friends and coworkers we know well.

- B • Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
  - Have students practice the conversation with a partner, then switch roles and practice it again.

## ✓ Goal 1

- Have students role-play the situation with a partner.
- Call on student pairs to present their conversations to the class.

## Make Small Talk with New People

### Listening

- A**
- Tell students they are going to hear two conversations between people meeting for the first time. Have them read the question.
  - Play the recording (**CD1 T7**) one or more times.
  - Check answers.

**Answers:** 1. b, 2. b

- B**
- Have students read the question.
  - Play the recording (**CD1 T7**) one or more times.
  - Check answers.

**Answers:** 1. a, 2. c

- C**
- Have students work with a partner to think of more possible topics of conversation.
  - Share ideas with the class.

#### Possible answers: Conversation

1: classes they've taken before, reasons for taking these classes; Conversation 2: different kinds of restaurants, places to go shopping

- If desired, have students role-play the continuation of each conversation with a partner.

### Pronunciation

- Review the idea of contractions: short forms that combine two words and are used in fast or informal speech.

- A**
- Tell the students to listen and repeat. Play the recording (**CD1 T8**) one or more times.

- B**
- Tell students to listen to the sentences and circle the one they hear. Play the recording (**CD1 T9**) one or more times. Check answers.

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

- Have students practice reading the pairs of sentences to a partner.

## B GOAL 2 MAKE SMALL TALK WITH NEW PEOPLE



### Listening

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

**Conversation 1** The speakers are in \_\_\_\_.

- a. a hospital    b. a school    c. an airport

**Conversation 2** These people are in \_\_\_\_.

- a. a restaurant    b. an apartment    c. an office building

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

**Conversation 1** They make small talk about \_\_\_\_.

- a. classes    b. weather    c. clothes

**Conversation 2** They make small talk about \_\_\_\_.

- a. sports    b. TV shows    c. the neighborhood

- C** What will they talk about next? Think of two more ideas for each conversation.

### Pronunciation: Have or has vs. contractions

In statements with the present perfect verb tense, *have* and *has* are sometimes pronounced, but when people speak quickly, contractions are used.

- A** Listen and repeat.

Track 1-8	<b>Have or has</b>	<b>Contraction</b>
	I have	I've
	you have	you've
	we have	we've
	they have	they've
	she has	she's
	he has	he's
	it has	it's

- B** Listen and circle the sentence you hear.

- Track 1-9**
- a. I have never gone skiing.  
b. I've never gone skiing.
  - a. He has been to Colombia three times.  
b. He's been to Colombia three times.
  - a. Linda has taken a scuba diving class.  
b. Linda's taken a scuba diving class.
  - a. They have already eaten breakfast.  
b. They've already eaten breakfast.
  - a. We have had three tests this week.  
b. We've had three tests this week.
  - a. Michael has found a new job.  
b. Michael's found a new job.

### For Your Information: Small talk

In many English-speaking cultures, people do not like to stand in silence for a long time with another person, even someone they don't know. It's considered polite to make small talk with strangers in situations that involve waiting together. It's also polite to make small talk at a party with other guests that you don't know. Suitable topics for small talk are always general, not personal (such as sports, the weather, or upcoming holidays). They may also involve the situation that the two people are in—such as how they met the host at a party or how often they take the bus they are waiting for.

## Communication

### Communication

#### A Read the information.

English speakers often make small talk when they meet someone new. They ask questions to get to know the other person. At school, people often talk about their classes. At work, people talk about their jobs. They don't talk about very personal subjects. For example, "What department do you work in?" is a good question, but "How much money do you make?" is too personal.



#### B Circle the topics that are good for small talk when you meet someone for the first time. Then add two more ideas.

school    money    family    work    sports    religion

#### C Read the situations. Choose a question to ask for each situation. Then practice conversations with a partner.

**Situation 1** At work, Meena talks to Judy. It's Judy's first day at her job.  
a. How old are you?                          b. Are you new in this city?

**Situation 2** Sadiq is from Syria. He talks to Abdul at the International Students' Club. It's Abdul's first meeting.  
a. Where are you from?                          b. Do you like sports?

**Situation 3** Mark lives in apartment 104. He meets Abba, his new neighbor, in the apartment building.  
a. Which apartment do you live in?                  b. Are you a student?

#### D Which are good questions to ask when you meet someone new? Circle the letters.

- a. Which classes are you taking now?
- b. Who is your teacher?
- c. What was your score on the placement test?
- d. Have you studied at this school before?
- e. When did you start working here?
- f. How much did you pay for that car?
- g. Have you lived here for a long time?
- h. How much money do you earn here?



### Goal 2 Make small talk with new people

Pretend you are meeting your classroom partner for the first time (on the first day of class, waiting for the bus, or in another situation). Talk for two minutes.

Lesson B 19

### Culture Note

In English-speaking cultures, it is usually considered rude to ask a person's age if you don't know him or her well. In the past, this was because many people (especially women) wanted others to think they were younger than they actually were. The question is still somewhat sensitive. It is also inappropriate to ask people (especially women) if they are married.

- A Go over the information about small talk.

- Ask, *How is this different from what we do? How is it similar?*

- B Have students work with a partner to choose the best topics.

- Check answers.

#### Answers: school, work, sports

- Have each pair of students choose two more subjects.
- Compare answers with the class. Discuss why each suggestion is or isn't appropriate. Possible topics: the weather, holidays, news events, other people at a party, classes a person is taking, job duties.

- C Go over the situations with the class. Have students work with a partner to choose the best questions.

- Check answers.

#### Answers: 1. b, 2. a, 3. a

- D Have students work with a partner to choose questions that are appropriate for a first meeting.

- Check answers.

#### Answers: a, b, d, e, and g are appropriate.

### ✓ Goal 2

- Match students with a partner. Have each pair of students choose a situation for a first meeting. Then time the class for two minutes as they practice making small talk in that situation.

- At the end of two minutes, discuss the questions students used and which ones worked well for initiating a friendly conversation.

# Use Small Talk to Break the Ice

## Language Expansion

A • Present the expression in the Real Language box. Explain that many people feel shy when they meet someone new. If they can find an interesting topic to talk about, they will feel more comfortable.

• Go over the questions in the box, and talk about ways to answer them. Point out that responses should give more information to talk about. For example, if someone asks *Are you enjoying yourself?* at a festival, you shouldn't just answer, Yes. You should add something like, *I really like this food. Do you know who prepared it?*

B • Have students work with a partner to choose a situation. Remind them to try to add information to their responses as they make small talk. Then have them carry on a conversation for as long as they can. (Have them aim for at least two to three minutes.)

## Engage!

• Ask how many students in the class are shy and how many are outgoing. Do the outgoing students have any good tips for talking to new people?

## Grammar

• Go over the information about *already, ever, and yet* in the box.

## C GOAL 3 USE SMALL TALK TO BREAK THE ICE



### Real Language

When we *break the ice*, we start a conversation. This helps people overcome any shyness or embarrassment they might feel with new people.

### Language Expansion: Starting a conversation

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

#### Starting a conversation

How do you like this weather?  
Where do you know Mary from? (the office)  
Are you enjoying yourself? (at a festival)  
Has it been a long week? (at work or school)  
Did you hear about \_\_\_\_\_? (something that happened in the news)  
How long have you been waiting? (for the elevator, the bus, the meeting to begin, etc.)

B. Choose one of the situations. Start a conversation with a partner. Try to make small talk for as long as you can. Then change partners and practice again with another situation.

#### Engage!

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

waiting in line in the office cafeteria  
at a welcoming event for new students

walking in the park  
at the airport

### Grammar: Signal words: *Already, ever, yet*

#### *Already/ever/yet + the present perfect tense*

*already*

Has Ahmad **already left**?

question

We **have already studied** this.

affirmative statement

\*We use *already* to talk about something that happened in the past. It is used for emphasis in questions and affirmative statements.

*ever/never*

**Have** you **ever** seen a giraffe?

questions

*never/not ever*

We **have never** played tennis in the rain.

negative statements

*yet/not yet*

**Have** you **done** the dishes **yet**?

questions

Alima **hasn't eaten** lunch **yet**.

negative statements

\*We use *ever/never (not ever)* in questions or negative statements to talk about something that has or hasn't happened at any time before now.

\*We use *yet/not yet* in questions or negative statements for emphasis.

### Word Bank: More questions for small talk

Have you always lived in this city?  
Do you like living here?  
What do you do?  
What are you studying/what's your major?  
Who do you think will win the big game?  
Which department do you work in?

### Grammar: *Already and yet*

*Already* indicates that something has happened before now. When used in a question, it anticipates a positive answer. *Yet* is more neutral. When used in a question, it shows that the speaker doesn't know whether or not something has happened. Compare:

*Have you **already** eaten? (It's very late for dinner.)*  
*Have you eaten **yet**? (It's dinner time now.)*

**A.** Read the page from Marcy's journal. What things has she already done in her life? Complete the sentences.

1. She has already \_\_\_\_\_
2. She has already \_\_\_\_\_
3. She has already \_\_\_\_\_
4. She has already \_\_\_\_\_

**B.** Read the conversation Marcy has with a classmate. Fill in the blanks.

- John:** Have you ever traveled to another country?  
**Marcy:** No, I have \_\_\_\_\_ left this country, but I want to go to Tunisia some day.  
**John:** Have \_\_\_\_\_ ever learned to speak a new language?  
**Marcy:** I think I have \_\_\_\_\_ to speak English pretty well.  
**John:** \_\_\_\_\_ you ever eaten any unusual food?  
**Marcy:** Yes! I have \_\_\_\_\_ Japanese miso soup and udon noodles.  
**John:** What about driving? Can you drive a car?  
**Marcy:** Well, I learned how to drive a car last year, but I \_\_\_\_\_ bought one yet.

### Things I Want to Do in My Life

- learn to speak English ✓  
learn to speak Arabic  
visit my cousins in Tunisia  
eat traditional food from Japan ✓  
learn to be more polite when I say "no" to people  
go swimming in the ocean ✓  
learn how to drive a car ✓  
buy a car  
take a scuba diving class

**C.** Take turns. Ask a partner questions about the people below with *have/has* and *ever*. Answer using *no*, *never*, and contractions.

<b>Mrs. Cooper</b>	I	<b>Mr. Muramoto</b>
<b>Tom and Rita</b>	<b>you and I</b>	<b>your friends</b>
<b>you</b>	<b>our English teacher</b>	<b>Ms. Sanchez</b>

Has Mrs. Cooper ever taken a cooking class?

No, she's never taken a cooking class.

## Conversation



Track 1-10

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

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



**B.** Practice the conversation. Then practice the conversation with subjects you are studying and teachers from your school.

Have you ever taken a class with Ms. Lee before?

Yes, I took an art class with her.

### Goal 3 Use small talk to break the ice

Move around the class. Walk up to five classmates and ask them an *icebreaker* question.

Lesson C 21

### Grammar Practice: Already, yet, never, ever

Match students with a partner. Tell them to get as much information as they can from their partner about these activities, using *already*, *yet*, *never*, and *ever* in their conversation.

1. visit another country
2. study another foreign language (not English)
3. use English online
4. meet a famous person
5. \_\_\_\_\_

Compare answers with the class.

- A.** • Have students complete the sentences with information from the list.

- Check answers.

**Answers:** 1. learned to speak English, 2. eaten traditional food from Japan, 3. gone swimming in the ocean, 4. learned how to drive a car

- B.** • Have students work individually to complete the sentences.

- Check answers.

**Answers:** never, you, learned, Have, eaten, haven't

- C.** • Tell students that they are going to practice asking and answering questions about different activities. Go over the example. Model the activity for the class. Ask a student to name an activity, for example, travel to another country. Ask, *Have Tom and Rita ever traveled to another country?* Elicit, *No, they've never traveled to another country.*

- Have students work with a partner to practice questions and answers about the other people.
- Call on student pairs to present a question and answer to the class.

## Conversation

- A.** • Have students close their books. Write the question on the board: *What do the speakers decide to do about the homework?*

- Play the recording. (CD1 T10) Check answers.

**Answer:** call each other

- B.** • Play or read the conversation again for the class to repeat.  
• Practice the conversation with the class in chorus.  
• Have students practice the conversation with a partner, then switch roles and practice it again, talking about their school.

### Goal 3

- Have students stand up and move around the class, starting conversations with their classmates. Tell them to talk to five different people and to try to use a different question with each person.

## D GOAL 4 LEARN HOW PROFESSIONALS BREAK THE ICE

# Learn How Professionals Break the Ice

## Reading

- Introduce the topic of the reading. Tell students they are going to read about a famous photographer. Ask students, *What do photographers do? What are some good things about that job? What are some bad things?*

**A** • Match students with a partner and have them discuss the questions. Compare answers with the class.

- B** • Have students read the article. Tell them to circle any words they don't understand.
- Go over the article with the class, answering any questions from the students about vocabulary.
  - Have students work individually to mark the sentences true or false and change the false sentences to make them true.
  - Check answers.

**Answers:** 1. F (has traveled), 2. T, 3. T, 4. F (can connect with people even when she does not speak their language), 5. T, 6. T

- C** • Match students with a partner and have student pairs talk about places they have and haven't visited.
- Compare answers with the class.

## Reading

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

- Have you ever taken a picture of people you didn't know? How did you do it?
- What kinds of photographs do you like? What makes those photographs good?

**B** Circle T for true or F for false. Then correct the false sentences.

- |   |   |   |
|---|---|---|
| 1. Belt has never traveled to England.                    | T | F |
| 2. Belt has never traveled to Antarctica.                 | T | F |
| 3. Petra is a very old city in Jordan.                    | T | F |
| 4. Belt can only connect with English-speakers.           | T | F |
| 5. People can connect with each other in bad weather.     | T | F |
| 6. Volunteering is one way to begin a photography career. | T | F |

**C** Tell a partner about some places you have traveled. Then talk about some places you haven't visited yet, but that you want to visit.



22 Communication

Around the World

## Taking Pictures of the World



▲ Annie Griffiths Belt

Meet Annie Griffiths Belt, a National Geographic photographer. Belt has worked for National Geographic since 1978, and has taken pictures on almost every continent in the world. In fact, Antarctica is the only continent Belt hasn't seen yet.

Belt's photographs are well known for their beauty and high quality. They also reflect very different cultures and regions of the world. Belt has photographed the ancient city of Petra, Jordan, as well as the green landscapes of the Lake District in England. Recently, her pictures appeared in a book about undeveloped natural places in North America.

Everywhere that Belt goes, she takes pictures of people. Belt has found ways to connect with people of all ages and nationalities even when she does not speak their language. "The greatest privilege of my job is being allowed into people's lives," she has said. "The camera is like a passport, and I am often overwhelmed by how quickly people welcome me."

Knowing how to *break the ice* has helped to make Belt a successful photographer, but experts say that anyone can learn

### For Your Information: Annie Griffiths Belt

Annie Griffiths Belt studied photojournalism at the University of Minnesota in the United States and has worked for a number of magazines including LIFE, Geo, Smithsonian, Paris Match, and Stern. She also spent a part of every year taking photographs for charity organizations such as Habitat for Humanity. She is a Fellow with the International League of Conservation Photographers, and her book *Last Stand: America's Virgin Lands* raised \$250,000 for conservation projects. She has written a memoir about her work called *A Camera, Two Kids and a Camel*. She lives in the United States with her husband, Don, and two children, Lily and Charlie.

to connect with new people. When people speak the same language, greetings and small talk can make strangers feel more comfortable with each other. When people don't speak the same language, a smile is very helpful. Having something in common can also help *break the ice*. For example, Belt has traveled with her two children, so when she takes pictures of children or their parents, they all have that family connection in common. Even bad weather can help people to connect when they are experiencing it together.

Belt has some advice if you are thinking about a career in photography. You can volunteer to take pictures for a local organization that can't afford to hire a professional photographer. You can also take a good, honest look at your best photographs. If you're a real photographer, your photos are good because of your personal and technical skills. Belt also recommends studying and learning from photos taken by professional photographers.

Remember, the next time you look at a beautiful photograph, you might be looking at the work of Annie Griffiths Belt. And the next time you meet a new person, don't be afraid to *break the ice*. The connection you make could be very rewarding.



▲ Portrait by  
Annie Griffiths Belt



▲ The ancient city of Petra in Jordan  
taken by Annie Griffiths Belt

## Writing

A. Complete the sentences with your own ideas.

1. Annie Griffiths Belt's work is interesting because \_\_\_\_\_.
2. For me, traveling is \_\_\_\_\_ because \_\_\_\_\_.
3. For me, connecting with new people is \_\_\_\_\_ because \_\_\_\_\_.
4. Belt takes good "people pictures" because \_\_\_\_\_.
5. My own photographs are usually \_\_\_\_\_.
6. The next time I need to *break the ice*, I will \_\_\_\_\_.

● B. Share your sentences with a partner. Talk about your ideas.

## Writing

A • Tell students to complete the sentences with their own ideas.

• Have students exchange books with a partner. Ask students to mark corrections and suggestions for improvements to their partner's answers.

B • Have student pairs compare and discuss their answers.

### ✓ Goal 4

- Have students work with a partner to talk about jobs that involve breaking the ice with many people and think of ways to do this.
- Compare answers with the class. These jobs include journalist, tour guide, international businessperson, doctor, and social worker.



### Goal 4

#### Learn how professionals *break the ice*

In what professions do people need to *break the ice* quickly in order to do their jobs? Talk with your partner about different ways they can do this.

## After Reading

**Web search:** Have students search the Web using the term *Annie Griffiths Belt* to find photographs by Belt. Ask each student to describe a photo that they especially liked.

**Project:** Ask each student to choose a photograph of a person in another country from a magazine or Web site to bring to class. Working in groups, have students talk about what the photographer probably did to *break the ice* with the person in the picture.

## Before You Watch

- Ask the class, *How do animals communicate? Do you think animals can talk?*

- Go over the summary of the video, explaining the words in bold.

**primates:** animals like monkeys;

**symbols:** pictures with a meaning;

**stimulating:** very interesting;

**voluntary:** you decide if you want to do it;

**exhibit:** a show to look at.

## While You Watch

- A** • Tell students to watch the video the first time and circle the words when they hear them. Play the video.

## E VIDEO JOURNAL ORANGUTAN LANGUAGE



## Before You Watch

Read about the video and check the meanings of the words in bold.

Orangutans are large, intelligent **primates**. At the National Zoo in Washington, D.C., Rob Shumaker runs the Orangutan Language Project. Of course, orangutans aren't able to speak like humans. They can, however, learn to connect **symbols** to objects. In human language, words are also symbols for the real objects they represent. Shumaker believes the language program is mentally **stimulating** for the orangutans. The program is completely **voluntary**, so the animals can choose to participate or not, and it's part of a zoo **exhibit** called Think Tank, which helps to educate people about the problems orangutans face in the wild.



## While You Watch



- A.** Watch the video *Orangutan Language*. Circle each word when you first hear it.

exhibit    symbols    voluntary    primates    stimulating

## For Your Information: Orangutans

Orangutans are the largest tree-dwelling animals in the world. They live in the forests of Indonesia and Malaysia. The males are 5 feet, 9 inches (175 centimeters) in height and weigh over 260 pounds (118 kilograms), and females are around 4 feet, 2 inches (127 centimeters) in height and weigh around 100 pounds (45 kilograms). Their usual diet is fruit, but they also eat insects, honey, and bird eggs. They are very intelligent. They use tools to get fruit, and scientists have seen orangutans using leaves to make rain hats!



**B.** Watch the video again and circle the correct answers.

1. In Malay, the word *orangutan* means "person of the (jungle/forest)." \_\_\_\_\_
2. The orangutans in the video are Inda and (Miki/Azie). \_\_\_\_\_
3. The orangutans work with symbols on (a computer/paper). \_\_\_\_\_
4. The orangutans are (brother and sister/mother and son). \_\_\_\_\_
5. Wild orangutans could become extinct in (10 to 12/8 to 10) years. \_\_\_\_\_

**C.** Watch the video again and answer the questions.

1. Where do orangutans come from? \_\_\_\_\_
2. What choices does the zoo give the orangutans? \_\_\_\_\_
3. How old is Inda, the female orangutan? \_\_\_\_\_
4. Can the orangutans use symbols to make sentences? \_\_\_\_\_
5. What do zoo officials hope exhibits like Think Tank will do? \_\_\_\_\_



▲ Shumaker and Inda perform certain exercises on the computer.

## After You Watch



Brainstorm several ways that animals communicate. Do you think animal communication is very different from human communication?

## Communication



Any writing system is a set of symbols. You have the opportunity to create a new way to write English.

1. Think of 10 English words that are difficult to spell.
2. Make a word list with a better way to write the words.
3. Share your word list with the class. (Can your classmates guess all the words?)



Video Journal 25

## Teacher Tip: Starting and ending group work

To make group work go smoothly, it's helpful to use clear signals for beginning and ending the task. Some ideas:

Write starting and ending times on the board (*Group work starts: 10:15; Group work ends: 10:25*).

Tell your students that group work ends when you clap your hands three times.

Train your students that when they see you raise your hand, they should also raise their hands and stop talking. The room will fall silent without your interrupting.

- B** • Tell students to watch the video again and circle the answers. Play the video. Check answers.

**Answers:** 1. forest, 2. Azie, 3. computer, 4. brother and sister, 5. 10 to 12

- C** • Tell students to watch the video a third time and find and write the answers. Play the video again. Check answers.

**Answers:** 1. Indonesia and Malaysia, 2. where to go, 3. 20, 4. yes, 5. educate the public (and increase conservation efforts)

## After You Watch

- Match students with a partner and have them discuss the questions.
- Compare answers with the class. On the board, write a list of ways that animals communicate such as with sound, movements, and so on. Discuss similarities and differences with human communication.

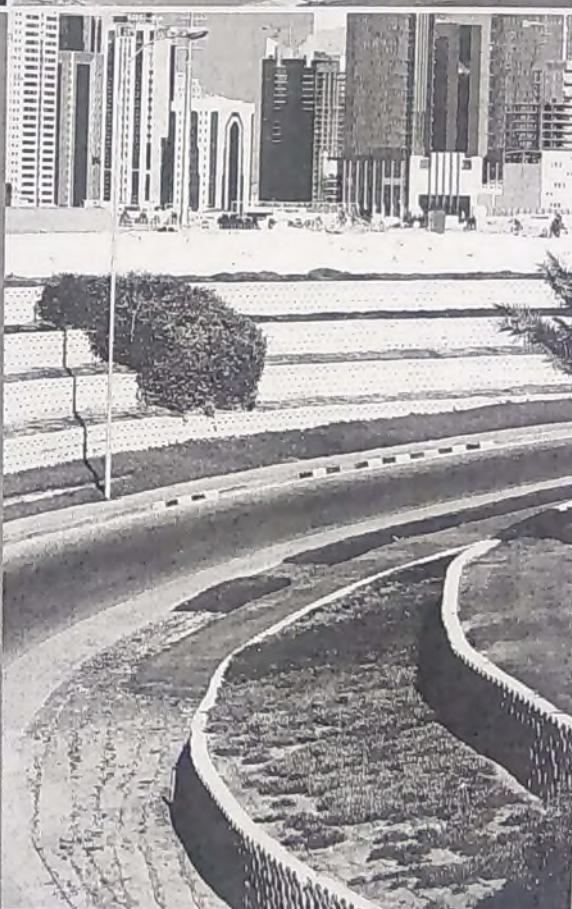
## Communication

- Explain to the class that English spelling is sometimes difficult even for native speakers. Go over the directions for the activity with the class: working in groups, students should choose ten difficult words and think of "better" spellings for them.
- Call on a member of each group to write their "improved" words on the board. Go over the lists with the class. Can they understand all the words?
- Talk about how languages change over time. Explain that in English, the pronunciation of many words has changed, while their spelling has not. For example, 700 years ago, the word *night* was pronounced very differently—the *gh* was not silent. Words like this are more difficult to learn now.

- Introduce the theme of the unit. Call on students to name cities they have visited, and list them on the board. Ask, *What was it like?*
- Direct students' attention to the pictures. With the class, look at each picture in turn, and have students name things they see in each one (for example, stores, traffic, buses, fruit...).
- Have students work with a partner to match the words with the correct pictures.
- Check answers.

**Answers: (left to right)** d, c, b, a

- Have students talk with a partner and list as many things as they can that their city is famous for.
- Compare answers with the class, compiling a list on the board.
- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs:
  - What can you see downtown in our city/town?*
  - Do you ever go shopping at a market?*
  - Which cities in our country have skyscrapers?*
  - What's the name of your neighborhood? What are some good things about your neighborhood?*
- Go over the Unit Goals with the class.



## UNIT GOALS

Describe your city or town

Explain what makes a good neighborhood

Discuss an action plan

Make predictions about cities in the future

### Unit Goals

- Describe your city or town
- Explain what makes a good neighborhood
- Discuss an action plan
- Make predictions about cities in the future

#### Grammar

Future with *will*  
*The city will be cleaner.*  
  
*Will + time clauses*  
*I'll check out the neighborhood before I rent an apartment.*

#### Vocabulary

City life  
Maps

#### Listening

General and focused listening  
A radio interview:  
Jardin Nomade in Paris

#### Speaking and Pronunciation

Discussing good and bad elements in a neighborhood  
Predicting the future of cities  
Emphatic stress

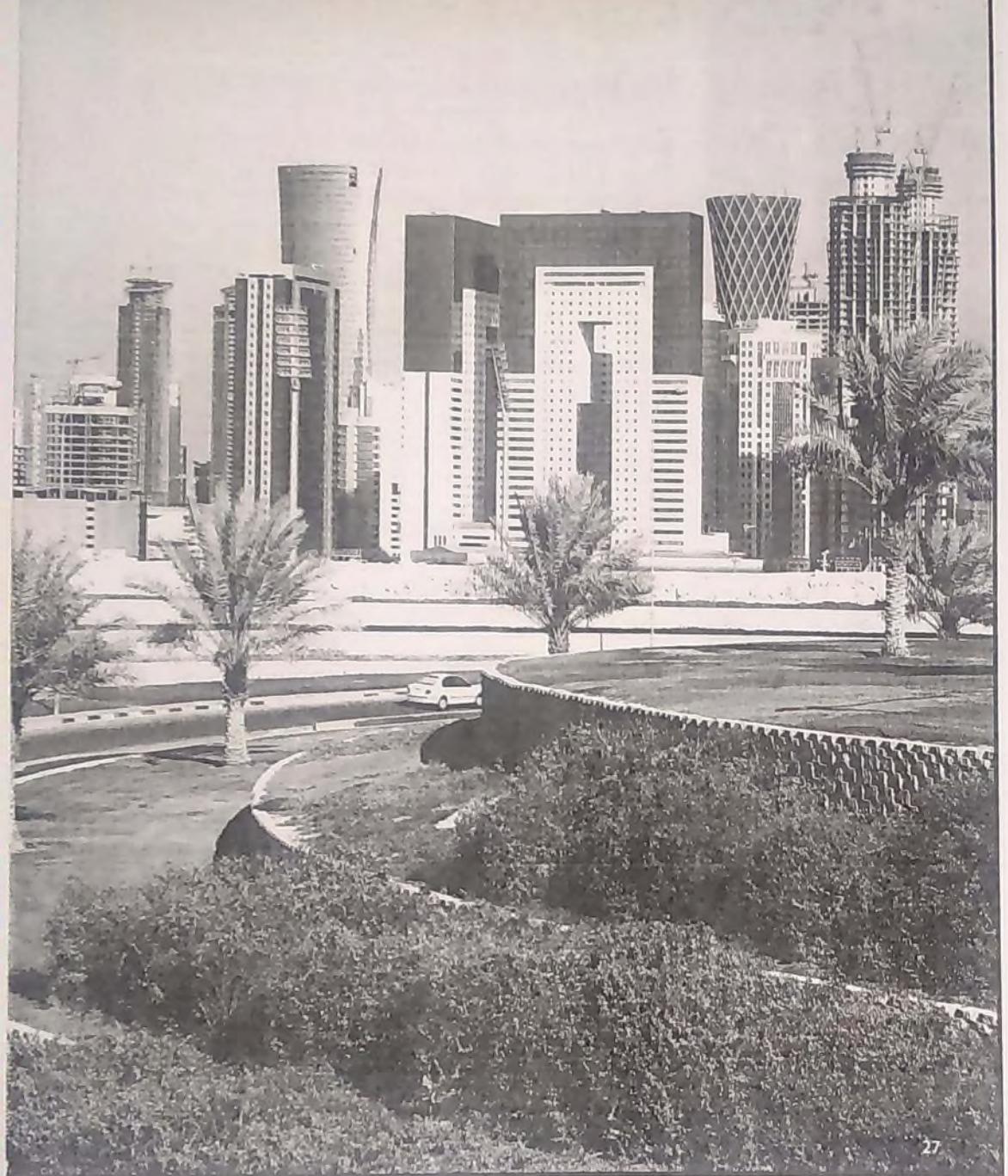
#### Reading and Writing

"Megacities"  
Writing a paragraph

# UNIT 3

## Unit Theme Overview

- 2008 was a landmark year in the history of the world. By the end of that year, for the first time ever, more than 50 percent of the world's population lived in urban areas, even though cities make up only 3 percent of the earth's surface. A United Nations forecast predicted that by 2050, the percentage of people living in cities will rise to 70 percent.
- Although this trend is occurring around the world, the biggest migrations to cities are taking place in developing countries in Asia and Africa. This massive movement is driven by a search for greater economic and educational opportunities. However, many of the newcomers will find themselves in difficult conditions. About one billion people now live in slums around the world, without access to clean water, sanitation, and adequate housing.
- Nonetheless, some experts view this migration to the cities as a positive step for development, asserting that cities are engines for economic growth. They further point out that in most of the developed countries of Europe and North America, 70 percent of the population is urban.
- In this unit, students will learn to describe their own city and neighborhood and will consider the features and attributes of a good neighborhood. They will learn and practice the vocabulary for reading a city map. They will talk about improving their neighborhoods and their cities, and in the reading, they will learn about future trends in the cities of the world. In the unit's Video Journal, they will see how one of the oldest cities in the world is working to preserve its heritage.



# Describe Your City or Town

## Vocabulary

- Have students look at the top picture. With the class, read the first description of urban life. Go over the words in blue, and help students work out their meanings by using context clues and their own knowledge about cities.
- Repeat the same steps with the second opinion, looking at the bottom picture.
- Have students tell a partner which opinion they agree with and explain their reasons.
- Call on students to give their opinions to the class. After several students have spoken, take a class poll with a show of hands to see which position they agree with.
- Have students work individually to choose the correct words.
- Check answers.

**Answers:** 1. a, 2. k, 3. c, 4. l, 5. b, 6. d, 7. g, 8. e, 9. h, 10. f, 11. i, 12. j

## Word Focus

- Go over the expressions in the box. Ask, *Where do people get in traffic jams? What time of day? Is population growth a problem in our city/country?*

## Grammar

- This activity introduces *will* for predictions. Have students work individually to mark their predictions for their city or town in 2030.
- Match students with a partner and have them compare answers.
- Ask the class more yes/no questions about the city with *will*, such as *Do you think more people will live in apartments? Will the city have more than (one million) people? etc.*
- Go over the information in the box about the formation and use of sentences with *will*.
- Elicit more predictions with *will*. Ask, *What will our school be like in the year 2030?*



## A GOAL 1 DESCRIBE YOUR CITY OR TOWN



## Vocabulary

- A.** Read the opinions. Which one do you agree with? Give more reasons.

"Urban<sup>a</sup> life is great! There is good **public transportation<sup>b</sup>**, like trains and buses. And we also have **freeways<sup>c</sup>** where cars can go fast. People can find good jobs in a **factory<sup>d</sup>** or a shopping center. There is great **cultural life<sup>e</sup>** in theaters and museums. Cities get bigger every year because they are the best place to live."<sup>f</sup>

"City life is terrible! Cities are so **crowded<sup>f</sup>**, with too many people in a small area, and the **population<sup>g</sup>** grows every year. There is too much **traffic<sup>h</sup>**, because people want to drive their cars everywhere. It's always **noisy<sup>i</sup>** and never quiet. A lot of people want to live in a **rural<sup>j</sup>** area, but there aren't many jobs in the country. It's better to live in a **suburb<sup>k</sup>** outside of the city, and **commute<sup>l</sup>** to a job downtown by car."<sup>m</sup>

- B.** Match the words in blue in exercise **A** to the correct meaning.

- |                                      |          |   |
|--------------------------------------|----------|---|
| 1. in the city                       | a. _____ | 7. the number of people who live in a place |
| 2. a town outside of a city          | b. _____ | 8. interesting things to do                 |
| 3. a road where cars go fast         | c. _____ | 9. cars moving on a street                  |
| 4. travel to your job                | d. _____ | 10. too full                                |
| 5. trains, buses, and subways        | e. _____ | 11. too loud                                |
| 6. a place where workers make things | f. _____ | 12. in the country                          |

## Grammar: Future with *will*



- A.** What do you think? Circle **Y** for yes or **N** for no. Compare your answers with a partner's answers.

In the year 2030 ...

- |  |   |   |
|--|---|---|
| 1. My city will be bigger than it is now.          | Y | N |
| 2. People will drive cars in the city.             | Y | N |
| 3. Houses will be smaller than they are now.       | Y | N |
| 4. The city will have many parks and green spaces. | Y | N |

## Will

Statement	The city <b>will be</b> cleaner.
Negative	People <b>won't</b> drive cars.
Yes/no questions	<b>Will</b> houses <b>be</b> smaller?
Wh-questions	Where <b>will</b> people live?

\*Use *will* to make predictions about things you are sure about in the future.

\*In speaking, use contractions with *will*: *I'll, you'll, he'll, she'll, we'll, they'll*.

## Word Bank: City streets

sidewalk	traffic light
street sign	intersection
corner	parking garage
newsstand	streetlight
parking meter	bench
phone booth	bus stop
taxi stand	trash can

## Grammar: Will

In this lesson, students are taught to use *will* for making predictions.

*Going to* is used in a similar way for future prediction. *Will* has these additional uses for future time:

- statements of fact: *The play **will** start at 8:00.*
- promises: *I **will** help you tomorrow.*
- decisions made at the time of speaking: *I'll have a pizza and iced tea.*

B. Complete the sentences with *will* and a verb from the box.

rain have not go take be live not read

1. The TV weather report says it \_\_\_\_\_ tonight.
2. In 2030, only a few people \_\_\_\_\_ in rural areas.
3. People \_\_\_\_\_ newspapers in the future.
4. I think we \_\_\_\_\_ a test next week.
5. In the future, students \_\_\_\_\_ to school.  
They \_\_\_\_\_ classes online.
6. Leila \_\_\_\_\_ nineteen on her next birthday.

C. Ask a partner three questions about city life in the future. Use *will* in each question.

## Conversation



Track 1-11

A. Close your book and listen to the conversation. Where did Mimi live when she was a child?

- Mark: So, where are you from, Mimi?  
Mimi: I live in New York now, but I grew up in Seoul.  
Mark: Really? I've never been to Seoul. What's it like?  
Mimi: Well, some people think it's too crowded, but it has great restaurants.  
Mark: I've heard that it's very polluted.  
Mimi: That's true, but it's changing now. In the future, it will be much cleaner.

How will people commute in the future?



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

C. Check the things that are true about your city. Add two more ideas of your own.

Bad things about a city	Good things about a city
It's _____.	It has great _____.
<input type="checkbox"/> noisy	<input type="checkbox"/> restaurants
<input type="checkbox"/> dangerous	<input type="checkbox"/> beaches
<input type="checkbox"/> expensive	<input type="checkbox"/> parks
	<input type="checkbox"/> museums
	<input type="checkbox"/> neighborhoods
	<input type="checkbox"/> culture

### Real Language

To ask about a person's hometown or home country, we say **Where are you from?**



### Goal 1 Describe your city or town

Make a new conversation about your city. Then make new conversations about two other cities you know.

Lesson A 29

## Grammar Practice: *Will*

Bring in newspaper/magazine pictures showing actions. Divide the class into pairs and give each one a picture. Have students make predictions about what *will* happen next in the picture, using *will*: *The man will kick the ball. The people will start shouting.* Have them pass each picture to the next pair when they've finished with it. After each pair has practiced with several pictures, compare answers with the class.

B. Have students work individually to fill in the spaces with *will* and a verb.

- Check answers.

**Answers:** 1. will rain 2. will live

3. won't read 4. will have 5. won't go, will take 6. will be

C. Have students work individually to prepare three questions about city life with *will*.

- Match students with a partner and have them take turns asking questions and making predictions.
- Call on pairs to present a question and answer to the class.
- As pairs are speaking, list the predictions on the board. With the class, discuss how likely these predictions are to actually happen.

## Conversation

A. Have students close their books. Write the question on the board: *Where did Mimi live when she was a child?*

- Play the recording. (CD1 T11)  
Check answer: Seoul

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

- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner, then switch roles and practice again.
- Point out the expression in the Real Language box.

C. Have students work individually to add other words to each list, and check the words describing their city.

- Ask students for the words they added and list them on the board.

### ✓ Goal 1

- Have students work with a partner to make conversations about different cities.
- Invite pairs to present a conversation to the class.

# Explain What Makes a Good Neighborhood

## Listening

- A** • Have students answer the questions with a partner.
- Compare answers with the class.
- B** • Tell students they are going to hear a radio program about an unusual park in Paris. Have them read the questions.
- Play the recording (**CD1 T12**) one or more times.
- Check answers.

**Answers:** 1. b 2. b 3. a

- C** • Tell students to listen again to find the information.
- Play the recording (**CD1 T12**) one or more times.
- Check answers.

**Answers:** 1. 2003 2. 54 3. soup  
4. more than a hundred 5. 40

## Engage!

- Have students discuss the question in pairs or groups. Compare answers with the class.
- Ask, *What do you think about these new things?*

## Pronunciation

- A** • Explain that the stressed words in a sentence sound stronger. Play the recording (**CD1 T13**) and have students listen and repeat.
- B** • Have students practice the exchanges in exercise **A** with a partner. Walk around listening for correct stress.
- C** • Have students work with the same partner to ask and answer short questions about their neighborhoods, practicing stressing the important words.



## Listening

▲ Jardin Nomade in Paris



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

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



Track 1-12

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

1. The Jardin Nomade is in area.  
a. a rural    b. an urban    c. a suburban
2. The Jardin Nomade is amazing because it's so \_\_\_\_\_.  
a. big    b. small    c. old
3. In the Jardin Nomade, people \_\_\_\_\_.  
a. grow food    b. go swimming    c. enjoy art



Track 1-12

- C.** Listen again. Answer each question.

1. What year did the park start? \_\_\_\_\_
2. How many gardens do people have in the park? \_\_\_\_\_
3. What do the neighbors eat there every month? \_\_\_\_\_
4. How many people come to the dinners? \_\_\_\_\_
5. How many parks like this are there in Paris now? \_\_\_\_\_

## Pronunciation: Emphatic stress

### Engage!



What are some new things in your city?

Track 1-13

- A.** Listen and repeat the exchanges. Notice how the underlined words sound stronger.

- |  |  |
|--|--|
| 1. A: Is your city <u>expensive</u> ?<br>B: Yes, it's <u>really</u> expensive!                         | 3. A: Is your neighborhood <u>new</u> or <u>old</u> ?<br>B: The houses are very <u>old</u> . |
| 2. A: Do you like living in an <u>apartment</u> ?<br>B: No, I like living in a <u>house</u> much more. | 4. A: Can you <u>walk</u> to school?<br>B: No, I <u>can't</u> . It's too <u>far</u> .        |



- B.** Read the exchanges in exercise **A** with a partner. Stress the underlined words.



- C.** Take turns asking and answering three questions about your neighborhood. Stress the important words.

Are there any parks in  
your neighborhood?

Yes, there are two.

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## Expansion Activity

Have students work in groups to plan and draw a map of a new park for their city or town, on a large piece of paper. Have each group present and explain their map to the class.

## For Your Information: Urban gardens

Around the world, a surprising amount of food is grown on small plots of land in urban environments. An estimated 800 million people are now involved in urban agriculture in different cities. In Mumbai, India, an urban farm was created at a school to give employment to street children and provide healthy food for slum residents. In Seattle, USA, the P-Patch program has land in 70 different neighborhoods where people can have their own small gardens for a small fee.

## Conversation



Track 1-14

- A. Close your book and listen to the conversation. What is the problem in Sarah's neighborhood?

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



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

- C. Write these words or phrases in the correct column. Add two more ideas to each column.

beautiful buildings	crime	a lot of noise	heavy traffic
public transportation	pollution	trees and green space	many different stores

Good things in a neighborhood      Bad things in a neighborhood

- D. Make two new conversations. Use your ideas from exercise C.

- E. Join another pair of students. What are the four most important things for a good neighborhood? Talk about your ideas in exercise C and make a new list together. Give reasons.

Most important things for a good neighborhood      Reason

- 1.
- 2.
- 3.
- 4.



### Goal 2 Explain what makes a good neighborhood

Explain your group's list to the class.

### Expansion Activity

Bring in newspaper or magazine photos of city neighborhoods. Divide the class into pairs or groups, give each a photo, and have them prepare a conversation about the neighborhood in the picture. Call on them to present their conversations to the class.

## Conversation

- A. Have students close their books. Write the question on the board: *What is the problem in Sarah's neighborhood?*
- Play the recording. (CD1 T14) Check answer: *There's only one supermarket (so food is very expensive).*
- B. Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner, then switch roles and practice again.
- C. Have students work individually to categorize the words and phrases.
- Check answers.

**Answers:** Good things in a neighborhood: beautiful buildings, public transportation, trees and green space, many different stores; Bad things in a neighborhood: crime, a lot of noise, heavy traffic, pollution

- Then ask students to add their own ideas.
- Compare answers with the class, and list the ideas on the board. See if students disagree about whether any of these items are good or bad.
- D. Have students work with a partner to make new conversations about each student's neighborhood.
- E. Combine pairs to form groups of four. Have them discuss the ideas they added to the chart in C, and then agree on one list of the four most important things for a good neighborhood.

### Goal 2

Call on groups to present and explain their lists to the class.

# C Discuss an Action Plan

## Language Expansion

- A.** Explain that there are special words that are used on maps. With the class, go over the meanings of the words in the box.
- Then have students write the words in the correct spaces.

**Answers:** (counter clockwise on compass points) west, south, east; (top, right) symbols/key, (right, middle) scale

- B.** Match students with a partner and have them practice asking and answering the questions.
- Check answers.

**Answers:** 1. They're in the north, the east, and the south of the city. 2. They're in the north and the east of the city. 3. It will be north of the river. 4. It has four shopping centers now. It will have six shopping centers in 2020. 5. Answers will vary.

## Grammar

- A.** Have students read the sentences, think about their meanings, and circle the answers.
- Go over the answers with the class. In the first sentence: 1. a, 2. b; I will finish my homework first. *Before* is with the action that happens second. In the second sentence: 1. b, 2. a; I will eat dinner first. *After* is with the action that happens first.

32 Cities

## C GOAL 3 DISCUSS AN ACTION PLAN

### Language Expansion: Using maps

- A.** Study the map. Write the word from the box in the correct space on the map.



- B.** Take turns asking and answering the questions.

- In which parts of the city are the libraries?
- Where are the public sports centers?
- Where will the new road be?
- How many shopping centers does the city have now? How many will it have in 2020?
- What do you think this city needs?

Where's the train station?

It's in the north of the city.

### Grammar: Will + time clauses

- A.** Study the sentences and circle the correct letter.

**I will finish my homework before I go to bed.**

- What will you do first?  
a. Finish my homework.      b. Go to bed.
- The word *before* is with the action that happens \_\_\_\_.  
a. first      b. second

**I will wash the dishes after I eat dinner.**

- What will you do first?  
a. Wash the dishes.      b. Eat dinner.
- The word *after* is with the action that happens \_\_\_\_.  
a. first      b. second

### Word Bank:

#### City buildings

office building	apartment
hospital	building
bus station	bank
post office	department
	store

### Grammar: Will + time clauses

A time clause is a clause that gives information about when something happened. In this lesson, students learn to use time clauses to talk about actions in the future:

**I'll watch TV after I finish my homework.**

These time clauses are also used to talk about other time frames.

The past: **I watched TV after I finished my homework.**

Habitual present: **I watch TV after I finish my homework.**

### Time clauses

I'll look at the neighborhood carefully **before I choose a new apartment**.

**Before I choose a new apartment**, I'll look at the neighborhood carefully.

I'll meet my neighbors **after I move into my new apartment**.

**After I move into my new apartment**, I'll meet my neighbors.

\* A time clause tells when something happens. Use *before* and *after* at the beginning of a time clause.

\* In a sentence with *will*, use the present tense in the time clause.

\* The time clause can come first or second in the sentence. If the time clause is first, it is followed by a comma.

- B.** Use the information in the note with time clauses to tell your partner their plans.

1. find a place for the meeting/make an invitation (after)
2. make a list of things to talk about/give invitations to all the neighbors (before)
3. make a list of things to talk about/have the meeting (before)
4. have the meeting/ask the city government for a sports center (after)
5. talk to newspaper reporters/ask the city government for a sports center (after)

*We need a sports center in our neighborhood!*

May 2 find a place for the meeting  
May 3 make an invitation  
May 5-12 give invitations to all the neighbors  
May 13 make a list of things to talk about  
May 25 have the meeting  
May 26 ask the city government for a sports center  
May 27 talk to newspaper reporters

### Conversation

- A.** Practice the conversation. What does Jennie want for her neighborhood?

**Jennie:** This neighborhood really needs a library.

**Dan:** You're absolutely right. But how can we get one?

**Jennie:** I think we should have a neighborhood meeting to talk about it.

**Dan:** That's a good idea. And after we have the meeting, we'll write a letter to the newspaper.

**Jennie:** Great! I'll help you.

- B.** Make new conversations to talk about these neighborhood places.



▲ a playground

### Goal 3 Discuss an action plan

What does your city or neighborhood need? How can you get it?

Lesson C 33

### Grammar Practice: Time clauses

Write the following stems on the board:

*When will you do your homework?*

*go to bed tonight?*

*leave your house tomorrow?*

*buy some new clothes?*

*speak English very well?*

Have students take turns asking and answering the questions with a partner, using time clauses.

- B.** • Briefly discuss the idea of a public sports center—a building where people can go to swim and play basketball, tennis, etc. Go over the steps in the group's action plan. Have students write the steps as sentences with time clauses.
- Check answers.

**Answers:** 1. After we find a place for the meeting, we will make an invitation. 2. Before we make a list of things to talk about, we'll give invitations to all the neighbors. We'll give invitations to all the neighbors before we make a list of things to talk about. 3. Before we have the meeting, we will make a list of things to talk about. We'll make a list of things to talk about before we have the meeting. 4. After we have the meeting, we'll ask the city government for a sports center. We'll ask the city government for a sports center after we have the meeting. 5. After we ask the city government for a sports center, we'll talk to newspaper reporters. We'll talk to newspaper reporters after we ask the city government for a sports center.

### Conversation

- A.** • Write the question on the board: *What does Jennie want for her neighborhood?*

• Have students read the conversation. Check answer: a library

• Read the conversation again for the class to repeat.

• Practice the conversation with the class in chorus.

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

- B.** • Go over the places in the photos. Match students with a partner and have them practice new conversations about each place.

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

### Goal 3

- Have students work with a partner to talk about something that is needed in their neighborhood or city. Then have them make a new conversation.
- Call on pairs to present their conversations to the class.

## Make Predictions About Cities in the Future

### Reading

- A** • Have students look at the photo of São Paulo, and ask them to describe it. Direct students' attention to the title of the reading. Ask them what they think it means. If necessary, tell them that the prefix *mega*- means *very large*.
- Have students read the questions and guess the correct answers. Tell them the answers will be found in the article. Point out the vocabulary that is defined in the picture dictionary illustration.
  - Have students read the article to check their guesses. Tell them to circle any words they don't understand.
  - Check answers.

**Answers:** 1. b 2. c 3. a

- Go over the article with the class, answering any questions from the students about vocabulary.

- B** • Have students read the article again and write the numbers.
- Check answers.

**Answers:** 1. 60 2. 14 3. 21 4. 18 million 5. one third 6. six years ago 7. one 8. three



### D GOAL 4 MAKE PREDICTIONS ABOUT CITIES IN THE FUTURE

### Reading

- A.** Guess the answers. Then read the article to check your guesses.

1. The first cities started \_\_\_\_ years ago.  
a. 1000      b. 5000      c. 10,000
2. Every week, \_\_\_\_ people in the world move from rural areas to cities.  
a. 400,000      b. 800,000      c. 1 million
3. The world's largest city is \_\_\_\_.  
a. Tokyo      b. Mexico City      c. New York

- B.** Find the information in the article.

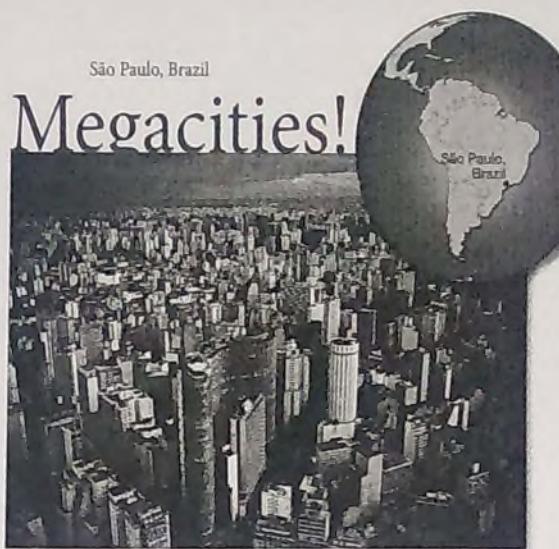
All of the answers are numbers.

1. The percentage of people living in cities in 2030 \_\_\_\_\_
2. The number of megacities in 1995 \_\_\_\_\_
3. The number of megacities in 2015 \_\_\_\_\_
4. The population of São Paulo \_\_\_\_\_
5. The number of people traveling by car in São Paulo \_\_\_\_\_
6. When Ilson da Silva came to São Paulo \_\_\_\_\_
7. The number of rooms his house had then \_\_\_\_\_
8. The number of rooms his house has now \_\_\_\_\_

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São Paulo, Brazil

## Megacities!



Some people love cities, and other people hate them. But more people than ever are choosing to live in one. The first cities started about 5000 years ago. Since then, cities have always been the centers of everything important. The government, businesses, and the university were always in the city. Around the world more than 1 million people every week move from rural areas to cities. In the year 2030, 60 percent of the world's people will live in cities.

These cities will be bigger than ever. A megacity is a city with a population of over 10 million people. In 1995, the world had 14 megacities. In 2015, there will be 21 megacities. And the ranking will continue to change. Today, the world's five largest cities are 1. Tokyo, 2. Mexico City, 3. São Paulo, 4. New York, and 5. Mumbai (Bombay). In 2015, they will probably be 1. Tokyo, 2. Dhaka, 3. Mumbai, 4. São Paulo, and 5. Delhi.

Megacities around the world face the same problems: traffic and housing. São Paulo, Brazil, is a good example. "There are 30 million daily trips in São Paulo," says Jorge Wilheim, a city official. "One-third is public transport, one-third is private cars, and one-third is walking. Sixty to seventy percent should be on public transportation." The city is building a new freeway and adding to the subway system, but it's slow work. Every day, millions of people are sitting in traffic jams.

Housing is also a serious problem for the 18 million people in São Paulo. Most of the jobs are downtown, and houses and

### For Your Information: Megacities

The United Nations now predicts that there may be as many as 27 megacities with a population of over 10 million by 2050. Smaller cities will also grow and a few large cities that are actually losing population (including Buenos Aires, Rio de Janeiro, and Kolkata/Calcutta) will get smaller. Urban growth takes different forms in different settings. In developing countries, cities grow in population when people migrate to them from rural areas. In developed countries, urban regions grow in area without gaining much population when people from the central city build new suburbs in surrounding rural areas.

apartments are very expensive there. So workers live in cheaper places far away from their jobs and commute for many hours. And many new residents can't find any housing for their families, so they live in slums. These are places where people find empty land and build small huts.

Ilson da Silva is one man who has done this. When he came to the city six years ago, he didn't have a job. He built a one-room hut next to a garbage dump. Now he works as a janitor, and his house has three rooms and a flower garden. The government has brought in running water and electricity, and the slum is becoming a real neighborhood. For Ilson, and for millions of other people, megacities mean hope for a better future.



C. Discuss these questions with your partner.

1. Why do people move from rural areas to cities?
2. What is better about city life? What is better about rural life?

## Communication

How will your city be different in 2030?

Work with a partner and complete the chart with your ideas.

	Now	2030
--	-----	------

population

housing

transportation

the environment

other things

## Writing

What will your city be like in 2030? Write a paragraph using your ideas from the chart.



**Make predictions about cities in the future**

Read your paragraph to the class.

- C. Match students with a partner and have them discuss the questions.
- Compare answers with the class.
  - Ask, *Are people moving from rural areas to cities in this country? What are the reasons? Which cities are getting larger? Are there any places where the population is getting smaller?*

## Communication

- Match students with a partner. Have them talk about their city and complete each section of the chart with facts and predictions.
- Compare answers with the class.

## Writing

- Have students write a paragraph of predictions about their city in the future. If desired, generate a topic sentence for the paragraph with the class, and write it on the board for students to use. (For example, *My city will be very different in 2030.*)
- Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partner's paper.
- If desired, have students rewrite their papers, to be collected for marking.

## Goal 4

- Call on students to read their papers to the class, or have them read them to a small group.

## After Reading

**Web search:** Have students get information about a foreign city using the name of the city and "tourist information" as search terms. Ask each student to list three new or surprising facts they found out about the foreign city.

**Project:** Have students work individually or in groups to write and illustrate a short report on how one foreign city is changing, including such things as new landmarks and other buildings, population changes, and economic growth.

## E VIDEO JOURNAL FES

## Before You Watch

- Point out the location of Fes on the map of North Africa, and have students look at the pictures. Ask them to describe the city from the pictures.
- Have students read the video summary. Go over the meanings of the vocabulary in bold.

**masterpiece** = excellent art

**restore** = put into good condition again

**fountain** = water pushed into the air in a beautiful way

**wealthy** = rich

**private** = not part of the government

**preserve** = keep in good condition

**heritage** = beliefs and traditions that came from the past



## Before You Watch

Read about the video and check the meanings of the words in **bold**.



The Bouananiya Medersa in Fes, Morocco, is a **masterpiece** of art. It's in very bad condition now, but people are working to **restore** its walls and **fountains**. Some old buildings in Fes are in danger because **wealthy** people buy and take away pieces of them. Now, **private** organizations are trying to **preserve** these buildings for the future. They hope all people can enjoy Morocco's **heritage**.



## While You Watch

- A** • Tell students to watch the video the first time and complete the sentences. Have the students read the sentences. Play the video.
- Check answers.

**Answers:** 1. oldest 2. Poor

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

**Answers:** 1. F 2. T 3. F 4. F 5. T



## While You Watch

- A.** Watch the video, *Restoring Fes*. Circle the correct answer.

- The medina is the (oldest/newest) part of Fes.
- (Rich/poor) people live in the medina.

- B.** Watch the video again. Circle **T** for true or **F** for false.

- |   |                   |
|---|-------------------|
| 1. In the past, the Bouananiya Medersa was a palace.                                | <b>T</b> <b>F</b> |
| 2. Restorers are taking old paint off the walls of the Medersa.                     | <b>T</b> <b>F</b> |
| 3. The government isn't interested in restoring historic buildings in Fes.          | <b>T</b> <b>F</b> |
| 4. There is a problem because wealthy people want to live in the old houses in Fes. | <b>T</b> <b>F</b> |
| 5. The people in Fes don't want to lose their heritage.                             | <b>T</b> <b>F</b> |

## For Your Information: Fes

- Fes is the fourth-largest city in Morocco, with a population of 946,815 in 2004.
- The name of the city is also sometimes spelled Fez.
- It's one of Morocco's "Four Imperial Cities" (with Marrakech, Meknes, and Rabat).
- Al-Karaouine University, in Fes, is the oldest continuously operating university in the world.
- The medina (old city) in Fes is believed to be the largest car-free urban area in the world.
- Popular tourist sites in Fes include the Bouananiya Medersa (in the video) and the Bab Boujloud gate. Visitors can shop for brassware, leather, pottery, and other traditional crafts.
- The traditional Middle Eastern hat called the *fez* actually comes from Greece—not Fes!



C. Watch the video again. Circle the correct answer.

1. The city of Fes was founded in the (ninth/eleventh) century.
2. By the 1300s, Fes was a center for (art/science) and learning.
3. (One or two/five or six) families live in each house in the medina.
4. In the 18th-century palace, the first part that people bought was a (wall/fountain).
5. In the future, the Medersa will be a (museum/school).

## After You Watch

- What are some important buildings and places in your city's heritage? Make a list and then share the information with your partner.

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## Communication

- Write a guide for foreign visitors to a historic place in your city. Answer these questions in your guide.

1. Why should visitors go there?
2. What happened there?
3. What can visitors see and do there?
4. How much does it cost to visit? What hours is it open? How can visitors get there?



▲ the Pyramids at Giza, a popular tourist attraction

Video Journal 37

## Teacher Tip: Encouraging use of English

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

- Explain the rationale for using only English. Tell students, *We learn to speak English by speaking English*. If appropriate, tell students about your own language-learning experiences.
- Establish a clear policy. For example, you might tell students, *It's OK to ask questions in your native language, but for all other things we use only English*.
- Set an example for the students. Use only English for instructions and classroom management.

- C. Tell students to watch the video again and circle the correct answer. Have the students read the statements. Play the video.
- Check answers.

**Answers:** 1. ninth 2. art 3. Five or six 4. fountain 5. museum

- Ask, *Do you know about any restored buildings in this city/country? Who restored them? What were they before? Who uses them now?*

## After You Watch

- Have students make a list of important places in their city (or their country, if preferred).
- Match students with a partner and have them compare their ideas and explain why these places are important.

## Communication

- Divide the class into groups of 3-4 students. Tell them that they are going to prepare a page of information for foreign visitors who want to see historic places in their city. Go over the information that they should include.
- Have each group choose a different place (or assign groups a historic place). Have them compile their information, and decorate their page with drawings and photos.
- Display the pages on the classroom walls for students to enjoy.
- If desired, photocopy the pages and staple them together into booklets for foreign visitors to use.

- Introduce the theme of the unit. Call on students to name as many parts of the body as they can remember.
- Direct students' attention to the pictures. With the class, look at each picture in turn and have students name things they see in each one.
- Have students work with a partner to match the phrases with the correct pictures.
- Check answers.

**Answers: (left to right)** b. eating plant foods, a. getting regular exercise, d. getting enough sleep, c. maintaining social connections

- Have students talk about how the activities in the pictures are good for you (for example, *Maintaining social connections reduces people's stress*).

- Have students compare their answers.
- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs:

- How is your health? Excellent, good, OK, poor?
- What are some things you do for better health?

- Go over the Unit Goals with the class.



# THE BODY

1. What phrase best describes each picture?

- getting regular exercise
- eating plant foods
- maintaining social connections
- getting enough sleep

2. How do these activities keep people healthy?

## UNIT GOALS

Discuss ways to stay healthy

Talk about lifestyles

Suggest helpful natural remedies

Understand how germs affect the body



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### Unit Goals

- Discuss ways to stay healthy
- Talk about lifestyles
- Suggest helpful natural remedies
- Understand how germs affect the body

### Grammar

Review of comparatives, superlatives, and equatives  
*The skin is the body's **largest** organ.*

Infinitive of purpose

*You can drink tea with honey to **help** a sore throat.*

### Vocabulary

Human organs  
Parts of the body  
Useful adjectives

### Listening

Focused listening  
A doctor's appointment

### Speaking and Pronunciation

Talking about food and ingredients that are good for you  
Suggesting easy remedies  
Linking with comparatives and superlatives

### Reading and Writing

"Tiny Invaders"  
Writing an excuse for a sick child



# UNIT

# 4



## Unit Theme Overview

- Around the world, people are becoming more concerned with maintaining good health, and the focus is shifting from medical care to everyday lifestyle choices and things that people can do to help themselves.
- Developing countries have made gains in controlling infectious diseases that once shortened people's life spans; unfortunately, at the same time, changes in dietary habits mean that people in the developing world are now also more prone to obesity, heart disease, and other problems that were once much more prevalent in richer countries. According to the Worldwatch Institute, for the first time in human history, the number of overweight people in the world (1.1 billion) is estimated to equal the number of people who don't have enough food.
- This unit looks at the ways our lifestyle affects our health. It begins by introducing the parts and systems of the body and discussing how our daily lifestyle affects them. Students will then talk about home remedies and natural solutions for some common health problems. They will read about how the body defends itself against bacteria and viruses and watch a video about the marvels of the human body. Throughout the unit, the emphasis is on self-care, giving students the opportunity to consider and discuss ways to improve their health.

