



WHAT CAN WE LEARN THROUGH TRAVELING?
HOW CAN WE HELP EACH OTHER? WHO
MAKES YOU HAPPY?
STUDENT BOOK
HEALTHY LIFE? WHAT DOES IT MEAN TO
RESPONSIBLE? WHERE WOULD YOU



ELLevate
ENGLISH

Student Book

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Workbook

Module 1

Unit 1 The Global Village

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1 | The Global Village



2 | Cultural Differences



3 | Make Future Plans



How can we prepare for the future?



Look at the pictures. Read the unit topics and answer the questions.

- What will the future be like?
- How can you prepare for it?
- What kind of future would you like?



In this unit, I will learn to . . .

- describe a global village.
- differentiate simple present and present progressive.
- listen and read for fact and opinion.

1 |

Get Ready



What is a global village?



A. Look at the pictures. How is the place in the pictures different from where you live? Read the text and listen to the audio.



Duma of Kenya lives in a very different world today than he did when he was growing up in the 1950s. No one ever saw a television or a phone until the 1970s. Actually, Duma's home did not get **electricity** until the 1980s.

Today, Duma's grandson Jata lives in a very different world. Jata travels about ten kilometers every afternoon to visit an internet café in a **neighboring** town. He plays games and chats with teens in different countries. Jata uses English to connect to the world.

Duma's village has not grown much. The number of European **tourists** on safaris has fallen in recent years. Many villagers have lost their jobs. But the village is **interconnected** with the world, more than ever before. Now, Duma's village is connected to other villages and towns by roads made by Chinese companies.

While globalization has improved the village in some ways, in other ways things are not as good. Young people used to **look up to** older men, like Duma, and listen to their stories. Today, younger people are more interested in Hollywood movies and **celebrities**.

The village language, Taznatit, is also dying. The younger people no longer speak it.

B. Answer the questions about the text.

1. In which country does Duma live?

2. How is life in Duma's village today different from the 1950s?

3. How is life in Duma's village better than in the past?

4. Why are things not as good as in the past?

Pair and Share



With a partner, ask and answer questions about Duma's village.

How is Duma's village different today?

It is now connected to the world.

Ask and answer questions about yourself.

How has your community changed in the last few years?

It used to be . . . Now it is . . .

A. Listen to the audio and read along. Guess the meaning of the words in bold.

A lot of the historical sites near my hometown have been **destroyed**, and this has had a **negative** effect on our town. There aren't many jobs left for people who don't have an **education**. There are a few **tourists** and **celebrities** whom people **look up to** that still come to our town, and some people make money selling them **souvenirs** and **local** products. There are also a few **low-budget** hotels, but they're small so not many people can work for them. Some close **neighboring** towns that used to be **interconnected** don't have public transport anymore, and some of them don't even have **electricity**. When I finish high school, my parents want me to go to college so I can have better opportunities.

Word Box

celebrity	look up to
destroy	low-budget
education	negative
electricity	neighboring
interconnected	souvenir
local	tourist



B. Choose the correct words from the box to complete the sentences.

- Online learning makes it possible for more people to get an _____.
- We can't watch TV in my uncle's village because there is no _____.
- Many _____ hotels have opened to attract tourists who don't have a lot of money.
- The world is much more _____ now than in the past, so people know what is happening far away.
- The storm damaged this area, so some _____ homes have been destroyed.
- Today, most of the tourists are careful not to _____ the temples.
- Some people in my town make money selling _____ products on the Internet.
- Many people _____ celebrities as role models.

C. Match the words to make phrases. Write the phrases on the line.

- | | | | | |
|---------------|---|---|--------------|-------|
| 1. negative | • | • | him | _____ |
| 2. a tourist | • | • | effect | _____ |
| 3. look up to | • | • | airline | _____ |
| 4. low-budget | • | • | a postcard | _____ |
| 5. get | • | • | spot | _____ |
| 6. send | • | • | an education | _____ |

I am doing (present continuous) y I do (present simple)

A



Jack is watching television.
He is *not* playing the guitar.

But Jack has a guitar.
He often plays it and he plays very well.

Jack **plays** the guitar,
but he **is not playing** the guitar now.

Is he playing the guitar? **No, he isn't.** (PRESENT CONTINUOUS)
Does he play the guitar? **Yes, he does.** (PRESENT SIMPLE)

B

El PRESENT CONTINUOUS expresa una acción en curso, ahora, en el momento de hablar:

I'm doing

pasado	ahora	futuro
<input type="checkbox"/> Please be quiet. I'm working. (no I work) ... Estoy trabajando.		
<input type="checkbox"/> Tom is having a shower at the moment. (no Tom has) Tom se está duchando ...		
<input type="checkbox"/> Take an umbrella with you. It's raining. ... Está lloviendo. / Lluve.		
<input type="checkbox"/> You can turn off the television. I'm not watching it. ... No la veo. / No la estoy viendo.		
<input type="checkbox"/> Why are you under the table? What are you doing ? ... ¿Qué haces / estás haciendo?		

C

Se usa el PRESENT SIMPLE con valor general para expresar algo que ocurre habitualmente o con cierta frecuencia:

I do

pasado	ahora	futuro
<input type="checkbox"/> I work every day from 9 o'clock to 5.30. Trabajo todos los días ...		
<input type="checkbox"/> Tom has a shower every morning. Tom se ducha todas las mañanas.		
<input type="checkbox"/> It rains a lot in winter. Lluve ...		
<input type="checkbox"/> I don't watch television very often. No veo la televisión ...		
<input type="checkbox"/> What do you usually do at the weekend? ¿Qué haces normalmente ... ?		

D

No uses los verbos siguientes en PRESENT CONTINUOUS (**I am -ing**):

like love want know understand remember depend
prefer hate need mean believe forget

Úsalos solamente en PRESENT SIMPLE (**I want / do you like?** etc.)

- I'm tired. I **want** to go home. (no I'm wanting) ... Quiero ...
- A: **Do** you **know** that girl? ¿Conoces ... ?
B: Yes, but I **don't remember** her name. ... no recuerdo ...
- I **don't understand**. What **do** you **mean**? No entiendo. ¿Qué quieres decir?

9.1 Contesta las preguntas sobre los dibujos.

<p>1</p>  <p>Does he take photographs? <i>Yes, he does.</i></p> <p>Is he taking a photograph? <i>No, he isn't.</i></p> <p>What is he doing? <i>He's having a bath.</i></p>	<p>2</p>  <p>Is she driving a bus?</p> <p>Does she drive a bus?</p> <p>What is she doing?</p>
<p>3</p>  <p>Does he clean windows?</p> <p>Is he cleaning a window?</p> <p>What is he doing?</p>	<p>4</p>  <p>Are they teaching?</p> <p>Do they teach?</p> <p>What do they do?</p>

9.2 Completa las frases con am/is/are o do/don't/does/doesn't.

- Excuse me, *do* you speak English?
- 'Where's Kate?' 'I know.'
- What's funny? Why you laughing?
- 'What your sister do?' 'She's a dentist.'
- It raining. I want to go out in the rain.
- 'Where you come from?' 'Canada.'
- How much it cost to send a letter to Canada?
- Steve is a good tennis player, but he play very often.

