

Inspiring Communication



NGUYỄN THANH BÌNH (Tổng Chủ biên)
ĐINH TRẦN HẠNH NGUYỄN (Chủ biên)
PHẠM NGUYỄN HUY HOÀNG – LÊ NGUYỄN NHƯ ANH
ĐÀO XUÂN PHƯƠNG TRANG – NGUYỄN HỒ THANH TRÚC – HỒ THỊ XUÂN VƯƠNG

TIẾNG ANH 11

EXPLORE NEW WORLDS

SÁCH HỌC SINH

BẢN MẪU



**NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH**



**CÔNG TY CỔ PHẦN ĐẦU TƯ
XUẤT BẢN - THIẾT BỊ GIÁO DỤC VIỆT NAM**



**NATIONAL
GEOGRAPHIC
LEARNING**

Đọc bản mới nhất trên hoc10.vn

DANH SÁCH HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA

Môn: Tiếng Anh - Lớp 11

*(Kèm theo Quyết định số 2026/QĐ-BGDĐT ngày 21 tháng 7 năm 2022
của Bộ trưởng Bộ Giáo dục và Đào tạo)*

TT	Họ và tên	Chức vụ Hội đồng
1	Ông Lê Văn Canh	Chủ tịch
2	Bà Nguyễn Thị Hương Lan	Phó Chủ tịch
3	Ông Đặng Hiệp Giang	Ủy viên, Thư kí
4	Bà Phạm Lan Anh	Ủy viên
5	Bà Nguyễn Thị Thu Hà	Ủy viên
6	Bà Nguyễn Thùy Linh	Ủy viên
7	Bà Hoàng Nguyễn Thu Trang	Ủy viên
8	Ông Nguyễn Tuấn Anh	Ủy viên
9	Bà Lưu Thùy Dương	Ủy viên
10	Bà Đào Thị Ngân	Ủy viên
11	Bà Nguyễn Bích Hiền	Ủy viên

NGUYỄN THANH BÌNH (Tổng Chủ biên)
ĐINH TRẦN HẠNH NGUYỄN (Chủ biên)
PHẠM NGUYỄN HUY HOÀNG – LÊ NGUYỄN NHƯ ANH
ĐÀO XUÂN PHƯƠNG TRANG – NGUYỄN HỒ THANH TRÚC – HỒ THỊ XUÂN VƯƠNG

BẢN MẪU

TIẾNG ANH **11**

EXPLORE NEW WORLDS

SÁCH HỌC SINH

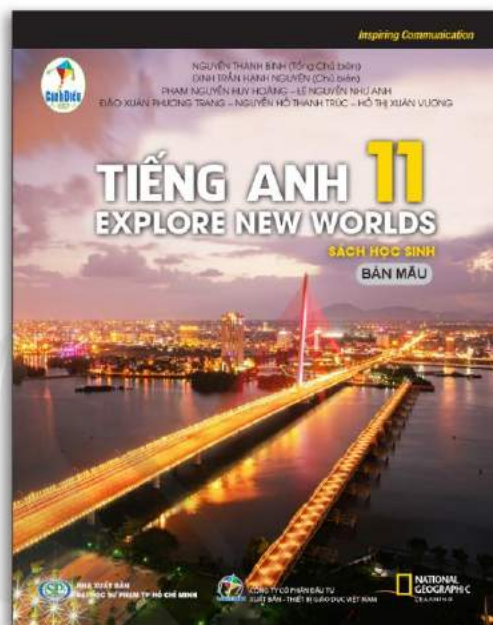
(Sách đã được Bộ trưởng Bộ Giáo dục và Đào tạo phê duyệt sử dụng trong cơ sở giáo dục phổ thông tại Quyết định số 4607/QĐ-BGDĐT ngày 28/12/2022)



WELCOME TO *EXPLORE NEW WORLDS*

Tiếng Anh 11 – Explore New Worlds is compiled by Hồ Chí Minh City University of Education Publishing House under the General Education Curriculum at the high school level issued in accordance with Circulation No. 32/2018/TT-BGDĐT dated December 26, 2018, of the Ministry of Education and Training in Việt Nam.

Following the principles of communicative and student-centered learning, *Tiếng Anh 11 – Explore New Worlds* aims to develop the four C's of 21st-century skills—Critical thinking, Creativity, Collaboration, and Communication. *Tiếng Anh 11 – Explore New Worlds* can offer you:



- exciting content from National Geographic that takes you on a fascinating learning journey to explore new horizons and ideas;
- themes and topics carefully selected for you to personalize and share opinions on throughout all 12 units;
- unique and captivating images (especially the Unit Openers), articles, and stories featuring real people and places (from the National Geographic Explorers, for example) for you to explore different aspects of the world and connect them with your own experience while studying;
- and a wide range of listening, speaking, reading, and writing activities using real language and situations to help you develop confident and effective English skills, especially in communication.

Tiếng Anh 11 – Explore New Worlds can help students achieve the goal of English linguistic competence in high school in a fun, meaningful, and interactive way.

ii Welcome to *Explore New Worlds*

Đọc bản mới nhất trên hoc10.vn

Bản sách mẫu

Thank you to the educators who provided invaluable feedback during the development of the *Explore New Worlds* series:

AMERICAS

Brazil

Gabriely Billordo, Berlitz, Porto Alegre
Bruna Caltabiano, Caltabiano Idiomas, Sao Paulo
Sophia de Carvalho, Inglês Express, Belo Horizonte
Renata Coelho, 2b English for you, Florianopolis
Rebecca Ashley Hibas, Inglês Express, Belo Horizonte
Cristina Kobashi, Cultivar Escola de Idiomas, Guaratinguetá
Silvia Teles Barbosa, Colégio Cândido Portinari, Salvador

Chile

Jorge Cuevas, Universidad Santo Tomás, Los Angeles

Colombia

Ruben Cano, UPB University, Medellin
Javier Vega, Fundación Universitaria de Popayán, Popayán

Costa Rica

Jonathan Acuna, Centro Cultural Costarricense Americano, San José
Lilly Sevilla, Centro Cultural Costarricense Americano, San José

Mexico

Jose Aguirre, Instituto Tecnológico Superior de Irapuato, Salamanca
Alejandro Alvarado Cupil, Instituto Tecnológico de Minatitlán, Minatitlán
Jhosellin Angeles, ITSOEH, Mixquiahuala de Juárez, Hidalgo
René Bautista, BUAP, Puebla
Imelda Félix, Colegio Cervantes Costa Rica, Guadalajara
Isabel Fernández, Universidad Autónoma de Aguascalientes, Aguascalientes
Andres Garcia, FES Aragon (UNAM), Mexico City
Jessica Garcia, Colegio Cultural, Puebla
Lazaro Garcia, Tecnológico de Toluca, Metepec
Fernando Gómez, Universidad Tecnológica Jalisco, Guadalajara
Alma Gopar, FES Zaragoza (UNAM), Mexico City
Inés Gutierrez, University of Colima, Colima
Jesus Chavez Hernandez, Universidad Aeronáutica en Querétaro, Colón
Cristina Mendez, Instituto Tecnológico Superior de Irapuato, Irapuato
Elena Mito, UNIVA, Guadalajara
Rubén Mauricio Muñoz Morales, Universidad Santo Tomás, Villavicencio
Maria Rodríguez, Universidad Aeronáutica en Querétaro, Colón
Ana Lilia Terrazas, ICO, Puebla

United States

Amy Fouts, Face to Face Learning Center, Doral, FL
Virginia Jorge, UCEDA International, New Brunswick, NJ
Richard McDorman, Language On, Miami, FL
Sarah Mikulski, Harper College, Palatine, IL
Rachel Scheiner, Seattle Central College, Seattle, WA
Pamela Smart-Smith, Virginia Tech Language and Culture Institute, Blacksburg, VA
Marcie Stone, American English College, Rowland Heights, CA
Colin Ward, Lone Star College-North Harris, Houston, TX
Marla Yoshida, University of California, Irvine, CA

ASIA

Nazarul Azali, UiTM Cawangan Melaka, Alor Gajah
Steven Bretherick, Tohoku Fukushi University, Sendai
Sam Bruce, Soka University, Hachioji
Karen Cline-Katayama, Hokusei Gakuen University and Tokai University, Sapporo
Tom David, Japan College of Foreign Languages, Tokyo
Johnny Eckstein, Soka University, Hachioji
Meg Ellis, Kyoto Tachibana University, Kyoto
Thomas Goetz, Hokusei Gakuen University, Sapporo
Katsuko Hirai, Matsuyama University, Matsuyama
Paul Horness, Soka University, Hachioji
David Kluge, Nanzan University, Nagoya
Stephen Lambacher, Aoyama Gakuin University, Tokyo
Yi-An Lin, National Taipei University of Business, Taipei
Kerry McCatty, Soka University, Hachioji
Gregg McNabb, Shizuoka Institute of Technology, Shizuoka
Collin Mehmet, Matsumoto University, Matsumoto City
Sean Mehmet, Shinshu University, Matsumoto
Lin Mingying, Soka University, Hachioji
Erika Nakatsuka, Soka University, Hachioji
Seiko Oguri, Chubu University, Nagoya
Thomas Nishikawa, Ritsumeikan University, Kyoto
Sean Otani, Tottori University, Tottori
Daniel Paller, Kinjo Gakuin University, Nagoya
Tomomi Sasaki, Ibaraki University, Mito
Mark Shrobbree, Tokai University, Hiratsuka
Brent Simmons, Aichi Gakuin University, Nagoya
Mikiko Sudo, Soka University, Hachioji
Monika Szirmal, Hiroshima International University, Hiroshima
Matthew Taylor, Kinjo Gakuin University, Nagoya
James Thomas, Kokusai Junior College, Tokyo
Asca Tsushima, Soka University, Hachioji
Hui Chun Yu, Macau University of Science and Technology, Macau

Unit	Unit Goals	Grammar	Vocabulary
1 Food for Life Page 2 	• Contrast General and Current Actions • Describe Regional Foods • Describe Favorite Dishes • Discuss Diet Trends • Give Details to Support Your Ideas	Verb Tense Review: The Simple Present vs. The Present Continuous Stative Verbs The Simple Past (Regular and Irregular)	Healthy Diets Types of Food
2 Express Yourself Page 14 	• Talk about Yourself • Make Small Talk with New People • Start a Conversation • Discuss Endangered Languages • Give Examples	The Present Perfect vs. The Simple Past <i>Already, Yet, Ever, and Never</i> + the Present Perfect	Culture and Communication Starting a Conversation
3 Cities Page 26 	• Make Predictions about Your City or Town • Explain What Makes a Good Neighborhood • Discuss the Reasons for Moving to the City • Evaluate Solutions to a Problem • Explain What Makes a Good City	Compound Nouns Future with <i>Will</i> Present Participles vs. Present Perfect Participles	Changing Cities City Life
4 The Body Page 38 	• Discuss Ways to Stay Healthy • Talk about Healthy Habits • Suggest Helpful Natural Remedies • Describe the Benefits of a Positive Attitude • Explain an Idea Using Details	Gerunds Used as Subjects and Objects Infinitive of Purpose	Human Organs Everyday Ailments
5 Challenges Page 50 	• Talk about Facing Challenges • Describe Past Accomplishments • Use <i>Too</i> and <i>Enough</i> to Talk about Abilities • Discuss Steps Toward a Goal • Describe a Personal Challenge	The Past Continuous vs. The Simple Past Subordinating Conjunctions: <i>When</i> and <i>While</i> <i>Enough, Not Enough, Too</i> + Adjective	Physical and Mental Challenges Phrasal Verbs
6 Transitions Page 62 	• Talk about Different Stages in Your Life • Talk about the Best Age to Do Something • Ask Questions to Get More Information • Discuss Changes Caused by Technology • Describe an Important Transition in Your Life	The Past Perfect <i>How</i> + Adjective or Adverb	Describe Life Events Adjectives for Age

Listening	Speaking	Pronunciation	Reading	Writing
General and Focused Listening An Interview: Rice Farming	Comparing Diets Discussing Types of Food	Linking Words Together	The Paleo Diet: Natural and Healthy? An Article about a Special Diet (Reading for Details; Identifying the Author's Opinions)	Writing Main Ideas and Supporting Details
General and Focused Listening Conversations: Small Talk	Talking about Yourself Starting a Conversation	<i>Have</i> or <i>Has</i> vs. Contractions	Endangered Languages: An Article about Languages that are Endangered and Ways to Preserve Them (Identifying the Author's Opinions; Reading for Details)	Giving Examples
General and Focused Listening A Radio Interview: Jardin Nomade in Paris	Discussing the Future of Your City Describing the Pros and Cons of Cities	Stressed Syllables Before <i>-tion</i> Suffix	Streets for People: An Article about Making Streets More Accessible to Pedestrians (Reading for Details; Understanding Referents)	Writing a Paragraph With a Good Topic Sentence
Focused Listening Discussions: Different Lifestyles	Talking about Staying Healthy Suggesting Easy Remedies	Elision of /t/, /d/, and /r/ sounds	Attitude Is Everything: An Article about the Effects of Attitude on People's Health (Reading for Details; Identifying the Author's Opinions; Reading for Gist)	Writing a Paragraph Using Supporting Details
General and Focused Listening An Interview: Dr. Jenny Daltry: Wildlife Conservationist and Ecologist	Discussing Challenges Talking about Abilities	Words that End in <i>-ed</i>	Living Happily Together: Tràm Chim An Article about Tràm Chim National Park and People's Efforts in Preserving the Park's Biodiversity (Reading for Details; Identifying the Author's Opinions; Identifying the Meanings of Words from Context)	Writing a Letter to Talk about a Challenging Experience
General and Focused Listening Conversation: Becoming an Adult	Talking about Events in Your Life Getting More Information	The Schwa Sound /ə/ in Unstressed Syllables Elision of Vowels	The Evolution of Distance Learning: An Article about the Evolution of Distance Learning (Identifying the Meanings of Words from Context; Identifying the Author's Opinions; Reading for Details)	Writing a Paragraph to Describe a Life Transition

Unit	Unit Goals	Grammar	Vocabulary
7 Things that Matter Page 74 	• Discuss Spending Habits • Talk about Needs and Wants • Discuss What Makes People's Lives Better • Talk about Different Lifestyles • Set Priorities	Passive Voice in the Present Passive Voice with <i>By</i>	Spending Habits Irregular Past Participles
8 Conservation Page 86 	• Talk about Consequences • Discuss Ways to Solve Future Problems • Describe a Situation • Discuss Conservation Projects • Explain a Conservation Issue	Real Conditionals in the Future Linking Verbs	Climate Change Adverbs of Manner
9 Life Now and in the Past Page 98 	• Discuss Life in the Past • Contrast Different Ways of Life • Talk about How Things Were Done in the Past • Discuss Historical Facts • Describe a Historical Wonder	<i>Used to</i> Passive Voice in the Past	Life in the Past Separable Phrasal Verbs
10 Travel Page 110 	• Talk about Organizing a Trip • Talk about Different Kinds of Vacations • Use English at the Airport • Discuss Travel • Describe a Cultural Event	Expressing Obligation and Necessity Expressing Prohibition	Travel Preparations At the Airport
11 Careers Page 122 	• Discuss Career Choices • Ask and Answer Job-Related Questions • Talk about Career Planning • Discuss Gender Equality in Careers • Get and Give Advice about Careers	Modals for Giving Advice Cleft Sentences <i>It is / was ... that ...</i>	Careers and Jobs Participial Adjectives
12 Celebrations Page 134 	• Describe a Celebration • Compare Holidays in Different Countries • Express Congratulations and Good Wishes • Talk about Rituals • Share Opinions about Holidays	Comparisons with <i>as ... as</i> <i>Would rather</i>	Festivals and Holidays Expressions for Celebrations

Listening	Speaking	Pronunciation	Reading	Writing
General and Focused Listening Discussions: Needs and Wants	Discussing Spending Habits Talking about Priorities	Sentence Stress: Content vs. Function Words	A Zero-Waste Lifestyle: An Article about the Zero-Waste Lifestyle and Its Benefits (Predicting; Identifying the Author's Opinions; Reading for Details)	Writing about Your Future Life
General and Focused Listening A Radio Program: The Bluefin Tuna	Talking about Issues That Affect Nature and Their Consequences Talking about Protecting Animals	Sentence Rhythm	Making a Difference: Small Changes An Article about Conservation Projects to Protect the Environment (Predicting; Identifying the Author's Opinions; Reading for Details)	Writing a Paragraph about an Environmental Issue
General and Focused Listening A Talk: The Sami People	Comparing Life Now and in the Past Discussing How Things Used to Be in the Past	Weak Form of <i>Used to</i>	The Ancient Town of Hội An: An Article about Hội An Ancient Town in Quảng Nam Province (Identifying the Author's Opinions; Reading for Details)	Writing a Paragraph on One of the New Seven Wonders of the World
General and Focused Listening Conversations: Vacations	Discussing Preparing for a Trip Describing Things You Do at the Airport	Weak Form of <i>Have to</i> and <i>Has to</i>	Four Reasons Why Traveling Is Good for You: An Article about the Benefits of Traveling (Identifying the Author's Opinions; Reading For Gist—Using Headings; Reading for Details)	Writing a Travel Blog
General and Focused Listening An Interview: A Restaurant Owner in Thailand	Discussing Career Choices Talking about Career Planning	Intonation: <i>Yes / No</i> Questions and <i>Wh</i> -Questions	Breaking the Gender Stereotypes: An Article about the Gender Stereotypes in Careers (Identifying the Author's Opinions; Reading For Gist—Using Headings; Reading for Details; Understanding Referents)	Writing a Formal Letter to a Career Advice Agency
General and Focused Listening Discussions: Local Celebrations or Holidays	Describing a Celebration Expressing Congratulations and Good Wishes	Intonation: Alternative questions, Tag questions, Invitations, and Suggestions	The Rituals of an Important Life Event: An Article about the Wedding Rituals (Reading for Gist; Reading for Details)	Writing a Substantiated Opinion

Food for Life

A harvester works in a high-density tomato greenhouse in the Netherlands.

Look at the photo and answer the questions:

- 1** Does this vegetable grow where you live?
- 2** In what dishes can you use this vegetable?



UNIT 1 GOALS

- A. Contrast General and Current Actions
- B. Describe Regional Foods
- C. Describe Favorite Dishes
- D. Discuss Diet Trends
- E. Give Details to Support Your Ideas

A

GOAL Contrast General and Current Actions**Vocabulary****A** Read the suggestions for healthy eating.

Vibrant farmers' market in Funchal, Madeira Island, Portugal

WORD FOCUS

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

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

Tips for a Healthy Diet

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

- Take the time to **prepare** delicious **dishes** that are also good for you. Food you make at home is usually healthier than food from a restaurant or cafeteria.
- Eat dishes with healthy **ingredients**, such as vegetables, and ones without much sugar or salt.

In many places, fresh food is **available** at **farmers'** markets. Farmers bring a **variety** of **crops** to these markets, including many kinds of fruits and vegetables.

Although most of your meals should be healthy, it is fine to enjoy some ice cream or cookies on **special** occasions like your birthday.

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

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

Grammar (See Grammar Reference p. 146)

The Simple Present vs. The Present Continuous; Stative Verbs

Use the simple present to talk about habits and things that are generally true.	Fresh vegetables are always available at the market. I normally don't eat eggs for breakfast. Do you follow a special diet?
Use the present continuous to talk about actions and events that are happening now.	I am watching and learning how to make the cake. My father isn't preparing a special dish for tonight's dinner. Is she celebrating her birthday now?
Stative verbs (<i>think, taste, have, smell...</i>) express a state rather than an action, so they are not usually used in continuous tenses. When used in the continuous tenses, these verbs express the meaning of an action	I think that coffee is great. (<i>a state</i>) The coffee tastes really bitter. (<i>a state</i>) I am thinking about Jane's birthday party last night. (<i>an action</i>) The chef is tasting the chicken soup. (<i>an action</i>)

C Discuss the statements below in pairs. Which things does the speaker usually do (U)? Which is the speaker doing now (N)? And which statement describes a state (S)?

- | | | | |
|--|-------|---|-------|
| a. I am eating an apple. | _____ | d. I am making coffee for you. | _____ |
| b. I eat breakfast at 9. | _____ | e. The apples look fresh. | _____ |
| c. I often buy fruit at the grocery store. | _____ | f. I am looking at the apples on the shelf. | _____ |

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

- My mother and I _____ (prepare) a meal together every afternoon.
- Right now, my mother and I _____ (make) a dish called *enchiladas*.
- I really like *enchiladas*. Sometimes I _____ (have) them for breakfast!
- We _____ (enjoy) at least one meal together every day.
- Please call later. We _____ (have) dinner now.
- The kids _____ (look) at the worm on the leaf.
- Wow, the dishes _____ (taste) incredible.

E In pairs, take turns doing the following.

- Tell your partner what you usually eat for breakfast and lunch.
- Tell your partner three activities which your friend(s) is / are doing right now.

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

- ... you usually do. ... you never or almost never do.
... you are doing (or not doing) right now.

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



GOAL CHECK Contrast General and Current Actions

Form three sentences using the given structure. Two of the sentences should be true, but one should be false.

I usually _____, but today I'm _____.

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

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

It's true.

Yes!

B

GOAL Describe Regional Foods

Listening

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

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

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

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

C  2 Listen again and answer the questions.

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

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?

WORD FOCUS

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

Farmers working at a rice paddy



D Follow the instructions with a partner.

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

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

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

PRONUNCIATION: Linking Words Together

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

We cut the rice **plants and** clean them.

We **grow a lot of** rice.

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

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



GOAL CHECK Describe Regional Foods

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

What is the name of the dish?

When do people usually eat it?

What are some of the ingredients?

When are the ingredients available?

How do people prepare the dish?

How do you feel about the dish?

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

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

C

GOAL Describe Favorite Dishes**Language Expansion: Types of Food**

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

The Healthy Eating Pyramid from Australia



a. fish, beans, and nuts

b. spinach, tomatoes, and carrots

c. pineapples and grapes

d. milk, yogurt, and cheese

e. pasta, bread, and rice

f. pizza and canned foods

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

B Follow the instructions in pairs.

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

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

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

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

Grammar (See Grammar Reference pp. 146–147)**WORD FOCUS**

With the simple past, we often use:
yesterday / the day before yesterday
days / weeks / months / years **ago**
last week / month / year

The Simple Past

Use **the simple past** to talk about completed past actions or situations.

Dad **cooked** some noodles yesterday.
Our class **was** interesting last week.

Many verbs are regular in the simple past. They have an **-ed** ending.

ask – asked	cook – cooked
learn – learned	need – needed

Some verbs are irregular in the simple past.

choose – chose	eat – ate
give – gave	go – went

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

Mary: Tell me about yourself, Pedro.

Pedro: Well, I love to travel. Last year, I (1) _____ (travel) to Greece.

Mary: Wow! You (2) _____ (go) to Greece.

Pedro: Yes, and I (3) _____ (meet) my friend, Vasily, and his family there. They (4) _____ (show) me around Athens and (5) _____ (introduce) me to many new foods. We (6) _____ (eat) a lot!

Mary: That sounds like fun.

Pedro: It was. I (7) _____ (eat) seafood and lamb, and I (8) _____ (try) a new dish.

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

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

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

Conversation (Optional)

E  4 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: Mmm... Delicious! What is it?

Albert: It's called couscous. It's made from wheat.

Mary: And what's this on top of the couscous?

Albert: Mostly vegetables and some kind of sauce.

Mary: How did your aunt learn to cook it?

Albert: Her great-uncle married a woman from North Africa. That's where couscous is from. They always ate it on special occasions.

Mary: What an interesting family history!

Albert: Yeah, and a great family recipe.

REAL LANGUAGE

When you share food with someone, you can say:

You should try this!

Would you like to try it?

Do you want a bite?

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



GOAL CHECK Describe Favorite Dishes

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

Why did you eat the dish?

Who prepared the dish?

What ingredients were in the dish?

Who ate the dish?

How did the dish taste?

Your idea: _____

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

D **GOAL** Discuss Diet Trends

Reading 5 (Optional)

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

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

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

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

Foods people eat on a paleo diet	Foods people do not eat on a paleo diet

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

- a. A person who is following a paleo diet
- b. Dr. Peter Ungar
- 1. _____ Maybe, because there are many choices at the supermarket.
- 2. _____ No, because not eating certain kinds of food isn't healthy or natural.
- 3. _____ Yes, because not eating foods from farmers is more natural.

GOAL CHECK

Create a one-day menu plan for a paleo diet. The diet should include what that person may eat for breakfast, lunch, dinner, and snack. Then, discuss the questions.

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

The Paleo Diet: Natural and Healthy?



Bản sách mẫu

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

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

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

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

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

Some foods common in a paleo diet.



E

GOAL Give Details to Support Your Ideas

Communication

A Discuss the questions in a small group.

1. Many social events include food. What do you know about each social event in the box below?
2. Where does it take place?
3. How many people are there?
4. What do they usually eat and drink?

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

B Describe a recent social event in your life. Answer the following questions:

1. Who did you meet?
2. What happened?
3. What did you eat?
4. Did you enjoy the event? Why / Why not?

Writing

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

WRITING SKILLS: Main Ideas and Supporting Details

Main Ideas

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

For Peter Ungar, the truth is not so simple.

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

Supporting Details

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

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

Many kinds of food were available to our ancestors.

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

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

WORD FOCUS

claim something that a person says and believes is true

Plant-based lasagna is a healthy vegetarian meal.



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

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

vegetarian (n) a person who does not eat meat, fish, or chicken
vegan (adj) containing no animal foods, including milk, cheese, or eggs

REAL LANGUAGE

Quotation marks can tell us a word is being used in an uncommon way. For example, vegan “cheese” is not made from milk.

- E** Read the paragraph again and complete the outline below.

Main Idea: I recommend baked lasagna for a dinner party.

Supporting Details: 1. You can make lasagna in advance.

2. _____

3. _____

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

Write about a social event you attended recently.

Write about a bad meal that you had.

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

WRITING NOTE

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



GOAL CHECK

Give Details to Support Your Ideas

1. Choose ONE topic from the list above and write a paragraph (150–180 words) in your notebook. Your paragraph should have a main idea near the beginning and three or four supporting details.
2. In pairs, discuss the topic you chose.

Express Yourself

Look at the photo and answer the questions:

- 1** How are the students talking to each other?
- 2** Besides language, what else do people use to express their feelings?

Three deaf students chat in a university classroom.



UNIT 2 GOALS

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

A

GOAL Talk about Yourself

Vocabulary

A Read.



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

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

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

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

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

1. A **custom** is something that *few* / *most* people in a certain place or culture do.
2. When you **communicate** with someone, you share *money* / *information* with them.
3. A **polite** person has good manners and is not *rude* / *nice* to other people.
4. When you **connect** with other people, you feel *closer* / *not as close* to them.
5. Your **experiences** are things that you do or that *return* / *happen* to you.
6. If something happens *often* / *rarely*, it is **common**.
7. Most people **avoid** things they *like* / *don't like*.

C In pairs, ask and answer two of the following questions.

1. What's a popular custom in your country?
2. How do you often communicate or connect with others?
3. What was the best experience of your childhood?
4. What topics do you often avoid when talking to your friends or family? Why?

Grammar (See Grammar Reference pp. 147–148)

The Present Perfect vs. The Simple Past

Use **the present perfect** to talk about actions that:

1. began in the past and continue until the present.
2. happened at an indefinite past time and affect the present.
3. happened more than once in the past.

Common adverbs of time: *since 2001, over the past 5 years, so far, ...*

1. They **have known** each other since the first grade.
2. Tim **has traveled** alone before, so he's not nervous about his trip to India.
3. Ken and Takako **have been** to Peru five times.

Use **the simple past** for completed actions or situations at a specific past time.

Common adverbs of time: *last year, last summer, yesterday, 2 weeks ago, ...*

~~They have become parents in 2017.~~

They became parents in 2017.