# Discuss Ways to Stay Healthy

## Vocabulary

- With books closed, ask students, *How many parts of the body can you name?* Have them point to each part they name.
- Go over the parts of the body in the illustration, pronouncing them for students to repeat. Point out the word *blood* in the Word Focus box. Ask, *What does blood do?* (It carries things to different parts of the body.)
- Have students write the correct word after each sentence. Check answers.

**Answers:** 1. heart, 2. vein, artery, 3. lungs, 4. skin, 5. muscle, 6. brain, 8. stomach, small intestine, large intestine, 9. bone

- Explain that the liver makes chemicals that your body needs and breaks down bad chemicals inside the body. If necessary, explain that arteries carry blood away from the heart and veins carry blood to the heart.

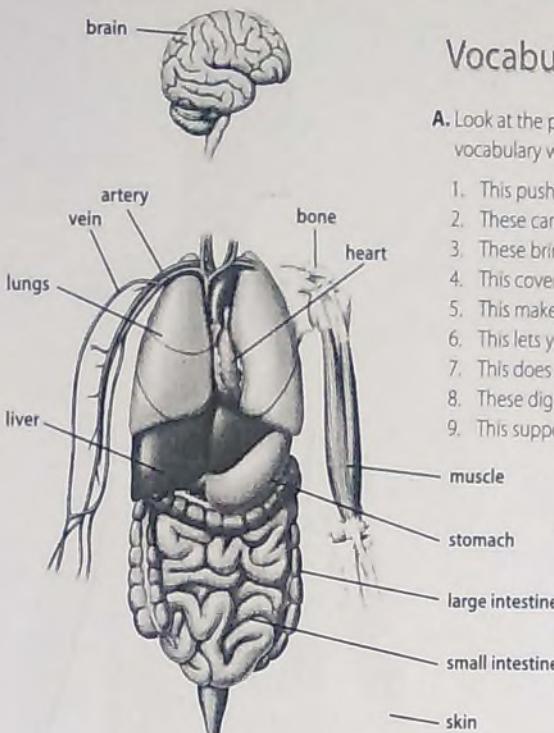
- Tell students they will hear a conversation between a doctor and a patient. They should check the names of the body parts they hear. Play the recording (CD1 T15) one or more times.
- Check answers.

**Answers:** stomach, heart, lungs, small intestine

## Grammar

- Review the formation of comparatives, superlatives, and equatives. Ask two students to stand up next to each other. Elicit a sentence with *taller*: *Abdul is taller than Ali.* Ask two other students to stand up and elicit a sentence with *shorter*. Have a third student stand up and elicit a sentence with *shortest*. Continue with *as tall as*.
- Go over the information in the chart. Elicit more examples.

## A GOAL 1 DISCUSS WAYS TO STAY HEALTHY



## Vocabulary

A. Look at the picture. Then fill in the blanks below with the vocabulary words.

- This pushes your **blood** through your body: \_\_\_\_\_
- These carry blood around your body: \_\_\_\_\_
- These bring air into your body: \_\_\_\_\_
- This covers the outside of your body: \_\_\_\_\_
- This makes your body move: \_\_\_\_\_
- This lets you think and remember: \_\_\_\_\_
- This does many different things: **liver**: \_\_\_\_\_
- These digest food: \_\_\_\_\_
- This supports your body: \_\_\_\_\_

Track 1-15

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

<input type="checkbox"/> brain	<input type="checkbox"/> stomach
<input type="checkbox"/> large intestine	<input type="checkbox"/> bone
<input type="checkbox"/> heart	<input type="checkbox"/> liver
<input type="checkbox"/> artery	<input type="checkbox"/> muscle
<input type="checkbox"/> lungs	<input type="checkbox"/> small intestine
<input type="checkbox"/> vein	<input type="checkbox"/> skin

## Grammar: Review of comparatives, superlatives, and equatives

### Word Focus

**blood** = the red liquid pumped by the heart through the body

#### Comparatives

The small intestine **is longer than** the large intestine.

\*Comparative sentences express similarities or differences between two people or things.

\*Form comparative sentences with *-er + than* or *more/less than*.

#### Superlatives

The skin is **the body's largest** organ.

\*Superlative sentences express extremes among three or more people or things.

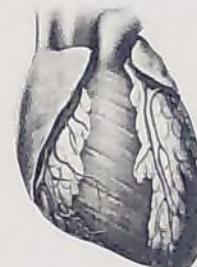
\*Form superlative sentences with *the + -est* or *the most/least*.

#### Equatives

Your heart is **as large as** your fist.

\*Equative sentences are used when people or things are equal to each other.

\*Form equative sentences with *as + adjective + as*.



human heart



human fist

## Word Bank: Parts of the body

nerve	foot	chin
kidney	toe	elbow
bladder	ankle	cheek
eye	knee	shoulder
nose	hip	neck
mouth	hand	abdomen
ear	finger	back

## Grammar: Comparatives, superlatives, equatives

Comparative and superlative adjectives were introduced in Student Book 1. **Comparatives** are used to describe contrasts between two things; **superlatives** describe the contrast between one thing and all the others in a group. **Equatives** are used to describe things that are equal or the same. They are presented in greater detail in a later unit.

**A.** Complete the sentences. Use comparatives, superlatives, equatives, and the words in parentheses. In some sentences, more than one answer is possible.

1. Walking for exercise is \_\_\_\_\_ (good) than running.
2. Smoking is the \_\_\_\_\_ (bad) thing you can do to your lungs.
3. Green vegetables are the \_\_\_\_\_ (nutritious) kind of food for your brain.
4. Swimming is not the \_\_\_\_\_ (quick) way to build up your arm muscles.
5. Some elderly people are \_\_\_\_\_ (healthy) as some young people.

**B.** Do you agree or disagree with the statements above? Use comparatives, superlatives, and equatives.

I agree. Running is bad for your knees.

But it's harder work, so maybe it's better for your heart.

## Conversation



Track 1-16

**A.** Close your book and listen to the conversation. Which body parts do the speakers mention?

Ron: What are you eating? It looks good.

Valerie: It's fish stew, and it is good! Did you know that eating fish is good for your brain?

Ron: Really? Is it good for anything else?

Valerie: Well, it's very **low in fat**, so it's good for your arteries, too.

Ron: And it's **high in protein**, right? So it could help you build muscles.

Valerie: Yes, I think you're right.

Ron: Hmm. I just have a boring cheese sandwich.

Valerie: But cheese is full of calcium. That's good for your bones.



**B.** Practice the conversation with a partner. Switch roles and practice it again. Then make a new conversation using foods you know about.

### Word Focus

Foods and drinks that are **high in X** or **low in X**, have a large or small amount of X. A food that's low in calories, for example, has a small number of calories.



### Goal 1 Discuss ways to stay healthy

Talk with your partner about things you do to stay healthy.

I try to avoid eating sugar.

Good idea! I lift weights three times a week.

Lesson A 41

### Grammar Practice: Comparatives, superlatives, equatives

Match students with a partner. Tell them to talk about themselves and together write as many sentences as they can in three minutes, comparing themselves with their partner using comparatives and equatives. Tell them to write their sentences in the third person:

Mona has longer hair than Aisha.

Aisha is as old as Mona.

Call on pairs to read their lists to the class. Who has the longest list?

**A.** • Have students work individually to fill in the correct form of each adjective.

- Check answers.

**Answers:** 1. better, 2. worst, 3. most nutritious, 4. quickest, 5. as healthy

**B.** • Match students with a partner and have them discuss each statement.

- Compare opinions with the class. For statements where students have differences of opinion, take a class poll with a show of hands and ask individual students to explain their reasons.

## Conversation

**A.** • Have students close their books. Write the question on the board: *Which body parts do the speakers mention?* Tell them to listen for four body parts.

- Play the recording. [CD 1 Y16] Check answers.

**Answers:** brain, arteries, muscles, bones

**B.** • Direct students' attention to the expression in the Word Focus box. Go over different kinds of nutrients by eliciting examples of foods that contain them: fat (butter, oil, fried food); protein (meat, fish, eggs); carbohydrates (bread, rice, potatoes).

- Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner, then switch roles and practice it again.

### Goal 1

- Have students work with a partner to discuss their own healthy habits.

# Talk about Lifestyles

## Listening

- A** • Go over the terms in the Word Focus box. Discuss what lifestyle includes—things like eating, exercise, and other daily habits.
- Have students discuss the questions with a partner.
  - Compare answers with the class. Who feels genes are more important? Who feels lifestyle is more important?

- B** • Tell students they are going to hear three people speaking about their health. They will mark the pictures A, B, and C. Have them read the questions.
- Play the recording (**CD1 T17**) one or more times.
  - Check answers.

**Answers:** B, C, A

- C** • Tell students to listen again to the speakers and answer the questions.
- Play the recording (**CD1 T17**) one or more times.
  - Check answers.

**Answers:** 1. walking, 2. mother, grandmothers, 3. (goes to the) gym, 4. every couple of months, 5. She didn't have any energy. 6. You can't get all the nutrients you need from plant foods.

- D** • Match students with a partner and have them take turns asking and answering the questions. Tell them to make notes about their partner's answers.
- Ask students to tell the class about their partners. In classes with more than 15 students, you may prefer to divide the class into groups of 5 to 6 and have them report about their partner to their group.

## B GOAL 2 TALK ABOUT LIFESTYLES

### Listening



- A.** Discuss these questions with a partner. What determines how healthy you are? Are your **genes** or your **lifestyle** more important?



- B.** Listen to three people talk about their health. Match the speaker to the correct picture.



Speaker \_\_\_\_\_



Speaker \_\_\_\_\_



Speaker \_\_\_\_\_



Track 1-17

#### Word Focus

**genes** = part of a cell that determines a person's physical characteristics (eye color, hair, intelligence, etc.)

**lifestyle** = the manner in which we live

- C.** Listen again and answer the questions.

#### Speaker A:

1. What kind of exercise does Speaker A get? \_\_\_\_\_
2. Which family members does Speaker A mention? \_\_\_\_\_

#### Speaker B:

3. What kind of exercise does Speaker B get? \_\_\_\_\_
4. How often does Speaker B get sick? \_\_\_\_\_

#### Speaker C:

5. Why did Speaker C change her diet when she got older? \_\_\_\_\_
6. What do some people think about Speaker C's diet? \_\_\_\_\_



- D.** Work with a partner. Interview each other. Then tell the class about your partner's lifestyle. Find out about:

- Exercise: What kind? How often?
- Diet: What do you usually eat?
- Family History: Parents, grandparents, aunts, uncles, siblings.
- Stress: How much and what kind?

Ask other questions about lifestyle that you think are important.

### For Your Information: Genes vs. lifestyle

The debate about the relative importance of genes and lifestyle in a person's health has continued for years, but some research indicates that the two may in fact be connected. A study in 2008 found that men with cancer actually changed their genes by changing their lifestyle. The 30 men in the study switched to a plant-based diet, walked 30 minutes a day, took vitamins, practiced yoga and meditation 1 hour a day, and participated in a support group. After 3 months, many genes that promoted cancer growth were "turned off," and genes that fought the cancer were "turned on." More research will be done to determine if this is true for other serious diseases as well.

## Pronunciation: Linking with comparatives and superlatives

### Linking with comparatives and superlatives

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

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

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



Track 1-18

- A. Listen to the sentences. Notice how the sounds are linked. Listen again and repeat the sentences.

1. It's a stricter religion than my religion.
2. This is the best tea for your stomach.
3. My grandfather is a faster runner than I am.
4. Which exercise is the most tiring?
5. You'll need a better reason than that.

- B. Underline the sounds that link together. Then read the sentences aloud to a partner.

1. This is the longest text message I've ever seen.
2. Today's news was more reassuring than yesterday's news.
3. What's the best time of the day for you to study?
4. Flower experts are trying to develop a redder rose.
5. He took the softest towel in the house.

## Communication

- A. What are the ingredients for an unhealthy lifestyle? Make a list with a partner of the worst things for your health. Then compare your list with the list of another pair of students.

Not getting any exercise  
is the worst thing for your  
health.

And worrying too much.  
That's really unhealthy.



### Goal 2 Talk about lifestyles

Talk to a partner. Who are the healthiest people you know? Compare their lifestyles with the lifestyles of the people from the listening section.



Lesson B 43

## Expansion Activity: Health survey

Divide the class into groups of 4 to 6 students. Have each group choose an area from exercise D in the Listening section (Exercise, Diet, Family History, or Stress) and plan two survey questions. Have each student survey two classmates and, if time permits, two other people outside the class. Then have them compile their answers and present a short oral report to the class about the information they recorded.

### Engage!

- Have students discuss the question in pairs or small groups. Compare answers with the class.

### Pronunciation

- Go over the information about linking with comparatives and superlatives.

- A • Tell students to listen to the linked sounds in the sentences. Play the recording. (CD1 T18)

- Play the recording (CD1 T18) again for students to listen and repeat.

- B • Have students work with a partner to find the sounds that link together. Check answers.

**Answers:** 1. longest text, 2. more reassuring, 3. best time, 4. redder rose, 5. softest towel

- Tell students to read the sentences aloud to their partner. Walk around checking for correct pronunciation.

## Communication

- Tell the class that they are going to talk about things that are bad for health.
- Match students with a partner and have them list daily activities and habits that are not healthy—the things that are the worst for your health.
- When all student pairs are finished, combine them to form groups of four. Have them compare their lists, noting similarities and differences.
- Ask the class, *Which things were on both lists? Are there things you disagreed about?*

### Goal 2

- Match students with a partner and have them discuss the questions.
- Finish with a whole-class discussion of the healthiest people. What do they have in common—what's true for all of them?

# Suggest Helpful Natural Remedies

## Language Expansion

- Introduce the idea of everyday ailments (small health problems) and ask if students can name any (such as a cold, sore throat, etc.).

- A** • Read the paragraph with the class. Go over any unfamiliar vocabulary.
- Ask students to find the words in the reading that fit the definitions. Check answers.

**Answers:** 1. insomnia, 2. acne, 3. hiccups, 4. nausea, 5. dandruff, 6. indigestion, 7. headache, 8. sore throat

- B** • Introduce the idea of remedies—simple things we use at home as cures for illnesses.
- Have students read the article.
  - Ask, *Have you ever used any of these remedies? Did they work?*



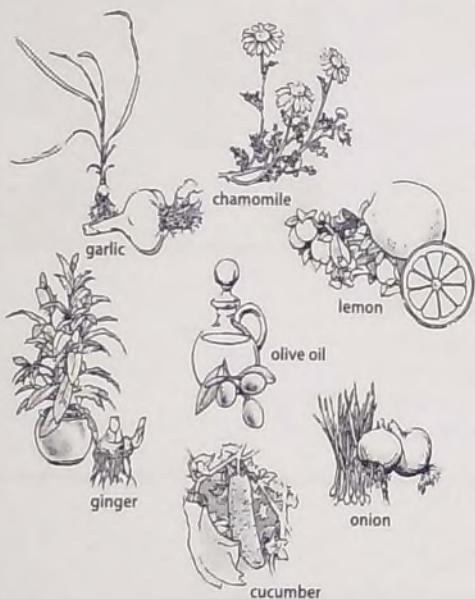
## C GOAL 3 SUGGEST HELPFUL NATURAL REMEDIES

### Language Expansion: Everyday ailments

For every common health problem, there's a product you can't live without. At least, that's what the advertisers want you to believe. For teenagers with **acne** or other skin problems, there's a miracle cream. A new shampoo will take care of the **dandruff** in your hair, and good old-fashioned aspirin will take care of your **headache** or **sore throat**. Are you suffering from **insomnia**? There's a pill to help you fall asleep. Did you eat the wrong kind of food, and now you have **indigestion**? There's a pill to end the burning feeling in your stomach. And if food won't stay in your stomach at all, drink some medicine to take care of the **nausea**. Or maybe you ate too fast, and now you have the **hiccups**? Well, you won't find anything at the pharmacy for hiccups, but you can bet there's a company working on a new product right now.

- A.** Write the word in **blue** next to its definition.

- \_\_\_\_\_ not able to sleep
- \_\_\_\_\_ a skin condition of red spots, especially on the face
- \_\_\_\_\_ a sharp sound you make in your throat
- \_\_\_\_\_ a feeling like you are going to vomit
- \_\_\_\_\_ dry skin that forms on the head and drops in little white pieces
- \_\_\_\_\_ pain in the stomach because of something one has eaten
- \_\_\_\_\_ a pain in your head
- \_\_\_\_\_ a general feeling of pain in the throat



44 The Body

- B.** Read the article about natural remedies.

#### A Natural Solution

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

- lemons** to stop the hiccups (Bite into a thick slice.)
- ginger** to end nausea (Grind it and add hot water to make a tea.)
- olive oil** to cure dandruff (Rub it into the scalp before shampooing.)
- cucumbers** to reduce acne (Eat them often.)
- onions** to relieve a headache (Put slices on your forehead, close your eyes, and relax.)

### Word Bank: Remedies

chilli peppers (to prevent colds)  
fennel seeds (for bad-smelling breath)  
clove oil (to stop toothache pain)  
cumin seeds (for indigestion)  
echinacea flowers (to prevent all kinds of illness)  
valerian root (for insomnia)

### Grammar: Infinitive of purpose

One common use of the infinitive in English is to express the desired result of an action.

The infinitive of purpose can come at the beginning or end of a sentence.

**To stop** hiccups, I eat a spoonful of sugar.  
I eat a spoonful of sugar **to stop** hiccups.

## Grammar: Infinitive of purpose

### Infinitive of purpose

You can drink tea with honey **to help** a sore throat.  
I always use lotion with sunscreen **to protect** my skin.

\*The infinitive of purpose gives a reason for doing something.  
\*It is formed with **to** + the base form of a verb.

### Grammar

- Go over the information in the box.
- Elicit more examples by asking students. *Why do you exercise/brush your teeth/take vitamins?* and so forth. (to get stronger/to keep my teeth clean/to have more energy)

- C** • Have students match the columns to show reasons.  
• Check answers.

**Answers:** 1. c, 2. e, 3. f, 4. a, 5. b, 6. d

### Conversation



Track 1-19

### Conversation

- A**. Close your book and listen to the conversation. What remedies for tiredness do the speakers talk about?

**Olivia:** Hi, Ashley. Are you drinking coffee? That's new.

**Ashley:** Hi, Olivia. You're right. I usually don't drink coffee, but I need it today to wake up.

**Olivia:** You do look tired. Did you get enough sleep last night?

**Ashley:** No, I was worried about today's test, so it was hard to fall asleep.

**Olivia:** Come on. Let's go for a walk.

**Ashley:** Go for a walk? Why?

**Olivia:** To wake you up and to get some oxygen to your brain before the test.

**Ashley:** That's a good idea. Where do you want to go?

#### Real Language

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



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

- C**. Imagine that you or your partner has a health problem. Make a new conversation using your own ideas. Then role-play the conversation for the class.



### Goal 3 Suggest helpful natural remedies

Talk to a partner. What do you usually do to cure these common problems: a headache, bad breath, sore feet, and hiccups?

Lesson C 45

### Grammar Practice: Infinitive of purpose

Write these phrases on the board. Divide the class into groups of three to four and have them share their ideas for how to do these things, using infinitives of purpose.

1. sleep better (*To sleep better, you should open the window.*)
2. remember people's names
3. get exercise
4. practice English outside of class
5. stay healthy in winter

### Goal 3

- Have students discuss remedies they know for these problems with a partner.
- Compare answers with the class. What are the most unusual remedies? Has anyone tried them? How well do they work?

# Understand How Germs Affect the Body

## Reading

- Introduce the topic of the reading. Ask students, *Why do we get sick? How does sickness go from one person to another?*

- A** • Have students discuss the list of actions with a partner and choose the ones that can make people sick.
- Compare answers with the class. Point out that any of these things can make you sick, because they can bring germs (bacteria and viruses) into your body.

- B** • Have students read the article. Tell them to circle any words they don't understand.
- Go over the article with the class, answering any questions from the students about vocabulary.
  - Have students mark the statements *true* or *false*.
  - Check answers.

**Answers:** 1. F, 2. F, 3. T, 4. T, 5. T, 6. F

- C** • Match students with a partner and have them take turns telling about their experiences.
- Compare answers with the class. Ask, *What did you do to feel better? Was it a good remedy?*

## Communication

- Divide the class into groups and have them list all the serious illnesses they can think of—both in their own country and other places that have been in the news. Have them talk about how these diseases move from one person to another.
- Compare answers with the class.

## D GOAL 4 UNDERSTAND HOW GERMS AFFECT THE BODY

### Reading

- A. Talk to a partner. Which of these can make you sick?

- shaking hands with someone
- being outside in cold weather
- eating food
- riding a crowded bus
- touching your eye
- playing a computer game

- B. Circle **T** for *true* or **F** for *false*.

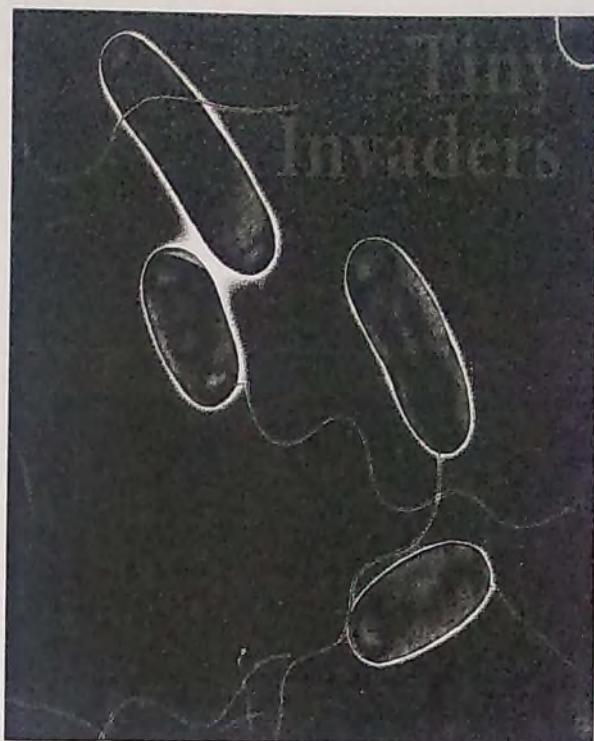
- Viruses can only live inside people or animals. **T** **F**
- All bacteria cause illnesses. **T** **F**
- Washing your skin can prevent some illnesses. **T** **F**
- Germs can enter the body through the eyes. **T** **F**
- After they kill germs, antibodies stay in the body. **T** **F**
- Vaccines kill germs in the body. **T** **F**

- C. Tell a partner about the last time you got sick. How did you feel? Do you think your illness was caused by bacteria or a virus?

### Communication

- Work in a small group. Make a list of serious illnesses that people in different parts of the world can get. How do people get those illnesses?

The Human Body



▲ Legionella bacteria

The human body is truly amazing. It allows us to sense the world around us, to do work and have fun, and to move from place to place. In fact, the human body does its work so well that most people don't think about it very much—until they get sick.

The germs that make people sick are everywhere. You can't see them, but they're there. They're sitting on your desk. They're hiding on your computer's keyboard. They're even in the air that you are breathing. There are two types of germs: viruses and bacteria. Viruses are germs that can only live inside animals or plants. Viruses cause illnesses such as the flu and measles. Bacteria are tiny creatures. Some bacteria are good. They can help your stomach break down food. Other bacteria aren't so good. They can make you sick. Bacteria can cause sore throats and ear infections.

### Word Bank: Serious illnesses

cancer	malaria
AIDS	cholera
tuberculosis	hepatitis
polio	typhoid

### For Your Information: "Germs"

The English word *germ* is very common in everyday use, but it is not a scientific term. It refers to both bacteria and viruses, which are very different. One very common type of drug, antibiotics, is effective against bacteria, but they do not kill viruses. Because people don't understand the difference, they often want to take antibiotics for illnesses that won't be helped by them.

The immune system is the body's natural defense against illness.



▲ HIV/AIDS virus

How can you stop these tiny invaders from making you sick? Your skin is the first defense against germs. You can prevent some illnesses simply by washing

with soap and water. But germs can still enter the body through small cuts in the skin or through the mouth, eyes, and nose.

Once germs are inside your body, your immune system tries to protect you. It looks for and destroys germs. How does it do that? Special cells patrol your body. Some of these cells actually eat germs! Other cells make antibodies. An antibody sticks to a germ. There is a different antibody for each kind of germ. Some antibodies keep germs from making you sick. Others help your body find and kill germs. After a germ is destroyed, the antibodies stay in your body. They protect you if the same kind of germ comes back. That way you will not get the same illness twice.

You can keep your body healthy by eating a nutritious diet to make your immune system strong. You can also help your immune system fight germs by getting vaccinated. Vaccines are medicines. They contain germs that have been killed or weakened. The dead germs can't make you sick. Instead, they cause your body to make antibodies. If the same germ ever shows up again, then your antibodies attack it.



▲ E-coli

## Writing

Imagine you are a parent. Your child is sick and cannot go to school. Write a letter to your child's teacher to explain the situation.

(date)

Dear (Mr./Ms.) \_\_\_\_\_

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Sincerely,



### Goal 4

**Understand how germs affect the body**

Talk to a partner. What happens when viruses or bacteria enter the body?

## Writing

- Tell students to imagine they are the parent of a child who has a common childhood illness (if necessary, give examples: a cold, the flu, a sore throat, a stomachache). Have them write a short note to explain the problem to the child's teacher.
- Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partner's paper.
- If desired, have students rewrite their papers, to be collected for marking.

### ✓ Goal 4

- Have students answer the question with a partner.
- Compare answers with the class.

## After Reading

**Web search:** Have students research remedies for common health problems online. Tell them to choose one problem and search to find at least two simple remedies that people can use at home. Have them report the information to the class or a small group.

**Project:** Have students work in pairs or small groups to create a poster with pictures and information about a common health problem such as colds, headaches, or sore feet. Tell them to include facts about what causes the problem, what happens inside the body, and simple remedies for the problem.

**Before You Watch**

- A** • Have students work with a partner to talk about five things their bodies do every day. If necessary, give examples: digest food, move, and so on.

- Compare answers with the class.

- B** • Have students number the body components as directed. Check answers.

**Answers:** 3, 1, 4, 2

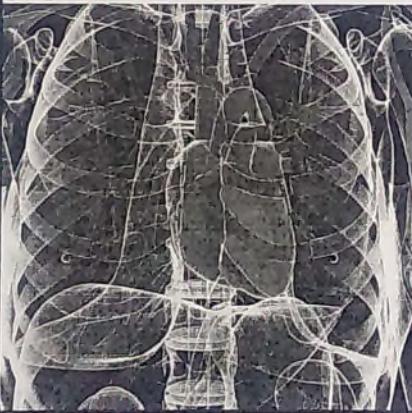
**While You Watch**

- A** • Tell students to watch the video the first time and match the columns. Play the video.
- Check answers.

**Answers:** 1. b, 2. e, 3. d, 4. a, 5. c

- B** • Tell students to watch the video again and mark the statements *true* or *false*. Have the students read the statements.
- Check answers.

**Answers:** 1. T, 2. T, 3. F, 4. T, 5. F

**E VIDEO JOURNAL THE HUMAN BODY****Before You Watch**

- A** • Brainstorm five things your body lets you do every day.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- B** • Number the following 1 to 4, from smallest to largest.

\_\_\_\_\_ organ    \_\_\_\_\_ cell    \_\_\_\_\_ organ system    \_\_\_\_\_ tissue

**While You Watch**

- A** • Watch the video, *The Human Body*. Match the body's systems to the parts of the body or the cells they produce.

- |                            |                                       |
|----------------------------|---------------------------------------|
| 1. the circulatory system  | a. the brain, spinal cord, and nerves |
| 2. the respiratory system  | b. the heart                          |
| 3. the digestive system    | c. egg cells and sperm cells          |
| 4. the nervous system      | d. the stomach and intestines         |
| 5. the reproductive system | e. the lungs                          |

- B** • Watch the video again. Circle **T** for true or **F** for false.

- |   |        |
|---|--------|
| 1. The heart is the body's strongest muscle.                | T    F |
| 2. Most nutrients enter the blood from the small intestine. | T    F |
| 3. The brain is about the size of an orange.                | T    F |
| 4. Another word for nerve cells is neurons.                 | T    F |
| 5. The human body begins as a single cell that divides.     | T    F |

**For Your Information: Amazing body facts**

- In one year, your heart beats 40,000,000 times.
- Your liver performs more than 500 different functions.
- In one minute, 50,000 cells in your body will die and be replaced by new cells.
- A sneeze comes out of your mouth at more than 100 mph (160 kph).
- Your eyes blink more than 6,000,000 times in one year.
- In one year, your heart does enough work to raise one ton of weight one yard (almost one meter) off the ground. It circulates the blood through the body about 1,000 times per day.



- C** • Tell students to watch the video a third time and fill in the numbers. Have the students read the sentences.

- Check answers.

**Answers:** 1. 2,000, 2. 10, 3. 1,500, 4. 20, 5. 200

## After You Watch

**C** Watch the video again. Write the numbers you hear.

1. Our hearts pump \_\_\_\_\_ gallons of blood each day.
2. Each of the \_\_\_\_\_ major organ systems in the human machine performs a special job.
3. The lungs pull in air, delivering oxygen as the air travels through \_\_\_\_\_ miles of airways.
4. Liquefied food travels into the small intestine, which can be over \_\_\_\_\_ feet long.
5. Neurons send signals rocketing through the brain at over \_\_\_\_\_ miles an hour.

## After You Watch

- PEOP** What information from the video surprised you the most? What are some things you can do to take care of your body's systems?

## Communication

- PEOP** You are in charge of designing a training program for an Olympic athlete. What will he or she eat every day? What kinds of exercise will he or she do, and how often? What else will help to get your athlete into top physical condition?



## Communication

- Divide the class into groups of three to four. Have each group choose a type of athlete (such as a swimmer or a skier) and then discuss the training program they recommend for this type of athlete. Appoint one member in each group to be the "secretary," who will take notes, and another who will present the group's plan to the class.
- When all groups are ready, call on them to give a short oral report to the class.

Video Journal 49

## Teacher Tip: Errors in spoken English

Giving immediate corrections to students during group and pair work is not very effective. Students are too involved in the activity and won't retain the correct form. Instead:

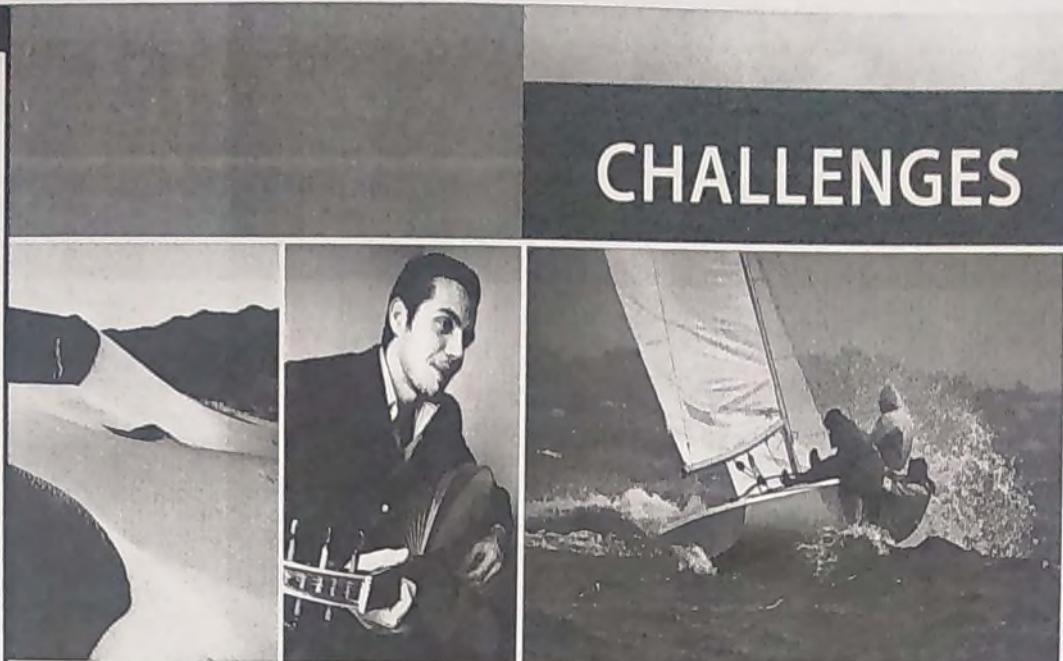
- Make notes on errors frequently heard during the activity and give a mini-lesson after the activity contrasting the error and the correct form.
- Listen to different groups in rotation, write down important errors, and give the list to the group members to correct.
- For all of these activities, it's best NOT to include the name of the student who made the error.

## CHALLENGES

- Introduce the theme of the unit. Ask, *What is a challenge? What are some examples of challenges faced by people you know?*
- Direct students' attention to the pictures. With the class, look at each picture in turn, and have students name things they see in each one (for example, *boat, musical instrument*).
- Have students work with a partner to match the description with the correct pictures.
- Check answers.

**Answers:** (left to right) b, d, a, c

- Have students discuss the second question with a partner.
- Compare answers with the class.
- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs:
  - What is the biggest challenge you have faced in your life?*
  - What are you proud of doing?*
- Go over the Unit Goals with the class.



## CHALLENGES

1. What phrase best describes each picture?

- crossing the ocean in a sailboat
- walking in extreme heat or cold
- climbing a mountain
- learning a new skill

2. Look at the title of this unit. What do you think of when you hear the word *challenge*?

### UNIT GOALS

Talk about facing challenges

Reflect on past accomplishments

Use *too* and *enough* to talk about abilities

Describe a personal challenge



### Unit Goals

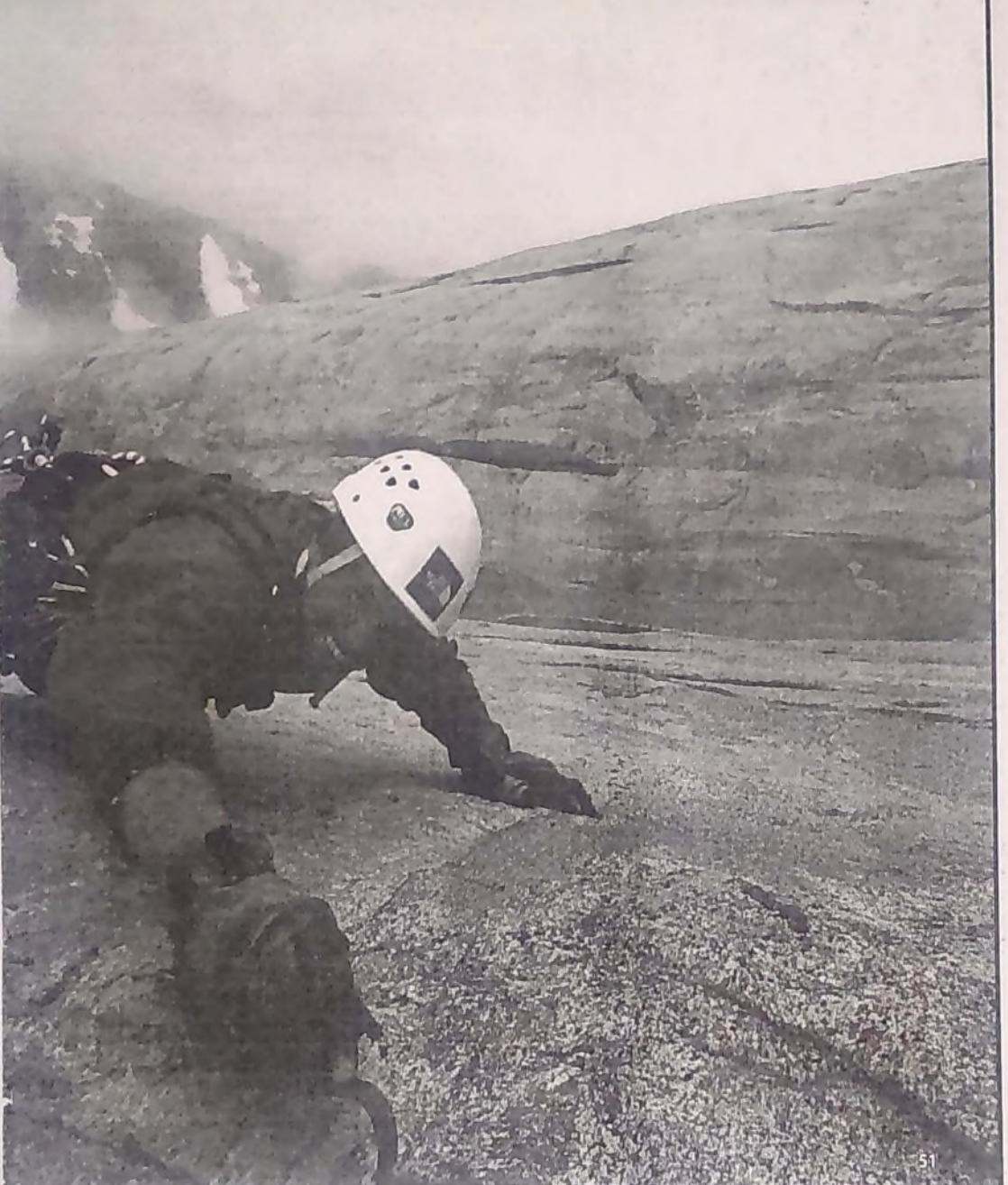
- Talk about facing challenges
- Reflect on past accomplishments
- Use *too* and *enough* to talk about abilities
- Describe a personal challenge

Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
Simple past tense vs. past continuous tense <i>We <b>were eating</b> dinner when you <b>called</b>.</i> <i>Enough, not enough, too + adjective</i> <i>He was <b>old enough</b> to sail alone.</i>	Physical and mental challenges Phrasal verbs	Listening for general understanding An interview: Jenny Daltry, herpetologist	Discussing challenges Words that end in <i>-ed</i> Talking about abilities	"Arctic Dreams and Nightmares" Writing a journal entry

# UNIT 5

## Unit Theme Overview

- People of all ages from all cultures are fascinated by challenges. *Guinness World Records*, one of the best-selling books around the world, is filled with listings of amazing feats performed by all kinds of people: A man in Texas, in the United States, sat in a bathtub with 87 live rattlesnakes for 45 minutes. A girl in India had her artwork exhibited when she was only 11 months old. An Italian man has typed 64 complete books backwards.
- Some of these challenges are amazing in themselves—a woman in Hungary ran 153 miles (247.2 kilometers) in 24 hours. Others are amazing within the context of an individual life—such as when a blind person learns to ski. But there is something in the story of a challenge successfully met that inspires other people to consider what they may be able to achieve that now seems outside their reach.
- In this unit, students will consider many kinds of challenges—both mental and physical. They will talk about challenges they have faced in their own lives and will consider what they have accomplished. They will talk about the skills and qualities required to meet a challenge and will read and watch accounts of challenges in the wilderness—at the North Pole and in the African rain forest.



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# Talk about Facing Challenges

## Vocabulary

- A • Ask students if they know what a reality TV show is (a show made with real people, not actors). Tell them they are going to listen to a part of one. They should circle the words in the box when they hear them.
- Play the recording (CD1 T20) one or more times. Ask, *Did you hear all the words?* If necessary, play the recording again and point them out.
  - Go over the meanings of the words.
  - Discuss the challenges with the students. Compile two lists on the board. Have students tell you if these challenges are physical challenges or mental challenges. Compile two lists on the board as students give you their responses: *Physical: climbing a mountain, crossing the ocean in a boat, walking in extreme heat or cold; Mental: learning a new skill.*

## Word Focus

- Point out the collocations in the two boxes. Ask, *When did you face a challenge? What was it? How did you make progress towards your goal?*

- B • Have students read the paragraph and then complete the sentences with the words in blue.
- Check answers.

**Answers:** 1. adventure, 2. goal, 3. achieve, 4. equipment, 5. amazing

## Grammar

- Introduce the past continuous tense. Tell students, *Last night at eight o'clock, I was correcting your homework papers. My friend/mother was watching TV. What about you? What were you doing at eight o'clock?* Elicit answers in the past continuous tense.
- Go over the information in the charts.



## Vocabulary

### Word Focus



Track 1-20

To face a challenge means to decide to do something new and difficult.



### Word Focus

To **make progress** means to improve or get nearer to a goal over time.

52 Challenges

- A. Listen to part of a reality TV show and circle each word when you hear it.

challenge climb cross extreme mental physical skill

- B. Read the paragraph. Fill in the blanks with the words in blue.

To me, learning to play a musical instrument is an **adventure**. You might feel afraid to try it, but it's as exciting as traveling to a new place, and the only **equipment** you need is a violin, a guitar, or in my case—an **oud**. When I started, my **goal** was to learn to play this **amazing** instrument well enough to play for my family. Now, I'm making good progress with the help of my music teacher. She thinks I'm getting better every week! I can probably **achieve** my goal soon, and then I'll play the **oud** at my parents' anniversary party.

1. When you have an \_\_\_\_\_, you do something unusual and exciting.
2. A \_\_\_\_\_ is something you hope to be able to do through your efforts over time.
3. When you \_\_\_\_\_ something you succeed in making it happen.
4. The things you need for a particular activity are called \_\_\_\_\_.
5. \_\_\_\_\_ means very surprising and wonderful.

## Grammar: Simple past tense vs. past continuous tense

### Simple past tense

I **called** you last night.

### Past continuous tense

I **was studying** at the library last night.  
We **were eating** dinner when you called.

\*We use the simple past tense to talk about completed actions in the past.

\*We use the past continuous tense to talk about things in progress at a specific time in the past.

\*The specific time in the past is sometimes expressed with a time clause.

## Word Bank:

### Achievements

winning a game/match/contest  
receiving an award  
getting a promotion at work  
earning a degree/diploma  
learning a new skill  
overcoming a problem/obstacle

## Grammar: Past continuous tense

The past continuous tense emphasizes an action that began before, and continued after, a point in the past. Because of this, it is often used in combination with the simple past tense in the same sentence.

I **was studying** when you came in.

It can also be used with a reference to a point in time in the past:

I **was studying** at nine o'clock.

## Simple past tense with past continuous tense

We **were practicing** our lines for the play when the lights **went out**.

When the reporters **arrived**, Mr. Chen **was resting** on a bench.

She **looked** at the stars every night while she **was crossing** the ocean.

While Roger **was climbing** the mountain, he **dropped** his water bottle.

\*To talk about an event in progress in the past that was interrupted, we can use a simple past time clause with *when* and a main clause in the past continuous tense.

\*To talk about an event that was happening at the same time another event was in progress in the past, we can use a past continuous time clause with *while* and a main clause in the simple past tense.

\*A comma is used when the time clause comes first in the sentence.

A. Complete the sentences. Use the past continuous form of the verb in parentheses.

1. William \_\_\_\_\_ (do) his homework when I arrived.
2. At three thirty I \_\_\_\_\_ (come) home on the bus.
3. The mountain climbers \_\_\_\_\_ (rest) when the storm began.
4. We practiced saying new vocabulary words while we \_\_\_\_\_ (walk).
5. You and your friends \_\_\_\_\_ (sit) in the coffee shop yesterday morning.

B. Fill in the blank with *when* or *while*.

1. We were walking home \_\_\_\_\_ it started to rain.
2. Aki was studying for a test \_\_\_\_\_ her father walked in.
3. \_\_\_\_\_ he was walking, Adnan thought about his plans for the future.
4. Several buses went by \_\_\_\_\_ Mike and Laurie were sitting in the park.
5. \_\_\_\_\_ she got to her friend's house, people were talking and laughing.



## Conversation



Track 1-21

A. Close your book and listen to the conversation. What was Helen's biggest challenge last year?

**Helen:** What was the most difficult thing you did last year?

**Paul:** Do you mean the worst thing?

**Helen:** No, I mean your biggest challenge.

**Paul:** Well, getting used to a new school when my family moved was difficult.

**Helen:** For me, it was learning to play the saxophone. I'm still working on that!

**Paul:** And you're making a lot of progress!

I called you last night, but you didn't answer your phone.

I was studying at the library last night, so my phone was off.

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



### Goal 1

### Talk about facing challenges

Talk with a partner. What challenges did you face last year? Use your own ideas.

## Grammar Practice: Past continuous tense

Choose a point in the past, such as yesterday at four o'clock.

Have students write 10 sentences about what other people were doing at that time, using the past continuous tense. Tell them they can write about people they know or about famous people. They can use true information or their imagination.

*My mother was cooking dinner.*

*The president was flying in a helicopter.*

Have them read their sentences to a partner. Then have each student pair choose one interesting sentence to read to the class.

- A • Have students fill in the past continuous form of each of the given verbs.

- Check answers.

**Answers:** 1. was doing, 2. was coming, 3. were resting, 4. were walking, 5. were sitting

- B • Have students work in pairs to complete the sentences with *when* or *while*.

- Check answers.

**Answers:** 1. when, 2. when, 3. While, 4. while, 5. When

- Call on student pairs to read their new sentences to the class

## Conversation

- A • Have students close their books. Write the question on the board: *What was Helen's biggest challenge last year?*
- Play the recording. (CD1 T21)
  - Check answers.

**Answer:** learning to play the saxophone

- B • Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
  - Have students practice the conversation with a partner, then switch roles and practice it again.

### ✓ Goal 1

- Have students work with a partner to talk about recent challenges in their own lives.

# Reflect on Past Accomplishments

## Listening

- Introduce the idea of animals that are endangered—they might all die out soon. Elicit well-known examples (tigers, some kinds of whales, etc.).
- Tell students they are going to hear an interview with a woman who works with endangered animals.

**A** • Have students look at the pictures and guess which animals are endangered. Tell them they will hear about some of these animals in the listening passage.

**B** • Have students read the questions. Tell them to find the answers while they listen to the interview the first time.

• Play the recording (CD1 T22) one or more times.

• Check answers.

**Answers:** 1. a, 2. c, 3. a

- Ask, *Which animals in the pictures were mentioned in the interview? (answers: panda, Siamese crocodile, Antiguan racer)* Explain that all of the animals are endangered.

**C** • Tell students to listen to the interview again and find the information. Have them read the questions.

• Play the recording (CD1 T22) one or more times.

• Check answers.

**Answers:** 1. 150, 2. 3 million acres, 3. afraid, 4. traveling in the Caribbean

## Engage!

- Have students discuss the questions with a partner or small group. Ask the class, *Why are endangered animals important?* If necessary, explain that other plants and animals need the endangered animals. Talk about examples of endangered animals in the students' countries of origin.

### Word Focus

**endangered** = If an animal is *endangered*, its population is so small that it may die out.



▲ Jenny Daltry, herpetologist and explorer



▲ marsh

### Engage!

How do you feel about crocodiles and snakes? Is it important to protect *unpopular* endangered animals?

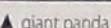
54 Challenges

## Listening

**A.** Which animals are **endangered**? Check (✓) the boxes.



▲ Madagascar giant jumping rat



▲ giant panda



▲ polar bear



▲ Antiguan racer (snake)

▲ Siamese crocodile

▲ African penguin



Track 1-22

**B.** Listen to the interview of Jenny Daltry. Circle the correct letter.

- What amazing thing did Jenny Daltry do?
  - She discovered a group of Siamese crocodiles.
  - She found a new kind of bird in Cambodia.
  - She helped scientists protect panda bears.
- What was her biggest challenge?
  - Walking through marshes.
  - Avoiding dangerous snakes.
  - Educating people about crocodiles.
- How did she achieve her goal?
  - She explained that crocodiles are important to the marshes.
  - She explained that crocodiles are not really dangerous.
  - She explained that crocodiles are extinct.



Track 1-22

**C.** Listen again. Answer the questions.

- How many crocodiles are in the largest group? \_\_\_\_\_
- How many acres are now protected by the government? \_\_\_\_\_
- How do most people feel about crocodiles? \_\_\_\_\_
- What was Daltry doing when she found out about the Antiguan racer snake? \_\_\_\_\_

### For Your Information: Siamese crocodile

The Siamese crocodile once lived in swamps, rivers, and lakes across Southeast Asia, from Vietnam to Malaysia. It is about 10 feet (3 meters) long. In 1992, scientists decided that it was completely extinct. Then, in 2005, a nest of baby crocodiles was found in Laos, and more adult crocodiles were found in Cambodia. Today, it is believed that there are only 500 of the animals left in the world. In Pang Sida National Park in Thailand there is a program to breed the crocodiles and reintroduce them into the wild in a part of the park that is closed to visitors.

## Pronunciation

### Pronunciation: Words that end in -ed



Track 1-23

- A. Listen to these words that end in -ed. The -ed is pronounced in three different ways.

/t/	/d/	/ɪd/
help helped	listen listened	start started



Track 1-24

- B. Listen, repeat, and check the column of the sound you hear.

Present tense	Simple past tense	-ed ending sound
		/t/ /d/ /ɪd/
walk	walked	— — —
protect	protected	— — —
cross	crossed	— — —
discover	discovered	— — —
climb	climbed	— — —
start	started	— — —
need	needed	— — —
close	closed	— — —

- C. Say a word in the present tense. Ask your partner to say it in the past tense. Switch roles and practice it again.

## Communication

- A. Work with a partner. Make a list of challenges people your age face.
- B. Get together with another pair of students and compare your lists. Try to agree on the two or three most difficult challenges for people your age.



### Goal 2 Reflect on past accomplishments

Tell a partner about someone famous or someone you know. What challenges did he or she face? How did this person achieve his or her goal?

#### Word Focus

To **achieve a goal** means to succeed in doing something you hoped to do.

Lesson B | 55

## Communication

- A. Match students with a partner and have them brainstorm a list of common challenges for people their age. If students are of widely differing ages, let each pair of students choose an age to talk about.
- B. Combine student pairs to form groups of four and have them discuss their lists to agree on the most difficult challenges. If students are of different ages, have them rank the challenges they discussed in order of difficulty.

### ✓ Goal 2

- Allow time for students to choose someone who has faced important challenges and achieved his or her goal.
- Match students with a partner and have them talk about the person they've chosen.
- With the whole class, discuss the people they talked about with their partner. What were some of the biggest achievements? What can we learn from them?

## Expansion Activity

Following the communication activity, have students work with a partner to make a list of advice for someone who is facing a challenge that they have already met—for example, preparing for an important exam, getting your first job, or moving to a new city.

# C Use *Too* and *Enough* to Talk about Abilities

## Language Expansion

- Go over the information in the box. Point out that a phrasal verb is a verb and one or two prepositions that are used together with a meaning that is different from the meaning of the verb and the prepositions when used separately.

- A** • Have students read the article. Go over any unfamiliar vocabulary.
- B** • Have students match the columns.
- Check answers.

- Answers:** 1. d, 2. f, 3. e, 4. b, 5. g, 6. c, 7. a
- Elicit more sentences with these verbs. Ask (for example), *Where did you grow up? What is something that you put up with?*

## Grammar

- A** • Have students re-read the sentences they saw in the article and circle the answers.
- Check answers.

- Answers:** 1. Y, 2. N, 3. N

## Engage!

- Have students discuss the questions in pairs or small groups. Then compare answers with the class and, if desired, take a class poll with a show of hands.



▲ Subaru Takahashi, the youngest person to sail alone across the Pacific Ocean

### Phrasal verbs

Phrasal verbs are two- or three-word combinations that have a special meaning. **set + out** = leave on a trip

### Engage!

What do you think about Subaru's parents? Was he really old enough to set out alone?

## C GOAL 3 USE *TOO* AND *ENOUGH* TO TALK ABOUT ABILITIES

### Language Expansion: Phrasal verbs

#### A. Read the article.

Subaru Takahashi was only 14 years old when he **set out** on an amazing adventure. His goal was to sail from Tokyo to San Francisco—alone. Subaru **grew up** near the sea, and loved sailing. His parents thought he was old enough to sail alone, and they helped him buy a boat. He left on July 22. At first, the trip was easy. Then after three weeks, his engine died, so he didn't have any lights. He had to **watch out** for big ships at night, because his boat was too dark to see. Five days later, his radio stopped working. Subaru was really alone then, but he didn't **give up**. His progress was very slow, but he **kept on** sailing. He almost **ran out of** food, and he was not fast enough to catch fish. He **put up with** hot sun and strong wind. On September 13, Subaru sailed into San Francisco. He was the youngest person ever to sail alone across the Pacific Ocean.

#### B. Match each phrasal verb from the article with its meaning.

- |                |   |
|----------------|---|
| 1. set out     | a. accept something bad without being upset     |
| 2. give up     | b. grow from a child to an adult                |
| 3. watch out   | c. finish the amount of something that you have |
| 4. grow up     | d. leave on a trip                              |
| 5. keep on     | e. be very careful                              |
| 6. run out of  | f. stop trying                                  |
| 7. put up with | g. continue trying                              |

### Grammar: *Enough, not enough, too + adjective*

#### A. Read these sentences from the article and the questions that follow. Circle **Y** for yes and **N** for no.

1. *He was old enough to sail alone.*

Could he sail alone?

Y      N

2. *He was not fast enough to catch fish.*

Did he catch fish?

Y      N

3. *His boat was too dark to see.*

Could people see his boat?

Y      N

### Word Bank: Inseparable phrasal verbs

get on	call on
get off	find out
go over	pass away
run into	put off
come across	

### Grammar: *Enough, not enough, too + adjective*

Enough, not enough, and too are used with adverbs:

*This room is big enough/not big enough/too big.*

*He talks loudly enough/He doesn't talk loudly enough/He talks too loudly.*

Enough/not enough are also used with verbs and nouns.

*I ate enough.*

*We have enough time.*

This lesson presents their use with adjectives. *Enough* is placed after the adjective, while *too* is placed before the adjective.

### Enough, not enough, too + adjective

He was **old enough** to sail alone.

adjective + *enough* = You have the amount that you want.

He was **not fast enough** to catch fish.

*not* + adjective + *enough* = You don't have the amount that you want.

His boat was **too dark** to see.

*too* + adjective = It's more than the amount you want.

- B.** Complete the sentences. Use *enough*, *not enough*, or *too* and the adjective in parentheses.

1. This boat is \_\_\_\_\_ (big) for one person.
2. It's \_\_\_\_\_ (expensive) for me to buy because I don't have much money.
3. It's \_\_\_\_\_ (strong) to sail in a lake.
4. It's \_\_\_\_\_ (safe) to sail in the ocean!
5. It's \_\_\_\_\_ (large) for a whole family.
6. Sailing is \_\_\_\_\_ (hard) for me to learn.
7. I'm \_\_\_\_\_ (afraid) to cross the ocean alone because I can't swim.



### Conversation



Track 1-25

- A.** Close your book and listen to the conversation. What does Lisa need to do before she can climb the mountain?

- Lisa:** I want to climb Black Mountain next summer.  
**Mari:** Are you serious? Black Mountain is too hard to climb. Don't you need special equipment?  
**Lisa:** I already asked about it. I just need good boots.  
**Mari:** And you're not strong enough to climb a mountain!  
**Lisa:** You're right, I can't do it now. But I'll go hiking every weekend. Next summer, I'll be fit enough to climb the mountain.  
**Mari:** Well, I like hiking. I'll go with you sometime!



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



### Goal 3 Use *too* and *enough* to talk about abilities

Make new conversations about these things or amazing things you have done.  
take a 100-mile bicycle trip      swim across Green Lake

Lesson C 57

### Grammar Practice: Enough, not enough, too + adjective

Write these phrases on the board:

run 10 kilometers

play chess

play with toy cars

get married

buy a house

ride a bicycle

Ask students, *Can you run 10 kilometers?* Elicit answers with *enough*, *not enough*, *too* + adjective, such as *I'm too old to run 10 kilometers*/*I'm not strong enough to run 10 kilometers*/*I'm fit enough to run 10 kilometers*. Have them discuss the phrases with a partner. Call on students to say a sentence for the class. Then challenge student pairs to think of a new phrase to ask the class. Write their phrases on the board and have student pairs discuss them in a similar way.

Go over the information in the box about *enough/not enough/too* with adjectives.

- B** • Have students fill in the blanks with *enough/not enough/too* and the specified adjective.  
• Check answers.

**Answers:** 1. too big, 2. too expensive, 3. strong enough, 4. not safe enough, 5. not large enough, 6. too hard, 7. too afraid

### Conversation

- A** • Have students close their books. Write the question on the board: *What does Lisa need to do before she can climb the mountain?*  
• Play the recording. (CD1 T25)  
• Check answers.

**Answers:** get good boots, go hiking every weekend

- B** • Play or read the conversation again for the class to repeat.  
• Practice the conversation with the class in chorus.  
• Have students practice the conversation with a partner, then switch roles and practice it again.

### ✓ Goal 3

- Have students work with a partner to make a new conversation about one of the achievements listed or something they have done themselves.

## Describe a Personal Challenge

### Reading

- Introduce the topic of the reading. Ask students, Where is the Arctic? What do you know about it?

- A**
- Have students read the sentences and circle their guesses. Tell them they will find the answers in the article.
  - Point out the vocabulary that is defined in the picture dictionary illustration.
  - Have students read the article to check their guesses. Tell them to circle any words they don't understand.
  - Check answers.

**Answers:** 1. c, 2. c, 3. a

- Go over the article with the class, answering any questions from the students about vocabulary.

- B**
- Have students answer the questions, rereading the article as necessary.
  - Check answers.

**Answers:** 1. to walk to the North Pole in winter, 2. a polar bear grabbed it, 3. They walked and swam, 4. 15 miles (24 kilometers), 5. Mike became very ill, 6. March 23

### D GOAL 4 DESCRIBE A PERSONAL CHALLENGE



Arctic Circle

## Arctic Dreams and Nightmares



▲ Ousland and Horn at North Pole

### Reading

- A** **What do you know about the Arctic?**  
Circle the answers. Then read the article to check.
- In the winter in the Arctic, it's dark \_\_\_\_ hours every day.
    - 12
    - 20
    - 24
  - The North Pole is on \_\_\_\_.
    - land
    - water
    - ice
  - In the Arctic, you can see \_\_\_\_.
    - polar bears
    - penguins
    - polar bears and penguins

- B** **Answer the following questions.** If necessary, look back at the article.

- What was Boerge and Mike's idea?  
\_\_\_\_\_
- What happened to their food?  
\_\_\_\_\_
- How did Boerge and Mike travel?  
\_\_\_\_\_
- How far did they go every day?  
\_\_\_\_\_
- What happened when they were close to the Pole?  
\_\_\_\_\_
- When did they get to the Pole?  
\_\_\_\_\_

In the darkness of the Arctic night, a helicopter landed on the north coast of Russia. Boerge Ousland and Mike Horn were beginning one of the most amazing expeditions in history. It was January 22, and they planned to walk 600 miles (965 kilometers) to the North Pole—in winter.

There is no land at the North Pole, only ice that floats and moves. It's always a dangerous place, but winter is the worst. The sun doesn't come up for three months, and the temperature can be -40°F. But Boerge grew up in Norway, and he started skiing and climbing mountains as a boy. Mike Horn was a champion athlete from South Africa. They were ready for the challenge.

### For Your Information: The North Pole

The North Pole is the northernmost point of the earth. It lies in the middle of the Arctic Ocean, on sea ice above salt water that is 4,261 meters (13,980 feet) deep. Because the ice is constantly moving, it's impossible to build permanent scientific stations (as are used at the South Pole). Recently, scientists have predicted that global warming may melt all the ice at the North Pole as early as 2050. Surprisingly, it is not known for certain who first discovered the North Pole. The American explorer Frederick Cook claimed he

reached it on April 21, 1908, but his only companions were two Inuit men who had no knowledge of science or navigation. Another American, Robert Peary, said he reached the Pole on April 6, 1909, but his navigational calculations were widely disbelieved. Most surprising of all, the first person proved to have actually seen the North Pole did it from an airship in 1926. He was Roald Amundsen—who was the first explorer to reach the South Pole, in 1912!

The two explorers wanted to set out right away, but the ice was moving too fast. They were waiting in their tent when Boerge heard a strange noise. "Mike, is that you?" Boerge asked. Suddenly, the tent ripped open. It was a polar bear! While they were looking for their gun, the bear grabbed some of their food. They didn't sleep very well that night.

The next day, they packed up their equipment and started their journey. They walked on skis, and pulled sledges behind them. The sledges could float on water and slide on snow. When the explorers came to open water, they had to swim. They put on waterproof suits over their clothes and got into the icy water, five or six times a day. When they weren't in the water, they were ski-walking. It wasn't light enough to see, so they used headlamps.

Every day, they skied and swam north. And while they were sleeping, the ice carried them south. But they kept on for 10 hours every day, covering 15 miles (24 kilometers) each day. They were getting close to the Pole when Mike became very ill. Blood was coming from his nose and ears. They had a cell phone, but Mike didn't want to give up and call for help. He took medicine from their emergency kit, and he slowly got stronger. And every day, the sky got a little bit lighter.