9.3 Pon el verbo en PRESENT CONTINUOUS (I am doing) o en PRESENT SIMPLE (I do).

- Excuse me, *do you speak* (you/speak) English?
- 'Where's Tom?' '*He's having* (he/have) a shower.'
- I don't watch* (I/not/watch) television very often.
- Listen! Somebody (sing).
- Sandra is tired. (she/want) to go home now.
- How often (you/read) a newspaper?
- 'Excuse me, but (you/sit) in my place.' 'Oh, I'm sorry.'
- I'm sorry, (I/not/understand). Can you speak more slowly?
- It's late. (I/go) home now.
(you/come) with me?
- What time (your father / finish) work every day?
- You can turn off the radio. (I/not/listen) to it.
- 'Where's Paul?' 'In the kitchen. (he/cook) something.'
- Martin (not/usually/drive) to work. He
..... (usually/walk).
- Sue (not/like) coffee. (she/prefer) tea.

9.4 Traduce al inglés.

lo que = what

- | | |
|--|---|
| 1 Eva está tocando el piano. | 5 Puedes apagar la radio. No la escucho. |
| 2 Normalmente bebo té, pero ahora estoy bebiendo café. | 6 '¿Qué hacen Juan y Luisa?'
'Están viendo la televisión.' |
| 3 '¿Qué haces?' 'Estoy estudiando.' | 7 '¿Qué hacen Agustín y Laura?' 'Son médicos.' |
| 4 ¿Entiendes lo que quiero decir? | 8 Me gusta esa canción. ¿Quién canta? |



Present Progressive: Simple present vs present progressive

Use the **present progressive** to talk about events that are happening now. It is formed by combining *to be* and the verb ending in *-ing*.

Simple present vs Present progressive	Examples
Present progressive (action verbs)	To talk about things happening now or soon in the future. <i>We are talking</i> on the phone. <i>We are studying</i> for exams this week.
Simple present (stative verbs)	To talk about feelings, perceptions, and states happening now, use simple present. They <i>feel</i> tired after walking for two hours. I see Josh and Jim now. Lee <i>is</i> 15 years old.
Simple present (action verbs)	To talk about how often things happen. She rarely <i>travels</i> .

For grammar reference, go to Grammar Appendix.

A. Read the following sentences. How are the simple present and the present progressive different?



He *is surfing* the Internet.



The souvenir shop *is open*.



He *is reading* the menu.

B. Complete the sentences using present progressive verbs.

- Paul _____ (drive) to the closest souvenir shop.
- Maria and Lisa _____ (look for) the bus station on the map.
- They _____ (present) their art work to the team right now.
- I _____ (record) the local wedding ceremony with my phone.
- The coach _____ (explain) why his techniques are important.
- The crowd _____ (follow) the celebrity from the famous TV show.

C. Write sentences about yourself using *believe, like, dislike, feel, see, or hear*.

Example: I *believe* that we should learn two languages.

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

Use *say* and *tell*

Say and *tell* have the same meaning: to communicate. They are also used in reported speech. Usually a reference to a person (either a noun or a pronoun) comes right after *tell*. The past tense of *say* and *tell* is *said* and *told*.

“She *said* that she wants to go home.”

“I *told* Maria that the party is tonight.”



Erica *said* that she looks up to her sister.

D. Circle the correct word.

1. I (said / told) mom that I was going to be home late.
2. Mingli (said / told) that the tourists from Japan have arrived at the hotel.
3. They (said / told) that a powerful earthquake destroyed many homes.
4. She (said / told) us that she will bring the balloons for the party.
5. The man (said / told) the visitors that the museum will be closed in ten minutes.

E. Complete the sentences using *say, said, tell, or told*.

Bill: I want to visit an African village. You once (1) _____ me Anthony lived in an African village.

Dan: Yes, he (2) _____ it was a very old village, far from any towns.

Bill: Really?

Dan: Yes, he (3) _____ me it is hard to get to.
The roads are not very good.

Bill: How long was Anthony there?

Dan: He spent a year there. He (4) _____
it was the best year of his life. I'll
(5) _____ him you would like to visit
that village.

Bill: Great. Maybe he can (6) _____ me how
to get there and when to go.

Dan: I'll be sure to (7) _____ him.

Pair and Share



Talk to your partner about something your teacher said.

He said that . . .

She told me that . . .

**Listening Strategy:**
Listen for fact and opinion

When we talk, we use both facts and opinions. You can prove a fact, but you can't prove an opinion. Opinions are ideas or beliefs.

Before Listening**A. Read Gail's complaint. Do you agree?**
Do older people communicate differently?

My parents often complain that I'm not paying attention to them when they talk to me. They get upset that I am texting my friends and talking to them at the same time. I don't think it's right that they get mad just because they can't text and talk at the same time.

**B. Listen to the audio. Circle F for Fact or O for Opinion.**
Listen again to check your answers.

- | | | |
|---|---|---|
| 1. Gail communicates better than her parents. | F | O |
| 2. Young people find answers online. | F | O |
| 3. Older people will use more technology in the future. | F | O |
| 4. Young people use too much social media. | F | O |

**After Listening****C. Read an article from a magazine or newspaper to find facts and opinions.**

Title: _____ Facts: _____

Opinions: _____

**The four different e sounds**

The vowel e has four different sounds. Listen for short e in the word *bed*. Listen for long e in the word *feel*. Listen for an -r controlled e in *her*. Listen for an -l controlled e in *tell*.

**A. Listen to the sounds.**

- | | | | |
|------------|-----------|--------------------|--------------------|
| 1. short e | 2. long e | 3. -r controlled e | 4. -l controlled e |
|------------|-----------|--------------------|--------------------|

**B. Check (✓) the sounds you hear. Then listen and repeat.**

	short e	long e	-r controlled e	-l controlled e
1. see		✓		
2. tell				
3. her				
4. clerk				
5. please				
6. we				
7. met				
8. spell				



Speaking Strategy: Ask for clarification

Use these expressions for telling someone you don't understand:

- Could you explain that to me, please?
- I'm sorry. I'm not sure I understand you.
- I don't get it.
- I'm unclear about that.

A. Listen to the conversation and complete the sentences. Listen again and check your answers.

Kathy: Is something wrong, Grandma?

Grandma: I can't get this new phone to work. If I push this, nothing happens. (1) _____ these new electronic things out.

Kathy: You have to swipe.

Grandma: (2) _____

Kathy: You need to put your finger here and swipe on the green button.

Grandma: Oh, I see. But (3) _____ your mother's phone number. It was much easier to find on my old phone.

Kathy: Look in the contacts folder.

Grandma: (4) _____

Kathy: All your contacts are collected in your contact folder. See? It's this one. Move your finger slowly down and the names move up.