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

1. I think Lee will do well on the test. He _____ (study) a lot for it.
2. Elena _____ (take) the same test last year.
3. Sam _____ (travel) to Argentina four times. He loves it there!
4. Jason doesn't want to call his mother tonight. He _____ (call) her every night for the past week.
5. We _____ (learn) some Arabic greetings and polite phrases before our trip to Qatar 2 years ago.
6. I first _____ (meet) my best friend when we _____ (be) in 10th grade.
7. How many countries _____ (you / be) to so far?

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

Have you ever...

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

Have you ever talked to a movie star?

Yes, I have.

When?

2 years ago.



GOAL CHECK Talk about Yourself

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

Interview Questions

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

B

GOAL Make Small Talk with New People

Listening

A  6 Listen to two people meeting for the first time. Decide whether the following sentences are True (T) or False (F).

- | | | |
|--|---|---|
| 1. The speakers are at school now. | T | F |
| 2. They are making small talk about homework. | T | F |
| 3. Lisa hasn't met Mr. Carter before. | T | F |
| 4. Ken studied with Mr. Carter last year. | T | F |
| 5. This year, Ken is taking a class in Beginner English Writing. | T | F |

B  6 Listen to the conversation between Maria and Nancy. Circle the correct options to complete the sentences.

- The speakers are in _____.
a. a restaurant b. an apartment building c. a park
- They are making small talk about _____.
a. the neighborhood b. food in the area c. their hobbies
- Maria lives in apartment _____.
a. 7A b. 7C c. 7D
- Nancy has lived in the area for about _____ years.
a. 3 b. 5 c. 10

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

PRONUNCIATION: Have or Has vs. Contractions

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

D  7 Listen and repeat.

<i>Have</i>	<i>Contraction</i>	<i>Has</i>	<i>Contraction</i>
I have	I've	she has	she's
you have	you've	he has	he's
we have	we've	it has	it's
they have	they've	Peter has	Peter's

E  8 Listen and circle the sentences you hear.

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

WORD FOCUS

make small talk

talk about things that aren't important

WORD FOCUS

Remember that *has* is pronounced with a /z/ sound.

*She **has** already watched that movie, so she doesn't want to see it again.*

Communication

F Read the text.

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

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

family money religion school sports work _____

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

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

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

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

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

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

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

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

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

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



GOAL CHECK

Make Small Talk with New People

- In pairs, write four good questions to ask when you meet someone new in the following situations:
 - Situation 1: You are a new student in the class. You don't know anybody here.
 - Situation 2: You are at the bus stop. Your bus will arrive in 10 minutes.
 - Situation 3: You are waiting in line to buy movie tickets at a cinema.
- Join another pair and ask and answer your questions. Are all of the questions good for making small talk?

Small talk on a beach

Express Yourself 19

C

GOAL Start a Conversation**Language Expansion: Starting a Conversation**

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

ENGAGE!

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

Starting a Conversation

How do you like this weather? Are you enjoying this class?

Did you hear about _____? (something in the news, for example)

How long have you been waiting? (for the elevator, the bus, the meeting to begin, etc.)

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

at a welcome party for new students
at the airport

waiting in line in the school cafeteria
walking in the park

Grammar (See Grammar Reference p. 148)**Present Perfect Signal Words: *Already, Yet, Ever, and Never***

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

Two people start a conversation.

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

A: Have you ever traveled to another country?

B: No, I have (1) _____ left this country, but I want to go to Colombia someday.
Some of my cousins live there.

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

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

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

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

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

B: Well, I learned about Australian Rules football last year, but
I haven't played the game (6) _____. Maybe I can play it in Australia!

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

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

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

Conversation (Optional)

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

Tom: Excuse me. Are you in my history class?

Rita: Yes! I saw you in class yesterday. I'm Rita.

Tom: Hi, Rita. I'm Tom. Is this your first class with Mr. Olsen?

Rita: Yes, it is, but I've heard good things about him. What about you?

Tom: I've taken his classes before, and they've always been good.

Rita: That's great. Have you already done the homework for tomorrow?

Tom: No, not yet. How about you?

Rita: Not yet. Maybe we can call each other to talk about it.

Tom: That's a great idea! I'll give you my number.

SPEAKING STRATEGY

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



GOAL CHECK Start a Conversation

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

classes foods movies travels your idea _____

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

Yes, I took an art class with her.

D

GOAL Discuss Endangered Languages**Reading** 10 (Optional)**A** In pairs, discuss the questions.

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

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

1. Most people in the world speak a “large” language with many speakers.
2. We will not lose any more languages in the future.
3. Few people are learning the Maori language.
4. Technology is a danger to languages.

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

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

D What do the following numbers refer to in the article?

7,000 230 500,000

**GOAL CHECK**

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

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

Endangered Languages

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

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

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

Technology could be another way to save endangered languages. National Geographic's Enduring Voices project has created “Talking Dictionaries” - the recorded voices of people communicating with each other. All of them are fluent speakers of **endangered** languages. And because these dictionaries are available to anyone on the Internet, people now and in the future can learn some of the vocabulary, greetings, and grammar rules of past languages.

extinct (adj) a language is extinct when it has no living speakers

rhythm (n) a regular series of sounds or movements

calf (n) a young cow

endangered (adj) in danger of soon becoming extinct



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

E

GOAL Give Examples

Communication

A Discuss the questions in pairs.

1. Look at the box. Which ways to learn English have you used?
2. Which has been the most helpful to you?

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

B Read the information.

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

C Discuss the questions in pairs.

1. What technologies are mentioned in **B**? Which ones have you used? How?
2. How might you use those technologies for learning English? Give examples.
3. What kinds of technology might be the most and least helpful for you? Why?

Writing

WRITING SKILLS: Giving Examples

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

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

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

D Complete the paragraph.

There are several things one can do to learn a new language. First, an app for video chats, such as _____, can be helpful as it allows you to practice speaking with others in a real-life setting. Second, you can work on improving your vocabulary. For example, I like to use _____ to learn new English words about different topics. It's also a good idea to use the new words in speaking and writing as much as possible. Moreover, it's important to read something every day in the language you are learning. For instance, _____ are all good sources of information for language learners. In addition, don't forget to talk with people who can help you, such as _____. They can give you valuable advice on language learning. Finally, remember that practice makes perfect. Don't worry about making mistakes and just keep practicing the language until you feel comfortable using it to communicate.

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

Do	Don't
Find fun ways to practice the language (e.g., use an app that seems like a game)	Spend all your time reading (e.g., news report)

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

high school students young children older people with free time	tourists planning to visit another country people planning to study abroad ...
---	--

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

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

Good point! High school students can also learn a language by taking part in exchange programs.



GOAL CHECK Give Examples

Write a paragraph (150–180 words) in your notebook to discuss things you do and don't recommend for language learning. Use your notes in **E**.

Watching movies is a great way to practice English.

Look at the photo and answer the questions:

- 1** Is it important that a city be beautiful?
- 2** Does your city have landmarks like bridges and rivers?



Aerial view of Vinh Tuy Bridge
and Hà Nội cityscape at night

UNIT 3 GOALS

- A. Make Predictions about Your City or Town
- B. Explain What Makes a Good Neighborhood
- C. Discuss the Reasons for Moving to the City
- D. Evaluate Solutions to a Problem
- E. Explain What Makes a Good City

A

GOAL Make Predictions about Your City or Town**Vocabulary****WORD FOCUS****Compound nouns**

A compound noun is a noun that is made up of two or more different words. The first part typically states the type or purpose, and the second part states who or what is being named. We can use any part of speech to create a compound noun, not just nouns, as long as it functions as a noun in the sentence. The other parts of speech used to create compound nouns may be adjectives, prepositions, or verbs. Examples of compound nouns: *sidewalk*, *city center*, *greenhouse*...

A Read the article.**Changing Cities**

- By the year 2050, 66% of the people on Earth will live in large cities. Most of them will live in tall **apartment buildings**, so it makes sense to design those buildings in ways that are good for the environment. **Rooftop gardens**, for example, save energy for heating and cooling and are a comfortable place for people to spend time.
- Crossing the street in a big city can create problems. One solution is the “X-crossings” found in Tokyo, Japan, and other cities. There, when the **traffic light** turns red, all of the vehicles must stop. Then, the pedestrians can cross in any direction. Another solution could be **neighborhoods** with more stores and restaurants on every block. This makes it easier for people to walk to the places they need to go.
- In the future, many cities will have many kinds of **public transportation**, like Hong Kong. In addition to cars and taxis, people in Hong Kong use buses, trains, boats, and **streetcars**—all convenient ways to get around the city.

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

1. neighborhoods parts of a city where people live near one another
2. _____ electric vehicles on rails for transporting people
3. _____ a system of vehicles such as trains, taxis, and buses that are used by the public
4. _____ a set of red, yellow, and green lights that help control the traffic
5. _____ large buildings with many apartments
6. _____ gardens on the roofs of buildings

C Do you agree or disagree with the following statements? Discuss in pairs.

1. All apartment buildings should have rooftop gardens.
2. People should use more public transportation.
3. Traffic lights are necessary to reduce the number of road accidents.

Manhattan's High Line Park

Grammar (See Grammar Reference p. 148)

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

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

In the year 2040, ...

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

E Complete the sentences with words from the box.

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

be
enjoy
he
see
want
will

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

enough jobs for everyone
many shops and restaurants
safer ways for pedestrians to cross streets
taller apartment buildings

a larger population
more vehicles and traffic jams
several kinds of public transportation
your idea _____

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

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

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



GOAL CHECK

Make Predictions about Your City or Town

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

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

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

B

GOAL Explain What Makes a Good Neighborhood

Listening

A Discuss these questions in pairs.

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

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

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

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

1. What year did the park start?
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 monthly dinners?

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

PRONUNCIATION: Stressed Syllables Before *-tion* Suffix

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

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

- | | |
|----------------------------|------------------------|
| 1. population | 4. poll u tion |
| 2. transpo r tation | 5. em o tion |
| 3. pronun c iation | 6. att e nction |

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

The population of the city will probably grow.

Conversation

G  13 Close your book and listen to the conversation.

Ben: How do you like living in your neighborhood?

Sarah: Well, it has a lot of beautiful old buildings, but there are some problems.

Ben: Like what?

Sarah: It doesn't have many different stores. There's only one supermarket, so the food is very expensive.

Ben: That sounds like a pretty big problem.

Sarah: It is, but the city is building a new shopping center now. Next year, we'll have more stores.

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

1. What is good about the neighborhood? What is bad?
2. How will the neighborhood be different in the future?

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

Good things in a neighborhood	Bad things in a neighborhood

**Back Bay neighborhood
in Boston, US**



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

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



GOAL CHECK

Explain What Makes a Good Neighborhood

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

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

2. Explain your list to the class.

C

GOAL Discuss the Reasons for Moving to the City**Language Expansion: City Life**

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

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

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

B MY WORLD What public places do you visit in your neighborhood? Are there any places on the list where you have never been to?

Grammar (See Grammar Reference pp. 148–149)

Present Participles

The **present participle** is the *-ing* form of a verb. It has an active meaning and can be used in a present participle clause as a subordinate clause in a sentence. The present participle and the verb in the main clause must have the same subject.

After moving into my new apartment, I'll meet my neighbors.
(= **After I move into my new apartment**, I'll meet my neighbors.)

Use the present participles to describe actions that happen at around the same time.

Turning the corner, she saw a crowded shopping center in front of her.

Use the present participles to explain an action or event.

Being a new resident in the area, John doesn't know the way to the city center.

Present Perfect Participles

The **present perfect participle** consists of the auxiliary *having* and the past participle of a verb.

Having found a new job, I decided to move to the city.
(= **After I had found a new job**, I decided to move to the city.)

Use the present perfect participles to emphasize an action that is completed before the action in the main clause.

Having talked to all the neighbors, they started designing the garden.

Use the present perfect participles to describe a reason or a cause. (This is because the reason or cause happens before the action in the main clause.)

Having developed an interest in acting, she moved to Los Angeles.

Light shining on the busy
city of Bogotá, Colombia

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

1. What will they do after they arrive in Bogotá?
2. What will they do after they check in at the hotel?
3. What will they do after they walk to Plaza Bolívar?
4. What will they do before they eat dinner at a restaurant?
5. What will they do before they leave Bogotá?

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

- **Monday:** Arrive in Bogotá, Colombia at 1:15 p.m.
- Take a taxi to the hotel; check in.
- Walk to the Plaza Bolívar; take pictures.
- Visit the Botero art museum.
- Eat dinner at a restaurant.
- **Tuesday:** Take a bicycle tour of the city; leave the city at 2:00 p.m.

D Combine the sentences using the present participle or the present perfect participle.

1. Sofía lives in a suburb. She enjoys the quiet neighborhood.
2. Sofía will visit the city next Saturday. She will go to the new shopping center with Hana.
3. Hana has finished her class. She is going to have lunch with Sofía.
4. Hana has completed her project. She can visit Sofia in the suburbs.

E Read the summary of Sofía's situation. Rewrite the summary using present participle clauses when possible.

As Sofía lives in a suburb outside the city, she can enjoy the quiet neighborhoods and many green spaces, such as parks and gardens. On the other hand, because Sofía enjoys visiting her friend in the city, she is thinking about moving downtown. She has not made up her mind yet.

Conversation (Optional)

F  14 Close your book and listen to the conversation. Where does each speaker live?

Sofía: What a great day it's been!

Hana: I agree! When will you come downtown to visit me again?

Sofía: Maybe I'll come next Saturday. I want to see the new shopping center.

Hana: That sounds good, but I have my yoga-in-the-park class on Saturday mornings.

Sofía: Will you be free after you finish class?

Hana: Yes. We could have lunch before we go to the shopping center.

Sofía: Great! It sounds like another perfect day in the city.

Hana: And maybe I can visit you in the suburbs soon.

G Replace the time clauses in the conversation with present participles if possible. Then practice the conversation in pairs.



GOAL CHECK

Discuss the Reasons for Moving to the City

In small groups, discuss the reasons why people move to the city.

When moving to the city, people can have a greater chance of finding a job.

D GOAL Evaluate Solutions to a Problem

Reading 15 (Optional)

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

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

- B** Scan the reading to find the information.

1. The name of a person: _____
2. The title of a book: _____
3. The names of three cities: _____

- C** Read the article. Circle the correct options.

1. Walking in cities can be _____.
a. slow b. fun c. dangerous
2. Engwicht wants cities to be better for _____.
a. pedestrians b. vehicles c. tourists
3. Nowadays, people have _____ contact with their neighbors.
a. more b. less c. online
4. _____ is working to make its streets safer.
a. Brisbane b. Boston c. Tokyo

- D** What do the following words refer to in the article?

1. them (paragraph 2)
2. this (paragraph 3)
3. it (paragraph 5)

- E** Discuss the questions in pairs.

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

✓ GOAL CHECK

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

_____ more or better crosswalks
_____ lower speed limits
_____ fewer cars in the city
_____ more or better sidewalks
_____ (your idea)



Streets for People

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

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



People walking down the Shibuya Crossing, one of the world's busiest crosswalks, in Tokyo, Japan

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

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

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

accident (n) something harmful or unpleasant that happens by surprise

sidewalk (n) a path with a hard surface along the side of a street

crosswalk (n) a place where drivers must stop to let pedestrians cross a street

lane (n) a part of a street that is marked with painted lines

permit (n) an official document that allows you to do something

E

GOAL Explain What Makes a Good City

Communication

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

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

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

People spend time outdoors on sunny days.

And they might get more exercise.

B MY WORLD Answer the questions in pairs.

1. Which of the items from the chart in **A** does your neighborhood have?
2. How or why those items make city life better?
3. What can be done to improve life in your neighborhood?

Writing

WRITING SKILLS: Topic Sentences

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

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

A good topic sentence helps the reader understand your ideas.

People rowing
boats and cycling
in Central Park,
New York



C Read the paragraph.

^{main idea} Green spaces ^{controlling idea} increase the quality of life in cities. Parks, beaches, and other green spaces are good places to be active. Every morning, a lot of people go jogging, do yoga, play badminton, or walk in the park. In the afternoon, beaches are the favorite places to watch sunset for others. Playing sports and doing other kinds of recreation help people in cities stay healthy. **Furthermore**, these spaces give people contact with nature. Seeing green plants and hearing birds in the trees are pleasant breaks from a noisy city. Therefore, green spaces are good not only for people's physical health but also for their mental health. **Moreover**, because they are good places for special events, green spaces can make communities stronger. Hearing a concert in the park with friends and neighbors, for example, is a great way to enjoy city life. Though the busy life in cities may make it hard for people to know even their next-door neighbors, green spaces provide great opportunities to meet other people, while at the same time enjoying a positive atmosphere.

WRITING NOTE

The words **furthermore** and **moreover** can show that you are moving on to the next idea.

D Discuss the questions in pairs.

1. Where is the topic sentence located?
2. What are the three ways green spaces increase the quality of life?
3. What other details does the writer include?

E Choose the best topic sentence for the paragraph below.

- a. My city has numerous good places to work.
- b. The national university is located in my city.
- c. Good schools are one of the best things about my city.

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



GOAL CHECK Explain What Makes a Good City

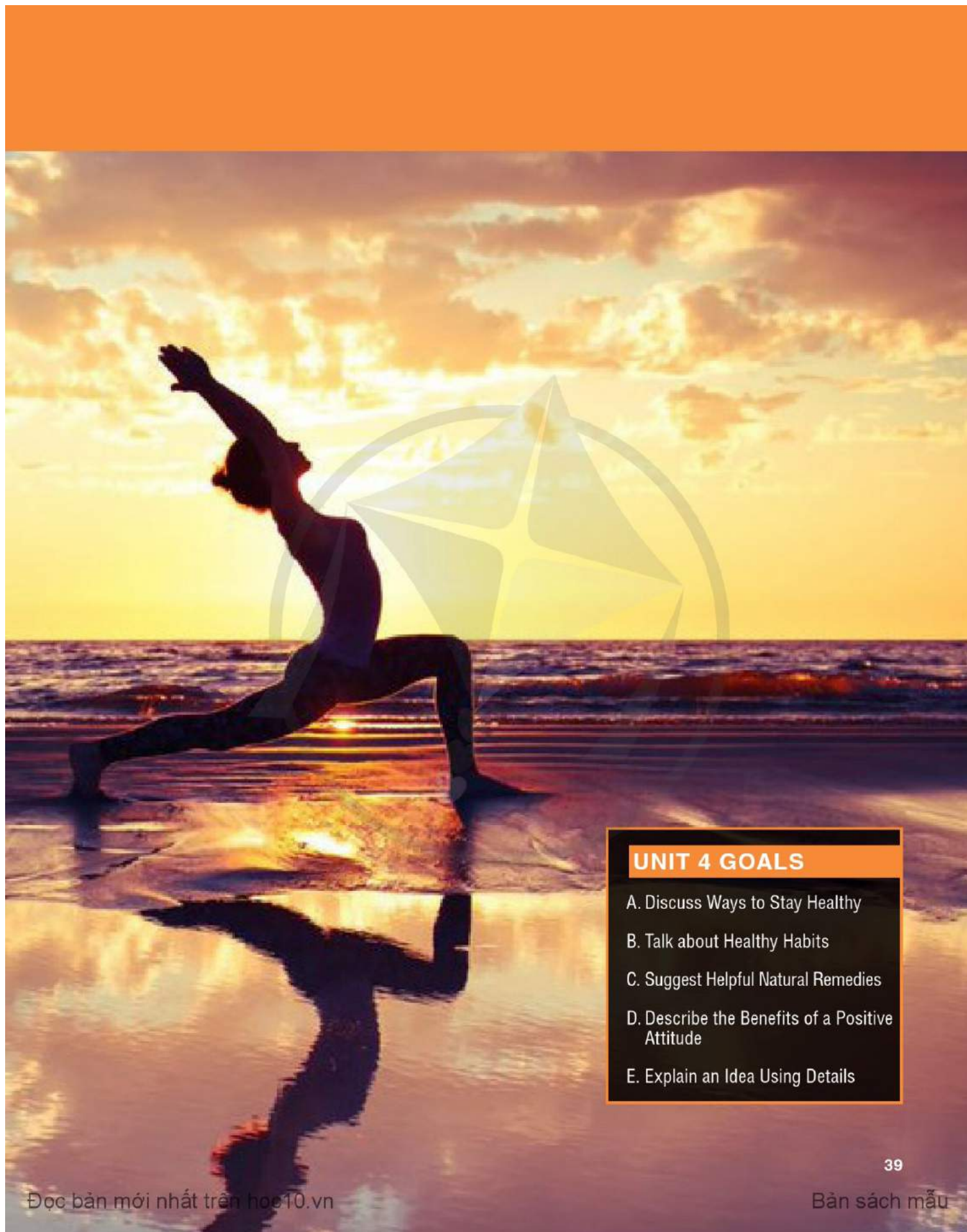
1. In your notebook, write a passage (150–180 words). Remember to start the passage with a good topic sentence and end it with a brief conclusion.
 - Choose one of the items from the chart in **A**.
 - Explain how or why it makes city life better.
2. In pairs, share your ideas about how or why these things make city life better.

The Body

Look at the photo and answer the questions:

- 1** What words could you use to describe the photo?
- 2** How does this kind of activity keep people healthy?

A woman practices yoga at sunrise.

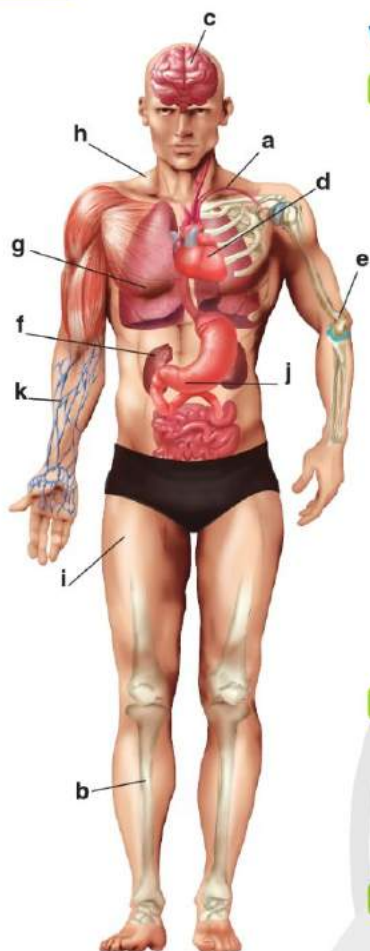


UNIT 4 GOALS

- A. Discuss Ways to Stay Healthy
- B. Talk about Healthy Habits
- C. Suggest Helpful Natural Remedies
- D. Describe the Benefits of a Positive Attitude
- E. Explain an Idea Using Details

A

GOAL Discuss Ways to Stay Healthy



Vocabulary

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

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

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

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

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

C In pairs, discuss the functions of different body parts. Use the information in **A** to help you.

The brain controls our actions and thoughts.

Grammar (See Grammar Reference pp. 149–150)

Gerunds Used as Subjects or Objects

As subjects

Gerunds can be used as subjects. Remember to use a third-person singular verb after a gerund.

Running is great fun.

Playing basketball with friends helps me relax.

As objects of verbs

Gerunds can be the object of certain verbs, such as *avoid, enjoy, hate, like, mind, practice, quit, suggest...*

The team practiced **kicking**.

We should avoid **being** stressed.

The doctor suggests **eating** healthy food.

As objects of prepositions in a sentence

Gerunds can follow a preposition in the sentence to provide more information.

He is good at **jogging**.

They are interested in **playing** basketball.

The interview is about **getting** enough sleep.

D Complete the sentences with the correct form of the verbs in parentheses. In which sentences are the gerunds used as subjects?

- _____ (walk) for exercise is better than _____ (run).
- We should always avoid _____ (stay) up late.
- _____ (get) enough sleep is as beneficial as _____ (get) enough exercise.
- Everyone should learn about the importance of _____ (eat) healthy food.
- People are more interested in _____ (keep) fit these days.
- The doctor emphasizes _____ (drink) plenty of water every day.

E Do you agree or disagree with the statements above? Discuss in pairs, using gerunds in your sentences.

I agree. Walking is easier on the knees.

Communication

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

contacting with friends & family
playing sports
sleeping 7–8 hours

eating fruits & vegetables
reading a good book
taking a walk

Yes, but running gives me a better workout.

Ways to Stay Healthy		
Daily Life	Exercise Routine	Others

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



GOAL CHECK Discuss Ways to Stay Healthy

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

I practice _____.

I avoid _____.

_____ can help me keep fit.

I practice swimming twice a week.

That's a good idea. Swimming helps keep you in shape.

B

GOAL Talk about Healthy Habits

Listening

A Discuss the questions in pairs.

1. Is it important to eat healthy food?
2. What else can you do to stay healthy?

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

1. Exercise _____
2. Diet _____
3. Healthy genes _____

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

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

- What kind of exercise do you get? How often?
- What do you usually eat?



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

PRONUNCIATION: Elision of /t/, /d/, and /r/ sounds

18 Elision occurs when a sound disappears from a word. In the following examples, the /t/, /d/, or /r/ sound at the end of one word is deleted (or “swallowed”) because the next word starts with the same sound.

Watching a sunset is **more relaxing** than watching TV.

My sister **bought tomatoes** for her diet yesterday.

I swim **and do** yoga to keep fit.

E **19** Listen to the sentences. Notice how the sounds are linked. Listen again and repeat.

1. Do you consider running a healthy activity?
2. My brother kept talking about the importance of healthy habits.
3. Those children hate taking medicine.
4. This is the best tea for your stomach.
5. They avoid doing tiring physical exercises.

Communication

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

___ bread ___ fruit ___ meat ___ vegetables ___

___ running ___ swimming ___ walking ___ yoga ___

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

But is meat healthier than vegetables?



GOAL CHECK Talk about Healthy Habits

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

1. Are the following healthy habits? Why (not)?
2. Which of the habits do you have?
3. Do people have a healthier life now than they did in the past? Why do you think so?

having a balanced diet

doing exercise every day

staying up late

eating spicy food

drinking a lot of coffee

going to the doctors

chatting with friends and family

listening to loud music

eating fast food

spending hours on the Internet

In my opinion, eating spicy food is unhealthy because it's harmful to your stomach.

I think people had a healthier life in the past because they spent more time chatting with friends and family.

Personally, I think listening to loud music is an unhealthy habit because it can damage your ear.

C

GOAL Suggest Helpful Natural Remedies**Language Expansion: Everyday Ailments**

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

A Write the words in **blue** next to their definition.

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

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

B What natural remedies do you know about?

Interesting! Have you tried it?



Grammar (See Grammar Reference p. 150)

Infinitive of Purpose

The **infinitive of purpose** expresses a person's aim or the purpose of action.
Form an infinitive with *to* + the base form of a verb.

You can drink tea with honey **to help** a sore throat.
I use sunscreen **to protect** my skin.

In order to + the base form of a verb is another way to express the infinitive of purpose.

Nikki took an aspirin **in order to lower** her fever.

Use a comma after the infinitive of purpose when it begins a sentence.

To stop hiccups, I drink a glass of water.

C Match the actions with the purposes.

- | | |
|--------------------------------------|--|
| 1. Get plenty of sleep at night ____ | a. to help them fall asleep. |
| 2. Eat fruits and vegetables ____ | b. to find out the best remedy for your problem. |
| 3. Take a nap ____ | c. to feel rested during the day. |
| 4. Give children warm milk ____ | d. to make your muscles stronger. |
| 5. Ask your doctor questions ____ | e. to get enough vitamins in your diet. |
| 6. Lift weights ____ | f. to cure a headache. |

Conversation (Optional)

D 20 Close your book and listen to the conversation. What remedies for fatigue 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.

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



GOAL CHECK Suggest Helpful Natural Remedies

Join another pair. Follow the steps.

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

We sometimes have insomnia.

You could read for a while to relax.

D

GOAL Describe the Benefits of a Positive Attitude

Reading 21 (Optional)

A Tell a partner what makes you feel a lot of stress.

going to the doctor or dentist	meeting new people	speaking to a group
taking an important exam	traveling by car, plane, etc.	your idea _____

B Read the text. Circle the correct options.