On March 23, Boerge checked his GPS. The North Pole was 1000 yards (914 meters) away. "I've been there before," Boerge told Mike. "You've never been. You go first."

"No," Mike said. "We'll do it together." And together, the two explorers walked to the Pole, and took this amazing photo.



- C** Tell a partner about the expedition. What did they do? What problems did they have? In your opinion, what was the most amazing thing about the expedition?

## Writing

- A** Complete the paragraph with the simple past or past continuous form of the verb in parentheses.

Last year, I \_\_\_\_\_ (decide) to run in the "Race for Life." It's a five-kilometer race that earns money for the city hospital. When I \_\_\_\_\_ (train) for the race, I \_\_\_\_\_ (get up) early every day. The first day, I \_\_\_\_\_ (run) for only two minutes, but I \_\_\_\_\_ (go) a little further every day. On the day of the race, I \_\_\_\_\_ (feel) great! I \_\_\_\_\_ (be) close to the end of the race when I \_\_\_\_\_ (fall) and I \_\_\_\_\_ (injure) my leg. So I \_\_\_\_\_ (walk) for the last kilometer. When I \_\_\_\_\_ (come) to the finish line, all my friends \_\_\_\_\_ (wait) for me there. I \_\_\_\_\_ (feel) very proud of meeting this challenge.

- B** Write about your biggest challenge. Use another piece of paper. When did you face this challenge? What did you do? How did you feel after it?

### Goal 4 Describe a personal challenge

Tell a partner about your biggest personal challenge. Talk about the time, the place, what you did, and why it was difficult.

- C** Match students with a partner and have them close their books and work together to retell the story of the expedition. Have them talk about what amazed them the most.

- Compare answers with the class. What did students find most impressive about the two men's achievement?

## Writing

- A** Have students fill in the correct tense for each verb.

- Check answers.

**Answers:** decided, was training, got up, ran, went, felt, was, fell, walked, injured, walked, came, were waiting, felt

- B** Have students write about their biggest challenge, answering all of the questions in a paragraph.

- Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partner's paper.

- If desired, have students rewrite their papers to be collected for marking.

### Goal 4

- Have students talk to a partner about the challenge they wrote about.

- Finish with a whole-class discussion of students' biggest challenges and what they achieved.

## After Reading

**Web search:** Have students gather information about another polar journey by doing a Web search with the terms *Arctic* or *Antarctic* and *expedition*. Have them prepare a short oral report with information about the people, where they went, and their achievements.

**Project:** Have students work in groups to collect information about an aspect of the Arctic such as weather, animals, marine life, or the effects of climate change on the Arctic, and give a short oral presentation to the class.

## E Video Journal

### Megatransect Project

#### Before You Watch

- A • Point out the location of the Congo. Ask what, if anything, students know about that region—its climate, animals, people, plants, and so on.
- Have students read the video summary. Go over the meanings of the words in bold: conservation; protecting the environment; wildlife; wild animals; rainforest; a jungle in a warm country; disappear; not exist any more.
- B • Have students work individually to predict three actions they think they will see in the video (such as walk, swim, take notes, etc.).

#### While You Watch

- A • Tell students to watch the video the first time and number the places in the order that they see them. Play the video.
- Check answers.

**Answers:** (left to right) 5, 3, 1, 4, 2

- Ask students, *Which of your predictions did you see in the video?*

## E VIDEO JOURNAL MEGATRANSECT PROJECT



#### Before You Watch

- A. Read about the video. Check the meanings of the words in **bold**.

Dr. Michael Fay is a scientist with the Wildlife Conservation Society. He studies the **wildlife** of Africa, such as elephants and gorillas. He is beginning an expedition across the jungle of the Congo Basin. His goal is to count and record all of the animals in the **rainforest** before they **disappear**. He will face many challenges: crossing rivers, climbing mountains, and traveling through an area with no paths. Will he succeed?

- B. List three things that you think Dr. Fay will do in the video.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### While You Watch



- A. Watch the video, *Megatransect Project*. Number the places in the order that you see them.

ocean    waterfalls    rainforest    river    hills



60 Challenges

#### For Your Information: The Democratic Republic of the Congo

The Democratic Republic of the Congo is the third largest country in Africa by area. It has a population of around 63 million people, from more than 250 different ethnic groups. The country is named for the Congo River, which forms one of its borders. From 1971 to 1997, the country was called Zaire. Because it is located on the equator, it has a tropical climate and receives a large amount of rain—up to 80 inches (200 cm) per year. All this rainfall supports the second-largest rainforest in the world (only the Amazon rainforest is bigger) and creates the Congo River system (only the Amazon system is longer). The country is home to a tremendous variety of wildlife, including elephants, giraffes, chimpanzees, gorillas, cheetahs, leopards, lions, and rhinoceroses.



**B.** Watch the video again. Circle **T** for true or **F** for false.

1. The Congo Basin has half of all kinds of the plants and animals in Africa. T F
2. Fay wanted to collect animals for a zoo. T F
3. The expedition used boats to cross the waterfalls. T F
4. There are no other people in this part of Africa. T F
5. The expedition ended in a city. T F



**C.** Watch the video again. Write the numbers you hear.

1. how far they will walk: almost \_\_\_\_\_ kilometers
2. the size of the rainforest: over \_\_\_\_\_ square kilometers
3. how much of the world's rainforest is in the Congo Basin: one\_\_\_\_\_
4. how far they can see on the hill: \_\_\_\_\_ or \_\_\_\_\_ kilometers
5. how much time they walked: \_\_\_\_\_ months

## After You Watch



What do you think Dr. Fay's most difficult challenges were? Why?

## Communication

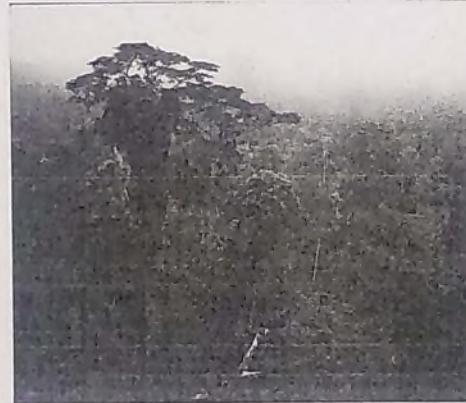


**A.** You are going on an expedition to the African rainforest. Make a list of the 10 most important things to take with you.



**B.** Get together with another pair of students. Put your lists from exercise **A** together and choose 10 items that your group will take.

**C.** Share your list with the class.



Video Journal 61

## Teacher Tip: Helping groups finish at the same time

A common situation in group work is that one group completes the task long before the others—or long after. Here are some approaches you can take with a group that finishes too quickly:

- Check to be sure they have understood the task and completed all parts correctly.
- Give them additional questions.
- Have the group prepare a written report of their ideas and answers.

With a group that finishes too slowly:

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

- Introduce the theme of the unit. Ask students, *What does transition mean?* (when something changes from one condition to another)
- Direct students' attention to the pictures. With the class, look at each picture in turn, and have students name things they see in each one (for example, *boxes, bride, groom*).
- Have students work with a partner to talk about what transitions in the pictures they have experienced.
- Compare answers with the class. If desired, ask for a show of hands from students who have done each thing.
- Talk about other kinds of transitions, compiling a list on the board. For example, *starting school, getting a driver's license, voting for the first time, getting married*.
- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs:
  - Which is the most important transition in a child's life? Why?*
  - Which is the most important transition in an adult's life? Why?*
- Go over the Unit Goals with the class.

**TRANSITIONS**

1. Have you done any of the things in the pictures? When?

- get married
- graduate
- have a child
- move

2. What are some other important transitions in life?

### UNIT GOALS

Use the simple past tense and past perfect tense to talk about milestones in your life  
Talk about the best age to do something in your life  
Use *how* questions to get more information  
Describe an important transition in your life

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#### Unit Goals

- Use the simple past tense and past perfect tense to talk about milestones in your life
- Talk about the best age to do something in your life
- Use *how* questions to get more information
- Describe an important transition in your life

Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
Simple past tense vs. present perfect tense <i>I lived alone in 2005.</i> <i>I've lived alone for five years now.</i> <i>How + adjective or adverb</i> <i>How tall is he?</i>	Stages of life Adjectives for age: <i>youthful, childish, mature</i>	General and focused listening A radio program: healthy tips from an Okinawan centenarian	Talking about something you did Discussing the best age for life transitions a sound	"Coming of Age the Apache Way" Writing a paragraph to describe a life transition

# UNIT 6

## Unit Theme Overview



- The great transitions in a person's life are the same around the world: birth, starting and completing your education, leaving your parents' home, finding a life partner, having a child, becoming a grandparent, stopping work. Every culture has its own way of marking these transitions with celebrations and ceremonies.
- An interesting difference between cultures is the age at which people make these transitions. For example, the age at which people get married varies widely, even within regions. In Bangladesh, the average woman gets married at 16; in Burma, the average woman marries for the first time at 26. Men in Sweden marry at the average age of 32.9 years (the highest in the world) while their neighbors in Poland marry at 26.2 years.
- There are differences in the age at which people are legally considered adults, too. In Nepal, young people become adults at 16; in Tajikistan at 17; in New Zealand at 18; in Japan at 20; in Egypt at 21. And in some countries, the issue is far more complex. In the United States, people can get married and get a driver's license at 16, join the military at 17 and vote at 18.
- In this unit, students will reflect on the different ages and stages of life and learn about the transitions that mark them. They will talk about the best ages for different things and practice describing transitions in their own lives and in other cultures.

# Use the Simple Past Tense and Past Perfect Tense to Talk about Milestones in Your Life

## Vocabulary

- A** • Talk about the pictures with the class. About how old is each person?  
 • Have students write the correct word for each photo.  
 • Check answers.

**Answers:** Infancy: a baby, Childhood: a child, Adolescence: a teenager, Adulthood: an adult; Old age: a senior citizen

- B** • Tell students to write their ideas about the ages for these transitions. Emphasize that different people will have different answers.

- C** • Match students with a partner and have them compare their answers and explain their reasons.  
 • Compare answers with the class. Ask about the changes that are important in the transitions.

## Grammar

- Review the present perfect tense and simple past tenses. Tell students (for example), *I have already done a lot of things today. I've already taught one class. I taught it at nine o'clock. And I've checked my email. I checked it at ten o'clock. What about you? What have you done so far today? What time did you do it?* Elicit pairs of sentences with the present perfect and simple past tenses.
- Go over the information in the chart.

## A GOAL 1 USE THE SIMPLE PAST TENSE AND PAST PERFECT TENSE TO

### Vocabulary

**A** Complete the photo captions with a phrase from the box.

an adult a baby a senior citizen a teenager a child



Infancy

He's \_\_\_\_\_.



Childhood

He's \_\_\_\_\_.



Adolescence

He's \_\_\_\_\_.



Adulthood

She's \_\_\_\_\_.



Old Age

He's \_\_\_\_\_.

**B** What do you think? At what age do people make these transitions?

1. from infancy to childhood \_\_\_\_\_
2. from childhood to adolescence \_\_\_\_\_
3. from adolescence to adulthood \_\_\_\_\_
4. from adulthood to old age \_\_\_\_\_

A baby can't walk or talk.  
A child ...

**C** Compare your answers in exercise B with a partner's answers. What changes take place in these transitions?

### Grammar: Simple past tense vs. present perfect tense

#### Present perfect tense

We use the present perfect tense:

\*to talk about things that happened in the past—the specific time is not important.

*I've already graduated from college.*

\*to talk about things that started in the past and continue now.

*I've lived alone for five years now.*

\*to talk about things that happened several times in the past—the specific time is not important.

*I've seen that movie three times.*

#### Simple past tense

We use the simple past tense:

\*to talk about things that happened at a specific time in the past.  
*I graduated in 2005.*

\*to talk about things that started and ended in the past.  
*I lived alone for five years. Now I live with my wife and child.*

64 Transitions

### Word Bank: Activities by age

Infancy: crawl, babble, cry  
 Childhood: play, go to school  
 Adolescence: graduate from school, date  
 Adulthood: get a job, get married, buy a house  
 Old age: retire, have grandchildren

### Grammar: Present perfect tense vs. simple past tense

The present perfect tense is used to connect the past with the present.

*I've already graduated from college (so now I have my degree).*

The simple past tense describes a completed action at a specific time.

*I graduated from college in 2004.*

**A.** Complete the sentences. Use the present perfect or simple past form of the verb in parentheses.

1. I \_\_\_\_\_ (live) in this apartment for five years. Before that, I \_\_\_\_\_ (live) with my parents.
2. The weather \_\_\_\_\_ (be) rainy yesterday. It \_\_\_\_\_ (be) rainy every day for a long time!
3. Hameed \_\_\_\_\_ (be, not) to North Africa, but he \_\_\_\_\_ (travel) in Jordan last year.
4. We \_\_\_\_\_ (start) this course two months ago. So far, we \_\_\_\_\_ (finish) five units.

**B.** Which of these things have you done? When did you do them for the first time? Write sentences with the present perfect tense or simple past tense.

1. fly  
I've flown. I flew for the first time in 2003. OR I haven't flown.
2. buy something very expensive  
\_\_\_\_\_
3. move out of your parents' house  
\_\_\_\_\_
4. find a gray hair on your head  
\_\_\_\_\_
5. get a drivers' license  
\_\_\_\_\_

 **C.** Compare your answers in exercise **B** with a partner's answers. At what stage of life do people usually do these things? At what age?

### Conversation

 **A.** Close your book and listen to the conversation. Where did Jason go?

Track 1-26

**Rick:** Have you ever traveled alone?

**Jason:** Yes, I have. It was fun!

**Rick:** Really? Where did you go?

**Jason:** I went to Los Angeles for a week last summer.

**Rick:** Did you stay in a hotel?

**Jason:** No, I visited my cousins. We had a great time.

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



### Goal 1 Use the simple past tense and past perfect tense to talk about milestones in your life

Work with a partner. Take turns asking and answering questions about important moments in your life: during your infancy, your childhood, your adolescence, and your adulthood.

Lesson A 65

### Grammar Practice: Present perfect tense vs. simple past tense

Ask, *How has your life changed in the last five years?* Have students write five sentences, such as:

I've changed jobs.

I've moved to a different apartment.

Then match students with a partner. Have them take turns reading a sentence to their partner.

The partner then gets more information about each sentence by asking and answering questions in the simple past tense with *when/where/why* and so on. With the class, discuss.

- A** • Have students complete each sentence with the correct form of the verb.
- Check answers.

**Answers:** 1. have lived, lived, 2. was, has been, 3. hasn't been, traveled, 4. started, have finished

- B** • Tell students to write true sentences about themselves. Remind them to use the present perfect tense to talk about things they have done at an undefined time in the past and the past tense to talk about exactly when they did them.

- C** • Match students with a partner and have them compare their answers to the previous exercise.
- Then compare answers with the class and discuss the stage of life and most usual age to do each of these things.

### Conversation

- A** • Have students close their books. Write the question on the board: *Where did Jason go?*
- Play the recording. (CD1, T26)
- Check answers.

**Answer:** to Los Angeles

- B** • Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner, then switch roles and practice it again.

### Goal 1

- Match students with a partner and model the activity for them. Ask a student, *What happened during your infancy? What do you remember?*
- Have students discuss each of the life stages they have experienced.

# Talk about the Best Age to Do Something in Your Life

## Listening

- A** • Match students with a partner and have them discuss the questions.
- Compare answers with the class.
- B** • Tell students they are going to hear a radio program about a woman in Japan. Have them read the questions.
- Play the recording (**CD1, T27**) one or more times.
- Check answers.

**Answers:** 1. a market, 2. She's 103.

- C** • Tell students to listen again and find the information.
- Play the recording (**CD1, T27**) one or more times.
- Check answers.

**Answers:** 1. have celebrated their 100th birthday, 2. healthy food, clean environment, close relationships, 3. work hard, drink rice wine before bed, get a good night's sleep

## Engage!

- Have students discuss the question in pairs. Compare answers with the class. Ask, *Do you think very old people have a happy life? Why, or why not?*

## Pronunciation

- A** • Explain that the symbol is called a *schwa* and give its pronunciation. Play the recording (**CD1, T28**) one or more times.
- B** • Tell students to listen and repeat. After each word, they should circle the syllable with the schwa sound. Play the recording (**CD1, T29**) one or more times.
- Check answers.

**Answers:** alone, license, person, banana, parents, paper, challenge, language, national, chicken

## B GOAL 2 TALK ABOUT THE BEST AGE TO DO SOMETHING IN YOUR LIFE



### Listening

- A**. Discuss these questions.

1. Who is the oldest person you know? How old is he or she?
2. What does this person usually do every day?



Track 1-27



Track 1-27

- B**. Listen to a radio program about Ushi Okushima, a woman from Okinawa, Japan. Answer the questions.

1. Where does Ushi work? \_\_\_\_\_
2. Why is Ushi unusual? \_\_\_\_\_



Track 1-27

- C**. Listen again and find the information needed below.

1. More than 700 people in Okinawa \_\_\_\_\_

2. Three reasons for this:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Ushi's advice:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

### Pronunciation: /ə/ sound for unstressed vowels

- A**. Listen to the words. Notice the vowel sound of the unstressed syllables in blue. /ə/ is the symbol for this sound.

adult      children      million



Track 1-28

- B**. Listen and repeat the words. Circle the unstressed syllables with the /ə/ sound.

alone      license      person      banana      parents  
paper      challenge      language      national      chicken

### Engage!

Would you like to live to be 100? Explain your reasons.

66 Transitions

### For Your Information: Centenarians

Around the world, the number of centenarians is growing rapidly. In the United States, there are now more than 50,000! Certain regions are noted for their large number of inhabitants over 100: Okinawa, Sardinia (Italy), and the Nicoya Peninsula (Costa Rica). Researchers have found that the lifestyles of elderly people in these places have a number of things in common: People have a strong sense of purpose, they drink water containing a lot of calcium and other minerals, they have strong social and family networks, they keep working, they eat a light dinner, and they have strong beliefs.

## Conversation

### Conversation

-  **A.** Close your book and listen to the conversation. How old is Katie?
- Track 1-30 **Andrea:** Did you hear the big news? Katie is getting married.  
**Kim:** Seriously? But she's 17! That's much too young to get married.  
**Andrea:** Oh, I don't know about that. She's known her boyfriend for a long time. And her family really likes him.  
**Kim:** That's true ... but I think she should wait a few years.  
**Andrea:** Really? Well, what do you think is the best age to get married?  
**Kim:** I think people should get married after they've finished college.

#### Real Language

You can say *Oh, I don't know about that* to disagree politely with someone.

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

-  **C.** Complete the chart with a partner. Use your own ideas. Then make new conversations about Kamal and Ali using the conversation in exercise **A** as an example.

**"Kamal is too old to change jobs."**

Age:

Reasons why it's OK:

**"Ali is too young to get his own apartment."**

Age:

Reasons why it's OK:

The best age for this is \_\_\_\_\_.

The best age for this is \_\_\_\_\_.

- D.** Read the opinions. How old do you think each person is?

1. "He's too old to play soccer." Age: \_\_\_\_\_
2. "He's too young to travel alone." Age: \_\_\_\_\_
3. "She's too old to work." Age: \_\_\_\_\_
4. "He's too young to drive a car." Age: \_\_\_\_\_
5. "She's too old to learn a new language." Age: \_\_\_\_\_
6. "He's too old to get married." Age: \_\_\_\_\_



### Goal 2 Talk about the best age to do something in your life

Compare your answers from exercise **D** with a partner's answers and explain your opinions. What is the best age for each of these things? Do you know someone who does these things at an unusual age?

## Conversation

- A** • Have students close their books. Write the question on the board: *How old is Katie?*  
• Play the recording. (CD 1, T30)  
• Check answers.

#### Answer: 17

- B** • Play or read the conversation.  
• Practice the conversation with the class in chorus.  
• Have students practice the conversation with a partner, then switch roles and practice it again.

- C** • Match students with a partner and have them read the statements and fill in ideas about the people. Then have them practice new conversations, following the model in exercise **A**.  
• Call on student pairs to present a conversation to the class.  
**D** • Have students work individually to fill in the ages using their own ideas.

### ✓ Goal 2

- Match students with a partner and have them compare and discuss their answers to the previous activity.
- Compare answers with the class. For each statement, call on several students to give their answers. Then discuss why someone would be too young/old for that activity and what the best age is for each one.

## Expansion Activity

Ask students to interview an elderly person in his or her native language and get his or her advice for living a long and healthy life. Have them present the advice to the class. Are there any similarities in what different people said?

## B Use How Questions to Get More Information

### Language Expansion

- A • Match students with a partner and have them read the adjectives and descriptions. Then have them talk about people who fit the descriptions—people they know personally or famous people.
- Ask students to tell the class about people who fit the different descriptions.
- B • Have students work with a partner to describe the people in the pictures.
- Compare answers with the class. Note that students may not be able to judge the people's ages accurately but should be able to apply the adjectives.

**Answers:** 1. *childish*, 2. *youthful*, 3. *in her twenties*, 4. *elderly*, 5. *middle-aged*, 6. *retired*

### Word Focus

- Point out the two collocations with age. Ask, *What is the age limit for starting school in our country? When do people come of age in this country?*

### Grammar

- Go over the adjectives/adverbs and questions in the chart.
- A • Have students write the questions on the lines.
- Check answers.

**Answers:** 2. *How old are you?* 3. *How fast can you type?* 4. *How tall are you?* 5. *How carefully do you write?* 6. *How hard was this exercise?*



## C GOAL 3 USE HOW QUESTIONS TO GET MORE INFORMATION

### Language Expansion: Adjectives for age

- A.** Do you know someone who fits any of these descriptions? Who is it?

<b>youthful</b>	older, but with the energy of a young person (good)
<b>childish</b>	older, but acting like a child (bad)
<b>elderly</b>	looking and acting old
<b>mature</b>	old enough to be responsible and make good decisions
<b>middle-aged</b>	not young or old (about 40–60)
<b>in his / her twenties</b>	between 20 and 29 (also in his <i>teens</i> , <i>thirties</i> , <i>forties</i> , etc.)
<b>retired</b>	stopped working (often after 65)

- B.** Talk about these people with a partner. How old are they? Describe them with adjectives from the box.



### Grammar: How + adjective or adverb

#### Questions with how + adjective or adverb

<b>Adjectives</b>	He's very <i>tall</i> .	<b>How tall is he?</b>	About six feet.
<b>Adverbs</b>	He drives <i>fast</i> .	<b>How fast does he drive?</b>	Eighty miles an hour!

\*Use *how* to ask questions about descriptions with adverbs and adjectives.

- A.** Unscramble the questions.

1. English how do speak well you How well do you speak English ?
2. you how are old   ?
3. can fast you how type   ?
4. you how tall are   ?
5. how do carefully write you   ?
6. how was hard exercise this   ?

68 Transitions

### Word Bank: Adjectives and adverbs for questions with *How*...

Adjectives: tall, old, heavy, interesting, boring, tired, angry, upset, expensive, difficult, big, small

Adverbs: well, badly, fast, slowly

### Grammar: Questions with how + adjective or adverb

These questions ask for clarification of the degree of the adverb or adjective. A common example that students have already learned is *How old are you?* Note that with adverbs, this type of question is used with adverbs of manner (*well*, *badly*, etc.) and time (*late*, *early*) but not with other types of adverbs.

**B.** Take turns with a partner asking the questions in exercise A.

**C.** Complete the conversations. Write questions using *how*.

1. **A:** I think Rita is too old to work full-time.  
**B:** Oh, I don't know about that. \_\_\_\_\_?
2. **A:** My brother failed his driver's license test six times because he drives so badly.  
**B:** Wow! \_\_\_\_\_?
3. **A:** I can't go to the game with you tonight, because my first class is very early tomorrow.  
**B:** That's too bad. \_\_\_\_\_?
4. **A:** I don't want to get my own apartment. It's much too expensive.  
**B:** Really? \_\_\_\_\_?
5. **A:** I haven't finished reading the assignment for tomorrow. I guess I read too slowly.  
**B:** That's a problem. \_\_\_\_\_?

## Conversation

**A.** Close your book and listen to the conversation. What did Erik get?

Track 1-31

**Mrs. Ryan:** My son Erik just got his first credit card.

**Mrs. Chen:** Do you think that's a good idea? He's just a college student!

**Mrs. Ryan:** That's true, but he has always been very careful with money.

**Mrs. Chen:** Really? How careful is he?

**Mrs. Ryan:** Well, in high school he had a part-time job. He saved enough money to buy a computer.

**Mrs. Chen:** Then maybe he is ready to get a credit card.

**B.** Practice the conversation in exercise A with a partner.  
Switch roles and practice again.

**C.** Look at these people and fill in ideas. Then make new conversations.



**Elizabeth**, in her 60s  
started on a trip around  
the world  
independent  
reasons: \_\_\_\_\_



**Hameed**, 19  
got his own apartment  
mature  
reasons: \_\_\_\_\_



### Goal 3 Use *how* questions to get more information

Take turns with a partner giving a description of yourself or how you do something.  
Ask questions with *how* to get as much information as possible.

Lesson C 69

## Grammar Practice: Questions with *how* + adverb

Write the sentence stems on the board. Have students complete each one with adverbs of manner.

Tom is a great language learner.

Risa has great dinner parties.

He works \_\_\_\_\_.

She cooks \_\_\_\_\_.

He listens \_\_\_\_\_.

She decorates her house \_\_\_\_\_.

He talks \_\_\_\_\_.

She talks to everyone \_\_\_\_\_.

Have students ask and answer questions about the statements with *how*. For example:

Tom works carefully.

How carefully does he work?

He asks his brother to check his homework before he hands it in.

- B** • Have students work in pairs to practice asking and answering the questions.

- C** • Have students write the follow-up questions.  
• Check answers.

**Answers:** 1. How old is she? 2. How badly does he drive? 3. How early is it? 4. How expensive is it? 5. How slowly do you read?

## Conversation

- A** • Have students close their books. Write the question on the board: *What did Erik get?*  
• Play the recording.

**Answer:** his first credit card

- B** • Play or read the conversation again for the class to repeat.  
• Practice the conversation with the class in chorus.  
• Have students practice the conversation with a partner, then switch roles and practice it again.

- C** • Match students with a partner and have them read the information and fill in ideas about the people. Then have them practice new conversations, following the model in exercise A.  
• Call on student pairs to present a conversation to the class.

### Goal 3

- Have each student prepare a statement about themselves with an adjective or adverb. Give examples: *My parents think I'm lazy. I can cook very well.*
- Then have students take turns telling the statement to their partners, who respond asking questions with *how* to get more information.

## Describe an Important Transition in Your Life

### Reading

- A** • Match students with a partner and have them answer the questions. Then compare answers with the class.
- Introduce the idea that different cultures have different ideas about the age at which a person becomes an adult. Tell students that many cultures have a special ceremony or celebration for this transition.
- B** • Point out the vocabulary that is defined in the picture dictionary illustration.
- Have students read the article and answer the questions. Tell them to circle any words they don't understand.
- Check answers.

**Answers:** 1. the southwestern region of the United States, 2. when a girl passes from childhood to womanhood, 3. four days (Friday, Saturday, Sunday, Monday), 4. 14, 5. her sponsors, 6. a dress made of soft leather with 200 tiny bells, 7. glad

- Go over the article with the class, answering any questions from the students about vocabulary.



### D GOAL 4 DESCRIBE AN IMPORTANT TRANSITION IN YOUR LIFE

Southwestern United States

## Coming of Age the Apache Way



### Reading

- A.** Discuss these questions with a partner.
1. At what age do people become adults?
  2. How do you know when someone is an adult?
- B.** Read the article and answer the questions.
1. Where is the home of the Apache people?
  2. What transition is the Apache Sunrise Ceremony about?
  3. How long does the Sunrise Ceremony last?
  4. How old was Nita when she had her Sunrise Ceremony?
  5. Who helped her in the Sunrise Ceremony?
  6. What did she wear?
  7. How did she feel after the Sunrise Ceremony?

70 Transitions

The Apache Indians live in the southwestern region of the United States, and many of them still keep their traditional customs. A young Apache woman named Nita Quintero described one important custom:

The Sunrise Ceremony lasts for four days. It's the biggest ceremony of the Apache people—when a girl passes from childhood to womanhood. When my time came at 14, I didn't want to do it, because I felt shy. But my parents wanted it. My mother explained, "Then you will live strong to an old age." Older relatives and a **medicine man** helped us choose my sponsors, an older couple not related to us.

### For Your Information: The Apache

The Apache tribes of Native Americans once lived across a large area of the southwestern United States. Now, their tribal lands are located in small sections of the states of Arizona and New Mexico. There are an estimated 30,000 Apache, though the much-larger Navajo tribe is closely related to them and they speak a similar language.

In the past, the Apache were renowned warriors and hunters. Men and women wore clothing made of animal skins. Their traditional houses were of three types, depending on the

environment: on the plains, they lived in tents of skins over a wooden frame; in the mountains, they built houses from wood held together with plant fibers; in the desert, they built earthen structures that were very cool inside. They lived together in extended families made up of the parents, their unmarried children, and their married daughters with the daughters' husbands and children. Their families were connected through their female members.

The ceremony started on Friday evening. One of my sponsors dressed me and put an **eagle feather** on my head and a shell **pendant** on my forehead. The dress is very special. It is made of soft leather, with 200 tiny bells. My mother and my aunt made it for me. For the rest of my life, I will wear this dress for special days. The most important thing that my sponsor did in the ceremony was to **massage** my whole body, to give me all her knowledge. Then I walked around the fire for many hours.

On Saturday, the medicine man sang to me in our Apache language. Even though it's my first language, I didn't understand all his words. After that, I ran for a long time so that bad people will never catch me. It started raining and my dress got very heavy, but I didn't feel tired.

The next day, one of my sponsors painted my dress and my skin with paint made from corn and four colors of **ground-up stones**. After the painting, my father poured corn and small candies over me, so that I will never be hungry in my life. Then he passed out many kinds of food to all the people to wish that they will always have lots of food. On Monday, the last day, there were more blessings and visiting with our family and friends. We gave everyone presents.

I'm really glad I had a Sunrise Ceremony. It makes me understand how much my parents care about me and want me to grow up right. Now my childhood is finished, and people know that I am a woman. If I have a daughter some day, I want her to have a Sunrise Ceremony, too.



▲ Nita Quintero dances for hours during the Sunrise Ceremony

### C. Number the parts of the Sunrise Ceremony.

- The family chooses two sponsors.
- Her mother and aunt make a dress for the girl.
- The girl runs.
- The girl visits with her family and friends.
- Her sponsor puts the dress on the girl.
- Her sponsor massages the girl.
- Her family gives people food.
- Her sponsor paints the girl.

### Writing

Write a paragraph about a life transition. Be sure to include all of the following.

- your age
- what happened
- how you felt before
- how you felt after
- why this transition was important in your life

### Goal 4

Describe an important transition in your life

Talk to a partner about the important transition in your life that you wrote about above.

- Have students read the article again and number the parts of the Sunrise Ceremony in order.
- Check answers.

**Answers:** 1, 2, 5, 8, 3, 4, 7, 6

- With the class, talk about what happens in each student's country and culture when a young person becomes an adult. What changes in his or her life? How do people feel about the change? How do they celebrate?

### Writing

- Tell students to write about a transition they have experienced in their lives. Encourage them to make notes about the things in the list before they begin writing.
- Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partner's paper.
- If desired, have students rewrite their papers, to be collected for marking.

### Goal 4

- Ask students to tell a partner about the transition they described in the writing section without using their papers. Encourage partners to ask follow-up questions.

## After Reading

**Web search:** Have students research online the life of another modern-day Native American tribe by using the search terms [tribe name] + reservation. Ask them to tell a group about three interesting things they learned. Some possible tribes to research are the Navajo, Hopi, Lakota, and Iroquois.

**Project:** Have students work in groups to invent a new holiday or ceremony to celebrate becoming an adult in their country. Tell them to choose a name for the event, decide what age it should celebrate, and think of three things that people will do to celebrate. Have each group present its ideas to the class.

## E Video Journal

### Nubian Wedding

#### Before You Watch

- A** • Ask students, *How many weddings have you attended?* Go over common vocabulary for weddings (bride, groom, rings, etc.).
- Have students work with a partner to compare the weddings they have attended. If your students are young and some have never attended a wedding, this activity can be done in groups, with at least one person in each group who can describe a wedding.

- B** • Point out the location of Nubia on the map and ask students what, if anything, they know about that area.
- Have students mark their guesses about the wedding.

#### While You Watch

- A** • Tell students to watch the video the first time and circle the things they see. Play the video.
- Check answers.

**Possible Answers:** white dress, wedding rings, dancing

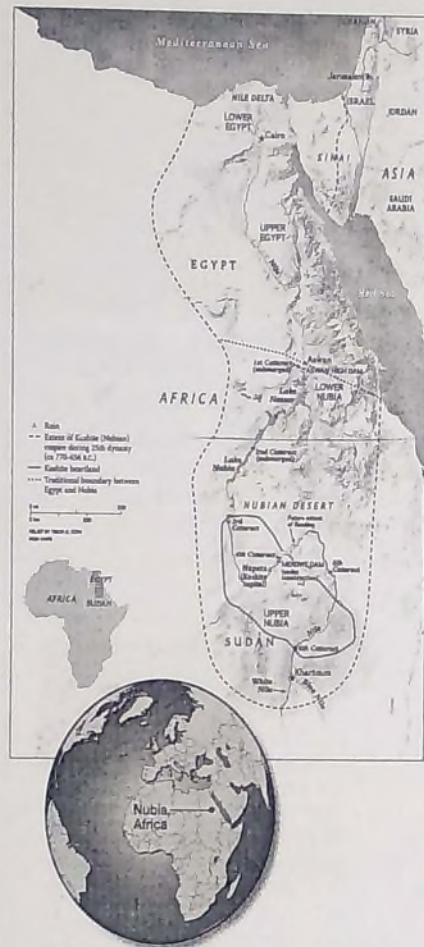
- Ask, *Were your guesses before the video correct?*

**B** • Tell students to watch the video again. Have the students read the statements. Play the video.

  - Check answers.

**Answers:** 3, 1, 5, 2, 4

## E VIDEO JOURNAL NUBIAN WEDDING



72 Transitions

#### Before You Watch

- A** Talk with a partner about weddings that each of you has seen. Tell each other about these things:

**the bride    the groom    the ceremony    the celebrating**

How were the two weddings similar or different?

- B** You are going to watch a video about a wedding in a Nubian village. Circle the word in each pair that you think will describe the wedding.

**short/long**

**modern/traditional**

**cheap/expensive**

**happy/sad**

#### While You Watch

- A** Watch the video, *Nubian Wedding*. Circle the things you see.

**white dress**

**wedding rings**

**wedding cake**

**wedding photos**

- B** Watch the video again. Number the parts of the wedding in order.

\_\_\_\_ Everyone eats a special dinner.

\_\_\_\_ The bride and groom sign special legal papers.

1 \_\_\_\_ The groom puts a ring on the bride's finger.

\_\_\_\_ The bride's skin is painted.

\_\_\_\_ The groom leaves his parents' house.

#### For Your Information: Nubia

Nubia is the region along the Nile River in the modern nations of Egypt and Sudan. In the past, it was an independent kingdom. Today, Arab culture predominates in the towns and cities in the area, but Nubians still have their own language and other traditions. Many Nubians in Egypt were forced to leave their homes after the Aswan Dam in Egypt flooded their land, but they have worked hard to retain their culture and traditions.



### C. Watch the video again. Answer the questions.

1. When did Sheriff meet Abar? \_\_\_\_\_
2. How many days does the wedding last? \_\_\_\_\_
3. When does the celebration start each day? \_\_\_\_\_
4. When did life change for the Nubians? \_\_\_\_\_
5. What do people eat at the wedding? \_\_\_\_\_
6. Who kisses the groom? \_\_\_\_\_

### After You Watch

What surprised you the most about the Nubian wedding? How is it different from weddings in your country?

### Communication

Choose one of these life transitions and talk about gifts for a person who is celebrating it. With your group, make a gift guide with pictures and descriptions of five gift ideas for the person. Share your work with another group.

**getting your first job**

**having your first child**

**getting your first apartment**

**getting your driver's license**

**your own idea:** \_\_\_\_\_



Video Journal 73

### Teacher Tip: Roles in group work

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

Leader—asks questions and keeps the discussion on topic

Secretary—takes notes on the group's ideas

Reporter—tells the group's answers to the class

Recorder—records the number of times each group member speaks, and tells each member how often they spoke when the activity ends

Be sure to rotate these roles often.

- C** • Tell students to watch the video a third time and find the information. Play the video.  
• Check answers.

**Answers:** 1. two years ago, 2. seven, 3. early in the morning, 4. in the 1960s, 5. meat and rice, 6. his mother

### After You Watch

- Match students with a partner and have them discuss the questions.
- Compare answers with the class. Ask which wedding is more expensive/interesting/enjoyable—a Nubian wedding or one in their country?

### Communication

- Divide the class into groups of three to four students. Tell each group to choose a life transition (or if desired, assign a different one for each group).
- Tell groups to create a gift guide on a sheet of paper with ideas for gifts that will be useful for a person who is having one of these life transitions.
- When all groups are finished, have them explain their ideas to another group.
- If desired, hang the gift guides on the classroom walls for other students to read and enjoy.

- Introduce the theme of the unit.
- Direct students' attention to the pictures. With the class, look at each picture in turn and have students name things they see in each one (watch, jewelry, designer clothes, car).
- Have students rank the things in the pictures from the one they want the most to the one they want the least.
- Have students compare their answers with a partner.
- Compare answers with the class. For each of the four things, ask students who chose it as number one to raise their hands.
- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs:
  1. Why do people want luxury items?
  2. What other luxury items can you think of?
- Go over the Unit Goals with the class.



# LUXURIES

1. Rank the luxury items from the pictures from the most desirable to the least:

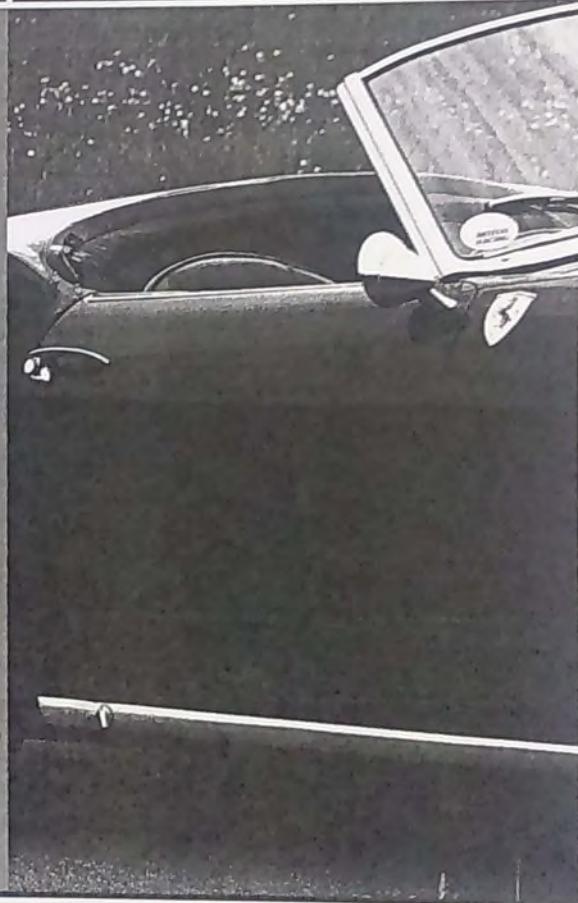
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Compare your list with a partner's list.

## UNIT GOALS

- Explain how we get luxury items  
 Talk about needs and wants  
 Discuss what makes people's lives better  
 Evaluate the way advertising creates desire for products

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### Unit Goals

- Explain how we get luxury items
- Talk about needs and wants
- Discuss what makes people's lives better
- Evaluate the way advertising creates desire for products

Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
Passive voice (present tense) <i>Jewelry is given as a gift.</i> Passive voice with by <i>This blouse was made by well-paid workers.</i>	Luxury items Import/export items Past participles of irregular verbs	Focused listening Discussions: the world flower market	Discussing luxuries and necessities Talking about improving your life Sentence stress: content vs. function words	"Perfume: The Essence of Illusion" Writing a magazine ad

# UNIT 7



## Unit Theme Overview

- A dictionary defines a luxury item as *something expensive which is not necessary but gives you great pleasure*. In this unit, students will consider all three parts of this definition. Why are luxuries expensive? They will learn how several luxury items are produced and how the difficulty of the process (such as the raising of exotic flowers) leads to a high price. What is really necessary, and what is a luxury? Students will investigate these questions in their own lives.
- Why do luxuries give us pleasure? The answers to this question are based in emotion and culture. It's interesting to note an item that is a treasured luxury in one culture may be totally unappreciated in another. For example, in the Arabian Peninsula, fine incense is highly valued, and people will pay thousands of dollars for the rarest varieties. A few hundred miles away, in the Indian subcontinent, incense is a cheap and common product used even by the poorest of people in their daily lives.
- Closer to home, we all know that the same pair of sunglasses or blue jeans will have a much higher price if stamped with the name of a famous designer. Nearly all students will have strong opinions, one way or the other, about this type of luxury item. Brand names and the aura surrounding them are part of the mythology of our age.

# Explain How We Get Luxury Items

## Vocabulary

- Direct students' attention to the illustration. Have students fill in the names of the items in the illustration next to their definitions.
- Check answers.

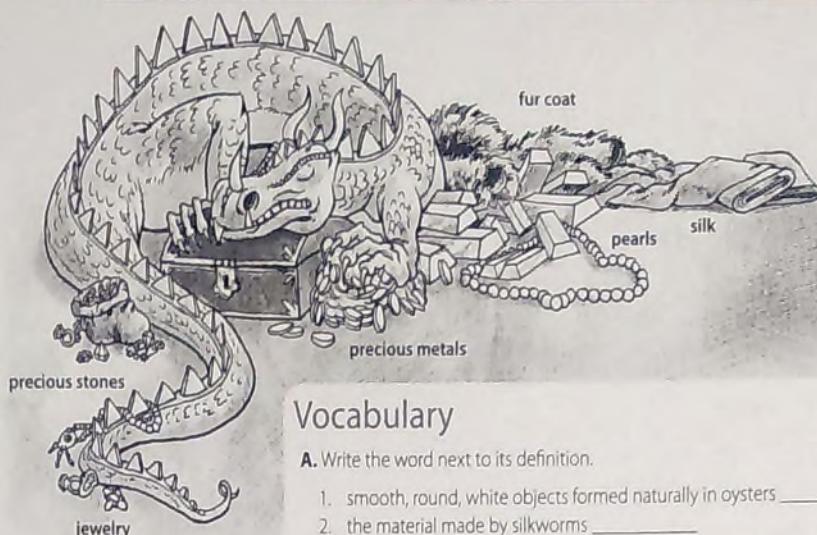
**Answers:** 1. pearls, 2. silk, 3. precious metals, 4. fur coat, 5. precious stones, 6. jewelry

- Introduce the idea of imports and exports. Have students work with a partner to list products their country imports or exports. Prompt them if necessary: *Do factories in our country make all of our cars? Which other countries make cars for us? Do we eat all of the (rice/lamb/wheat) in our country? What happens to the part that we don't use here?*
- Call on student pairs to read their lists to the class. Compile two lists on the board.

## Grammar

- Point out the lists on the board. Ask (for example), *Where do we get cars? Cars are imported from (Japan). Where do we get computers? Computers are imported from (China).* Elicit more answers from the class.
- Present the information in the chart about the passive voice. Explain further that the passive voice is not a verb tense—it is used together with different verb tenses. Tell them, *You can say cars are imported from Germany. You can say cars were imported from Germany last year.* Tell them that in this unit they will practice using the passive voice with the present tense. Elicit more examples of things that are given/imported/worn.

## A GOAL 1 EXPLAIN HOW WE GET LUXURY ITEMS



## Vocabulary

- A. Write the word next to its definition.

- smooth, round, white objects formed naturally in oysters \_\_\_\_\_
- the material made by silkworms \_\_\_\_\_
- extremely valuable, costly metals such as gold \_\_\_\_\_
- a coat made from the hairy skin of an animal \_\_\_\_\_
- extremely valuable, costly stones such as diamonds \_\_\_\_\_
- decorative items that people wear like rings, bracelets, and necklaces \_\_\_\_\_



- B. Think of three things your country imports and three things your country exports. Share your lists with the class.

My country <b>imports</b> (buys from other countries)	My country <b>exports</b> (sells to other countries)
1.	1.
2.	2.
3.	3.

## Grammar: Passive voice (present tense)

### Active voice

Subject + transitive verb + direct object

Some people give jewelry as a gift.  
My country imports cars from Italy.  
Teens often wear designer jeans to school.

### Passive voice

Direct object + be + past participle of transitive verb

Jewelry **is given** as a gift (by some people).  
Cars **are imported** from Italy (by my country).  
Designer jeans **are often worn** to school (by teens).

\*Transitive verbs have direct objects.

\*We use the passive voice with transitive verbs when the focus is on the object.

\*The object goes before the verb in the passive voice.

\*The passive voice is formed with the verb be plus the past participle of the main verb.

\*Sometimes we use a by phrase with the passive voice.

## Word Bank: Luxuries

precious metals: gold, silver, platinum  
precious stones: diamond, emerald, ruby, sapphire  
jewelry: necklace, ring, bracelet, earrings, pin, cufflinks, tie pin

## Grammar: The passive voice

The passive voice is not a tense, but a sentence construction that emphasizes the receiver of an action. As such, the **passive voice** can be used in any tense. The subject of a passive-voice sentence is the object that is receiving an action. The passive voice is used especially for sentences in which the agent of an action is not important or is unknown.

**A.** Complete the sentences in the paragraph with the passive form of the verbs in parentheses.

Luxury items are expensive for a reason. Expensive watches, for example, \_\_\_\_\_ (make) from precious metals such as silver or platinum. Beautiful jewelry \_\_\_\_\_ (produce) by people, not by machines. Precious stones such as diamonds and opals \_\_\_\_\_ (separate) from tons of rock, and that requires expensive machinery. Imported luxury items \_\_\_\_\_ (bring) in from distant countries, so the cost of transportation adds to their expense. Finally, a luxury item such as perfume \_\_\_\_\_ (make) from special ingredients that can only be found in few places in the world.

**B.** Match the luxury items to the actions.

- |                       |                                    |
|-----------------------|------------------------------------|
| 1. Pearls _____       | a. are mined in several countries. |
| 2. Animal skins _____ | b. is worn on special occasions.   |
| 3. Diamonds _____     | c. are found inside oysters.       |
| 4. Perfume _____      | d. are used to make fur coats.     |

**C.** Take turns. Tell a partner about a luxury item you have or want to have. Where do you get it? How do you get it? How is it made?



#### Word Focus

**mined** = removed from the earth's surface

- A** • Have students work individually to fill in the passive form of each verb.

- Check answers.

**Answers:** are made, is produced, are separated, are brought, is made

- B** • Have students form passive sentences by matching the columns. Point out the information about the word *mined*, and ask for examples of things that are mined (*gold, diamonds, coal*).

- Check answers.

**Answers:** 1. c, 2. d, 3. a, 4. b

- C** • Match students with a partner and have them take turns telling about a luxury item. Walk around the class helping with vocabulary as needed.

## Conversation



Track 2-2

**A.** Close your book and listen to the conversation. Who made Ellen's blouse?

**Sandra:** That's a beautiful blouse! Is it silk?

**Ellen:** No, it's cotton, but it is soft like silk.

**Sandra:** I heard that the best cotton is grown in Egypt.

**Ellen:** Really? A lot of cotton is grown in India, too, but I don't know which kind is better.

**Sandra:** Where was your blouse made?

**Ellen:** In Sri Lanka. It was made by women in a co-op. They work together to make clothes. Then sell directly to the stores and keep the profit.

**Sandra:** That's great!



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



### Goal 1

#### Explain how we get luxury items

Tell a partner about everything you're wearing today. Do you know who made your clothes and where they were made? Are you wearing anything imported? What are your clothes, jewelry, watch, perfume, or other things you're wearing made from?

Lesson A 77

## Grammar Practice: Passive voice

Match students with a partner and have them write as many sentences as they can in five minutes about things that are done at their school and the person who does them:

*Math is taught by Mr. Hassan.*

*Computers are fixed by Mr. Ibrahim.*

Call on students to read a sentence to the class, omitting the agent.

Call on another student to repeat the sentence, adding the agent.

### Goal 1

- Match students with a partner. Have students take turns talking about what they are wearing, where it was made, and what it was made from (for example, cotton, plastic, or metal).
- With the class, talk about clothes the students are wearing that are imported and items made in their country. Were there any surprising items?

## Talk about Needs and Wants

- Have students look at the pictures. Ask them, *Has anyone ever given you flowers for a present? What was the occasion? When do people give flowers?*

- A** • Have students match the descriptions with the pictures. Check answers.

**Answers:** b, c, a, d

- B** • Tell students they are going to hear a radio program about cut flowers in three countries. Have them read the descriptions.
- Play the recording (**CD2, T3**) one or more times.
  - Check answers.

**Answers:** 1. b, 2. a, 3. c

- C** • Tell students to listen again to the three speakers and write the reasons why flowers are important to each person. Tell them to give a short answer in their own words.
- Play the recording (**CD2, T3**) one or more times.
  - Check answers.

**Answers:** 1. She celebrates the seasons with flowers in her house. 2. He works in a greenhouse. 3. He developed a rose.

- Ask, *Do you ever buy flowers? Why, or why not? Do you like to have flowers in your house?*

## Pronunciation

- Introduce the idea of content words (meaning words) and function words (grammar words). If necessary, review the names of the parts of speech, and elicit more examples for each.
- Explain that content words have great stress (sound stronger) in a sentence.



## Listening

- A.** Match the activities with the pictures.
- a. shopping for cut flowers at a street market
  - b. growing flowers in a greenhouse
  - c. packing colorful daisies in boxes
  - d. carrying roses at a wedding

- B.** Listen to three people talk about the cut-flower industry. Why is each country important to the flower industry?
- Track 2-3
1. Japan \_\_\_\_\_ a. has a good climate for growing flowers.
  2. Ecuador \_\_\_\_\_ b. imports many flowers.
  3. The Netherlands \_\_\_\_\_ c. develops new kinds of flowers.

- C.** Listen again. Why is the flower industry important to each person?
- Track 2-3
1. Shinobu: \_\_\_\_\_
  2. Rafael: \_\_\_\_\_
  3. Peter: \_\_\_\_\_

## Pronunciation: Sentence stress—content words vs. function words

In sentences, content words have specific meaning and receive greater stress. Other words have a grammatical function and receive less stress.

### Content Words

nouns	main verbs	question words	adjectives	adverbs
money	speak	why, where, how	wonderful	easily

### Function Words

pronouns	auxiliary verbs	the verb be
it, she, him	have, is, will, could	is, are, was
articles	prepositions	conjunctions
the, a/n	in, to, of, at	and, or, but, so

### For Your Information: The cut-flower industry

Many cut flowers that are sold for holidays come from great distances. For example, in England, one-fourth of the flowers sold on Mother's Day are grown in Kenya, and many of the others come from Tanzania, Ethiopia, or Uganda. In North America, a large percentage of cut flowers are grown in Colombia. Many people are concerned about the growth of this industry, because workers are exposed to large quantities of toxic chemicals every day. They also object to producing luxury flowers on farmland that could grow food for hungry people.



**A.** Listen to the stress in the following sentences. Then listen again and repeat.

Track 2-4

1. The children listened to a story about pirates.
2. Her doctor lives in an enormous house.
3. Roses and carnations are popular kinds of flowers.
4. Gold can be mixed with copper to give it a red color.
5. My family needs the money I make.
6. Have you always wanted to move to a bigger city?

**B.** Underline the content words. Then practice saying the sentences with a partner.

1. Flowers are an important part of life.
2. Delicious grapes can be grown in California.
3. I like diamonds and rubies, but they're very expensive.
4. My future could be very bright.
5. Celia wants to buy a new car.
6. Do you think she should get a small car?

## Communication

**A.** Write each item in the appropriate column. Use your own opinion.

a computer	a car	furniture	shoes
clean water	fresh fruit	books	flowers
money	a telephone	public parks	the Internet

Luxuries

Necessities

**B.** Compare your chart from exercise **A** with a partner's chart. Talk about why you think people need (or don't need) the items.

**Goal 2** **Talk about needs and wants**

What is something you absolutely need? What luxury item do you want very much? Discuss these questions with a partner.

- A** • Tell students to listen to the recorded sentences, paying attention to the stress. Play the recording. (CD2, T4)
    - Then tell the class to listen to the same sentences again and repeat them. Play the recording.
  - B** • Have students work individually to underline the content words in each sentence.
    - Check answers.
- Answers:** 1. Flowers are an important part of life. 2. Delicious grapes can be grown in California. 3. I like diamonds and rubies, but they're very expensive. 4. My future could be very bright. 5. Celia wants to buy a new car. 6. Do you think she should get a small car?
- Have students practice reading the sentences to a partner. Walk around checking for correct stress.



## Communication

- A** • Have students work individually to list the words in the boxes. Emphasize that this activity involves opinions—there are no correct answers!
- B** • Match students with a partner and have them compare and discuss their answers.
  - Compare answers with the class. For each item, have students indicate with a show of hands who listed it as a luxury and who listed it as a necessity.

## ✓ Goal 2

- Match students with a partner and have them discuss one of their needs and one of their wants, giving reasons for each.
- Call on students to tell the class about one of the items they chose.

## Expansion Activity: Little luxuries

Discuss the idea of "little luxuries"—things that don't cost a lot of money but that you enjoy very much. Give examples: *a cup of gourmet coffee, a bar of fancy bath soap*. Have students work in groups to compile a list of their own little luxuries. Then call on groups to present their lists to the class. Discuss interesting items from the lists, and ask whether anyone feels they are necessities, not luxuries.

# Discuss What Makes People's Lives Better

## Language Expansion

- Remind students that irregular verbs don't follow a pattern—they must be memorized one by one. Point out that irregular verbs have irregular past participles (used in forming the passive voice).
- Present the past participles in the box.
- Tell students to complete the sentences with past participles. If necessary, explain that *seafood* means animals from the ocean that we eat, and *caviar* is an expensive type of fish eggs.
- Check answers.

**Answers:** 1. spun, 2. dug, 3. flown, 4. spread, 5. stolen, 6. meant

## Grammar

- Go over the information about the use of the passive with *by*. Explain that we put the *by* phrase in the sentence only if the information is important.

- A**
- Tell students to read the sentences and cross out the *by* phrases that aren't needed.
  - Check answers.

**Answers:** 4. by someone 6. by workers



## C GOAL 3 DISCUSS WHAT MAKES PEOPLE'S LIVES BETTER

### Language Expansion: Past participles of irregular verbs

steal — stolen  
dig — dug

fly — flown  
spread — spread

spin — spun  
mean — meant

Fill in the blanks with the words in the box. Use your dictionary to help you.

- Silk threads are \_\_\_\_\_ from silkworm cocoons.
- Precious stones are \_\_\_\_\_ from the ground.
- Fresh seafood can be \_\_\_\_\_ anywhere in the world in special coolers.
- Salty caviar is \_\_\_\_\_ on a cracker and eaten.
- Valuable paintings are sometimes \_\_\_\_\_ from art museums.
- White roses are \_\_\_\_\_ as a symbol of purity.

### Grammar: Passive voice with *by*

#### Passive voice with *by*

\*The passive voice is usually used without a *by* phrase.

*Cut flowers are sold early in the morning.*

*This watch was made in the 1920s.*

\*A *by* phrase is used when we want to say who or what does something (the agent).

*My rose could be planted by thousands of farmers.*

*This blouse was made by well-paid workers.*

**A.** Read the sentences and cross out the unimportant *by* phrases.

- The Mercedes-Benz is made in Germany ~~by people~~.
- This necklace was given to me ~~by my grandmother~~.
- King Tut's tomb was discovered ~~by Howard Carter~~.
- My car was stolen on April 19 ~~by someone~~.
- The company was founded ~~by the owner's grandfather~~.
- Even during the winter, daisies can be grown in greenhouses ~~by workers~~.

### Word Bank: Irregular past participles

begin/begun	make/made
catch/caught	pay/paid
do/done	see/seen
drive/driven	send/sent
find/found	sing/sung
grow/grown	take/taken

### Grammar: Passive voice with *by*

The *by* phrase (agent) is included in a passive sentence when the agent is important or surprising information.

*Hamlet was written by William Shakespeare.*

*That painting was made by a monkey.*

The *by* phrase is omitted where it is not important or when the speaker is trying to avoid naming the person.

*Cars are made in Japan by workers.*

B. Complete these sentences with a *by* phrase. Use your own ideas.

1. My favorite book was written by \_\_\_\_\_.
2. The clothes I'm wearing were made by \_\_\_\_\_.
3. My English class is taught by \_\_\_\_\_.
4. \_\_\_\_\_ was painted by \_\_\_\_\_.
5. \_\_\_\_\_ from my country is/are imported by \_\_\_\_\_.

#### Word Focus

**Necessities** are things we need such as food and shelter. **Luxuries** are things we don't really need, but they can be nice to have.

## Conversation



A. Close your book and listen to the conversation. According to Gary, why is education valuable?

**Lance:** Gary, do you think people's lives are improved by money?

**Gary:** It depends. Some people don't have enough money to buy necessities. Their lives are definitely improved by having more money.

**Lance:** What about other people?

**Gary:** Well, when you have enough money for the basics, I think your life can be improved by education.

**Lance:** Interesting! Is your education improving your life?

**Gary:** Sure. I enjoy learning about new things, and I hope to get a good job someday because of my education.

**Lance:** I see what you mean. For me, though, my life would be improved by having a nice car.

**Gary:** OK, but nice cars cost money. Maybe you should think about getting a job first.



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



### Goal 3 Discuss what makes people's lives better

Make new conversations. What do you think improves people's lives?

#### Real Language

We say *It depends* when we want to give an opinion that is not always true. We always mention the condition that makes it true.

- B • Have students add *by* phrases to the sentences.
- Have students read their sentences to a partner. Then compare answers with the class.

## Conversation

- A • Have students close their books. Write the question on the board: *According to Gary, why is education valuable?*
- Play the recording. (CD2, T3)
- Check answers.

**Answer:** your life can be improved by education

- B • Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner, then switch roles and practice it again.

### ✓ Goal 3

- Match students with a partner and have them talk about other things that make life better, giving their reasons. If necessary, give examples: *having good friends/important work/helping other people*, and so on.
- Compare ideas with the class. Ask, *What did you talk about? How does it improve people's lives?*

## Grammar Practice: Passive quiz

Have students work with a partner. Tell them to think about different occupations and what people do, and then make questions and answers about them in this pattern:

*Who makes bread? (Bread is made by a baker.)*

They should write eight questions and answers, asking you for help as needed. When students are finished, combine them to form groups of four. Have the pairs take turns quizzing each other, giving one point for each correct answer. Call on pairs to ask the class their most difficult/interesting questions. Then find out which pair answered the most questions correctly.

## Evaluate the Way Advertising Creates Desire for Products

- Introduce the topic of the reading. Ask students, *What is perfume/cologne made from? What is the difference between perfume and cologne?* (Perfume is worn by women, cologne by men.)

### Reading

- A** • Have students answer the questions with a partner. If your students are young, ask if they have ever bought perfume/cologne as a gift for someone.
- Point out the vocabulary that is defined in the Word Focus box.
- Have students read the article. Tell them to circle any words they don't understand.
- When students have finished reading, answer any questions about vocabulary.

### D GOAL 4 EVALUATE THE WAY ADVERTISING CREATES DESIRE FOR



▲ This man is standing outside the Sephora perfume superstore in Paris.

### Reading

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

- Have you ever bought perfume or cologne? What brand did you buy?
- Why do people wear perfume or cologne?
- What do ads for perfume or cologne usually show?

#### Word Focus

**synthetic** = artificial, man-made

**renowned** = famous

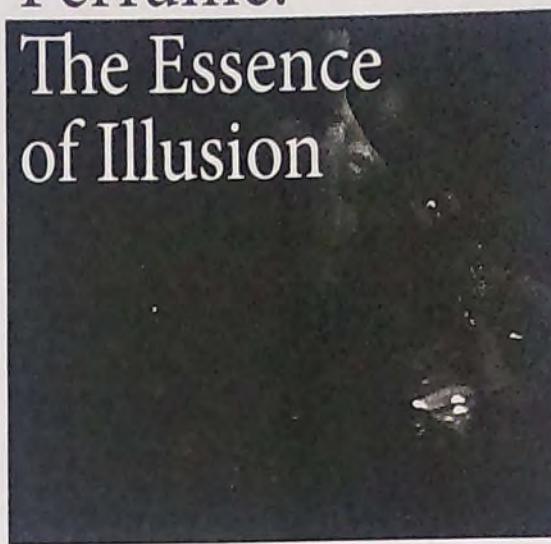
**wilt** = If a flower wilts, it gradually turns soft and brown because it needs water or is dying.