Grandma: Thanks! (5) _____. I guess this won't be so bad after all.

B. Your Turn

Roleplay the conversation with a partner. How would Kathy end the conversation? Write your answer in the blank space.

Your idea: _____

C. Listen to the audio. Take notes to prepare for a conversation about a smartphone game.

Pair and Share



Tell your partner about a game you play on your smartphone. Explain the rules of the game. Your partner will ask for clarification using the phrases you learned.

You have to choose the character you want and move it down.

I don't . . .

Then you have to get . . .

Could you . . . ?



Reading Strategy:

Read for fact and opinion

When reading informational texts, it is important to know what is fact and what is opinion.

- Opinions often begin with signal words such as *I believe* and *I think*.
- Words such as *might*, *may*, *possibly*, and *should*, are also used to express opinions.
- *Will* is used to express predictions. Predictions are a type of opinion.
- Facts are usually presented through the simple present or the past tenses and can be supported with evidence.

Before Reading

A. The country of Myanmar has a lot more tourists now than in the past. How do you think this has changed Myanmar?

B. Read the text. Underline facts and circle opinions as you read.

**Tourism Comes to Bagan**

I first went to Bagan, Myanmar in 1986. It had thousands of temples and looked like a lost city. I don't remember seeing anyone living there. [1] I thought it was deserted. There probably weren't enough tourists for any hotels. I also remember that it was very hot. I wanted to get a drink, but no one was selling anything. [2] I thought it was like a city that time forgot: left alone, yet beautiful.

I returned to Bagan last month. Things have changed a lot. While there are still thousands of temples, Bagan is now a tourist spot in Southeast Asia. [3] There are now more than 20 hotels of all sizes. Some of them are luxury hotels, with fancy restaurants and swimming pools, while others are for **low-budget** travelers. I also saw a lot of restaurants last month. [4] I visited restaurants with both local Burmese and Western food. They had signs and menus in many languages. [5] I guess all types of tourists will feel welcome. The place also had a lot of tourist shops that sell many things. I saw postcards, clothes, traditional puppets, and many Burmese souvenirs for sale. There were also dozens of children, some as young as nine, selling things to tourists. [6] Many of these children don't go to school, but they sell things to make money for their families.

Emily Young, a volunteer worker, tries to show families in Bagan ways to make money from the tourists without using their children. Her organization helps families make handcrafts and **souvenirs** for tourists. Instead of using children to sell these, her organization hires **local** taxi drivers to do it. This way the children stay in school and finish their education. [7] She believes that tourists bring in money for the families living in Bagan, but tourism also has **negative** effects.

It won't be long, says Emily, until [8] you will see McDonald's® and Starbucks® all over Bagan. All the big international hotels, like Hilton®, Sheraton®, and Holiday Inn®, will have hotels here. I'm sure that within ten years, Bagan will also have a large shopping mall. Although these things do help the local economy, they also **destroy** many community traditions. Even though globalization and tourism do bring money to some people, they also have negative impacts as well. [9] In many places in the world, tourism has destroyed much of the local culture and way of life. With help from organizations like Emily's, Bagan may be able to keep its culture as it becomes a more global city.

After Reading

C. Read the numbered statements again from the text above. Write F for *Fact* or O for *Opinion* next to each number below.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____

D. Complete the chart to compare the positive and negative effects of tourism.

Positive Effects	Negative Effects

8 |

Writing



A. Organize details and examples before you write.

Step 1. Work with a partner. Choose one of the topics below:

1. Why tourism is good for my country.
2. Why tourism is bad for my country.

Step 2. Brainstorm one or more reasons that you think tourism is good or bad. Make notes on the details that support your views.

B. Read the passage. Circle the main idea. Underline the reasons the author gives to support his thoughts.

Tourism is good for my country because it creates jobs. Many people in my hometown can't find a job, so they go to tourist areas. They can easily find jobs there as cooks, hotel workers, and tour guides. Also, people in tourist areas can start their own business, such as a restaurant or a shop.

C. Write a paragraph of 30 to 50 words. Present the reasons you think tourism is good or bad for your country.

Writing Strategy:

State pros and cons with reasons

- When you want to persuade a reader to agree with your opinion, use facts to support your ideas.
- List your pros (positive points) and cons (negative points) with reasons and facts that justify your opinions.

In this unit, I will learn to . . .

- describe cultural differences.
- use present perfect progressive.
- listen and read to compare and contrast.

1 |

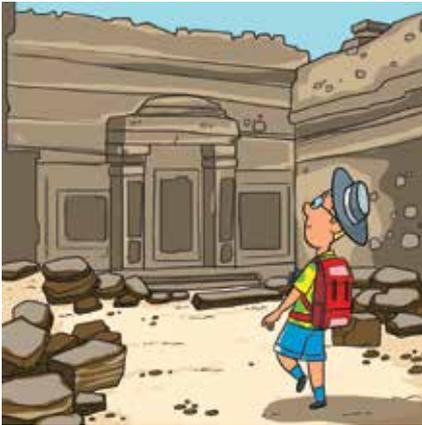
Get Ready



How can understanding different cultures change the future?



A. Look at the pictures and read the captions. What kind of cultural differences is Kevin experiencing? Listen to the audio.



Kevin, an Australian, is a tourist in Cambodia. Kevin is on his way to the city of Siem Reap.



He is sharing a taxi with a Cambodian passenger. As soon as they get into the taxi, Kevin introduces himself and strongly shakes his fellow passenger's hand.



In Siem Reap, Kevin walks along a crowded street, trying to **find** his way to Angkor Wat.

B. Answer the questions.

1. What kind of transportation did Kevin use to get to Siem Reap?

2. To which place did he need directions?

3. Why do you think his fellow passenger got out of the taxi?

4. Why did Kevin find himself 30 kilometers away from Siem Reap?

5. What did the Cambodian man think that Kevin would understand?

Pair and Share



Ask and answer questions about the text.

How did Kevin upset the Cambodian man?

Kevin pointed his foot at him.

Ask and answer questions about your culture.

How is your culture different from other cultures?

In my culture, we . . .

A. Listen to the audio and read along. Guess the meaning of the words in bold.

A smile is one type of **body language** that has many **functions**, and it is used in different **contexts**. In most countries, it is used to show **approval** or to welcome someone. But in other countries, it may show **lack** of understanding or embarrassment. Sometimes, body language can cause cultural misunderstanding. An **acceptable greeting** or hand **gesture** in one **culture** might upset someone from a different culture. How close we stand to people, known as our **personal** space, differs from one place to another. In Japan, people generally are used to being close together when they speak, but in America, people **find** this uncomfortable and prefer to have more personal space. For some people, these cultural differences don't really **matter**, but for others they do.