- What is the main idea of the text?
 - Common sources of stress in modern life
 - The importance of attitude in dealing with stress
 - Helping others as an enjoyable activity
- What was true about the study at the University of Wisconsin?
 - Researchers asked questions about the participants' beliefs about stress.
 - All of the participants were alive eight years later.
 - Its number of participants was the highest among three studies.
- Which study focused on stress and the interaction between people?
 - The University of Wisconsin study
 - The Harvard University study
 - The University of Buffalo study

C Circle **T** for *true* or **F** for *false*. Then correct the false statements to make them true.

- | | | |
|--|----------|----------|
| 1. For the University of Wisconsin study, participants were asked two questions. | T | F |
| 2. The way you think about stress affects how your body reacts to stress. | T | F |
| 3. Stress always causes blood vessels to become narrower. | T | F |
| 4. People who had a lot of contact with others had a higher risk of dying. | T | F |

D Complete the list of dos and don'ts with information from the article.

- Don't believe that _____.
- Do believe that signs of stress _____.
- Do spend a lot of time _____.



GOAL CHECK

Form a small group with 2–3 other students. Discuss the questions.

- What do you remember about the three research studies?
- In each study, why were the participants' attitudes important?
- Talk about a time when a positive attitude helped you in some way.



Attitude Is **Everything**

Kelly McGonigal is a health psychologist with some good news: Stress may not be the **enemy** of good health. McGonigal came to this conclusion after looking at three important health studies. In the first study, researchers at the University of Wisconsin asked 30,000 adults how much stress they had experienced. They also asked whether the **participants** thought this stress was harmful to their health. Eight years later, one group of participants was 43% more likely to have died—the people who had a lot of stress and believed that stress was bad for them. Those who had a lot of stress but did not believe it was harmful actually had the lowest risk of dying!

According to McGonigal, the way we think about stress is important. In fact, our mind and attitude can have beneficial effects on our health. In a study at Harvard, researchers taught participants to believe that signs of stress—a faster heartbeat, for example—were the body's

way of preparing them to meet a challenge. Under stress, most people's blood vessels become narrower. That makes it harder for blood to flow, but the blood vessels of the study participants stayed open and relaxed, simply because they thought about stress in a different way.

McGonigal also points to a study of the connection between stress and human contact. Researchers from the University at Buffalo studied people who had experienced very stressful events. Surprisingly, if they had spent a lot of time helping others, they had no increased risk of dying. It seems that enjoyable activities such as giving a friend a ride or babysitting a neighbor's child can help us stay healthy even under stress.

enemy (n) the person(s) on the opposite side in a struggle

participant (n) a person who volunteers for a research study

Appreciating the beauty
of nature can help foster a
positive attitude.

E

GOAL Explain an Idea Using Details

Communication

A Describe a time when you got sick. Answer the following questions:

1. When was it?
2. How did you feel at the time?
3. How did you get better?

B Discuss the questions in pairs.

1. How can a sick person make other people sick? Think of three ways.
2. The last time you got sick, how do you think you caught the illness?

C In pairs, discuss how each action can prevent the spread of disease. Add your own idea.

covering your nose and mouth
staying home when you're sick
washing your hands often

exercising and eating healthy foods
using clean dishes for eating and drinking
your idea _____

Coughing or sneezing
sends germs into the air.

Washing your hands removes
germs from your skin.

Yes, and other people
breathe in the germs.

I always wash my
hands before I eat.

A sneeze in slow motion

Writing

WRITING SKILLS: Using Supporting Details

A good topic sentence gives the main idea of a paragraph. In addition, a good paragraph includes details to support, or give more information about the main idea.

Some types of supporting details:

descriptions

examples

explanations

facts

reasons

D Underline the topic sentence in the following paragraph. Then answer the questions below.

Although there are several ways to prevent the spread of disease, staying home when you are sick may be the best way. First, when you stay home, the germs in your body are kept in your own room or home only. Therefore, no one at school or at work has contact with your germs. It is also easier to clean your home of the germs than a public place. Moreover, when you are sick, covering your mouth when you cough at the school or workplace may be less effective than staying at home. Some of your germs are still sent into the air when you talk and breathe. Finally, washing your hands after every cough or sneeze may be the least effective way to keep other people healthy. Even with a portable hand sanitizer, it may not be possible to clean your hands that many times in a day and you may also be distracted a lot in doing so.

1. What is the topic of the paragraph? (i.e., What is the paragraph about?)

2. What is the controlling idea? (i.e., What does the paragraph say about the topic?)

E Complete the chart with supporting details from the paragraph in D.

Reason to stay at home when sick	Reason why covering one's mouth is less effective	Reason why washing one's hands often may be the least effective



GOAL CHECK Explain an Idea Using Details

1. Choose one of the topics and write a paragraph (150–180 words) about it. Use your own ideas. Remember to include a good topic sentence and a few details to support it.

exercise

having a positive attitude

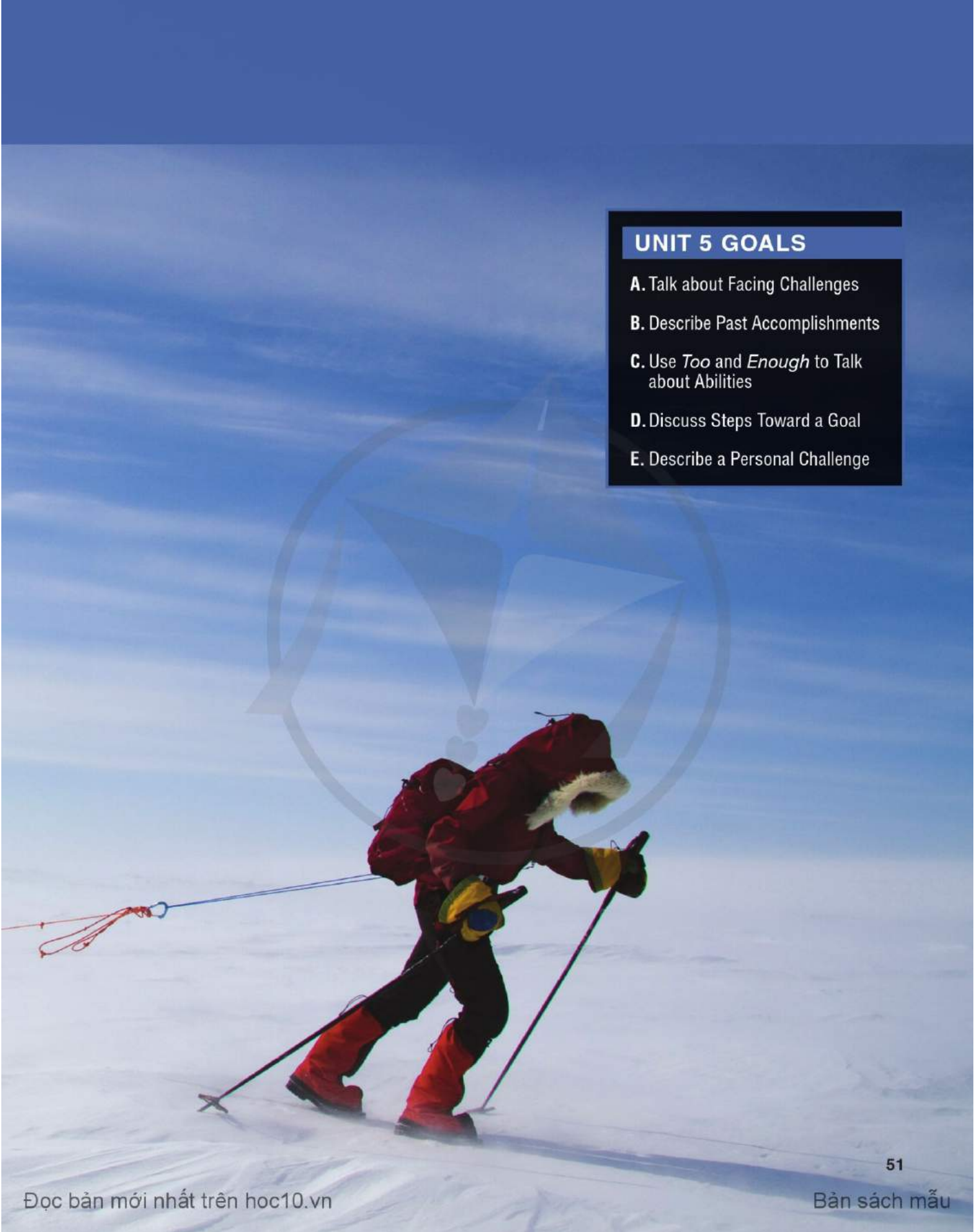
healthy foods

2. In pairs, follow the steps.
 - Tell your partner about your paragraph. Which topic did you choose, and why?
 - Talk about your main idea and the details you included.

National Geographic Explorer
Sarah McNair-Landry
exploring the Northwest
Passage of Canada

**Look at the photo and
answer the questions:**

- 1** What phrase best describes this photo?
- 2** What do you think of when you hear the word *challenge*?



UNIT 5 GOALS

- A. Talk about Facing Challenges
- B. Describe Past Accomplishments
- C. Use *Too* and *Enough* to Talk about Abilities
- D. Discuss Steps Toward a Goal
- E. Describe a Personal Challenge

A

GOAL Talk about Facing Challenges

Vocabulary

A Read about two people's challenges.

REAL LANGUAGE

If something **makes you feel alive**, it makes you happy and full of energy.

Physical Challenge

I absolutely love **challenges**! Doing something difficult makes me feel alive. Recently, I set a **goal** for myself: To run a marathon and make it to the finish line. I trained almost every day before the marathon, and I felt like I was making **progress** toward my goal. Last month, I **achieved** the goal with a competitive time!

Mental Challenge

Although it might not **seem** like a **significant** challenge to some people, reading is quite difficult for me, especially when I need to do a lot of it. Last year, I **convinced** my parents to hire a reading tutor to help me. I learned ways to **deal with** large amounts of reading homework, and I hope the **result** will be better grades this year.

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

1. goal a target you hope to reach
2. _____ something new or different that requires effort
3. _____ introduces a statement with a contrast
4. _____ succeeded in making something happen
5. _____ large enough to be important
6. _____ improvement over time
7. _____ something that happens because of something else
8. _____ to give an impression or appear a certain way
9. _____ to manage or handle a situation well
10. _____ persuaded someone to do something

C MY WORLD What are your goals for the next five years? Are the goals significant to you? What challenges may you have to overcome to achieve your goals?

Marathon runners in Montreal, Canada



Grammar (See Grammar Reference pp. 150–151)

The Past Continuous vs. The Simple Past; Subordinating Conjunctions: *When* and *While*

Use the past continuous to talk about something that was in progress at a specific time in the past. Form the past continuous with <i>was / were</i> + the <i>-ing</i> form of a verb.	I saw Sasha at the library yesterday. He was working on his assignment. We weren't watching a movie at 8:00 last night. We were studying for a test.
Use the simple past to talk about completed actions or situations.	Edmund Hillary and Tenzing Norgay climbed Mount Everest.
Use subordinating conjunctions to join two clauses together. They make one clause dependent upon the other. Subordinating conjunctions <i>when</i> and <i>while</i> connect two actions taking place at one time. Use <i>when</i> for an action in the simple past and <i>while</i> with the past continuous to say that something happened when another event was in progress.	It was raining very hard when Rita crossed the finish line. Sara got a text message while she was talking with her professor.
Use a comma after a time clause when it begins a sentence.	While Ben was writing his paper, the computer stopped working.

D Complete each sentence with *when* or *while*.

- Martina was looking for a job _____ I met her for the first time.
- The mountain climbers were resting _____ the storm began.
- My phone rang six times _____ I was working on my project.
- _____ he was visiting Quito, Justin practiced his Spanish.

E Complete the sentences. Use the simple past or past continuous form of the verbs.

- Yesterday, I _____ (convince) my best friend to compete in a 5k race.
- Maria _____ (deal with) health problems when she quit her job last October.
- My parents _____ (look) for new jobs when they met.
- The professor _____ (seem) tired in class last week.
- We _____ (make) progress with the project when the class ended.
- At the gymnastics competition, Leo _____ (achieve) the highest score.



GOAL CHECK Talk about Facing Challenges

Tell a partner about a challenge you have faced in your life.

- What was happening in your life at that time?
- What did you do? Do you think you dealt with the challenge well?

My father lost his job last year while studying for exams.

That's awful! What did you and your family do?

B **GOAL** Describe Past Accomplishments

Listening

A Read the information in the box. Discuss the questions in pairs.

Dr. Jenny Daltry: Wildlife Conservationist and Ecologist

Cambodian Crocodile Conservation Programme
Antiguan Racer Conservation Project
Sustainable Lansan Project

1. What do you think it means to *conserve* wildlife?
2. What kinds of wildlife do you think Jenny Daltry is interested in?
3. What kinds of challenges do you think Jenny Daltry might face in her work?

WORD FOCUS

If an animal is **endangered**, its population is so small that it might die out. An animal is **extinct** when none of its kind is alive.

B  22 Listen to the conversation. Circle the correct letter.

1. What is the man working on?
a. a conservation project **b.** a presentation assignment
2. What did Daltry convince people in Cambodia to do?
a. to care about the crocodiles **b.** to kill fewer crocodiles
3. What causes problems for the Antiguan Racer snakes?
a. progress on the island **b.** people, rats, and bad weather
4. What will Tim probably talk about next?
a. other things he learned about besides crocodiles and snakes
b. other people he wrote about in his presentation

The Siamese crocodile is one of the species Dr. Jenny Daltry is working to protect.



C 22 Listen again. Complete the statements with two or three words you hear.

1. The assignment is to learn about someone who _____.
2. As a result of Daltry's work, the Cambodian government decided to protect _____ acres of forest.
3. She saved _____, and it's an animal that most people don't even like.

WORD FOCUS

To **achieve a goal** means to succeed in doing something you hoped to do.

An **accomplishment** is something special that you achieve.

D 23 Listen to these words that end in *-ed*.

PRONUNCIATION: Words that End in *-ed*

/t/	/d/	/ɪd/
help helped	listen listened	start started

E 24 Listen, repeat, and check (✓) the column of the sound made by the *-ed* ending.

Present	Simple Past	/t/	/d/	/ɪd/
convince	convinced	_____	_____	_____
protect	protected	_____	_____	_____
discover	discovered	_____	_____	_____
need	needed	_____	_____	_____
close	closed	_____	_____	_____
walk	walked	_____	_____	_____

F Write down ten regular present verbs that end in /t/ or /d/. Say a verb. Ask your partner to say it in the past.

Communication

G Use the ideas in the box to talk about Jenny Daltry and her accomplishments. Remember to pronounce verbs that end in *-ed* correctly.

convince people to care for crocodiles	discover a group of crocodiles
save a kind of snake in the Caribbean	try different ways to get <i>lansan</i> tree sap
walk into areas of Cambodia	work on three conservation projects



GOAL CHECK Describe Past Accomplishments

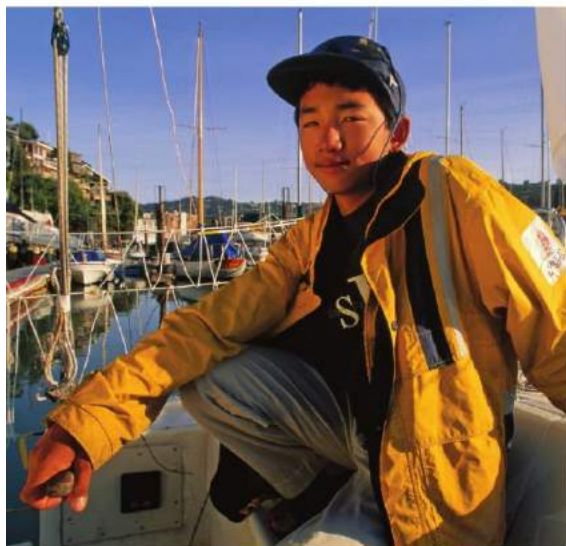
1. In your notebook, write notes about something you achieved and how you achieved it.
2. Tell a partner about your accomplishment. Give details about how you did it and how you felt.

I practiced a lot, and now I play the violin pretty well.

C

GOAL Use *Too* and *Enough* to Talk about Abilities

Language Expansion: Phrasal Verbs

A Read the article.

Subaru Takahashi,
the youngest
person to sail
alone across the
Pacific Ocean

Subaru Takahashi was only 14 years old when he **set out** on an amazing adventure. His goal was to sail from Tokyo to San Francisco—alone. Subaru **grew up** near the sea and loved sailing. His parents thought he was old enough to sail alone, and they helped him buy a boat. He left on July 22. At first, the trip was easy. Then, after three weeks, his batteries **broke down**, so he didn't have any lights. He had to **watch out** for big ships at night, because it was too dark to see his boat. Five days later, his radio stopped working. Subaru was really alone then, but he didn't **give up**. His progress was very slow, but he **kept on** sailing. He almost **ran out of** food, and he was not fast enough to catch fish. He **put up with** hot sun and strong wind. On September 13, Subaru sailed into San Francisco. He was the youngest person ever to sail alone across the Pacific Ocean.

B Match each phrasal verb in blue with its meaning.

- | | |
|----------------------|---|
| 1. <u>d</u> set out | a. accept something bad without being upset |
| 2. _____ give up | b. change 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 |
| 8. _____ break down | h. stop working |

C MY WORLD Would you have been brave enough to sail across the ocean alone at the age of 14? What brave things have you done in your life? Discuss in pairs.

Grammar (See Grammar Reference p. 151)**D** Read these sentences and the questions that follow. Circle **Y** for yes or **N** for no.

- | | |
|---|--------------|
| 1. "He was <u>old enough</u> to sail alone." | |
| Could he sail alone? | Y N |
| 2. "He was <u>not fast enough</u> to catch fish." | |
| Could he catch fish? | Y N |
| 3. "It was <u>too dark</u> to see his boat." | |
| Could people see his boat? | Y N |

Enough, Not Enough, Too + Adjective

adjective + <i>enough</i> = the amount that you want	He was old enough to sail alone.
<i>not</i> + adjective + <i>enough</i> = less than the amount that you want	He was not fast enough to catch fish.
<i>too</i> + adjective = more than the amount that you want	His boat was too dark to see.

E Complete the sentences. Use *enough*, *not enough*, or *too*, and the adjective.

1. Subaru's boat was _____ (big) for two people.
2. A boat is _____ (expensive) for me to buy because I don't have much money.
3. Crossing the ocean alone is _____ (difficult) for most people to do.
4. My parents say I'm _____ (old) to travel alone. I have to wait until I'm 18.
5. I think Subaru's trip was _____ (dangerous) for a young person. His parents should not have let him go alone.
6. A trip to San Francisco by plane is a fun adventure, and it's _____ (safe) for my family and me. Maybe we'll go there for our next vacation.

Conversation (Optional)

F  25 Close your book and listen to the conversation. What does Lisa need to do before she can climb the mountain?

Lisa: Do you know what I want to do next summer? My goal is to climb Black Mountain.

Mari: Are you serious? Black Mountain is too hard to climb. Don't you need special equipment?

Lisa: I already asked about it. I just need good boots.

Mari: And you're not strong enough to climb a mountain!

Lisa: You're right, I can't do it now. But I'll go hiking every weekend. Next summer, I'll be fit enough to climb the mountain.

Mari: Well, I like hiking. I'll go with you sometimes!

SPEAKING STRATEGY

You can show surprise in an informal conversation by saying **Are you serious?** or **Are you kidding me?**



GOAL CHECK

Use *Too* and *Enough* to Talk about Abilities

Write down six things you want to do. In pairs, discuss whether you can do these things now. Are you old enough to do them? Are they affordable or too expensive?

D **GOAL** Discuss Steps Toward a Goal

Reading 26 (Optional)

A MY WORLD Do you like to do things in nature while traveling? Share your ideas in small groups.

B Read the article. Answer the questions.

1. How do shrimp ponds threaten Tràm Chim National Park?

2. What are some examples of ecotourism services at Tràm Chim?

3. Do you think the farmers and the tourists can understand one another? Why?

C Match the words with the correct definitions.

- | | |
|-------------------|---|
| 1. ____ pond | a. (tourists) staying in the home of a local family |
| 2. ____ homestay | b. occurring at night |
| 3. ____ dinghy | c. a small body of still water |
| 4. ____ heron | d. a small boat |
| 5. ____ nocturnal | e. a large fish-eating bird |

D Work with a small group. Discuss the questions.

1. What do you think local people need to participate in ecotourism?
2. What are some possible challenges for them in providing ecotourism services?
3. Would you like to visit Tràm Chim National Park sometime? What could you do to help people there?

GOAL CHECK

Follow the steps with your group.

1. What problem is everyone in your group concerned about? It might be a global problem or a local problem in your country or city.
2. What is a realistic solution to your problem?
3. What are 3–4 steps you could take toward realizing your solution? Make a list.

Living Happily Together: Tràm Chim

Tràm Chim—a national park in Đồng Tháp Province, Việt Nam—was established in 1999 to preserve the valuable **submerged inland ecosystem**. It is home to many fish and plant species, and a frequent destination for birds such as red-crowned cranes and herons.



Bản sách mẫu

Unfortunately, human activities around the park are threatening it. More and more shrimp ponds are being constructed. While bringing money to farmers, they prevent fertile floodwater of the Mekong River from entering the park. The lack of nutrients in the water, together with the common practice of overfishing and cutting down trees in the park, has put a large number of species in danger.

The local government has found a solution to this problem in ecotourism. Together with a number of national and international organizations, they are persuading local residents to make a living from the park in a more sustainable way. Families receive training and equipment to provide tourists with

homestay services and local specialties. They also row wooden dinghies to bring tourists into the park for birdwatching during the day or to enjoy a rare experience of nocturnal sounds after sunset.

It is not easy for these farmers to turn into hosts and guides, though. To talk to foreign tourists, for example, they have to use body language frequently due to the language barrier. Luckily, those conversations end with hearty laughter most of the time. It may be hard for the farmers, but they are willing to learn how to make themselves, the tourists, and the park happy altogether.

submerged inland ecosystem (noun phrase) the ecosystem of an underwater area within land boundaries

Red-crowned cranes in Tràm Chim National Park, Đồng Tháp Province, Việt Nam



E

GOAL Describe a Personal Challenge**Communication**

A Describe a challenge that you had to face in life. In pairs, answer the following questions:

1. What was the challenge?
2. When did you face that challenge?
3. What did you do to overcome it?

B People face challenges for different reasons, but there is usually some reward when they accomplish their goal. What are three or four challenges in life that cannot be avoided? (For example, it can be a challenge to get along well with all of our family members or neighbors.) What are the rewards if we face those challenges? Discuss these questions in pairs.

C Tell your partner about two or three challenges in your life that you chose for yourself. Why did you choose to do those things?

Writing**WRITING SKILLS:** Using Specific Information and Conjunctions

When you describe something in writing, specific information helps your reader imagine and understand your ideas. The more interesting your details are, the more your writing will engage your reader. Specific information might include:

- dates or times
- descriptions
- locations
- people's reactions
- step-by-step actions

Besides subordinating conjunctions like *when* and *while*, you could also use many other conjunctions to join words, phrases, or clauses in a sentence. Examples of conjunctions in writing are *and*, *or*, *but*, *because*, *although*, *so*, and *after*. Conjunctions can be used to give more information, alternatives, reasons, results, or unexpected information.

Hi,

How are you and your family? I hope you're doing well. I'm also fine here. Let me tell you about a challenging experience I've had recently.

You know, I just got a part-time job as a babysitter. On Saturday afternoon, Adam, the first kid I babysat, got bored quickly. First, he complained about the food, the milk, **and** the toys I gave him... **After** he complained about everything, he cried loudly for several minutes. I felt nervous **because** he was very noisy. **Although** I didn't know how to deal with a bored five-year-old boy at first, I thought I should do something. So, I had an idea. I went into the kitchen and came back with a big bowl of apples, pears, and bananas. **When** Adam saw the fruits, he looked surprised and stopped crying! That's how I managed to overcome the first challenge in my part-time job.

What about you? Have you had any challenging experiences? Write back and let me know.

Love,

Jane

D In pairs, rank the information from 1 (most specific) to 3 (least specific). Discuss your reasons.

1. _____ children _____ two-year-old boys _____ two-year-olds

2. _____ vehicles _____ airplanes _____ transportation

E Circle the correct conjunction to complete each sentence.

1. *And / Or / But / Although* the employees made a lot of effort, the company didn't make a good profit last year.

2. I'm focusing on my English study *so / because / but / when* I want to work as an interpreter in the future.

3. She is a very bright student, *or / when / but / so* she should be aware that she still has a lot of things to learn.

4. Bob wants to stay in shape, *so / because / when / although* he goes running every day.

5. *Or / Although / After / And* he graduated from high school, he went to America to continue his studies.

F Choose one of the challenges you told your partner about in **A**. Follow the steps.

1. In your notebook, write one sentence to describe the challenge.

2. Under the sentence, list key words about what happened. How did you face the challenge? What happened after that?



GOAL CHECK Describe a Personal Challenge

1. Use your sentence and notes from **F** to write an email (150–180 words) to Jane, telling her about a challenging experience from your own life. Start with the topic sentences below or write your own. Then, add details with interesting, specific information. Use conjunctions where appropriate.

Hi Jane,

It's been a while since I last heard from you. I'm having a great time here with my family.

Let me tell you about a challenging experience from my own life. When I was _____ years old, I decided to _____

It was a challenge because _____

Lots of love,

2. Read your email aloud to a small group. After each person has finished reading, tell him or her which information was interesting to you. Ask questions.

Transitions

Look at the photo and answer the questions:

- 1** What is happening in the photo?
- 2** What are some important transitions in life?



**Kosavar Bosnian bride
preparing for traditional
wedding in Donje
Ljubinje located in the
Shar Mountains between
Kosovo and Macedonia**

UNIT 6 GOALS

- A.** Talk about Different Stages in Your Life
- B.** Talk about the Best Age to Do Something
- C.** Ask Questions to Get More Information
- D.** Discuss Changes Caused by Technology
- E.** Describe an Important Transition in Your Life

A

GOAL Talk about Different Stages in Your Life

Vocabulary

A Read the information.



Night sky observed through a telescope

Nadia Drake is a writer for National Geographic and the daughter of a famous astronomer. As a child, she attended lectures and other **events** with her dad. It may have been her **relationship** with him that **eventually** led her to **develop** her own love of astronomy. Astronomy isn't Drake's only interest, though. She also has a PhD in genetics, and before she earned that degree, she had worked as a professional ballet dancer. Then, she **realized** that writing about science was the **career** she wanted. Once she had chosen this **direction** for her career, many interesting **opportunities** opened up for her. For example, Drake recently wrote an article about a photographer who used cameras to learn about wild rainforest animals in Peru. "This is basically my dream job," she says. The **negative** part of the job might be that her schedule is not very regular. The **positive** part is the writing, so she is happy with the choice she made.

B Write each word in **blue** next to the correct definition.

1. event something that happens
2. _____ good
3. _____ became aware
4. _____ way something is going
5. _____ job or occupation
6. _____ bad
7. _____ grow over time
8. _____ chances to do something
9. _____ connection, friendship
10. _____ finally, after some time

C MY WORLD In your opinion, which of the following affects one's life the most?

personal relationship career opportunities self-development

Grammar (See Grammar Reference pp. 151–152)

The Past Perfect

The past perfect describes a past event that happened before another point of time in the past. Form the past perfect with *had* + the past participle of a verb.

With *before* or *after*, we often use the simple past instead of the past perfect, since the time relationship is clear.

When I met Franz, he **had** already **changed** jobs several times.

Before she started primary school, Luisa **had learned** both Italian and French.

Luckily, my brother **realized** he hated math **before** he declared his major.

D Complete each sentence using the past perfect form of the verb in parentheses.

1. Before Nadia Drake earned her degree, she _____ (be) a ballet dancer.
2. Her father _____ (love) astronomy and Nadia also developed a love for it.
3. The teacher _____ (realize) the topic was difficult, so she explained it carefully.
4. She _____ (plan) to have a different career, but she eventually became a software writer.
5. We weren't surprised when the road changed direction because we _____ (study) the map.

E Discuss the sentences in **D** with a partner. In each sentence, which past event happened first? Which event happened second?

F Interview a partner using these questions and any others you may have.