**musk** = a substance with a strong smell that is used in making perfume

**gamble** = risk

Grasse, France

## Perfume: The Essence of Illusion



▲ "For me perfume is an indulgence," says Angie Battaglia, an Austin, Texas, businesswoman who owns 30 scents.

"Perfume," says Sophia Grojsman of International Flavors & Fragrances, "is a promise in a bottle." We want to believe. We want to be prettier, richer, sexier, and happier than we are. Consider the labels on the fragrances we buy: Joy, Dolce Vita, Pleasures, White Diamonds, Beautiful. Said Charles Revson, founder of the Revlon cosmetics company, "We sell hope."

In terms of chemistry, fragrances are a mixture of aromatic oils and alcohol. Perfume has a concentration of oils greater than 22 percent. Eau de parfum has a 15 to 22 percent concentration. The less aromatic eau de toilette has 8 to 15 percent oils, and cologne contains less than 5 percent oils. The "fixatives," or oils that make a fragrance last a long time, traditionally came from animals. Those have mostly been replaced by **synthetic** chemicals. The other ingredients came from plants, most notably flowers.

The area around Grasse, France, is **renowned** for its flower plantations. Farmers like Joseph Mul have been

### For Your Information: Perfume

The word *perfume* comes from the Latin "per fumum" meaning *through smoke*. The first perfumes were made in ancient Mesopotamia (Iraq) and Egypt. Knowledge of how to make perfume was brought to Europe by the Muslims, and the first European perfume was made in Hungary. In Europe, the original purpose of perfume was to cover the odors of unwashed bodies. By the 18th century, Grasse and Paris had become the world centers for perfume. Today, the job of inventing new perfumes is done by a person called a *nez*—the French word for nose.

producing roses, jasmine, and lavender for centuries. Mul's rose absolute, a liquid extracted from rose petals, sells for \$3650 a pound. Explains Mul, "Picking roses will never be done by machine." The rose petals are carefully harvested by hand during the early morning. By ten o'clock, the heat of the sun begins to wilt the flowers, and the workers are done for the day. "Labor is 60 percent of the cost," says Mul.

The high cost of natural ingredients is just one of the reasons that perfumers today also use artificial ingredients in their fragrances. Synthetics also allow perfumers to use scents such as lilac that cannot be obtained naturally, or scents from flowers that are too rare to be picked. Synthetics save wild animals from being used for their musk as well. According to perfumer Harry Fremont, "Good fragrance is a balance between naturals and synthetics."

Once perfumers have created a lovely fragrance, it's time for the marketing department to work its magic. The industry spends hundreds of millions of dollars each year to convince people to buy something they don't really need. The success rate for new perfumes is low—only about one in ten is successful, so spending money on advertising is a big **gamble**. It's also the only way to let the world know about a fragrance so enchanting that it can make us believe our dreams will come true.



▲ A woman picks night-blooming jasmine flowers at dawn in a field in India.

#### B. Write answers to the questions.

1. What are the two main ingredients in perfume? \_\_\_\_\_
2. Why do perfume makers use fixatives? \_\_\_\_\_
3. Which French city is famous for its flower farms? \_\_\_\_\_
4. What are the four advantages of synthetics? \_\_\_\_\_
5. What percentage of new perfumes succeed? \_\_\_\_\_

#### C. Make a list of other products designed to make people feel better about themselves. Share your list with the class and talk about whether the products really do what they're supposed to do.

### Writing

#### A. Create a magazine ad for a new perfume for men or for women. You will need to:

- Give the perfume a name.
- Draw a simple picture or cut out magazine photographs to illustrate your ad.
- Write a few sentences about the perfume.

#### B. When you're finished, present your ad to the class.

### Goal 4

#### Evaluate the way advertising creates desire for products

Choose a luxury item and talk with a partner about the way it is marketed. What forms of advertising are used? How do the advertisers "convince people to buy something they don't really need"?

- Have students answer the questions.

- Check answers.

**Answers:** 1. aromatic oils and alcohol, 2. to make a fragrance last a long time, 3. Grasse, 4. the high cost of natural ingredients; for scents that cannot be obtained naturally; for flowers that are too rare to be picked; they save wild animals from being used, 5. 10 percent

- Have students work in pairs to list other products people buy to "feel better." If necessary, give examples: makeup, designer jeans, and so on.
- With the class, discuss which (if any) of these products actually do make people feel better about themselves.

### Writing

- Match students with a partner and tell them they are going to invent a new perfume and make an ad for it. Go over the directions.

- Have students discuss their ideas and then create their ads on a sheet of paper.

- Call on each student pair to stand up in front of the class to show their ad and read it out loud.

### Goal 4

- Call on student pairs to present their findings on the luxury item they chose to the class.

## After Reading

**Web search:** Have students do a Web search with the term *history of perfume* and find three facts about perfume to report to the class.

**Project:** Have students bring in a product ad in their native language for a luxury item and work with a partner to translate it into English, using a dictionary as needed. Ask them to write a paragraph in English about the ad: Who is it for? How does it try to convince people? Is it a successful ad?

# Coober Pedy Opals

## Before You Watch

- Introduce the topic of opals. Ask what, if anything, students know about them. Do they, or anyone they know, have opal jewelry?

- A**
- Have students write the correct word for each definition.
  - Check answers.

**Answers:** a. outback, b. fortune, c. ground, d. payoff, e. digging

- B**
- Introduce the idea of a treasure—something valuable that people spend many years looking for. Give/elicit examples of stories from the students' cultures.
  - Have students discuss the question with a partner.
  - Compare answers with the class.

## E VIDEO JOURNAL COOBER PEDY OPALS



## Before You Watch

- A.** Read the sentences. Write each word in blue next to its definition.

1. The **ground** under Coober Pedy, Australia, contains beautiful stones called opals.
2. **Digging** is one thing you can do in the ground.
3. The Australian **outback** is generally very dry and hot.
4. Very beautiful opals can be worth a **fortune**.
5. Everyone in Coober Pedy hopes for a big **payoff** for all their hard work.

- a. \_\_\_\_\_ the parts of Australia that are far away from cities
- b. \_\_\_\_\_ a large sum of money
- c. \_\_\_\_\_ the earth, soil
- d. \_\_\_\_\_ the benefit you get from an action
- e. \_\_\_\_\_ to make a hole by taking away earth

- B.** Tell your partner about your idea of a *treasure*. What is so valuable to you that you would spend your life working to get it?



▲ Opal jewelry surrounded by a string of pearls

## For Your Information: Opals

Opals are beautiful precious stones that contain a percentage of water trapped inside them. Opals can be white, gray, red, orange, yellow, green, blue, magenta, rose, pink, slate, olive, brown, or black. White and green are the most common opals, and the combination of red and black are the rarest and most expensive. About 97 percent of the opals in the world are mined in Australia. In medieval Europe, opal was considered very lucky. People believed it had the magic powers of all other precious stones combined, since it had all of their colors combined. Today, some people consider opals unlucky to wear, unless they are given to you as a gift—or unless you were born in October, for which it is the traditional birthstone.

## While You Watch



### While You Watch

A. Watch the video, *Coober Pedy Opals*. Circle each word when you hear it.

**digging fortune outback payoff ground**

#### Word Focus

**miners** = people who dig for stones or other minerals

B. Watch the video again. Circle **T** for true or **F** for false.

1. About three thousand people live in Coober Pedy. **T** **F**
2. Over eighty percent of all opals come from Australia. **T** **F**
3. Ninety-five percent of all opal is colorless. **T** **F**
4. The hope of a huge payoff motivates people to dig for opals. **T** **F**
5. Most people in Coober Pedy make a fortune eventually. **T** **F**

C. Watch the video again. Write your opinions.

1. Is finding opals a scientific process? Why? \_\_\_\_\_
2. Why does the video talk so much about *hope*? \_\_\_\_\_
3. Do people have a high quality of life in Coober Pedy? Why? \_\_\_\_\_

### After You Watch

Some of the holes and tunnels in Coober Pedy are later converted into homes. What might be the advantages and disadvantages of living in these underground homes?

### Communication

Imagine that Coober Pedy doesn't have enough miners. Create a newspaper or Internet job listing for opal miners. Describe the work and the potential rewards. Try to attract new people to Coober Pedy!



▲ (top) Coober Pedy  
(bottom) underground house

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**Answers:** 1. T, 2. F, 3. T, 4. T, 5. F

- C. Tell students to answer with their own opinions and ideas.  
• Compare answers with the class.

## After You Watch

- Match students with a partner and have them talk about the underground homes.
- With the class, compile a list of advantages and disadvantages of the homes. Ask, *Would you like to live in a home like that? Why, or why not?*

## Communication

- With the class, discuss the work of a miner. Then divide the class into groups of three to four students and have them write a job ad to bring miners to Coober Pedy. Remind them that the ad should talk about the good things about the job—not the bad!
- Ask groups to present their ads to the class.

### Teacher Tip: Checking answers

There are many ways to check students' answers to activities.

1. Teacher reads the answers aloud, students check their work—the fastest way, but with the least student involvement.
2. Teacher calls on students to give their answers—also fast, but may make students feel anxious.
3. Students correct each other's work—gives students more responsibility, but they may not correct all mistakes.
4. Volunteers each write the answer to one question on the board—gives the class an opportunity to work with common errors, but takes up a lot of class time.

- Introduce the theme of the unit. Ask, *Where can I go near here to spend time in nature? What can I see there?*

- Have students work with a partner to name the animals in the pictures.

- Check answers.

**Answers:** (left to right) crocodile, shark, tiger, wolf

- Have students discuss the similarities and differences with a partner.

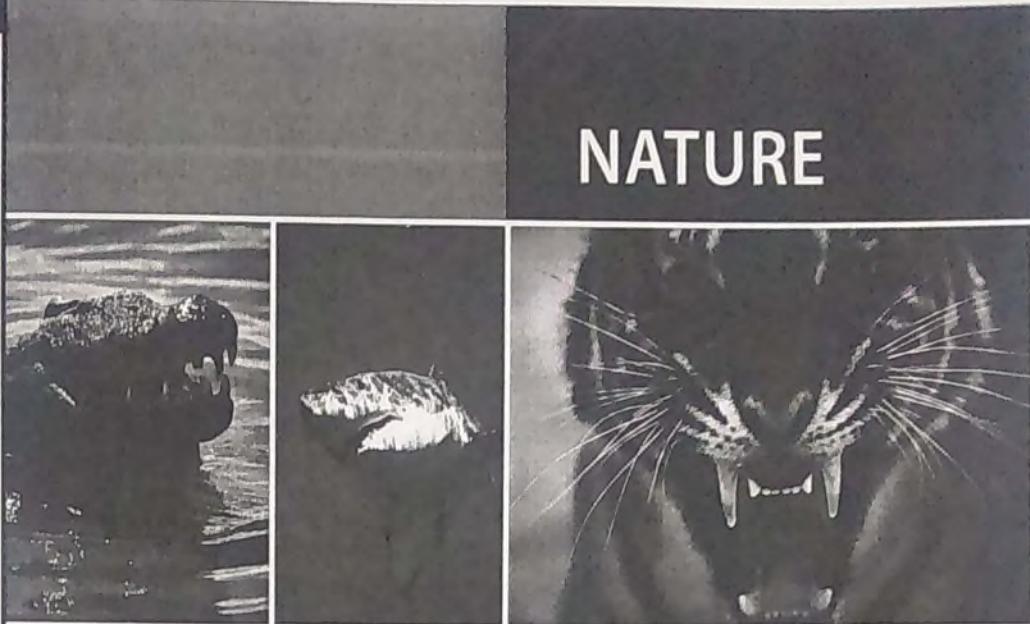
- Compare answers with the class. Possible answers: *similarities: they are dangerous, they eat other animals, people are afraid of them, they live in the wild; differences: some live on land (wolf, tiger) and some live in water (shark, crocodile); some walk (wolf, tiger) and others swim (shark, crocodile); some are endangered (tiger) and others aren't (shark, wolf, crocodile).*

- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs:

1. Which of these animals have you seen?

2. Which one is the most important/dangerous/beautiful?

- Go over the Unit Goals with the class.



# NATURE

1. What animals are these? Where do they usually live?

2. In what ways are these animals similar? How are they different?

## UNIT GOALS

Use conditionals to talk about real situations

Talk about possible future situations

Describe what animals do

Give your opinion about a problem in nature



### Unit Goals

- Use conditionals to talk about real situations
- Talk about possible future situations
- Describe what animals do
- Give your opinion about a problem in nature

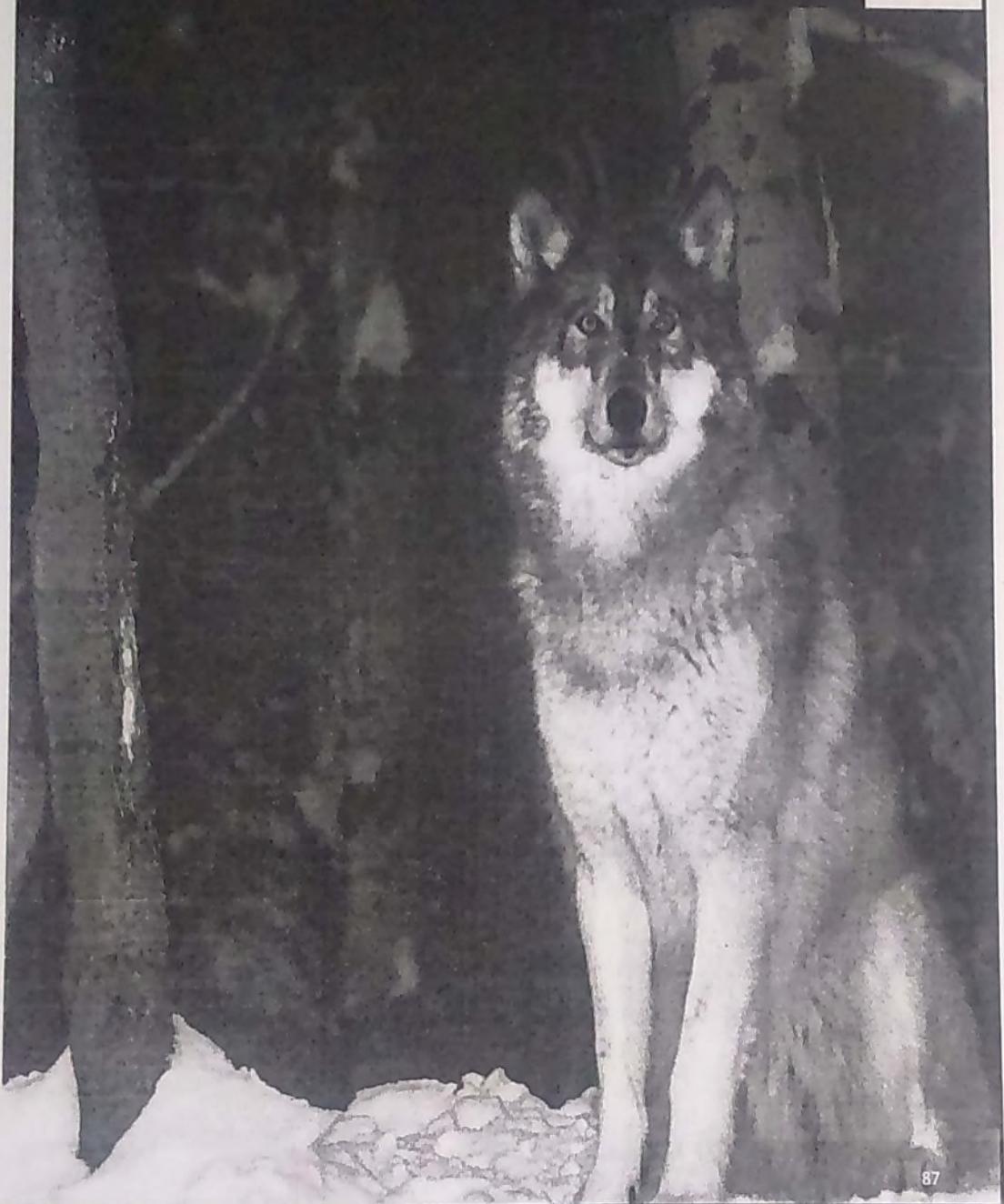
Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
Real conditionals in the future <i>If I <b>have</b> time tomorrow, I'll <b>call</b> you.</i> Quantifiers (review) <i>Raccoons eat <b>many</b> different kinds of food.</i>	Nouns and adjectives to describe animals Adverbs of manner	Listening for general understanding and for specific information A radio program: the bluefin tuna	Role-playing to promote environmental action to make oceans sustainable Phrases in sentences	<i>"Return of the Gray Wolf"</i> Writing a paragraph to give an opinion

# UNIT

# 8

## Unit Theme Overview

- In every country of the world, the needs of the human population are making inroads on the natural world. In developed countries, the growth of suburban areas around prosperous cities and the roads needed to connect them are taking away countless hectares/acres of land every year; in poorer countries, the urgent need to produce more food leads people to build farms in areas that were once wilderness.
- The conflict between human needs and wants and the survival of natural systems is in the news every day. Global warming—the result of human activity—is melting the ice in the Arctic and making it impossible for polar bears to hunt and survive. Overfishing is destroying the populations of many marine creatures and threatening the survival of people in poorer countries who depend heavily on fish for protein in their diets. These and other similar stories will likely be familiar to your students.
- In this unit, students will practice talking about the future results of present activities. They will then examine and discuss one particular problem facing us: the impact of increased fishing. They will learn to describe what particular animals do and will practice expressing their opinions about another human/animal conflict. Throughout this unit, they will be reminded again and again that a single action can have many different results in the future.



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# Use Conditionals to Talk about Real Situations

## Vocabulary

- Ask students if they have ever been to a zoo. What did they see and do there? How often do they read the informational signs: sometimes? always? never?

- A** • Have students read the sign about Asiatic black bears. Answer any questions they have about vocabulary.
- B** • Ask students to write the words from the sign next to their definitions.
- Check answers.

**Answers:** 1. hunt, 2. prey, 3. predator, 4. habitat, 5. species, 6. extinct, 7. wildlife, 8. protect, 9. wild, 10. tame

## Grammar

- A** • Have students read and think about the sentence from the zoo sign and answer the questions.
- Check answers.

**Answers:** 1. possible, 2. in the future

- Go over the information in the box.
- Elicit more examples from the class. Ask, *If you have time tomorrow, what will you do?*



## Vocabulary

- A.** Read the sign. Notice the words in blue.

### Asiatic Black Bear (*Ursus thibetanus*)

This is an Asiatic black bear. It's one of eight different species of bears. Its habitat is the forests of northern Asia. These bears are predators that eat other animals. Their usual prey is small animals and fish. They hunt for their food during the day. The bear in our zoo is wild and came from a forest in China. In the past, some other kinds of tame bears performed in shows. Asiatic black bears are endangered, and there are only a few of them left. People kill them to use their body parts in traditional medicine. If we don't protect these bears, they will be extinct a few years from now. We must all do our part to save the world's wildlife.

- B.** Write the words in blue next to the correct meanings.

- to look for animals and kill them \_\_\_\_\_
- an animal that other animals kill to eat \_\_\_\_\_
- an animal that kills other animals \_\_\_\_\_
- the place where an animal usually lives \_\_\_\_\_
- a kind of animal \_\_\_\_\_
- doesn't exist any more, all dead \_\_\_\_\_
- animals and plants that live in nature \_\_\_\_\_
- to keep safe from danger \_\_\_\_\_
- in nature, not controlled by people \_\_\_\_\_
- trained to live with people \_\_\_\_\_

## Grammar: Real conditionals in the future

- A.** Study the sentence and answer the questions.

Condition

Result

If we don't protect these bears, they will be extinct a few years from now.

- Is the condition possible, or not possible? \_\_\_\_\_
- Is the result now, or in the future? \_\_\_\_\_

### Real conditionals in the future

Condition

Result

if + subject + present tense verb

subject + will + verb

If I have time tomorrow,

I'll call you.

If we don't protect Asiatic black bears,

they will be extinct a few years from now.

\*These sentences tell about situations in the future that are possible.

\*The clause with if can be at the beginning or the end of the sentence.

## Word Bank: Wild animals

lion	fox	tiger
squirrel	elephant	eagle
giraffe	whale	zebra
kangaroo	rhinoceros	monkey
camel	gorilla	panda
penguin	wolf	deer

## Grammar: Types of conditionals

English has three types of conditional sentences with if.

- Real situations in the present or future (often called the first conditional): *If I study hard, I will get a good grade.*
- Unreal situations (often called the second conditional): *If I studied hard, I would get better grades. (but I'm lazy)*
- Unreal situations in the past (sometimes called the third conditional): *If I had studied hard, I would have gotten a better grade. (but I didn't study)*

**B.** Complete the sentence with the correct form of the verb in parentheses.

1. If an elephant \_\_\_\_\_ (live) in a zoo, it \_\_\_\_\_ (get) bored.
2. We \_\_\_\_\_ (be) very happy if our team \_\_\_\_\_ (win) the game.
3. If I \_\_\_\_\_ (see) a bear in the forest, I \_\_\_\_\_ (run) away.
4. I \_\_\_\_\_ (go) to the match if I \_\_\_\_\_ (have) enough money for a ticket.
5. If you \_\_\_\_\_ (sleep, not) enough, you \_\_\_\_\_ (feel) tired tomorrow.

**C.** Discuss these situations with a partner. Write sentences to describe them. What will happen if ...

1. Asiatic black bears can't find enough food? \_\_\_\_\_
2. people cut down the forests in Asia? \_\_\_\_\_
3. people use more traditional medicine? \_\_\_\_\_
4. people protect Asiatic black bears? \_\_\_\_\_

## Conversation

**A.** Close your book and listen to the conversation. What is Katie afraid of?

Track 2-6

- Mike:** Let's go camping in the national park.  
**Katie:** I'm not sure that's a good idea. There are bears in the park.  
**Mike:** That may be, but they're not very big. And they stay away from people.  
**Katie:** If I see a bear, I'll be really scared. They're so dangerous!  
**Mike:** Bears won't hurt you if you leave them alone.

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

**C.** Make two new conversations.

1. White Beach/sharks
2. your own idea \_\_\_\_\_



### Goal 1 Use conditionals to talk about real situations

Talk to your partner about situations that will affect nature.

Lesson A 89

## Grammar Practice: Real conditionals in the future

Tell students they are going to make their own sentences about different situations—and then share the sentences with the class. Write on the board: *We'll be very happy if \_\_\_\_\_.*

Give students one minute to think of a sentence. Then go around the class quickly and have each student say his/her sentence.

Continue with:

*I'll be very surprised if \_\_\_\_\_.* *We'll learn English faster if \_\_\_\_\_.*

*I'll have a great time if \_\_\_\_\_.*

- B** • Have students work individually to fill in the verbs.
- Check answers.

**Answers:** 1. lives, will get, 2. will be, wins, 3. see, will run, 4. will go, have, 5. don't sleep, will feel

- C** • Have students work with a partner to write a sentence for each situation.
- Compare answers with the class.

**Suggested Answers:** 1. If Asiatic black bears can't find enough food, they will die. 2. If people cut down the forests in Asia, Asiatic black bears won't have a place to live. 3. If people use more traditional medicine, they will kill more Asiatic black bears. 4. If people protect Asiatic black bears, they will survive.

## Conversation

- A** • Have students close their books. Write the question on the board: *What is Katie afraid of?*
- Play the recording. (CD2 T6)
- Check answers.

**Answer:** bears

- B** • Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner, then switch roles and practice it again.

- C** • Have students work with the same partner to make new conversations modeled on the one in exercise **A**.
- Call on student pairs to present their conversations to the class.

### Goal 1

- Have students work with a partner to talk about possible situations in the future. If desired, write these ideas on the board for students to use:  
*if people throw garbage in rivers/*  
*if we don't stop global warming/*  
*if cities keep growing.*

## Talk about Possible Future Situations

### Listening

- Introduce the topic of fish and fishing, and tell students they are going to listen to a radio program about it.

- A**
- Have students label the oceans on the map. Go over the answers with them.

**B**

    - Tell students to listen to the whole program the first time and circle the places they hear.
    - Play the recording (**CD2 T7**) one or more times.
    - Check answers.

**Answers:** Pacific Ocean, Indian Ocean, Mediterranean Sea

- C**
- Tell students to listen again to the first part of the program to find the information.
  - Play the recording (**CD2 T8**) one or more times.
  - Check answers.

**Answers:** 1. 12, 2. 1,500 lbs. (pounds), 3. silver, yellow, blue, 4. 25, 5. 30

- D**
- Tell students to listen again to the second part of the program to find the information. Have them read the sentences.
  - Play the recording (**CD2 T9**) one or more times.
  - Check answers.

**Answers:** 1. Japan, Europe, 2. catch too many, won't be any, 3. 10 percent, 4. destroy, will lose, 5. disappears, will lose

- E**
- Match students with a partner and have them answer the questions together.
  - Compare answers with the class.

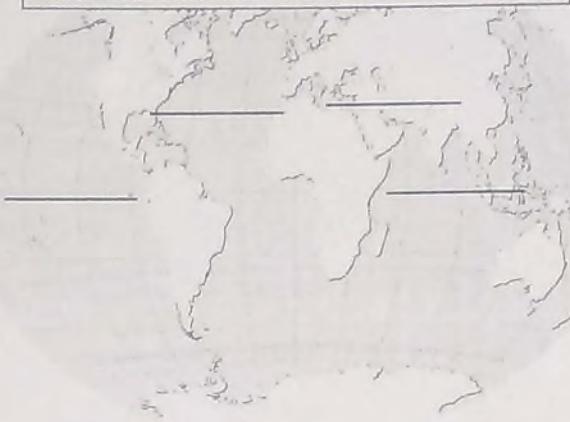


## B GOAL 2 TALK ABOUT POSSIBLE FUTURE SITUATIONS

### Listening

- A.** Look at the map and label these places.

Atlantic Ocean   Pacific Ocean   Indian Ocean   Mediterranean Sea



▲ These bluefin tuna from a fish farm in the Mediterranean will become sushi in Japanese restaurants.



Track 2-7



Track 2-8



Track 2-9

#### Bluefin Tuna

- Up to \_\_\_\_\_ feet long
- Weights more than \_\_\_\_\_
- Colors: \_\_\_\_\_
- Swims more than \_\_\_\_\_ miles an hour
- Lives up to \_\_\_\_\_ years

- D.** Listen to the second part of the program again and complete the sentences.

- In \_\_\_\_\_ people use it to make sushi, and in \_\_\_\_\_, people love to cook big pieces for tuna steaks.
- If the boats \_\_\_\_\_ big bluefins, there \_\_\_\_\_ young fish in the future.
- Only \_\_\_\_\_ of the original population of bluefins was left.
- If the big boats \_\_\_\_\_ the fishing in the Mediterranean, many poor people \_\_\_\_\_ their jobs.
- If this amazing fish \_\_\_\_\_, the seas \_\_\_\_\_ a great treasure.



- E.** Discuss these questions with a partner.

- Is fish cheap or expensive where you live? How often do you eat it?
- Do you know where your fish comes from?

### For Your Information: Overfishing

Worldwide, the number of fishing boats is estimated to be two to three times larger than the oceans can sustainably support. The main problem is not the number of boats (many of the boats are very small) but the methods used by the largest boats. Trawlers use huge nets that sweep up everything in the ocean—both the species of fish that the fishers want to harvest and a much larger “bycatch” of other types of unwanted fish that are discarded unused. In some places, up to 80 percent of all the fish that are caught are thrown away. Scientists estimate that for large predator fish such as the bluefin tuna, up to 90 percent of the world's stocks have already been killed. When the population of a fish species gets too low, it can no longer reproduce.

## Pronunciation

### Pronunciation: Phrases in sentences



A. Listen and repeat these sentences. Notice how they're divided into phrases.

1. A bluefin tuna | can swim very fast | and live a long time.
2. My friend's birthday | is June fourteenth.

B. Divide these sentences into phrases.

1. Jeff and I saw three big sharks.
2. Cathy doesn't like dogs or cats.
3. I'll bring my camera if we go to the zoo.
4. How many children do you have?
5. My friends and I go out dancing every Saturday night.



C. Listen and check your answers. Then take turns saying the sentences to your partner.



## Communication

A. Read the information. What does *sustainable* mean?

Fish is one of the world's favorite foods. Around the world, the average person eats 36 pounds (16 kg) of fish every year. But many kinds of fish around the world are disappearing because people catch too many of them. Scientists say that 90 percent of the biggest fish are gone now. If we catch too many big fish now, there won't be any baby fish in the future. Our way of fishing now is not **sustainable**—it can't continue for a long time without hurting the environment.



B. You are members of an environmental group called **Save the Oceans**. Your group wants to take action to solve the fishing problem, and it is thinking about three different plans. Talk about these plans. What will happen if we follow each one?

#### Plan A: Don't eat fish!

Tell people to stop buying and eating fish. Put ads in newspapers and magazines, and make TV commercials to explain why fishing hurts the environment.

#### Plan B: Safe fish symbol

Make a special symbol for fish that is caught in a sustainable way. Make commercials to tell people to look for this symbol in supermarkets and restaurants.

#### Plan C: Strict laws about fishing

Make stronger laws about how many fish people can catch. Send special police in fast boats to all of the fishing areas to make sure that fishing boats follow the laws.



### Goal 2 Talk about possible future situations

Which is the best plan? Why? Explain your decision to the class.

Lessen B 91

## Expansion Activity

On the board, write, *People get married at a later age*. Ask the class, *What will happen if people get married at a later age?* Elicit several consequences (for example, *families will have fewer children*) and write them on the board, linking them to the original sentence with an arrow. Then ask about the results of these events and write the possible consequences, linking them to that event with an arrow. Once students are familiar with the technique, have them break into groups and work on other statements, such as *The earth's climate gets warmer*, or *The population of our city increases to 5 million*. Have a "secretary" in each group record the group's ideas to present to the class.

## Pronunciation

- A • Introduce the idea of a phrase—a group of words that together have a meaning.
- Have students read the sentences. Then tell them to listen to the pronunciation of the phrases. Play the recording. (CD2 T10)
- B • Have students mark the divisions in the sentences. Do not check answers.
- C • Tell students to listen and check their answers. Play the recording (CD2 T11) one or more times.
- Check answers.

**Answers:** 1. Jeff and I/saw three big sharks. 2. Cathy/doesn't like/dogs or cats. 3. I'll bring my camera/if we go to the zoo. 4. How many children/do you have? 5. My friends and I/go out dancing/every Saturday night.

- Match students with a partner and have them practice reading the sentences out loud. Walk around checking for good pronunciation.

## Communication

- A • Have students read the information.
- Ask, *What's the definition of sustainable?* (it can continue for a long time without hurting the environment)
- B • Divide the class into groups of three to four students. Go over the three plans with the class.
- Tell students to discuss the different plans with their groups and talk about the results of each plan. They should then choose the most effective plan. Tell them that they can make changes in a plan if they want to.

### Goal 3

- Call on each group to explain their decision and reasons to the class.

# Describe What Animals Do

## Language Expansion

- A • Tell students that adverbs are words that describe (modify) a verb. They give information about how an action is done.
- Have students look at the animals in the pictures and fill in the correct adverbs.
  - Check answers.

**Answers:** 2. well 3. badly 4. fast  
5. loudly 6. beautifully

- Go over the information in the box about the formation of adverbs. Elicit more examples from students. Ask, *How do you swim/drive/speak English?* (*badly/fast/quickly/happily*, etc.)
- B • Have students work together with a partner to write sentences with each adverb.
- Call on student pairs to read a sentence to the class.

## Grammar

- A • Have students look at the picture. Ask, *Do you know this animal? What do you know about it?*
- Review the ideas of count nouns (things we count, such as *books, horses, chairs, people*) and non-count nouns (things we don't count, such as *water, rice, air, happiness*).
  - Tell students to read about raccoons and their food.
  - Ask volunteers to name the food items and say if they are count or non-count.
  - List answers on the board.

**Answers:** Count nouns: animals, nuts, insects, eggs, frogs, potatoes; Non-count nouns: fish, garbage, meat, bread, soap



## GOAL 3 DESCRIBE WHAT ANIMALS DO

### Language Expansion: Adverbs of manner

- A. How do they do it? Look at the pictures. Complete the sentences with an adverb from the box.

**beautifully fast well slowly loudly badly**

1. A snail moves slowly.
2. A cat hunts quietly.
3. A penguin walks carefully.
4. A shark swims fast.
5. A lion roars loudly.
6. A bird sings beautifully.



#### Adverbs of manner

Adjective + *ly*

quick + *ly* = **quickly**

careful + *ly* = **carefully**

happy + *i* + *ly* = **happily**

Irregular adverbs

good **well**

fast **fast**

hard **hard**

\*Adverbs of manner tell how an action is done.

A snail moves *slowly*.

A cheetah runs *fast*.

\*Adverbs of manner come after the verb.

- B. What is the adverb for each adjective? On another sheet of paper, write a sentence using the adverb.

**quick careful quiet easy loud**



92 Nature

### Word Bank: Animal sounds

In English, this is what animals "say":

dog:	bow-wow
cow:	moooo
rooster:	cock-a-doodle-doo
sheep:	baaaa
cat:	meow

### Grammar: Quantifiers

In English, objects are viewed as separate things that we can count (such as *coins*) or as a whole that we can't count (such as *money*). It is how we view the object that determines its countability. Because of this, some nouns can be both count and non-count.

Different sets of quantifiers are used with each class of nouns.

*There is too little paper in the copy machine.*

*There are too few papers for the students in the class.*

B. Review the information in the chart. Then circle the correct quantifier in each sentence below.

### Quantifiers

#### With count nouns

too few      eggs  
a few  
some  
a lot of  
many  
too many

#### With non-count nouns

too little      meat  
a little  
some  
a lot of  
too much

\*Quantifiers tell us how much or how many.

\*Don't use much in affirmative sentences: *He has much money. He has a lot of money.*

1. Raccoons eat (many/a little) different kinds of food.
2. They eat (a little/a lot of) nuts.
3. Raccoons will eat (a few/a little) insects if they find them.
4. They sometimes eat (a little/many) soap.
5. If a raccoon goes in your garbage can, you'll find (a lot of/many) garbage all around the place!

## Conversation



Track 2-12

- A. Listen to the conversation with your book closed. What does the woman want to see at the zoo?

Dan: So, which animals do you want to see at the zoo?  
Carmen: I love to look at the penguins. I think they're really amazing.  
Dan: Why is that?  
Carmen: Well, they walk so slowly, but in the water they swim really well. And it's fun to watch them at feeding time.  
Dan: Really? What do they eat?  
Carmen: They eat a lot of fish and a few shrimp.

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

- C. Fill in the chart. Add your own ideas. Then make new conversations.

bread	walk	play	leaves	grass	climb	run	bananas
What it does				What it eats			
1. camels							
2. monkeys							



## Conversation

- A. Have students close their books. Write the question on the board: *What does the woman want to see at the zoo?*  
B. Play the recording. (CD2 T12)  
C. Check answers.

Answer: the penguins

- B. Play or read the conversation again for the class to repeat.  
C. Practice the conversation with the class in chorus.  
D. Have students practice the conversation with a partner, then switch roles and practice it again.

- C. Have students work with their partners to fill in the sections for camels and monkeys.  
D. Check answers.

Answers: 1. what it does: walk, run; what it eats: leaves, grass, 2. what it does: play, climb; what it eats: bread, bananas

- Tell students to choose another animal and fill in a third section of the chart.
- Have students make conversations about the three animals, modeled on the conversation in exercise A.



## Goal 3 Describe what animals do

Report to the class. Tell them about your favorite zoo animal.

Lesson C 93

## Grammar Practice: Quantifiers

Have students ask and answer questions about their own diets with a partner. Write these items on the board:

meat      fruit      vegetables      eggs      coffee      water

Model the activity. Ask a student, *How much meat do you eat?* Elicit, *a lot/a little, every day/too much*, and so on.

Have students take turns interviewing their partners and answering with the quantifiers they've studied. Then ask the class questions such as *Who has a healthy diet/drinks a lot of coffee?*

## Goal 3

- Have each student choose a favorite zoo animal and make notes about what it does and what it eats.
- Ask students to tell the class about the animal they've chosen. In a class of more than 15 students, you may prefer to divide the class into groups of 6 and have them tell their group about the animal.

# Give Your Opinion about a Problem in Nature

## Reading

- Introduce the topic of the reading. Ask students, *Where are the national parks in our country? Have you ever visited them? What did you see there?*

- A** • Match students with a partner and have them discuss the questions. Compare answers with the class.
- B** • Point out the vocabulary that is defined in the picture dictionary illustration.
- Have students read the article. Tell them to circle any words they don't understand.
  - Go over the article with the class, answering any questions from the students about vocabulary.
  - Tell students to read each statement and circle **T** for true, **F** for false, or **NI** for no information. Point out that there is no information about some statements in the reading.
  - Check answers.

**Answers:** 1. F, 2. T, 3. T, 4. NI, 5. T, 6. T, 7. NI

- C** • Tell students to read each set of events and think about what happens first and the results. They should number each set of events separately.
- Check answers.

**Answers:** a. 3, 4, 2, 1, b. 1, 2, 3, 4

## D GOAL 4 GIVE YOUR OPINION ABOUT A PROBLEM IN NATURE



### Reading

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

- Why do people visit national parks and other nature areas?
- What are the most famous nature areas in your country? What problems do they have?

- B.** Circle **T** for true, **F** for false, or **NI** for no information (if the answer is not in the reading).

- There are no wolves in Yellowstone today. **T** **F** **NI**
- Wolves can kill animals that are much bigger than them. **T** **F** **NI**
- Wolves live in families. **T** **F** **NI**
- Wolves often hurt people. **T** **F** **NI**
- People killed all of the wolves in Yellowstone. **T** **F** **NI**
- Wolves sometimes kill farm animals. **T** **F** **NI**
- Wolves can run very fast. **T** **F** **NI**

- C.** Number the events to put them in order.

a.

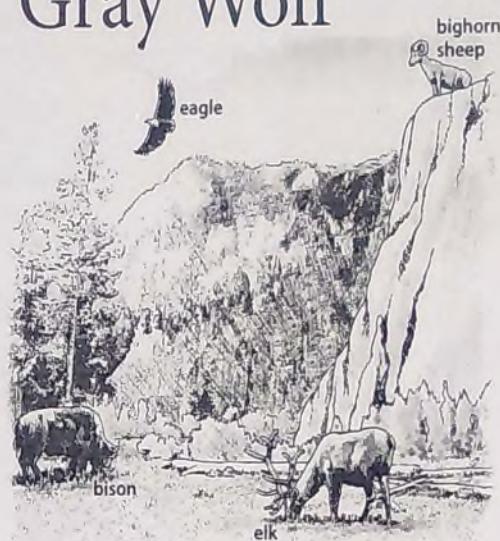
- \_\_\_ There are fewer elk.
- \_\_\_ More willow trees grow.
- \_\_\_ The wolves kill and eat elk.
- \_\_\_ There are more wolves in the park.

b.

- \_\_\_ The wolves get out of the park.
- \_\_\_ The wolves kill cows and sheep.
- \_\_\_ Ranchers lose money.
- \_\_\_ Ranchers get angry.

Yellowstone National Park, United States

## Return of the Gray Wolf



Yellowstone National Park in the United States is one of the most beautiful places in the world. In the park, visitors see many kinds of wildlife like **bison**, **elk**, and **bighorn sheep** in their natural environment. But for many years, one animal was missing: the gray wolf. These wolves still lived in Canada, but they were disappearing in the United States.

Wolves are very intelligent animals. They learn, play, and live in families—the same way dogs do. They communicate with the other wolves in their pack, or family, with their voices. They kill their prey with their sharp teeth. When wolves are together in their packs, they hunt very large animals like bison.

Starting in the 1800s, people hunted gray wolves in Yellowstone because they were dangerous predators. In 1926, the last wolf in the park was killed. But some scientists thought that this was bad for the ecosystem. If there are no predators, the population of prey animals

### For Your Information: Gray Wolf

The gray wolf is the largest animal in the dog family. They are highly adaptable and can live in forests, deserts, mountains, tundra, grasslands, and even cities. In the past, they lived across most of Europe and North America, but humans have hunted them and driven them out of many areas where they once lived. A gray wolf is about 0.6–0.95 meters tall (26–38 inches) and can weigh from 20 kilograms (44 pounds) to 68 kilograms (150 pounds). They can walk for long distances and are able to run up to 70 kph (40 mph) while hunting. Wolf babies, or pups, are born with dark fur and blue eyes. As they grow, their fur becomes a lighter gray and their eyes change to yellow or gold.

gets too large. In 1976, the government made it illegal to kill wolves. And in 1995, scientists started a new program. They brought 31 wolves from Canada to live in Yellowstone.

Some people were very angry about this program. Tourists were afraid of wolf attacks, though wolves don't usually hurt people. Ranch owners don't like wolves because they kill their sheep and cows. In the first few years, wolves killed 80 sheep and 5 cows near the park. Scientists say that was only a few animals, but ranchers say it was too many.

The wolves in Yellowstone have helped the park's ecology. If wolves kill an elk, they will leave a lot of meat for other animals, because an elk is too big for wolves to eat completely. So the wolves give food to animals and birds like eagles. The wolves also helped the trees. If there are no wolves, there will be too many elk. The elk won't have enough food, so they eat small willow trees and kill some kinds of forests. After the wolves came back to the park, they killed and ate the elk, and the willow trees started to grow again.

Today, there are more than 1,000 gray wolves around Yellowstone. And once again, you can hear their voices at night.



## Communication

A. Choose a role. Make notes on your opinions about wolves.

1. You are a rancher near Yellowstone National Park. Gray wolves have killed five of your sheep. You can sell your sheep for \$500 each.

2. You are a travel company owner. You take visitors on tours to Yellowstone National Park. They sleep in tents and take photos of the wildlife.

3. You are a scientist who studies wolves. You want to find out how young wolves learn to hunt.

B. The government wants to bring more wolves to Yellowstone. Role play a meeting of the three people described in exercise A.

## Writing

Should the government help dangerous animals? Write a paragraph about your opinion.



### Goal 4

Give your opinion about a problem in nature

Read your paragraph to the class.

## After Reading

**Web search:** Have students do a Web search on another kind of wild animal and any problems that it faces. Ask them to present what they learned to the class or a small group.

**Project:** Have students work in small groups to research and prepare a brochure about a nature area in their country. They should include information about the land, the wildlife, any environmental problems there, and what visitors can see and do. Display the brochures in the classroom for students to read and enjoy.

## Communication

A. Tell students they are going to role-play a meeting about the problem of wolves in Yellowstone. Divide the class into groups of three and assign a role to each student: rancher, travel company owner, or scientist. Have students read about their roles and make notes.

B. Have students role-play the meeting. Tell them to try to find a way to agree about what the government should do. Call on groups to tell the class about their discussion. Did they reach an agreement?

## Writing

- Have students think about the discussion they just had, and consider the opinions they heard. Then have them answer the question in a paragraph.
- Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partner's paper.
- If desired, have students rewrite their papers to be collected for marking.

### Goal 4

- Call on students to read their papers to the class, or have them read them to a small group.

## Happy Elephants

- Ask the students what, if anything, they know about elephants—their food/habitat/behavior. Ask, *Have you ever seen an elephant? Where? What was it doing?* Point out the title of the video: *Happy Elephants*. Ask, *What makes an elephant happy?*

### Before You Watch

- Go over the video summary and explain the vocabulary in bold, if necessary.

### While You Watch

- A** • Tell students to watch the video the first time and find the main idea. Play the video.  
• Check answers.

#### Answer: 3

- B** • Tell students to watch the video again and circle the things that make elephants happy. Have the students read the phrases. Play the video.  
• Check answers.

**Answers:** swimming, people talking to them, mud

- C** • Tell students to watch the video a third time and find the information. The answers to #5 and #6 must be inferred by what the students have learned from the video. Play the video.  
• Check answers.

**Answers:** 1. 2,000, 2. in captivity, 3. feelings, 4. need, 5. important, 6. happy

## E VIDEO JOURNAL HAPPY ELEPHANTS



### Before You Watch



Read about the video and check the meanings of the words in **bold**.

Elephants are beautiful and intelligent animals. They can use their **trunks** to pick up heavy things. **In the wild**, they live in **herds** in the forest. Today, many elephants live in zoos or circuses. Their **trainers** take care of them and try to make a good life for them. But can elephants be happy **in captivity**?

### While You Watch

- A.** Watch the video, *Happy Elephants*. Choose the main idea.

1. Elephants are happier in the wild.
2. People and elephants have been together for a long time.
3. Elephant trainers find ways to make elephants happier.

- B.** Watch the video again. Circle the things that elephants like.

swimming living alone people talking to them mud living in a new place

- C.** Watch the video again. Fill in the information.

1. Elephants and people have worked together for over \_\_\_\_\_ years.
2. There is one question that people have been asking: How is it possible to keep elephants happy? \_\_\_\_\_
3. Many people who work closely with animals say that they do have \_\_\_\_\_ and can experience happiness.
4. That means that they live in families and herds and they \_\_\_\_\_ other elephants.
5. For elephants, communication and social relationships are really \_\_\_\_\_
6. This communication and pleasant activity makes everyone \_\_\_\_\_



### For Your Information: Elephants

Elephants are the largest land animals. There are two elephant species now living in Africa and one species in Asia. At birth, a baby elephant can weigh 120 kilograms (260 pounds). An elephant can live as long as 70 years. The largest elephant recorded was killed in Angola (Africa) and weighed more than 12,000 kilograms (26,000 pounds). In many cultures, elephants are a symbol of wisdom, and they are known for their good memories and high intelligence. Female elephants in the wild live in large "families" made up of mothers, daughters, sisters, and aunts. When one group gets too large, a part of it will leave to form a separate group. Male elephants live alone.



## After You Watch

### After You Watch

Discuss these questions with your partner.

1. Have you visited a zoo, or seen a video of a zoo?
2. Do you think the animals like living there? Why, or why not?

### Communication

You are the directors of a new zoo in your country. Choose one kind of animal that you will display in the zoo, and plan a home for these animals. Think about how the animal lives and what it likes. Also think about how you will help visitors understand the animal. Draw a plan for the animal house. Share your plan with another group.



## Communication

- Divide the class into groups of three to four students and have each group choose a different animal. If possible, give them a large sheet of paper. Have them draw their plan and label its features.
- When all groups are finished, have them present their plans to another group or to the whole class.

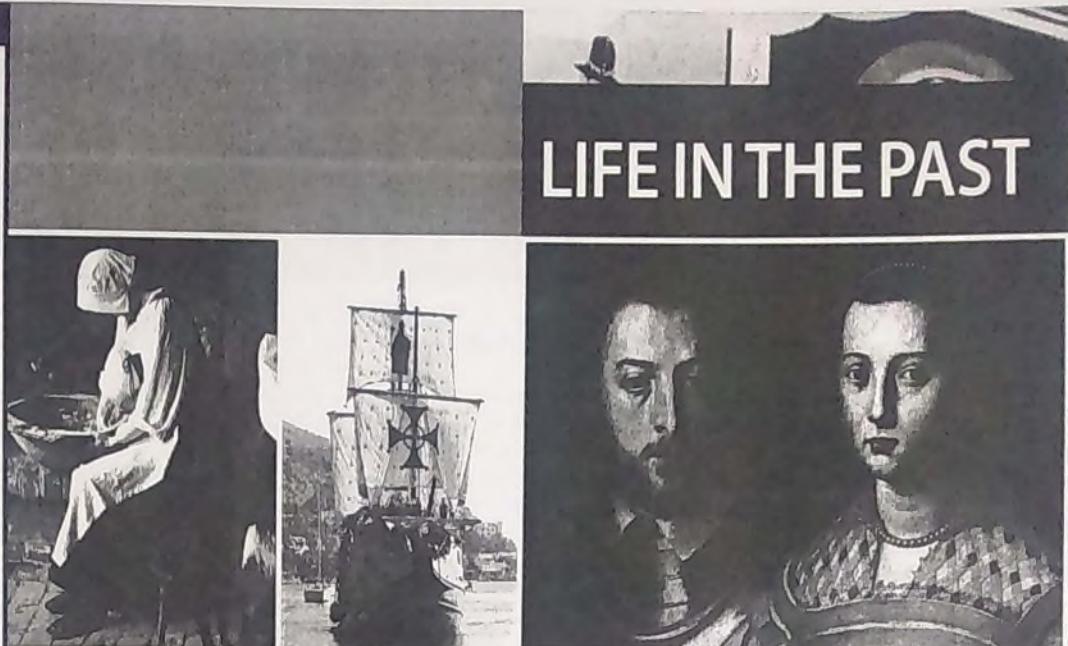
Video Journal 97

### Teacher Tip: Giving students more responsibility

Giving students responsibility for everyday classroom tasks can not only lighten the teacher's workload, but gives students more of a feeling of involvement. Here are some tasks that your students may be able to perform:

- handing back homework
- calling the class to order at the beginning
- checking attendance (with your supervision)
- distributing papers
- setting up audio equipment
- erasing/washing the board at the end of class

- Direct students' attention to the pictures. Ask, *How are these images of the past different from life today?* With the class, look at each picture in turn and have students name things they see in each one.
  - Have students work with a partner to discuss the questions.
  - Compare answers with the class, compiling lists of the different kinds of changes on the board.
  - Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs:
    - What things have made our lives better?*
    - What things have made our lives worse?*
- Go over the Unit Goals with the class.



## LIFE IN THE PAST

- How has life changed over the past 500 years? Talk about these things:
  - travel
  - chores
  - clothing
  - communication
- Which of these changes are the most important to you?

### UNIT GOALS

Discuss life in the past  
Talk about your grandparents' daily lives  
Compare past and present ways of getting things done  
Consider the impact of the Columbian Exchange

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### Unit Goals

- Discuss life in the past
- Talk about your grandparents' daily lives
- Compare past and present ways of getting things done
- Consider the impact of the Columbian Exchange

Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
<i>Used to/would</i> <i>Native Americans <b>used to</b> make their shoes out of deerskin.</i> <i>Past passive voice</i> <i>Igloos <b>were built</b> with blocks of ice.</i>	Activities and artifacts Indian innovations Separable phrasal verbs	Focused and general listening An interview: an archaeologist's excavation	Discussing daily life in the past based on archaeological discoveries Reduction of <i>used to</i>	<i>"The Columbian Exchange"</i> Writing a journal entry of life in an imaginary world

# UNIT 9



## Unit Theme Overview

- In many ways, the past is not what we think it was. For example, people in the 21st century often assume that our ancestors' lives were nothing but endless hard work with almost no time for leisure. In fact, according to some sociologists and historians, our ancestors might have felt sorry for us with our long working hours. Research has found that peasant farmers in medieval Europe, although their work day stretched for 16 hours in summer, took long breaks for breakfast, lunch, dinner, and an afternoon nap—and in fact worked fewer than eight hours a day in the busiest part of summer. In Africa, the Kung people, who still live today by hunting and gathering wild food, work only two to four hours a day.
- Modern inventions and technology may not have made life simpler, but they have certainly changed it. In this unit, students will look at changes within their own country and culture, as well as learn about the past in other countries. They will begin by talking about activities in the past and then compare their own lives with their grandparents' lives. They will discuss ways things were done in the past. Finally, they will consider an event that transformed daily life around the world—the Columbian Exchange—when trade between Europe and the Americas introduced new crops and animals to new continents, but also deadly diseases.

## Discuss Life in the Past

### Vocabulary

- A** • Tell students to listen to the documentary and circle the words as they hear them. Play the recording (CD2 T13) one or more times.
  - Ask, *Did you circle all the words? What do you think each one means?* Discuss the meanings of the words.
  
- B** • Have students use the words from exercise **A** to complete the sentences.
  - Ask, *Which sentences are true about this country?*
  - Check answers.

**Answers:** 1. tools, weapons, farming, hunting, building, 2 hairbrushes, combs, 3. pipes, 4. glass beads,

- C** • Play the recording again for students to check their answers.

### Grammar

- Go over the information in the chart. Elicit more examples from students. Ask, *When you were little, what did you use to do for fun? When you were a child, what would you do to celebrate (holiday)?*



▲ Pins, thimble, and scissors found at Jamestown Colony excavation

### Real Language

We say that we *take something for granted* when we think of it as normal and do not think about it.

## A GOAL 1 DISCUSS LIFE IN THE PAST

### Vocabulary



Track 2-13

- A.** Listen to part of a TV documentary and circle each word when you hear it.

tools	weapons	hunting
pipes	combs	glass beads
building	hairbrushes	farming

- B.** Complete the sentences with words from the box.

1. Less than 500 years ago many people used simple \_\_\_\_\_ and \_\_\_\_\_ to do their own \_\_\_\_\_ and \_\_\_\_\_.
2. Women would use simple \_\_\_\_\_ and \_\_\_\_\_ made from wood or bone.
3. Men used to smoke tobacco in \_\_\_\_\_.
4. \_\_\_\_\_ were worn as jewelry.



Track 2-13

- C.** Listen again to check your answers.

### Grammar: Used to and would

#### Used to

Native Americans **used to** make their own shoes out of deerskin. (Now, most of them don't.)

They **didn't use to** buy their shoes at a store. (Now, most of them do.)

**Did you use to** take music lessons?

\*We use *used to* (or *didn't use to*) to talk about past situations or habitual actions in the past that are not true now.

\*In negative statements and questions with *used to*, the auxiliary *did* or *didn't* shows the past tense and *use* is in the base form. (There is no significant difference in the pronunciation of *used to* and *use to*.)

\*We sometimes use *would* in the same way.

\*We usually don't use the negative *wouldn't* in this way.

#### Would

When early Indian hunters wanted to hunt ducks, they **would** make duck decoys—artificial ducks to attract the real ones.

**Would** people buy or make their everyday tools?

### Word Bank: Life in the past

Clothes: robe, vest, long skirt, shawl, sandals, boots, clogs  
Homes: fireplace, lantern, well, loft  
Time expressions: a long time ago, century, decade

### Grammar Practice: Used to and would

Have students talk with a partner about these things, using *used to* and *would*.

- what they did after school when they were in elementary school
- how they celebrated special days as a child
- what they did during the summer when they were younger

A. Complete each sentence with *used to* or *would*. (Both forms are possible.)

### Six Indian Innovations

- |                    |  |
|--------------------|--|
| <b>chewing gum</b> | • The Aztecs _____ chew chicle, a latex from the sapodilla tree and the key ingredient in modern chewing gum.  |
| <b>popcorn</b>     | • Native Americans made the first popcorn. Some Indians _____ put a stick through a dried corn cob and hold it over a fire.  |
| <b>parkas</b>      | • Today's ski jackets are similar to hooded coats Inuit women _____ make from layers of skins that trapped air for greater insulation.   |
| <b>sunglasses</b>  | • The Inuit also _____ carve their version of sunglasses from walrus tusks with narrow slits for people to look through.   |
| <b>chocolate</b>   | • The Maya created the first chocolate from cacao beans. The Maya, Toltec, and Aztec Indians _____ drink a bitter, unsweetened mixture. Sugar was added later to suit European tastes. |
| <b>dental care</b> | • North American Indians _____ scrub their teeth with the ragged ends of sticks, while the Aztec Indians applied salt and charcoal to their teeth.                                     |

-  B. Talk about the innovations in exercise A. Which ones did you already know about? Which ones surprised you? Use *used to* and *would*.

I already knew the Maya **used** to make a chocolate drink.

Me, too, but I'm surprised Native Americans **would** use syringes.

### Conversation

A. Close your book and listen to the conversation. Why are the Incan ruins amazing?

 Track 2-14

- Ben:** What's up, Patricia?
- Patricia:** Not much. I'm looking at pictures of Incan ruins in Peru.
- Ben:** Wow, they used to cut a lot of huge stones! How did they do it?
- Patricia:** They would use tools made of stone or bronze, but the stones are cut and placed so accurately that even modern people are amazed.
- Ben:** And how did they get the stones up the Andes mountains?
- Patricia:** Actually, the Inca used to get their stones from the area where they were building.



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



### Goal 1 Discuss life in the past

Talk with a partner about early civilizations in your country. What were their lives like?

Lesson A 101

### Grammar: *Used to* and *would*

*Used to* and *would* are both used to talk about things that were true in the past, but are not true now. Both have the same meaning, but *would* is slightly more formal and is used more often in writing.

- A** • Have students complete the sentences with *used to* or *would*. Emphasize that they are both correct in every sentence.
  - Call on students to read one of the facts to the class.
- B** • Have students discuss the innovations, using *used to* or *would*.
  - With the class, discuss the most surprising, useful innovations made by Native Americans.

### Conversation

- A** • Have students close their books. Write the question on the board: *Why are the Incan ruins amazing?*
  - Play the recording.  2-14
  - Check answers.

**Answers:** the stones are cut and placed so accurately

- B** • Play or read the conversation again for the class to repeat.
  - Practice the conversation with the class in chorus.
  - Have students practice the conversation with a partner, then switch roles and practice it again.
  - Have students make new conversations about other ancient constructions. Write these names on the board: the Great Wall of China, the pyramids of Giza (Egypt). The Great Wall of China runs more than 4,000 miles (6,700 kilometers) across China and was begun in the sixth century BCE. The most famous pyramids in Egypt, located in Giza, were built in about 2500 BCE. The base of the Great Pyramid is almost a perfect square, with only a 7.5-inch (19 centimeters) difference between its longest and shortest sides, out of a total length of about 756 feet (230 meters).

### ✓ Goal 1

- Have students work with a partner to talk about the lives of earlier peoples in their country.
- Compare ideas with the class. What do students know about the buildings and daily lives of these early people?

# Talk about Your Grandparents' Daily Lives

## Listening

- Point out the location of Jamestown and introduce the idea of a colony—an area of land that is controlled by another country. Explain that archaeologists recently made a dig in Jamestown.

- A** • Have students work with a partner to guess what the archaeologists found.
- B** • Tell students to listen to the recording (**CD2 T15**) and check their guesses. Play the recording one or more times.
- Check answers.

**Answers:** tools for farming, pipes for smoking tobacco, iron nails for building, weapons

- C** • Tell students to listen again and answer the questions.
- Play the recording (**CD2 T15**) one or more times.
  - Check answers.

**Answers:** 1. They didn't know much about the colonists' everyday lives. 2. for gambling, 3. They didn't find any clothes. 4. in the 1500s, 5. metal tools and weapons

## Engage!

- Have students discuss the question with a partner or in groups. Compare answers with the class.
- D** • Match students with a partner. Explain that when the settlers went to Jamestown they had to bring everything they needed, because it took many weeks to travel to and from Europe in a ship. Tell them to imagine and list the things they would need in order to spend a month alone in the wilderness.
- Discuss the lists with the class, noting similarities, differences, and any unusual items.

## B GOAL 2 TALK ABOUT YOUR GRANDPARENTS' DAILY LIVES



## Listening

- A** What did European colonists take to the New World? Check the items you think might have been found in a recent archaeological dig. Add your own ideas.

- tools for farming
- pipes for smoking tobacco
- glass beads
- hairbrushes and combs
- iron nails for building
- weapons
- \_\_\_\_\_

Track 2-15

- B** Listen to an interview with an archaeologist. Which of the items from exercise **A** does he mention?



## Engage!

Do you think it's important to study the past? Or do you think we should focus more on the future? Give your reasons.

Track 2-15

- C** Listen again and answer the questions.

- What did archaeologists NOT use to know about the Jamestown Colony? \_\_\_\_\_
- Why did some of the colonists bring dice to the Jamestown Colony? \_\_\_\_\_
- What kinds of clothes did the archaeologists find? \_\_\_\_\_
- When was tobacco introduced to Europe? \_\_\_\_\_
- What did the colonists bring that the Indians especially valued? \_\_\_\_\_

Track 2-15

- D** Work in pairs. Imagine that you and your partner are going to spend a month in a wilderness area. You will not be able to communicate with the outside world or buy anything there. Make a list of the 12 things you will bring with you.

102 Life in the Past

## For Your Information: Jamestown Colony

Jamestown, located on an island in what is now the U.S. state of Virginia, was the first successful English settlement in North America. In 1607, 214 English colonists set out for Virginia and built a fort and other buildings on the island. Although some of the natives tried to drive them out, other tribes were willing to trade with them. When the colonists began growing tobacco in 1612, the Jamestown colony began to grow and prosper. In 1619, the first African men and women were brought in to work on the farms. They were not slaves but indentured workers—they worked for no pay for a number of years and then became owners of the land they had worked.