Word Box

acceptable	function
approval	gesture
body language	greeting
context	lack
culture	matter
find	personal



B. Choose the correct word from the box to complete the sentences.

- Using your finger to ask someone to come over to you is _____ in North America, but it is rude in some other parts of the world.
- Pointing with your finger is an example of _____.
- I couldn't _____ my way to the airport, so I missed my plane.
- She doesn't know the different _____ of this app.
- Pointing with your finger is considered a rude _____ in some countries.
- A common _____ in China is "Have you eaten yet?"

C. Match the words from the box with the correct definitions.

- absence of something needed
- to be important
- events related to a particular situation
- beliefs and behavior of a group of people
- belong to one person
- have a positive opinion about something

- personal
- culture
- lack
- context
- matter
- approval

I have done (present perfect 1)

A



His shoes are dirty.



He is cleaning his shoes.



He **has cleaned** his shoes.
Se ha limpiado los zapatos.



They are at home.



They are going out.



They **have gone** out.
Han salido.

B

has cleaned / have gone etc. son formas del PRESENT PERFECT (**have** + participio pasado):

I	have ('ve) have not (haven't)	cleaned finished started lost	have	I we you they	cleaned? finished? started? lost?	} verbos regulares					
he							has ('s) has not (hasn't)	done been gone	he she it	done? been? gone?	} verbos irregulares
she											
it											

↑
participio pasado

Verbos regulares: el participio pasado termina en **-ed** (igual que el PAST SIMPLE afirmativo):

clean → I have **cleaned** finish → we have **finished** start → she has **started**

Verbos irregulares: el participio pasado es a veces igual que el PAST SIMPLE y otras veces diferente (Apéndices 2-3). Por ejemplo:

igual: buy → I **bought** / I have **bought** have → he **had** / he has **had**

diferente: break → I **broke** / I have **broken** see → you **saw** / you have **seen**
fall → it **fell** / it has **fallen** go → they **went** / they have **gone**

C

El PRESENT PERFECT expresa una acción del pasado cuyos resultados tienen efecto en el presente. Muchas veces corresponde al pretérito perfecto compuesto del español:

- I've **lost** my passport.
He perdido ... (y no lo encuentro)
- 'Where's Rebecca?' 'She's **gone** to bed.'
... 'Se ha acostado.' (y ahora está en la cama)
- We've **bought** a new car.
Nos hemos comprado ... (y lo tenemos ahora)
- It's Rachel's birthday tomorrow and I **haven't bought** her a present.
... no le he comprado ... (no tengo un regalo para ella ahora)
- 'Bob is away on holiday.' 'Oh, where **has** he **gone**?'
... '¿Dónde se ha ido?' (¿dónde está ahora?)
- Can I take this newspaper? **Have** you **finished** with it?
... ¿Has terminado (de leerlo)? (¿lo necesitas ahora?)

16.1 Observa los dibujos. ¿Qué ha ocurrido? Usa una de estas expresiones en la forma correcta.

- | | | |
|----------------|----------------------------|---------------|
| go to bed | clean his shoes | stop raining |
| close the door | fall down | have a shower |

	antes	→	ahora	
1		→		He has cleaned his shoes.
2		→		She
3		→		They
4		→		It
5		→		He
6		→		The

16.2 Completa las frases con uno de los verbos de la lista.

- | | | | | | | |
|--------|------|--------|-------------------|--------|------|----------|
| break | buy | decide | finish | forget | go | go |
| invite | read | see | not/see | take | tell | not/tell |

- 'Can I have a look at your newspaper?' 'Yes, I *'ve finished* with it.'
- I some new shoes. Do you want to see them?
- 'Where is Liz?' 'She's not here. She out.'
- I'm looking for Paula. you her?
- Look! Somebody that window.
- 'Does Lisa know that you're going away?' 'Yes, I her.'
- I can't find my umbrella. Somebody it.
- 'Where are my glasses?' 'I don't know. I them.'
- I'm looking for Sarah. Where she ?
- I know that woman, but I her name.
- Sue is having a party tonight. She a lot of people.
- What are you going to do? you ?
- A: Does Bill know about the meeting tomorrow?
B: I don't think so. I him.
- 'Do you want this magazine?' 'No, I it, thanks.'

16.3 Traduce al inglés.

- He terminado mi trabajo.
- '¿Dónde está Gerry?' 'Ha salido.'
- Hemos invitado a mucha gente a nuestra fiesta.
- Sandra ha perdido sus llaves. ¿Las has visto?
- '¿Ha llegado Mary?' 'No la he visto.'
- ¿Dónde han ido tus padres de vacaciones?
- ¿Has comprado un nuevo ordenador?

de vacaciones =
on holiday
ordenador = computer



Present Perfect Progressive

The **present perfect progressive** tells about actions that started in the past but are still happening now. It is formed by adding “has been” or “have been” in front of a verb ending in *-ing*. The present perfect progressive is often used with *for* and *since*.

Subject	Present Perfect	Progressive (-ing)
I / You / We / They	have been haven't been	waiting for three hours. studying since last winter.
She / He	has been hasn't been	telling me about it for a long time. teaching philosophy since 2010.

For grammar reference, go to Grammar Appendix.

A. Look at the pictures and read the sentences. What do they mean?



He has been driving for six hours.



They have been living here since 1986.

B. Complete the sentences using the present perfect progressive of the verbs.

- Tom _____ (cry) since he left the house.
- My sister and I _____ (get) along better since I moved out.
- It _____ (rain) every day during the summer.
- The flight attendants _____ (greet) passengers since the gate opened.
- She _____ (recover) from the disease at home.
- The tree _____ (block) the road for the last couple of hours.

**Listening Strategy:
Compare and contrast**

Listen for these key words and phrases when a speaker shows similarities and differences.

- To contrast (show differences) use *on the other hand*, *in contrast*, *but*, or *however*.
- To compare (show similarities) use *similar*, *like*, *both*, or *have in common*.

Before Listening

A. How do people in different countries give directions? Do they rely on verbal communication, body language, or both?



B. Listen to the audio. How are directions given in different cultures? Complete the table. Listen again to check your answers.

	Details about directions you might receive
North America	
Northern Europe	
Southern Europe	
Middle East	
South East Asia	

After Listening

C. With your partner, take turns giving directions to a famous place in your city.

**v vs w**

To pronounce the letter *v*, slightly touch the top set of your teeth to your bottom lip. To pronounce the letter *w*, do not touch your teeth to your lips. Your teeth stay inside your mouth, but your lips are rounded.



A. Listen and circle the correct sound.

1. v / w

2. v / w

3. v / w

4. v / w

5. v / w



B. Listen to the audio and repeat.



Speaking Strategy: Apologize and accept an apology

When apologizing, use words such as *sorry* and *forgive*.
Use intensifiers such as *really* and *very*.

To apologize, say . . .	To accept an apology, say . . .
I am really sorry about . . .	That's OK. I forgive you.
Please forgive me.	I accept your apology.

A. Listen to the conversation and complete the sentences. Listen again and check your answers.

Kim: Jake, what did you do with my wallet?

Jake: What do you mean?

Kim: I know you did something with my bag. But my wallet isn't there. Where is it?