1. Tell me about a positive experience or event in your life. When did it happen? What had happened before this experience?
2. How did the positive experience change the direction of your life?
3. Tell me about a negative experience or event in your life. When did it happen? What had happened before this experience?
4. What did you realize about yourself after this negative experience or event?

I was in a school play last year. I had been pretty lonely, and it was an opportunity to make friends.

I had always wanted to do the same things as my older sister did, but when I was 6, I learned a hard lesson.

Other questions: _____

G Follow the steps to prepare for an informal presentation.

1. Think about your answers in **F** and prepare to speak about your life for 1–2 minutes.
2. Write key words, dates, and a few other details. Try to use the past perfect and some of the vocabulary words.

Key Words	Dates	Details
_____	_____	_____
_____	_____	_____
_____	_____	_____



GOAL CHECK

Talk about Different Stages in Your Life

Get together with 2–3 other students. Give your presentation and answer any questions your classmates may have. Speak naturally and use your notes only when necessary.

B

GOAL Talk about the Best Age to Do Something

Listening

A Discuss the question in pairs. Add your own idea.

In your opinion, when does someone become an adult? Why

- when they graduate
- when they have a child
- when they have their own home
- when they start their career

B  27 Listen to a conversation between two friends. Circle **T** for *true* or **F** for *false*.

- | | | |
|--|----------|----------|
| 1. The man is helping the woman with her savings plan and her taxes. | T | F |
| 2. The woman hopes to help her parents financially. | T | F |
| 3. The man will help the woman with her finances again next year. | T | F |

C  27 Listen again. Fill in each blank with **NO MORE THAN TWO WORDS**.

- The woman thinks she is an adult because she has finished her _____ and started a career.
- The man has a different idea about adulthood because he grew up in _____.
- The woman thinks her parents _____ her help with money.
- The man has a _____ idea about helping his parents with money.

D In pairs, talk about how people from your culture usually help their parents.

PRONUNCIATION: The Schwa Sound /ə/ in Unstressed Syllables; Elision of Vowels

The schwa sound /ə/ is the most common sound in English. Vowels are often reduced to a schwa in unstressed syllables.

In connected speech, weak vowels, especially the schwa sound, may be left out when they come before /l/, /r/, or /n/.

E  28 Listen and repeat. Circle the unstressed syllables with the sound /ə/.

infant lettuce children population adult

F  29 Listen and repeat. Pay attention to the elision of the schwa sound.

family parent different cultural basicall
memory discovery generally traditional favorite

G In pairs, ask and answer the following question. Use elision where possible.

What's your favorite childhood memory?

WORD FOCUS

Your **finances (n)** have to do with your money.

Other forms are **financial (adj)** and **financially (adv)**.

Conversation

H  30 Close your book and listen to the conversation. How old is Jamal?

Andrea: Did you hear the big news? Jamal is getting his own apartment!

Kim: Seriously? But he's 19! That's too young to get your own place.

Andrea: Oh, I don't know about that.

Kim: Do you think he's old enough?

Andrea: Well, he's mature, and he's had a part-time job since he was 17.

Kim: That's true... but I think he should wait a few years.

Andrea: Really? What do you think is the best age to live on your own?

Kim: I think people should get their own place after they've finished college.

Andrea: That's a good point. I plan to live with my parents while I'm in college.

REAL LANGUAGE

You can say **Oh, I don't know about that** to disagree politely with someone.

I Practice the conversation in pairs. Switch roles and repeat.

J In pairs, use your own ideas to complete the table below in your notebook. Then, write two conversations about Jorge and Melissa using the conversation in **H** as an example.

"Jorge is too old to change jobs."	"Melissa is too young to start her own business."
Age: _____	Age: _____
Reasons why it is or isn't OK _____ _____	Reasons why it is or isn't OK _____ _____
The best age for this is _____	The best age for this is _____

K Read the opinions. How old do you think each person is?

- "He's too old to play soccer."
- "He's too young to travel alone."
- "She's too old to dance."
- "She's too young to drive a car."
- "She's too old to learn a new language."
- "He's too old to get married."

L MY WORLD Tell a partner two things you think you are too old to do and two things you think you are too young to do.



GOAL CHECK

Talk about the Best Age to Do Something

Look at your answers in **K**. Compare answers in pairs and explain your opinions. What is the best age for each of these things? Do you know someone who does these things at an unusual age?

The best age to play any sport is in your teens or twenties.

I don't know—some professional athletes are in their forties!

C

GOAL Ask Questions to Get More Information**Language Expansion: Adjectives for Age**

- A** Do you know someone who fits any of these descriptions? Who are they? Share your answers in pairs. Use the adjectives in the box to help you.

youthful	older, but with the energy of a young person (positive)
childish	older, but acting like a child (negative)
mature	old enough to be responsible and make good decisions
in his / her twenties	between 20 and 29 (also <i>in his teens, thirties, forties, etc.</i>)
middle-aged	not young or old (about 40–60)
retired	stopped working full time (often after 65)
elderly	looking and acting old

family members
friends
neighbors
other people in
your community

- B** Talk with a partner about people you know. How old are they? Describe them with adjectives from **A**.

Grammar (See Grammar Reference p. 152)**How + Adjective or Adverb**

Adjectives give information about nouns.
Use *How* + adjective to ask a question about a descriptive adjective.

A: Lenora is **mature** for her age.

B: **How mature** is she?

A: She's mature enough to babysit my son.

Adverbs give information about verbs.
Use *How* + adverb to ask a question about an adverb.

A: I learn **quickly**.

B: **How quickly** do you learn?

A: I learned to ride a bicycle in one day!

Common adjectives: *young, old, early, clean, happy, difficult, polite, serious*

Common adverbs: *well, badly, often, rarely, quickly, slowly, easily, carefully*

Women at different
stages of life climb
a mountain together.



C Unscramble the questions. Then in pairs, take turns asking and answering the questions.

1. English / how / do / speak / well / you _____?
2. you / how / are / old _____?
3. can / fast / you / how / type _____?
4. you / how / tall / are _____?
5. your / family / how / often / move / does _____?

D Complete the conversations. Write questions using *how*.

1. **A:** I think Mr. Chen is too elderly to live alone.
B: He doesn't look old to me. _____?
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 movie tonight. 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 (Optional)

E  31 Close your book and listen to the conversation. What did Erik get?

- Mrs. Ryan:** My son Erik just got his first credit card.
Mrs. Chen: Is that a good idea? He's still a college student.
Mrs. Ryan: That's true, but he has always been careful with money.
Mrs. Chen: Really? How careful is he?
Mrs. Ryan: He's very careful. In high school, he saved enough money to buy a computer.
Mrs. Chen: Then maybe he is ready to get a credit card.

F In your notebook, write 3–4 adjectives to describe a person you know. Then, write 3–4 things the person does and describe how the person does them.



GOAL CHECK

Ask Questions to Get More Information

In pairs, take turns describing the person you chose in **F** and how he or she does things. Use questions with *How* to get as much information as possible.

My grandmother is quite lovable.
She makes new friends easily.

How easily does she
make new friends?

SPEAKING STRATEGY

Disagreeing Politely

That's true, but...
You're right, but...
I see what you mean, but...

D **GOAL** Discuss Changes Caused by Technology

Reading 32 (Optional)

A MY WORLD In pairs, discuss how these technologies can be used for teaching and learning.

Messaging applications (e.g. Zalo, Facebook Messenger)
Video conferencing tools (e.g. Zoom, Google Meet)
Learning management systems (e.g. Blackboard, Moodle)

B Match the words with the correct definitions.

- | | |
|---|---------------------|
| 1. _____ innovative | 4. _____ engagement |
| 2. _____ interactive | 5. _____ to adapt |
| 3. _____ applications | |
| a. involvement in something | |
| b. to change to suit different situations or uses | |
| c. involving communication between people | |
| d. computer programs | |
| e. new and original | |

C Read the article again. Circle **T** for *true* or **F** for *false*. Make the false statements true.

- | | | |
|---|----------|----------|
| 1. A correspondence course is a form of distance learning. | T | F |
| 2. Students do not go to classrooms when they do distance learning. | T | F |
| 3. In the past, distance learning was more interactive. | T | F |
| 4. Distance learning is not flexible. | T | F |
| 5. Many schools were closed during the COVID-19 pandemic. | T | F |

D Match the communication technologies with their uses in distance learning classrooms.

- | | |
|------------|---------------------------------|
| 1. Zoom | a. creating fun games |
| 2. Kahoot! | b. uploading materials |
| 3. LMS | c. organizing group discussions |



GOAL CHECK

Join another pair and discuss the questions.

1. Do you think the benefits of distance learning are greater than the benefits of face-to-face learning?
2. What are some drawbacks of distance learning?
3. Is distance learning suitable for you?

The Evolution of Distance Learning

Distance learning is not a new approach to instruction and learning. In fact, **correspondence courses**, which are the oldest form of distance learning, have been used for over 150 years. Thanks to the development of technology, distance no longer poses a problem to learning. Students can study anywhere they want without having to be present in the class at all times, which allows them to combine their studies with work or family life.

Advances in digital technologies have provided innovative strategies for teaching from a distance. This has made distance learning more interactive. In the past, distance learning usually included no in-person interaction between teachers and students. However, digital forms of communication have changed the distance-learning environment.

Communication technologies such as messaging applications, video conferencing tools, discussion boards, and learning management systems (LMS) can increase learner engagement. Students can use break-out rooms on the Zoom platform, for example, to work in groups. They can also join interactive games on Kahoot!. Students can also get materials and projects from their school's LMS.

A key benefit of distance learning is **flexibility**. This helps students adapt learning to their personal schedules as well as location. When COVID-19 was declared a global **pandemic** in March 2020, a shift to distance learning became necessary due to school closures. Students did not need to commute from home to school. They could continue participating in class without being tied to a specific location. The availability of distance learning has added to its increasing popularity in education.

correspondence course (noun phrase) a course of study in which students study at home and receive and send off work by mail or email

flexibility (n) the ability to change or be changed easily

pandemic (n) a disease that affects many people across a whole country or the whole world

A teenage boy studying at home using a tablet

E

GOAL Describe an Important Transition in Your Life**Communication**

from child to teenager

from teenager to adult

from single to married

from studying to working

from non-parent to parent

from middle age to old age

- A** What do you know about each life transition in the box? Tell a partner what you think happens or what you have experienced. Listen carefully while your partner speaks. Ask questions to get more information.

As a teenager, I had different friends.

Me, too. I spent more time with the friends I had made in high school.

How much do you remember about that time?

It's difficult to remember. It was a long time ago.

- B** Discuss the questions in pairs.

1. Who does the cleaning and other chores at your house?
2. How often do you do your own laundry?
3. When was the last time you bought groceries?
4. Are you old enough to vote?

Writing**WRITING SKILLS: Using Time Expressions**

Time expressions help your reader understand when different events happened.

As soon as he realized his mistake, he apologized for it.

This means there was no delay. He didn't wait until later to apologize.

We had **already** read about Einstein's early life, so we didn't need to hear a lecture about it. The word *already* emphasizes that the reading happened before the lecture.

Example time expressions: *until / by + date or time never last week / month / year after that eventually a week / month / year ago*

- C** Read the sample paragraph and discuss the questions below with a partner.

1. What is the topic sentence in this paragraph?
2. What two examples support the topic sentence?
3. How did the writer feel about this transition in his or her life?
4. How do the bolded expressions help you understand the writer's meaning?

When I finished middle school and started high school, my parents began to give me more responsibilities. I had **already** started to wash some of my own clothes when I had no homework to do, but **that summer** it became my responsibility to do laundry for the whole family. My other chore was buying groceries for my elderly grandmother, who lived a few blocks away from my neighborhood. I went to visit her **twice a week**, and I asked her what she needed from the grocery store. She gave me the shopping list and some money, and I returned with her food, soap, and other necessities. It wasn't hard to do at all. In fact, it was fun and I really enjoyed spending time with her that way. I also began to feel good about doing my family's laundry each week. It felt like I was learning to take responsibility and moving from childhood toward adulthood.



D Complete the questionnaire. Write answers in your notebook.

QUESTIONNAIRE

1. Where do you live now?
2. How many times have you moved in your life?
3. As a child, what did you dream of being or doing when you got older?
4. What do you dream of being or doing now?
5. When did you meet your best friend or friends?
6. What are some of the most important personal relationships in your life?
7. What event in your life do you think changed you the most?

A child looks out as his mother votes in an election. The ability to vote is often one milestone that marks the transition into adulthood.



GOAL CHECK

Describe an Important Transition in Your Life

1. Read your answers to the questionnaire—especially to question 7. Write a well-organized paragraph (150–180 words) about a life transition and make sure it includes the following:
 - a good topic sentence
 - time expressions to show when things happened
 - plenty of interesting details
2. Take turns. Tell your partner about the life transition you described in your paragraph. Was it easy or difficult for you to write about?

Things That Matter

Look at the photo and answer the questions:

- 1** What do you see in the photo?
- 2** Why is doing something that matters important?

A group of young orangutans with reddish-brown fur are gathered together, looking towards the camera. They are in a lush green forest setting. A person's hand, wearing a white glove and holding a yellow tool, is visible at the top of the frame, suggesting a keeper or researcher is present.

A keeper at the International Animal Rescue center takes a group of young orangutans to the forest to learn skills to live in the wild in West Kalimantan Province, Borneo, Indonesia.

UNIT 7 GOALS

- A. Discuss Spending Habits
- B. Talk about Needs and Wants
- C. Discuss What Makes People's Lives Better
- D. Talk about Different Lifestyles
- E. Set Priorities

A

GOAL Discuss Spending Habits

Vocabulary

A Read the article.



Murano contemporary art, made from glass, is considered a luxury.

Life is full of **choices**. Should you buy the latest smartphone, or put your money in a savings account **instead**? Do you really need that phone, or is it a **luxury** you can live without? These are questions that are asked every day, and for many people, the answer is to **reduce** the **amount** of money they spend in order to increase their happiness.

If you believe the TV commercials, the journey to a **satisfying** life is made in a beautiful new car. Owning nice things is supposed to **produce** good feelings in people. Now, though, more people are deciding not to **waste** their money on a new car when they can easily take the bus or drive an older car. Instead of doing things the **usual** way—working too much and enjoying life too little—they are choosing to focus on the **quality** of their lives. They're spending more time doing the things they love and less money buying things they don't need.

B Complete each sentence with the correct word in **blue**.

- If you reduce something, you make it smaller.
- The _____ way is the thing done most often in a certain situation.
- The _____ of something is how good or bad it is.
- If something is a _____, it's very nice, but not necessary.
- When you make _____, you decide what you want.
- If something is _____, it makes people feel full or happy.
- If you _____ something, you use too much of it for something unimportant.
- The _____ of something is how much of it there is.
- When you _____ something, you make it or cause it to happen.
- If you do one thing _____ of another thing, you do the first thing and not the second.

Grammar (See Grammar Reference p. 152)

Passive Voice in the Present

The passive voice emphasizes the action or receiver of an action.

We form the passive with *be* + the past participle of a verb.

The active voice emphasizes the doer (the agent)—who or what performs an action.

Regular Past Participles

created reduced achieved

Four million cars are produced every year (by the company).

A lot of money **is wasted** on things people don't really need.

The company produces four million cars every year.

Irregular Past Participles

made given taught

C Complete each sentence with the passive form of the verb in parentheses.

Some things cost a lot because they (1) _____ (produce) by hand.
Murano glass, for example, (2) _____ (make) by hand in Italy.
Many colors (3) _____ (combine) to produce high-quality glass art.
Younger glass artists (4) _____ (teach) by master artists with
years of experience. Tourists like to buy the glass, and some of the best shops
(5) _____ (locate) in Murano, Italy.

D Match the beginning of each passive sentence to its ending.

- | | |
|----------------------------------|---|
| 1. ____ Food is often wasted | a. when you don't use air conditioning. |
| 2. ____ Energy use is reduced | b. if it is well taken care of. |
| 3. ____ Clothing lasts longer | c. when people don't eat everything they buy. |
| 4. ____ Towels can be used | d. when they are cooked and eaten at home. |
| 5. ____ Meals are less expensive | e. for cleaning instead of paper products. |

E When are you willing to spend or save money? Write the items in the chart.

- the phone I like is made in a new color.
- a new restaurant is opened in my neighborhood.
- a food I like is on sale at the grocery store.
- sneakers are worn by a famous athlete in an ad.
- your idea _____

I will spend my money when...	I will save my money when...



GOAL CHECK Discuss Spending Habits

Discuss the questions in pairs.

1. When are you willing to spend money on something you want?
2. When do you decide to save your money instead?
3. What do you think many people waste money on?

I want to buy a new phone every time a new feature is added to it!

Sure, but I won't buy it when my old phone still works.

B

GOAL Talk about Needs and Wants

Listening

A  33 Listen to a conversation. Choose the best option.

- The speakers are _____ students.
a. high school b. university c. graduate
- The speakers are in _____.
a. the United Kingdom b. the United States c. India
- The woman read somewhere that people choose universities based on _____ factors in the UK.
a. academic but not social b. social but not academic
c. both academic and social
- The man wishes he had more _____.
a. money to spend b. classes to keep him busy
c. time to spend with friends

B  33 Listen again and answer the questions.

- How does the man feel about his life now?

- Who used to do many things for the man?

- How does the woman feel about the information she read?

- How does the woman feel about the amount of work she is doing?

PRONUNCIATION: Sentence Stress: Content vs. Function Words

Sentence stress is the emphasis placed on certain words in a sentence. In sentences, content words have specific meanings and receive greater stress. Other words have grammatical functions and receive less stress.

Content Words

Nouns	Main Verbs	Question Words	Adjectives	Adverbs
money	speak, buy	why, where, how	wonderful	easily

Function Words

Pronouns	Auxiliary Verbs	The Verb Be	Articles	Prepositions	Conjunctions
it, she, him	have, is, will, could	is, are, was	the, a, an	in, to, of, at	and, or, but, so

C  34 Listen to the stress in each sentence. Then, listen again and repeat.

- He wants an active social life.
- We have a lot of homework.
- I'm saving money for a new computer.
- You should think about the future.
- My family needs the money I make.

D Underline the content words. Then practice saying the sentences in pairs.

1. Eating at restaurants is expensive.
2. His life at home was easier.
3. The student from India usually arrives early.
4. Martina wants to buy a new car.
5. My shoes were made in China.

Communication

E Write each item in the appropriate column. Use your own opinion.

books	clean water	coffee	a computer	flowers	fresh fruit
furniture	the Internet	money	a phone	public parks	shoes

Luxuries	Necessities

WORD FOCUS

Necessities are things we need, such as food and shelter.

Luxuries are things we don't really need, but they can be nice to have.

F Compare your chart in **E** with a partner's chart. Talk about why you think people do or don't need the items.



GOAL CHECK

Talk about Needs and Wants

Discuss these questions in pairs.

What is something you absolutely need?

What luxury item do you want very much?



Things That Matter 79

Bản sách mẫu

C

GOAL Discuss What Makes People's Lives Better**Language Expansion: Irregular Past Participles**

A Fill in each blank with the best word from the box. Use a dictionary to help you.

build – built	find – found	fly – flown	give – given
know – known	put – put	send – sent	write – written

- Gold and diamonds can be found in parts of South Africa.
- Fresh seafood can be _____ by plane to anywhere in the world.
- Large amounts of cash are usually not _____ in the mail.
- Iran is _____ for its beautiful handmade rugs.
- Wedding invitations are sometimes _____ by hand on special paper.
- Houses here are _____ for large families, so they usually have several bedrooms.
- Jewelry is sometimes _____ as a special gift.
- The glass vases are _____ into special boxes to protect them.

Grammar (See Grammar Reference pp. 152–153)**Passive Voice with By**

The passive voice is usually used without a *by* phrase.

High-quality cars **are produced** in South Korea.

A *by* phrase is used when we want to say who or what does something (the agent).

The cars **are made by** specially trained workers. Each rug **is created by** a different artist, so no two rugs are alike.

H'mông children
in Mộc Châu,
Việt Nam



B Read the sentences and cross out the unimportant *by* phrases.

1. The Mercedes-Benz is made in Germany by people.
2. This necklace was given to me by my grandmother.
3. King Tut's tomb was discovered by Howard Carter.
4. My car was stolen on April 19th by someone.
5. The company was started by the new owner's grandfather.
6. Several kinds of fruit are grown in Ontario, Canada by fruit growers.

C Rewrite each sentence in the passive voice.

1. We need to teach children good manners.

2. Should we keep money in a bank?

3. Companies usually offer good jobs to people with good education.

4. Some employers don't value education as much as hard work.

Conversation (Optional)

D  35 Close your book and listen to the conversation. Why is education valuable?

Lance: Gary, do you think people's lives are improved by money?

Gary: It depends. Some people don't have enough money to buy necessities. Their lives are definitely improved by having more money.

Lance: What about other people?

Gary: Well, when you have enough money for the basics, I think your life can be improved by education.

Lance: Interesting! Is your education improving your life?

Gary: Sure. I hope to get a good job someday because of my education.

Lance: For me, though, my life would be improved by having a nice car.

Gary: OK, but nice cars cost money. So, you need to get a job first.

SPEAKING STRATEGY

We use **It depends** to say that something is not always true. Then, we often explain our reasons.



GOAL CHECK

Discuss What Makes People's Lives Better

In pairs, discuss how these things improve your life.

a big house

electronics

fame

good health

nice clothes

D **GOAL** Talk about Different Lifestyles

Reading 36 (Optional)

A MY WORLD In pairs, discuss the choices. Which would you choose, and why?

- More money or more free time?
- A larger home or traveling more?
- A new car or a cleaner environment?
- Nice things for yourself or for your children?

B Discuss the questions in pairs.

1. Look at the title of the article. What do you think it means?
2. Do you think some people live a “zero-waste” lifestyle?

C Read the article. Circle **T** for *true* or **F** for *false*.

- | | | |
|--|---|---|
| 1. Kathryn Kellogg and her husband produce 680 kilos of trash each year. | T | F |
| 2. Posts on Kellogg's blog encourage people to make better choices. | T | F |
| 3. The Frugalwoods' main goal is to save money. | T | F |
| 4. The Frugalwoods' daughter enjoys being outdoors with her parents. | T | F |
| 5. So far, the zero-waste lifestyle is popular only in the US. | T | F |

D Read the article again. Find words in the text that mean:

1. waste materials or things that you no longer need (noun, paragraph 1)
2. a container with a wide opening at the top (noun, paragraph 1)
3. a purpose or target (noun, paragraph 3)
4. loves very much (verb, paragraph 3)



GOAL CHECK

Discuss the questions in pairs.

1. What might you like and dislike about a person's lifestyle?
2. What might make a lifestyle satisfying for the person?

I might like having an important job at a bank.

I think it might be more satisfying to work outdoors.

A Zero-Waste Lifestyle

In the United States, throwing away a lot of trash is not unusual. The average American produces around 680 kilos of trash each year. On the other hand, everyone has choices when it comes to their lifestyle, and the US is also home to people like Kathryn Kellogg. She and her husband live in California, and they throw away very little. In fact, the amount of trash they produced in two years—every bit of waste that they could not recycle, reuse, or turn into **compost**—fit into a small glass jar.

Kellogg writes a popular **blog** called Going Zero Waste. Her blog posts encourage others to make better choices and live better lives. She reports that she and her husband are saving around \$5,000 a year at the grocery store. Instead of buying prepared foods and commercial cleaning products, they buy fresh foods that they cook themselves and make their own cleaning products. They even make their own deodorant and skincare products.

The real goal of going zero waste, however, is not just to save money. For another couple, Mr. and Mrs. Frugalwoods, the goal is to enjoy life more and spend more quality time together as a family. Their blog, Frugalwoods, includes articles about buying less and saving money, growing food at their home in Vermont, and raising their baby girl. Mrs. Frugalwoods says that their daughter, "...is our mini gardener/hiker who adores being outside in nature with her parents..."

Many people would like to waste less, and the Internet is full of ideas to help them. There are people living zero-waste lifestyles and blogging about it not only in the US, but in many other countries as well.

compost (n) a mixture of decayed plants used to enrich garden soil

blog (n) a website with a diary or journal about a certain subject

Growing one's own vegetables is part of a lifestyle choice.

E

GOAL Set Priorities

Communication

A MY WORLD What is important in your life right now? In pairs, add three more items to the list.

- spending time with friends
- having new things: clothes, telephone, etc.
- studying and learning new things

- _____
- _____
- _____

WORD FOCUS

Priorities are important things you want to achieve before you do other things.

B Tell your partner which two or three things in **A** are the most important to you. Explain why.

C Get together with another pair of students. Share your lists from **A**. Explain the items you added to the list.

D Make a list of priorities for yourself and for your partner. What do you need to do right now? What can you do in the future to help you reach your goals?

The first priority for both of us should be getting a degree.

Yes, and after that, I really want to travel for a month.



Elias Weiss Friedman enjoys taking photos of dogs for a living.

Writing

- E** What are some of the things you want to have in your future life? They could be material or non-material things.

Things I want
•
•
•
•
•

WRITING SKILLS: Using Sequence Words

When you describe the order of things or the steps in a process, sequence words help the reader understand your ideas.

Sequence words: *first, second, finally, before / after ____, next, last, once ____, then, eventually*

Example: When I think about my future, I have some priorities. **First**, I want to get a good education and focus on improving my English skills. With good English, I will be able to further my study abroad, perhaps in an English-speaking country. A good command of English can also help me adapt to the new culture quickly. That will open a lot of doors for me. **Then**, I will apply for a part-time job to support my study and learn some new skills. When I graduate from college, I want to come back to Việt Nam to find a job. I plan to work for someone else for a few years to get some work experience and then start my own business. **Next**, I need to buy a house so that I can settle down. **After that**, I might get married and start a family. **Eventually**, I'll retire and let my children run the business.

- F** Tell a partner what you decided to include in your paragraph. Explain why each idea is important to you.

I decided that saving money for the future is important to me.

What will the money eventually be used for?



GOAL CHECK Set Priorities

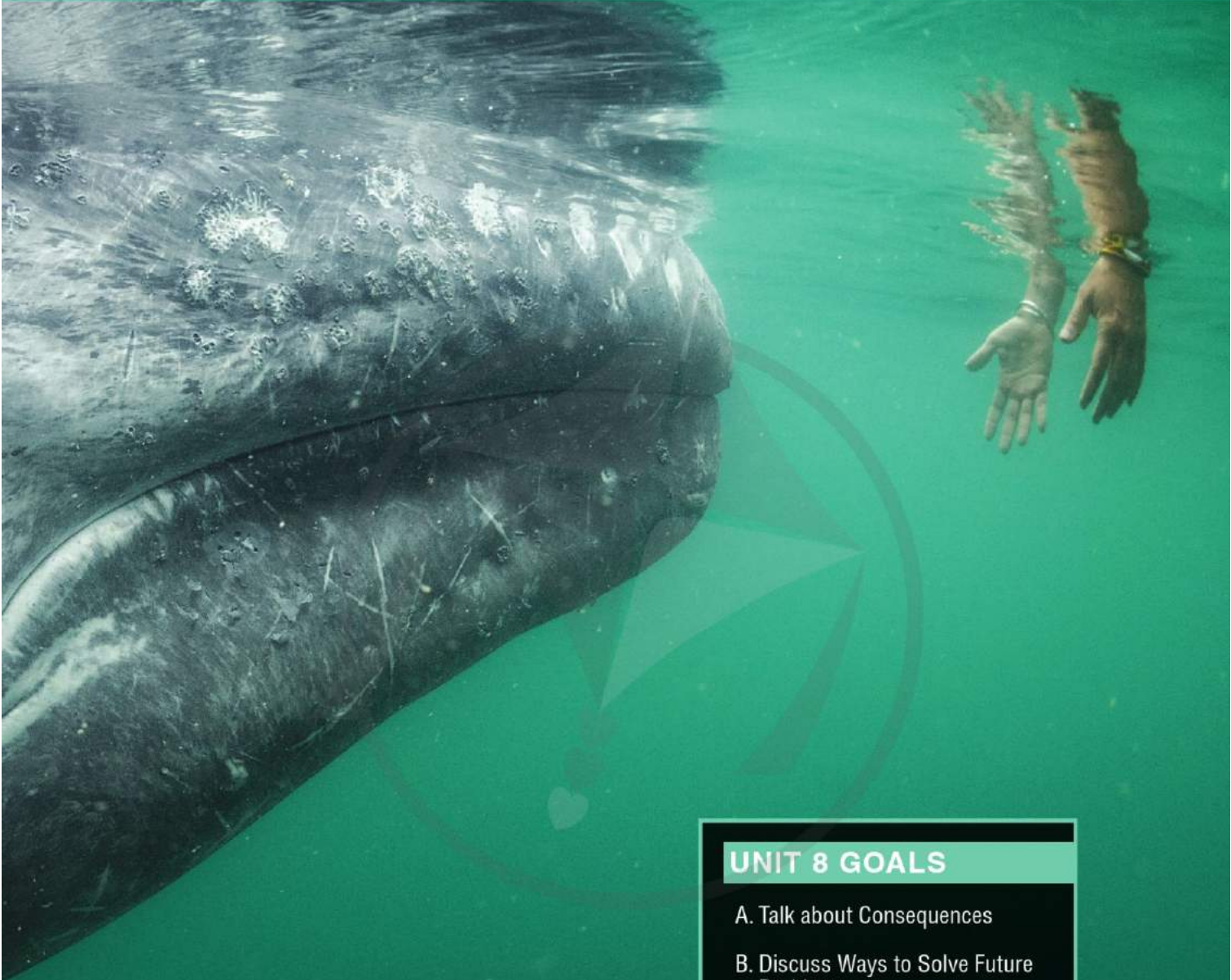
Write a paragraph (150–180 words) about your future life. Use the list you made in **E** for ideas. Use sequence words, and use the paragraph in the Writing Skills box as a model.