## Pronunciation: Reduction of *used to*

When we speak quickly, *would* is sometimes pronounced /ʊd/ and



track 3.1b

- A. You will hear each sentence twice. Listen to the full form and the reduced form of *used to*. Listen again and repeat the sentences.

1. People used to make their own tools
2. They used to plant corn here
3. Did you use to play baseball?
4. Food used to cost a lot less
5. My grandfather used to read to me

- B. Complete the sentences with your own information. Then read the sentences aloud to a partner. Use the reduced form *YOU* sta.

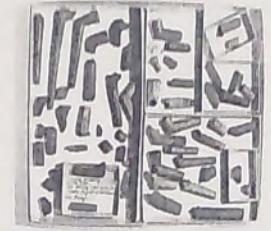
1. When I was younger, I used to \_\_\_\_\_
2. As a child, I used to want money for \_\_\_\_\_
3. In my country, people used to \_\_\_\_\_
4. Before the Internet was invented, people used to \_\_\_\_\_
5. In my last English class, we used to \_\_\_\_\_

## Communication

- A. Look at the artifacts from the Jamestown Colony. Imagine at least six things these colonists did every day. Use *used to*, *would*, or the simple past tense.

They probably **used to**  
cook food every day.

That means they **made**  
fires every day too.



▲ Artifacts from the Jamestown Colony tell us about the colonists' everyday lives.

- B. Think of at least six things you do every day that the colonists didn't do. Use *didn't use to* or the simple past tense.

They **didn't use to** go to  
school every day.

And they **didn't do**  
any homework either.



### Goal 2 Talk about your grandparents' daily lives

Work with a partner. Discuss the most important differences between your life and your grandparent's lives. Talk about transportation, entertainment, and doing household chores.

Lesson B 103

## Expansion Activity

With the class, make a list of 10 things that people use every day (such as cars, telephones, canned food, blue jeans). Then tell students to work with a partner to write sentences about what people used to do before they had these things: *People used to communicate by writing a letter or seeing their friends.* Compare answers with the class.

## Pronunciation

- Go over the information about the pronunciation of *used to*.

- A. Tell students to listen to the sentences, noticing the different pronunciations.
- Play the recording (Cuz T16).
  - Tell students to listen again and repeat. Play the recording (Cuz T16) again.

- B. Have students work individually to complete the sentences.
- Then match students with a partner and have them take turns reading the sentences out loud, using the reduced form.
  - Call on students to read a sentence to the class.

## Communication

- A. With the class, talk about the artifacts (old things) in the picture. Discuss what they are called and how people used them.

- Have students work with a partner to list things that the colonists did every day.
- Compare answers with the class, talking about each artifact in turn.

- B. Have students work with the same partner to list things that the Jamestown settlers didn't do.
- Compare answers with the class.
  - Ask, *How would you describe the life of a Jamestown settler? Was it easy/hard/peaceful/interesting? Why, or why not?*

### ✓ Goal 2

- Ask students, *When were your grandparents born? Where did they live when they were young?*
- Match students with a partner. Have them compare their lives with their grandparents' lives when their grandparents were the same age.
- Compare answers with the class.

# Compare Past and Present Ways of Getting Things Done

## Language Expansion

- Review the idea of phrasal verbs: a verb and one or two prepositions that are used together with a meaning that is different from the meanings of the verb and the prepositions.
- Go over the verbs in the box. Tell students that there are more separable phrasal verbs than inseparable verbs. There is no rule for knowing if a phrasal verb is separable—this information must be memorized.

- A**
- Have students complete the sentences with the phrasal verbs, using their dictionaries as needed.
  - Check answers.

**Answers:** switch on, keep away, given up, bring up, put on, help out

- B**
- Point out that some phrasal verbs are separable—you can put the object in between the two parts of the verb. Use the first sentence as an example. Call on students to tell the class something they never want to give up.
  - Have students talk about the sentences with a partner.
  - Call on students to read a sentence to the class. Then have them say the sentence the other way, with the verb and particle together. (*I always try to help good friends out. I always try to help out good friends.*)

## Grammar

- Review the passive voice—sentences where the focus is on the person or thing that receives the action. Remind students that the passive voice is not a verb tense. It can be used together with different verb tenses to talk about any time.
- Go over the information in the chart.



▲ An Inuit man builds an igloo.

## Language Expansion: Separable phrasal verbs

give up bring up help out switch on keep away put on

- A.** Fill in the blank with the phrasal verb from the box that is closest in meaning to the verb in parentheses. Use the correct form of the verb. Use your dictionary to help you.

Hi, my name is Susie, and I live in the Nunavut Territory in Canada. Here in Nunavut, life hasn't changed as much as it has in other places. It's true—nowadays, we can \_\_\_\_\_ (start) the furnace when it gets cold, and we use modern rifles to \_\_\_\_\_ (repel) the polar bears, but we haven't \_\_\_\_\_ (relinquish) other things. We \_\_\_\_\_ (raise) our children in the land our people have lived in for thousands of years. We teach them to \_\_\_\_\_ (don) our traditional clothing to stay warm in the winter, and we teach them to always \_\_\_\_\_ (aid) their family and their community. Those things will never change.

- B.** Work with a partner to complete the sentences.

1. I hope I never have to give \_\_\_\_\_ up.
2. When I get home, I usually switch \_\_\_\_\_ on.
3. Parents work hard to bring \_\_\_\_\_ up.
4. I always try to help \_\_\_\_\_ out.
5. When I get dressed, I never forget to put \_\_\_\_\_ on.

## Grammar: Past passive voice

### Active voice

Subject + transitive verb + direct object

Inuit people **built** igloos from blocks of ice.

My grandmother **made** the family's clothes.

### Passive voice

Direct object + was/were + past participle of transitive verb

Igloos **were built** from blocks of ice (by Inuit people).

The family's clothes **were made** by my grandmother.

\*We use the passive voice with transitive verbs when the focus is on the object.

\*The passive in the past tense is formed with the simple past form of be plus the past participle of the main verb.

\*Sometimes we use a *by* phrase with the passive.

## Word Bank: Separable phrasal verbs

look up	wake up
hand in	write down
hand out	figure out
turn on	pick up
turn off	put down
throw away	take off

## Grammar: Past passive

Because the passive voice is not a tense, it can be used in combination with other tenses to talk about different time periods. The past passive is used for events or processes in a period of time that took place before the present.

**A.** Complete each sentence with the past passive form of the verb in parentheses.

1. Money for voyages to the New World \_\_\_\_\_ (provide) by investors.
2. Glass beads \_\_\_\_\_ (trade) for food.
3. Pipes \_\_\_\_\_ (use) for smoking tobacco.
4. Wild animals \_\_\_\_\_ (hunt) by Native Americans.
5. Chocolate \_\_\_\_\_ (drink) by the Aztecs.

**B.** How did things get done in the past in your country? Complete each sentence with the past passive form of the verb in parentheses and your own ideas.

1. Most of the time, meals \_\_\_\_\_ (prepare) by \_\_\_\_\_.
2. In general, a family's income \_\_\_\_\_ (earn) by \_\_\_\_\_.
3. Clothes \_\_\_\_\_ (make) by \_\_\_\_\_.
4. People \_\_\_\_\_ (tell) about important news by \_\_\_\_\_.
5. Many children \_\_\_\_\_ (teach) by \_\_\_\_\_.

## Conversation



Track 2-17

**A.** Listen to the conversation. What was life like for Carl's grandparents?

**Louise:** Hi, Carl. Can I ask you a serious question?

**Carl:** Sure. Go ahead.

**Louise:** Do you think your life will be very different from your grandparents' lives?

**Carl:** Maybe. Back then, important decisions were always made by the husband. And today, women...

**Louise:** What? We have our own opinions?

**Carl:** Exactly, but that's OK with me.

**Louise:** What else do you think will be different?

**Carl:** Well, all of the housework used to be done by women, and I don't mind doing some of the housework.

**Louise:** You're going to make someone very happy one day!

**B.** Practice the conversation. Switch roles and practice it again. Then make new conversations using your own ideas to answer Louise's questions.



### Goal 3 Compare past and present ways of getting things done

Talk to a partner. How were things done before the following services were developed, and how are they done now?

postal service

city water systems

garbage collection service

Lesson C 105

- A** • Have students fill in the past passive verb in each sentence.  
• Check answers.

**Answers:** 1. was provided, 2. were traded, 3. were used, 4. were hunted, 5. was drunk

- B** • Have students work with a partner to complete the sentences. If desired, specify a time such as 100 years ago.  
• When all student pairs are ready, call on them to present a sentence to the class. Check for correct passive verbs.

**Answers:** 1. were prepared, 2. was earned, 3. were made, 4. were told, 5. were taught

## Conversation

- A** • Have students close their books. Write the question on the board: *What was life like for Carl's grandparents?*  
• Play the recording. (CD2 T17)  
• Check answers.

**Answer:** important decisions were always made by the husband

- B** • Play or read the conversation again for the class to repeat.  
• Practice the conversation with the class in chorus.  
• Have students practice the conversation with a partner, then switch roles and practice it again.  
• Have students make new conversations with their own ideas. Call on student pairs to present their conversations to the class.

### ✓ Goal 3

- Have students work with a partner to compare the different ways of doing these things.
- Discuss answers with the class.

### Grammar Practice: Past passive

Have students talk with a partner about how these things were done in the past (such as 100 years ago).

clothes washed

diseases treated

children cared for

houses cleaned

holidays celebrated

elderly people cared for

# Consider the Impact of the Columbian Exchange

## Reading

- Introduce the topic of the reading. Ask students, *Why did the world change a lot after 1492?*
- A Have students look at the list of items, and try to decide which ones originally came to America from Europe.
- Have students read the article to check their guesses. Tell them to circle any words they don't understand.
- Check answers.

**Answers:** horses, malaria, cattle

- Go over the article with the class, answering any questions from the students about vocabulary.
- B Have students read the article again to answer the questions.
- Check answers.

**Answers:** 1. (suggested answers) when European explorers brought American things to Europe, and European things to the Americas, 2. Answers will vary. 3. Their chief was Powhatan. 4. The Indians sometimes moved their farm fields. 5. They didn't have fences around their fields. 6. (suggested answer) They weren't used to the new diseases.

## D GOAL 4 CONSIDER THE IMPACT OF THE COLUMBIAN EXCHANGE

### Reading

- A** Discuss this question with a partner. Which of these were brought to the Americas by European explorers and colonists?
- horses
  - peanuts
  - tomatoes
  - malaria
  - cattle
  - tobacco

- B** Write answers to the questions.

- In your own words, what was the Columbian Exchange? \_\_\_\_\_
- What's one thing that wasn't in your country before the Columbian Exchange? \_\_\_\_\_
- Why were the Native Americans in Tsenacomoco called Powhatan Indians? \_\_\_\_\_
- Why did the colonists sometimes find empty farm fields near the Jamestown Colony? \_\_\_\_\_
- Why were the Old World animals a problem for the Powhatan Indians? \_\_\_\_\_
- Why do you think the Old World diseases were especially deadly for Native Americans? \_\_\_\_\_

The New World

# The Columbian Exchange



When European explorer Christopher Columbus landed on the island he named San Salvador in 1492, he began a process known as the Columbian Exchange. Columbus was followed by explorers, soldiers, and colonists from Spain, Portugal, the Netherlands, France, and England. The Europeans brought with them a great number of plants, animals, and diseases that the New World had never seen. And soon, countries in the Old World smoked American tobacco and tasted corn, tomatoes, peanuts, chili peppers, and potatoes for the first time.

The first European settlement in what is now the United States began on May 14, 1608, when an English ship landed on Jamestown Island in the present-day state of Virginia. The Jamestown Colony was founded in the middle of an Indian empire called Tsenacomoco, an area of about 8,000 square miles with more than 14,000 people. The principal Indian chief was Powhatan, father of the legendary Pocahontas, and the settlers called the native people Powhatan Indians.

### For Your Information: The Columbian Exchange

The Columbian Exchange has been called one of the most significant events in the history of the world's ecology and culture. For the first time ever, there was a widespread exchange of ideas, plants, animals, diseases, and even people between the two hemispheres of the world. Corn and potatoes became important foods in Europe, and manioc and peanuts began to feed huge numbers of people in Africa and Asia. Before Columbus, there were no bees, domestic dogs, or domestic cats in the New World, and there were no beans, tomatoes, chocolate, or vanilla in the Old World. Of course, there were also other, unintentional introductions. Among the diseases that spread worldwide after 1492 were measles, scarlet fever, bubonic plague, and tuberculosis.

Before the arrival of the English, the Powhatan Indians used to grow corn, hunt wild animals such as deer, and gather wild plants for food. When a cornfield started to produce less corn, the Indians would plant in another area. The Jamestown colonists saw these empty fields as a perfect place to grow tobacco, a New World plant that the Spanish discovered in the Caribbean. Tobacco from Virginia could be shipped to Europe and sold, and the colony's investors in England were eager to make a profit.

The Jamestown colonists also introduced several kinds of domestic animals to the New World, including cattle, horses, and chickens. The Indians had no large domestic animals, and so they had no fences around their cornfields. They were soon competing with the colonists' animals for both crops and wild food. The corn that the Indians stored for the winter months, meanwhile, became a favorite food for an animal the English brought accidentally in their ships—black rats.

In addition to the rats, colonists carried diseases from the Old World that Native Americans had never been exposed to. Diseases such as malaria, smallpox, measles, and cholera were not always deadly to Europeans, but killed a large percentage of native people in the Americas. The Columbian Exchange, therefore, came at a very high cost, but without a doubt, it was one of the most significant events in modern human history.



- C. Discuss this question with a partner. In the following lines from the article, what is the relationship between the noun phrases on each side of the comma (,) or dash (—)?

1. Powhatan, father of the legendary Pocahontas
2. tobacco, a New World plant
3. an animal the English brought accidentally in their ships—black rats.

## Writing

Imagine that the Columbian Exchange never happened. If you live in a New World country, the rest of the world doesn't know you exist. If you live in an Old World country, you know nothing about the Americas. Write a journal entry about a day in your life. What do you eat? What animals do you see? What do you do on a typical day?

### ✓ Goal 4

#### Consider the impact of the Columbian Exchange

Share your journal entry with a partner. How was your imaginary day different from a day in your real life? In your opinion, is the world better or worse because of the Columbian Exchange?

- C • Talk about the question with the class. Point out that the comma and the dash show that the second phrase explains and gives more information about the first phrase. Tell students that writers sometimes do this to explain new words in a sentence. Looking for structures like these can help you to understand new vocabulary.
- Have students look at the three phrases and discuss them with a partner.

## Writing

- Review the things that were carried between the Old World and the New World in the Columbian Exchange. Discuss what things people didn't have in the students' country before that time and what things people get from other countries now.
- Tell students to follow the directions and write a journal entry. If necessary, tell them to begin with, *I had a busy day today. I...*

### ✓ Goal 3

- Have students read their papers to a partner and discuss the questions together. Finish with a whole-class discussion of whether the Columbian Exchange made the world better or worse.

## After Reading

**Web search:** Have students search using the term *Columbian Exchange* and make a longer list of plants, animals, and other things that were carried between different parts of the world in the Columbian Exchange.

**Project:** A group of famous historians studied the Columbian Exchange and concluded that the five most important things that were transmitted were corn, potatoes, the horse, diseases, and sugar. Have groups choose one of these topics and prepare a poster about how it changed people's lives in the countries where it was introduced.

# Columbus and the New World

## Before You Watch

- A** • Have students work with a partner to see what, if anything, they know about Columbus.
- B** • Have students write the words with the given meanings.
- Check answers.

**Answers:** 1. voyage, 2. continent, 3. sailor, 4. island, 5. route, 6. spice

## While You Watch

- A** • Tell students to watch the video the first time and match the people with their actions. Play the video.
- Check answers.

**Answers:** 1. d, 2. c, 3. b, 4. a

- B** • Tell students to watch the video again and find the missing words. Have the students read the statements. Play the video.
- Check answers.

**Answers:** 1. spices, 2. route, 3. voyage, 4. sailors, 5. island, 6. continent

## E VIDEO JOURNAL COLUMBUS AND THE NEW WORLD



## Before You Watch

- A** Discuss the following questions with a partner. (Don't worry if you don't know all the answers now. You can listen for the information in the video.)

- Who was Christopher Columbus? Where is he from and why is he famous?
- How many ships did Christopher Columbus have? Who paid for the ships?

- B** Write each word from the box next to its definition.

route island continent voyage spice sailor

- a long journey or trip
- one of the seven great land masses in the world
- a person who works on a ship
- a piece of land completely surrounded by water
- a pathway of travel, a way to get to a place
- a flavoring for foods, such as pepper or cinnamon

## While You Watch

- A** Watch the video and draw lines from the people to the actions.



- |                                      |   |
|--------------------------------------|---|
| 1. Christopher Columbus              | a. reached North America before Columbus. |
| 2. King Ferdinand and Queen Isabella | b. shouted that he could see land.        |
| 3. A sailor on the Pinta             | c. paid for Columbus's voyage.            |
| 4. The Vikings                       | d. studied geography.                     |



- B** Watch the video again and fill in the blanks with the words you hear.

- Europeans wanted \_\_\_\_\_ from India and China.
- Columbus wanted to find a new sea \_\_\_\_\_ from Europe to Asia.
- In 1492, Columbus persuaded King Ferdinand and Queen Isabella of Spain to give him money for the \_\_\_\_\_.
- On October 9, after a month at sea, the \_\_\_\_\_ were very tired of looking for land.
- Columbus and his sailors got into a small boat and went to the \_\_\_\_\_.
- Columbus didn't know he was on a new \_\_\_\_\_. He thought he was near the coast of Asia.

## For Your Information: Christopher Columbus

Christopher Columbus was born in 1451 in Genoa, Italy. At 14, he went to Portugal to study navigation. When he was 22, he became a business agent for a wealthy family and sailed to various places around Europe. At that time, it was well-known that the earth was round, not flat, but people didn't understand the size of the earth. It took seven years for Columbus to get enough money to make his first voyage to the west. Columbus made four voyages to the New World and became the governor of the island of Hispaniola. He was later removed from office for cruelty and abuse of power and returned to Spain. He died in Spain a wealthy man at the age of 55.



## After You Watch

- How was Columbus's voyage to the New World different from a journey today? Use your imagination. Make a T-chart to show the differences.

Columbus's voyage

Travel today

## Communication

- It's January 1492. Help Christopher Columbus prepare to talk to King Ferdinand and Queen Isabella. Make a list of things he needs for his voyage as well as a list of reasons that the king and queen should pay for those things. Then role-play the meeting.



Video Journal 109

## Teacher Tip: Sharing students' work

There are a number of ways that students can share their work with their classmates:

- give oral presentations in front of the class
- make large posters to display in front of the class
- tape students' papers around the classroom walls and allow time for students to walk around and read their classmates' work
- photocopy students' papers into a class magazine/newspaper and make a copy for each student

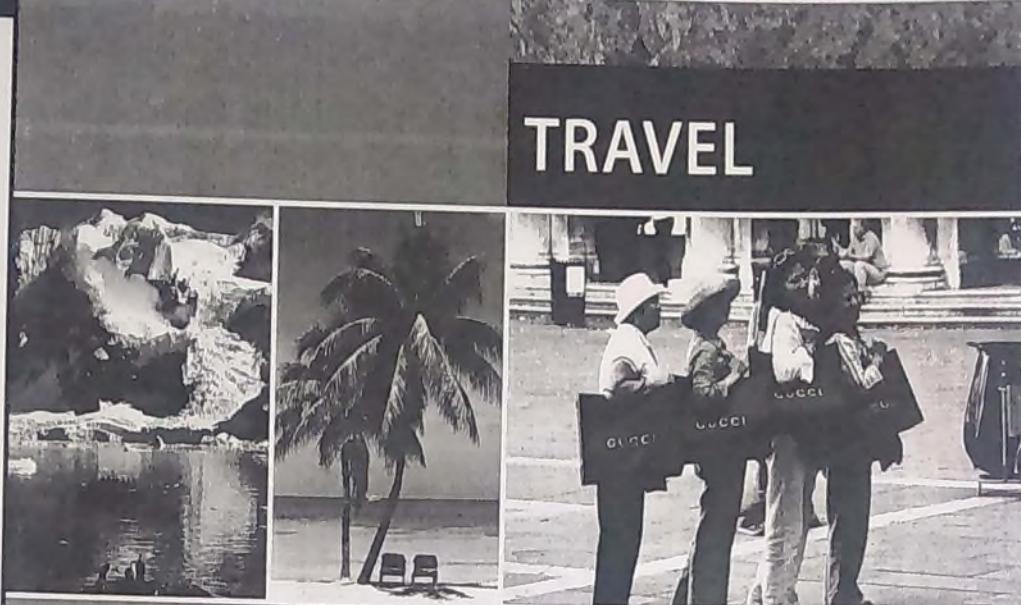
## After You Watch

- Have students work with a partner to list as many differences as they can think of between Columbus's voyage and the same trip today.
- Compare answers with the class. Possible answers: communication (none vs. radio and satellite); finding your way (maps vs. GPS); ships (small sailing ships vs. modern ocean liners); food (kept in boxes and barrels vs. refrigerators); speed of travel (slow vs. fast); knowledge (people know nothing about the New World vs. now we have lots of information)

## Communication

- Divide the class into groups of three students. Have group members work together to think of the information and ideas that Columbus needed to discuss with the king and queen of Spain.
- Then have each group role-play the conversation.
- Call on groups to role-play the conversation for the class.

- Introduce the theme of the unit. Ask students, *Where have you traveled? Where would you like to travel in the future?*
- Direct students' attention to the pictures. With the class, look at each picture in turn, and have students name things they see in each one (for example, *beach, shopping bags, etc.*)
- Have students work with a partner to answer the questions.
- Compare answers with the class. Which type of trip is most popular with students?
- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs:
  - Where are some places to go for each kind of trip?*
  - Have you done any of these things?*
- Go over the Unit Goals with the class. Explain that *pros and cons* means advantages and disadvantages.



## TRAVEL

- Where do you think these people are?  
What are they going to do?
- Which trip would you like to take? Why?

### UNIT GOALS

Talk about preparations for a trip  
Talk about different kinds of vacations  
Use English at the airport  
Discuss the pros and cons of tourism

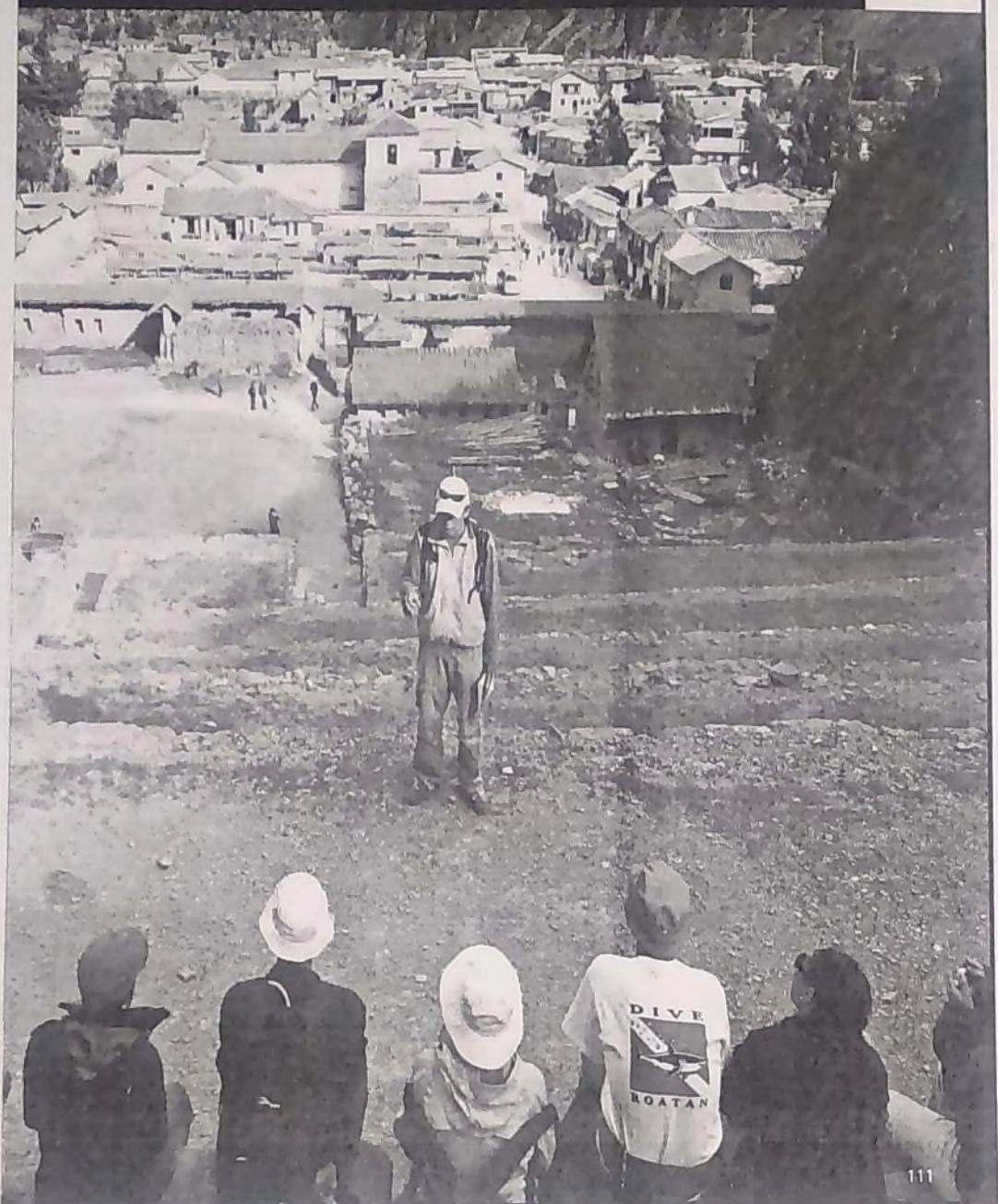
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### Unit Goals

- Talk about preparations for a trip
- Talk about different kinds of vacations
- Use English at the airport
- Discuss the pros and cons of tourism

Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
Modals of necessity <i>I must make a reservation.</i> Modals of prohibition <i>You must not take pictures here.</i>	Travel preparations Vacations At the airport	Listening for general understanding Conversations: vacations	Planning a dream vacation Making your way through the airport Reduction of <i>have to, has to, got to</i>	"Tourists or Trees?" Writing a paragraph about the positive impact of tourism



## Unit Theme Overview

- Tourism is believed to be the world's largest industry. If the tourist industry were a country, it would have an "economy" second in size only to the economy of the United States. International travel has increased exponentially in recent decades. The number of international arrivals increased from 25 million in 1972 to 528 million in 1996, according to the World Tourism Organization. In 2000, according to the International Air Transport Association, over 1.4 billion passengers traveled on flights of its member airlines—an increase of 5.2 percent over the previous year. More and more people are traveling further and further from their homes.
- Travel has many benefits for the people who do it and the workers who serve them. Tourists can enjoy a change of scene and learn about other cultures and environments. And, of course, tourism provides millions of much-needed jobs in developing countries. But there is also a potential negative side to tourism—when it harms the natural environment and causes economic problems. Today, people around the world are calling for the development of new kinds of tourism that will benefit travelers, workers, and the environment.
- In this unit, students look at travel from both a personal perspective—discussing preparations for different kinds of trips and learning language for air travel—and a social perspective—considering the impact of tourism on a place.

# Talk about Preparations for a Trip

## Vocabulary

- Introduce the topic. Ask, *Are you busy before you go on a trip? What do you do?*

- A**
- Go over the phrases in the box, explaining the words in bold as necessary.
  - Have students write each phrase under the correct picture.
  - Check answers.

**Answers:** (left to right, top) buy a ticket, apply for a passport, make a reservation, check the itinerary; (left to right, bottom) get a vaccination, get sightseeing information, talk to the travel agent, apply for a visa

- B**
- Match students with a partner and have them talk about their preparations for a trip.
  - Point out the Word Focus box: *We make plane, train, and hotel reservations. We buy plane, train, and bus tickets.*

## Grammar

- Go over the information in the chart. Then tell students, *I'm going to (England). Do I need a passport?* Elicit, *You must have a passport.* Continue with *a visa/vaccinations/a lot of money*, and so on.

- A**
- Have students read the sentences and circle the correct modal.
  - Check answers.

**Answers:** 1. don't have to, 2. I've got to, 3. had to, 4. must, 5. must, 6. will have to

## A GOAL 1 TALK ABOUT PREPARATIONS FOR A TRIP

### Vocabulary

- A.** Label each picture with the correct phrase.

talk to the **travel agent**  
apply for a **passport**  
apply for a **visa**  
buy a **ticket**  
make a **reservation**  
check the **itinerary**  
get **sightseeing** information  
get a **vaccination**



### Word Focus

a **plane/train/hotel**  
+ **reservation**  
a **plane/train/bus**  
+ **ticket**



- B.** What did you do before your last trip? Use vocabulary from exercise **A** and your own ideas.

### Grammar: Modals of necessity

#### Modals of necessity

##### It's necessary.

I **must** make a reservation. I **have to** make a reservation.  
I **'ve got to**

\*Must is used in formal situations and in writing.

\*Have got to is informal.

\*Have to is used for all tenses.

\*For the past, use I **had to** or I **didn't have to**.

##### It's not necessary.

- A.** Circle the correct modal in each sentence.

- You (haven't to/don't have to) make reservations for the train. You can buy a ticket at the station.
- Sorry! I can't go to the restaurant with you because (I must/I've got to) work tonight.
- Last week, Farouk (had to/have to) take the bus to class because his car wasn't working.
- To get a driver's license, you (must/don't have to) pass a driving test.
- The law says that all parents (must/have got to) send their children to school.
- Tomorrow I (will have to/must) talk to our teacher after class.

### Word Bank: More travel vocabulary

suitcase	map
backpack	alarm clock
swimsuit	money belt
sandals	phrase book
sunscreen	calculator
camera	first aid kit
guidebook	foreign currency

### Grammar: Modals of necessity

Must/have to/have got to are all used to say that something is necessary. Must is the most formal of the three structures, while have got to is mainly used in speaking. To express lack of necessity, don't/doesn't have to are used. Students occasionally confuse this structure with must not, which expresses prohibition (and will be taught in Lesson C of this unit).

- B.** Look at the rules from the car rental company. Work with a partner to make sentences using modals of necessity.

#### Car Rental Rules

have a driver's license .....	<input checked="" type="checkbox"/>
make a reservation .....	<input checked="" type="checkbox"/>
tell the company where you're going .....	<input checked="" type="checkbox"/>
be 21 years old .....	<input checked="" type="checkbox"/>
pay with a credit card .....	<input checked="" type="checkbox"/>

You have to have  
a driver's license.

- C.** What are the rules in your English class? Write a list. Use *must/have to/don't have to/have got to*. Compare your list with a partner's list.

1. You *have to* hand in your homework. You *don't have to* hand in your notebook.

## Conversation



Track 2-18

- A. Close your book and listen to the conversation. Where is Peter going on his vacation?

- Ed:** So, Peter, when are you taking your vacation?  
**Peter:** In September. I'm going to South Africa.  
**Ed:** Wow, South Africa! What a great trip!  
**Peter:** It will be. But first I have to get a new passport, and I have to apply for a visa.  
**Ed:** That sounds like a hassle!  
**Peter:** It's not so bad. I can get the visa from my travel agent. And I don't have to get any vaccinations.

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

- C. Look at the information. Make new conversations about these countries.

Do travelers need ...	a passport?	a visa?	vaccinations?	hotel reservations?
Turkey	Yes	Yes (online)	No	No (there are lots of hotels)
Australia	Yes	Yes (from the embassy)	No	Yes
The Philippines	Yes	No	No	Yes



### Goal 1

#### Talk about preparations for a trip

Talk to a partner. Say where you want to go and what you need to do to prepare for the trip.



▲ Istanbul Bazaar, Turkey



▲ Ayers Rock, Australia



▲ Agno River, Philippines

Lesson A 113

## Grammar Practice: Modals of necessity

Have students work with a partner to write five rules for a sport they both know, using *must/have to/have got to*. If necessary, give examples:

Tennis: *You must hit the ball over the net. You don't have to wear white clothes.*

Call on student pairs to read their rules to the class.

- Point out that many people like to rent a car when they take a trip, but car rental companies have many rules.
- Have students work with a partner to make a sentence about each rule.
- Check answers.

**Answers:** You don't have to tell the company where you're going. You must/have to pay with a credit card. You don't have to make a reservation. You must/have to be 21 years old.

- C.** • Have students work individually to make a list of at least five rules in your English class.
- Match students with a partner and have them compare their lists.
  - Call on students to read a rule to the class. Then discuss any surprising answers!

## Conversation

- A.** • Have students close their books. Write the question on the board: *Where is Peter going on his vacation?*

- Play the recording. (CD2 T18)
- Check answers.

**Answer:** South Africa

- B.** • Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
  - Have students practice the conversation with a partner, then switch roles and practice it again.

- C.** • Go over the information in the chart and ask students what they know about these places. Then have students work with a partner to make new conversations modeled on the one in exercise **A**.
- Ask student pairs to present a conversation to the class.

### Goal 1

Match students with a partner and have them discuss a "dream" trip and how they will prepare for it.

**B GOAL 2 TALK ABOUT DIFFERENT KINDS OF VACATIONS**

# Talk about Different Kinds of Vacations

## Listening

- Tell students they are going to hear about three different vacation plans.

- A**
- Have students work with a partner to match the descriptions.
  - Check answers.

**Answers:** 3, 2, 1

- Have pairs talk about places for each kind of vacation. Compare answers with the class.

- B**
- Tell students to listen to the interviews and find the names of the countries. Play the recording (**CD2 T19**) one or more times.
  - Check answers.

**Answers:** Carla: Italy; Marcus: Thailand; Julie: New Zealand

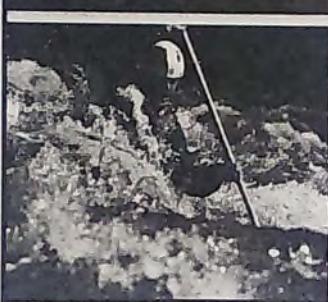
- C**
- Tell students to listen again to find the type of vacation. Review the types of vacation in exercise **A**. Play the recording (**CD2 T19**) one or more times.
  - Check answers.

**Answers:** Carla: learning vacation; Marcus: relaxing vacation; Julie: adventure vacation

- D**
- Have students tell their partner about their choice of vacation and explain why.
  - Discuss the most popular vacation and why it was the favorite.

## Pronunciation

- A**
- Go over the pronunciation of *have to*, *has to*, and *got to*. Emphasize that they are always spelled this way—we do NOT write *hafta*, *hasta*, or *gotta*. Tell students to listen to the pronunciation. Play the recording (**CD2 T20**) one or more times.
  - Have students take turns reading the sentences with a partner.



## Listening

- A** Match the descriptions to the pictures. What are some good places to do these things?

- |  |  |  |
|--|--|--|
| <b>1. Adventure vacation</b>   | <b>2. Relaxing vacation</b>  | <b>3. Learning vacation</b>  |
| Try exciting sports, like mountain climbing, bicycling, and skiing. Have experiences to tell your friends about. | Go to a beautiful place to rest and relax. Sleep late, read, listen to music, and enjoy the scenery. | Learn to do something new, like art or music, or take a class in a subject that interests you. |

- B** Listen to three people talking about their vacations. Which country are they going to?

Track 2-19

Carla: \_\_\_\_\_  
Marcus: \_\_\_\_\_  
Julie: \_\_\_\_\_

- C** Listen again. Which kind of vacation will they take?

Track 2-19

Carla: \_\_\_\_\_  
Marcus: \_\_\_\_\_  
Julie: \_\_\_\_\_

- D** Which of these vacations would you enjoy the most? Explain your reasons to your partner.

## Pronunciation: Reduction of *have to*, *has to*, *got to*



Track 2-20

- A** Listen to the pronunciation of *have to*, *has to*, and *got to*. Notice how they sound like *hafta*, *hasta*, and *gotta*.

I've **got to** finish my homework.  
He **has to** clean the house.  
Do you **have to** work tomorrow?

- B** Practice the sentences with a partner. Pay attention to the pronunciation of *have to*, *has to*, and *got to*.

1. Sorry, I **have to** leave now.
2. I've **got to** apply for a visa.
3. Rosa **has to** pack her suitcase.
4. They've **got to** stay after class.
5. He **has to** be there at six o'clock.
6. Do you **have to** make a reservation?
7. You've **got to** answer my questions.
8. Tomorrow, I **have to** go to the bank.

## For Your Information: Types of vacations

Adventure vacations are increasingly popular. Activities in this category are trekking (long-distance hiking), whitewater rafting, mountain biking, ice climbing, and scuba diving. Popular destinations include New Zealand, Australia, and the Himalayas.

Relaxing vacations are common. People travel to places such as Hawaii, Southeast Asia, and various Caribbean Islands for these vacations.

Learning vacations tend to be more popular with older adults. Examples are cooking schools in Italy or France, and art and photography workshops in the United States and Canada.

## Communication

### Communication

You and a partner have won a dream vacation in a contest. You can choose from three different trips.

Adventure tour in Africa! Travel from Egypt to South Africa in a truck, and visit 20 countries. You'll see wildlife and learn about African cultures.



Live with a family in London, and take English classes at a language school with students from many countries. Every weekend, you'll take a trip to a famous place.



Stay in a beach house! Swim, relax, or just do nothing. The house has a beautiful garden with a view of the sea, and a chef will cook all of your meals.



- A. Talk with a partner about the three trips and choose which one you will take together.
- B. What do you have to do before this trip? Think of five things.
- C. What will you take along? List 15 things.

If we go to Africa, we'll have to get lots of vaccinations!

I'll bring a digital camera to take pictures of the animals.



### Goal 2 Talk about different kinds of vacations

Get together with another pair of students. Tell them about your plans. Explain your reasons.

Lesson B 115

- Tell students that in this activity, they are going to choose one of three different vacation trips together with a partner. Go over the information about the three trips.
- A** • Match students with a partner. Have them discuss the three trips and then choose the trip they would like to take together.
- B** • Have students work with the same partners to think about and then list the things they will need to do to prepare for the trip.
- C** • Tell student pairs to make a list of 15 things they will need for their trip, including any special clothes.

### ✓ Goal 2

- Combine student pairs to form groups of four. Have students talk about where they are going, what they need to do before they go, and what they will take with them.
- With the class, discuss different groups' decisions. Talk about any unusual items they've decided to take along.

## Expansion Activity

As a follow-up to the communication activity, have student pairs imagine their trip and then write a letter or email to their classmates about what they did. Call on student pairs to read their letters to the class.

## C

# Use English at the Airport

## Language Expansion

- Ask students, *Where is the nearest airport? Have you been there? What is it like?*

- A**
- Go over the vocabulary items with the class.
  - Have students number the items in the illustration.
  - Check answers.

**Answers:** (start top left, counterclockwise) 4. arrivals, 3. baggage claim, 6. terminal, 10. carry-on bag, 7. boarding pass, 5. gate, 1. departures, 2. security check, 9. check-in counter, 8. airline agent

- B**
- Have students fill in the blanks with the vocabulary from exercise A.
  - Check answers.

**Answers:** 1. arrivals, 2. security check, 3. carry-on bag, 4. baggage claim, 5. airline agent, 6. departures, 7. terminal, 8. gate, 9. boarding pass, 10. check-in counter

- C**
- Match students with a partner and have each one tell about an experience at an airport—traveling, meeting someone who is arriving—or a scene from a movie, if students have no personal experience with airports.

## Grammar

- Tell students, *You can take most things on an airplane, but must not take anything dangerous.* For example, you must not take a gun on a plane. And you can't take big animals. Elicit other sentences with *must not/can't* about things that are not allowed on planes.
- Go over the information in the chart.



## Language Expansion: At the airport

**A.** Write the numbers in the circles.

- |                   |                  |             |                  |                     |
|-------------------|------------------|-------------|------------------|---------------------|
| 1. departures     | 3. baggage claim | 5. gate     | 7. boarding pass | 9. check-in counter |
| 2. security check | 4. arrivals      | 6. terminal | 8. airline agent | 10. carry-on bag    |

**B.** Complete the sentences. Use the words from exercise A.

- When your friends come to pick you up, you meet them at the \_\_\_\_\_ area.
- At the \_\_\_\_\_, officers look inside your bags.
- You can take a small \_\_\_\_\_ on the plane with you.
- After your flight, get your bags from the \_\_\_\_\_.
- The \_\_\_\_\_ looks at your ticket and gives you a seat.
- When you are going somewhere, you go to the \_\_\_\_\_ area.
- The \_\_\_\_\_ is the big building at the airport.
- The \_\_\_\_\_ is a door where you get on the airplane.
- Your \_\_\_\_\_ is a paper with your seat number.
- Go to the \_\_\_\_\_ to put your bags on the plane.



**C.** Tell your partner about an experience at an airport. Use words from exercise A.

## Grammar: Modals of prohibition

### Modals of prohibition

You **must not** bring a knife on the plane.  
**can't**

\*Must not and can't mean that something is not allowed. There is a law or rule against it.

\*This meaning is different from don't have to.

You **must not** take pictures here. = pictures are not allowed

You **don't have to** take pictures here. = pictures are OK but not necessary

## Word Bank:

### On the plane

overhead bin	beverage cart
seat	in-flight movie
tray table	aisle
seat belt	emergency exit
flight attendant	lavatory
captain	passenger

## Grammar: Modals of prohibition

Both *must not* (*mustn't*) and *can't* are used to express the idea that an action is not allowed. *Must not* is stronger and more formal than *can't*.



**A.** What do these signs mean? Write sentences with *must*, *must not*, and *can't*.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**B.** What are some things to remember when you go to the airport? Complete the sentences. Use your own ideas.

1. You have to \_\_\_\_\_
2. You can't \_\_\_\_\_
3. You must \_\_\_\_\_
4. You don't have to \_\_\_\_\_
5. You must not \_\_\_\_\_

## Conversation



Track 2-21

**A.** Close your book and listen to the conversation. What time will the traveler get on the plane?

- Check-in agent:** Good afternoon. Where are you flying to today?  
**Traveler:** To Caracas. Here's my ticket.  
**Check-in agent:** Thank you. Would you like a window seat or an aisle seat?  
**Traveler:** A window seat, please.  
**Check-in agent:** And do you have any bags to check?  
**Traveler:** Just one. And this is my carry-on bag.  
**Check-in agent:** OK. Here's your boarding pass. You're in seat 27A. Boarding time is ten fifteen, but you must be at the gate 15 minutes before that.  
**Traveler:** I have a question. Is there a restaurant after the security check?  
**Check-in agent:** Yes, there are two. Thank you, and enjoy your flight!

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

**C.** Make new conversations with this information.

1. Kuwait City/aisle seat/two bags/15C/two thirty/a place to buy a newspaper
2. London/window seat/two bags/30E/four o'clock/a pharmacy in the airport



## Goal 3 Use English at the airport

Take turns. Pretend a partner is a foreigner at your local airport. Use the illustration on the previous page to ask and answer questions about what you have to do to board your plane.

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- A** • Have students write one sentence for each picture.
- Check answers.

**Answers:** 1. You can't/must not smoke here. 2. You can't/must not bring scissors or a knife here. 3. You must show your passport. 4. You must leave/throw away fruit and plants here. 5. You must not/can't take pictures here.

- B** • Have students work individually or in pairs to write sentences.
- Compare answers with the class.

## Conversation

- A** • Have students close their books. Write the question on the board: *What time will the traveler get on the plane?*
- Play the recording. (CD2 T21)
- Check answers.

**Answer:** 10:15

- B** • Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
- Have students practice the conversation with a partner, then switch roles and practice it again.
- C** • Have students work with partners to make new conversations modeled on the one in exercise A.
- Call on student pairs to present a conversation to the class.

## Goal 3

- Divide the class into pairs and assign each student a role: traveler or local person. If some students are not very familiar with the local airport, discuss with the class what people need to do at the airport. Then have student pairs role-play the situation and switch roles to practice it again.

## Grammar Practice: Modals of prohibition

Have students work with a partner to list three things that travelers *must not* (*mustn't*) and *can't* do in a particular place—in their country or another country. Give them an example such as *You must not chew gum in Singapore. It's against the law.* Call on students to read a sentence to the class.

## Discuss the Pros and Cons of Tourism

### Reading

- Introduce the idea of pros and cons—advantages and disadvantages.
- A**
- Match students with a partner and have them discuss the questions.
  - Compare answers with the class. Tell them they are going to read about a country that has millions of tourists every year. Ask what, if anything, they know about Nepal.
  - Point out the vocabulary that is defined in the picture dictionary illustration.
  - Have students read the article. Tell them to circle any words they don't understand.
  - Go over the article with the class, answering any questions from the students about vocabulary.
- B**
- Tell students to read the article again and find the information.
  - Check answers.

**Answers:** 1. a. thick forests, b. mountains covered with red and pink flowers; 2. a desert; 3. a. They destroy the trails. b. The guesthouses are crowded. c. People drop their water bottles and soda cans everywhere. d. deforestation; 4. a. a program to sell cheap kerosene, b. planting a million baby trees



### D GOAL 4 DISCUSS THE PROS AND CONS OF TOURISM

Khumbu, Nepal

## Tourists or Trees?



### Reading

- A.** Discuss the questions with a partner.

- Which places in your country get the most tourists?
- Do the tourists cause any problems?

- B.** Find the information in the text.

- What did Khumbu look like 50 years ago?  
a. \_\_\_\_\_  
b. \_\_\_\_\_
- What does much of Khumbu look like today? \_\_\_\_\_
- What problems are caused by tourists in Khumbu?  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_
- What actions are people taking in Khumbu?  
a. \_\_\_\_\_  
b. \_\_\_\_\_

Around the bottom of Mount Everest, the highest mountain in the world, is a beautiful region of Nepal called Khumbu. Fifty years ago, it had thick forests, and the mountains were covered with red and pink flowers. Edmund Hillary and Tenzing Norgay started from Khumbu when they became the first people to climb Everest in 1953.

Since then, thousands of visitors have come to Khumbu to enjoy the spectacular mountain scenery and take an adventure vacation. Many tourists go trekking or hiking between villages. They sleep in very small family guesthouses.

Now everything has changed. Much of Khumbu has become a desert, in part because more than 25,000 trekkers pass through every year. Most sightseers arrive by small plane from Kathmandu, the capital. The planes land at the airport in Lukla. In the past, it was just a grassy field, but in 2000 a new terminal was built to allow planes and helicopters to bring in more visitors.

"We must reduce the number of tourists," says one local man. "They destroy the trails when they all walk in the same place. The guesthouses are crowded. People drop their water bottles and soda cans everywhere."

### For Your Information: Nepal

Nepal is a small country in the Himalayas with a population of about 29 million people. The people belong to many different ethnic groups, and nine major languages are spoken there, along with many minor ones. The geography of this small country is very diverse, ranging from hot, humid jungles, to a hilly region, to the Himalaya Mountains. Mount Everest is located on the border with Tibet. Nepal is a poor country with very few natural resources, and tourism plays a very important role in the economy. One study found that 65 percent of the families in the Khumbu region received income from tourism.

But the biggest problem of tourism is deforestation. Khumbu has lost most of its trees. They were cut down to build more tea houses, and to use for **firewood**. You can only see the big old trees in the wide floorboards in old houses.

"Tourists don't think about the problems they cause," says a scientist. "Especially about the wood that is used to cook their foreign food and heat water for their baths. One trekker uses as much wood in a day as five local families. They don't have to use so much wood." Now the forests have disappeared, and local people have to walk many miles to find firewood.

One possible solution is to cook and heat water with **kerosene**. But it's too expensive for many local people. "The government has got to distribute kerosene to local people," says the scientist. "It's the only way to save the forest."

People in Nepal are taking action. One group has started a program to sell cheap kerosene. The Himalayan Trust, an organization started by Edmund Hillary, has planted more than a million baby trees in Khumbu. This will save the land, and produce wood products that people can sell. In 30 years, Khumbu will have forests and flowers again.



**C.** Match the columns to complete the reasons.

- |  |  |
|--|--|
| 1. Tourists visit Khumbu __            | a. because it's too expensive.                   |
| 2. More tourists come to Khumbu now __ | b. because they want hot baths and foreign food. |
| 3. The forests in Khumbu are gone __   | c. because they want to start new forests.       |
| 4. Tourists use a lot of wood __       | d. because the wood was used for tourists.       |
| 5. People don't burn kerosene __       | e. because the mountains are beautiful.          |
| 6. Groups have planted baby trees __   | f. because it's easy to get there.               |

## Communication



- A.** Talk to a partner. What can tourists do about the problems in Khumbu? Use *must*, *must not*, *have to*, and *don't have to*.

They don't have to take a hot bath every day.



- B.** The Department of Tourism in your country has asked your group to make a report for foreign visitors in your country about how they can be good tourists. List as many ideas as you can.

- C.** Put all your ideas together. With the class, choose the three most important things.

## Writing

How can tourists help the country they visit and not hurt it? Write a paragraph about your ideas.



### Goal 4

#### Discuss the pros and cons of tourism

Take turns. Read your paragraphs to a small group of students. Discuss each other's opinions.

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## After Reading

**Web search:** Have students do a Web search with the term *ecotourism* and the name of a country to find out about environmentally sound tourism programs in another country. Ask them to present what they learned to a small group or to the whole class.

**Project:** Have students work in pairs or groups to make a poster with ideas for how foreign visitors can be good tourists in their countries.

- C** • Tell students to match the sentence parts to show the reasons for these things.  
• Check answers.

**Answers:** 1. e, 2. f, 3. d, 4. b, 5. a, 6. c

## Communication

- A** • Match students with a partner and have them talk about ways tourists can solve the problems in Khumbu.  
• Compare answers with the class.
- B** • Combine student pairs to form groups of four. Have them list ideas for how foreigners can be good tourists in the students' countries. Appoint a secretary in each group to write down the group's ideas.
- C** • Call on the secretaries to read the lists to the class. Write ideas on the board. With the class, talk about how important each suggestion is and, together, choose the three most important ideas.  
• Talk about how these ideas apply to what your students should do if they visit other countries.

## Writing

- Have students write about how to be a good tourist in another country using some of the ideas they have been discussing.
- Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partner's paper.
- If desired, have students rewrite their papers, to be collected for marking.

### ✓ Goal 4

- Have students read their papers to a small group and compare their ideas.

## Adventure Capital of the World

- Tell students they are going to watch a video about New Zealand. Find out what, if anything, they know about the country.

### Before You Watch

- Have students read the summary. Go over the meanings of the words in bold, if necessary.

### While You Watch

- A** • Tell students to watch the video the first time and number the sports in order. Play the video.
- Check answers.

**Answers:** 3, 1, 2

- B** • Tell students to watch the video again and answer *true* or *false*, changing the false sentences to make them true. Have the students read the statements. Play the video.
- Check answers.

**Answers:** 1. F, is not; 2. T; 3. T; 4. F, short; 5. F, not everyone; 6. T

- C** • Tell students to watch the video a third time and circle the correct word. Play the video.
- Check answers.

**Answers:** 1. 440, 2. rivers, 3. five, 4. up, 5. bridge

### E VIDEO JOURNAL ADVENTURE CAPITAL OF THE WORLD



### Before You Watch

Read about the video and check the meanings of the words in **bold**.

The city of Queenstown in New Zealand is a world center for **adventure** sports. You can ride a fast jetboat through **shallow** water, go bungee jumping off a high **bridge**, or take a helicopter **hike** in the mountains. All of these **pastimes** give travelers a **thrill**. People call Queenstown "the adventure capital of the world."

### While You Watch

- A.** Watch the video, *Adventure Capital of the World*. Number the sports in the order that you hear about them.

helicopter hiking \_\_\_\_\_ bungee jumping \_\_\_\_\_ jetboating \_\_\_\_\_

- B.** Watch the video again and circle **T** for *true* or **F** for *false*. Then correct the false sentences.

- Queenstown is a beautiful and quiet place. **T** **F**
- The jetboat was invented in New Zealand. **T** **F**
- You can do 60 different activities in Queenstown. **T** **F**
- Helicopter hikers stay on top of the mountain for a long time. **T** **F**
- Everyone is happy after they try bungee jumping. **T** **F**
- People are making new adventure activities in Queenstown. **T** **F**

- C.** Watch the video again. Circle the correct answer.

- The gap under the jump pod is (300/440) feet. **1.** **2.**
- Jetboats were made to get around on (lakes/rivers). **1.** **2.**
- The mountain hike takes (four/five) hours. **1.** **2.**
- In helicopter hiking, people walk (up/down) the mountain. **1.** **2.**
- The world's first bungee-jumping site was a (bridge/wire). **1.** **2.**

### For Your Information: Queenstown

Queenstown is located in Otago in the South Island of New Zealand. It is set on a lake surrounded by mountains and has a population of about 10,000 people. It's a center for adventure sports and is famous for skiing, jetboating, bungee jumping, mountain biking, hiking, and fishing. It also has a number of well-regarded restaurants. It is especially popular with young American and Australian tourists.



## After You Watch

Which of these activities in the video do you want to try? Why?



## Communication



A. Plan a three-day tour of your country for foreign visitors.

1. What kind of tour will they have?  
adventure history nature other idea: \_\_\_\_\_
2. Which places will they visit?
3. What will they do in each place?

B. Write the itinerary for your tour. Share it with another group.

## After You Watch

- Have students tell a partner about which, if any, of the activities they would like to try.
- Compare answers with the class. Ask for a show of hands for which activities students would like to try. Ask them to explain their reasons.

## Communication

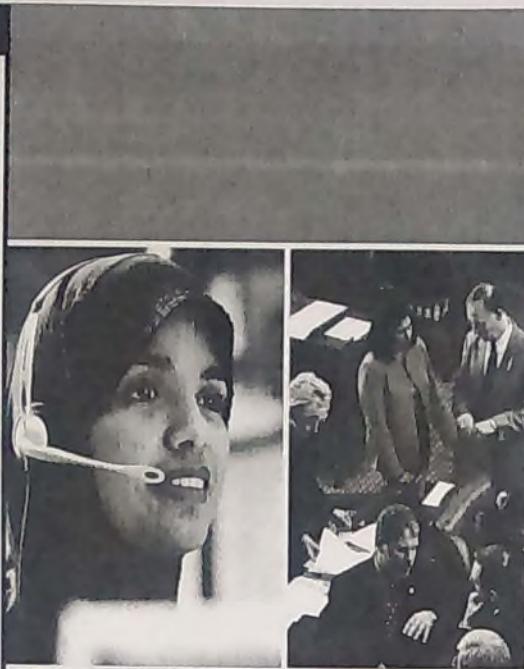
- A
- Divide the class into groups of three or four students. Tell them that they are the owners of a tour company, and they are going to plan a tour of their country to sell to foreign visitors.
  - Tell them to choose a type of tour and then decide on the places and activities for each day. Appoint a secretary in each group to write down the group's plans.
- B
- Have groups explain their plans to another group.
  - Finish with a whole-class discussion of the most interesting/unusual plans, activities, and so on.

## Teacher Tip: Fillers

Here are some activities to *fill in* a few extra minutes at the end of a lesson:

- The Blackboard Game (if you have filled the board with vocabulary). Have a volunteer sit with his/her back to the board. Students take turns giving definitions of words on the board. If correct, erase it. The game ends when all the words are erased.
- Error Quiz. On the board, write 10 incorrect sentences from students' work. Have students work to correct sentences. When the time is up, ask the class for corrections and rewrite the sentences on the board.

- Introduce the theme of the unit. Call on students to name as many careers as they can in English. Compile a list on the board.
- Direct students' attention to the pictures. With the class, look at each picture in turn and have students name the career in each one.
- Have students work with a partner to answer the questions.
- Compare answers with the class, discussing each picture in turn.
- Follow up with these questions, asking them orally or writing them on the board for students to answer in pairs:
  - Which of these careers would you enjoy the most? Why?*
  - Which of these careers would you not like to have? Explain your reasons.*
- Go over the Unit Goals with the class.



# CAREERS



- Where are the people in these pictures?  
What are they doing?
- What knowledge and skills do these people have?

## UNIT GOALS

Discuss career choices  
Ask and answer job-related questions  
Talk about career planning  
Identify career qualifications

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### Unit Goals

- Discuss career choices
- Ask and answer job-related questions
- Talk about career planning
- Identify career qualifications

Grammar	Vocabulary	Listening	Speaking and Pronunciation	Reading and Writing
Modals for giving advice <i>You <b>should</b> choose a career that fits your personality.</i> Indefinite pronouns <i><b>Everyone</b> in the audience was laughing.</i>	Career decisions Participial adjectives	Listening for general understanding An interview: a restaurant owner in Thailand	Role-playing job interviews Intonation in questions	"Maria Fadiman: Ethnobotanist" Filling-out a <i>dream job</i> questionnaire

# UNIT 11



## Unit Theme Overview

- In virtually every country in the world, career patterns are shifting. In countries that once had a system of lifelong employment in the same job, people are now more likely to change employers during their career or even shift to a different field of work entirely, while in countries where more mobility was customary, people are changing jobs faster than ever. According to experts, the average person in the United States will hold 10 different jobs just between the ages of 18 and 38. In that country, every year about one in three workers changes jobs.
- Whatever the age of your students, it is very likely that they will at some time confront a decision as to a new career or position. In this unit, students will look at the factors involved in choosing a satisfying career and finding a worthwhile job. They will first look at the idea of qualifications for a career and get and give advice about careers that are suitable for a particular person. They will then discuss the attributes of specific jobs and consider the questions asked at a job interview. They will talk about preparation for specific careers and then learn about and discuss the work of two people with unusual careers before focusing on their own "dream job."

# Discuss Career Choices

## Vocabulary

- A**
- Tell students they are going to hear a conversation in a high school. If necessary, explain that in some countries, high school students have part-time jobs after school (such as working for a few hours in a store or fast-food restaurant) and might also do volunteer work (such as reading stories to children in a hospital). Introduce the idea of a *career advisor*—a teacher who helps students choose and prepare for their future careers. Tell students to listen and circle the words as they hear them. Play the recording. (CD2 T22)
  - Ask, *Did you hear all of the words?* If necessary, play the recording again.

- B**
- Have students read the notes that the career advisor took during the meeting. Tell students to listen to the conversation again and fill in the missing words. Play the recording. (CD2 T22)
  - Check answers.

**Answers:** experience, training, assistant, volunteer, owner, qualifications, employee, boss

- C**
- Have students discuss the questions with a partner.
  - Compare answers with the class.

## Grammar

- Continue to talk about Marcy from the Vocabulary section. Ask, *What should she do to start her own business?* Elicit ideas from the class.
- Go over the information in the box. Then ask students to give more advice for Marcy, using *should/shouldn't/ought to/had better (not)*.



## A GOAL 1 DISCUSS CAREER CHOICES

### Vocabulary



- A.** Listen to a conversation between a high school senior and a career advisor. Circle each word when you hear it.

employee	experience	owner	assistant
training	qualifications	volunteer	boss

- B.** Listen again. Then fill in the blanks in Ms. Carter's notes with the words in exercise A.

- Marcy has some work \_\_\_\_\_. She went through a \_\_\_\_\_ program to become a nurse's \_\_\_\_\_ at the hospital. It's \_\_\_\_\_ work, so Marcy doesn't get paid.
- Marcy would like to be a business \_\_\_\_\_, but she doesn't have the necessary \_\_\_\_\_ yet.
- I explained that she could start as an \_\_\_\_\_ at a business. Later, perhaps, she can be the \_\_\_\_\_ when she has her own business.

- C.** Talk to a partner. What do you think Marcy should do to prepare for her future? Did the advisor give good advice?

### Grammar: Modals for giving advice

#### Modals for giving advice

should/shouldn't/ought to

had better/had better not

You **should** choose a career that fits your personality.

Miguel **ought to** become an engineer. Linda **shouldn't** take that office job.

You **had better** talk to the academic advisor before you decide on a major.

I **had better not** miss any more days of work.

\*We use modals of advice to talk about what is or isn't a good idea.

\*All modals are followed by the base form of a verb.

\**Had better (not)* is stronger than *should (not)* or *ought to*. It means something bad could happen if the advice isn't followed.

\*We can use *maybe*, *perhaps*, or *I think* with modals to make the advice sound gentler and friendlier.