Jake: Kim, (1) _____ your wallet. I didn't mean to frighten you.

Kim: I was surprised when I couldn't find it. I thought I knew where it was!

Jake: Kim, I promise, I didn't know your wallet was in your bag. (2) _____.
I just wanted to play a trick on you.

Kim: Let me check inside. I hope my new tablet is OK.

Jake: Please Kim, (3) _____. I'll replace it if it's damaged. I'll give you mine.
You've always liked it.

Kim: Whew! My tablet is OK and there is my wallet! (4) _____, Jake.
That was a pretty good trick.

Jake: I promise. No more practical jokes! Is that a deal?

B. Your Turn

Roleplay the conversation with a partner.
How would Kim answer the last question?
Write your answer in the blank space.

Your idea: _____

C. Listen to the audio. Take notes to prepare to make an apology.

Pair and Share



Work with a partner. You have borrowed something from your partner and damaged or lost it. Your partner is upset and you apologize.

I'm really sorry about . . .



Reading Strategy:

Read for the main idea of a paragraph

Knowing the main idea of a paragraph will help you understand a difficult text.

- Look for the purpose of each sentence in the paragraph.
- Then look for words or phrases that are repeated or are similar.
- For example, *talking about*, *chatting*, *discussing*, *telling*, and *describing* are all different ways of talking about communicating.

Before Reading

A. Look at the pictures and discuss these questions. How do people react when they are close together? How do people in your country use gestures instead of words to communicate?



B. Read the text. Circle the main idea in each paragraph.



It's Not Always What You Say That Matters

Part A An **acceptable** greeting in different cultures can range from a strong handshake to a kiss or moving your head down and then up. Most Europeans, Australians, and Americans shake hands when they **introduce** themselves. But not all handshakes are the same. The German handshake usually consists of a single pump and a short hold, while the British handshake consist of three to five pumps. The American handshake may have five to seven pumps and a strong hold. Asian and Arabic cultures often continue holding the hand after the handshake is over. The French and Italians usually kiss twice, once on each cheek. Similarly, the Dutch, Belgian, and Arabs kiss, but they kiss three times. It is not uncommon to see men hugging and kissing each other in Mediterranean cultures. On the other hand, English-speaking cultures are likely to do so in sports to celebrate a big score or a win.

Part B Body language has been changing, especially among young people, due to the media, films, games, and the Internet. **Gestures** which were not acceptable in the past are being used with a new meaning. For example, the thumbs up signal showing approval in English-speaking countries is now used to indicate number one in Germany, France, and Hungary. In India, a thumbs up means disagreement or "It won't work!" if the hand moves from side to side. Yet, the thumbs up gesture now is used universally on social media as an icon to show a positive response.

Part C Personal space defines a person's invisible territory around the person's body. The size of this territory is different depending on **culture** and circumstances. For example, the Japanese are used to crowded surroundings with little personal space. On the other hand, Western cultures keep a certain distance depending on the relationship between people. Standing close to other people is used only for family and close friends. The distance gradually increases for social functions, strangers such as workers, and finally for addressing an audience. Westerners who use public transportation during rush hour avoid eye contact, speaking, or moving. Many keep their eyes down as if studying the floor or their shoes. Faces remain expressionless. This body language establishes a mental distance among individuals in the crowd.

After Reading

C. Choose a title for each section. Explain why you chose that title.

Part A

1. Meeting and Celebrating _____
2. Do We All Shake Hands? _____
3. How Can You Move It? _____

Part B

1. Internet Icons _____
2. Rude Gestures _____
3. Are Gestures Universal? _____

Part C

1. Keep Your Distance! _____
2. Close Friends and Relatives _____
3. Don't Make Eye Contact _____

D. Based on the text, roleplay a scene of two people from different countries who use the wrong body language or gesture.

8 |

Writing



A. Work with a partner. Brainstorm examples of communication (body language, gestures, and tone of voice) in your country that are:

- different from an English-speaking country
- similar to an English-speaking country

Make a chart showing the similarities and the differences.

B. Read the text. Underline phrases that show similarities or differences.

Not all Europeans share the same characteristics in face-to-face interaction. Usually, Northern Europeans respect personal space and are more soft-spoken compared to Southern Europeans. Italians use larger hand gestures while they speak, while Germans and Scandinavians appear not to move much compared to them. Many Greeks will not hesitate to tap another passenger on the shoulder to pass through. On the other hand, Germans will avoid touching.

C. Write a paragraph about some similarities and differences between your culture and an English-speaking culture. Use your chart and notes.

Writing Strategy:

Compare and contrast

Show relationships between your ideas and facts with key words to show comparison or contrast.

- To compare, use *compared to*, *more*, *less*, or *fewer*.
- To contrast, use *while*, *but*, *yet*, or *however*
- You can compare or contrast facts in the same or different sentences.

By the end of this unit, I will learn to . . .

- describe my future plans.
- use the simple future and the future progressive tenses.
- listen for the author's purpose.

1 | Get Ready



What are the pros and cons of making big plans for the future?



A. Look at the pictures and match them to the correct speakers. Listen to the audio.



Brian: I don't like **planning** everything earlier. I like to "go with the flow." My friend Dennis thinks I'm too lazy to organize things sooner. Dennis is planning a trip to Spain for next summer, but I don't like planning an **adventure** a year in advance. What if I change my mind?

Jorgen: Now that I'm a **graduate**, I'm going to travel for a year. I have my savings, and I'll get a summer job. I'm going to **check** on visas tomorrow. I want to travel to Africa and Asia, so I'll need shots for some countries. I'll call my doctor to make an **appointment**.

Ken: I'm going snowboarding with friends this weekend. People think it's easy if you know how to ski, but it's not the same. We've made **arrangements** for lessons with an instructor. I love the **challenge** of learning new skills.

B. Read the sentences and circle T for True or F for False. Correct the false statements.

1. Brian is planning a trip to Portugal next winter. T F

2. All the speakers plan everything before a certain time. T F

3. Ken is going to fly to New York. T F

4. Jorgen is going to take a year off. T F

Pair and Share



With a partner, ask and answer questions about the text.

What is Ken planning to do on the weekend?

He is planning to go snowboarding with friends.

Ask and answer questions about your plans.

What are you planning to do this weekend?

I am planning to . . .

A. Listen to the audio and read along. Guess the meaning of the words in bold.

It normally takes three to five years to **graduate** and get a **college degree**. After high school graduation, a break is sometimes needed from classrooms, tests, and homework assignments. Today, some college students take a year off, called a gap year, to **move** to a different country. They often take on a **challenge**, such as building an orphanage or starting a charity. Sometimes, they want an **adventure**, such as hiking in the Andes or sailing around the islands in Indonesia. They believe that these experiences will help them develop the confidence they need to succeed in their **plans** for the **future** with their chosen **professions**.