Conservation



Look at the photo and answer the questions:

- 1** What do you see in the photo?
- 2** How can people help with conservation of this species?

An underwater photograph showing the side of a large gray whale on the left, with its skin covered in barnacles and scratches. On the right, a diver's hands are visible, reaching out towards the whale. The water is a clear, deep green. A faint, large circular graphic with a star-like shape in the center is overlaid on the background.

Gray whale in San Ignacio Lagoon, a part of the Vizcaino Biosphere Reserve, in Mexico

UNIT 8 GOALS

- A. Talk about Consequences
- B. Discuss Ways to Solve Future Problems
- C. Describe a Situation
- D. Discuss Conservation Projects
- E. Explain a Conservation Issue

A

GOAL Talk about Consequences

Vocabulary

A Look at the picture. What do you know about this animal? Tell a partner.

B Read the text.

Climate Change

Polar bears live on the Arctic sea ice. It is their natural **habitat**. From these ice platforms, they can catch seals to eat. The ice is very important for polar bears, but sadly it is **disappearing** because of **climate** change. The world is getting warmer and the Arctic ice is **melting**. If the ice disappears, polar bears will have a hard time finding food.

If we don't try to stop climate change, polar bears and other **wild** animals are going to become **extinct**. We need to **protect** these endangered **species**. They are all an important part of the natural world.

WORD FOCUS

Species that are near extinction are **endangered species**.

C Match the words in **blue** to their meaning. Change the form when necessary.

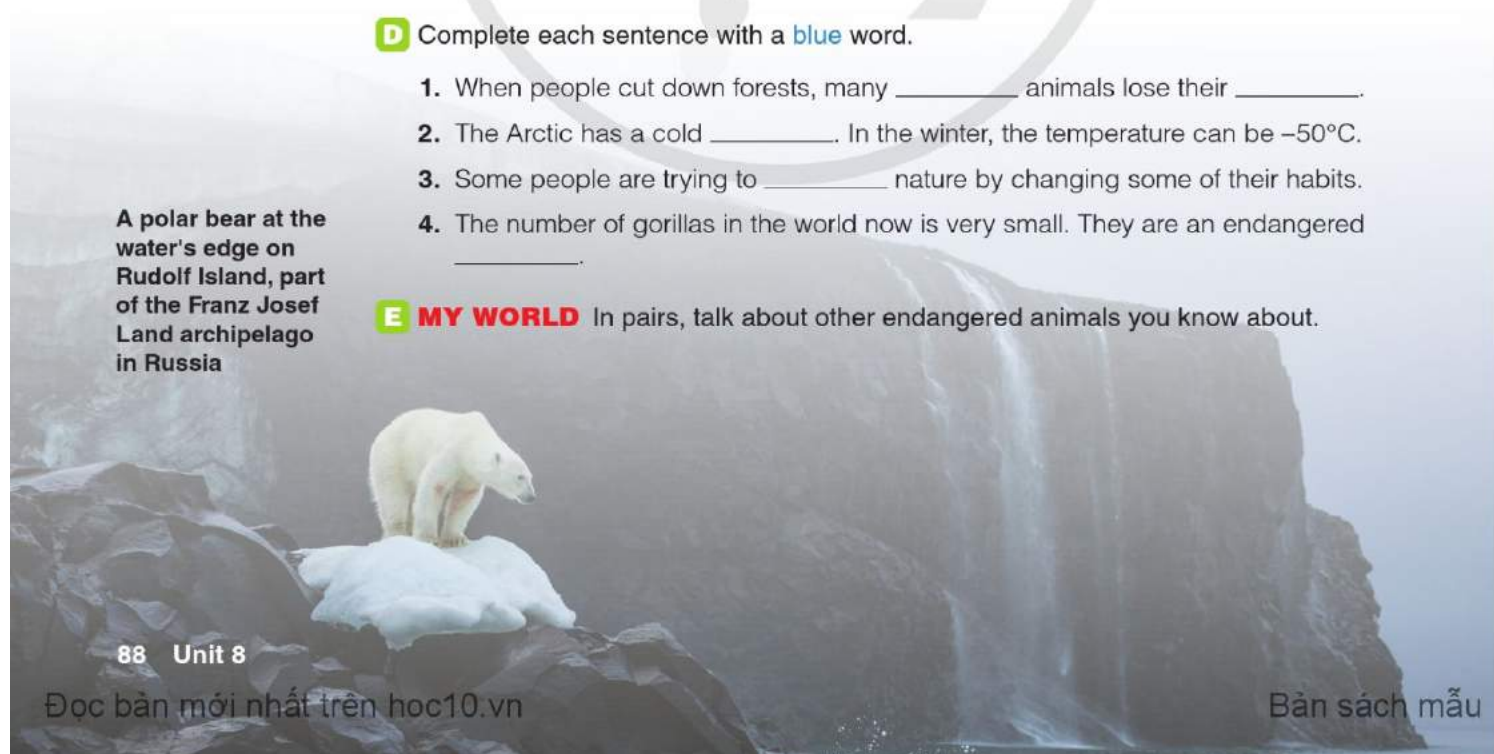
1. protect to keep safe from danger
2. _____ a kind of animal or plant
3. _____ to change from solid to liquid because of heat
4. _____ to stop being seen
5. _____ doesn't exist any more
6. _____ the weather of a place over time
7. _____ the place where an animal usually lives
8. _____ in nature, not controlled by people

D Complete each sentence with a **blue** word.

1. When people cut down forests, many _____ animals lose their _____.
2. The Arctic has a cold _____. In the winter, the temperature can be -50°C .
3. Some people are trying to _____ nature by changing some of their habits.
4. The number of gorillas in the world now is very small. They are an endangered _____.

E MY WORLD In pairs, talk about other endangered animals you know about.

A polar bear at the water's edge on Rudolf Island, part of the Franz Josef Land archipelago in Russia



Grammar (See Grammar Reference p. 153)

Real Conditionals in the Future

We use the real conditional for situations that can happen in the future.	If the world gets hotter , the Arctic ice will melt . The Arctic ice will melt if the world gets hotter .
Conditional sentences have two parts: the condition and the result. The condition or the result can be first in the sentence.	If the world gets hotter , the ice is going to melt . The ice is going to melt if the world gets hotter .

F Read the text in **B** again and underline the conditional sentences.

G Complete the sentences with the correct form of the verbs in parentheses.

1. Polar bears _____ (lose) their habitat if the sea ice _____ (melt).
2. If we _____ (take) action now, we _____ (help) protect nature.
3. If the temperature _____ (get) higher, more wild animals _____ (be) endangered.
4. Polar bears _____ (try) to find food in towns if they _____ (have to) live on land.
5. If humans _____ (not control) climate change, more species _____ (become) extinct.

H Discuss these situations in pairs. Write sentences to describe them in your notebook. What will happen if...

1. the climate continues to change?
2. the polar bears' habitat disappears?
3. polar bears can't catch enough seals?
4. people protect polar bears?
5. polar bears become extinct?
6. polar bears try to find food in towns?



GOAL CHECK Talk about Consequences

Look at the problems in the chart. How will these problems affect nature? Write notes in the Consequences column. Then, talk about the problems and their consequences in pairs.

Problems	Consequences
climate change	
pollution	
energy use	

If climate change continues,...

More animals will... if...

B

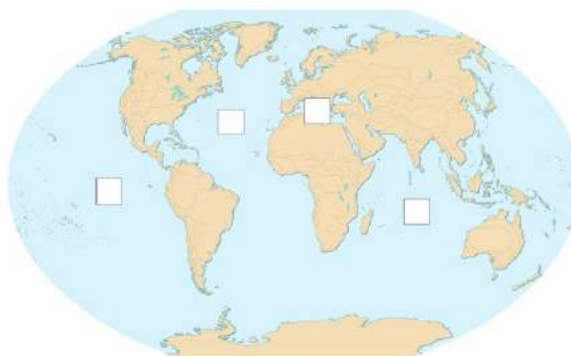
GOAL Discuss Ways to Solve Future Problems

Listening

1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Mediterranean Sea

A Match the names in the box with the places on the map. Write the numbers.

B  37 Listen to the radio program about the bluefin tuna and circle the three places it talks about on the map.



C  38 Listen and fill in the blanks.

Bluefin Tuna

1. up to _____ feet long
2. weighs more than _____
3. colors: _____, _____, _____
4. swims more than _____ miles an hour
5. lives up to _____ years

D  39 Listen and complete the sentences.

1. In _____, people use it to make sushi, and in _____, people love to cook big pieces for tuna steaks.
2. If the boats _____ big bluefins, there _____ young fish in the future.
3. Only _____ of the original population of bluefins was left.
4. If the big boats _____ the fishing in the Mediterranean, many poor people _____ their work.
5. If this amazing fish _____, the seas _____ a great treasure.

Fish farm in Bodrum, Turkey



E MY WORLD Discuss these questions in pairs.

1. Is fish cheap or expensive where you live? How often do you eat it?
2. Do you know where the fish you eat comes from?

PRONUNCIATION: Sentence Rhythm

F  40 Listen and repeat the sentences. Notice how they're divided into phrases.

1. A bluefin tuna | can swim very fast | and live a long time.
2. In Japan, | people use it | to make sushi.

G  41 Draw lines to divide these sentences into phrases. Listen and check your answers. Then, practice saying the sentences.

1. If they catch all the big fish, the species won't survive.
2. The bluefin tuna is also delicious.
3. There are international rules for fishing.
4. Bluefin tuna lived in the Pacific Ocean and the Indian Ocean.
5. It is important to try to understand how our actions affect nature.

Communication

H Read the information. What does *sustainable* mean?

Fish is one of the world's favorite foods. Around the world, the average person eats 36 pounds (16 kg) of fish every year. But many kinds of fish around the world are disappearing because people catch too many of them. Scientists say that 90 percent of the biggest fish are gone now. If we catch too many big fish now, there won't be any baby fish in the future. Some species of fish will become extinct. Our way of fishing now is not **sustainable**—if it continues, it will hurt the environment.

WORD FOCUS

The word **environment** can refer to nature in general or to everything that's around us in a particular place. *Recycling paper is good for the environment.* *This classroom is a good environment for learning.*



GOAL CHECK Discuss Ways to Solve Future Problems

In groups, discuss ways to solve fishing problems.

1. Read each plan. What will happen if we follow each one? Write some notes.

Plan A: Don't eat fish! Tell people to stop buying and eating too many young fish. Put ads in newspapers and magazines, and make TV commercials to explain why fishing hurts the environment.

Plan B: Safe fish symbol Make a special symbol for fish that are caught in a sustainable way. Make commercials to tell people to look for this symbol in supermarkets and restaurants.

Plan C: Strict laws about fishing Make stronger laws about how many fish people can catch. Send special police in fast boats to all of the fishing areas to make sure that fishing boats follow the laws.

2. Discuss the plans with your group.
3. As a group, decide which is the best plan.
4. Explain your decision to the class.

C

GOAL Describe a Situation**Language Expansion: Adverbs of Manner**

A Read the text and answer the question. What does the rescue center do?



A critically endangered northern white rhinoceros at the Dvur Kralove Zoo in Dvur Kralove nad Labem in the Czech Republic

WORD FOCUS

If you are **orphaned**, you don't have your parents anymore.

Today, animal extinction remains a big concern of environmentalists. In fact, over the past few years, some species have become extinct, and many more are in critical danger as a result of human activities. Wildlife protection has proven more important than ever.

The Moholoholo Wildlife Rehabilitation Centre in South Africa works **hard** to protect local wild animals. This rescue center saves many species from dangerous situations. Sometimes the animals seem **badly** injured or poisoned, and often they have been orphaned because of poaching. The center looks after the animals **carefully**. Some recover **quickly** and can be released into the wild again **rapidly**. However, others seem more vulnerable and have to stay **permanently**. The center also offers an education program. People who feel interested in conservation can visit the center to learn about wildlife and environmental protection.

B Write the **blue** words from **A** in the chart.

Adverbs of Manner	
Adverbs of manner tell us <i>how</i> an action is done. The adverb usually follows the verb.	Orphaned animals can't survive easily without their mothers. They need to help poisoned animals quickly .
Some adverbs are irregular.	good – well hard – hard

Adjective	Adverb of Manner
bad	
careful	
hard	
permanent	
quick	
rapid	

C Complete the sentences with the adverb forms of the adjectives in the box.

bad	careful
good	happy
hard	quiet
slow	

- The vet checks the animals _____ before they enter the center.
- The baby cheetah is eating _____ now and it plays _____ with the other cheetah.
- The visitors watched the baby rhino _____. They didn't want to frighten him.
- The staff at the center works _____ to help the animals.
- The lion was walking _____ because its leg was _____ injured.

Grammar (See Grammar Reference pp. 153–154)

Linking Verbs		
	Linking verb + adjective	Linking verb + noun
Linking verbs do not describe an action. Instead, they describe the subject of the sentence by defining it or adding more details to it. A linking verb is followed by an adjective or a noun. Some common linking verbs are <i>be, become, remain, stay, get, turn, grow, look, sound, smell, feel, seem...</i>	Some species seem more vulnerable than others.	Air pollution remains a major global problem.
	The project has proven useful in reducing the environmental pollution.	Jane has decided to become a conservationist.

D Read the text in **A** again and underline the linking verbs.

E Circle the correct word to complete each sentence.

- Trang felt *eager* / *eagerly* to join the conservation project.
- Those scientists sounded *worried* / *worriedly* when they mentioned the environmental issues.
- Will that little animal recover *quick* / *quickly* from the injury?
- Join us if you are *interest* / *interested* in the program.
- Poaching remains *a threat* / *threatened* to wildlife.

F Correct the following sentences.

- Some dogs can go wildly if they are kept indoors for too long.
- In some cases, a full recovery from injury seems impossibility.
- How can we help people become awareness of this issue?
- Is environmental protection one of the main concerned of the government?

Conversation (Optional)

G  42 Listen to the conversation with your book closed. Why was the deer at the rescue center?

Dan: I didn't know you worked at the wildlife rescue center.

Carmen: I become really interested in conservation, so I started helping there last year. It seems a lot of work, but I see some amazing animals. The vet brought in a beautiful deer this morning. It looked badly injured.

Dan: Oh no, what happened to it?

Carmen: A car hit it on the highway last night.

Dan: So, what did you do?

Carmen: Well, the vet checked the deer carefully, and she found it has a broken leg.

Dan: If she recovers quickly, will she go back to the wild?

Carmen: We hope so.

SPEAKING STRATEGY

Look at the questions Dan asks. We use questions to keep a conversation going.



GOAL CHECK Describe a Situation

Describe one of the situations in the box to a partner. Use adverbs of manner and quantifiers.

wild animal hunting poaching circus animals
destruction of animals' habitats

D

GOAL Discuss Conservation Projects

Reading 43 (Optional)

A Look at the photo. What do you think the article will tell you? Write your ideas.

B What do you think *overfishing* means? Discuss in pairs.

C Read the article. Circle the main idea.

- a. Change is possible.
- b. Trash is the ocean's main problem.
- c. Straws can kill turtles.
- d. We need to protect the oceans.

D Read the article again. Answer the questions.

1. What was happening in Madagascar?
2. How have they solved the problem?
3. What do you think Samson means when he says, "We are all in this together"?
4. What has happened as a result of the Sea Turtle Conservancy's project in Florida?



GOAL CHECK

1. What can you do to make a difference for the environment? Write a list of specific actions and habits you could change.
2. Share your list in pairs. Do you have any ideas that are the same? What different ideas do you have?
3. Discuss a conservation project.
 - a. Write a list of local or national conservation projects that you know about.
 - b. Share your list in pairs. Discuss the different projects.
 - c. Join another pair. Choose one of the projects to research and find out more about it.
 - d. With your group, present the project you researched to the class.

Making a Difference

Human actions are affecting the environment, and if we don't try to change things, we will lose more of the natural world. Even though it is hard, we can make a difference.

In Madagascar, a fisherman named Samson is helping his **community** take better care of its local waters. He and the other fishermen realized that they were overfishing. Working with the World Wide Fund for Nature (WWF), Samson learned that they shouldn't catch so many young fish because if there are too few of them in the ocean, there won't be enough adult fish to reproduce. Samson now works to help fishermen change their techniques



Bản sách mẫu

so that fishing can be sustainable. He believes that protecting the ocean is everybody's job. "Take your responsibilities with courage and never think that you are alone. We are all in this together."

In Florida, in the US, the Sea Turtle Conservancy (STC) **organization** noticed that there were always a lot of single-use plastic items, like coffee stirrers, bottles, and drinking straws, on the beaches. All of these items can hurt the ocean wildlife terribly. Straws are especially dangerous for turtles: they can get **stuck** in turtles' noses and hurt them very badly. So, the STC started the project "Where are the straws?" asking local restaurants to stop giving customers

straws with their drinks. Now, many restaurants will only give straws if customers ask for them, and the straws they do give out are paper, not plastic.

Those are just two of the many conservation efforts found all over the world today. These projects all show us that change is possible and that it can start with small actions in our own community. We are part of the problem. It's time to be part of the solution.

community (n) a group of people who live in the same area

organization (n) a group of people who work together

stuck (past participle) if something is stuck, it can't move

An endangered green sea turtle entangled in a fishing net swimming underwater

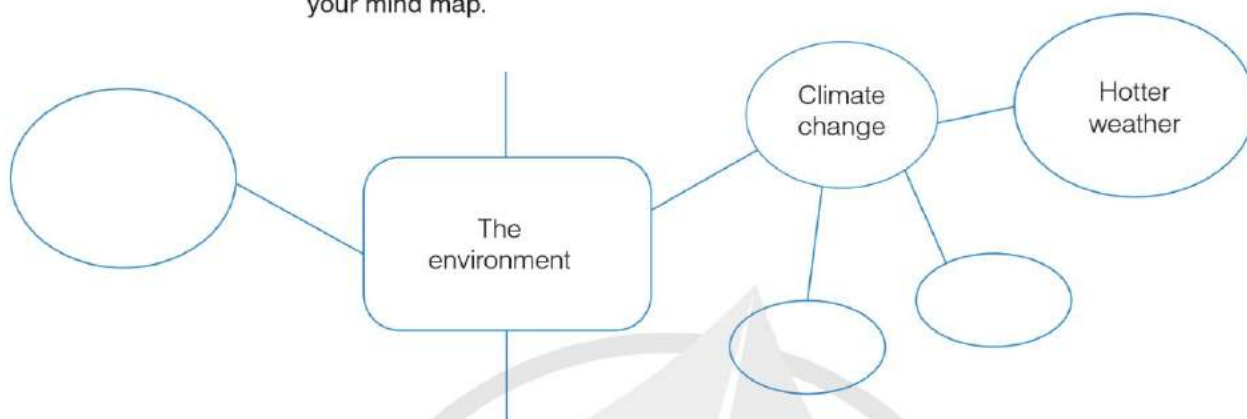


E

GOAL Explain a Conservation Issue

Communication

- A** Draw a mind map in your notebook. In the center, write *the environment*. Brainstorm problems related to the environment in your country. Write them in your mind map.



- B** Share your mind map in pairs. Explain the problems you wrote.
- C** In pairs, identify the causes and consequences of each problem and add them to your mind map. Then, join another pair and discuss possible solutions for the problems. What can local people do? What actions will help solve the problem or improve the situation?

If people use their cars less, climate change will be slower.

Yes, that's true. We can make a carpool plan at work so fewer people drive to work every day.

Writing

- D** Complete the sentences about a problem in nature in your country.
1. If we believe in conservation, we will _____.
 2. If _____, many animals will be saved.
 3. If people want to make positive changes, they will _____.
- E** Write *but*, *so*, and *even though* in the correct places in the paragraph.

WRITING STRATEGY

Conjunctions are used to connect ideas within sentences.

By the 1990s, many species of animals were endangered in Namibia because of poaching. The situation was serious, (1) _____ conservationists needed to find a way to protect the animals. They found one, (2) _____ it wasn't what you would expect: they asked poachers for help. (3) _____ this seemed crazy, I think it was a great idea. If we want to protect endangered species, we need to consider every solution.

F Complete the text with the word and phrases in the box.

One effective solution	For example	To do this
Besides	Another solution	One reason

Many developing countries in South East Asia are witnessing an alarming increase in poaching. This causes great concern in those countries. There are several reasons why many people continue their illegal act of hunting wild animals. (1) _____ is that people hunt for some parts of rare animals' body. (2) _____, they kill elephants for ivory or rhinos for horns. (3) _____, some local people hunt wild animals for food. If poaching continues, it will threaten the survival of many species. Poaching also affects the natural ecosystem. In particular, the ecosystem will be unbalanced if one species becomes extinct. To prevent these possible consequences, both governments and people should take action. (4) _____ is raising public awareness of poaching problems. (5) _____, schools can educate students about the importance of wild animals and the dangers of poaching. (6) _____ could be making the laws against poaching stricter. Building more wildlife rescue centers like the Moholoholo Wildlife Rehabilitation Centre in South Africa is also a good suggestion to solve the issue of poaching.

G Choose the possible causes and effects of climate change. Then work in pairs and discuss some solutions to this environmental issue.

Environmental issue	Causes	Effects
Climate change	1. burning fossil fuels	a. hotter temperatures
	2. forcing circus animals to perform	b. loss of species
	3. using recycled products	c. more natural disasters
	4. cutting down forests	d. more jobs for human
	5. hunting wild animals	e. risks of animal abuse



GOAL CHECK Explain a Conservation Issue

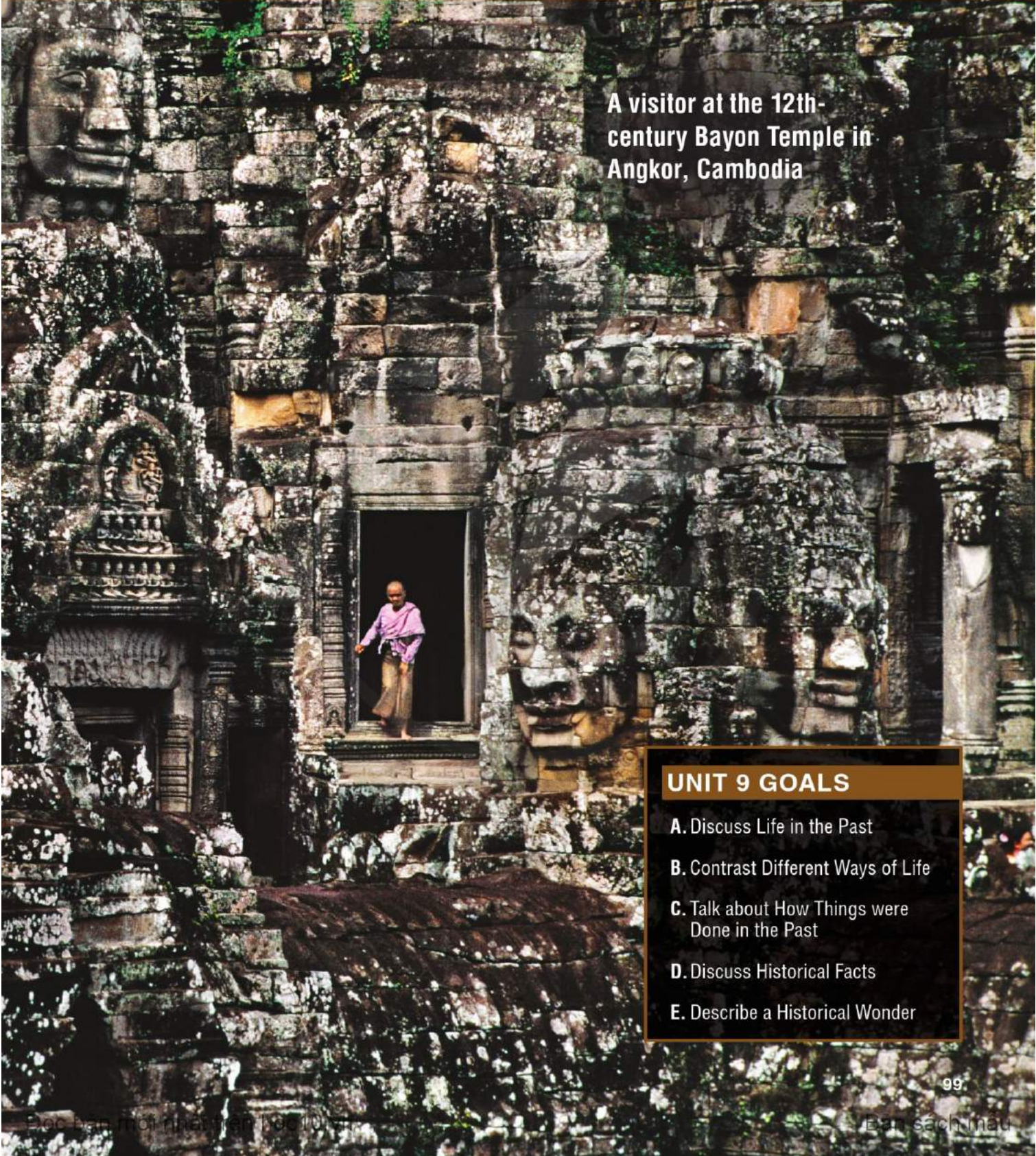
1. In your notebook, write a passage (150–180 words) with introduction, development, and conclusion, explaining an environmental issue in your country. Explain the causes and consequences of the problem and give some possible solutions.
2. In pairs, exchange your passages. How can your partner improve his or her paragraph? Use your partner's comments to make corrections to your paragraph.

UNIT
9

Life Now and in the Past

Look at the photo and answer the questions:

- 1** What do you see in the photo?
- 2** What ancient places exist where you live?

A photograph of the Bayon Temple in Angkor, Cambodia. The image shows a person standing in a doorway of a stone structure with large carved faces. The stone is weathered and covered in moss. The person is wearing a pink shirt and a brown skirt. The background is a wall of stone with large carved faces.

A visitor at the 12th-century Bayon Temple in Angkor, Cambodia

UNIT 9 GOALS

- A. Discuss Life in the Past
- B. Contrast Different Ways of Life
- C. Talk about How Things were Done in the Past
- D. Discuss Historical Facts
- E. Describe a Historical Wonder

A

GOAL Discuss Life in the Past

Vocabulary

A Look at the picture. Answer the questions in pairs.

1. What do you know about Marco Polo?
2. Where did he travel? How do you think he traveled?

B Read the text.