### Word Bank: Careers

Health: doctor, nurse, dentist

Education: professor, principal

Computers: system analyst, web designer

Tourism: hotel manager, travel agent

Hospitality: waiter, chef

Business: salesperson, accountant

### Grammar: Modals for giving advice

English uses a variety of different modals for giving advice, and choosing the correct one requires being sensitive to the relationship between the speakers. *Had better* and *had better not* imply a relationship of authority (such as a boss, teacher, or doctor). *Should* and *ought to* are more neutral, but native speakers usually try to soften their advice by adding *I think* or *maybe*, especially when speaking with friends.

- A.** Complete the sentences. Use your own ideas.

### Career Advice

- If you want to become a successful businessperson, you should \_\_\_\_\_, but you shouldn't \_\_\_\_\_.
- If you really like animals, you ought to \_\_\_\_\_.
- When you go for a job interview, you had better \_\_\_\_\_, and you had better not \_\_\_\_\_. Good luck!

- B.** Read one of the problems out loud to a partner. Your partner will give you friendly advice using *maybe*, *perhaps*, or *I think*.

1. I forgot to bring money for lunch.
2. I think I may be getting sick.
3. I want to become a doctor.
4. My job doesn't pay very well.
5. My university application was rejected.
6. I never remember my mother's birthday.

I don't get along with my coworker.

Maybe you should avoid him.

## Conversation



- A.** Close your book and listen to the conversation. Why doesn't Bob like his job?

- Miranda:** Hi Bob. How's it going?  
**Bob:** Not so good. I think I need a new job.  
**Miranda:** You do look stressed out. What is it you do again?  
**Bob:** I'm an administrative assistant. That's like a secretary, but I have more responsibilities.  
**Miranda:** Do you have a good boss?  
**Bob:** Sure. He's the owner of the company, and he's pretty nice, actually.  
**Miranda:** So what's the problem? Is it the other people you work with?  
**Bob:** No, my coworkers are fine, but I do the same thing every day.  
**Miranda:** Maybe you should start looking for a more interesting job.  
**Bob:** You're right. I can probably find something better.



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



### Goal 1 Discuss career choices

Work with a partner. Choose one of the careers and describe the training, experience, and other qualifications required for that career. Then talk about the advantages and disadvantages of having that career.

**sales representative**

**lawyer**

**computer software engineer**

**homemaker**

**information technology specialist**

**health care worker**

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### Grammar Practice: Modals for giving advice

Introduce the idea of an advice column. Ask students if they ever read these columns. Tell them they are going to write a letter to an advice column about a career problem. In pairs, have students write a one-paragraph letter about a problem (real or imaginary) with work or a career. Tell them to include the person's age and a little bit about his/her background. Set a time limit. Then have each student pair exchange letters with another pair and write an answer. When students are finished, have them give their letters to the other student pair. Call on student pairs to read their problems and the advice they received to the class.

- Have students work individually to complete the sentences with advice.
- Have students compare their answers with a partner.
- Call on students to read a sentence to the class. Comment on appropriate (or inappropriate) use of the different modals—for example, *had better* is quite forceful and indicates that something bad might happen.

- B.** Match students with a partner. Have them take turns telling about a problem and giving advice to solve the problem.
- When all student pairs have finished, ask, *Who got some interesting advice? What was it?*

## Conversation

- A.** Close your books. Write the question on the board: *Why doesn't Bob like his job?*
- Play the recording. (CD1 T23)
  - Check answers.

**Answer:** He does the same thing every day.

- B.** Play or read the conversation again for the class to repeat.
- Practice the conversation with the class in chorus.
  - Have students practice the conversation with a partner, then switch roles and practice it again.

### ✓ Goal 1

- Match students with a partner and have them take turns choosing a career to discuss.
- If necessary, go over the list of careers with the class and describe each one before the students begin the task on their own. (1. sales representative: travels to different places selling a company's products, 2. lawyer: helps people who need legal advice, 3. computer software engineer: makes new computer programs, 4. homemaker: takes care of a house and children, 5. information technology specialist: works with computer systems, 6. health care worker: takes care of sick people).

# Ask and Answer Job-Related Questions

## Listening

- A** • Have students work individually to rank the attributes of a good job.
- Have students compare and discuss their answers with a partner.
- With the class, compare answers, and discuss the idea that different people have very different ideas about what makes a "good job."
  
- B** • Tell students they are going to hear an interview with a man about his work. Go over the question.
- Play the recording (**CD2 T24**) one or more times.
- Check answers.

**Answer:** He wanted to be his own boss.

- C** • Tell students to listen again to the interview. Go over the questions.
- Play the recording (**CD2 T24**) one or more times.
- Check answers.

**Answers:** 1. 1998, 2. his nephew, 3. Thai, 4. He lives upstairs. 5. five, 6. She's a sales representative for a drug company.

- With the class, talk about the pros and cons of working in a family business. Ask, *Would you like to have your uncle as your boss? Why, or why not?*

## Engage!

- With the class, list the advantages and disadvantages of being a business owner versus an employee. Then have students tell their opinions to partners or to a group.

## Pronunciation

- Go over the information about the intonation of yes/no and wh-word questions.



## B GOAL 2 ASK AND ANSWER JOB-RELATED QUESTIONS

### Listening



- A.** What makes a good job? Rank the following from 1 (most important) to 6 (least important).

- amount of vacation time       distance from home  
 wage or salary level       long-term employment  
 working alone or with others       interesting job duties

- B.** Listen to an interview with a restaurant owner. Why did he start his own business?



- C.** Listen again and answer the questions.

Track 2-24

1. When did Mr. Sangumram open the New Thailand restaurant? \_\_\_\_\_
2. Who is the cook at the restaurant? \_\_\_\_\_
3. What kind of food is served at the restaurant? \_\_\_\_\_
4. How far from the owner's home is the restaurant? \_\_\_\_\_
5. How many employees in all work at the restaurant? \_\_\_\_\_
6. What does Mr. Sangumram's wife do for a living? \_\_\_\_\_

### Pronunciation: Intonation in questions

In yes/no questions, the speaker's voice rises on the last content word.

Did you finish the homework?  
↑

Is Mark going to talk to her?  
↑

In questions with wh- words, we use a rising then falling intonation over the last content word.

When is your birthday?  
↑ ↘

What was the movie about?  
↑ ↘

### For Your Information: Owning a small business

Many people believe that owning a small business has many advantages, but being a business owner has its negative sides as well. A survey found that around the world, small-business owners work an average of 54 hours a week. Globally, 64 percent of small-business owners said that having more control over their work was the main reason for starting their own business, but there were big differences between countries. For example, in Brazil, the most common reason given for starting a business was to contribute to the community, while in China, most business owners said that they wanted to build something that can be passed on to the younger generation in their families.



**A.** Listen to the following questions. Then listen again and repeat.

Track 2-25 **Yes/no questions**

- |   |   |
|---|---|
| 1. Do you have enough money?<br>2. Was the car in the garage?<br>3. Is she your cousin?<br>4. Did you miss the bus?<br>5. Are you going downtown with us? | 6. Why is he shouting?<br>7. How old are you?<br>8. Which one should I take?<br>9. What's the matter?<br>10. How many inches are in a foot? |
|---|---|

**B.** Write new questions. Then take turns with a partner asking and answering the questions.

<b>Yes/no questions</b>	<b>Wh- questions</b>
1. Is that a good book?	6. Where's my backpack?
2. Do you have any coffee?	7. When are we leaving?
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

## Communication

**A.** Imagine that Mr. Sangumram needs a new employee at the New Thailand restaurant. Choose one of the following jobs and imagine the questions that Mr. Sangumram might ask a job applicant. Then role-play the job interview for the class.

assistant cook

dishwasher

waiter

Is vacation time important to you?  
Not really. I'd rather work more and make more money.



### Goal 2 Ask and answer job-related questions

Imagine you are a career advisor. Ask a partner questions to find out about his or her interests and work experience. Then recommend a career.

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- A** • Tell students to listen to the questions. Play the recording. (CD2 T25)
  - Tell students to listen again and repeat the questions.
  - Call on students to read a question to the class.
- B** • Have students work individually to write new questions.
  - Match students with a partner and have them take turns asking and answering questions.
  - Call on student pairs to present a question and answer to the class.

## Communication

- Introduce the topic of job interviews. Ask students if they have ever had one. Discuss the kinds of questions that an employer would ask at a job interview (for example, about education, work experience, qualifications, etc.).

- A** • Match students with a partner and have them choose one of the jobs. Then think of questions that Mr. Sangumram would ask.
  - Have students role-play the interview with their partners.
  - Call on student pairs to present their interviews to the class.

### ✓ Goal 2

- Match students with a partner. Have them take turns playing the role of career advisor and job-seeker.
- Call on students to tell the class about the career they recommended for their partner and the reasons for their recommendation.

## Expansion Activity

Bring in a page of employment ads from an English-language newspaper and make photocopies for the class. Divide the class into groups of three or four students and have them read and discuss the ads. What jobs are available for English speakers? What qualifications are required? Discuss the students' findings with the class.

## Talk about Career Planning

### Language Expansion

- A • Have students read the article. Explain that 911 is the telephone number in the United States for any kind of emergency (the operator then contacts the fire department, police, or an ambulance).
- Tell students to find and write the nouns that are described by the adjectives in blue.
- Check answers.

**Answers:** 1. A. J., 2. friends, 3. helping people, 4. the job, 5. 911 call, 6. A. J.

- B • Point out the rule and have students complete the sentences about themselves.

- Compare answers with the class.

- C • Point out the rule and have students complete the sentences about themselves.

- Compare answers with the class.

### Grammar

- Introduce the structures. Tell students, *Yesterday I got out some old clothes that I don't wear very often. In one pair of pants, there was something in the pocket. I didn't know what it was. I looked, and I found \$10! So I looked in all my other pockets. But there was nothing special. What about you, right now? Is there anything in your pockets?* Elicit answers from different students: *Yes, there's something in my pocket./No there's nothing in my pocket.*

- Go over the information in the chart.



▲ A. J. Coston,  
volunteer firefighter

### C GOAL 3 TALK ABOUT CAREER PLANNING

#### Language Expansion: Participial adjectives

- A. Read the article about A. J. Coston. What nouns do the words in blue describe?

A. J. Coston isn't waiting to start his dream job. At age 18, he's a weekend volunteer firefighter in the United States. During the week, he lives at home with his mom, dad, and sister, and does his main job: going to high school. "I always wanted to get into firefighting since I was a little kid watching fire trucks go by," he says. "One day I was **bored** and on the Internet, and I found out that Loudoun County offered a junior firefighter program."

Some of A. J.'s friends are **surprised** by his decision to spend weekends at the firehouse, but to A. J., helping people is more **satisfying** than anything else. The job is never **boring**, either, since firefighters get called to all sorts of emergencies. He recounts one **terrifying** 911 call after four children were struck by lightning.

A. J. will be off to college next fall, and plans to study what he's most **interested** in: emergency medical care. "I want to be a flight medic on a helicopter eventually," he says.

- B. A noun described by an *-ed* participial adjective experiences something. Complete the sentences so they are true for you.

1. I am **bored** by \_\_\_\_\_.
2. Last week, I was **surprised** by \_\_\_\_\_.
3. I am always **pleased** by \_\_\_\_\_.

- C. A noun described by an *-ing* participial adjective causes you to experience something. Complete the sentences so they are true for you.

1. For me, \_\_\_\_\_ is very **satisfying**.
2. I don't like \_\_\_\_\_ because it's **boring**.
3. I think \_\_\_\_\_ is absolutely **terrifying**.

#### Grammar: Indefinite pronouns

##### Indefinite pronouns

<b>-one</b>	<b>-body</b>	<b>-thing</b>
someone anyone	everyone no one	somebody anybody nobody
		something anything nothing

**Everyone** in the audience was laughing.

I'm going even if **nobody** wants to go with me.

**Something** is bothering her, but I don't know what it is.

\*We use indefinite pronouns to talk about unknown or indefinite people or things.

\*Singular verbs are used with all indefinite pronouns.

\*The indefinite pronouns that end in *-one* and *-body* refer to people.

\*All indefinite pronouns except for *no one* are written as one word.

#### Word Bank: Participial adjectives

worried/worrying  
excited/exciting  
fascinated/fascinating  
tired/tiring  
frustrated/frustrating  
embarrassed/embarrassing

#### Grammar: Indefinite pronouns

Indefinite pronouns are used to refer to an object or person that is unknown to the speaker. *Everything* refers to all members of a group. To refer to one thing or a part of a group, a useful rule is that *something* is used in statements, *anything* in questions, and *nothing* as a negative, though patterns used by native speakers are more complex.

Note that pronouns used with *-body* are more informal than ones used with *-one*.

**A.** Complete the sentences with the simple present form of the verb in parentheses.

1. Everybody in my family \_\_\_\_\_ (enjoy) eating ice cream.
2. The university is looking for someone who \_\_\_\_\_ (plan) to study nanotechnology.
3. Nothing \_\_\_\_\_ (be) more discouraging than doing a job you don't like.
4. Nobody really \_\_\_\_\_ (know) what will happen in the future.

**B.** Take turns reading the situation to a partner. Discuss the choices and circle the correct word.

1. There **are** 18 students in the class. One student wants to leave early. (Somebody/Everybody) wants to leave early.
2. You **have** never heard of the field of ethnobotany before. I don't know (anything/something) about ethnobotany.
3. **None** of your friends, acquaintances, or family members have a luxury car. (Anyone/No one) I know has a luxury car.
4. You **want** to learn to speak Japanese. You are looking for a tutor. I need to find (somebody/everybody) who speaks Japanese.

## Conversation

**A.** Listen to the conversation. What is the man planning to do?

Track 2-26

- Parker:** What do you want to do when you finish school?  
**Kimberly:** I'm not sure, but I want to do something interesting.  
**Parker:** Of course! Everybody wants that, but you need to start planning.  
**Kimberly:** OK, what are you planning to do when you finish school?  
**Parker:** I'm planning to enroll in a training program. They teach you how to install custom car stereos.  
**Kimberly:** You sound excited about that.  
**Parker:** I am! You know I've always loved cars, and the program is only four months long, so I can get a job really soon.  
**Kimberly:** That sounds great! I need to start thinking about my future, too.  
**Parker:** Mmm hmm. That's what I said before.  
**Kimberly:** And you're right, as usual.

**B.** Practice the conversation with a partner. Switch roles and practice it again. Make a new conversation using your own plans for the future.



### Goal 3

### Talk about career planning

Talk to a partner. What kind of career would be interesting and satisfying to you? What are you doing now to prepare for your future career?

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## Grammar Practice: Indefinite pronouns

Have students write one sentence about the people in their families using each of these pronouns: *someone, anyone, everyone, no one, somebody, anybody, everybody, and nobody*. (Give examples: *There isn't anyone in my family with blue eyes. Everyone in my family likes dogs.*) Have them write one sentence about the things in their house/apartment/bedroom using *something, anything, everything, and nothing*. Have them read and discuss their sentences with a partner and then choose an interesting sentence they heard from their partner to tell the class.

- Have students fill in the correct form of each verb.

- Check answers.

**Answers:** 1. enjoys, 2. plans, 3. is, 4. knows

- Have students work with a partner to discuss the meanings of the words and choose the correct answer.

- Check answers.

**Answers:** 1. Somebody, 2. anything, 3. No one, 4. somebody

## Conversation

- Have students close their books. Write the question on the board: *What is the man planning to do?*

- Play the recording. (CD2 T26)

- Check answers.

**Answer:** enroll in a training program (to install car stereos)

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

- Practice the conversation with the class in chorus.

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

## ✓ Goal 3

- Have students talk together about their own career plans and preparations. If your students are older and are already established in their careers, have them talk about a younger person in their family who is facing a career choice.

# Identify Career Qualifications

## Reading

- Introduce the topic of the reading. Ask students, *What's a rainforest? Where are they? What kinds of plants and animals live there?*

- A** • Match students with a partner and have them discuss the questions.
- Compare answers with the class. If necessary, explain that the world's rainforests are important because they contain so many different kinds of plants and animals and because they make oxygen for the world and take in carbon dioxide. Explain that in many places, people are cutting down the rainforests to get valuable wood and to make new farms.

- B** • Have students reread the article and answer the questions.
- Have students read the article. Tell them to circle any words they don't understand.
  - Go over the article with the class, answering any questions from the students about vocabulary.
  - Check answers.

**Answers:** 1. the people who live there, 2. how people interact with plants, 3. cutting just the parts of plants that will be used, 4. where and why there are differences in collecting plants, 5. to find better ways to collect and use plants, 6. She comes a long way to talk to them.

- C** • Go over the idea of using word parts to find the meaning of a new word.
- Have students work individually or in pairs to divide the words into parts and think about the meaning of each one. Ask them to try to write a definition without using their dictionaries. Compare answers with the class.

**Answers:** 2. under/foot: under your feet, 3. water/proof: against water, 4. non/sustainable: not sustainable, 5. geo/sciences: earth sciences, 6. field/work: work in the field

## D GOAL 4 IDENTIFY CAREER QUALIFICATIONS

### Reading

- A** A. Discuss your answers with a partner. What's your opinion?
- What's the biggest threat to the earth's rainforests?
  - What's the best way to deal with that threat?

- B** B. Discuss these questions with a partner.

- In the Ecuadorian rainforest, who is using the rainforest plants?
- What do ethnobotanists study?
- In the third paragraph, which of the two methods for collecting plants is sustainable?
- What does Fadiman's data show about the Ecuadorian rainforest?
- How do you think other people might use Fadiman's data?
- Why are the people who live in the rainforest excited about talking to Fadiman?

- C. Word parts sometimes help us understand the meaning of a new word. Circle the parts of the following words and write a brief definition for each one.

- overhead high over your head
- underfoot
- waterproof
- non-sustainable
- geosciences
- fieldwork

#### Word Focus

**mishmash** = a combination of things that can't be distinguished

**flora** = plant species

**fauna** = animal species

**sustainable** = describes the use of natural resources at a steady level that is not likely to harm the environment

130 Careers

Ecuador



Deep in an Ecuadorian rainforest, monkeys overhead and poisonous snakes underfoot, Dr. Maria Fadiman

goes to work. "It looks like one big, green mishmash to me, but the people who live here can single out the right plants for medicine, or the one to eat if you cut out the little part in the very center. Each house is made entirely from the forest—the poles that hold it up, the floors, the thatch on the walls, the vines that tie it, the palm leaf sleeping mats, the baskets, everything. It's strong, it's waterproof, it works, and it's all done in a way that's in balance with nature."

That balance is at the center of Fadiman's research. As an ethnobotanist, she studies how people interact with plants. "Looking at conservation without including people in the equation is a fantasy," she says. "So the focus of my work is finding a balance where people use resources in a sustainable way that allows flora and fauna to remain intact."

At her field site in Ecuador, Fadiman studies sustainable and non-sustainable methods used to collect fiber plants and palms. Collecting plants for fiber can involve cutting down entire trees or just the specific parts of plants that will be used. Fadiman's data reveals where and why such differences exist

### For Your Information: Rainforests

The earth's tropical rainforests are located in a belt along the equator. Because the temperature is constant all year and rain is plentiful, plants grow all year. While rainforests cover only about 2 percent of the earth's surface, they are the habitat of two-thirds of all the species of plants and animals on the planet. There are more fish species in the Amazon river system than in the whole Atlantic Ocean. It is estimated that at current rates of destruction, half the area of our remaining rainforests will be lost by 2025, and there will be no rainforest remaining by 2060.

in Ecuador's rainforests. In many cases, no written record of plant knowledge exists. Recognizing this, Fadiman's first effort is to record all the information that local people can provide.

In the field, Fadiman eats, sleeps, works, and collects native plants with local families. "When I come all this way because I think their information is important, it generates local excitement. Suddenly plant knowledge is valued." Whether sitting around a cook fire, walking through mud to brush her teeth in the river, or trying to do some basket weaving, she treasures both the information and experiences she gathers.

An assistant professor in the Department of Geosciences at Florida Atlantic University, she says, "I want to make fieldwork real to my students. If they can picture the little girl who always comes to the river with me instead of a statistic, it will mean much more. I hope my work will change even a small part of the general consciousness."



## Communication

Discuss your answers to these questions with a partner.

- What do you think Dr. Maria Fadiman did to prepare for her career as an ethnobotanist?
- Based on the article, what makes Dr. Fadiman a good ethnobotanist?

## Writing

Think about one of your dream jobs then fill out the questionnaire.

### Dream Job Questionnaire

1. What is your dream job? \_\_\_\_\_
2. What specific education would someone need for this job? \_\_\_\_\_
3. What life experiences might be helpful to have for this job? \_\_\_\_\_
4. What personal qualities would make someone good at this job? \_\_\_\_\_
5. Are you qualified for this job? (If not, how could you become qualified?)  
\_\_\_\_\_

### Goal 4

#### Identify career qualifications

Talk to a partner about the information on your questionnaire. Discuss the qualifications for your dream job and whether you are qualified for that job.

## After Reading

**Web search:** Have students go online and search for information on their dream job from the Writing section, using the job title as a search term. Are there any schools, courses, or other programs for people interested in that career?

**Project:** Have students work with a partner to prepare a poster about a career of interest to your class. The poster should give information about job duties and the qualifications required and include pictures of a person doing this work. Hang the posters on the classroom walls.

## Communication

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

**Suggested answers:** She studied botany and traveled in other countries. She likes to travel and talk to people, and she really enjoys her work.

## Writing

- Ask students to think about their "dream jobs"—tell them they don't need to be practical or realistic. They should think about the jobs they would enjoy the most. Then have them answer the questions.

### ✓ Goal 4

- Match students with a partner and have them discuss their dream jobs and the requirements for the jobs.
- Call on students to tell the class about their dream jobs.

# Trinidad Bird Man

## Before You Watch

- Point out the locator map of Trinidad and Tobago and tell students they are going to watch a video about a man who works there.

- A** • Have students work individually or with a partner to answer the questions. Check answers.

**Answers:** 1. tropical, 2. somewhat mountainous, 3. English

- B**

  - Go over the meanings of the words in the box.
  - Have students complete the sentences.
  - Check answers.

**Answers:** 1. hummingbird,  
2. ornithologist, 3. paradise,  
4. wildlife, 5. nest

## While You Watch

- A • Tell students to watch the video the first time and mark the man's qualifications. Play the video.

  - Check answers

**Answers:** He enjoys being outdoors. He can take photographs. He's very patient. He's knowledgeable and enthusiastic about birds.



## Before You Watch

-  A. What do you know about the islands of Trinidad and Tobago?  
Circle the correct answer.

  1. The climate of Trinidad and Tobago is (cool/tropical).
  2. The topography of Trinidad and Tobago is (somewhat mountainous/completely flat).
  3. The principal language of Trinidad and Tobago is (Spanish/English).

- B.** Complete the sentences with a word from the box.

wildlife    hummingbird    paradise    nest    ornithologist

1. A \_\_\_\_\_ is a very tiny bird.
  2. An \_\_\_\_\_ studies birds.
  3. \_\_\_\_\_ is a place where everything is beautiful, delightful, and peaceful.
  4. Panda bears, honeybees, and dolphins are all examples of \_\_\_\_\_.
  5. A \_\_\_\_\_ is a home that birds build for themselves.



▲ The scarlet ibis is the national bird of Trinidad and Tobago.

## While You Watch

- A. Watch the video, *Trinidad Bird Man*. Check (✓) Roger Neckles's job qualifications.

  - He enjoys being outdoors.
  - He can take photographs.
  - He doesn't mind working for a low salary.
  - He's very patient.
  - He's knowledgeable and enthusiastic about birds.
  - He's an excellent writer.

#### **For Your Information:** Trinidad and Tobago

Trinidad and Tobago is an island nation in the Caribbean, northeast of Venezuela. It consists of two main islands with many smaller islands. Trinidad is much larger than Tobago and has most of the population. The country's economy is based on petroleum, and its culture has spread around the world. The climate is tropical, but there is a wet season and a dry season. Millions of years ago, Trinidad was part of the coast of South America, so it has different plants and animals distinct from other islands in the Caribbean.



B. Watch the video again. Fill in the blanks with the word or words you hear.

1. "This is the best time of the day for me, getting up at \_\_\_\_\_ in the morning."
2. It seems Neckles really has found his own \_\_\_\_\_.
3. There are about \_\_\_\_\_ different types of birds on the island, and Neckles is trying to photograph them all.
4. He's been trying to photograph this hummingbird for \_\_\_\_\_ weeks. It's been a very long wait.
5. "I have no plans to give this up at all because I figure I could do this for \_\_\_\_\_." Every time I go out I see something new."



▲ Roger Neckles

## After You Watch

A. Interview a partner and write down his or her answers.

1. What time do you like to get up in the morning? \_\_\_\_\_
2. How do you feel about spending a lot of time outdoors? \_\_\_\_\_
3. Are you a very patient person? Why or why not? \_\_\_\_\_
4. Do you prefer to wear casual clothes or stylish clothes? \_\_\_\_\_
5. What do you think is the most interesting kind of wildlife? \_\_\_\_\_

B. Should your partner become a wildlife photographer? Tell the class why or why not.



## Communication



1. Brainstorm the names of 15 occupations and write each one on a small piece of paper. Mix up the papers and put them face-down in a stack.
2. Start with one classmate in your group. Take three of the pieces of paper, but don't let your classmate see them. Ask questions about his or her qualifications, likes, and dislikes.
3. Decide which of the three occupations would be best for your classmate.

You should become  
a \_\_\_\_\_ because ...

Video Journal 133

## Teacher Tip: Fun with English outside of class

Encourage students to find language activities that they enjoy to get more practice outside of class. Some ideas:

- in groups, have English-only 'talktime' (students talk together outside class, using only English)
- read an English comic book or a magazine on a topic that is well-known in the native language (for example, soccer or fashion)
- watch English-language programs with native-language subtitles

B • Tell students to watch the video again and fill in the blanks in the sentences. Play the video.

- Check answers.

**Answers:** 1. 5:00, 2. paradise, 3. 400, 4. six, 5. the rest of my life

## After You Watch

A • Match students with a partner and have them take turns asking and answering the questions.

B • Have students tell the class (or a small group) whether their partners would be successful and happy as wildlife photographers.

## Communication

• Divide the class into groups of three to five students. Have each group prepare 15 small slips of paper and work together to write an occupation on each one. Have them mix the papers and place them face down.

• Tell students they are going to choose a job for the first person in their group. First, they should pick up three slips of paper from the pile without letting the person see the names of the jobs. The other group members should ask questions to find out what he/she likes doing and his/her qualifications. Then, together, the other students should decide which of the three occupations is the best for that person.

• Have groups repeat the steps until each member of the group has an occupation.

• Finish with a whole-class discussion of interesting, unusual, and especially suitable (or unsuitable) occupations that were chosen for students.

- Introduce the theme of the unit. Call on students to name celebrations in their country—both public celebrations, like holidays and festivals, and private celebrations, like graduations and anniversaries.
- Direct students' attention to the pictures. With the class, look at each picture in turn, and ask what the people are celebrating.
- Have students work with a partner to match the words with the correct pictures.
- Check answers.

**Answers: (left to right)** b, a, d, c

- Have students discuss the other two questions with a partner.
- Compare answers with the class, compiling a list on the board.
- Take a class vote for favorite celebration with a show of hands.
- Go over the Unit Goals with the class.



# CELEBRATIONS

1. Which of these things do you find in each photo?

- costumes
- parade
- fireworks
- float(s)

2. What is your favorite celebration?

3. What do people do there?

## UNIT GOALS

Describe a festival

Compare holidays in different countries

Talk about personal celebrations

Share holiday traditions

### Unit Goals

- Describe a festival
- Compare holidays in different countries
- Talk about personal celebrations
- Share holiday traditions

### Grammar

As...as  
New Year's is **as** exciting **as**  
National Day.  
*Would rather*  
*I'd rather* have a big  
celebration.

### Vocabulary

Festivals and  
holidays  
Greetings for  
celebrations

### Listening

Listening  
for general  
and specific  
information  
Discussions: local  
celebrations or  
holidays

### Speaking and Pronunciation

Comparing different  
international  
celebrations  
Question intonation  
with lists

### Reading and Writing

"Starting a New  
Tradition"  
Writing a  
substantiated  
opinion

# UNIT 12

## Unit Theme Overview

- Every culture around the world has special days of celebration. These may be traditional holidays such as New Year's Day or religious celebrations. They may be modern innovations like a literary festival or a craft fair. Or they may be personal celebrations such as a graduation or wedding anniversary. In this unit, students will learn about and discuss all three kinds of celebration.
- Every religion has special holidays marked with religious observances, and many of these have also become occasions for celebration with special foods, traditions, and gift-giving. Countries mark the anniversaries of important days in their history with patriotic holidays. There are also seasonal holidays that began as celebrations of harvest time or the longest day of the year. In many countries, holidays are combined in sequences to give people a longer break from work—for example, Golden Week in Japan, four holidays from April 29 to May 5.
- In this unit, students learn vocabulary and grammar to describe and compare different holidays and then talk about how they celebrate important days in their families. They discuss holiday traditions and, finally, talk about cultural celebrations.



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# Describe a Festival

## Vocabulary

- A** • Ask, *What's special about December 31? What do people usually do in the evening?*
- Have students read the article about New Year's in Edinburgh.
- B** • Have students find and write the words with the given definitions.
- Check answers.

Answers: 1. annual, 2. take place, 3. well-known, 4. holiday, 5. crowd, 6. exciting, 7. colorful, 8. festival, 9. celebrate, 10. participate

- C** • Have students discuss the questions with a partner.
- Compare answers with the class. Write a list of festivals on the board and discuss what students know about them.

## Engage!

- Have students discuss the question in pairs or small groups.
- Compare responses with the class.

## Grammar

- A** • Have students read the sentences and choose the correct answer.
- Check answers.

Answers: 1. the same, 2. different

- Go over the information in the box. Choose two celebrations that the class is familiar with and elicit more sentences with *big/old/interesting* and so forth.



▲ Men in traditional Scottish costumes take part in Hogmanay celebrations.

### Engage!

How do you celebrate New Year's Day?

136 Celebrations

## A GOAL 1 DESCRIBE A FESTIVAL

## Vocabulary

- A.** Read about a special New Year's celebration.

New Year's Day is a **holiday** around the world, but people in Edinburgh, Scotland, **celebrate** it in an **exciting** way. They have a **festival** called Hogmanay. Hogmanay **takes place** all around the city, from December 29 to January 1. It starts with a parade on the night of December 29. On New Year's Eve, there is a street party with fireworks, and people wear very **colorful** costumes. There is always a big **crowd** even though it's very cold. One year, more than 100,000 people **participated**. The celebration in Edinburgh is very **well-known**, but the **annual** Hogmanay festivals in other cities in Scotland are popular too.

- B.** Write the words in **blue** next to the correct meanings.

1. every year \_\_\_\_\_
2. happen \_\_\_\_\_
3. famous \_\_\_\_\_
4. a day when people don't work \_\_\_\_\_
5. very large group of people in one place \_\_\_\_\_
6. makes you feel happy and enthusiastic \_\_\_\_\_
7. with many different colors \_\_\_\_\_
8. a time with many performances of music, dance, etc. \_\_\_\_\_
9. do something enjoyable for a special day \_\_\_\_\_
10. took part in \_\_\_\_\_

- C.** Discuss these questions with a partner.

1. What festivals have you participated in? What other festivals do you know about?
2. Would you like to participate in Hogmanay in Edinburgh? Why, or why not?

## Grammar: Comparisons with *as . . . as*

- A.** Study the sentences and circle the correct response.

Mother's Day is **as important as Father's Day**.

The Art Fair isn't **as big as the Film Festival**.

1. The first sentence talks about things that are (the same/different).
2. The second sentence talks about things that are (the same/different).

### As . . . as

Subject + **be** + (**not**) **as** + adjective + **as** + complement

New Year's is **as exciting as** National Day.  
Hogmanay is **not as popular as** Carnival.

\*We use *as . . . as* to say that two things are the same in some way.

\*We use *not as . . . as* to say that two things are different in some way.

## Word Bank: Holidays

### Religious holidays:

Buddhist: Vesak (Buddha's birthday)  
Christian: Christmas, Easter  
Hindu: Diwali, Holi  
Jewish: Chanukah, Passover  
Muslim: Eid ul-Adha, Ramadan

### Secular holidays:

National Day  
Labor Day

## Grammar: Equatives

The construction *as . . . as* can be used with all parts of speech. It can be used with adjectives, adverbs, nouns or verbs. The form *as . . . as* is normally used with the "stronger" of a pair of adjectives. It is more usual to say *Ed is as old as Joe*, than *Ed is as young as Joe*. If we say *Ed is as young as Joe*, we are emphasizing that both are unusually young. One common use of the construction is to soften a negative statement. Rather than saying *Ed is more intelligent than Joe*, a person would say *Joe is not as intelligent as Ed*.

B. Look at the information about the two festivals. Write sentences with *(not) as...as*.

	The Spring Festival	The Harvest Fair
1. (old)	started in 1970	started in 1970
2. (long)	2 days	4 days
3. (popular)	5000 people	5000 people
4. (expensive)	tickets were \$5	tickets were \$20
5. (big)	10 plays	23 plays
6. (well-known)	on a few TV shows	on many TV shows

1. The Spring Festival is as old as the Harvest Fair
2. The Spring Festival \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

C. Choose two festivals or holidays. Make sentences with *as...as* comparing the celebrations.

Thanksgiving is as enjoyable as New Year

New Year isn't as expensive as Thanksgiving.

## Conversation



Track 2-27

A. Close your book and listen to the conversation. When is the festival they talk about?

Dave: Yuki, are there any special festivals in your city?  
Yuki: Oh, we have lots of festivals in Tokyo! My favorite is called Setsubun.  
Dave: Really? What's that?  
Yuki: Well, it takes place in February. We celebrate the last day of winter.  
Dave: What do you do then?  
Yuki: People throw special beans for good luck, and they say "Out with bad luck, in with good luck!" Then you eat one bean for each year of your age. And there are lots of parties.  
Dave: That sounds like fun.  
Yuki: It is!

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



▲ a Setsubun procession



## Goal 1 Describe a festival

Talk to a partner about a special celebration in your city. Tell your partner when, why, and how you celebrate this festival.

Lesson A 137

## Grammar Practice: Equatives

Match students with a partner and have each student pair choose two things to compare: two cities, two TV programs, or two sports. Then have them write as many sentences as they can in five minutes comparing the two things with *as...as*. Call on pairs to read their list of sentences to the class. Who has the most correct sentences?

- B • Go over the information in the chart. Tell students to write sentences comparing the two festivals.

- Check answers.

**Answers:** 2. The Spring Festival is not as long as the Harvest Fair. 3. The Spring Festival is as popular as the Harvest Fair. 4. The Spring Festival is not as expensive as the Harvest Fair. 5. The Spring Festival is not as big as the Harvest Fair. 6. The Spring Festival is not as well known as the Harvest Fair.

- C • Divide the class into pairs and have each student pair choose two holidays or festivals to compare.

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

## Conversation

- A • Have students close their books. Write the question on the board: *When is the festival they talk about?*

- Play the recording. (CD2 T27)  
• Check answers.

**Answer:** in February

- B • Play or read the conversation again for the class to repeat.  
• Practice the conversation with the class in chorus.  
• Have students practice the conversation with a partner, then switch roles and practice it again.

## Goal 1

- Match each student with a new partner. Have them take turns talking about a special celebration from their cities. If necessary, suggest that they might want to use the conversation above as a guide for the information they are going to give their partner.

# Compare Holidays in Different Countries

## Listening

- A**
- Tell students they are going to hear three people talking about holidays that they celebrate. They should listen for the names of the countries and number them.
  - Play the recording (**CD2 T28**) one or more times.
  - Check answers.

**Answers:** 3, 1, 2

- B**
- Tell students to listen again to the three speakers and find the missing information.
  - Play the recording (**CD2 T28**) one or more times.
  - Check answers.

**Answers:** Halloween: United States, October 31, costumes, candy, scary movies, chocolate, apples; Day of the Dead: Mexico, November 1 and 2, favorite food and drinks, orange and yellow flowers, bread, candy; O-Bon: Japan, August 13, their hometowns, dance, fires

## B GOAL 2 COMPARE HOLIDAYS IN DIFFERENT COUNTRIES

### Listening



Track 2-28

- A.** Listen to three people talk about a holiday in their country. Number the countries in the order that you hear about them.

a. Japan \_\_\_\_\_ b. Mexico \_\_\_\_\_ c. United States \_\_\_\_\_



Track 2-28

- B.** Listen again and fill in the chart.

 <p><b>Halloween</b></p>	<p>Country: _____</p> <p>When is it? _____</p> <p>How do people celebrate it?</p> <p>a. put on _____ b. ask for _____ c. watch _____</p> <p>What is the special food?</p> <p>a. _____ b. _____</p>
 <p><b>Day of the Dead</b></p>	<p>Country: _____</p> <p>When is it? _____</p> <p>How do people celebrate it?</p> <p>a. go to the cemetery with _____ b. bring _____</p> <p>What is the special food?</p> <p>a. sweet _____ b. shaped like skulls _____</p>
 <p><b>O-Bon</b></p>	<p>Country: _____</p> <p>When is it? _____</p> <p>How do people celebrate it?</p> <p>a. go back to _____ b. participate in a special _____ c. make big _____</p>

138 Celebrations

### For Your Information: Halloween

Halloween is a very popular holiday in the United States. Originally celebrated only by children, now it is enjoyed by many adults as well. It comes at the time of a traditional fall harvest celebration, and it incorporates parts of many old celebrations. People decorate their houses with pumpkins that are hollowed out and carved into faces, with a candle inside to light them. Children dress as ghosts, witches, cartoon characters, monsters, and so on. They go to the neighbors' houses and say "trick or treat"—if the neighbors don't give them a treat of candy, the children will play a trick on them such as covering their windows with soap.

C. Discuss these questions with a partner.

1. Do you know about any other holidays like this?
2. Why do you think different countries have similar holidays?

## Pronunciation: Question intonation with lists



Track 2-29

A. Listen to the sentences. Notice how the intonation rises and falls in questions with a list of choices.



1. Would you like cake, ice cream, or fruit?



2. Is O-Bon in July or August?



Track 2-30

B. Read the sentences and mark the intonation with arrows. Then listen and check your answers.

1. Would you like to visit Japan, Mexico, or the United States?
2. Would you like coffee, tea, hot chocolate, or water?
3. Do you take a bath in the morning or at night?
4. Would you rather have a cat, a dog, or a bird?
5. Do you want to go to a party or stay home?



C. Take turns with a partner asking and answering the questions in exercise B. Explain your reasons.

## Communication



Imagine your group can take a trip to participate in one of the holidays in exercise A on page 138. Discuss these questions. Then explain your group's final decision to the class.

1. How are these holidays similar? Think of as many ways as you can.
2. How are they different?
3. What could visitors do at each holiday?
4. Which holiday would you like to participate in? Why?



### Goal 2 Compare holidays in different countries

Take turns. Tell a partner how the different groups' trips will be similar and how they will be different.

Lesson B 139

- C
- Match students with a partner and have them discuss the questions.
  - Compare answers with the class. Point out that many cultures have a special holiday for remembering people who have died.

## Pronunciation

A

- Have students read the sentences, noticing the lists of items. Then play the recording (CD2 T29).

- Point out the pattern: The intonation rises for each item in the list and then falls in the last item.

B

- Have students work individually to mark the intonation in the lists in the sentences.
- Play the recording (CD2 T29) for students to check their answers. Go over the answers with the class.

**Answers:** 1. ↗Japan, ↗Mexico, or the United ↘States, 2. ↗coffee, ↗tea, hot ↗chocolate, or ↘water, 3. ↗morning or at ↘night, 4. a ↗cat, a ↗dog, or a ↘bird, 5. go to a ↗party or stay ↘home

C

- Match students with a partner and have them discuss the questions. Walk around checking for correct intonation.

## Communication

A

- Divide the class into groups of three or four students. Have them discuss the questions and then decide which of the three holidays they would most like to participate in.
- Call on each group to explain their decision and reasons. Which holiday was the most popular with the students?

### ✓ Goal 2

- Match students with a partner and have student pairs discuss what the different groups will see and experience on their trips.

## Expansion Activity

Have students research and write a paragraph about a holiday from another country. If desired, share the holidays listed in the Word Bank in Lesson A. and have students choose one to research.

# Talk about Personal Celebrations

## Language Expansion

- A • Ask the class, *When do you send greeting cards to people? What kinds of cards do you like to send?*  
• Have students fill in the greetings for each card.  
• Check answers.

**Answers:** 2. Congratulations! 3. Happy anniversary! 4. Happy New Year!

## Grammar

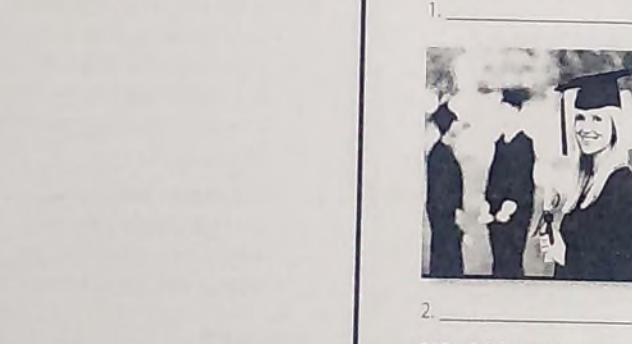
- A • Have students look at the pictures and write the speaker's name under each one.  
• Check answers.

**Answers:** 1. Pat, 2. Chris

- Go over the information in the chart.

- B • Have students work individually to write sentences about their preferences with *I'd rather*.  
• Check answers.

**Answers:** Answers will vary.



1. \_\_\_\_\_



2. \_\_\_\_\_

140 Celebrations

## GOAL 3 TALK ABOUT PERSONAL CELEBRATIONS

### Language Expansion: Greetings for celebrations

- A. Look at the greetings and write each one under the correct card.

Best wishes!  
Congratulations!

Happy New Year!  
Happy anniversary!



1. Best wishes!



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

## Grammar: Would rather

- A. Write the name under the correct picture.

- Chris:** I don't like big parties. *I'd rather* celebrate my graduation with a few friends.  
**Pat:** I want to go on a picnic with my family for my graduation. *I'd rather not* have a party.

### Would rather

- Statement      **I would/I'd rather** go to the park on Saturday.  
Negative      **I would rather not/I'd rather not** go to the meeting.  
Yes/no questions      **Would you rather** go to lunch later?

\*Use *would rather* + base form of the verb.

\*Use *would rather* to talk about things you prefer or like more.

- B. Write sentences about things you like to do on your graduation with *I'd rather*.

1. have (a big party/a small party) *I'd rather have a big party.*
2. eat (at home/in a restaurant) \_\_\_\_\_
3. invite (lots of people/a few close friends) \_\_\_\_\_
4. get (flowers/presents) \_\_\_\_\_
5. wear (nice clothes/jeans and a t-shirt) \_\_\_\_\_

## Word Bank: Celebration activities

give gifts  
go out for dinner  
have a party  
make a toast  
eat special foods  
take pictures  
send a card

## Grammar: Would rather

*Would rather* + infinitive is used to express a preference among alternatives. The second item may be omitted if it is understood from context:

*Would you like to have pizza tonight?*

*No, I'd rather have steak (than pizza).*

C. Write questions with *would rather*. Then ask a partner.

1. eat at home/go to a restaurant  
Would you rather eat at home or go to a restaurant?
2. send a greetings card/make a phone call
3. watch TV/read a book
4. go to a basketball game/(your own idea)
5. (your own idea)/(your own idea)

## Conversation



Track 2-31

A. Close your book and listen to the conversation. Which celebration is coming soon?

**Mike:** New Year's Eve is next week. What would you like to do?

**Katie:** Let's go out dancing!

**Mike:** I'd rather just stay home and go to bed early.

**Katie:** That's boring! We could go out for dinner. Or would you rather go to a movie?

**Mike:** I'd rather not go out. It's always so noisy and crowded.

**Katie:** I have an idea. Let's cook a nice dinner at home and invite a few friends.

**Mike:** That sounds like a better plan.

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

C. Make notes. What do you usually do to celebrate these days?

New Year

Your favorite holiday:



D. Work with a partner. Make plans to celebrate one of these days together.



Goal 3

Talk about personal celebrations

Join another pair of students and share your plans.

Lesson C 141

## Grammar Practice: *Would rather*

Have students carry out an opinion survey about holiday preferences. Divide the class into groups. Have each group plan two questions about preferences for celebrating an event with *would rather*. Allow time for each student to collect answers from three people in class or outside of the school. Then have each group put together the answers they received and give a short oral report for the class.

C • Have students work individually to write questions with *would rather*. Check answers.

**Answers:** 2. Would you rather send a greetings card or make a phone call? 3. Would you rather watch TV or read a book? 4. Answers will vary. 5. Answers will vary.

- Match students with a partner and have them take turns asking and answering the questions.
- Call on student pairs to present their own question and answer to the class.

## Conversation

A • Have students close their books. Write the question on the board: *Which celebration is coming soon?*

- Play the recording. (CD2 T31)
- Check answers.

**Answer:** New Year's Eve

B • Play or read the conversation again for the class to repeat.  
• Practice the conversation with the class in chorus.  
• Have students practice the conversation with a partner, then switch roles and practice it again.

C • Have students work individually to write about how they usually celebrate the two days.

D • Match students with a partner and have them make new conversations, modeled on the conversation in exercise A.

## ✓ Goal 3

- Combine student pairs into groups of four and have them talk about the plans they've made. Ask the class about any interesting or unusual plans they heard.

# Share Holiday Traditions

## Reading

- A** • Match students with a partner and have them discuss the questions.
- Compare answers with the class. If any of the holidays are new ask, *Are there any differences between new holidays and old ones? Are new holidays as good as old ones?*
- Point out the vocabulary that is defined in the picture dictionary illustration.
- B** • Have students read the article. Tell them to circle any words they don't understand.
- Go over the article with the class, answering any questions from the students about vocabulary.
- Tell students to reread the article and fill in the information.
- Check answers.

**Answers:** 1. (more than) 5 million, 2. December 26–January 1, 3. 1966, 4. Maulana Karenga, 5. the United States, Canada, and Jamaica, 6. a candleholder, 7. red, black, and green

- C** • Have students go through the article again to answer *true*, *false*, or *no information* to each statement. Remind them that for some statements, the answer is not in the reading—they should circle **NI** for those.

Check answers.

**Answers:** 1. T, 2. T, 3. F, 4. NI, 5. T, 6. T, 7. NI

## D GOAL 4 SHARE HOLIDAY TRADITIONS

### Reading

- A** Discuss these questions with a partner.

1. What are the most important holidays in your country?
2. Are they new or old? How did they start?

- B** Find this information in the reading.

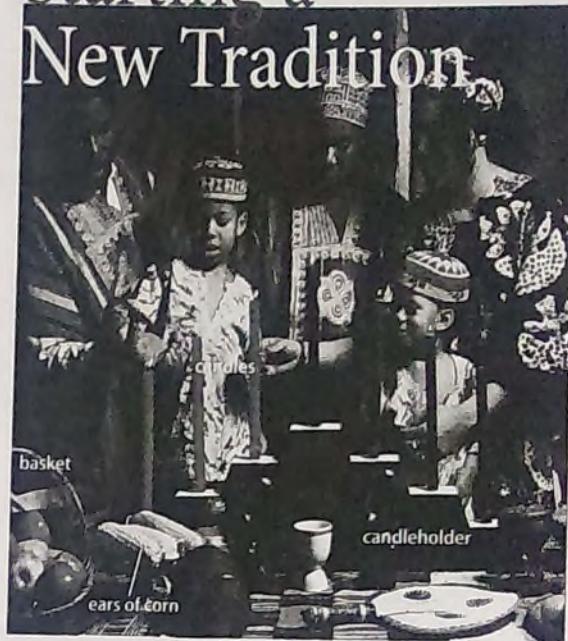
1. the number of people who celebrate Kwanzaa now \_\_\_\_\_
2. the dates of Kwanzaa \_\_\_\_\_
3. the year when Kwanzaa started \_\_\_\_\_
4. the person who started Kwanzaa \_\_\_\_\_
5. three countries where people celebrate Kwanzaa \_\_\_\_\_
6. the most important symbol of Kwanzaa \_\_\_\_\_
7. the colors of Kwanzaa \_\_\_\_\_

- C** Circle **T** for true, **F** for false, or **NI** for no information (if the answer is not in the reading).

- |   |            |
|---|------------|
| 1. Kwanzaa is celebrated at the end of the year.                  | T   F   NI |
| 2. Kwanzaa is a holiday for African-Americans.                    | T   F   NI |
| 3. Kwanzaa is a very old holiday.                                 | T   F   NI |
| 4. People in Africa celebrate Kwanzaa.                            | T   F   NI |
| 5. People spend a lot of time with their families during Kwanzaa. | T   F   NI |
| 6. Children receive presents at the end of Kwanzaa.               | T   F   NI |
| 7. Everyone thinks Kwanzaa is an important holiday.               | T   F   NI |

New York, United States

## Starting a New Tradition



Shantelle Davis is a nine-year-old girl in New York. On a cold night in December, her family is standing around the kitchen table while she lights a candle. The table is decorated with baskets of fruit and vegetables and ears of corn for Shantelle and her two brothers.

"This candle represents *umoja*, an African word that means being together," Shantelle says. "That's the most important thing for a family."

Tonight is the first night of Kwanzaa, and Shantelle is spending the holiday with her family. More than 5 million African-Americans celebrate Kwanzaa every year from December 26 until January 1. It's a time when they get together with their families to think about their history and their ancestors in Africa.

Kwanzaa is very unusual because it was started by one man. In 1966, an American named Maulana Karenga wanted a holiday for African-Americans to honor their culture and

### For Your Information: Kwanzaa and winter holidays

In the Northern Hemisphere, there are many holidays at the beginning of winter, which has become known as the "holiday season." The period begins with Thanksgiving, continues through to Kwanzaa in December, and ends in January with New Year's Day. Nowadays it is quite common to send greeting cards that say simply "Happy holidays" or "Season's greetings" to include people of any (or no) religious belief.

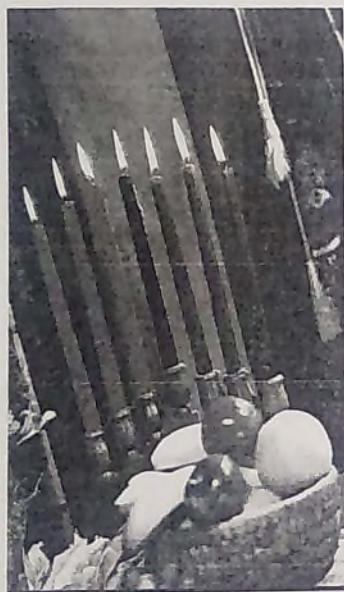
traditions. So he used words and customs from Africa to create a new celebration. He took the name Kwanzaa from the words for "first fruits" in Swahili, an African language. At first, a few American families had small celebrations at home. Now, there are also Kwanzaa events in schools and public places, and Kwanzaa has spread to other countries like Canada and Jamaica.

The main symbol of Kwanzaa is a candleholder with seven candles, one for each of the principles of Kwanzaa. Each night, a family member lights one of the candles and talks about the idea it represents: being together, being yourself, helping each other, sharing, having a goal, creating, and believing. The candles are red, black, and green, the colors of Kwanzaa. The parents also pour drinks to honor family members who have died. On the last night of Kwanzaa, there is a big dinner with African food, and children receive small presents.

Today people can buy Kwanzaa greeting cards and special Kwanzaa clothes. Stores sell Kwanzaa candles and candleholders. Some people don't believe that Kwanzaa is

a real holiday, because it's so new. But other people say that customs and celebrations are always changing and that Kwanzaa shows what is important in people's lives.

Shantelle Davis says she likes Kwanzaa because it's fun. "But I also learn new things every year," she says.



## After Reading

**Web search:** Have students search online for information about one of these holidays in English-speaking countries: Thanksgiving, Guy Fawkes Day, Boxing Day, Groundhog Day.

**Project:** To celebrate the end of the course, have students organize a party for the last day of class. Divide the class into four groups and give them responsibility for food, drinks, decorations, and entertainment. Enjoy your time together and congratulate each other for your successes and achievements!

## Communication

**A.** Circle your opinion about these sentences.

1. A new holiday isn't a real holiday.  
a. I agree. b. I'm not sure. c. I disagree.
2. Some old holidays are boring and not very important now.  
a. I agree. b. I'm not sure. c. I disagree.
3. Our country should start a new holiday.  
a. I agree. b. I'm not sure. c. I disagree.
4. People spend too much money for holidays.  
a. I agree. b. I'm not sure. c. I disagree.
5. It's very important to keep all of the old holiday customs.  
a. I agree. b. I'm not sure. c. I disagree.



**B.** Compare your opinions with the opinions of other students. Talk about things your family does to celebrate holidays.

## Writing

Choose one of the statements from exercise **A** and write a paragraph about your opinion. Be sure to give examples and explanations.



### Goal 4

#### Share holiday traditions

Read your paragraph to a partner or to the class.

Lesson D 143

## Communication

**A** • Have students read the sentences and mark their reactions to each one.

**B** • Divide the class into groups of three or four students and have them discuss their answers. Ask them to give reasons for their opinions.

## Writing

- Ask students to choose one of the sentences from exercise **A** and write about their opinion in more detail.
- Have students exchange papers with a partner. Ask students to mark corrections and suggestions for improvements on their partner's paper.
- If desired, have students rewrite their papers, to be collected for marking.

### ✓ Goal 4

- Call on students to read their papers to the class or have them read them to a small group.

# Young Riders of Mongolia

## Before You Watch

- Match students with a partner and have them discuss the questions.
- Compare answers with the class. If no one has seen a horse race, explain that usually all the horses and riders get in a line and start at a signal (usually a bell). They ride in a circle around a track, and there is a prize for the fastest horse.

## While You Watch

- A**
- Tell students to watch the video the first time and find two unusual things about the race. Play the video.
  - Check answers.

**Possible answers:** The riders are children, not adults. They do many things for good luck before the race. The horses walk a long way before they start running. People can't see the whole race. They try to get close to the horses. There is a prize for the slowest horse.

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

**Answers:** 1. F, 2. T, 3. F, 4. T, 5. F

## E VIDEO JOURNAL YOUNG RIDERS OF MONGOLIA



## Before You Watch

Discuss these questions with a partner.

- What do you know about Mongolia?
- Have you ever seen a horse race? Describe what you saw.

## While You Watch

- A.** Watch the video, *Young Riders of Mongolia*. Write two unusual things about the Naadam horse race.

- \_\_\_\_\_
- \_\_\_\_\_

- B.** Watch the video again. Circle **T** for true or **F** for false.

- |   |   |   |
|---|---|---|
| 1. In Mongolia today, people ride horses only for special celebrations. | T | F |
| 2. The Naadam Festival celebrates traditional sports.                   | T | F |
| 3. The Naadam horse race is very short.                                 | T | F |
| 4. People want to get close to the horses for good luck.                | T | F |
| 5. The winning horses get a lot of money.                               | T | F |



▲ young Mongolian riders

144 Celebrations

## For Your Information: Mongolia

Mongolia is a large country in Central Asia, bordered by Russia and China. Today it is the most sparsely populated independent country in the world, with only 2.9 million people. Most of its area is desert and mountains, and there is very little land suitable for farming. About 30 percent of the population still live a nomadic life, moving from place to place with their animals. The Naadam festival has taken place for centuries and is devoted to the three main Mongolian sports: archery, wrestling, and horse racing. Traditionally, these were known as the "three manly sports." Today, both men and women take part in archery and horse racing, though only men wrestle.



- C • Tell students to watch the video a third time and fill in the numbers. Have the students read the statements. Play the video.

- Check answers.

Answers: 1. 1,000, 2. 12, 3. 500, 4. 15,  
5. 30, 6. 5



**C.** Watch the video again. Write the numbers.

1. Almost \_\_\_\_ years ago, Mongolia became a very large and important country.
2. All of the riders in the race are younger than \_\_\_\_ years old!
3. It's a big race—about \_\_\_\_ riders will participate in it.
4. The riders must walk the horses over \_\_\_\_ miles to the starting point.
5. These first riders have already been running for nearly \_\_\_\_ minutes!
6. The first \_\_\_\_ horses that finish the race get a blue sash for winning.

## After You Watch



Discuss these questions in a small group.

1. What are some traditional sports in your country?
2. Are they still popular?

## Communication



**A.** Create a festival to introduce foreigners to the culture of your country.

- Give the festival a name.
- Think of three sports, three foods, and three shows that will be in your festival.
- Make a poster to advertise your festival.

**B.** When you're finished, present your festival poster to the class.



▲ cheese rolling in England

## After You Watch

- Divide the class into groups of three to four students. Have them discuss the questions.
- Compare answers with the class. Discuss the various traditional sports. Ask, *Do you like to watch them? Play them?*

## Communication

Have students continue to work in the same groups.

- A** • Go over the instructions with the class. Emphasize that this festival is for foreigners, so they should choose the most interesting and important sports, foods, and shows for them.
- If possible, give each group a large sheet of paper to make its poster on. Encourage groups to add drawings or photos to their posters.
- B** • Have groups stand up in front of the class and present and describe their festivals, showing their posters.

## Teacher Tip: Self evaluation

At the end of the course, it's useful to have students reflect on the progress they've made. One way to do this is by having them fill in a questionnaire and then (if time permits) having a brief meeting with each student.