Word Box

adventure
appointment
arrangement
challenge
check
college
degree
future
graduate
move
plan
profession



B. Choose the correct word from the box to complete the sentences.

1. I made an _____ to meet Dr. Johnson at 3:00 p.m. in her office.
2. I will _____ with the airline company about our tickets to Turkey.
3. I spent five years studying to get my _____, so I hope to find a good job.
4. It is very expensive to go to _____ for four years.
5. I don't want an easy job. I want a _____ to build my confidence.
6. Sarah would love to _____ to New York and find a job.

C. Write the words next to their definitions below.

1. _____ plan to do something
2. _____ person who has earned a degree from a school or college
3. _____ decide how to do something
4. _____ exciting and dangerous experience
5. _____ type of job that requires a specific education or skill
6. _____ period of time that has not yet come

27.1 ¿Qué dicen estas personas? Observa los dibujos y responde a la pregunta.

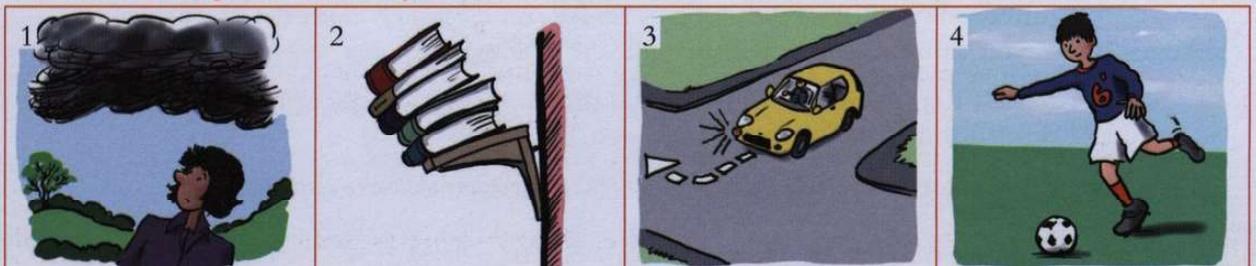


27.2 Completa las frases usando going to ... + uno de los siguientes verbos:

do eat give lie down stay walk ~~wash~~ watch ~~wear~~

- My hands are dirty. I'm going to wash them.
- What are you going to wear to the party tonight?
- It's a nice day. I don't want to take the bus. I
- Steve is going to London next week. He with some friends.
- I'm hungry. I this sandwich.
- It's Sharon's birthday next week. We her a present.
- Sue says she's feeling very tired. She for an hour.
- There's a good film on Channel 6 tonight. you it?
- What Rachel when she leaves school?

27.3 Observa los dibujos. ¿Qué va a pasar?



- It's going to rain.
- The shelf
- The car
- He

27.4 ¿Qué vas a hacer hoy o mañana? Escribe tres frases.

- I'm
-
-

27.5 Traduce al inglés.

- Mañana no voy a estudiar inglés.
- '¿Vais a jugar al tenis el sábado?' 'No. Vamos a jugar al fútbol.'
- Tengo sed. Voy a beber un vaso de agua.
- ¿Va a comprarse un coche Marisa?
- 'El cielo está gris y hace frío.' 'Sí. Va a nevar.'
- Cuando llegue a casa voy a tomar una ducha.

llegar a casa =
get home

will/shall 1

A



SARAH

Sarah goes to work every day. She is always there from 8.30 until 4.30.

It is 11 o'clock now. Sarah **is** at work.
Son las 11. Sarah está en el trabajo.

At 11 o'clock yesterday, she **was** at work.
Ayer a las 11 estaba en el trabajo.

At 11 o'clock tomorrow, she **will be** at work.
Mañana a las 11 estará en el trabajo.

will + infinitivo (**will be** / **will win** / **will come** etc.):

I/we/you/they he/she/it	will ('ll) will not (won't)	be win eat come etc.
----------------------------	--	---

will	I/we/you/they he/she/it	be? win? eat? come? etc.
-------------	----------------------------	---

will se contrae en 'll: I'll (I will) / you'll / she'll etc.

will not se contrae en **won't**: I **won't** (= I will not) / you **won't** / she **won't** etc.

B

Se usa **will** para hablar del futuro (tomorrow / next week etc.):

- Sue travels a lot. Today she is in Madrid. Tomorrow she'll **be** in Rome. Next week she'll **be** in Tokyo. ... *estará ... estará ...*
- You can call me this evening. I'll **be** at home. ... *estaré ...*
- Leave the old bread in the garden. The birds **will eat** it. ... *se lo comerán.*
- We'll probably **go** out this evening. ... *saldremos ...*
- Will** you **be** at home this evening? *¿Estarás ... ?*
- I **won't be** here tomorrow. (= I will not be here) *No estaré ...*
- Don't drink coffee before you go to bed. You **won't sleep**. ... *No dormirás.*

Con frecuencia se dice **I think ... will ...** :

- I think** Kelly **will pass** the exam. *Creo que Kelly aprobará el examen.*
- Do you think** the exam **will be** difficult? *¿Crees que ... será ... ?*

En inglés se dice **I don't think ... will ...** (no I think ... won't ...). Por ejemplo:

- I don't think** it **will rain** this afternoon.

En español se puede decir 'No creo que llueva esta tarde.' o 'Creo que no lloverá esta tarde.'

C

No se usa **will** para hablar de cosas ya acordadas o decididas (→ Unidades 26-27):

- We're **going** to the cinema on Saturday. Do you want to come with us? (no We will go)
- I'm not **working** tomorrow. (no I won't work)
- Are** you **going to do** the exam? (no Will you do)

D

shall

Se puede decir **I shall** (= I will) y **we shall** (= we will):

- I shall be** late tomorrow. o **I will (I'll) be** late tomorrow.
- I think **we shall win**. o I think **we will (we'll) win**.

Pero no uses **shall** con **you/they/he/she/it**:

- Tom will** be late. (no Tom shall be)

28.1 Helen está viajando por Europa. Completa las frases usando she was, she's o she'll be.

- 1 Yesterday she was in Paris.
- 2 Tomorrow in Amsterdam.
- 3 Last week in Barcelona.
- 4 Next week in London.
- 5 At the moment in Brussels.
- 6 Three days ago in Munich.
- 7 At the end of her trip very tired.



28.2 ¿Dónde estarás? Responde hablando de ti y usando:

I'll be ... o I'll probably be ... o I don't know where I'll be.

- 1 (at 10 o'clock tomorrow) I'll probably be on the beach.
- 2 (one hour from now)
- 3 (at midnight tonight)
- 4 (at 3 o'clock tomorrow afternoon)
- 5 (two years from now)

28.3 Completa las frases con will ('ll) o con won't.

- 1 Don't drink coffee before you go to bed. You won't sleep.
- 2 'Are you ready yet?' 'Not yet. I be ready in five minutes.'
- 3 I'm going away for a few days. I'm leaving tonight, so I be at home tomorrow.
- 4 It rain, so you don't need to take an umbrella.
- 5 A: I don't feel very well this evening.
B: Well, go to bed early and you feel better in the morning.
- 6 It's Bill's birthday next Monday. He be 25.
- 7 I'm sorry I was late this morning. It happen again.