Mosaic of Marco Polo from Palazzo Tursi in Genoa, Italy

Today, many people travel from one country to another easily, but long-distance travel used to be very **challenging** hundreds of years ago. Still, there were always people who wanted to discover new places. Explorers used to travel on trips that often took many years, and the result was an **exchange** of knowledge and culture that changed the world.

Marco Polo (1254–1324) was one of these great explorers. He lived in Venice and Genoa, in what is now Italy. In 1271, at about 17, he **set off** on a trip with his father and uncle and traveled east—far beyond the borders of Europe, into Asia.

Marco's father was a merchant searching for **opportunities** for **trade** with China. They traveled first by ship, then by horse and camel, through many countries. Everything was very different: they saw amazing places and learned new things. In China, for example, they were surprised to see paper money, eyeglasses, the compass, and **silk** making.

Marco Polo returned to Italy 24 years later with lots of experiences to share. But he only became famous after his book, *The Description of the World*, was **published**. The book inspired other world travelers centuries later.

C Write each word in **blue** next to the correct definition or synonym.

- | | |
|-------------------------------------|----------------------------|
| 1. <u>set off</u> started a journey | 5. _____ printed and sold |
| 2. _____ giving and receiving | 6. _____ a very soft cloth |
| 3. _____ difficult | 7. _____ chances |
| 4. _____ buying and selling | |

D Complete each sentence with a **blue** word.

1. Traveling provides people with many _____ to learn about different cultures and customs.
2. We use _____ to make beautiful dresses and shirts.
3. Marco Polo _____ for China in 1271.
4. Living in a foreign country can be very _____ at first.
5. Today, there is a lot of _____ between China and Europe.

Grammar (See Grammar Reference p. 154)

Used to

We use *used to* + base form of a verb to contrast the past with the present.

Long-distance travel **used to be** challenging; now it is easier.
Trade between countries **used to take** more time.

In questions and negative statements, use *did / didn't + use to*.

Did explorers **use to** travel by horse a lot?
How **did** people **use to** travel?
People **didn't use to** pay for things with paper money.

E Write questions using the words provided and the correct form of *used to*.
Ask a partner your questions.

1. people / travel *How did people use to travel?*
2. trade / take longer _____
3. clothes / people / wear _____
4. merchants / trade _____

F  44 Complete the conversation. Then, listen and check your answers.

didn't travel use used used to

Sue: Why did people (1) _____ to travel by horse?

Aki: Well, there (2) _____ use to be other transportation.

Sue: OK, but did everyone use to (3) _____ that way?

Aki: No, in some parts of the world, they (4) _____ use camels, not horses. Why are you so interested in how people (5) _____ to travel?

Sue: I'm writing about transportation in the past for my history class.

G MY WORLD Make a list of things that were different 100 years ago where you live.



GOAL CHECK Discuss Life in the Past

1. Complete the chart.

	Before	Now
transportation	<i>horse-drawn vehicles</i>	<i>motor vehicles</i>
communication		
trade		
home life		
education		
beliefs		

People used to travel by sea more. Now we fly to different countries.

That's right. Travel used to take longer.

2. In pairs, describe what people used to do in the past. Use the topics in the chart and your own ideas.

B GOAL Contrast Different Ways of Life

Listening

A Look at the photo. Would you like to live there? Discuss in pairs.

B How do you think people used to live in this part of the world 1,000 years ago? Check (✓) the things you think people did.

- | | |
|---|---|
| 1. _____ ate fish from the Arctic Ocean | 4. _____ lived in houses made of wood |
| 2. _____ lived on small farms | 5. _____ had their own language and customs |
| 3. _____ followed groups of animals, such as reindeer | |

C  45 Listen to a talk about the Sami people and choose the main idea.

- The Sami people depend on animals, especially reindeer, to make a living.
- Life is changing for the Sami people, but some of them still live in traditional ways.
- Many young Sami people want to attend a university and choose a career.

D  45 Listen again and circle **T** for *true* or **F** for *false*. Correct the false sentences to make them true.

- | | | |
|--|----------|----------|
| 1. Traditionally, the Sami people stayed and lived in one place. | T | F |
| 2. Reindeer were used by the Sami people for food and clothing. | T | F |
| 3. Most Sami people still live in the traditional way. | T | F |
| 4. Some Sami people now raise reindeer on farms. | T | F |
| 5. New laws affect the way Sami people may use land. | T | F |

E Do you think it's important to maintain traditions from the past? Or do you think people should focus on the future? Discuss your ideas in pairs.

WORD FOCUS

Some animal words don't have plural forms:

bison deer
reindeer sheep

Sami reindeer herder in the forest in Lapland, Sweden



PRONUNCIATION: Reduction of *used to*

When we speak quickly, *used to* is sometimes pronounced /'justə/.

F  46 You will hear each sentence twice. Listen to the strong form and the weak form of *used to*. Listen again and repeat the sentences.

1. The Sami people used to follow their herds of reindeer.
2. They used to sleep in tents.
3. They used to make the tents from reindeer skins.
4. Did the Sami use to raise sheep?
5. No, they didn't use to raise sheep, only reindeer.

G Complete the sentences with your own information. Then, share your ideas in pairs. Use the reduced form /'justə/.

1. When I was younger, I used to _____.
2. As a child, I used to want money for _____.
3. In my country, people used to _____.
4. Before I was born, my grandparents used to _____.
5. As children, my parents used to _____.

Communication

H MY WORLD How has your culture changed? Write notes to answer the questions below.

1. Fifty years ago in your culture:
 - How old were men and women when they got married?
 - How many children did they use to have?
 - Where did people use to live?
 - What kind of jobs did people use to do?
2. How have these things changed?



GOAL CHECK Contrast Different Ways of Life

education food housing language location traditions transportation

In groups, discuss your answers to the following questions. Use the ideas in the box and your own ideas.

1. How is your life different from other cultures you know?
2. How is your life now different from your parents' life when they were young?
3. Is there any generation gap in your family? How do you deal with that?

WORD FOCUS

A **generation gap** refers to a situation in which young and old people do not understand each other because of the difference in their beliefs, attitudes, and behaviors.

C

GOAL Talk about How Things Were Done in the Past**Language Expansion: Separable Phrasal Verbs**

bring back
bring up
figure out
help out
put on
turn on

A Complete the paragraph with the separable phrasal verb in the box closest in meaning to the verb in parentheses.

Hi, my name is Susie, and I live in the Nunavut Territory in Canada. Life in Nunavut hasn't changed as much as it has in other places. It's true that nowadays we can (1)_____ (start) the furnace when it gets cold instead of building a fire, but we haven't given up our traditional culture. We still (2)_____ (raise) our children in the land our people have lived on for thousands of years. We teach them to (3)_____ (wear) our traditional clothing to stay warm in the winter. When they're old enough, we teach them to (4)_____ (discover, solve) solutions to everyday problems. We teach them to (5)_____ (return) anything they borrow. And most importantly, we teach them to always (6)_____ (aid) their family and their community. Those things will never change.

B Answer the questions. Use pronouns and the separable phrasal verbs in A.

1. What do you do with children? _____
2. What do you do with shoes? _____
3. How do you assist your friends? _____
4. How do you understand something? _____
5. What do you do with a borrowed book? _____
6. What do you do to the heater when it's cold? _____

Inuit man fishing through a hole in ice near Arviat, in Hudson Bay, Canada

Grammar (See Grammar Reference pp. 154–155)**Passive Voice in the Past**

Use the active voice in the past to focus on the subject of a sentence.

Parents **raised** their children differently in the past.

Use the **passive voice in the past** to focus on a past action or its receiver.

Children **were raised** differently in the past (by their parents).

Form the past passive with *was* or *were* + the past participle of a verb.

My father **was taught** to always help other people.

C Match the sentence parts. In your notebook, write complete sentences with the past passive form of a verb from the box.

- | | |
|------------------------|-----------------------------|
| 1. Paper money ____ | a. from reindeer skins. |
| 2. Explorers ____ | b. in China. |
| 3. The Sami tents ____ | c. by the Sami people. |
| 4. Fires ____ | d. when it was cold. |
| 5. Reindeer ____ | e. by Marco Polo's stories. |

build
herd
inspire
invent
make

Conversation (Optional)

D  47 Listen to the conversation with your book closed. Why is Luisa interested in mail delivery in the past?

- Luisa:** Hi, Carl. Can I ask you a question?
Carl: Sure. Go ahead.
Luisa: What do you know about how mail used to be delivered?
Carl: Do you mean letters and packages? Well, I guess they were taken on horseback to places in the same country, and by ship to other countries.
Luisa: Right, so it used to take a really long time.
Carl: Oh yes! When the telegram was invented in the 1800s, people were finally able to send messages quickly.
Luisa: Then, in the 20th century, when the Internet was developed, everything changed in communication!
Carl: Definitely! But why are you asking me about mail delivery?
Luisa: I'm giving a presentation in my history class on how communication has changed over the years. I was just practicing for it!
Carl: Well, I hope I helped! Good luck!
Luisa: Thanks, Carl!

SPEAKING STRATEGY

Notice Carl's question: *Do you mean letters and packages?*
 This is a clarification question. We ask clarification questions to make sure we have understood something correctly.



GOAL CHECK Talk about How Things Were Done in the Past

1. Look at the timeline. How has public education changed? Discuss in pairs. Use *used to*.

Public education

300 years ago:

Girls weren't allowed to learn to read.
 Many students left school at age 12.

50 years ago:

Girls were allowed to go to school.
 Boys and girls were taught mostly different things.

Now:

Girls and boys learn the same things.
 The age of students is not limited to age 18.

2. How were the topics in the box done before public services were developed, and how are they done now? Choose one and draw a timeline.

garbage collection health care public transportation water

D GOAL Discuss Historical Facts

Reading 48 (Optional)

A MY WORLD Are there any UNESCO World Heritage Sites in Việt Nam? Work in pairs. Tell your partner anything you know about the World Heritage Sites in Việt Nam.

B Read the article. Circle **T** for *true* or **F** for *false*. Make the false statements true.

1. Mỹ Sơn Sanctuary and Hội An Ancient Town are World Heritage Sites in Quảng Nam Province. **T F**
2. Hội An Ancient Town used to be a trading port. **T F**
3. The architecture of Hội An is affected by only one culture. **T F**
4. Hội An lantern festival is held every night. **T F**
5. Hội An Ancient Town is well-preserved. **T F**

D Answer the questions.

1. When did UNESCO recognize Hội An Ancient Town as a world heritage site?

2. Which goods were exchanged in Hội An trading port?

3. What are the diverse cultural influences on the architecture of Hội An?

4. What happens during the night of Hội An lantern festival?

5. What attracts many tourists to Hội An Ancient Town?



GOAL CHECK

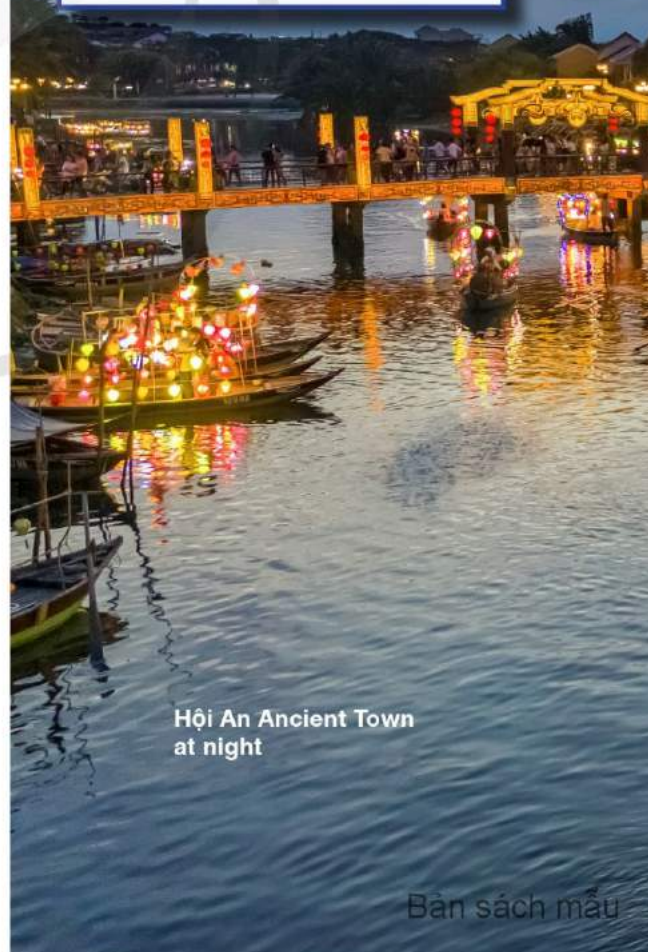
In groups, plan one of these projects and write down the information in the table. Then, share your plan with the class.

1. A campaign to help preserve the antique beauty of Hội An Ancient Town.
2. An event for landscape preservation in Việt Nam.

What is the project? (List the activities.)	When are you going to start and finish?	Who is going to do each part?	What are you going to need?

The Ancient Town of Hội An

Along with Mỹ Sơn Sanctuary, Hội An Ancient Town is another popular natural World Heritage Site in Quảng Nam Province, Việt Nam. It was recognized by UNESCO on December 4th, 1999. Since then, Hội An Ancient Town remains one of Việt Nam's most beautiful places with its cultural richness.



Hội An Ancient Town at night

Hội An Ancient Town used to be one of the most bustling trading ports in Southeast Asia, thanks to the **canals** cutting through it. From the 15th to the 19th century, many kinds of goods—silk, china, pottery, and spices—were exchanged among traders from all over the world. Trading activities declined in the late 19th century, but the lively spirit still remains in this little port town.

Hội An Ancient Town features a mixture of diverse architectural styles. In particular, Chinese, Japanese, and French cultural influences are evident in the architecture of Hội An Ancient Town. The cultural mixture is reflected in wooden Chinese-inspired temples and colorful French-style buildings. It is also reflected in the Vietnamese **tube houses** and the iconic Japanese Covered Bridge with its pagoda.

What is also special about Hội An is the lantern festival. It is held on the 14th night of every lunar month when the moon is the fullest and brightest. At 8 p.m., all **fluorescent lights** are turned off, and the lanterns are lit up by candles. People can enjoy the peaceful atmosphere with the traditional character of Hội An.

Over the centuries, Hội An Ancient Town is still in an excellent state of preservation. Its antique beauty and rich culture have attracted many tourists around the world.

canal (n) an artificial waterway

tube house (noun phrase) long and narrow house

fluorescent light (noun phrase) tube-shaped electric light



E

GOAL Describe a Historical Wonder

Communication

A What is a historical wonder? What historical wonders of the world do you know of? Write a list.

B Which words describe your reaction to historical wonders? Discuss in pairs. Explain your choices and add another word of your own.

amazed inspired interested proud shocked your idea _____

C What amazing things did people create in the past? Think of a historical wonder in your country. Write notes about it.

1. What is it like?
2. When was it built? Why?
3. How does it make you feel when you see it?

D Tell a partner about your wonder.

There is a beautiful, old temple in my town. It was built in...

What is special about it?

The Colosseum, also known as the Flavian Amphitheater, in Rome, Italy

Writing

E Read the information about the New Seven Wonders of the World.

What does it mean to be a “wonder of the world”? Both the Seven Wonders of the Ancient World and the New Seven Wonders are examples of humankind’s greatest achievements. They include historical sites that show the incredible things we are capable of creating. Of the original Seven Wonders, only the Great Pyramid in Giza, Egypt, still exists, so Swiss-Canadian filmmaker and adventurer Bernard Weber started the New Seven Wonders of the World project. He wanted the greatest achievements of the last 2,000 years to be recognized now and remembered in the future. He also wanted regular people to decide on these new wonders by voting over the phone and internet. The project began in the year 2000, and the results were announced in 2007 with nearly 100 million votes. The new wonders include the Great Wall of China, the Colosseum in Rome, and the Taj Mahal in India.

F Complete the description with adjectives from the box.

amazed amazing ancient famous huge interested stronger

The Great Wall of China was voted one of the New Seven Wonders of the World, and it is also a UNESCO World Heritage Site. It is really (1) _____—some parts were built in the 3rd century BCE—and it is (2) _____—it is more than 20,000 kilometers (12,430 miles) long. Architecturally, it is an (3) _____ construction. The Chinese built the wall over the centuries to protect their country. At the beginning of the 13th century, China was attacked by Genghis Khan’s army, because Khan wanted China to be part of the Mongol Empire. His grandson, Kublai Khan, finally achieved this in 1276. Because of historic events like this, China continued to make the wall (4) _____ and better up to the 17th century. It is now one of the world’s most (5) _____ landmarks. I was very (6) _____ to read about the Wall’s history and I was (7) _____ when I saw it.

WRITING STRATEGY

Using descriptive adjectives makes your writing more interesting.

G Use the Internet to research one of the New Seven Wonders historical sites. Write notes.



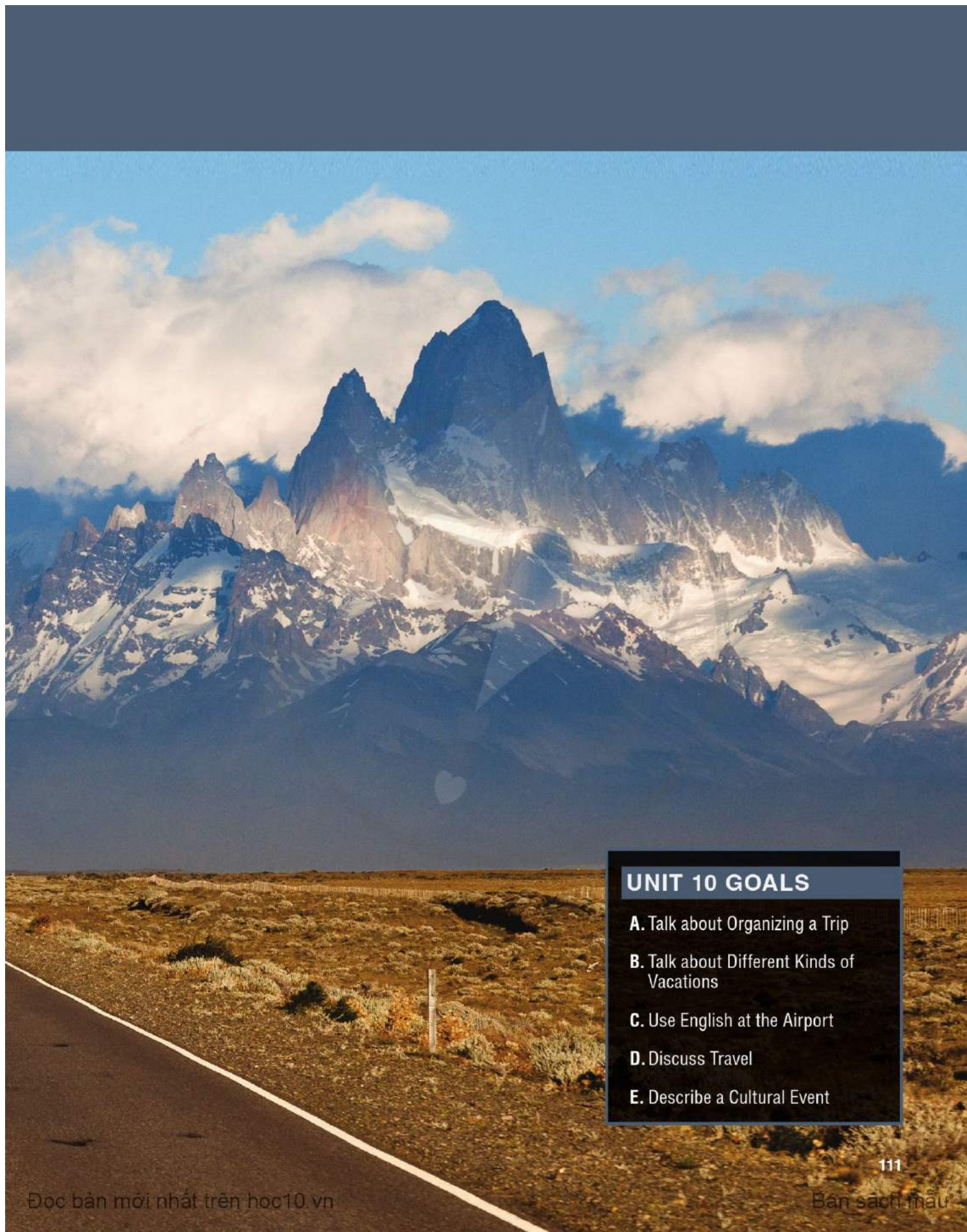
GOAL CHECK Describe a Historical Wonder

1. In your notebook, write a description (150–180 words) of the site. Use your own words, including adjectives, to describe your reaction to the site. Use the paragraph in **F** to help you.
2. Share your description with a partner. Talk about the information that is interesting or surprising to you.
3. How can your partner improve the description? Use your partner’s comments to make corrections and improvements.

Look at the photo and answer the questions:

- 1** What do you see in this picture?
- 2** How would you get to the national park?

Road to El Chaltén, Los Glaciares National Park, Santa Cruz, Argentina



UNIT 10 GOALS

- A. Talk about Organizing a Trip
- B. Talk about Different Kinds of Vacations
- C. Use English at the Airport
- D. Discuss Travel
- E. Describe a Cultural Event

A

GOAL Talk about Organizing a Trip

Vocabulary

The Internet has made organizing a trip a lot easier; you don't need to go to a travel agent anymore. You can do it all yourself with **online booking**! So, find a travel website and follow these steps:

1. Choose your **destination**. Where do you want to travel to?
2. **Book a flight**. Choose your **departure** and return dates, and then click **search**! If you like the price, click **pay**!
3. Need somewhere to stay? You can **make a reservation** for a hotel online, too. Set your check-in and **check-out** dates, and choose the type of room you need.
4. Need travel documents? You can even **apply for a visa** for some countries online.

A Read the text. Then complete each sentence with a **blue** word or phrase.

1. When you search, you look for something.
2. You _____ to get permission to enter a country.
3. The date you start your trip is your _____ date.
4. _____ is when you pay and leave the hotel you have stayed at.
5. The place you travel to is your _____.
6. With _____, you can buy plane tickets and find a place to stay on the Internet.
7. When you buy a plane ticket, you _____.
8. When you _____, you arrange a service in advance.

B Complete each collocation with a **blue** word from the text above.

1. _____ a hotel
2. _____ for a passport
3. _____ time
4. _____ a tour
5. _____ for

Grammar (See Grammar Reference p. 155)

Expressing Obligation and Necessity

Use <i>must</i> or <i>have to</i> + base form of the verb to say that something is an obligation or a rule.	Travelers must apply for a passport at least six weeks in advance. When traveling to the US, you have to obtain a foreign driver's license when driving around.
Use <i>have to</i> or <i>need to</i> + base form of the verb to say that something is necessary.	We have to book our flights soon. She needs to make a hotel reservation.
Use <i>don't have to</i> or <i>don't need to</i> + base form of the verb to say that something is not necessary.	She doesn't have to get a visa for Canada. We don't need to make a reservation.

C Complete the sentences with *must*, *have to*, *need to*, *don't have to*, or *don't need to*.

1. Airline rules say that passengers _____ be at the gate 15 minutes before departure.
2. We _____ book the tour. It's not a busy time.
3. Passengers _____ be seated during takeoff and landing.
4. If we don't want to pay extra, we _____ leave the hotel before the check-out time.
5. I _____ pack my bag tonight. I leave tomorrow.
6. You _____ make reservations for the train. You can buy the ticket on the day you travel.

D  49 Complete the conversation. Then, listen to check your answers.

Ed: So, Peter, are you and Maya ready for our trip?

Peter: We will be! But first, Maya (1) _____ get a new passport, and I (2) _____ apply for the visa.

Ed: You need to get started! You (3) _____ go to the embassy for the visa. You can get it online. I booked our hotel online, too. It's so much easier!

Peter: OK, thanks for the tip!



You usually need to make a reservation to do extreme activities.

REAL LANGUAGE

A **tip** is useful information that makes doing something easier.



GOAL CHECK Talk about Organizing a Trip

Look at the destinations in the box. Add one of your own. Then choose a destination, and complete the chart in your notebook. Finally, talk to a partner about preparing for your trip.

Canada Italy New Zealand Peru Thailand _____

Where are you going?	Do you have a passport?	Do you need a visa? (embassy or online)	Tickets (plane, train, bus)	Hotel reservation	Tour	Other

Are you ready for your trip?

Well, I booked my flight to... but I still have to...

How about you? Where are you going on vacation?

B

GOAL Talk about Different Kinds of Vacations

Listening

A Look at the picture. How does it make you feel?

B Read the information. What kinds of vacations do you like? Tell a partner.

1. Adventure vacation

Try exciting sports like hiking, rafting, or scuba diving. Have amazing experiences to tell your friends about.

2. Relaxing vacation

Go to a beautiful place to rest and relax. Sleep late, read, listen to music, and enjoy the scenery.

3. Learning vacation

Learn to do something new, like art or music, or take a class in a subject that interests you.

C  50 Listen to three people talking about their vacations. Which country is each person going to?

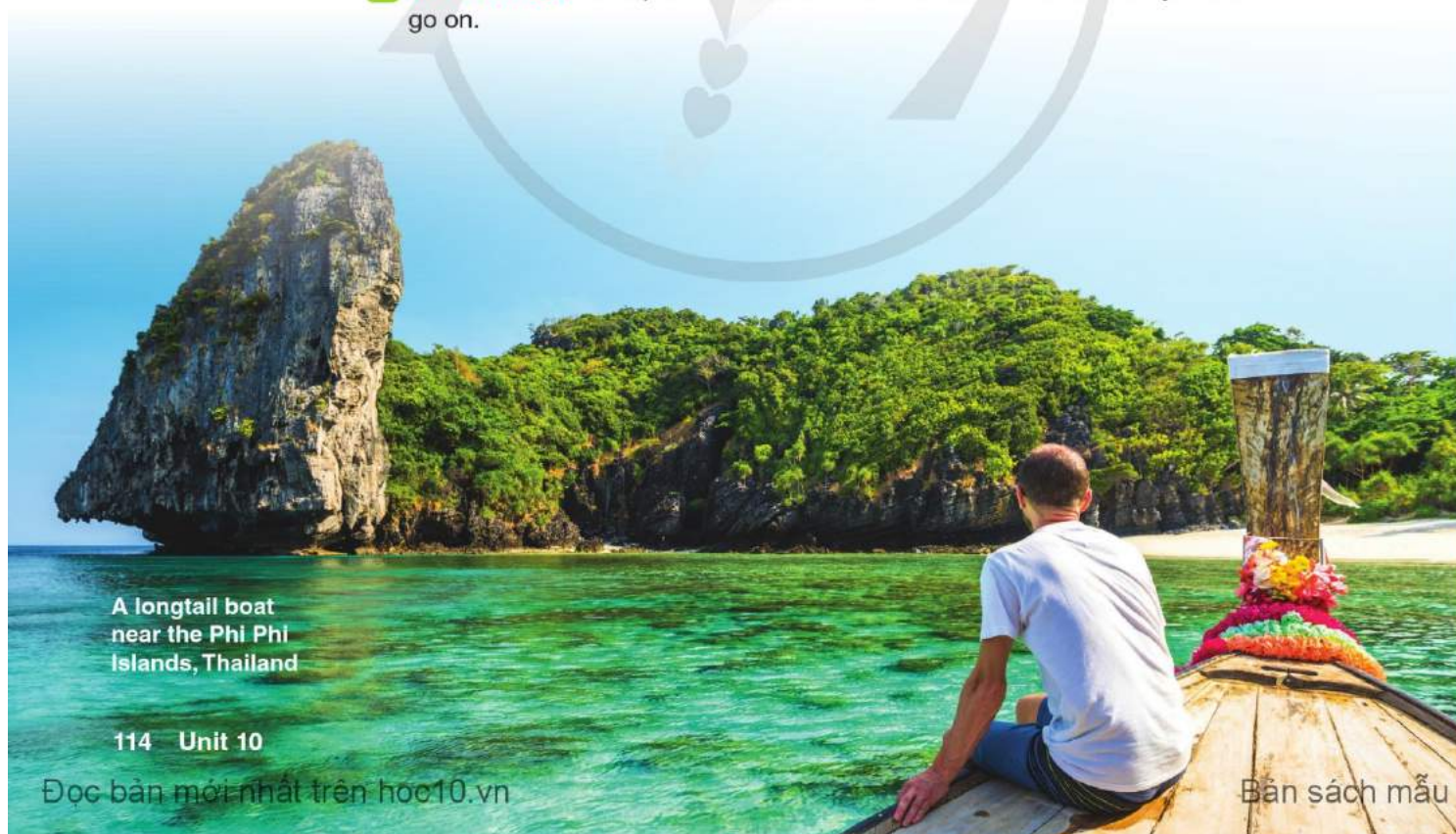
Carla: _____

Marcus: _____

D  50 Listen again and complete the chart.