Here are some possible questions you could use:

*How much have you improved in these areas? Write "A lot," "Some," or "A little."*

*Speaking/Listening/Writing/Reading/Vocabulary/Grammar*

*Which activities in class helped you the most?*

*What will you do differently in your next class?*

**Unit 1**

- climate:** normal weather patterns  
**coastal:** describes an area near the ocean  
**crop:** a kind of plant grown for food  
**farmer:** person who produces food  
**flat:** describes an area without mountains  
**geography:** the study of the surface of the earth  
**grassland:** grassy area  
**humid:** describes air that is moist  
**meals:** breakfast, lunch, and dinner  
**mountainous:** describes an area with mountains  
**region:** a large area  
**staple food:** very important food
  - **grains:** corn wheat rice oats millet
  - **legumes:** soybeans lentils
  - **roots:** potatoes yams yucca

**Unit 2**

- connect:** bring together  
**culture:** people with the same language and way of living  
**custom:** an activity that is usual in a country  
**eye contact:** a look directly at the eyes of another person  
**formal:** very serious and important  
**gesture:** a body movement to show something (a feeling, an idea, etc.)  
**greeting:** the first words or actions used upon meeting someone  
**informal:** friendly and relaxed  
**rule:** the correct way to do something  
**traditional:** the same for a long time without changing  
**small talk:** conversation about things that aren't important  
**smile:** turn one's lips up at the corners, usually to show good feelings

**Unit 3**

- commute:** travel to your job  
**crowded:** too full  
**downtown:** the center of a city  
**east:** the direction where the sun comes up—usually at the right of a map  
**factory:** a place where workers make things  
**freeway:** a road where cars go fast  
**key:** (on a map) the section of a map that explains the meaning of the symbols  
**market:** a place where people buy and sell things outdoors  
**neighborhood:** one area in a city  
**noisy:** too loud  
**north:** the direction that's usually at the top of a map  
**population:** the number of people who live in a place  
**public transportation:** trains, buses, and subways  
**rural:** in the country  
**scale:** (on a map) the section of a map that explains the distances  
**skyscraper:** a very tall office building  
**south:** the direction that's usually at the bottom of a map  
**suburb:** a town outside of a city  
**symbol:** a picture that represents another thing  
**traffic:** cars moving on a street  
**urban:** in the city  
**west:** the direction where the sun goes down—usually at the left of a map

**Unit 4**

- acne:** a skin condition of red spots, especially on the face  
**artery:** one of the large blood vessels going from the heart

**bone:** a hard, white part of the body that makes up its frame (the skeleton)

**brain:** the organ in the head used for thinking and feeling

**dandruff:** dry skin that forms on the head and drops in little white pieces

**headache:** a pain in your head

**heart:** the organ in the chest that pumps blood through the body

**hiccup:** a sharp sound you make in your throat

**indigestion:** pain in the stomach because of something you have eaten

**insomnia:** not able to sleep

**large intestine:** the lower part of the tube in the body that carries food away from the stomach

**liver:** the organ in the body that helps in making sugar for energy and in cleaning the blood

**lung:** one of two breathing organs in the chest that supply oxygen to the blood

**muscle:** a part of the body that connects the bones and makes the body move

**nausea:** a feeling like you are going to vomit

**skin:** the outer covering of the body

**small intestine:** the upper part of the tube in the body that carries food away from the stomach

**sore throat:** a general feeling of pain in the throat

**stomach:** the internal body part where food goes after being swallowed

**vein:** any of the tubes that bring blood to the heart and lungs

**Unit 5**

- achieve:** succeed in making something happen  
**adventure:** do something unusual and exciting

**amazing:** very surprising and wonderful  
**challenge:** something that is new and difficult to do  
**climb:** go up  
**cross:** go from one side of something to the other side  
**equipment:** things you need for a particular purpose  
**extreme:** very great  
**give up:** stop trying  
**goal:** something you hope to be able to do through your efforts over time  
**grow up:** grow from a child to an adult  
**keep on:** continue trying  
**put up with:** accept something bad without being upset  
**run out of:** finish the amount of something that you have  
**set out:** leave on a trip  
**skill:** an activity that needs special knowledge and practice  
**watch out:** be very careful

## Unit 6

**adolescence:** the part of life when you are becoming an adult  
**adult:** a person aged 20 or over  
**adulthood:** the part of life when you are an adult  
**baby:** a person aged 0–1  
**child:** a person aged 2–12  
**childhood:** the part of life when you are a child  
**childish:** describes a person who is older, but acting like a child (bad)  
**elderly:** describes a person who looks and acts old  
**get married:** become husband and wife  
**graduate:** complete your studies at a school

**have a child:** give birth to a baby  
**in his/her twenties:** describes a person who is between 20 and 29 (also **in his teens, thirties, forties**, etc.)  
**infancy:** the part of life when you are a baby  
**mature:** describes a person who is old enough to be responsible and make good decisions  
**middle-aged:** describes a person who is not young or old (about 40–60)  
**move:** go to live in a different place  
**old age:** the part of life when you are old  
**retired:** describes a person who has stopped working in old age  
**senior citizen:** an old person (polite term)  
**teenager:** a person aged 13–19  
**youthful:** describes a person who is older, but with the energy of a young person (good)

## Unit 7

**dug** (past participle of *dig*): make a hole or opening by taking away earth  
**export:** sell to other countries  
**flown** (past participle of *fly*): transport by plane  
**fur coat:** a coat made from the hairy skin of an animal  
**import:** buy from other countries  
**jewelry:** decorative items that people wear such as rings, bracelets, and necklaces  
**luxury:** great comfort at great expense  
**meant** (past participle of *mean*): have a purpose, intend to say  
**necessity:** a basic need or requirement in order to live  
**pearls:** smooth, round, white objects formed naturally in oysters  
**precious metals:** extremely valuable, costly metals such as gold

**precious stones:** extremely valuable, costly stones such as diamonds  
**silk:** the material made by silkworms  
**spread** (past participle of *spread*): cover a surface by pushing something all over it  
**spun** (past participle of *spin*): twist wool, cotton, etc. into thread  
**stolen** (past participle of *steal*): take something that belongs to someone else without permission

## Unit 8

**badly:** the adverb form of *bad*  
**beautifully:** the adverb form of *beautiful*  
**crocodile:** a large lizard that kills and eats other animals  
**endangered:** in danger of all dying  
**extinct:** doesn't exist any more, all dead  
**fast:** the adverb form of *fast*  
**habitat:** the place where an animal usually lives  
**hunt:** to look for animals and kill them  
**loudly:** the adverb form of *loud*  
**predator:** an animal that kills other animals  
**prey:** an animal that other animals kill to eat  
**protect:** to keep safe from danger  
**shark:** a large fish with sharp teeth that kills and eats fish and animals  
**slowly:** the adverb form of *slow*  
**species:** a kind of animal  
**tame:** trained to live with people  
**tiger:** a large wild cat with black stripes  
**well:** the adverb form of *good*  
**wild:** in nature, not controlled by people  
**wildlife:** animals and plants that live in nature  
**wolf:** a wild animal that's similar to a dog

## Unit 9

**bring up:** raise someone and care for until fully grown

**building:** making something by joining things together

**combs:** a flat piece of plastic, metal or wood with narrow pointed teeth on one side you use to fix your hair

**farming:** the activity of growing crops or raising animals

**give up:** stop doing or having something

**glass bead:** a small round piece of glass with a hole through it

**help out:** do something good for someone

**hairbrushes:** brushes that are used to fix your hair

**hunting:** the activity of killing wild animals for food

**keep away:** make someone or something stay far from you

**pipe:** a small tube with a bowl at one end for smoking tobacco

**put on:** (clothing) to dress

**switch on:** use a switch to turn on an electrical appliance or machine

**tools:** instruments or simple pieces of equipment that you hold in your hands to do a particular kind of work

**weapon:** a tool used to harm or kill

## Unit 10

**airline agent:** a person who works for an airline at an airport

**arrivals:** the part of an airport where travelers come in

**baggage claim:** the part of an airport where travelers get their bags back

**boarding pass:** a card that shows your seat number on an airplane

**carry-on bag:** a small bag that you can take on an airplane with you

**check-in counter:** the part of an airport where travelers show their tickets and give their bags to the airline

**departures:** the part of an airport where travelers leave

**gate:** the part of an airport where travelers get on an airplane

**itinerary:** a plan for where you will go on a trip

**passport:** an official document that you must show when you enter or leave a country

**reservation:** a place that is saved for you in a hotel, airplane, train, etc.

**security check:** the part of an airport where officers look for dangerous things in travelers' bags

**sightseeing tour:** a vacation trip to look at famous places

**terminal:** a large building at an airport

**ticket:** a printed piece of paper that says you paid for a place on a train, airplane, etc.

**travel agent:** a worker who arranges trips for other people

**vaccination:** an injection that stops you from getting a particular disease

**visa:** a stamp or paper that allows you to enter a foreign country

## Unit 11

**administrative assistant:** someone who assists in organizing and supervising an organization or institution

**assistant:** someone who helps another person do their work; a word used before job titles to indicate slightly lower rank

**bored:** a feeling of being uninterested in something

**boring:** uninteresting

**boss:** the person in charge of others

**computer software engineer:** someone who designs computer programs

**employee:** someone who works for a person, business, or government

**experience:** understanding gained through doing something

**health care worker:** someone who gives medical care

**homemaker:** someone who spends a lot of time taking care of the home and family and usually does not have another job

**information technology specialist:** an expert in the theory and practice of using computers to store and analyze information

**lawyer:** a professional who practices law

**owner:** someone with a business that belongs to him or her

**qualification:** an ability that makes someone suitable to do something

**sales representative:** someone who sells goods and services, usually outside of a store

**satisfying:** something that meets your wants or needs

**surprised:** a feeling of pleasure or shock over an unexpected event

**terrifying:** causing a strong fear in someone

**training:** a process of education, instruction

**volunteer:** someone who agrees to do something because they want to, not because they have to

## Unit 12

**annual:** every year

**Best wishes!** a greeting you use when people get married

participants	to whom they are referring	cohort	with many different roles	consequently	giving you the	new	the place	which	including
participants	are part of	participants	are given a	participants	new	place	new	participants	new
participants	take the	participants	not given a	participants	the	place	the	participants	the
participants	take the	participants	not given a	participants	new	place	new	participants	new
participants	take the	participants	not given a	participants	new	place	new	participants	new

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# UNIT 1



Track 1-3

## LESSON B, LISTENING

**Interviewer:** Thank you for talking to us today. I know you're very busy.

**Farmer:** Yes, I am, but I'm happy to answer your questions.

**Interviewer:** Wonderful. First, what are those people in the rice paddy doing?

**Farmer:** They're putting the young rice plants in the ground. That's because we don't plant seeds like other farmers.

**Interviewer:** Really? Why not?

**Farmer:** It's simple—we get a much larger crop if we start with young plants.

**Interviewer:** And why is there so much water in the rice paddy?

**Farmer:** That's part of growing rice. We need a warm climate and a lot of water. We're getting a lot of rain this year, and that's good news for rice farmers.

**Interviewer:** I see. And what happens next?

**Farmer:** Well, the rice grows, of course. Then we have to get the water out of the rice paddy. We let the water run out, then the rice dries.

**Interviewer:** And when the rice is dry, what happens next?

**Farmer:** Then we cut the rice plants and clean them.

**Interviewer:** It's a lot of work, isn't it?

**Farmer:** It is a lot of work, but we grow a lot of rice, and that rice is food for many people.

# UNIT 2



Track 1-7

## LESSON B, LISTENING

### CONVERSATION 1

**Ken:** Hi, my name is Ken Tanaka.

**Lisa:** It's nice to meet you. I'm Lisa Ortiz.

**Ken:** Nice to meet you too, Lisa. So . . . are you studying English here?

**Lisa:** No, not this term. I'm taking a computer class.

**Ken:** Really? Which class?

**Lisa:** I'm taking the Web Site Design class. The teacher's name is Mr. Carter. I haven't met him yet, though.

**Ken:** I've heard that he's a great teacher. One of my friends took his class last year.

**Lisa:** That's good! It's a difficult subject, but it's really interesting. What about you? What are you studying?

**Ken:** Well, this term I'm taking Advanced English Writing.

**Lisa:** Wow, that sounds difficult too!

## CONVERSATION 2

**Nancy:** Hi. Are you the new neighbor?

**Maria:** Yes, I am. My name is Maria Andrews. I'm in apartment 7C.

**Nancy:** Nice to meet you, Maria. I'm Nancy Chun. I live in 7A.

**Maria:** Nice to meet you too. So, have you lived here long?

**Nancy:** Oh, about . . . ten years.

**Maria:** Wow! I guess you really like this part of the city!

**Nancy:** It's a great place to live. There are lots of stores, and the park is so relaxing.

**Maria:** Are there any good restaurants near here?

**Nancy:** Sure! What kind of food do you like?



## LESSON B, PRONUNCIATION

Track 1-9

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

## UNIT 3



Track 1-12

## LESSON B, LISTENING

**Interviewer:** Hello, and welcome to "City Scene." Paris has a very unusual park. It's called the Jardin Nomade, and it's in a very busy urban area in the eastern part of the city. Today we're talking to Isabel Dupont, one of the organizers of the park. Isabel, why is the Jardin Nomade unusual?

**Isabel:** Our park is amazing because it's so *small*. It was just a piece of empty land between two very busy streets. We wanted a park in our neighborhood, because we wanted a place to grow flowers and vegetables. So in 2003, the city government helped us to start the park. Today, there are 54 small gardens in the park. Families grow things like tomatoes, beans, and lettuce in their gardens.

**Interviewer:** That sounds wonderful! Has the Jardin Nomade changed the neighborhood?

**Isabel:** Yes, it has. In the gardens, we got to know our neighbors. Now the park is a meeting place for everyone in the neighborhood. And every month, we have dinner in the park one night. We cook a lot of soup together—vegetable soup! All the neighbors bring tables and chairs to the park, and we have a great time. More than a hundred people come to the dinners.

**Interviewer:** Imagine I go to the Jardin Nomade tomorrow. What will I see?

**Isabel:** Well, it's February now, so you won't see any flowers or vegetables. But you'll see kids playing and neighbors talking together. People use the park all year. And in spring, people will start working in their gardens. The city needs more parks like this. Now, there are 40 of these urban gardens in Paris. Next year, we'll help more people start them in their neighborhoods.

## UNIT 4



### LESSON A, VOCABULARY

Track 1-15

**Patient:** Thanks for seeing me today Dr. Gupta. I really don't feel well.

**Doctor:** I'm glad you came in, then. Let's listen to your lungs first. Take a deep breath.

And now breathe out. Your lungs sound fine. Now I'll listen to your heart. Your heart sounds good, too.

**Patient:** It might be something I ate. My stomach hurts a little.

**Doctor:** Hmm. Does it hurt when I press here?

**Patient:** No, that doesn't hurt.

**Doctor:** How about when I press here?

**Patient:** Ow! Yeah, that does hurt.

**Doctor:** That's your small intestine. You might have an intestinal virus. Let's take your temperature. Your skin does feel warm.



### LESSON B, LISTENING

Track 1-17

**Speaker A:** I guess I'm pretty healthy. I almost never get sick, and I have a lot of energy to do things I enjoy. I don't really do anything special for my health. I eat a good diet, but sometimes I get fast food when I don't have time to cook. I don't work out at a gym, but I walk and I like to spend time outdoors. My mother and my grandmothers were healthy people, too. Maybe I get my good health from them.

**Speaker B:** I go to the gym three or four times a week. It keeps me in shape, and it gets me away from work. Yeah, my job is pretty stressful. There's a lot of pressure on me, and it seems to take all my energy just to get up in the morning and go to work. I do get sick every couple of months or so—usually just colds or a headache and sore throat. I got the flu last year and had to miss four days of work. My boss was not happy.

**Speaker C:** For me, the key is a vegetarian diet. When I was younger, I ate everything and I felt fine, but then I got older, and I didn't have any energy at all. I read some books about vegetarianism, I started growing my own tomatoes and other veggies, and I started feeling a lot better. Some people think you can't get all the nutrients you need from plant foods, but you can. You just need a little information and a lot of good recipes.

## UNIT 5



Track 1-20

### LESSON A, VOCABULARY

**TV Host:** Welcome back to the morning show. Today we're going to announce the winner of our *Face the Challenge* contest! Here they are—our four finalists!

As you know, these finalists did some very difficult things. Roger Simmons climbed a mountain in Russia, Isabel Ochoa crossed the Atlantic Ocean in a sailboat, Aki Muramoto learned a new skill—she can now play the koto, and Bao Chen walked across Shandong province in China—in the extreme cold of January! Some of these challenges were very physical. Mr. Chen, what did you do to make your body strong enough for such a long walk?

**Mr. Chen:** I walked every day while I was training, but the extreme cold was still difficult for me.

**TV Host:** I can imagine! And Ms. Muramoto, your challenge was more mental. What did you do to prepare yourself?

**Ms. Muramoto:** I knew I needed to practice playing the koto for many hours every day, so I just decided to think about the good things I was learning instead of the time I was spending.

**TV Host:** That's a good idea! Think like an optimist! Well, we counted your online votes, and the winner of our contest is—Ms. Isabel Ochoa, who crossed the ocean in a sailboat! Congratulations, Isabel! Do you plan to cross the ocean again soon?

**Ms. Ochoa:** I might, but next time I'll probably take an airplane!



Track 1-22

### LESSON B, LISTENING

**Interviewer:** Today I'm talking to scientist Jenny Daltry. While Daltry was working in the forests of Cambodia, she discovered some of the last Siamese crocodiles in the world. Ms. Daltry, where did you find these crocodiles?

**Jenny Daltry:** I found the largest group, about 150 crocodiles, in a remote part of Cambodia. Before I found them, scientists thought this kind of crocodile was extinct. My discovery showed that there are still Siamese crocodiles living in the wild. It also helped people realize that the area is important to wildlife. Over 3 million acres of Cambodian forest are now protected by the government.

**Interviewer:** That's amazing! And what was your biggest challenge after you discovered the crocodiles?

**Jenny Daltry:** Well, most people are afraid of crocodiles. They don't think they're as lovable as panda bears or other endangered animals. My biggest challenge was to educate people about the crocodiles. I explained that crocodiles keep the marshes healthy, and the marshes are home to many kinds of birds and animals. Protecting the crocodiles means protecting the environment.

**Interviewer:** So your discovery is helping to save more than just crocodiles.

**Jenny Daltry:** That's right, and my next challenge is to help another unpopular animal—the Antiguan racer snake. I was traveling in the Caribbean when I found out about this endangered animal. The Antiguan racer only lives on two small islands in the Caribbean. In fact, it's the world's rarest snake!

# UNIT 6

## LESSON B, LISTENING



Track 1-27

**Radio Host:** Ushi Okushima is a typical woman from rural Japan. She lives in Okinawa, on an island in the south of Japan, in a traditional house. When we visited her five years ago, she was working on her small farm and growing food for herself and her family. Since then, she has stopped farming. Now she has a job at the market, putting oranges in bags. What's unusual about Ushi? She's 103 years old!

There are many other amazing people like Ushi in Okinawa. More than 700 people there have celebrated their 100th birthday. Ninety percent of these people are women. Now scientists are studying them to try to understand their secrets for a long life. They think it's because of three things: the healthy food in Okinawa, the clean environment, and close relationships with friends and family members.

Ushi's life is a good example of all of these things. She wakes up at six o'clock in the morning. Then she makes a breakfast of vegetables and soup and goes out for a walk. On some days, she goes to her job at the market. Every afternoon she eats lunch with her daughter, and her grandchildren and friends come over to visit. In the evenings, she eats a dinner of mostly vegetables, drinks a cup of rice wine, and goes to bed. When we asked her how to live to be 100, Ushi said, "Work hard, drink rice wine before bed, and get a good night's sleep."

# UNIT 7



Track 2-3

## LESSON B, LISTENING

**Shinobu:** Hi, I'm Shinobu. Here in Japan, flowers are a very important part of life. We celebrate the seasons with different kinds of flowers in our houses, and special occasions always call for flowers—weddings, funerals, graduation ceremonies. . . . We do grow some flowers right here in Japan, but we also import many kinds of flowers such as carnations, roses, and orchids. The flowers come from all over the world—from as far away as Kenya and Colombia. Those countries export flowers, and there's always someone here who wants to buy flowers, so everyone is happy.

**Rafael:** My name is Rafael and I live in Ecuador. Growing flowers in greenhouses is a fairly new business in Ecuador. The greenhouses produce big, beautiful flowers because we get a lot of sunshine all year—not just in the summer months. But to tell you the truth, I don't like working in the greenhouses. I get headaches almost every day from the chemicals we spray on the flowers. Still, my family needs the money I make, and my job pays better than a lot of other jobs.

**Peter:** Hello, I'm Peter from the Netherlands. You could say we're the world's flower experts. That's because the Netherlands has a long history of developing new kinds of flowers—new colors, new shapes, new sizes. And if you develop the next big hit—the new flower that everybody wants—farmers will pay a lot of money to grow your plant. Today, I'm at the flower auction where buyers choose flowers to export all over the world. I'm watching closely because my rose—well, a rose that I developed—is for sale at the auction today. If people like it, my future could be very bright.

## UNIT 8



Track 2-7

### LESSON B, LISTENING

**Narrator:** The bluefin tuna is one of the most amazing fish in the world. It's a different species from the tuna that you buy at the store in cans. A bluefin tuna can grow to be 12 feet long, and it can weigh more than 1,500 pounds. It's a beautiful fish, too, silver-colored with marks of yellow and blue. With its strong body, it can swim more than 25 miles an hour, and it can live for up to 30 years.

Unfortunately, the bluefin tuna is also delicious, because it has a lot of fat in its body. In Japan, people use it to make sushi, and in Europe, people love to cook big pieces for tuna steaks. Every year, fishing boats catch more and more of these fish, and now they are in danger of disappearing. If the boats catch too many big bluefins, there won't be any young fish in the future.

In the past, bluefin tuna also lived in the Pacific Ocean and Indian Ocean. But in the 1990s, almost all of these fish were caught. Only 10 percent of the original population of bluefins was left. So the biggest fishing boats moved to the Mediterranean Sea, and now they catch up to 60,000 tons of bluefin tuna there every year.

There are international rules for fishing, but these boats don't follow the rules. They catch too many fish, and they harm the environment. If the big boats destroy the fishing in the Mediterranean, many poor people will lose their work. Some scientists say that we should stop catching bluefin tuna for several years, so that the population of tuna can grow again. If this amazing fish disappears, the seas will lose a great treasure.

## UNIT 9



Track 2-13

### LESSON A, VOCABULARY

**Narrator:** In today's specialized world we usually buy the things we need—food, clothes, furniture, and houses. Less than 500 years ago many people used simple tools and weapons to do their own farming, hunting, and building. The preparation of daily meals was not easy. Women had to cook the vegetables they farmed and the meat hunted by the men. Many of the everyday things we take for granted today were luxuries for people in the 15th century. Women would use simple hairbrushes and combs made from wood or bone to keep their hair neat. Glass beads were worn as jewelry. Men used to smoke tobacco in pipes for relaxation. And in a world of little entertainment, gambling was popular. Men would play cards and roll dice in games of chance.



Track 2-15

### LESSON B, LISTENING

**Interviewer:** Why did you decide to do an archaeological dig at Jamestown?

**Archaeologist:** People think of the Jamestown Colony as the birthplace of the United States, and it was the first successful European colony here. But we didn't really know much about the colonists' everyday lives.

**Interviewer:** So what kind of artifacts have you found?

**Archaeologist:** We've found many interesting things. Of course, the colonists knew they had to bring most of the things they needed to survive. We've dug up farming tools like hoes and axes, iron nails for building, and even dice for gambling.

**Interviewer:** What about clothes? Did you find any of those?

**Archaeologist:** Unfortunately, no. Although we know the colonists brought clothes and bed sheets from Europe, cloth items are just too delicate to last very long in this climate.

**Interviewer:** What other interesting things did survive?

**Archaeologist:** Well, we've found a lot of pipes. The Spanish brought tobacco to Europe in the 1500s, so by the early 1600s, tobacco smoking was already popular in England.

**Interviewer:** Tobacco pipes! I'm surprised by that!

**Archaeologist:** It's true. You probably also wouldn't expect luxury items like beautiful glass beads, but the English brought things they could trade with the Indians. The Indians especially valued metal tools and weapons, which the colonists would give them in exchange for food.

**Interviewer:** Did you find any combs or hairbrushes?

**Archaeologist:** No, but we did find one silver toothpick, so we know the colonists took care of their teeth.

## UNIT 10



Track 2-19

### LESSON B, LISTENING

**Interviewer:** Today's topic is vacations, and we're asking people about their plans for their next vacation trip. May I have your name?

**Carla:** Carla.

**Interviewer:** And where are you going for your next vacation, Carla?

**Carla:** Well, my vacation isn't until September, but I'm really excited already. I'm going to Italy! I've wanted to go there for the longest time!

**Interviewer:** So, are you planning to go sightseeing there?

**Carla:** Not really. I'm going to a cooking school there for two weeks. I just love Italian food, and I've always wanted to learn how to make it—not just the easy things like spaghetti. We'll have cooking lessons every day and cook all of our meals. I really like to learn something new on vacation. I get bored if I just sit around.

**Interviewer:** Sounds like a great trip! Now let's ask this gentleman—excuse me, what's your name?

**Marcus:** My name's Marcus.

**Interviewer:** Tell us, Marcus, what are your plans for your next vacation?

**Marcus:** I just talked to a travel agent and made my reservations yesterday. I'm going to spend a week in Thailand.

**Interviewer:** Thailand! Sounds great! And what are you going to do there?

**Marcus:** Nothing! I'm going to do absolutely nothing! I'm going to get up late, and lie on the beach, and look at the ocean, and drink cold drinks, and just relax. My job is really stressful, and I don't want to run around during my vacation. One of my friends went to Thailand last year, and he said it was really peaceful, and that sounds perfect for me.

**Interviewer:** Well, we hope you have a great time. We have time for one more person—hi! Could you tell us your name?

**Julie:** I'm Julie.

**Interviewer:** Hi, Julie. Tell us a little about your plans for your next vacation.

**Julie:** Well, I've been saving my money for my dream vacation, and this is the year! I'm going to New Zealand for three weeks.

**Interviewer:** That does sound like a dream vacation! Have you decided on your itinerary?

**Julie:** I'm going to go hiking for a week in a national park and I want to climb two of the most famous mountains in New Zealand. And I also want to try jetboating. You go down a river in a very fast boat. I'm also going to spend a few days scuba diving. I picked New Zealand because it's a great place for adventure sports, and that's what I love to do.

**Interviewer:** Sounds exciting. Well, thanks, everyone! And have a great vacation!

## UNIT 11



Track 2-22

### LESSON A, VOCABULARY

**Marcy:** Thanks for seeing me today, Ms. Carter.

**Ms. Carter:** No problem at all, Marcy. Have a seat.

**Marcy:** Thanks. I wanted to talk to you about my future. I'm graduating soon, and I still don't know what I want to do with my life.

**Ms. Carter:** That's what I'm here for. Do you have any work experience now?

**Marcy:** Not really, but I do have some volunteer experience. I went through a training program at the hospital to become a nurse's assistant. I help out every other Saturday.

**Ms. Carter:** That's great! Maybe you should become a health care worker—a nurse or a doctor, perhaps.

**Marcy:** Actually, I don't think I want to work in a hospital after I graduate. I think I'd like to be a business owner.

**Ms. Carter:** Sure—many people have their own business. But most of them start as employees. They work for a boss, and later they open their own business.

**Marcy:** That makes sense. I could get a job, work for awhile, and build up my qualifications, and then—who knows?

**Ms. Carter:** That's the idea. Just make sure your job is going somewhere. It should be related to the kind of business you want to get into.

**Marcy:** You're right. Thanks for the advice, Ms. Carter!

**Ms. Carter:** Anytime.



## LESSON B, LISTENING

Track 2-24

**Interviewer:** I'm here in Bangkok talking to the owner of New Thailand, one of the best little restaurants I've found here. Mr. Sangumram, when did you open this wonderful restaurant?

**Mr. Sangumram:** I opened in 1998, after my children had started their own careers. I was ready to try something new, and I wanted to be my own boss. Besides, my nephew is a fantastic cook!

**Interviewer:** I agree! This is the best Thai food I've had in Bangkok.

**Mr. Sangumram:** You know, a lot of restaurants here serve Chinese food or Japanese food, but I wanted to serve our native Thai dishes. And I wanted to work close to home. My wife and I live upstairs!

**Interviewer:** That's certainly convenient. Does your wife work with you in the restaurant?

**Mr. Sangumram:** No, she had enough of cooking and serving food when our kids were growing up. I have four employees besides my nephew—two waiters, a dishwasher, and an assistant cook. My wife works as a sales representative for a large drug company.

**Interviewer:** That's great! Now, I have to ask you one more question if that's alright.

**Mr. Sangumram:** That's fine. Ask away.

**Interviewer:** Can I get the recipes for some of the delicious things you cook here?

**Mr. Sangumram:** Oh, sorry! The recipes are top secret.

**Interviewer:** I understand. So it sounds like you really enjoy your work.

**Mr. Sangumram:** Absolutely! This is the best job I've ever had—and I'm the best boss I've ever had!

## UNIT 12



Track 2-28

## LESSON B, LISTENING

**Speaker 1:** Mexico City is my hometown. There's a special holiday in Mexico called the Day of the Dead, and I enjoy it a lot. It's really two days, on November 1 and November 2. On those days we remember people in our families who have died. We go to the cemetery with their favorite food and drinks. We also bring yellow and orange flowers, so it's very colorful. And we eat sweet bread, and special candy. It's shaped like skulls!

**Speaker 2:** I'm from Chicago, in the United States. My favorite holiday is Halloween. It takes place on October 31. My friends and I put on strange costumes and go to all the houses in our neighborhood asking for candy. I always get lots of chocolate and apples. We also like to watch scary movies about ghosts and dead people. It's mostly a holiday for children, but some adults like it too. They sometimes have parties on Halloween.

**Speaker 3:** I come from Osaka, in Japan. We have an annual holiday in summer when we think about people in our families who died before us. It's called O-Bon, and it's on August 13. It's a time for families to be together. Everyone goes back to their hometown, so all of the trains and buses are really crowded and it's hard to travel. People participate in a special dance. And we make really big fires outside. It's beautiful to see!

## UNIT 1

### VIDEO JOURNAL FORBIDDEN FRUIT

**NARRATOR:** Here in Malaysian Borneo, a seasonal invasion is underway. Staff at hotels watch nervously for a food that is... smelly... awful... and loved by millions. Meet the durian fruit. Its smell is hard to describe.

**SOUNDBITE:** It smells like a rotten fish and custard.

**SOUNDBITE:** A rubbish dump.

**SOUNDBITE:** Bleu cheese.

**SOUNDBITE:** Perhaps a dead dog.

**SOUNDBITE:** Like private parts.

**NARRATOR:** Other cultures love foods that smell strongly. Cheese, a favorite in the West, is actually rotted milk... a smell people in Asia find disgusting. Like cheese in France, durian is precious in Southeast Asia. Some believe it's worth killing for. Durian trees don't bear fruit until they're fifteen years old. A single durian can cost as much as fifty dollars American. Here in Kuching, the capital of Malaysian Borneo, hotels are on the front lines of the durian war. When the fruit is in season, hotel managers maintain a constant vigil to keep it out. For them, the problem is really about money. One smelly durian fruit can scare off a hotel full of customers.

**EDWARD:** So it goes into the curtains. It sticks into the carpet. It sticks into the bedspreads.

**NARRATOR:** That doesn't stop people from trying to smuggle it in.

**AUDREY:** We can immediately smell it, and they always deny it, but we know that they've got them.

**NARRATOR:** Every hotel has its own method of dealing with a durian alert.

**EDWARD:** There are only two methods of getting rid of the smell we found. One is charcoal. Charcoal absorbs the smell. And the other... that takes quite a long time. And the other one... we've got an ionizer that... it's an industrialized one, and within three hours we can pull the smell out of the room.

**AUDREY:** Please no durians here, not in the hotel. Outside... in the fresh air you can do it. But definitely not in here.

**NARRATOR:** In Borneo, visitors can decide for themselves if the durian is delicious, or just plain disgusting... as long as they do their taste testing outdoors.

## UNIT 2

### VIDEO JOURNAL ORANGUTAN LANGUAGE

**NARRATOR:** Orangutans. These highly developed primates come from Indonesia and Malaysia. They are so much like humans that their name actually means 'person of the forest' in Malay. They can even communicate through language. And at the National Zoo in Washington, D.C., two orangutans named Inda and Azie are showing the world just how well they can do it. Rob Shumaker is the coordinator of the Orangutan Language Project.

**ROB SHUMAKER, ORANGUTAN LANGUAGE PROJECT:** We are really adding to what we understand about orangutan mental ability. I also think that we're doing something very, very good for these individual orangutans."

**NARRATOR:** Shumaker believes that orangutans and other apes in captivity need a stimulating physical and mental environment. The zoo allows its orangutans to move around freely and gives them choices on where to go. Even Shumaker's language program is voluntary for them.

**SHUMAKER:** It gives the orangutans some choice and some agency about what they do day to day. And I think that's incredibly important for a species that has this much going on mentally. She's just naming the object.

**NARRATOR:** Shumaker works daily with the orangutans in the program to develop their language skills. Today he's working with Inda, a 20-year-old female orangutan. Inda is learning a vocabulary of symbols that she connects with objects, such as bananas, apples, and cups. Every day, visitors watch as Shumaker and Inda perform certain exercises on the computer to test what language she knows. But even apes have to wait for slow computers!

**SHUMAKER:** Oh, hold on. The computer's not responding quickly enough, but she's doing it correctly. Try again.

**NARRATOR:** Inda can identify food and objects using symbols, as well as put symbols together to form simple sentences with a verb and an object. Basically, she can use the symbols to get her point across, which is the essential purpose of language.

**SHUMAKER:** Each one learns their own way. Each one has their own types of questions that they are better or worse at. And the big emphasis is they are individuals, and their progress is not the same as the other orangutans just because it's orangutan.

**NARRATOR:** For example, Inda's brother Azie is not as social as his sister. At first, Shumaker thought that Azie was not as intelligent, but that's not true at all. In fact, Azie is very intelligent; he just isn't always as interested in communicating as his sister is.

The Orangutan Language Project is part of an exhibit at the National Zoo called 'Think Tank.' The exhibit explores the process of thinking, and actually involves visitors to the zoo in the program.

**LISA STEVENS, THINK TANK CURATOR:** What's really nice about Think Tank is that it brings a lot of the behind the scenes activities and research that involve animals right up front where it should be, where people are going to see it.

**NARRATOR:** Zoo officials hope that exhibits like Think Tank will educate the public and increase conservation efforts. Orangutans could become extinct in the wild in the next 10 to 12 years.

**SHUMAKER:** Give people a chance to know more about what's going on mentally for orangutans. I know that that increases their regard for them.

**NARRATOR:** Shumaker personally developed the symbols for the orangutans' vocabulary, but he says that the project has really been successful because of Inda and Azie.

**SHUMAKER:** I think of this language project as really a team effort between me, and Inda, and Azie. And we all work together on this. This is not my project; it's our project. And I want them to voluntarily participate. When they do that, I know that they're doing it because they enjoy it, and they like it, and they want to be involved with it. And that's important.

**NARRATOR:** It's easy to see that Shumaker has been successful. The orangutan language team of Inda, Azie, and Shumaker certainly enjoy their work!

## UNIT 3

### VIDEO JOURNAL FES

**NARRATOR:** This monument to Islamic heritage is getting a new lease on life. The Bouananiya Medersa or Koranic school, was once an architectural jewel of the medieval city of Fes. But centuries of neglect have taken a toll. Restorers are cleaning layers of whitewash off of intricate plaster carvings. It's slow work. But when it's done, they hope the Medersa will shine again, as a masterpiece, and a testament to the grand artistic legacy of their city. Muslim refugees from Spain and Tunisia founded Fes in the 9th century. By the 1300s, it was one of the cultural capitals of the Islamic world, a center for art and learning. Today, its medina, or historic city center, is a living museum of Morocco's Islamic heritage.

**DAVID AMSTER, HISTORIC PRESERVATIONIST:** Probably the best-preserved Islamic medina in the world right now. There are thousands of traditional houses that are, some of them going back 700 years.

**NARRATOR:** The medina is culturally rich—but its people are poor. Historic preservation often takes second place to more basic concerns. The people who live in them, usually five or six families renting a

room or two each, can't afford to make repairs. Historic homes that aren't falling down are also in danger, of a different kind. This 18th century palace is being sold off, piece by piece, to antiquities dealers. A fountain was the first to go. In theory, the government should protect Fes's historic buildings. But in practice, it's too big a job. And so private citizens have stepped in. They're saving Fes's medina, house by house.

**MEHDI EL ABBADI, HISTORIC PRESERVATIONIST:** It's the thing we need to protect. And it's a part of our memory, it's a part of our history, and it's a part of our daily life.

**NARRATOR:** Private foundations are paying to restore monuments like the Medersa, which will eventually become a museum of Islamic architecture. Fes has realized that its architectural history is too valuable to lose. There's still a lot of work to be done, and not only on restoration. Renovating palaces and historic monuments won't cure poverty, and poverty is the ultimate source of Fes's woes. But preserving the city's architectural heritage ensures that at least these riches will endure.

## UNIT 4

### VIDEO JOURNAL THE HUMAN BODY

**NARRATOR:** The human body. No machine can match the feats it performs every day. Our lungs suck in 70 quarts of air each minute when we exercise . . . Our hearts pump two thousand gallons of blood each day . . . And more than 600 muscles keep us moving, in every direction.

Like all living things, human beings are made up of cells—100 trillion of them. Individual cells are organized into tissues . . . like this heart muscle tissue. Different kinds of tissue form an organ, such as the heart. And several organs working together create an organ system. Each of the 10 major organ systems in the human machine performs a special job.

The circulatory and respiratory systems supply energy 24 hours a day. The heart works automatically, and incredibly hard. No other muscle in the body is as strong. It beats 100,000 times a day . . . 36 million times a year, sending blood on a complete trip around the body in less than a minute. The lungs pull in oxygen from the air, delivering breath through 15 hundred miles of airways.

All this work is fueled by food . . . And turning pizza into useable molecules is the job of the digestive system. Swallowing sends food down the esophagus into the stomach. Like a blender, the stomach contracts to break it down, helped out by acid and enzymes. This liquefied food travels into the small intestine, which can be over 20 feet long, where most nutrients enter the bloodstream.

And the brains of this whole operation—is the human brain. A wrinkled blob about the size of a grapefruit, it's the most complex object on earth. The brain contains up to 100 billion neurons, or nerve cells. Neurons send signals rocketing through the brain at over 200 miles an hour. The brain, spinal cord, and nerves make up the nervous system—and all work together to control the body's activities.

The reproductive system creates new life. Each human begins as two single cells—an egg cell from the mother, and a sperm cell from the father. When these two cells meet, they begin to divide . . . And over 9 months, a whole new person is formed. Strands of DNA carried in the original two cells act like a set of blueprints—telling the cells to build a person with blue eyes, curly hair, or a wide smile.

The end result of this genetic scrambling . . . Bodies that take us on a miraculous journey every day. They allow us to push the frontiers . . . Meet awesome challenges . . . And expand the boundaries of human achievement.

## UNIT 5

### VIDEO JOURNAL MEGATRANSECT PROJECT

**NARRATOR:** It's September in the Congo . . . just north of the equator. An expedition unlike any other is beginning. A team of scientists and researchers is traveling almost 2,000 kilometers through a rainforest that covers over 150,000 square kilometers! Their aim is to make a scientific record of a world which could be disappearing from Earth: the Congo Basin.

Dr. Michael Fay is a scientist from the Wildlife Conservation Society. He's leading the expedition he calls 'The Megatransect,' or 'the big crossing.' According to Fay, if they don't document the wildlife here now, there may never be another chance to do it!

**DR. MICHAEL FAY; WILDLIFE CONSERVATION SOCIETY:** What I'm trying to do, in a desperate way, is to show the world that we're just about to lose the last little gem in the African continent. And if we don't do something now . . . if we don't do it today, we can forget about it.

**NARRATOR:** The Congo Basin contains almost one quarter of the world's rain forests. It may have up to half of all of the wild plants and animals found in all of Africa. Fay's plan is to collect and record data on almost every part of the rain forest. He wants to document the trees, the plants, and the animals that he sees there. It's a job that's going to take time.

After eight months of traveling, the team now in Gabon. Their next challenge is to reach a group of strange hills that are made of stone and which rise far above the forest floor. At last, the men reach the hills and begin to walk up. Suddenly, they realize that they're finally above the tops of the trees.

**FAY:** We can see a long way here, you know . . . 70 or 80 kilometers in every direction. We can see 360 degrees around. There are no humans. There's not a single village, there's not a single road. It's an amazing place.

**NARRATOR:** The team continues. They can hear their next challenge before they reach it. Rapids!

**FAY:** Okay, wow.

**NARRATOR:** The Kongou Chutes are an important part of the landscape that the team wants to protect. This land of fast water and old forests is in danger because of logging. Right now, the team has a more immediate problem. They must cross the dangerous river here. It's only a few hundred meters wide, but the team must use guide ropes, stepping stones, and everything they know to get across. It takes a full day . . . and there's still a long way to go! After more than a year, the team finally reaches the end of their travels.

**FAY:** We'd been walking in the woods in our own little world for fifteen months and now it was over. I was overwhelmed.

**NARRATOR:** Dr. Fay's expedition walked through some of the wildest lands of Africa. They documented as many of the things they found as possible. And they did it all in an attempt to save a disappearing world.

## UNIT 6

### VIDEO JOURNAL NUBIAN WEDDING

**NARRATOR:** It is modern — yet connected with the past . . . The Nubian wedding ritual, shared by the entire village . . . For 7 days and nights. The air is perfumed by incense and filled with the sound of beating drums, and joyful Nubian songs. Two years ago Sheriff's family told him it was time to get married. He visited every home in the village . . . looking for the right girl. Then, with one look at Abeer, he ran home to tell his mother he had found his bride. They didn't meet again until just before their Muslim wedding. After the bride and groom sign special legal papers, 7 days of celebration begin. Each day, early in the morning the party moves out into the village streets. The bride is painted from head to toe with henna. One day before the ceremony, the groom's bed is taken outside to be bathed in sandalwood incense. Sheriff is also perfumed . . . the scents, will last for weeks.

The Nubians traditionally lived along the banks of the Nile River in what is now southern Egypt and the Sudan. But in the 1960's that changed. The government of Egypt built the Aswan Dam and the water covered the ancient lands of the Nubian people. This man had to move here at the age of 12. His family left their mud-brick home for one of cement built by the government.

On the final night of the wedding—the village eats a feast of meat and rice in front of the groom's house. Then the groom leaves his parents' home and leads his neighbors through the streets chanting Islamic songs. Well after midnight, the groom at last picks up the bride and they arrive at the party. They spend all night dancing and singing from sunset to noon.

The word "Nubia" comes from an ancient term for "gold"—and refers to the gold mines for which the area was once famous.

That gold still shines today... as the bride is draped with jewelry... just like a queen.

It's now past 3 in the morning... but by Nubian standards the party has just begun.

After the exchange of rings, mother kisses her son and his new bride as they begin their life together... carrying on their ancient customs... and celebrating a transition in their lives.

## UNIT 7

### VIDEO JOURNAL COOBER PEDY OPALS

**NARRATOR:** Beneath the hot skillet surface of the outback, where the baked soil crumbles like ashes, there are treasures to be found.

In endless warrens of burrowing and hope, every hour of every day you can find people digging. And virtually all of these individuals, are like Peter Rowe.

**PETER ROWE, OPAL MINER:** And I came here to make a million dollars, I heard you could make a million dollars in Coober Pedy, and I come to get my share of it.

**NARRATOR:** That could only be one thing.

**ROWE:** To find opal. That's what they came for... to find that elusive, beautiful gem that just sort of bounces out and says 'Hey, look at me.'

**NARRATOR:** The town of Coober Pedy is home to about three thousand people.

It was built on opals. Over ninety percent of the world's opals come from Australia, and the first ones on this continent were discovered right here in 1911.

Finding opal has been turned into as much of a science as the rock will allow. This team has been digging for a year and a half since their last significant payoff. They believe they are only a few feet away from a major find. The problem is, in this town, almost everyone, almost every day believes he is on the verge of finding a fortune.

Something like this: these opals were all cut out of the same fist-sized piece of rock and will sell for at least three hundred thousand dollars, maybe a lot more. But here's the thing, ninety-five percent of all opal is colorless—worthless.

This maze of tunnels did not produce even a dollar's worth of opal. One of the odd benefits of digging so many holes in search of opals, is that some of them can be converted into homes. But it is the motherload payoff that is on everybody's mind.

**ROWE:** Within a mile of where we're sitting now, there could be millions of dollars. There is millions of dollars. And there's stones that would knock your eye out. Gems that would be just astronomical. And most of them never get seen; never see the light of day.

**NARRATOR:** Out here, where holes in the ground pass for buildings, most people do not find their fortunes. At the end of this day that started with so much hope, these miners came up empty again. The odds are, as long as they keep questing for opals, this will be the course of their lives for all the hopes, dreams, and hard work—scratching a living out of the ground.

## UNIT 8

### VIDEO JOURNAL HAPPY ELEPHANTS

**NARRATOR:** Elephants are very large, but they are gentle and intelligent animals. They are important to humans too. Elephants and people have worked together for over 2,000 years. But when they work with people, the elephants are not in the wild. They are usually in captivity and in zoos or circuses.

Over time, people have learned a lot about the way elephants act. However, there is one question that people are still asking: How can people keep elephants happy in captivity?

**MIKE HACKENBERGER, ANIMAL TRAINER:** OK, everyone, trunk foot salute. Angus. Trunk foot salute.

**NARRATOR:** Mike Hackenberger is an animal trainer at the Baltimore Zoo. His elephants are very healthy and seem to be happy.

**HACKENBERGER:** We make sure teeth are where they're supposed to be, don't have ingrown feet ... this is all that good husbandry stuff.

**NARRATOR:** He even talks to his elephants.

**HACKENBERGER:** Oh you're happy ... hear that? That's a happy sound. That's a good sound.

**NARRATOR:** But can elephants be happy? Do animals have feelings? If so, are their feelings the same people's feelings? There's a big discussion about this subject.

**SPEAKER:** Everything's going to be all right.

**NARRATOR:** Many people who work closely with animals say that they do have feelings and can experience happiness. Other people are not certain. There's one thing that everyone agrees on—elephants seem happier—and safer—if their home in the zoo or circus is very similar to life in the wild. Hackenberger's talk with the elephants may even help comfort them.

**HACKENBERGER:** Head over, let's go kids. Let's go, Fatman ... move up ... here to me ... watch yourself ... here to me! We're walking, guys. Come on, Funnyface! Good boy!

**NARRATOR:** According to Hackenberger elephant training has improved in recent years

**HACKENBERGER:** I'll tell you that ... um ... ten, fifteen, twenty years ago, some of the techniques were a bit barbaric. We've walked away from that, but society's walked away from it.

**NARRATOR:** Elephants are social animals. That means that they live in families and herds and they need other elephants. If they are alone for a long time, elephants can start to act in an unusual way.

Hackenberger talks about one elephant, called Limba; Limba was alone for 30 years in a zoo in northern Quebec. She didn't do well by herself.

Hackenberger then tells how two other elephants came to live with Limba when they were only two days old. Limba 'fell in love' with the two young elephants, he explains, and that's why she became a happier, and more normal elephant.

When he's training elephants, Hackenberger lets them do the things they do in the wild. And there's one thing elephants love ...

**HACKENBERGER:** Do you want to go swimming? Do you? Do you? Do you want to go swimming? I think that's a yes! Absolutely! Let's get in the water.

**NARRATOR:** So what is the answer to the question: How can people keep elephants happy in captivity? Hackenberger believes that elephants need to learn how to be elephants, just as they are in the wild.

**HACKENBERGER:** It doesn't get any better ... no it doesn't. Are they trained? I think so. They're trained to be elephants! Just be an elephant!

**NARRATOR:** It certainly seems these animals are some very happy elephants!

## UNIT 9

### VIDEO JOURNAL COLUMBUS AND THE NEW WORLD

**NARRATOR:** Christopher Columbus was born in Italy, in 1451. At that time, educated Europeans realized that the earth wasn't flat as some people thought. They knew that it was round.

When Columbus was a young man, he decided to study geography and go to sea. Columbus wanted to find the answer to a major problem. Europeans wanted spices from India and China. However, it cost too much money to carry these products from the East using the traditional land and sea routes.

Columbus wanted to find a new sea route from Europe to Asia. He now knew that the earth was round. Because of this, Columbus thought he could reach the east, by sailing west. However, he needed a lot of money to find out if he was right.

In 1492, Columbus persuaded King Ferdinand and Queen Isabella of Spain to give him money for the voyage. He received enough money for three small ships: the Nina, the Pinta, and the Santa María. Columbus then sailed west, but he didn't know what was waiting for him.

On October 9, after a month at sea, the sailors were very tired of looking for land. They wanted to go back. Finally Columbus agreed. He said that they would look for land for three more days. If there was still no land, they would go back to Europe.

Then, on October 12, 1492, just three days later, a sailor on the Pinta cried out. He could see land! It was a small island in the Bahamas, probably the island known today as San Salvador.

Columbus and his sailors got into a small boat and went to the island. There, they walked onto the land that would one day be called the Americas.

Columbus didn't know he was on a new continent. He thought he was near the coast of Asia, in the Islands of the East Indies. He even called the people who came to meet him Indians. Because of this, people called Native Americans Indians for hundreds of years.

Columbus returned to Spain. He brought gold, pearls, and other things from the new world to show the king and queen. For him, this was the high point of his life as a sailor.

Columbus made three more voyages to the new world. But in the end, he didn't achieve what he wanted. He didn't find a new route to bring spices from Asia to Europe. Columbus was a disappointed man when he died on May 20th, 1506.

Today there are still many concerns about Columbus' voyage. For hundreds of years, people believed Columbus was the first European to reach America. We now know that the Vikings reached North America five hundred years earlier than Columbus.

It's also true that Columbus found a new world for Europeans to explore. But in the end, this exploration caused many problems for Native Americans.

Columbus made 1492 one of the most important years in world history—important for both good and bad reasons. However, one thing is certain: on October 12, 1492, the new world—and the old—changed for all time.

## UNIT 10

### VIDEO JOURNAL ADVENTURE CAPITAL OF THE WORLD

**NARRATOR:** New Zealand is a land of many beautiful and quiet natural places. Queenstown isn't one of them.

**BUNGEE INSTRUCTOR:** Diving out that way, here we go: five, four, three, two, one, push it out!

**NARRATOR:** People come from around the world to do adventure sports in Queenstown—especially bungee jumping.

**HENRY VAN ASCH, BUNGEE JUMP WORKER:** The gap from the underside of that little silver jump pod out there is 134 meters, which is about 440 feet.

**NARRATOR:** That's a long way down! But the sport must be fun. There are many people waiting for a chance to do it. What do they feel like before a jump?

**BUNGEE JUMPER 1:** I'm so ready! Bring it on!

**BUNGEE JUMPER 2:** I'm getting excited actually, yeah.

**BUNGEE INSTRUCTOR:** Five, four, three, two, one ...

**NARRATOR:** If you like exciting adventure sports, New Zealand is the place to do them.

**VAN ASCH:** New Zealand people have a very immediate lifestyle a lot of the time, and that's what people can experience when they come here.

**BRENDAN QUILL, JETBOAT DRIVER:** Hot! Nothing like it!

**NARRATOR:** Riding in a jetboat is a special experience. It's yet another New Zealand adventure invention. There's no propeller, so the boats can work in shallow water.

**QUILL:** These machines ... you can spin 'em on a dime!

**NARRATOR:** Jetboats were especially designed to get around New Zealand's shallow rivers, but they're also really good at giving customers a thrill.

**QUILL:** Ha ha ha! Yee hee hee! This is one of the number-one pastimes of people coming to New Zealand . . . more importantly probably Queenstown.

**NARRATOR:** In New Zealand, it seems that nearly every day someone creates another adventure sport.

**DAVID KENNEDY, DESTINATION QUEENSTOWN:** You know we quite proudly call ourselves 'The Adventure Capital of the World.' There are so many adventure activities to do here. In fact, we worked it out that if you did one of every type of activity you'd be here for 60 days!

**GRAHAM BUXTOM, TOUR GUIDE:** Okay, we're off.

**NARRATOR:** One of the newest adventures involves a five-hour hike up a mountain. The best part is, at the end of the hike, the hikers don't have to walk all the way down again.

**BUXTOM:** We'll stay here for ten minutes or so . . . fifteen minutes. Then we'll jump in the helicopter and fly back to Queenstown.

**NARRATOR:** The helicopter turns the five-hour hike into a five-minute flight back to the city! These different adventure sports really help the tourism industry in New Zealand. They're also part of an adventurous culture that goes back to the birthplace of adventure tourism in New Zealand—the Kawarau Bridge. The bridge was the world's first commercial bungee-jumping site.

**BUNGEE WATCHER:** I think it's great—if somebody else is doing it!

**NARRATOR:** High wire bungee and bridge bungee are both thrilling and slightly frightening sports.

**BUNGEE INSTRUCTOR:** Here we go Marlene, lean forward: five, four, three, two, one!

**VAN ASCH:** The people who have to really try hard to jump are the ones that get the most out of it.

**NARRATOR:** At least that's what some people think.

**BUNGEE INSTRUCTOR:** How was that?

**MARLENE:** I'm never bungee jumping again!

**NARRATOR:** Maybe for some people, jumping once is enough.

**BUNGEE JUMPER 1:** Cheers!

**BUNGEE JUMPER 2:** Ah, we deserve that.

**BUNGEE JUMPER 3:** That was a good one!

**NARRATOR:** Most jumpers are happy that they did it. Here in the land of adventure, the only question may be: what will they think of doing next? Whatever it is, someone here in The Adventure Capital of the World will be ready to give it a try!

## UNIT 11

### VIDEO JOURNAL TRINIDAD BIRD MAN

**NARRATOR:** It's very early morning on the tropical island of Trinidad. Colorful birds are moving around; calling and showing their beautiful colors among the different greens of the trees.

Ornithologist and photographer Roger Neckles is up and moving too. For the past ten years, Neckles has been taking photographs of the island's birds.

**ROGER NECKLES:** We just got buzzed by a hummingbird. Did you hear that?

**NARRATOR:** It's clear that he really loves the place. He describes it as being like heaven. He talks about how incredibly beautiful Trinidad is with its many colorful flowers and birds flying everywhere. Neckles feels it's just like paradise . . .

**NECKLES:** This is the best time of the day for me, getting up at five o'clock in the morning ... heading off into the sticks up in the mountains. The atmosphere ... the temperature up here ... it's just fantastic! You breathe pure oxygen! This is the typical day in the 'office' for me.

**NARRATOR:** It seems Neckles really has found his own paradise. Neckles works at the Asa Wright Nature Center, which attracts ornithologists and bird lovers from all over the world. Most people go there especially to view some of the world's most attractive and special birds. However, the birds move very quickly. Roger explains he has to be very fast, too or he'll miss his opportunity to photograph them.

**NECKLES:** Ahh ... look at that Purple Honey Creeper! Whoa! The color is so unique, a fantastic shade of purple.

**NARRATOR:** There are about 460 different types of birds on the island and Neckles is trying to photograph them all. But this takes time. He has to wait for just the right moment.

**ROGER NECKLES:** If you are not prepared to wait for the shot, you won't get it.

**NARRATOR:** Neckles has studied hummingbird behavior and bird calls for a long time. He knows most things about their way of life, including where they live. Hummingbirds live in very unusual nests that they build themselves.

**ROGER NECKLES:** And they're really strong, they build them on the edges ... the very edges of branches, and winds come, hurricanes will come, and gale force winds, and they won't blow down.

**NARRATOR:** Why has Neckles chosen to study birds in Trinidad and Tobago?

**NECKLES:** I came here in 1978, and I was so enchanted with the topography of the land here in Trinidad and Tobago that I thought, 'Oh yes! I could do this.'

**NARRATOR:** Through his research, Neckles has developed a deeper understanding of all the wildlife of the island—even ones that aren't so pretty.

**NECKLES:** Whoa, you don't want to get your fingers in there!

**NARRATOR:** However, it's not just any wildlife that brings Neckles into the woods again and again. It's the birds. This morning he hopes to get a photograph of a very small—and very rare—bird.

**NECKLES:** Look at this! This is the most festive hummingbird in Trinidad and Tobago! The smallest hummingbird in Trinidad and Tobago—the Tufted Coquette. Look at him just sitting there!

**NARRATOR:** He's been trying to photograph this hummingbird for six weeks. It's been a very long wait, and now it comes down to one chance ... and he gets it! Neckles has finally gotten the shot that he has been seeking for six weeks!

**NECKLES:** Yes! I got it! I've got goose bumps all up my arms. This is fantastic!

**NARRATOR:** Neckles doesn't mind waiting for the perfect moment to take a photograph. Like the birds he follows, he enjoys the day and the beauty around him.

**NECKLES:** I have no plans to give this up at all because I figure I could do this for the rest of my life. Every time I go out I see something new.

**NARRATOR:** Apparently, the birds of Trinidad aren't the only ones who have found paradise.

## UNIT 12

### VIDEO JOURNAL YOUNG RIDERS OF MONGOLIA

**NARRATOR:** Mongolians are very good at horseback riding. They learn to ride when they are very young, and people all over the world think that they're great horsemen. Almost a thousand years ago, Mongolia became a very large and important country, because it had a strong army that rode horses.

Since that time, life in Mongolia has changed a lot. However, horses are still very important to the people here. Mongolians often move from place to place. Because there are few roads and cars there, people still need horses every day for their way of life.

Each year in July, there is a festival called Naadam that celebrates horseback riding and other traditional Mongolian sports. Thousands of people come from all over Mongolia to a place just outside the capital city, Ulan Bator. This festival has important national events in traditional Mongolian sports—especially horse racing. However, the Naadam race is a little unusual. All of the riders in the race are younger than 12 years old!

People start preparing for the race early in the morning. Each horse's tail is covered in leather. Then, the people offer horse's milk to the spirits of nature. Then there are ceremonies protect the riders and their horses from accidents, and to give them good luck. Before the race, the parents join the young riders to walk around a special area.

It's a big race—about 500 riders will participate in it. However, before the race starts, the riders must walk the horses over 15 miles to the starting point. The race begins. Thousands of people wait at the finish line, but they can't see anything. The race is actually happening miles away.

The people who are watching want to get near the winning horses. An old story says that the dust when the horses run is lucky. People believe that it brings happiness and success to anybody it touches. Finally, the first horses and riders appear. These first riders have already been running for nearly 30 minutes!

The first five horses that finish the race get a blue sash for winning. After the winners have arrived, the other horses and riders keep coming in for another hour. Finally, the Naadam race ends in the National Stadium, the country's main sports ground. A famous singer sings about the winning horses and how good they are. The five winners walk around the sports ground. They receive prizes and drink horse's milk. And the slowest horse gets a prize too, so that he will try harder next time.

The Naadam Festival is a happy time. The young riders have shown their skills in one of Mongolia's most important traditions. They are the next great horsemen of their country.

# UNIT 1 FOOD FROM THE EARTH

## Lesson A

A. 1. staple food 2. farmer 3. meal 4. humid 5. flat 6. climate 7. mountainous  
8. grasslands 9. crop 10. region 11. geography 12. coastal

B. 2.a. Usually, Claudia eats fish and rice. b. Tonight she is eating a pizza and salad.  
3. a. Usually, Claudia drinks water. b. Tonight she is drinking cola.  
4. a. Usually, Claudia wears a t-shirt. b. Tonight she is wearing a nice dress.  
5. a. Usually, Claudia watches TV. b. Tonight she is talking to her friends.

## Lesson B

A. 1. regions 2. climate 3. land 4. mountainous 5. staple food

B. Answers will vary.

C. 1. He has a brother in Tokyo. 2. I always eat a sandwich for lunch.  
3. We never take a vacation in winter. 4. Rice is the staple food in Korea.  
5. My English teacher is from Australia. 6. Most of the students live in the city.  
7. We work in that office together. 8. Do you have any brothers or sisters?

## Lesson C

1. rice	4. corn	7. soybeans	10. yams
2. oats	5. wheat	8. lentils	11. yucca
3. black beans	6. millet	9. potatoes	12. red beans

1. went	5. flew	9. sent	13. ate
2. said	6. took	10. wrote	14. drank
3. bought	7. saw	11. found	15. fell
4. knew	8. told	12. got	16. gave

A.

B.

C. Answers will vary.

D. Answers will vary.

## Lesson D

A. Honduras: 1, Mexico: 2, Spain: 3, England: 4, Switzerland: 5

B. 1. T 2. F 3. F 4. T 5. F 6. F

C. Answers will vary.

D. Answers will vary.

## REVIEW

**Across** 4. wheat 7. climate 10. crop 11. wrote 12. gone 13. region 15. coastal  
17. told 18. bought

**Down** 1. knew 2. got 3. meal 5. staple food 6. rice 7. corn 8. saw 9. found 14. flat  
16. said 17. took

# UNIT 2 COMMUNICATION

## Lesson A

A. 1. the weather 2. boss 3. the same 4. old 5. "Hi" 6. usual 7. understand  
8. right

B. 2. I have taken 3. I have read 4. I have gone 5. I have been 6. I have cooked 7. I  
have written 8. I have sent 9. I have brought 10. I have come 11. I have made  
12. I have eaten 13. I have given 14. I have heard 15. I have done 16. I have  
bought

C. 2. Have you ever eaten Japanese food? Yes, I've eaten sushi. 3. Have you ever  
been shopping in a Japanese department store? Yes, I have been to Sakura  
Department Store. 4. Have you ever visited a Japanese city? Yes, I have visited  
Kyoto.

## Lesson B

A. 1, 3, 8, 4, 2, 5, 6, 9, 10

B. Answers will vary.

C. Answers will vary.

## Lesson C

A. yet, already, already have, Haven't, already, haven't, yet, never

B. 1. How do you like this weather? 2. From where do you know Angela? 3. Are  
you enjoying yourself? 4. Has it been a long week? 5. Did you hear about the  
accident? 6. How long have you been waiting?

C. Answers will vary.

## Lesson D

A. 1, 3, 8, 6, 2, 7, 4, 5

B. 5, 1, 2, 3, 4

C. 1. build schools for poor children in Pakistan and Afghanistan. 2. a small  
village called Korphe 3. Mortenson

D. Answer will vary.

## REVIEW

**Across** 2. gone 3. been 5. yet 9. seen 10. eaten 13. eye contact 14. taken

**Down** 1. culture 2. given 3. bought 4. done 6. greeting 7. informal 8. connect  
9. small talk 11. already 12. written

# UNIT 3 CITIES

## Lesson A

A. 1. nightlife 2. commutes. 3. urban 4. noisy 5. freeway 6. population 7. rural  
8. crowded 9. suburb 10. traffic 11. public transportation 12. factory

B. 2. Will most people live in the city or in the suburbs? 3. Will cities be quiet or  
noisy? 4. Where will people go shopping? 5. Will young people live in rural areas?

## Lesson B

A. How do you like living in your neighborhood? Well, it has great nightlife, but  
there are some problems. Like what? It doesn't have good transportation.  
That sounds like a pretty big problem. But the city is building a subway  
station now. We'll have better transportation next year.

B. 1. green space 2. heavy traffic 3. serious crime 4. beautiful old buildings  
5. lot of noise

C. Answers will vary.

## Lesson C

A. 1. symbol 2. library 3. city hall 4. scale 5. east 6. recycling center 7. key 8. sports  
center

B. Answers will vary.

C. 2. after 3. after 4. before 5. before 6. after

## Lesson D

A. 1. . . . pollution out of the air. 2. They also stop the noise from heavy traffic.  
. . 3. They make the weather better . . . 3a. . . . they make the air 3-5 degrees  
cooler 3b. . . . they stop strong winds. 4. They make the city more beautiful.  
5. They give people a place to relax and spend time in nature. 6. In hot  
countries urban forests are cool places for walking and other healthy exercise.