28.4 Escribe frases que empiecen por I think ... o por I don't think

- 1 (Kelly will pass the exam) I think Kelly will pass the exam.
- 2 (Kelly won't pass the exam) I don't think Kelly will pass the exam.
- 3 (we'll win the game) I
- 4 (I won't be here tomorrow)
- 5 (Sue will like her present)
- 6 (they won't get married)
- 7 (you won't enjoy the film)

28.5 En cada frase hay dos verbos subrayados. Estudia la Unidad 26 y decide cuál es el correcto.

- 1 We'll go / We're going to the theatre tonight. We've got tickets. (We're going es la forma correcta)
- 2 'What will you do / are you doing tomorrow evening?' 'Nothing. I'm free.'
- 3 They'll go / They're going away tomorrow morning. Their train is at 8.40.
- 4 I'm sure your aunt will lend / is lending us some money. She's very rich.
- 5 'Why are you putting on your coat?' 'I'll go / I'm going out.'
- 6 Do you think Claire will phone / is phoning us tonight?
- 7 Steve can't meet us on Saturday. He'll work / He's working.
- 8 Will you / Shall you be at home tomorrow evening?
- 9 A: What are your plans for the weekend?
B: Some friends will come / are coming to stay with us.

28.6 Traduce al inglés.

- | | |
|--|---|
| 1 Carmen estará en la oficina a las 9. | 7 Es una buena estudiante. |
| 2 No creo que Daniel venga este fin de semana. | Aprobará sus exámenes. |
| 3 Creo que llegaremos tarde. | 8 ¿Cuándo sabrás el resultado de tu examen? |
| 4 No creo que Ricardo se compre estos zapatos. | 9 Creo que no terminaré este ejercicio hoy. |
| 5 ¿Crees que ganarás la carrera? | |
| 6 Creo que verá a Andy el domingo. | |

llegar tarde = be late
carrera = race
resultado = result



Simple Future: *will* vs *be going to*

The **simple future** talks about future events, predictions, plans, and willingness to do something. Use *will* or *be going to* to make a simple future sentence. They are used with time expressions such as *tomorrow*, *tonight*, *next (Monday)*, *this (month)*, and *in (an hour)*.

<i>will</i>	<i>be going to</i>
I <i>will</i> move to Berlin next month.	<i>I'm going to</i> see the doctor tomorrow.
Jill <i>will</i> join the group this week.	<i>It's going to</i> snow soon.
They <i>will</i> study art history next year.	<i>We are going to</i> drive to the airport in an hour.

For grammar reference, go to Grammar Appendix.

Use *will* to make a promise.

I *will* send her an email tonight.

Silvia *will* deliver the package for you.

Use *be going to* for a plan or a prediction.

I *am going to* take physics next semester.

My parents *are going to* spend their vacation in Bali.

A. Look at the pictures and read the sentences. Explain the use of *will* or *be going to*.



Don't worry! We *will* help you move!



I *am going to* see the doctor.



We *are going to* the park.

B. Circle the correct answers.

- I will (pay / pays) for all of your travel expenses.
- Lee is not (going to / go to) take us to the art gallery.
- Ali and James (are / is) going to drive to the store.
- Meechoke (is / will) help me with my homework tonight.
- The Japanese are (going to / will to) build a very long bridge.
- His company (is not going / is going not) to move to China.

C. Complete the sentences using *will* or *be going to*.

1. Beth _____ (get) a haircut this weekend.
2. Don't worry. I _____ (not tell) anyone about the surprise party.
3. I _____ (become) a journalist when I grow up.
4. I am not sure if Ron _____ (accept) the job offer in New York.
5. We _____ (have) pizza for dinner tonight.

D. Write three sentences about what you plan to do using *will* or *be going to*.

1. _____
2. _____
3. _____

Simple Future and Future Progressive

Use the **simple future** to talk about predictions, plans, and the willingness to do something. Use the **future progressive** to tell about events scheduled to begin at a particular time in the future.

Example:

We *will eat* at the train station when we get to the city.

They *will be waiting* on the platform when the train arrives.



E. Circle the correct form.

1. I (will try / will be trying) to speak to Dr. Patel about my grade tomorrow.
2. Sorry, I can't meet you tomorrow between 5:00 and 5:30 p.m. I (will be attending / will attend) a lecture then.
3. At this time next week, we (will be presenting / are presenting) our results to the group.
4. Don't leave your clothes out. It (will get / will be getting) wet in the rain.
5. They (will wait / will be waiting) for you to join them for dinner when you arrive.
6. Today around 4 p.m. they (are discussing / will be discussing) how to plan a summer trip to Mexico for teens.

Pair and Share



With a partner, ask and answer questions about your future plans.

Where are you planning to go tomorrow?

I'm planning to go to the city.

What are you doing tonight?

I'm going to . . .

**Listening Strategy:**
Listen for the author's purpose

- An author's purpose is the main reason that an author writes.
- The three purposes for writing are *to inform*, *to entertain*, or *to persuade*.

Before Listening

A. Look at the pictures. What plans do you have for the future?



B. Listen to the audio. Identify the author's purpose in each section as *inform*, *persuade*, or *entertain*. Listen again to check your answers.

Section 1: _____

Section 2: _____

Section 3: _____

After Listening

C. Complete the sentences.

1. The Learning Adventure School is based in _____.
2. Students who spend a gap year in Peru will participate in market research for _____.
3. Those who apply to the Learning Adventure School should be between the ages of _____.
4. Sweetie Pie chased the girl because _____.
5. Students who take a gap year in Peru spend six months as an _____.
6. The author advises students interested in Peru to _____.

**Silent b**

There are many words in English that have a silent letter, one that you cannot hear when you say the word. The letter *b* is usually silent when it follows the letter *m* or when it comes before the letter *t*.

Follows the letter *m*: crumb, climb, lamb, thumb

Comes before the letter *t*: debt, doubt, subtle



A. Listen and circle the word you hear.

- | | | | | | |
|----------|------|----------|------|----------|------|
| 1. comb | cob | 3. crumb | cram | 5. debt | deep |
| 2. thumb | thin | 4. limb | lime | 6. doubt | dub |



B. Listen to the audio and repeat.



Speaking Strategy:

Ask someone to repeat information

When you are not sure about what you heard or have difficulty understanding it, ask the person speaking to repeat the information or to explain it.

Examples:

- *I don't understand what you said. Would you please repeat it?*
- *Can you say that again?*
- *I'm sorry. I didn't understand. Would you say it again more slowly?*
- *I'm not sure I heard what you said. Could you say it again, more loudly, please?*

A. Listen to the conversation. Complete the sentences with expressions to repeat information. Listen again to check your answers.

Alan: I'm thinking of taking a gap year before college.

Richard: I didn't hear what you said. (1) _____?

Alan: You know, I want to take a year off before I start college. What about you?

Richard: I've been dreaming about going to Africa since we started high school.