	What kind of vacation are they going to have?	What activities are they going to do?
Carla		
Marcus		

E MY WORLD Tell a partner about a recent vacation or a vacation you want to go on.



A longtail boat near the Phi Phi Islands, Thailand

PRONUNCIATION: Weak Forms of *have to* and *has to*

When we speak quickly, *have to* and *has to* are pronounced /hæftə/ and /hæstə/.

F  51 Listen to the sentences. Then practice saying them in pairs.

1. I have to apply for a passport.
2. We have to book our flights.
3. Rosa has to pack her suitcase.
4. They have to check in at six o'clock.
5. Juan has to check his hotel reservation.
6. Do you have to book the tour in advance?

Communication

Mexican Traditional Cooking: Learn to cook delicious, traditional dishes in Oaxaca, Mexico. You will prepare the classic *mole* with its 34 ingredients, including chocolate and six different types of chili!

Costa Rican Kayaking: Have an adventure in Costa Rica. You will go kayaking, hiking, and rafting in the incredible rainforest. Look out for the amazing wildlife, too!

Beach in Thailand: Stay in a relaxing beach house on Railay Beach, Thailand! Swim, swing in a hammock, or just do nothing. You don't even have to cook—a chef will prepare all of your meals!

- G** In pairs, talk about the three trips and choose which one you will take together.
- H** What do you have to do before this trip? Think of five things.
- I** What will you take with you? List 10 things.

If we go to Thailand, we'll see beautiful beaches!

I'll take sunscreen.



GOAL CHECK

Talk about Different Kinds of Vacations

Join another pair and talk about your vacation plans. Explain why you chose your vacation and why you did not choose the other destinations. Say what you have to do to prepare for it.

We didn't choose the beach house because...

We really like... so we chose...

C

GOAL Use English at the Airport**Language Expansion: At the Airport**

airline agent
baggage claim
boarding pass
carry-on bag
(online) check-in
gate
security check
terminal

A Write the words and phrases from the box next to their meanings.

1. (online) check-in registering for your flight at the airport or electronically
2. _____ the person who helps you register for your flight and takes your large bags
3. _____ where travelers arrive and leave from at an airport
4. _____ This has your flight details and seat number. You need it to get on the plane.
5. _____ where you pick up your suitcase after your flight
6. _____ where your bags are checked by security officers
7. _____ the door where you get on the plane
8. _____ a small bag you can take on the plane with you

REAL LANGUAGE

You have to **check large bags**. Your **checked baggage** goes in a separate part of the plane and you get it at the baggage claim.

B Complete the paragraph with the words and phrases from A.

When you get to the airport, the first thing you have to do is go to the right (1) _____. Then, you need to find the (2) _____ desk where an (3) _____ will help you. They will check your passport and give you your (4) _____, which has your flight information. If you have a large bag or suitcase, you have to check it there. If you only have a (5) _____, you can take it on the plane with you. If you did (6) _____, you already have your boarding pass, so you can go straight to the (7) _____ in the departure area. You will have to go through a (8) _____ to make sure you don't have anything dangerous. Finally, when you get to your destination, you can pick up your checked bag from the (9) _____.

Grammar (See Grammar Reference pp. 155–156)**Expressing Prohibition**

Use *must not* to say something is not allowed.

Must not and *can't* both mean that something is not allowed. *Must not* is stronger and is used for rules.

You **must not** bring a knife on the plane.

You **must not** open that door.

You **can't** take a large piece of baggage as a carry-on.

C Write sentences about traveling by plane. Use *have to*, *must*, *must not*, and *can't*.

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

Conversation (Optional)

D  52 Listen to the conversation with your book closed. What time will the traveler get on the plane?

Airline agent: Good afternoon. Where are you flying to today?

Traveler: To Bogotá. Here's my passport.

Airline agent: Thank you. And do you have any bags to check?

Traveler: Just one. And this is my carry-on bag.

Airline agent: OK, thank you. Here's your boarding pass. You're in seat 27D. Boarding time is 10:15 at gate 13, but you must be at the gate 30 minutes before that.

Traveler: OK, and 27D is a window seat, isn't it?

Airline agent: No, I'm afraid it isn't. There aren't any window seats available.

Traveler: Oh, I thought I had reserved a window seat when I booked online.

Airline agent: I'm sorry about that, ma'am. Is there anything else I can help you with?

Traveler: Yes, is there a restaurant after the security check?

Airline agent: Yes, there are two.



Barajas International
Airport in Madrid, Spain

SPEAKING STRATEGY

Notice the traveler's question: *27D is a window seat, isn't it?* Use these tag questions (short questions at the end of a sentence, after a comma) to confirm information.

E In pairs, practice the conversation. Switch roles and practice it again.



GOAL CHECK Use English at the Airport

1. In pairs, write a list of the things you do at an airport.
2. Join another pair and compare your lists. Put the actions in order.
3. Prepare the dialog for a how-to video in which you show other students how to use English at the airport.

D **GOAL** Discuss Travel

Reading 53 (Optional)

A MY WORLD What do you like about traveling? Is there anything you don't like about going somewhere you've never been before? Tell your partner.

B Scan the article, and add the phrases (a–d) to the paragraphs (1–4) to create subheadings.

- a. Travel is good for your health.
- b. Travel promotes cultural understanding.
- c. Travel takes you out of your comfort zone.
- d. Travel helps you become a global citizen.

C Read the article again. Circle **T** for *true* and **F** for *false*.

- | | | |
|---|----------|----------|
| 1. Your comfort zone is where you sleep. | T | F |
| 2. Sightseeing can involve exercise. | T | F |
| 3. Global citizens want to work together to solve the world's problems. | T | F |
| 4. We can't learn about culture in restaurants, cafes, or markets. | T | F |
| 5. We learn about ourselves when we travel. | T | F |

D Answer the questions.

1. Why are challenging situations sometimes good for us?

2. Why is travel good for your mind and body?

3. What does the term *global citizen* refer to?

4. How do we learn about our own culture when we travel?

5. Why is cultural understanding important?



GOAL CHECK

1. Remember a trip you have taken. Write notes to answer the questions.

Where did you go, and how long did you stay?

What was the most challenging / interesting / frightening / unusual moment of that trip?

What did you learn during the trip?

2. Tell a partner about your trip.

Four Reasons Why Traveling is Good for You



Bản sách mẫu

1. _____

In our daily lives, we generally know what we're going to do, where to go, and who to ask if we need something. We're in our comfort zone; we're comfortable. When we travel to a different country, where people might speak a different language, we leave our comfort zone, and sometimes that can be frightening. But it's worth it! Challenges help us grow and become more confident.

2. _____

Changes in location and breaks from our routine make us feel better. We are **stimulated** by seeing new places and experiencing new cultures. Also, when we travel, we are often more active, so we do more exercise, even if it is only walking around a new city sightseeing. Traveling can be very **motivating**, so it is good for your mind and your body.

3. _____

There are a lot of problems in our world that will cause bigger problems in the future if we don't find solutions. With climate change, pollution, and other environmental issues in front of us, we need to work together as **citizens of the world**. When you travel, you meet new people, make new connections, and understand the world better. This helps you become a global citizen.

4. _____

When we travel, we can visit museums, art galleries, and festivals, as well as restaurants, cafes, and markets. All these things help us learn about the history and culture of a country and help us understand that people around the world think differently and do things differently. When we travel, we learn about a country, its culture, and its people, and we come home with new understanding. This opens your mind and can help you respect others and see your own culture more clearly.

to stimulate (v) to make someone excited and interested about something

motivating (adj) making you want to do something

citizen (n) a person who lives in a particular place

Pedestrian-friendly street
in Oaxaca, Mexico

E

GOAL Describe a Cultural Event**Communication**

A Read the text. What cultural festivals or events do you know about? Write a list.

Hawaii's Lantern Floating Festival

People travel from all over the world to participate in Hawaii's Lantern Floating Festival. Lantern Floating Festival is a ceremony to remember family and friends who have died. It takes place on Memorial Day, the last Monday in May. The festival begins with music and singing, and then, as the sun sets, everyone lights their lanterns. Each lantern has a message written on it, and sometimes people also attach photos of their loved ones to them. Once they are lit, the lanterns are released onto the water. It is a truly beautiful sight. Lantern Floating is a moment to remember and give thanks to the people who have left the world before us.

B Choose an event from your list, and write notes about it. Use the questions.

1. When does it take place?
2. Where does it take place?
3. What is it for?
4. What do people do?
5. Do people come from far away to go to the event?
6. How would you describe it? Write three adjectives.

What's the name of your event?

Day of the Dead.

When does Day of the Dead take place?

C Ask a partner about their cultural event.

The annual Lantern Floating ceremony is held at Ala Moana Beach Park in Oahu, Hawaii.



Writing

- D** Read the text about a festival. Underline the topic sentence and the last sentence.

Lim Festival

Around mid-January of the lunar calendar every year, thousands of people from the north of Việt Nam travel to Bắc Ninh. They travel there to participate in the Lim Festival, a cultural event that dates back more than 300 years. The celebration usually starts with a parade where villagers are dressed in colorful traditional costumes. Then, many rituals take place to worship Gods and to honor the founders of the festival. In the main part of the festival, people hold many folk games such as wrestling, chess, weaving competitions, and rice cooking competitions. However, the most important activity is the art of “Quan Họ” singing, which was recognized as an Intangible Cultural Heritage by UNESCO in 2009. Male and female singers in traditional costumes challenge each other by singing a song, in which each partner must sing different lyrics to match their partner's melody. So, if you like travel, art, and unusual experiences, you should visit Bắc Ninh next spring!

- E** Use your notes from **B** to write a paragraph (150–180 words) for a travel blog. In your blog, you want to encourage people to visit your country for a cultural event. Use the text in **D** to help you.
- F** Exchange paragraphs with a partner. How can your partner improve his or her paragraph? Write notes on the paragraph. Use your partner's comments to make corrections and improvements.

WRITING STRATEGY

The topic sentence(s) (the introduction) and the last sentence(s) (the conclusion) work together. They both need to show the main idea of the paragraph.



GOAL CHECK Describe a Cultural Event

1. In small groups, share your paragraph.
2. Discuss the different cultural events and decide which one you would all like to visit. Explain your reasons to the class.

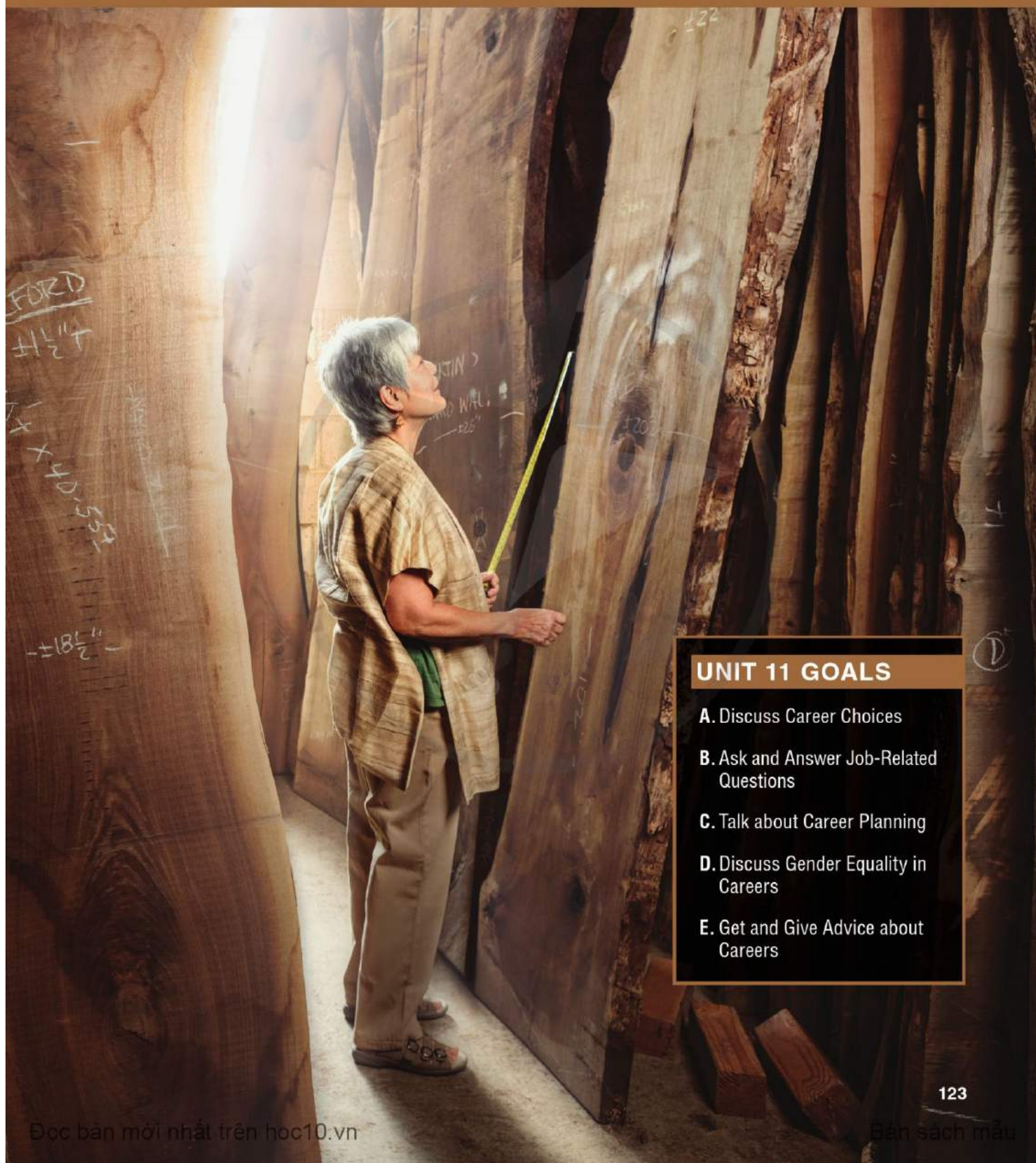
Suggested cultural events: Mid-Autumn Festival, Hương Pagoda Festival, Hùng King Temple Festival, Huế Festival, Hội An Lantern Festival, Cow Racing Festival, Chúa Xứ Lady Festival, Coconut Festival, etc.

I would like to visit... because...

Look at the photo and answer the questions:

- 1** What is the person in the photo doing? Why?
- 2** What knowledge and skills does this person have?

Mira Nakashima, a designer and woodworker, in New Hope, Pennsylvania



UNIT 11 GOALS

- A. Discuss Career Choices
- B. Ask and Answer Job-Related Questions
- C. Talk about Career Planning
- D. Discuss Gender Equality in Careers
- E. Get and Give Advice about Careers

A

GOAL Discuss Career Choices

Vocabulary

A  54 Listen to a conversation between a high school senior and a career advisor. What does Marcy do at the hospital?

B  54 Listen again. Then, fill in the blanks in Ms. Carter's notes below with the words in the box.

assistant	boss	employee	experience
owner	qualifications	training	volunteer



This modern, open-concept office space encourages collaboration, creativity, and innovation.

I think she should study more.

Yes, she should get a degree in business administration.

- Marcy has some work (1) experience. She went through a (2) _____ program to become a family (3) _____ at the hospital. It's (4) _____ work, so Marcy doesn't get paid.
- Marcy would like to be a business (5) _____, but she doesn't have the necessary (6) _____ yet.
- I explained that she could start as an (7) _____ at a business. Later, perhaps, she can be the (8) _____ when she has her own business.

C Complete each sentence with a word from **B**.

1. An _____ works for an employer.
2. If you do _____ work, you don't get paid.
3. In a _____ program, you learn how to do something.
4. If you are the _____ of a company, it is your company.
5. An _____ helps you do something.

D In pairs, discuss what you think Marcy should do to prepare for her future. What degrees or training should she get?

E MY WORLD In pairs, talk about the education or experience that you have. Use the information in the box to help you.

bachelor's degree	extracurricular activities
vocational degree	volunteer work

Grammar (See Grammar Reference p. 156)

Modals for Giving Advice

Use <i>should</i> + base form of the verb to say that something is (or isn't) a good idea to do.	You should choose a career that fits your personality. You shouldn't apply for an office job if you don't like to be inside all day.
Use <i>had better</i> + base form of the verb to say that something bad could happen if the advice isn't followed.	You had better prepare well for your interview. He'd better practice his English before he goes.
Use <i>maybe</i> , <i>perhaps</i> , or <i>I think</i> with those modals to make the advice sound gentler and friendlier.	Maybe you should become a healthcare worker.

F Complete each sentence with an advice modal. Use a negative form when necessary.

1. You _____ listen to your boss!
2. Juan _____ finish the course so he can get his degree.
3. The employees _____ leave early when the boss isn't there.
4. Perhaps you _____ look for a job as an assistant first.
5. Martha _____ do the training program if she's not interested in the job.

Career Advice

- If you want to become a successful business owner, you should _____, but you shouldn't _____.
- If you want to get a degree, you had better _____.
- You should _____ if you want to get some work experience. Good luck!

G Complete the sentences in pairs. Use your own ideas.

H Read one of the problems out loud to a partner. Your partner will give you friendly advice using *maybe*, *perhaps*, or *I think*.

1. I don't know what career to choose.
2. I don't have any experience.
3. I want to get a better job.
4. My job doesn't pay very well.
5. My job application was rejected.
6. I need an assistant to help me at work.



GOAL CHECK Discuss Career Choices

1. Look at the careers in the box. What training, experience, and other qualifications are needed for each career? Choose three and write notes.
2. In pairs, discuss each career.
3. Would you choose any of these careers? Why?

App developer
Computer systems analyst
Health services manager
Market research analyst
Physical therapist
Sales representative

B

GOAL Ask and Answer Job-Related Questions

Listening

A  55 Listen to an interview with a restaurant owner. Why did he start his own business?

B  55 Listen again and answer the questions.

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 work at the restaurant? _____
6. What does Mr. Sangumram's wife do for a living? _____

C What makes a good job? Rank the following from 1 (most important) to 6 (least important). Share your answers in pairs.

- | | |
|------------------------------------|------------------------------|
| _____ amount of vacation time | _____ distance from home |
| _____ wage or salary level | _____ long-term employment |
| _____ working alone or with others | _____ interesting job duties |

D MY WORLD What is your dream job? Why do you want to do that job?

Thai restaurant
cook working in
a restaurant



PRONUNCIATION: Intonation: Yes / No Questions and Wh- Questions

In *yes / no* questions, the speaker's voice rises on the last content word.

Does your wife work with you at the restaurant?

In questions with *wh-* words, the speaker's voice rises on the first content word and falls on the last content word.

When did you open this wonderful restaurant?

E  56 Listen and repeat the questions. Then, ask and answer them in pairs.

1. What do Mr. Sangumram's children do? _____
2. Does his wife work at the restaurant? _____
3. What does his nephew do? _____
4. Does the restaurant serve Chinese food? _____
5. Where do Mr. and Mrs. Sangumram live? _____
6. Does Mr. Sangumram enjoy his job? _____

Communication

F When you are looking for a job, what do you want to know? Write a question for each one.

What I want to know about:	Questions I can ask:
Salary	
Training opportunities	
Vacation time	
Travel opportunities	
Hours	

G Read the job profiles in the box. Choose one that you are interested in. Tell a partner why you chose that job.

Diving Instructor:

Understands and teaches the use of scuba equipment.
Works outdoors.
Should be a strong swimmer.
Salary is paid by season.

Commercial Pilot:

Knows about airplane mechanics, weather, and radio communication.
Works long hours.
Often works far away from home.

Market Research Analyst:

Should be interested in psychology and behavior.
Works under pressure.
Should have strong organizational and communication skills.



GOAL CHECK

Ask and Answer Job-Related Questions

Join another pair and ask and answer each other's questions in **F** about the different jobs.

What qualifications should a market research analyst have?

Well, a degree in communications or business administration is useful.

C

GOAL Talk about Career Planning

Language Expansion: Participial Adjectives

A Read the article. What are the noun forms of the words in blue?



Flight medics
prepare for takeoff.

A. J. Coston isn't waiting to start his dream job. At age 18, he's a weekend volunteer firefighter in the United States. During the week, he lives at home with his mom, dad, and sister, and does his main job: going to high school. "I have always wanted to get into firefighting... since I was a little kid watching fire trucks go by," he says. "One day I was **bored** and on the Internet, and I found out that Loudoun County offered a junior firefighter program."

Some of A. J.'s friends are **surprised** by his decision to spend weekends at the firehouse, but to A. J., helping people is more **satisfying** than anything else. The job is never **boring**, either, since firefighters get called to all sorts of emergencies. One **terrifying** moment for A. J. was getting an emergency call after four children were struck by lightning. Luckily, all four survived.

A. J. will be off to college next fall and plans to study what he's most **interested** in: emergency medical care. "I want to be a flight medic on a helicopter eventually," he says.

B For each participial adjective in blue above, decide whether it describes (1) someone's feelings or (2) something that causes a certain feeling.

1. Describes someone's feelings: _____
2. Describes what causes the feeling: _____

Grammar (See Grammar Reference p. 157)

Cleft sentences *It is / was... that...*

Cleft sentences are used to emphasize a part of the sentence. In a cleft sentence, a message is divided across two clauses. The <i>It</i>-clause emphasizes the focused information while the <i>that</i>-clause contains the remaining information.	Did Jane organize the meeting? – No, it was Susan that organized the meeting. Did Susan meet the employees? – No, it was the candidates that Susan met. Did she meet them in the cafe? – No, it was in the office that she met them. Does she work at District 1? – No, it is District 2 that she works at.	
If the focus is a person, we can use <i>who</i> instead of <i>that</i>.	A: Is the boss making the task difficult for you? B: No, it is the assistant that / who is causing us difficulties.	
We can leave <i>that</i> or <i>who</i> out if it is the object of the verb.	It was Mary (that / who) I called yesterday.	For our company, it is your experience (that) we value the most.
If the focus is a plural subject, the verb in the <i>It</i>-clause is still singular.	It is the managers that / who are interviewing John.	It was the application processes that made us tired, not the job.

C Decide whether *who* can be used instead of *that* in the following sentences. Write **Y** for yes and **N** for no. Circle *that* if it is not needed.

1. ____ This job pays well, but it is its safety risks that we are worried about.
2. ____ Although the salary is high, it was the boss that made us want to leave the job.
3. ____ It wasn't the trainer that made us bored. The contents of the training did.
4. ____ We all like this job. However, it is the salary that we don't like.
5. ____ The employees suggested many ideas, but it was the owner that decided on the final one.
6. ____ It was in July that he went on a business trip.

D Complete the sentences with *It is / was... that...* Use the words in parentheses and your own ideas.

1. We liked the training contents, but _____.
(tight schedule – made us tired)
2. Although you may have high qualifications, _____.
(skills – important)
3. We did all the preparation, but _____.
(boss – get the credit)
4. You don't get paid in a volunteer job. However, _____.
(joy in helping people – make you happy)

Conversation (Optional)

E  57 Listen to the conversation. What is the man planning to do?

- Sam:** What do you want to do when you finish school?
- Isabel:** I'm not sure. What are you planning to do?
- Sam:** I want to do a training program in web design and app development.
- Isabel:** Oh, so that means you'll have to work with the computer a lot, I guess. That sounds tiring!
- Sam:** Maybe. But it is the potential for future jobs that I'm interested in. What about you? Have you asked anybody for advice about career planning?
- Isabel:** No... I should talk to someone, right?
- Sam:** You should talk to the career advisor at school. Still, it's you who will make the final decision.
- Isabel:** Great idea! Thanks for the advice, Sam.

SPEAKING STRATEGY

Notice Sam's question: *What about you?*
We use this question to turn the conversation to the other person.



GOAL CHECK Talk about Career Planning

1. What kind of career would be interesting and satisfying to you? Why? Write down some ideas and your reasons.
2. Answer the questions about your career choice. Write notes. Then, talk in pairs about your career planning.
 - How can you plan for this career?
 - What should you do in preparation?
 - Has anybody given you any advice?
 - Is there anything you can do to get experience?

D **GOAL** Discuss Gender Equality in Careers

Reading 58 (Optional)

- A** Read the definition of *stereotype* in paragraph 1. In groups, give some examples of stereotypes that you know.
- B** Skim the article and choose the best option for the main idea.
- Job duties are changing the world's values.
 - The decrease in gender stereotypes gives people more job opportunities.
 - New gender stereotypes should be developed to suit new careers.
 - Independence and confidence are important in a career choice.
- C** Read the article. Complete the ideas.
- Gender stereotypes may negatively affect _____.
 - Gender stereotypes are becoming less _____.
 - As old limitations and stereotypes in many careers no longer exist, people are free to _____.
 - More and more _____ are joining the healthcare industry as nurses.
- D** Read the article. What do these words refer to?
- they (paragraph 1)
 - those (paragraph 3)
 - where (paragraph 3)



GOAL CHECK

- Choose a career from the box and answer the questions. Write notes.

data scientist	engineer	web developer
receptionist	clerk	flight attendant

 - What do you think this career involves?
 - What specific skills would you need?
 - What are the common gender stereotypes in these careers?
- Share your ideas in groups.

Breaking the Gender Stereotypes



A stereotype is a **fixed** belief about a group or individual. These stereotypes are not based on facts but on opinions, and **they** still exist in our society in different ways.

Among these are gender stereotypes—overly simple beliefs about the characteristics and abilities of men and women. Gender stereotypes may have negative effects on both genders. This includes having inaccurate ideas, making wrong judgments about people, or limiting people's potential and opportunities.

However, as technology grows and people have greater access to education and knowledge, gender stereotypes are not quite as common as in the past. In the workplace, people are getting more freedom to follow their dream jobs, especially **those** that were once reserved for the opposite gender. One example is in the field of aviation, **where** the job of a pilot used to be just for men. While some people still believe

that men are better at navigation and thus better fit for flying a plane, the number of female pilots has increased steadily over years. On the other hand, the healthcare industry is witnessing more and more men working as nurses—a role that used to be dominated by women.

While these two examples show that gender stereotypes are decreasing in the modern world, some people still have these old-fashioned beliefs without being aware. Then, how can this be solved? Raising people's awareness of the existence of stereotypes will be the first step. Be kind to everyone, and learn to accept each other's differences. And if you're planning your career or thinking about changing careers, remember the importance of independence, self-confidence, and the passion to follow your dreams.

fixed (adj) not flexible, unable to be changed



E

GOAL Get and Give Advice about Jobs and Careers

Communication

A Work in groups. Discuss the following questions.

1. What are the most respected jobs in Việt Nam? Why do you think so?
2. What are some part-time jobs that people often do in your area? Which is your favorite?

B Work in pairs. Role-play the following situation. Use *should* and *had better*.

- Student A: You want to get a part-time job, but you're not sure if it's a wise decision. Ask your friend for advice. Below are some reasons why you want to get the job.
 - money to pay the tuition fee
 - chance to meet different people
 - (your own idea)
- Student B: Your friend wants to get a part-time job. You think it's more important for him / her to focus on studying while he / she is still at school. Advise your friend to think carefully about the decision and provide some tips on balancing work and study.
 - not enough time for study
 - unsuitable jobs

C Work in pairs. Role-play the following situation. Use the questions in the box as well as your own ideas.