B. 1. Kasugayama 2. Thames Chase 3. Kasugayama and Thames Chase 4. Thames  
Chase 5. Kasugayama 6. Kasugayama

C. Answers will vary.

## REVIEW

**Across** 1. shopping center 8. traffic 9. slum 11. freeway 12. urban 14. before  
15. crowded 17. public

**Down** 1. skyscraper 2. population 3. nightlife 4. commute 5. neighborhood  
6. rural 7. will 10. symbol 13. after 16. west

## UNIT 4 THE BODY

### Lesson A

**A.** 1. brain 2. bone 3. lung 4. vein 5. artery 6. muscle 7. heart  
8. liver 9. stomach 10. small intestine 11. large intestine

**B.** Answers will vary.

**C.** Answers will vary.

### Lesson B

**A.** Answers will vary.

**B.** 2. My hardest test was in mathematics. 3. Swimming is more relaxing than running. 4. We need a bigger rug in the living room. 5. He's the newest teacher in our school. 6. We're looking for a better restaurant.

### Lesson C

**A.**

1. insomnia	3. acne	5. headache	7. dandruff
2. sore throat	4. nausea	6. hiccups	8. indigestion

**B.** Answers will vary.

### Lesson D

**A.** 1. F 2. T 3. T 4. F 5. F 6. T 7. F

**B.** 1. f 2. d 3. e 4. c 5. a 6. b

**C.** Answers will vary.

**D.** Answers will vary.

### REVIEW

**Across** 2. bones 5. blood 9. more interesting 11. acne 12. skin 13. better 14. heart 15. stomach 17. lungs

**Down** 1. insomnia 2. brain 3. low in 4. muscles 5. biggest 6. artery 7. headache 8. lifestyle 10. indigestion 14. high in 16. worst

## UNIT 5 CHALLENGES

### Lesson A

**A.** 1. j 2. a 3. g 4. i 5. e 6. d 7. k 8. f 9. b 10. l 11. c 12. h

**B.** 2. While we were playing tennis, it started raining. 3. I saw an accident while I was waiting for the bus. 4. She was walking to school when she met her friend. 5. Our boss was talking on the phone when we went into his office. 6. My brother came home while I was watching a movie.

**C. Possible answers:** 1. Javier found a \$100 bill when he was walking on the beach. 2. Mimi's cell phone rang while she was listening to the concert.

### Lesson B

**A.** Answers will vary.

**B.** Answers will vary.

**C.** 1. /d/ 2. /t/ 3. /t/ 4. /t/ 5. /d/ 6. /d/ 7. /d/ 8. /t/

### Lesson C

**A.** 1. run out of 2. grew up 3. watch out 4. keeps on 5. give up 6. put up with 7. set out

**B.** 2. It's too expensive. 3. It isn't loud enough. 4. The water is warm enough. 5. The recipe is easy enough. 6. This backpack isn't big enough. 7. She's too busy. 8. It's too far from my house.

**C.** 1. too old 2. He isn't strong enough to walk across the desert. 3. He's too heavy to walk across the desert. 4. Possible answer: He's rich enough to go on an expedition. 5. Answers will vary.

### Lesson D

**A.** elementary school, spell, word, spell, sits down, last, cities, Washington, winner, four

**B.** 1. T 2. F 3. T 4. T 5. T 6. F

**C.** Answer will vary.

**D.** Answers will vary.

### REVIEW

**Across** 1. grew up 4. watch out 7. climb 8. enough 11. challenge 15. too 16. skill 18. run out of

**Down** 2. put up with 3. physical 5. achieve 6. keep on 9. goal 10. mental 11. crossed 12. amazing 13. equipment 14. give up 17. set out

## UNIT 6 TRANSITIONS

### Lesson A

**A.** 1. b 2. e 3. a 4. c 5. d

**B.** 2. adulthood 3. old age 4. adulthood 5. childhood 6. adolescence

**C.** 1. have eaten 2. has known, were 3. have worked 4. had 5. have finished 6. have seen, was

**D.** Answers will vary.

### Lesson B

**A. Beth:** Did you hear the big news? Mark is learning to drive.

**Julia:** But he's 16! That's too young to drive.

**Beth:** Oh I don't know about that. He's very careful. And his father is teaching him.

**Julia:** That's true, but I think he should wait a few years.

**Beth:** Well, what do you think is the best age to learn to drive?

**Julia:** I think people should get their driver's license after they've graduated high school.

**B.** Answers will vary.

**C.** 1. important 3. pizza 5. animal 7. listen  
2. travel 4. apartment 6. woman 8. transition

### Lesson C

**A.** 1. retired 2. youthful 3. in her thirties 4. childish 5. mature 6. elderly 7. middle-aged

**B.** 2. How badly does he play football? 3. How wealthy is he? 4. How well does she cook? 5. How difficult was it?

**C.** 1. How old is he? 2. How hard does he study? 3. How mature is he? 4. How carefully does he drive? 5. How well does he speak English?

### Lesson D

**A.**

Transition	Schulanfang	Quince Años	Coming-of-Age Day
Country	Germany	Mexico	Japan
Age of people celebrating	6	15	20
When	First day of school	15 <sup>th</sup> birthday	Second Sunday in January
Where	School	Church and a restaurant	City Hall
What do people do?	Kids wear new clothes. Parents give Zuckertüte and take pictures. Children meet their teachers, sing, and play games and go to an after school party with coffee and cake.	Girls wear a beautiful and expensive dress. The family goes to church in the morning and has a huge party in a restaurant with music and dancing later.	20 year olds listen to speeches and get presents from the town mayor. They wear new clothes and many women wear kimonos. Their families take lots of pictures.

**B.** Answers will vary.

**C.** Answers will vary.

## REVIEW

**Across** 1. infancy 5. mature 6. have seen 7. graduate 8. retired 10. senior citizen  
13. teenager 14. have done 15. elderly 16. youthful

**Down** 2. adulthood 3. get married 4. in his twenties 5. middle-aged 9. got  
11. childish 12. move 14. had

## UNIT 7 LUXURIES

### Lesson A

**A.** 1. jewelry 2. import 3. silk 4. fur coat 5. export 6. precious metals 7. precious stones 8. Pearls

**B.** 2. All of our papers are checked by the teacher. 3. A lot of cars are made by Japanese companies. 4. The best grapes for wine are grown by French farmers. 5. Some computer programs are written by teenagers.

**C.** 2. Coffee is grown in Ethiopia. 3. Diamonds are found in The Congo. 4. Pottery is made in Morocco. 5. Movies are filmed in Nigeria. 6. Cotton is produced in Egypt.

### Lesson B

**A.** Answers will vary.

**B.** Answers will vary

**C.** 1. k 2. a 3. j 4. g 5. h 6. f 7. c 8. e 9. b 10. i 11. d

**D.** 1. On Sundays, I can eat dinner with my family in the afternoon. 2. Those fur coats are expensive, but I don't think they're beautiful. 3. Alima is going to visit her cousins in Syria during her vacation. 4. Where did you put those new DVDs about animals? 5. We need bread, milk, and eggs from the store. 6. Andy is sad because he failed his big math test.

### Lesson C

**A.** 2. taken 3. used 4. written 5. asked 6. spun 7. flown 8. cooked 9. stolen  
10. grown 11. meant 12. checked 13. spread 14. seen 15. dug 16. fixed

**B.** 3. by phrase required 4. OK 5. by phrase required 6. OK 7. either response correct 8. by phrase required 9. OK 10. by phrase required

**C.** Answers will vary.

### Lesson D

**A.** 1, 4, 5, 7, 2, 8, 6, 3

**B.** Answers will vary.

**C.** Answers will vary.

## REVIEW

**Across** 1. flown 6. jewelry 8. import 10. precious stones 13. silk 14. perfume  
15. meant 16. dug 17. pearls

**Down** 2. luxury 3. necessity 4. precious metals 5. improve 7. export 9. fur coat  
11. stolen 12. spread 13. spun

## UNIT 8 NATURE

### Lesson A

**A.** 1. extinct 2. habitat 3. wildlife 4. predator 5. prey 6. wild 7. hunt 8. tame  
9. protect 10. species

**B.** 1. have/will call 2. won't go/tell 3. doesn't eat/will get 4. cut/will not have  
5. have/will make 6. will become/don't stop

**C.** Answers will vary.

### Lesson B

**A.** Plan 1. a. If they close the beach, hotels will lose money. b. If they close the beach, people will be unhappy. c. Answers will vary. Plan 2. a. If they put up a sign, people

will not read it. b. If they put up a sign, everyone will feel afraid. c. Answers will vary. Plan 3. a. If they hunt the shark, it will be dangerous. b. If they hunt the shark, the tourists will go home. c. Answers will vary.

**B.** Answers will vary.

**C.** 1. Amina and I / went to the mall / last weekend.

2. Do you have / any brothers or sisters?

3. That new restaurant / serves very bad food / and terrible drinks.

4. I'll send you / an email / if I have time.

5. The zoo has / three African elephants, / four tigers, / and two kangaroos.

6. I wash / my face / and brush my teeth / when I get up.

### Lesson C

**A.** 1. badly 2. angrily 3. wonderfully 4. slowly 5. well 6. fast 7. loudly  
8. interestingly 9. sadly 10. lazily

**B.** Answers will vary.

**C.** 1. too many 2. a lot of 3. many 4. too many 5. some 6. a few 7. a little 8. a lot of

**D.** Answers will vary.

### Lesson D

**A.** 3, 4, 6, 5, 2, 1, 7

**B.** 1. e 2. c 3. f 4. d 5. b 6. a

**C.** Answers will vary.

**D.** Answers will vary.

## REVIEW

**Across** 1. sustainable 6. prey 7. predator 9. wildlife 10. many 11. fast 12. habitat  
15. protect 16. well

**Down** 2. species 3. badly 4. extinct 5. easily 8. lot 12. hunt 13. tame 14. will 16. wild

## UNIT 9 LIFE IN THE PAST

### Lesson A

**A.** 1. Old World 2. New World 3. explorers 4. sailing ships 5. Indians 6. Native Americans 7. tobacco leaf 8. colonists 9. cattle

**B.** Either used to or would are correct for each item. Possible answers: 1. used to play 2. used to make 3. would visit 4. used to travel 5. would use 6. used to have

**C.** 2. Did you used to eat 3. Did you used to wear 4. Did you used to walk  
5. Did you used to have 6. Answers will vary.

### Lesson B

**A.** Answers will vary

**B.** Answers will vary.

### Lesson C

**A.** 2. I put on my new shoes before the party.

3. Jennie brought up her little brother after their parents died.

4. I help my friends out if they don't understand their classes.

5. When I wake up, I switch my computer on.

6. We wash our hands to keep germs away.

**B.** 2. Macbeth was written by William Shakespeare

3. The Great Pyramid was built by the Egyptians.

4. The telephone was patented by Alexander Graham Bell.

5. The Mona Lisa was painted by Leonardo Da Vinci

**C.** Answers will vary.

### Lesson D

**A.** 1. T 2. T 3. F 4. T 5. F 6. T 7. F 8. F

**B.** actors, a fort, people making pots, ships, people cooking, Indian boats, staple foods, clothes that people used to wear

**C.** Answers will vary.

**D.** Answers will vary.

## REVIEW

**Across** 1. New World 4. cattle 9. Indians 10. Native American 11. give up 12. use to

13. help out 15. put on

**Down** 2. explorer 3. keep away 5. sailing ship 6. colonist 7. switch on 8. bring up

14. tobacco 16. Old World

## UNIT 10 TRAVEL

### Lesson A

**A.** 1. h 2. e 3. g 4. d 5. f 6. k 7. j 8. c 9. i 10. b 11. a

**B.** 2. You don't have to have color photographs.

3. You must have a photocopy of your plane ticket.

4. You have to pay \$20 cash.

5. You must go to the Visa office.

6. You don't have to go early in the morning.

7. You have to wait two weeks.

**C.** Answers will vary.

### Lesson B

**A.** 1. walk ten miles 2. campgrounds in nature areas 3. local food in pubs 4. hear lectures from famous professors 5. student apartments 6. college dining halls  
7. take a bus tour 8. castles and old houses 9. the finest restaurants.

**B.** Answers will vary.

**C.** Answers will vary.

### Lesson C

**A.** 1. boarding pass 2. baggage claim 3. carry-on bag 4. departures 5. airline agent 6. security check 7. gate 8. terminal 9. arrivals 10. check-in counter

**B.** 1. ticket 2. check 3. carry-on bag 4. boarding pass 5. gate 6. security check  
7. flight

**C.** 1. must 2. can't 3. don't have to 4. have to 5. can't 6. must

**D.** Answers will vary.

### Lesson D

**A.** 3, 2, 1

**B.** 1. Melissa, Lee 2. Carlo, Lee 3. Melissa, Lee 4. Carlo 5. Lee 6. Carlo 7. Carlo, Melissa 8. Lee

**C.** Answers will vary.

**D.** Answers will vary.

## REVIEW

**Across** 2. ecotourism 6. gate 8. passport 10. security check 12. carry on 13. visa

14. arrivals 15. terminal 16. itinerary 18. must not

**Down** 1. sightseeing 3. departures 4. boarding pass 5. vaccination 7. ticket

9. reservation 11. have to 17. agent

## UNIT 11 CAREERS

### Lesson A

**A.** 1. assistant 2. volunteer 3. qualifications 4. experience 5. owner 6. training  
7. boss 8. employee

**B.** 1. should 2. had better not 3. shouldn't 4. ought to 5. should

**C.** Answers will vary.

### Lesson B

**A.** 1. Do you like to work with other people? 2. Is your salary important for you?  
3. Do you want a lot of vacation time? 4. Do you want to work near your home?

**B.** Answers will vary

**C.** Answers will vary

**D.** 1. class 2. interview 3. call 4. ask 5. movie 6. Japanese 7. party 8. car

### Lesson C

**A.** 1. terrified 2. interesting 3. pleased 4. surprised 5. satisfying 6. bored

**B.** 1. No-one 2. anything 3. Someone 4. everything 5. something 6. Everyone  
7. nothing

**C.** Answers will vary.

### Lesson D

**A.** Answers will vary

**B.** Answers will vary.

**C.** Answers will vary.

## REVIEW

**Across** 2. qualifications 7. owner 8. anything 9. volunteer 10. experience

13. bored 15. no-one 16. training

**Down** 1. homemaker 3. assistant 4. terrified 5. satisfying 6. employee 11. boss  
12. nothing 14. everybody

## UNIT 12 CELEBRATIONS

### Lesson A

**A.** 1. participate 2. take place 3. celebrate 4. crowd 5. well-known 6. holiday  
7. annual 8. colorful 9. festival 10. exciting

**B.** 2. Dale is not as old as Mike. 3. Dale is as heavy as Mike. 4. Dale is not as intelligent as Mike. 5. Dale is not as busy as Mike. 6. Dale is as happy as Mike.

**C.** Answers will vary.

### Lesson B

**A.** Answers will vary.

**B.** Answers will vary

**C.** 1. Should we watch the video **↗**tonight or **↘**tomorrow?

2. Would you like **↗**fish, **↗**chicken, or **↘**pasta?

3. Do you want to make an appointment for **↗**Monday, **↗**Tuesday, or **↘**Wednesday?

4. Would you rather study in **↗**Canada or **↘**England?

5. What kind of pizza do you want—**↗**vegetable, **↗**chicken, **↗**pineapple, or **↘**cheese?

### Lesson C

**A.** 1. Best wishes 2. Eid Mubarak 3. Happy New Year 4. Happy Anniversary  
5. Congratulations

**B.** Answers will vary.

**C.** Answers will vary.

### Lesson D

**A.** 1. F 2. T 3. T 4. F 5. F 6. T

**B.** 1. Sweden, Finland, Spain 2. Sweden, Finland, Spain 3. Spain 4. Sweden  
5. Spain 6. Sweden, Finland, Spain

**C.** Answers will vary.

## REVIEW

**Across** 3. exciting 5. costume 6. colorful 9. well known 12. Congratulations  
13. annual 14. take place 15. festival 16. holiday

**Down** 1. best wishes 2. crowd 4. celebrate 7. participate 8. anniversary  
10. would rather 11. Happy New Year

## Reasons for Writing

The Writing Program reinforces and complements the lessons in the Student Book. Writing gives students a chance to reflect on the English they've learned and to develop an indispensable academic skill.

In this edition of **World English**, there is a second, web-based writing program, which can be used independently from the main Writing Program described below. It is designed for students whose first language is not written in the Roman alphabet and who are experiencing difficulty, or need further practice. There is a program for each level of **World English** and it provides carefully graded practice with the formation of upper and lower case letters, the development of cursive script, capitalization and punctuation.

This program can be found online at [elt.heinle/worldenglish](http://elt.heinle/worldenglish) and is designed for private study and/or use in class. A full Contents table can be found on page T-206 of this Teacher's Edition.

## The Writing Syllabus

The Writing Activities help students to develop all the building blocks of good writing: words, logical connectors, sentences, transitions, paragraphs, and short essays. As students progress through the levels of the **World English** series, the Writing Activities progress from the word and sentence level to the paragraph and composition level, allowing students to master the basics before they're asked to do more complex writing tasks.

The Writing Activities help students move from sentences to paragraphs as they show relationships between ideas and add detail and precision to their writing with descriptive adjectives.

## Writing from Models vs. Process Writing

When students are provided with writing models—examples of completed writing tasks—they have a clear idea of what is expected from them as well as a model on which to base their own writing. Such models give students confidence and a sense of direction and can be found at all levels of the Writing Worksheets.

On the other hand, writers must also learn the writing process. They must generate ideas, plan their writing, perform the writing task, then polish their writing by revising and editing. The Writing Worksheets support process writing by providing activities to stimulate thinking, useful topics and vocabulary, graphic organizers for planning, and opportunities for students to share and refine their writing.

## Ways to Use the Writing Program

In general, the Writing Activities are designed to be used after the class has covered all or most of a unit in the Student Book. The Writing Activities often contain grammar, vocabulary, and ideas from the units, which give students solid linguistic and conceptual ground to stand on.

On the other hand, it's not necessary to complete the Lesson D Writing task in the Student Book before using the Writing Activity for that unit. The worksheets complement the writing lessons in the Student Book, but can be used independently.

- **In-Class Discussion**

Discussion is an important way to stimulate thinking and to help students generate ideas they can use in their own writing. When an activity contains a preliminary matching or listing activity, for example, ask students to share and explain their answers. Ask specific questions about the writing models in order to check comprehension and to elicit opinions about the topics. And be sure to take advantage of opportunities for students to discuss their writing with you and their classmates.

- **Homework**

Most of the Writing Activities are appropriate for self-study as long as follow-up discussion and feedback are provided later.

- **Vocabulary Practice**

Many of the Writing Activities contain target vocabulary from the corresponding unit in the Student Book. Ask students to locate vocabulary from the unit in the writing models, or check comprehension by asking students to explain vocabulary words in the context of the worksheet.

- **Grammar Reinforcement**

Many of the Writing Activities require the use of grammar points found in the Student Book units, and using the grammar in context supports real language acquisition.

- **Pronunciation Practice**

Although oral skills are not the focus of the Writing Activities, you can do choral repetition of the word lists in the worksheets or use the writing models to practice pronunciation points from the Student Book. Students can also do read-alouds of their finished writing in pairs or small groups while the teacher monitors their pronunciation.

- **Personalization**

When students complete unfinished sentences, paragraphs, and essays, or when they do less controlled original writing, they bring their personal thoughts and experiences into the classroom and take ownership of the writing task as well as the language they are learning.

- **Real Communication**

Since the real-world purpose of writing is to communicate, be sure to respond not only to linguistic and technical aspects of student writing, but also to students' ideas. Make comments and ask questions that show genuine interest, either in class or when you collect and give written feedback on the worksheets.

Writing Tasks		Language Focus
<b>UNIT 1</b> Time expressions	<ul style="list-style-type: none"> <li>• Use a graphic organizer</li> <li>• Associate time expressions with verb tenses</li> <li>• Finish sentences about yourself</li> </ul>	<i>yesterday, sometimes, last month, at the moment, every Saturday, right now, etc.</i>
<b>UNIT 2</b> A personal profile	<ul style="list-style-type: none"> <li>• Analyze the use of the present perfect in a model paragraph</li> <li>• List ideas before writing</li> <li>• Finish a paragraph about yourself</li> </ul>	<i>I've had an interesting life. I've learned two languages. I've never traveled to another country.</i>
<b>UNIT 3</b> Topic sentences	<ul style="list-style-type: none"> <li>• Read a model paragraph with a topic sentence and supporting details</li> <li>• Choose the best topic sentence</li> <li>• Write your own topic sentence</li> </ul>	<i>My neighborhood is changing fast.</i>
<b>UNIT 4</b> Supporting sentences	<ul style="list-style-type: none"> <li>• Use a graphic organizer to understand supporting details</li> <li>• Identify irrelevant support</li> <li>• Write supporting sentences to finish a paragraph</li> </ul>	<i>sore throat, cough, sneeze, took my temperature, drank some chamomile tea</i>
<b>UNIT 5</b> Narrative writing	<ul style="list-style-type: none"> <li>• Identify sequence in a story</li> <li>• Use the past tense and descriptive adjectives to write a narrative</li> </ul>	<i>interesting, funny, unusual, surprising</i>
<b>UNIT 6</b> A questionnaire	<ul style="list-style-type: none"> <li>• Write answers to questions using the simple past and present perfect</li> <li>• Write a mini-questionnaire</li> </ul>	<i>How many times have you moved? When did you complete elementary school?</i>
<b>UNIT 7</b> Describing a process	<ul style="list-style-type: none"> <li>• Identify sequence words in a model paragraph</li> <li>• Write a paragraph to describe the process of making soup</li> </ul>	<i>first, second, later, finally, after, next, then,</i>
<b>UNIT 8</b> Cause and effects	<ul style="list-style-type: none"> <li>• Connect effects to their causes</li> <li>• Write compound sentences</li> </ul>	<i>and, so</i>
<b>UNIT 9</b> Then and now	<ul style="list-style-type: none"> <li>• Contrast the past and the present</li> <li>• Write compound sentences</li> </ul>	<i>but, or</i>
<b>UNIT 10</b> Pros and cons	<ul style="list-style-type: none"> <li>• Identify pros and cons</li> <li>• Use a graphic organizer</li> <li>• Write an original paragraph</li> </ul>	<i>losing your camera, trying new foods</i>
<b>UNIT 11</b> A job description	<ul style="list-style-type: none"> <li>• Identify descriptive adjectives in a job description</li> <li>• Write a paragraph about your dream job</li> </ul>	<i>hard-working, reliable, experienced, energetic, interesting, exciting, challenging, creative</i>
<b>UNIT 12</b> Giving reasons	<ul style="list-style-type: none"> <li>• Identify reasons to celebrate</li> <li>• Write a paragraph about a holiday</li> </ul>	<i>because, since, so, to+verb</i>

# UNIT 1 FOOD FROM THE EARTH

## TIME EXPRESSIONS

**A.** Time expressions tell us when something happens.

"Right now," tells us that something is happening now.

"Every day," tells us that something happens daily.

"Last night," tells us that something happened late yesterday.

✓ Which verb tenses do you see in these sentences?

**B.** Time expressions can come at the beginning of a sentence or at the end of a sentence. Some time expressions are adverbs (*usually, sometimes, always, never, etc.*), and come after the verb. Notice the placement of the time expressions in these sentences.

1. *Yesterday*, Robert made his family's favorite rice dish.
2. *Every Saturday*, Sofia cooks breakfast for her parents.
3. Sam and Eddie went to Argentina *last month*.
4. *At the moment*, they're shopping for bread and other staples.
5. Walter is playing basketball *as we speak*.
6. *Sometimes*, my brother eats popcorn for dinner.
7. My family moved to this city *last year*.
8. We *usually* eat lunch in the cafeteria.

✓ Read the sentences again, then write each time expression in the correct column.

Now	Always	Completed
Time expressions to use with the present continuous tense.	Time expressions to use with the simple present tense.	Time expressions to use with the simple past tense.

**C.** Complete the sentences so they are true for you.

1. Yesterday, \_\_\_\_\_.
2. Right now, \_\_\_\_\_.
3. I usually \_\_\_\_\_ last week.
4. \_\_\_\_\_ every morning.
5. Sometimes, \_\_\_\_\_.
6. \_\_\_\_\_ at the moment.
7. \_\_\_\_\_.
8. I never \_\_\_\_\_.

✓ Check your sentences. Did you use the correct verb tense with each time expression?

## UNIT 2 COMMUNICATION

### A PERSONAL PROFILE

#### A. Read the following paragraph.

My name is Catherine, and I'm 15 years old. I'm a young person, but I've already had a very interesting life. For example, I've learned two languages. My first language is French, and my second language is English. I've never traveled to another country, but I've been in many different cities in this country. I've read many books, and I've taken ballet classes. I've also learned how to change the battery in a car. I think I've done quite a lot for a 15-year-old!

- ✓ Read the paragraph again and list the things Catherine has and hasn't done.

**Catherine has ...**

- 1.
- 2.
- 3.
- 4.
- 5.

**Catherine hasn't ...**

- 1.

- ✓ Read the paragraph again and underline the present perfect verbs.

#### B. List some things you have and haven't done in your life.

**I have ...**

- 1.
- 2.
- 3.
- 4.
- 5.

**I haven't ...**

- 1.

#### C. Write a paragraph about yourself. Use Catherine's paragraph as a model.

My name is \_\_\_\_\_ and I'm \_\_\_\_\_ years old. I'm a young person, but I've already had a very interesting life. For example, \_\_\_\_\_

I've never \_\_\_\_\_,

but I've \_\_\_\_\_

I think I've done quite a lot for a \_\_\_\_\_-year-old!

# UNIT 3 CITIES

## TOPIC SENTENCES

**A.** Read the following paragraph.

My neighborhood is changing fast. Last year, people had to walk very far to catch the bus. Now, the bus goes right down the main street. I only have to walk one block to catch it. With the new bus service, my neighborhood looks more attractive to new people. Many people are building new houses here. Next year, this neighborhood will be more crowded.

- ✓ Read the first sentence again. Often, the first sentence in a paragraph is the topic sentence. It gives the topic, or main idea of the paragraph.
- ✓ Read the other sentences again. What do they say about the topic of change in the writer's neighborhood?

**B.** Read the following paragraph then choose the best topic sentence.

\_\_\_\_\_ Residents of large cities need a place to relax and breathe fresh air. City parks have trees and birds, so residents can rest and connect with the natural world. In addition, city parks are a place for family recreation. Parents and their children can run or do other exercises in a park. They can also participate in organized sports such as soccer in some parks.

1. Parks are good places for city residents to get some exercise.
2. Parks are important places for people who live in cities.
3. Parks are a natural habitat for wild animals.

**C.** Read the following paragraph then write a good topic sentence.

\_\_\_\_\_ For example, rural areas are usually quiet, so people who live there can sleep well at night. Rural areas are also clean. They are much less polluted than big cities, so residents are healthy and live a long time. Another advantage of rural life is the opportunity to see plants and animals every day. And in rural areas, people don't have to go to the zoo or a park to see the natural world.

## UNIT 4 THE BODY

### SUPPORTING SENTENCES

- A. Read the following paragraph and underline the topic sentence. (Remember, the topic sentence gives the main idea of the paragraph.)

Last week, I caught a very bad cold. At first, I only had a sore throat. Then I started to cough and sneeze a lot. My mom took my temperature, and it was warmer than normal. I went to bed early, but I wasn't really tired, so I drank some chamomile tea to help me sleep. The next day, I felt a little better. And after four days, the cold was finally gone.

- ✓ List the details from the paragraph in the correct columns.

the symptoms	the mother's actions	the writer's actions	the length of the illness

- ✓ A good paragraph contains a topic sentence and details. The sentences with details are called supporting sentences because they support the idea in the topic sentence.

- B. Read the following paragraph then ~~cross out~~ the sentence that is NOT a good supporting sentence.

I do several things every day to stay healthy. For example, I always get some exercise. On some days I run or play tennis, and on other days I just go for a long walk. Another thing I do to stay healthy is to watch my diet. I avoid sweets, and I eat as many vegetables as possible. My dad is the best cook in the family. Finally, I get enough sleep at night. That way, I feel good in the morning and I have the energy to exercise.

- ✓ All of the supporting sentences should give details about the topic sentence.

- C. Write two more supporting sentences for this paragraph.

My brother Paul has an unhealthy lifestyle. He works too hard, and he never takes time to relax.

In addition, \_\_\_\_\_

\_\_\_\_\_. He also \_\_\_\_\_

I worry about my brother because of these unhealthy habits.

# UNIT 5 CHALLENGES

## NARRATIVES

A. Number the supporting sentences in the correct sequence.

**Topic sentence:** I had a frightening experience last Sunday.

**Supporting sentences:**

- \_\_\_\_\_ After I got on the bus, I heard some strange sounds.
- \_\_\_\_\_ Fortunately, nobody was hurt, but we were all quite scared!
- \_\_\_\_\_ Every time the bus slowed down, there was a loud squealing sound, and then a low "clunk" when the bus stopped.
- \_\_\_\_\_ I wanted to go downtown, so I took the bus.
- \_\_\_\_\_ After a few minutes, the bus driver tried to stop to pick up some passengers, but the bus kept going!
- \_\_\_\_\_ It didn't stop until the driver went into an area with grass and some small trees.

✓ Compare your answers in pairs and read the paragraph aloud to each other.

✓ Which verb tense does the writer use to tell the story?

B. Narratives are a type of writing for telling stories. They describe things that happened, often in the past.

✓ Think of something that happened to you. Choose one of these adjectives to use in your topic sentence:

interesting    funny    unusual    surprising

C. Now write your own narrative.

I had a(n) \_\_\_\_\_ [adjective] experience \_\_\_\_\_ [when?].

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

✓ When you're finished, check the verbs in your paragraph. Did you use the simple past tense to describe things that happened?

✓ Read your narrative paragraph aloud to a classmate or the whole class.

## UNIT 6 TRANSITIONS

### A QUESTIONNAIRE

**A.** Read the following questionnaire. Do you understand all the questions?

#### Questionnaire

1. What's your name? \_\_\_\_\_
2. How old are you? \_\_\_\_\_
3. How long have you lived at your current address?  
\_\_\_\_\_
4. How many times have you moved?  
\_\_\_\_\_
5. When did you complete elementary school?  
\_\_\_\_\_
6. When did you begin to learn English?  
\_\_\_\_\_
7. The last time you traveled, where did you go?  
\_\_\_\_\_
8. How many times have you traveled alone?  
\_\_\_\_\_
9. In your opinion, what's the perfect age to get married?  
\_\_\_\_\_
10. In your opinion, what's the perfect age to get a job?  
\_\_\_\_\_

✓ Fill in the questionnaire using your own information. Write complete sentences.

**B.** Write a short questionnaire with four questions. Use the simple past tense for at least one question and the present perfect tense for at least one question.

#### Mini-Questionnaire

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# UNIT 7 LUXURIES

## DESCRIBING A PROCESS

A. Writers must sometimes describe a process—how something is done. Sequence words are often used to show the order of the steps in a process.

### Sequence Words

first, second, etc. later finally after next then lastly later

B. Read the following paragraph and underline the sequence words.

Some of the most expensive clothing in the world is made from cashmere, a very soft, warm fabric. But how is this luxury fabric made? It all starts with special goats. First, the long, soft hair is cut from the animals or removed with combs. Next, the hair is washed to remove any dirt or oils. After the hair is clean and dry, it is made into yarn or thread—very long, thin strings of cashmere that can be woven into fabric for coats or knitted into scarves and sweaters. Finally, the finished cashmere product is sold, usually for a very high price.

✓ Notice how the passive voice can be used to describe a process.

C. Look at this recipe for cheese and potato soup. Then, write a paragraph describing the process. Remember to start with a topic sentence and use sequence words.

**Step 1:** Cook onions, carrots, and celery in a pot with a small amount of oil.

**Step 2:** Stir in four grams of flour.

**Step 3:** Add one liter of water or chicken stock to the pot.

**Step 4:** Put one-half kilo of chopped potatoes into the pot and cook for 20 minutes.

**Step 5:** Add some milk and one-quarter kilo of cheddar cheese to the pot and stir until the soup is smooth and creamy.

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## UNIT 8 NATURE

### CAUSE AND EFFECT

**A.** Match the effects to their causes. Add two more effects and their causes.

Effects	Causes
1. water freezes _____	a. too much time in the sun
2. gray hair _____	b. getting older
3. a sunburn _____	c. loss of habitat
4. tiredness _____	d. temperatures below 0°
5. extinction _____	e. too little sleep
6. _____	f. _____
7. _____	g. _____

**B.** Writers must sometimes explain causes and effects. Read the following sentences.

1. I had a lot of homework last night, so I started studying right after dinner.
2. I had to do some Algebra worksheets, and I had to read a chapter for History.
3. My brother was talking loudly on the phone, so I asked him to be quiet.
4. He got angry at me, and he took the phone into his bedroom.
5. I finished all of the homework, so I feel ready for my classes today.

✓ Underline the words *and* and *so* in the sentences above. What do those words do in the sentences? What kind of punctuation mark comes before those words?

**C.** Compound sentences have two or more separate clauses. Each clause has a subject and a verb, and the clauses are connected with a word such as *and* or *so*.

**Clause:** The electricity went out.

**Clause:** We couldn't watch television.

**Compound Sentence:** The electricity went out, so we couldn't watch television.

✓ Make compound sentences using the clauses below and *and* or *so*.

1. (and) I like to make cookies. I like to eat them.
2. (so) She makes her own clothes. She doesn't spend a lot of money to look good.

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3. (so) Kevin has a terrible job. He's looking for a better one.

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4. (and) We'll visit my grandmother at her house. We'll bake a cake together.

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5. (so) Mrs. Carter is an excellent teacher. You'll enjoy her class.

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# UNIT 9 LIFE IN THE PAST

## THEN AND NOW

**A.** Life in the past was often very different from life today. Label the following *past* or *present*. Add one more activity from the past and one from the present.

1. cooking all your food on an outdoor fire \_\_\_\_\_
2. using horses for farm work \_\_\_\_\_
3. texting your friends several times a day \_\_\_\_\_
4. using large machines for farm work \_\_\_\_\_
5. cooking on an electric stove \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**B.** Writers sometimes must write about the past and the present. Read the following sentences.

1. People used to write letters, but now everyone sends email messages.
2. You can send them quickly, but they're not very personal.
3. People used to visit family members on holidays, or they would stay home when they couldn't afford to travel.
4. My family didn't used to be very big, but my cousins have a lot of children now.
5. As a child, I liked to play games with my friends, or sometimes I stayed in the house and read books.

✓ Underline the words *but* and *or* in the sentences above. What do those words do in the sentences? What kind of punctuation mark comes before those words?

**C.** Remember, compound sentences have two or more separate clauses.

**Clause:** Native Americans smoked tobacco in pipes.

**Clause:** Modern smokers smoke packaged cigarettes.

**Compound Sentence:** Native Americans smoked tobacco in pipes, but modern smokers smoke packaged cigarettes.

✓ Make compound sentences using the clauses below and *but* or *or*.

1. (but) I used to play volleyball. Now I prefer baseball.

2. (or) My grandmother walked to work. She took the bus in bad weather.

3. (but) It's very hard work. You'll be happy when you finish it.

4. (or) I've always done my homework on time. I've gotten permission from the teacher to hand it in late.

5. (but) She likes to talk on the phone. She doesn't like to pay the phone bill.

## UNIT 10 TRAVEL

### PROS AND CONS

- A. There are good things and bad things about traveling. Write each phrase in the appropriate column.

sleeping late	losing your camera	trying new foods
learning something new	getting vaccinated	paying for everything

Pros	Cons

- B. Read the following paragraph then circle the pros and underline the cons.

Traveling lets you experience new places and meet new people, but it can be stressful. It can be expensive, too, but it's good to get away from work and school. My favorite thing to do when I travel is to try new foods. I really enjoy discovering a delicious dish that I've never eaten before. Of course, sometimes I eat too much when I travel, and I don't feel well. I'll try to remember that the next time I travel!

- C. Choose a topic you want to write about. List some pros and cons about the topic, then write a new paragraph with a topic sentence and supporting sentences.

My topic:	
Pros	Cons

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# UNIT 11 CAREERS

## A JOB DESCRIPTION

**A.** Imagine that your company needs a new employee. Check the qualities the new employee should have. Use your dictionary to look up new vocabulary.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> hard-working | <input type="checkbox"/> reliable    |
| <input type="checkbox"/> experienced  | <input type="checkbox"/> energetic   |
| <input type="checkbox"/> lazy         | <input type="checkbox"/> imaginative |
| <input type="checkbox"/> friendly     | <input type="checkbox"/> unmotivated |

✓ Writers can make their writing more interesting by using descriptive adjectives.

**B.** Read the following job description and underline the descriptive adjectives.

### Job Description

Opportunity in a new and exciting furniture company! Work in a clean, well-lit building. We are looking for employees who are energetic and reliable. Hours are early morning to mid-afternoon, so late sleepers shouldn't apply for the job. If you would like to create beautiful hand-made furniture in a friendly workplace, we are looking for you!

✓ Which adjectives did you find? Does the description make you want to apply for the job?

**C.** Write a paragraph about your dream job. Use some of the descriptive adjectives from the box as well as other adjectives.

interesting	exciting	beautiful	challenging	
enormous	creative	secure	motivating	friendly

When I have my dream job, I will work in \_\_\_\_\_

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## UNIT 12 CELEBRATIONS

### GIVING REASONS

A. Why do people celebrate? Match the celebrations to the reasons.

- |                           |   |
|---------------------------|---|
| 1. a graduation _____     | a. to begin the new year in a good way.         |
| 2. New Year's Day _____   | b. to honor the women who raise children        |
| 3. an anniversary _____   | c. to remember a country's independence         |
| 4. Independence Day _____ | d. to celebrate the end of a phase of education |
| 5. Mother's Day _____     | e. to honor a couple's marriage                 |

B. Writers often need to give reasons in their writing. Some common ways to do this are using:

- the word *because*

*I ran to school because I got up late.*

- the word *since*

*I'll call them tomorrow since it's their anniversary.*

- the connecting word *so*

*It's a special day, so everyone eats cake.*

- the infinitive (*to* + verb)

*We pour drinks to honor family members who have died.*

C. Read the following paragraph and underline the ways the writer gives reasons.

Chuseok is a meaningful holiday for me because it's a time for Korean people to honor their families. At Chuseok time, women make rice cakes shaped like the moon since the date of Chuseok depends on the lunar calendar. Some families take food to the cemetery to honor their ancestors. Most importantly, Korean people want to be with their family at Chuseok time, so it's a very popular time to travel.

D. Write your own paragraph about a holiday that is important to you.

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Goals		Language Focus
<b>UNIT 1</b> Food from the Earth	<ul style="list-style-type: none"> <li>Identify common and holiday dishes</li> <li>Prepare a menu</li> <li>Describe food</li> </ul>	local common dishes, staple foods, holiday dishes, <i>You should try _____ because _____</i>
<b>UNIT 2</b> Communication	<ul style="list-style-type: none"> <li>Interview a partner</li> <li>Ask and answer questions about past activities</li> <li>Re-tell a partner's information</li> </ul>	<i>Have you ever . . . ?</i> <i>I've never . . .</i> <i>I've _____ once (many times)</i>
<b>UNIT 3</b> Cities	<ul style="list-style-type: none"> <li>Ranking urban characteristics</li> <li>Communicating urban preferences</li> <li>Giving reasons for selections</li> </ul>	<i>I think _____ should be number 1 because _____</i> <i>We decided _____ should be third because _____</i>
<b>UNIT 4</b> The Body	<ul style="list-style-type: none"> <li>Discuss healthy and unhealthy habits and routines</li> <li>Give personal opinions about health habits</li> <li>Support personal opinions</li> </ul>	<i>I agree because . . .</i> <i>I disagree . . .</i> <i>It depends because . . .</i>
<b>UNIT 5</b> Challenges	<ul style="list-style-type: none"> <li>Talk about challenges</li> <li>Describe personal capacity to meet or not meet a specific challenge</li> </ul>	<i>enough, not enough, too _____</i>
<b>UNIT 6</b> Transitions	<ul style="list-style-type: none"> <li>Respond to a lifetime experience survey</li> <li>Share your personal information with a partner</li> </ul>	<i>The biggest transition in my life was when . . .</i> <i>I have never . . . , but have always wanted to . . .</i>
<b>UNIT 7</b> Luxuries	<ul style="list-style-type: none"> <li>Work with a group to brainstorm the marketing campaign for a luxury product</li> <li>Present and promote a new luxury product to the class</li> </ul>	<i>. . . is made from . . .</i> <i>. . . is produced by . . .</i> <i>. . . will change your life because . . .</i>
<b>UNIT 8</b> Nature	<ul style="list-style-type: none"> <li>Select a statement that describes a future plan</li> <li>State positive and negative consequences to the plan</li> <li>Support the plan</li> </ul>	<i>If . . . , there will be . . .</i> <i>If . . . , you will have to . . .</i> <i>Yes, but then . . .</i>
<b>UNIT 9</b> Life in the Past	<ul style="list-style-type: none"> <li>Describe a common place object without "giving it away"</li> <li>Guess which object a partner is describing</li> </ul>	Past passive voice
<b>UNIT 10</b> Travel	<ul style="list-style-type: none"> <li>Plan an adventure vacation trip</li> <li>Decide on the necessary items to pack and give reasons for choices</li> </ul>	<i>I need _____ because . . .</i> <i>It will be good to have _____ for . . .</i>
<b>UNIT 11</b> Careers	<ul style="list-style-type: none"> <li>Select a volunteer job</li> <li>Tell classmates about a choice and give reasons</li> </ul>	<i>I am perfect for this job because . . .</i> <i>This is the best job for me because . . .</i>
<b>UNIT 12</b> Celebrations	<ul style="list-style-type: none"> <li>Interview classmates about a special holiday</li> <li>Report the information collected to the class</li> </ul>	<i>What do you celebrate at . . . ,</i> <i>Where . . .</i> <i>Why do you enjoy it?</i>



## UNIT 1 FOOD FROM THE EARTH



You are the owners of a restaurant in your city. You want to bring foreign visitors to your restaurant, so you are planning a special dinner to introduce them to the food of your country. Follow these steps with your group.

**A.** Make a list of the most common dishes and staple foods in your country. \_\_\_\_\_

\_\_\_\_\_

**B.** Are there any special holiday dishes that foreigners might like? \_\_\_\_\_

\_\_\_\_\_

**C.** Are there any dishes that foreigners sometimes don't like? Do you think they should try these dishes? \_\_\_\_\_

\_\_\_\_\_

**D.** Now choose the menu for your dinner. It should include four dishes and one drink. Write a short description for each one.

Dish #1: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_

Dish #2: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_

Dish #3: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_

Dish #4: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_

Drink: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_

**E.** Tell the class about your dinner!

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Description: \_\_\_\_\_  
\_\_\_\_\_

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Description: \_\_\_\_\_  
\_\_\_\_\_

Drink: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_

**E.** Tell the class about your dinner!

## UNIT 2 COMMUNICATION

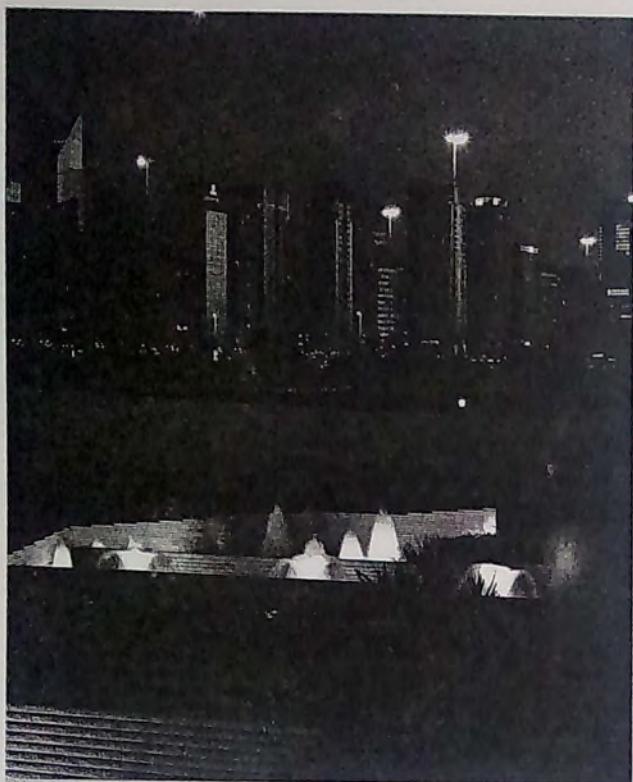
**A.** Talk to your classmates and find out who has done these things. Write in the column the name of the person who has done each thing and get more information from them. When you are finished, sit down in your seat.

	Name	Information
live in another city		
win a prize		
eat an unusual food		
meet a famous person		
read a very long book		
get an unusual present		
read an English magazine		
take a difficult test		



 **B.** Tell your group what you found out about your classmates!

# UNIT 3 CITIES



**A.** What are the most important things for a good city? Add your own idea. Then write numbers 1–8 to rank the things, from most important (1) to least important (8).

Rank
a. A clean environment—no air or water pollution
b. Interesting culture and lots of entertainment
c. Many beautiful buildings in all parts of the city
d. Good public transportation everywhere in the city
e. Plenty of parks and green spaces for people to enjoy
f. Good jobs and a healthy economy
g. A beautiful setting like the ocean or mountains
h. Your own idea:

**B.** Get together with a partner. Talk about your answers and the ideas you added. Then work together to come to an agreement on the ranking. Make notes about your reasons.

Rank
a. A clean environment—no air or water pollution Reasons:
b. Interesting culture and lots of entertainment Reasons:
c. Many beautiful buildings in all parts of the city Reasons:
d. Good public transportation everywhere in the city Reasons:
e. Plenty of parks and green spaces for people to enjoy Reasons:
f. Good jobs and a healthy economy Reasons:
g. A beautiful setting like the ocean or mountains Reasons:
h. Your own idea: Reasons:

**C.** Tell another student pair about your top three items and explain your reasons.

## UNIT 4 THE BODY



A. What's your opinion about these statements? Mark your answers.

	I agree.	It depends.	I disagree.
1. Modern food is healthier than the traditional food in our country.			
2. Most people worry too much about their health.			
3. Getting enough sleep is as important for health as eating good food.			
4. Medicine that you get from a doctor works better than home remedies.			
5. Most people in this country don't get enough exercise.			
6. All children should have physical education classes in school.			
7. People's lifestyles were healthier in the past than they are now.			
8. A little bit of stress isn't bad for your health.			
9. Walking is the best kind of exercise for everyone.			
10. Eating junk food is as bad for your health as smoking.			



B. Get together with another group and compare your answers. Give reasons for your opinions.

## UNIT 5 CHALLENGES

-  A. Read the descriptions of these challenges. Can you do them? Talk to a partner. Use sentences with *enough*, *not enough*, and *too*.

### RAISE MONEY TO FEED HUNGRY PEOPLE!

Join the Great Hike Across Australia. Walk for a day, or walk for a month—people will donate money for every mile you walk.

- You must be 18 years old.
- You must be fit and able to walk 20 miles in a day.
- We will provide meals, accommodation, and a walk leader who will help you with any problems. You need to buy your plane ticket to Australia.

VISIT OUR WEB SITE FOR MORE DETAILS!



Would you like to live on a tropical island and help our scientific research?

We need volunteers ages 16 to 40 to count fish and take underwater photographs near an island in Central America. We will teach you to go scuba diving and use an underwater camera. Fee for participating: \$2000. For more information, please call ...



### Cross the Atlantic Ocean with us!

We are looking for eight people to sail from Florida to Spain on our boat next year. You don't need experience—we can teach you everything you need to know. We are looking for people who are friendly, relaxed, and calm. You pay only for your food (about \$300) and we pay for everything else. Email us at ...

### TEACH ENGLISH TO CHILDREN IN AFRICA

Our program is looking for volunteers to help in kindergartens in several countries in Africa. It's OK if English isn't your first language. We need people who can tell stories, read poems, and play games with the children—in English. You must (1) enjoy children, (2) have good health, (3) come for a training program for one week. We will give you a plane ticket to Africa and pay your living expenses. If you are interested, call ...

-  B. With a partner, choose one of the challenges in activity A that you would like to do together.
- C. Explain your decision to the class.

# UNIT 6 TRANSITIONS



A. Complete the survey with true information about yourself.

## Life Experience Survey

1. The biggest transition in my life so far has been when I \_\_\_\_\_. That was in \_\_\_\_\_. (year)
2. I have never \_\_\_\_\_, but I have always wanted to.
3. The happiest day in my life was when I \_\_\_\_\_. I was happy because I \_\_\_\_\_.
4. I have \_\_\_\_\_ many times. The last time I \_\_\_\_\_ was \_\_\_\_\_. (when?)
5. My biggest mistake was the time I \_\_\_\_\_. I haven't \_\_\_\_\_ since then!
6. I have \_\_\_\_\_ for a long time.
7. I have never tried \_\_\_\_\_ because \_\_\_\_\_.
8. I haven't \_\_\_\_\_ in many years.

 B. Tell your group about your answers, and listen to their experiences. Be sure to ask follow-up questions to get more information.

 C. Work with a partner from a different group. Tell your partner some of the interesting things you learned about your classmates.



## UNIT 7 LUXURIES



You are the New Products Department of a company called Luxury Exports. Your boss has asked you to choose an ordinary product from your country and plan a way to sell it in other countries as a luxury product. Follow these steps with your group.

**A.** Answer the questions.

1. What is your product? \_\_\_\_\_  
\_\_\_\_\_
2. Think of a brand name for your product. \_\_\_\_\_  
\_\_\_\_\_
3. Who will you try to sell your product to? \_\_\_\_\_  
\_\_\_\_\_
4. Think of ways to describe your luxury product in advertising.
  - It's made from \_\_\_\_\_
  - It's produced in \_\_\_\_\_
  - Its special features are \_\_\_\_\_
  - It's unusual because \_\_\_\_\_
  - Everyone wants it because \_\_\_\_\_
  - It will change your life because \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_



**B.** Work together to write a paragraph about your product for an ad. Use some of the ideas from activity **A** to convince people in other countries to buy your product.

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**C.** Present your product to the class.

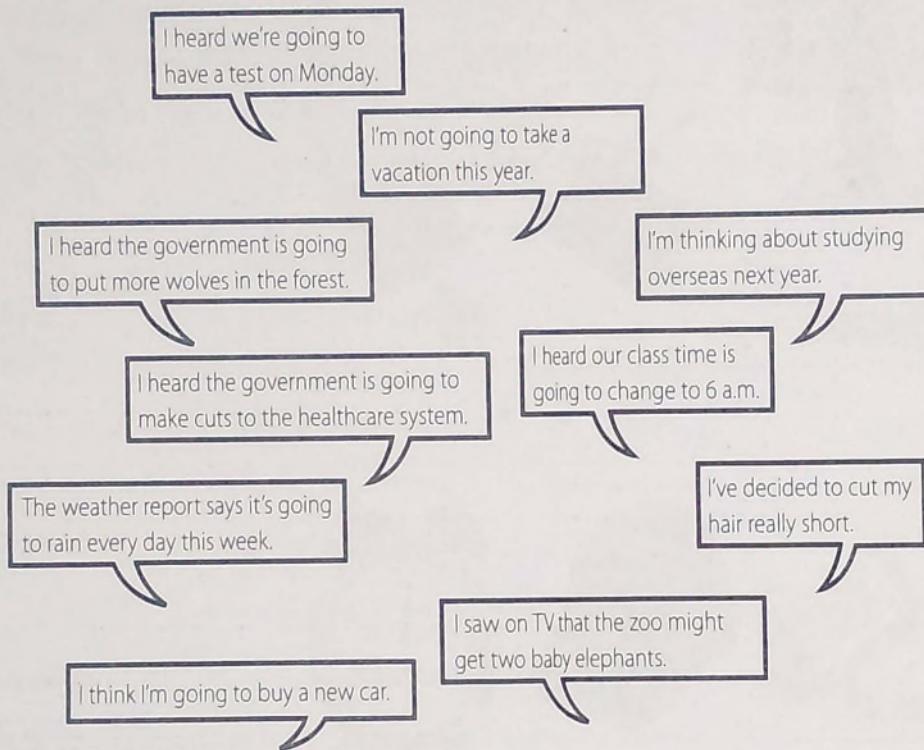
# UNIT 8 NATURE

-  A. Work with a partner. Take turns choosing a sentence. When your partner says a sentence, use *if* to talk about what will happen. Try to continue the conversation. Cross out the sentence after you talk about it.

**Example** A: I've decided to move house.

B: If you move house, you'll have lots of packing to do.

A: That's true, but I don't like my neighborhood.



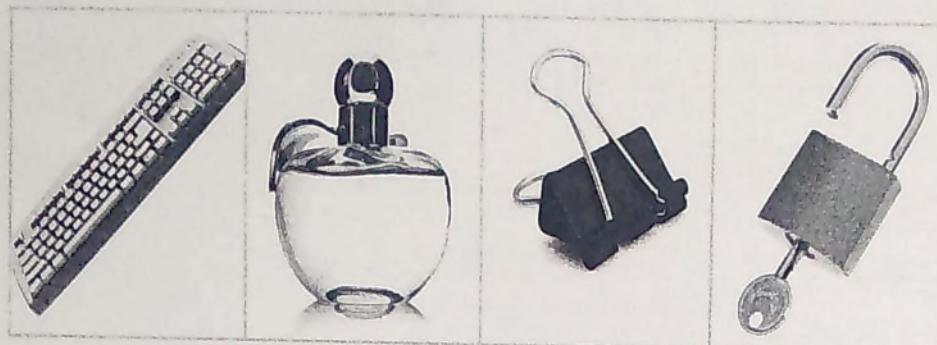
-  B. Present one of your conversations to the class.

# UNIT 9 LIFE IN THE PAST

You are archaeologists in the year 2300 A.D. You are looking at these artifacts from the past that were found in an archaeological dig. You don't know the names of the things, but you have some ideas about them.



- A. Choose one of these artifacts. Write sentences about it in the past passive tense.

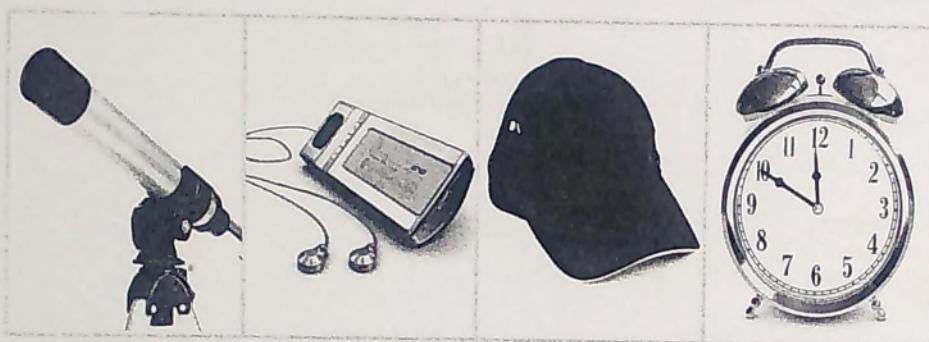


a.

b.

c.

d.



e.

f.

g.

h.

Artifact: \_\_\_\_\_

1. It was made \_\_\_\_\_.
2. It was \_\_\_\_\_.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



- B. Work with a partner and get together with two other student pairs. Read your sentences from activity A to the group. Can the other students guess which artifact you wrote about?

# UNIT 10 TRAVEL



You are going on an adventure vacation! You will spend two weeks together on your own tropical island, with no other people. There is a kitchen with plenty of food and a comfortable place for you to sleep. Because the boat to the island is very small, you can only bring 10 things with you besides your clothes.



A. Work together with a partner to choose the items you will take from this list and write down your reasons.

swimsuit	inflatable boat	a volleyball	CD player and CDs
book about tropical plants and animals	a DVD player and DVDs	aspirin	your favorite book
magazines	laptop computer	cell phone	radio
sun hat	flashlight	soap and toothpaste	camera
sunglasses	dictionary	notebook	pictures of your family

Your own ideas: \_\_\_\_\_

Item	Reasons
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____



B. Share your list with another student pair. How many items were the same?

# UNIT 11 CAREERS



**A.** Read these ads and discuss which volunteer position is the best for each person in your group. Talk about qualifications, interests, and experience.

## 1. Volunteers needed!

Help children in the hospital. Read stories and do simple art projects with them. You must have experience with children under the age of 12 or be interested in health care. Contact ...

## 2. Save the Earth! Clean up our river!

River Day is June 1, and we need people to help clean garbage out of the river. You should enjoy working outside and be able to lift heavy things. For information please call ...

## 3. Homework Helper

Are you interested in teaching? We are looking for people who can help in our after-school program at Central Elementary School. Help students practice reading and do their homework. Call ...

## 4. Park volunteers wanted

Do you enjoy gardening? Or would you like to learn about it? Neighborhood parks need volunteers to plant flowers and take care of the gardens. If you're interested, please call ...

## 5. Help elderly people

Every week, we work in groups to paint people's houses and do small home repairs. If you don't have any experience, we can teach you! You must have free time on Saturday afternoons. Visit our Web site ...

## 6. Collect money for Cancer Research

You can do volunteer work at home! Help people with cancer by writing letters to your friends and acquaintances and asking them to give money to Cancer Research. We give you all the information. Call ...

## 7. Walk to end world hunger!

Join our walk on July 7. We will walk 18 miles (30 kilometers), and for every mile you walk sponsors will give money to buy food for hungry people. You must be fit and over age 18. Please call ...



**B.** Tell the class about the best volunteer job for you and explain your reasons.

# UNIT 12 CELEBRATIONS

-  A. Choose an important holiday in your country. Each group should choose a different holiday.

Holiday: \_\_\_\_\_



-  B. In the chart, write two survey questions about how people celebrate this holiday.

	Name: _____	Name: _____
<b>Question 1:</b>  What _____?  _____?		
<b>Question 2:</b>  What _____?  _____?		

-  C. Talk to two classmates. Ask your questions and write their answers. Answer the questions they ask you.

-  D. Go back to your group and put together the answers from the students.

-  E. Tell the class about the information you got about holiday celebrations.

**Writing Tasks**

<b>UNIT 1</b> Food from the Earth	<ul style="list-style-type: none"> <li>Alphabet practice: upper and lower case letters</li> <li>Alphabet practice in cursive script: U, u, S, and s</li> <li>Writing words in sequence</li> <li>Writing a sentence: capitalization and period</li> </ul>
<b>UNIT 2</b> Communication	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: H, h, a, and o</li> <li>Writing words in sequence</li> <li>Writing a sentence: capitalization and question mark</li> </ul>
<b>UNIT 3</b> Cities	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: B, b, a, and u</li> <li>Writing words in sequence</li> <li>Writing a sentence: capitalization and question mark</li> </ul>
<b>UNIT 4</b> The Body	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: E, e, A, a, r and t</li> <li>Writing words in sequence</li> <li>Writing a sentence: capitalization and period</li> </ul>
<b>UNIT 5</b> Challenges	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: Q, q, U, u, l, and i</li> <li>Writing words in a sequence</li> <li>Writing a sentence: capitalization and period</li> </ul>
<b>UNIT 6</b> Transitions	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: A, a, D, and d</li> <li>Writing words in sequence</li> <li>Writing a sentence: capitalization and question mark</li> </ul>
<b>UNIT 7</b> Luxuries	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: F, f, R, and r</li> <li>Writing words in sequence</li> <li>Writing a sentence: capitalization, commas and period</li> </ul>
<b>UNIT 8</b> Nature	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: P, p, T, t, R, and r</li> <li>Writing words in sequence</li> <li>Writing a sentence: capitalization, commas and question mark</li> </ul>
<b>UNIT 9</b> Life in the Past	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: TH and th</li> <li>Writing words in a sequence</li> <li>Writing a sentence: capitalization, apostrophe and period</li> </ul>
<b>UNIT 10</b> Travel	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: O, o, l, i, and n</li> <li>Writing words in sequence</li> <li>Writing sentences: capitalization, apostrophe, period, and question mark</li> </ul>
<b>UNIT 11</b> Careers	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: O, o, U, u, G, g, H, h, T, and t</li> <li>Writing words in sequence</li> <li>Writing a sentence: capitalization and period</li> </ul>
<b>UNIT 12</b> Celebrations	<ul style="list-style-type: none"> <li>Alphabet practice in cursive script: E, X, e, and x</li> <li>Writing words in sequence</li> <li>Writing a sentence: capitalization and question mark</li> </ul>