- Student A: You are a student at high school. You have decided to get a part-time job during the summer break. Answer the interview questions.
- Student B: You are the job interviewer. Ask questions to get information from the job candidate. Then, use the information to fill in the candidate information form.

CANDIDATE INFORMATION FORM

Full name: _____

Date of birth: _____

Position to apply for: _____

Education:

Name of school: _____

Grade: _____

Grade-point average: _____

Relevant work experience:

Occupation (if any): _____

Skills (Technical / interpersonal / communication / computer / ... skills):

Strengths: _____

Weaknesses: _____

Salary expectations: _____

Date ready to begin work: _____

Writing

D Complete the letter with the words in the box.

challenging	digital	fields	innovative
interested	background	manager	marketing

Dear Sir/Madam,

I'm writing this letter to ask for your advice.

I am a(n) (1) _____ graduate specializing in social media marketing. I have significant experience with four companies and hotels, and have developed my design and (2) _____ skills through these marketing projects. At the moment, I am a marketing freelancer. I work in a team managing many e-commerce websites for companies.

I'm (3) _____ in finding a(n) (4) _____ position as a social media (5) _____ where I can use my creativity to develop (6) _____ ways of using social media for the company's growth.

Recently, I have gotten an offer from ABC Models, a Vietnamese model management and training company. Being a marketing manager for this company is very appealing to me. However, I have very little (7) _____ knowledge in modeling and fashion. I am afraid that my limited knowledge in the (8) _____ may cause difficulties in performing my job. Could you suggest some of the fastest ways to learn about this field?

I am looking forward to hearing from you.

Sincerely yours,
Trang

E Answer these questions in your notebook.

1. What qualifications, training, and experience do you have?
2. What other skills do you have?
3. What full-time or part-time job are you interested in?

WRITING STRATEGY

Since you are writing to an organization, the tone of the letter should be formal. Be polite, avoid contractions (e.g., *I'm*, *I'll...*), and use suitable expressions for opening and closing. Some examples are:
Dear Mr. Julius,
Dear Sir or Madam,
Best regards,
Sincerely yours,



GOAL CHECK Get and Give Advice about Careers

Write a letter (150–180 words) to a career advice agency, requesting career advice. Remember to include your ideas from **E** and mention why you're writing the letter and what information you need from them.

1. why you're writing the letter
2. what qualifications, skills, and experience you have
3. what job(s) you are interested in
4. what information you need from the career advice agency

UNIT
12

Celebrations

Look at the photo and answer the questions:

- 1** What do you see in the photo?
- 2** What is your favorite celebration?



Buffalo racing in An Giang, Việt Nam



UNIT 12 GOALS

- A. Describe a Celebration
- B. Compare Holidays in Different Countries
- C. Express Congratulations and Good Wishes
- D. Talk about Rituals
- E. Share Opinions about Holidays

A

GOAL Describe a Celebration

Vocabulary

A Read about a special New Year's celebration.



Fireworks on Calton Hill during Edinburgh's Hogmanay in Edinburgh, Scotland

New Year's Day is a **holiday** around the world, but people in Edinburgh, Scotland, **celebrate** it in an exciting way. They have a festival called Hogmanay. Hogmanay **takes place** all around the city from December 29th to January 1st. It starts with a parade on the night of December 29th. On December 30th, there are concerts and dancing. Finally, on New Year's Eve, there is a street party with fireworks, and people wear very colorful **costumes**. There is always a big **crowd**, even though it's very cold. One year, more than 100,000 people **participated**. The celebration in Edinburgh is very **well-known**, but the **annual** Hogmanay festivals in other cities in Scotland are popular, too.

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

- | | |
|---|---|
| 1. <u>takes place</u> : happens | once each year |
| 2. _____ : famous | 6. _____ : special clothes for a performance |
| 3. _____ : a day when people don't work | 7. _____ : do something enjoyable for a special day |
| 4. _____ : a large group of people | 8. _____ : took part in |
| 5. _____ : happening | |

C Would you like to participate in Hogmanay in Edinburgh? Why? Discuss in pairs.

D Complete the paragraph with the words in blue from **A**.

Việt Nam also (1) _____ New Year (Tết holiday) in an exciting way, but it is at a different time of year from Hogmanay. It always (2) _____ in January or February. Tết is the most important Vietnamese (3) _____, and most people don't have to work on these days. During the three days of Tết, people often spend time with their friends and relatives. Some dress up in áo dài and visit pagodas or temples. This (4) _____ celebration also includes a big meal with family, a meeting to give children red envelopes with money inside, and a fireworks display.

E MY WORLD How do you celebrate New Year's Day? Do you think people in other Asian countries celebrate their New Year in the same way?

I would like to participate in Hogmanay because I love music and dancing. How about you?

No, I wouldn't like it. I don't like big crowds.

Grammar (See Grammar Reference p. 157)

Comparisons with as ... as		
Subject + <i>be</i> + (<i>not</i>)	<i>as</i> + adjective + <i>as</i> +	complement
New Year's Day is	as exciting as	Independence Day. (The two holidays are equally exciting.)
Hogmanay is not	as popular as	Carnival. (Hogmanay is less popular than Carnival; Carnival is more popular than Hogmanay.)

Use *as ... as* to say that two things are equal. Use *not as ... as* to say that two things are not equal.

F Write sentences with (*not*) *as ... as* to compare the two festivals.

	The Spring Festival	The Harvest Fair
1. old	started in 1970	started in 1970
2. long	2 days	4 days
3. crowded	5,000 people	5,000 people
4. expensive	tickets are \$15	tickets are \$30
5. big	10 concerts	23 concerts
6. well-known	on a few local TV shows	on the Internet

WORD FOCUS

A **festival** is a type of celebration; for example, the Festival of Colors is celebrated in India in March.

A **festival** can also be an event that you pay to go to.

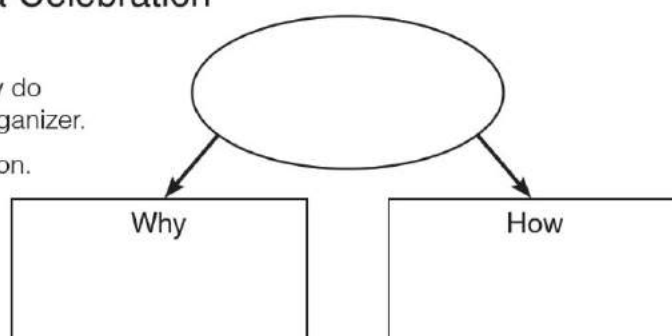
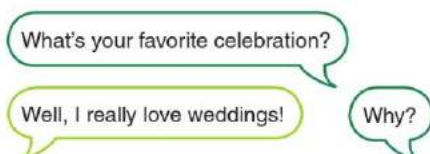
- The Spring Festival is as old as the Harvest Fair.
- The Spring Festival _____.
- _____.
- _____.
- _____.
- _____.

G Choose two celebrations that you know. Compare them using *as ... as*.



GOAL CHECK Describe a Celebration

- What is your favorite celebration?
- Why is it your favorite celebration and how do you celebrate it? Complete the graphic organizer.
- Tell a partner about your favorite celebration.



B

GOAL Compare Holidays in Different Countries

Listening

A  59 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 _____

B  59 Listen again and fill in the charts.

The Day of the Dead

Country: _____

When is it? _____

How do people celebrate it?

a. go to the cemetery with _____

b. bring their favorite _____

What is the special food?

a. sweet _____

b. candy shaped like _____

Halloween

Country: _____

When is it? _____

How do people celebrate it?

a. put on _____

b. ask for _____

What is the special food?

a. _____

b. _____

O-Bon

Country: _____

When is it? _____

How do people celebrate it?

a. go back to _____

b. participate in a special _____

c. make big _____

The Day of the Dead is an important celebration, which sometimes takes place in cemeteries, in Michoacan, Mexico as well as in other parts of the country.



C MY WORLD Is there a special holiday in your country to remember people who have died? Discuss in pairs.

D Discuss these questions in pairs.

1. Do you know about any other holidays like these in other countries?
2. Why do you think different countries have similar holidays?

PRONUNCIATION: Intonation: Alternative questions, Tag questions, Invitations, and Suggestions

E  60 Listen to the questions. Notice how the intonation rises and falls.

1. Is O-Bon in July or August?
2. We went there on vacation, didn't we? (*The speaker is sure that the statement is correct.*)
3. We went there on vacation, didn't we? (*The speaker is not sure that the statement is correct.*)
4. Would you like another drink?
5. I can take you to the airport.

F Work with a partner. Take turns reading the sentences in E.

Communication

G In groups, imagine that you can take a trip to participate in one of the holidays in A. Discuss these questions.

1. How are these holidays similar? Think of as many answers as you can.
2. How are they different?
3. What could visitors do at each holiday?
4. Which holiday would you like to participate in? Why?



GOAL CHECK

Compare Holidays in Different Countries

1. Which holiday did you choose in G? With your group, make a list of reasons why you chose that holiday.
2. Now make a list of reasons why you didn't choose the other two holidays.
3. Explain your decision to the class. Say why you chose the holiday, and why you didn't choose the others.

We don't want to go to the Day of the Dead in Mexico because...

So, we chose to go to O-Bon in Japan. We think...

We want to go to O-Bon because...

C

GOAL Express Congratulations and Good Wishes**Language Expansion:** Expressions for Celebrations**WORD FOCUS**

We say, **Thanks for having / inviting us!** to thank someone after, e.g. a party or dinner

WORD FOCUS

Collocations:
Use **Congratulations** + **on your** + noun / noun phrase:
Congratulations on your promotion / graduation / new job / new baby / win!

A Read the expressions and how we use them.

Expression	Use it
Congratulations!	when someone is getting married, having a baby, getting a promotion, wins a game, etc.
Congratulations! Well done! Great job!	when someone has accomplished something difficult (passed a driving test, an exam, etc.).
Good luck!	to wish someone a good result or a good future.
Happy Birthday / Anniversary / New Year!	to greet someone or wish them the best on a holiday or special occasion.

B Write the correct expression for each situation in your notebook.

1. Your friend has to take a difficult exam tomorrow.
2. You're leaving someone's house after a Thanksgiving meal.
3. Your neighbor tells you he plans to get married soon.
4. Today is your friend's birthday. You see your friend.
5. Your friend got an excellent grade on an exam.
6. It is midnight on December 31st in London.

Hands with henna design for a wedding ceremony in Abu Dhabi, Dubai



Grammar (See Grammar Reference p. 158)

Would rather	
Use <i>would rather</i> + base form of the verb + than to talk about actions we prefer.	I would rather have a small wedding than a big wedding.
Use <i>would rather not</i> + base form of the verb to talk about things we don't want to do.	I'd rather not have a party for my birthday.
Use <i>would rather</i> + base form of the verb in <i>yes / no</i> questions to ask people about their preferences.	Would you rather see Chinese New Year or Hogmanay?

- C** Use *I'd rather* to write sentences about things you would like to do on your birthday.
1. have (a big party / a small party) I'd rather have a big party than a small party.
 2. eat (at home / in a restaurant) _____
 3. invite (lots of people / a few close friends) _____
 4. get (flowers / presents) _____
 5. wear (nice clothes / jeans and a T-shirt) _____

- D** Ask a partner about his or her preferences. Use the choices in **C** and *Would you rather ... ?*

Conversation (Optional)

- E**  61 Listen to the conversation. What are they going to celebrate?

Mike: Hi Katie! Congratulations on your new job!

Katie: Thanks, Mike. It was a really challenging interview, but I guess I did OK!

Mike: Well done! We should celebrate. Would you rather go out or invite a few friends to your house?

Katie: I think I'd rather go out for dinner. We can invite Lucia and Ana.

Mike: OK. I'll book a table at Italiano's.

Katie: Italiano's? I'd rather go somewhere quieter.

SPEAKING STRATEGY

Notice Katie's answer to Mike's question about what she'd like to do: **I think I'd rather go out for dinner.** We often use *I think* at the beginning to make an answer less direct and more polite.

- F** Practice the conversation in pairs. Then, make new conversations. Change the situation and how you are going to celebrate.



GOAL CHECK

Express Congratulations and Good Wishes

1. Think of three situations in which you would congratulate or give someone good wishes.
2. In pairs, decide which expressions from **A** you would use.
3. Prepare the script for an etiquette guide video to show other students how to express congratulations and good wishes in English in different situations.

D **GOAL** Talk about Rituals

Reading 62 (Optional)

- A** Look at the title and the photo. What is a ritual? What do you think the woman in the photo is celebrating? Discuss in pairs.
- B** Scan the article and write the following phrases in the correct paragraph.
- Among the Hindus in Singapore
 - In Việt Nam, a bridal shower
 - Meanwhile, in Thailand
- C** Read the article. Circle **T** for *true* or **F** for *false*.
- Vietnamese brides may receive gifts and advice in their bridal showers. **T** **F**
 - In Việt Nam, wedding gifts will help the couple in the early days of their marriage. **T** **F**
 - In a Thai wedding ceremony, the bride pours water on the groom's hands. **T** **F**
 - Both the conch shell and water are blessed in Thai ceremonies. **T** **F**
 - A form of body art may bring good luck to Hindu couples in Singapore. **T** **F**
 - Henna is placed all over a Hindu bride's body. **T** **F**



GOAL CHECK

Discuss the questions in groups.

- Which do you think is the most interesting wedding ritual from the passage? Why?
- What wedding rituals do you know about from other cultures?
- Are there any special rituals for weddings in your province?





The Rituals of an Important Life Event

Weddings have always been important moments for families and societies. Not surprisingly, they involve celebrations and rituals. Apart from the religious celebrations, there are many interesting elements in Southeast Asian countries' wedding rituals.

1. [REDACTED] is usually held the night before the wedding ceremony. In this event, gifts are presented after older women in the family give the bride some tips on how to behave well toward her husband's family. The most common gifts are gold pieces and gold jewelry. These are considered the bride's **dowry** and also a way to help the couple to partly cover the expenses of starting their own family.

2. [REDACTED], it is not gold but water that plays a central role in Thai wedding rituals. While the bride and the groom sit next to each other and are joined by a headdress made from a single white thread (the Mong Kol), their most honored guests will use a blessed conch shell to pour water on their hands. The water is also blessed from a ceremony that was held earlier. This ritual is believed to bring good luck to the couple.

3. [REDACTED], however, good luck is brought about by henna. A natural dye made from the henna plant, henna has been used for centuries as a form of body art. Before the wedding ceremony, the bride has henna patterns applied to her palms, her hands, and her feet. People believe that the deeper the color of henna is, the happier the couple's marriage will be.

dowry (n) an amount of money that a woman's parents give to the man she marries

E

GOAL Share Opinions about Holidays

Communication

- A** Match the holidays to the photos. When are these holidays? Say which one you like best and why.

Tết (Lunar New Year)
Việt Nam's Reunification Day

Christmas Day
Valentine's Day



1. _____



2. _____



3. _____



4. _____

- B** What holidays do you celebrate? What do you and your family do for these celebrations? Discuss in pairs.

- C** Write your opinion about these sentences in your notebook. Use the expressions in the box.

1. A new holiday isn't a real holiday.
2. Some old holidays are not very important now.
3. Our country should start a new holiday.
4. People spend too much money on holidays.
5. It's very important to keep all of the old holiday customs.

- D** In small groups, explain your opinions about the sentences in **C**. Do you agree or disagree with each other's opinions? .

I agree.
I'm not sure.
I disagree.

We agree about the first one.
New holidays don't feel real!

I agree, they are
like fake holidays!

Writing

E Read about how to write an opinion paragraph.

WRITING SKILLS: An Effective Opinion Paragraph

1. Begin with a strong topic sentence that clearly states your point of view.
2. Support your opinion by giving good, logical reasons for it.
3. End with a brief conclusion related to the opinion and reasons you gave.

F Read the passage about holiday customs. What is the author's opinion?

Old holiday customs are an important connection to our present and past culture, so we should not forget them. A culture is built upon a lot of values, beliefs, and practices. The customs, especially those shown in holidays and celebrations, are often the easiest parts to see in a culture. They form parts of our identities and help to distinguish one community from another. Therefore, practicing these customs is an easy way to let others know who we are. Moreover, the old customs also provide a connection between different generations. In today's busy world, members of a family may only gather during a holiday or a celebration. Then, during the preparation and practice of the old customs, we may see the older members explaining to the younger ones the meaning of the customs and the steps involved. In so doing, they not only pass on the traditional knowledge and beliefs within the customs but also strengthen the connections between the old and the young. That is why it is important to remember and practice old customs.

G Look at the Writing Skills box again. Identify the parts of the opinion passage in **F**.

1. Circle the topic sentence.
2. Underline the supporting reasons. How many reasons does the author give to support her opinion?
3. Circle the conclusion.

H Choose one of the statements from **C**. What is your opinion about it? Brainstorm ideas and complete the visual map with ideas for each part of the passage.

Topic sentence	
Supporting reasons	
Conclusion	



GOAL CHECK Share Opinions about Holidays

1. Write a passage (150–180 words) about your opinion in **H**. Make sure the passage contains all the three elements from the Writing Skills.
2. In small groups, share your passages. Do you agree or disagree with each other's opinions? Tell the class.

Grammar Reference

UNIT 1

Lesson A

The Simple Present vs. The Present Continuous; Stative Verbs

Use the simple present to talk about habits and things that are generally true.	I almost never buy fruit at the supermarket. My father usually goes to the farmers' market.
Use the present continuous to talk about actions and events that are happening now. Note that you can use contractions.	We are making a healthy dinner today. I'm preparing a salad with lots of fresh vegetables.
Form the present continuous with the correct form of <i>be</i> (not) + the <i>-ing</i> form of the verb.	My dad is making lunch. He is not making breakfast.
Yes / No Questions: Simple present: <i>Do / Does</i> + subject + base form of the verb Present continuous: correct form of <i>be</i> + subject + verb + <i>-ing</i>	Does she eat meat? Yes, she does . Are you ready to have breakfast? Yes, I am . Is he making a cake? Are they eating ?
Wh- Questions: Simple present: <i>Wh-</i> question word + <i>do / does</i> + subject + base form of the verb Present continuous: <i>Wh-</i> question word + correct form of <i>be</i> + subject + verb + <i>-ing</i>	What do you eat on special occasions? What are you making ?
Stative verbs (<i>think, taste, have, smell...</i>) Stative verbs express a state rather than an action, so they are not usually used in continuous tenses. When used in the continuous tenses, these verbs express different meanings.	I think that coffee is great. (<i>a state</i>) The coffee tastes really bitter. (<i>a state</i>) I am thinking about Jane's birthday party last night. (<i>an action</i>) The chef is tasting the chicken soup. (<i>an action</i>)

A Circle the correct form.

- Do you *buy* / Are you *buying* the ingredients for the dish right now?
- We always *eat* pozole / are *eating* pozole on special occasions.

- I almost never *drink* / *am drinking* coffee.
- Is dad *making* / Does dad *make* a cake because it's my birthday today?
- We *don't usually go* / *aren't usually going* out for dinner.
- I *have* / *am having* a wonderful dinner at my friend's house.

B Write the correct form of the verb in parentheses.

- Lila never _____ meat or fish. She's a vegetarian. (eat)
- What _____? (you make) It _____ good! (smell)
- I never _____ my cell phone when I'm at the table with my family. (use)
- My little brother _____ to try new foods. (not like)
- Right now, I _____ how to make curry. My aunt _____ me. (learn; teach)
- Wait a minute! I _____. (think)

C Answer the questions.

- How often do you go out for dinner?

- Do you usually cook the meals in your house?

- What are you studying right now?

- What are you thinking about right now?

Lesson C

The Simple Past

Use the simple past to talk about completed past actions or situations.	We walked to the restaurant last night. The meal was delicious.
Many verbs are regular in the simple past. They have an <i>-ed</i> ending. For regular verbs ending in <i>-y</i> , change <i>y</i> to <i>i</i> , then add <i>-ed</i> . For a regular verb that ends in a single vowel and a single consonant, double the consonant, then add <i>-ed</i> .	walk – walked prepare – prepared watch – watched plan – planned stop – stopped carry – carried

Many common verbs are irregular in the simple past.
 be - was / were break - broke bring - brought
 buy - bought choose - chose come - came
 drink - drank drive - drove eat - ate go - went
 have - had read - read say - said tell - told

Negative Statements

be: was / were + not (*wasn't* / *weren't*)
 Other verbs: *did* + not (*didn't*) + base form

I was not (wasn't) thirsty.
We did not (didn't) eat at home yesterday.

Yes / No Questions with *be*:

Was / Were

Yes / No Questions with other verbs: *Did*

Wh- Questions: question word + *did* + subject + base form

Was the fish good at the restaurant?

Did you go to the market last Sunday?

Where did you have lunch yesterday?

D Write the correct form of the verb in parentheses.

- I _____ dinner at my friend's house last night. (have)
- What _____ at the grocery store this morning? (you buy)
- Saul _____ lunch. He _____ hungry. (not eat; not be)
- The restaurant _____ at 1:00 a.m. last night. The wait staff _____ very tired. (close; be)
- The chef _____ the meat yesterday. (not order)
- When I _____ to this market last weekend, the fruit _____ very fresh. (come; be)

E Complete the questions. Then, write your answers.

- Where _____ you _____ last Saturday? (go) _____
- Did _____ your friends there? (see) _____
- What _____ there? (do) _____
- _____ there? (eat) _____
- _____ ? (your idea) _____

UNIT 2

Lesson A

The Present Perfect vs. The Simple Past

Form the present perfect with the correct form of the verb *have* (*not*) + past participle of the verb. Note that you can use contractions.

I have traveled in Europe. She **has been** a teacher for five years. He's **visited** the US many times. **I haven't been** to the US.

For the past participle of regular verbs, add *-ed* to the base form.

carry – carried
 visit – visited
 work – worked

Some verbs have irregular past participles.

be – been become – become
 eat – eaten drink – drunk
 know – known take – taken

Yes / No Questions:

Has / Have + subject + past participle of the verb

Have you ever **eaten** tacos? Yes, I **have**.

Wh- Questions:

Wh- question word + *have / has* + subject + past participle of the verb

How many times have you **been** to Sapa?

Time expressions we often use with the present perfect:
for
since
over the past
so far

We've known each other **for 10 years**.
 We've known each other **since 2010**.

Time expressions we often use with the simple past:
ago
last week / month / year
in + month / year
on + day or date

We met **10 years ago**.
 We had dinner together **last month**.
 We took a trip together **in June**. / **in 2017**.
 We had dinner **on Friday night**.

A Circle the correct form.

- We *ate* / *have eaten* at this restaurant last week.
- They *took* / *have taken* several trips together since 2018.
- I *went* / *have gone* on vacation in July.
- He *started* / *has started* his new job a week ago.
- Did she live* / *Has she lived* in Canada since she was a child?

B Write the correct form of the verb in parentheses.

- Juan and Jorge _____ two years ago in college. (meet)
- They _____ English for two years and are in the same class this year. (study)

3. Last year, they _____ a trip to London. (take)
 4. They _____ to Canada, but they would like to go next year. (never be)

Lesson C

Present Perfect Signal Words: *Already, Yet, Ever, and Never*

Already and *(not) yet* emphasize that an action has (or has not) happened.

Use *already* in affirmative statements and questions.

Use *(not) yet* in negative statements and questions.

Use *never / (not) ever* to talk about something that has or has not happened at any time in the past.

For questions, use *ever*.

For negative statements, use *never / not ever*.

We've **already finished** this unit.

Has class **already started**? No, it **hasn't**.

I **haven't read** that book **yet**.
 Has class **started yet**? No, **not yet**.

Have you **ever studied** Vietnamese?

I've **never learned** to play a musical instrument.
 She **hasn't ever failed** an exam.

- C** Complete the conversation with *already, yet, ever, or never*.

Karla: Have you finished the video project (1) _____?

Daniel: Yes, I did it (2) _____. I worked on it all weekend.

Karla: Have you (3) _____ done a project like this before?

Daniel: No, I haven't (4) _____ done homework like this. Have you?

Karla: No, I've (5) _____ done a video project. And I haven't started it (6) _____!

UNIT 3

Lesson A

Future with *Will*

Use *will (not)* + base form of the verb to talk about the future. Note that you can use contractions.

Cities **will be** noisier in the future.
 There **won't be** more traffic in the future.
 I'll **move** to the suburbs next year.

Yes / No Questions:

Will + base form of the verb

Wh- Questions:

Wh- question word + *will* + base form of the verb

Will the number of vehicles **continue** to grow?

How will people **move** around the city?

- A** Unscramble the words to make statements and questions.

- improve / public / will / transportation
_____?
- jobs / there / will / more / be / or fewer / in the future
_____?
- future / we / learn / how / in / will / the / languages
_____?
- won't / technology / everything / control
_____.
- free / will / Internet / for everyone / be / the
_____.

- B** Complete the statements and questions about cities in the future. Use *will / won't* and your own ideas.

- My city _____
_____ crowded?
- _____ pedestrians
_____ vehicles and traffic problems.
- _____ in neighborhoods?

Lesson C

Present Participles vs. Present Perfect Participles

The present participle is the *-ing* form of a verb. It has an active meaning.

The present perfect participle is formed as *having* + past participle.

The present participle can be used in a present participle clause, with the same subject of the verb in the main clause.

I'll move to the city **after graduating from university**.

Having found a job in the city, I started looking for an apartment.

When moving (= When you move) to the city, will **you** rent an apartment?
Walking (= When you walk) around the city center, **you** will see many shopping centers.

Use present participle to show an event order. We can introduce participle clauses with <i>before</i> , <i>while</i> , <i>after</i> , or <i>on</i> to mark the sequence of actions more clearly.	Before choosing (= Before / choose) a new apartment, I will look at the neighborhood carefully.
Use present perfect participle to describe an action before another action.	Having moved (= After / had moved) into the new apartment, I started meeting my neighbors.
Use present participle to explain an action or event.	Coming (= Because he comes) to the city for the first time, he doesn't know how to get to the city center.
Use present perfect participle to describe a reason or a cause. (This is because the reason or cause happens before the action in the main clause.)	Having found (= Because / had found) a good job, I decided to move to the city.

C Circle the correct answers.

- When they *improve / improving* public transportation, more people will use it.
- Having built / After built* more roads in the city, the government could reduce traffic congestion.
- There will be less traffic after they *open / opening* the new subway.
- Before *moving / having moved* to the city, you should research your job opportunities.
- Getting / Having gotten* around the city, you should use public transport like buses or trains.

D Rewrite the sentences with present participle clauses.

- Before they open the new park, they will finish the play area.
Before _____
- Because her father knows her love of nature, he often takes her to the suburbs on weekends.
Knowing _____
- They bought a house in the city after they had earned enough money.
Having _____
- After she moved to the suburbs, she bought a bicycle.
After _____

5. Will he call you when he arrives in Hồ Chí Minh City?
Will he _____?

UNIT 4

Lesson A

Gerunds Used as Subjects or Objects

A gerund is a form of <i>-ing</i> verbs that functions as nouns. A gerund phrase is a phrase that begins with a gerund.	Swimming is good for your health. Swimming in a pool is not very enjoyable.
Gerunds and gerund phrases as subjects: A gerund and a gerund phrase can be the subject of a sentence. Remember to use a third-person singular verb after a gerund.	Cycling for work is a great form of exercise. Getting enough sleep helps me focus on my work the next day.
Gerunds and gerund phrases as objects of sentences: Gerunds and gerund phrases can be the object of certain verbs, such as <i>avoid, enjoy, hate, like, mind, practice, quit, suggest</i> , etc.	Mai enjoys running in the morning for exercise. I don't mind exercising at the park with you tomorrow. She suggested reading book at least twice a week.
Gerunds and gerund phrases as objects of prepositions in a verb: Gerunds and gerund phrases can follow a preposition in the sentence to provide more information.	I'm excited at trying out new sports. My sister is skilled in doing gymnastics. We're talking about the benefits of having a healthy diet.

A Write the correct form of the verb in parentheses.

- She doesn't mind _____ a walk in the mountains. (take)
- _____ down all day is not good for you. (sit)
- They always talk about _____ in the morning. (run)
- He quit _____ last year. (smoke)
- _____ time with family and friends is beneficial to our health. (spend)