Alan: No kidding! Where will you go?

Richard: I'd like to spend some time living with a family in a small village and work with wildlife. So I'll choose a combo conservation and community project.

Alan: I'm sorry. (2) _____ a combo project. (3) _____?

Richard: A project that combines conservation and community. It will be working with wildlife and teaching at the local school or helping with construction.

Alan: You mean that you'll be working with lions and elephants, teaching children, and helping with construction? That's not my idea of a gap year! I'm more interested in backpacking, trekking, climbing, diving, crossing rivers, and rafting. I think the idea of a gap year is to have fun.

Richard: You said that very fast. (4) _____, a little slower? What are you interested in?

B. Your Turn

Roleplay the conversation with a partner. How would Alan answer Richard's questions? Write your answer in the blank space.

Your idea: _____



C. Listen to the audio. Take notes to prepare for a conversation about your plans.

Pair and Share



Work with a partner. Ask and answer questions about your plans. Ask the speaker to repeat one or two times.

What are you going to do after graduation?

I'm going to work on shark conservation in Australia.

Can you say that again?


Reading Strategy:
Make inferences and contextualization

- Making inferences means to figure out something in a text that is not directly stated.
- Contextualizing means guessing the meaning of unknown words by using the other words or images around the unknown word.

Before Reading

A. Look at the pictures and discuss these questions. Do girls and boys make similar study or career choices after graduation? What do you think are the most and least popular fields for boys and for girls?



B. Read the text. Circle the following words: *minority, stereotypes, specialists, career counseling, salary.*


Do You Know What You Will Do?

A study shows that teaching is the top career choice for teenagers. More than ten percent of teenagers name teaching as their dream **profession**. The numbers are divided almost equally between girls and boys in this field. In the past, more girls became teachers, and male teachers traditionally have been a minority.

Girls choose nursing and childcare at a much higher percentage than boys do. Boys choose business, sports, and the military at a much higher rate than girls do. Law is a top choice on the girls' list, but law is one of the least popular of the boys' choices. Science and biology are divided equally between boys and girls. About 47 percent of boys try to get a higher education **degree**, compared to 38 percent of girls. Overall, boys are more confident about their choices than girls are.

The same study shows that attitudes toward **graduate** studies and careers are formed as early as sixth grade. Most students rely on parents and friends for advice. Unfortunately, that advice is often not updated. It can limit young people's choices to traditional careers in medicine, law, or economics. Specialists who study career research believe that students need better career counseling services to help them decide about their **future**.

This study also shows that a high salary is important for boys, while girls look for more than just money and want job security, a positive working environment, and job satisfaction. Some experts believe that the girls' choices are influenced by traditional stereotypes of gender roles. These stereotypes show men as the higher wage earners. On the other hand, others say that girls' attitudes and choices come from social changes that require women to provide for their families.

Finally, this study shows that fewer boys than girls have long-term plans. Most boys plan only up to five years after graduation. When it comes to other choices such as travel or gap year programs, boys are more interested in **challenge** and **adventure**. They are more willing to take risks and to change plans quickly. In contrast, girls often **plan** carefully for the long-term. They also travel in small groups to share expenses and to avoid risks.

It is important to remember that research findings do not remain the same from one year to the next. But they can show social and individual differences. These differences can help educators, parents, and future employers understand teenagers!

After Reading

C. Underline the words in the text that helped you figure out the meanings of these words. Write the meaning of the words.

- 1. minority Meaning: _____
- 2. stereotypes Meaning: _____
- 3. career counseling Meaning: _____
- 4. specialists Meaning: _____
- 5. salary Meaning: _____

D. Make inferences about the differences between career paths chosen by boys and girls. What reasons are suggested by the text, but not stated? Complete the chart.

Inferences about girls	Inferences about boys

8 | Writing 

A. Before Writing

Work with a partner. Think of something you would like to do in the future. Explore a few ideas about how you will do it, what you need to succeed, who can help you, and when you want to do it. Make notes.

B. Use your ideas to write an 80-word email about your future plans to a friend.

**Writing Strategy:
Write an email**

At work, emails use more formal language than emails between friends. Emails between friends use informal language that is similar to spoken language. A greeting may be *Hi* and an ending may be a phrase such as *See you soon*, *Talk soon*, or *Take care*.

While emails can be informal, make sure the writing is clear. Think about the information and how to inform, entertain, or persuade. Check the email after writing it. Imagine you are receiving the email while you read and edit it.



Vocabulary

A. Put each word or phrase in a category.

body language	college	context
graduation	degree	gesture
postcard	souvenir	tourist

Travel	Communication	Education

B. Write a sentence with a word or phrase from each category.

- _____
- _____
- _____

C. Match the words with their definitions.

1. acceptable	•	•	ruin completely
2. celebrity	•	•	thing kept because it reminds you of a special person, event, or place
3. destroy	•	•	satisfactory; good enough to be accepted
4. greeting	•	•	plan to do something
5. souvenir	•	•	words said to someone you meet
6. local	•	•	period of time yet to come
7. personal	•	•	favorable opinion; consent
8. arrangement	•	•	belong to one person
9. future	•	•	have to do with a particular place
10. approval	•	•	person who is well known



Grammar

A. Complete the sentences using the simple present or present progressive.

1. Jake (live) _____ in a small town in New England.
2. I (not / believe) _____ a word he says. He has lied to me before.
3. Sorry, he can't speak to you now. He (help) _____ his father in the garage.
4. Linda is in the library. She (work) _____ on her assignment.
5. Keith (change) _____ the tire, so we can drive to the market.

B. Complete the sentences using *will* or *be going to*.

Carol has to leave for the airport in 30 minutes, but she is still packing. Judy, her roommate, has just gotten home from work.

Carol: I'm stressed! The taxi (1) _____ be here in 30 minutes and I haven't finished packing.

Judy: I (2) _____ help! Tell me what you need.

Carol: Wait a second. I have a list somewhere here. I can't find it!

Judy: I (3) _____ find it. Go and get dressed!

Carol: I think I (4) _____ have a quick shower first.

Judy: Good idea! Here's the list! I (5) _____ check and make sure you haven't forgotten anything.

Carol: What about stuff that I haven't packed?

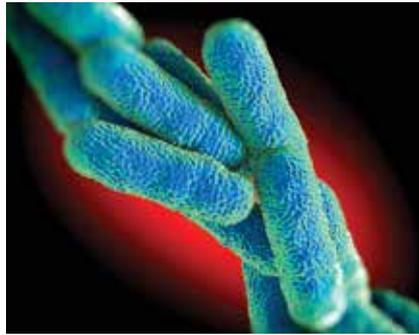
Judy: Don't worry. I know where you keep everything. I (6) _____ ask you if I can't find something.

The phone rings. Judy answers.

Judy: Carol! The taxi (7) _____ be here in 45 minutes! You have plenty of time!

C. Choose the correct answers.

1. Martin _____ that he would wait for me at the cafeteria, but he didn't.
a. told b. said c. spoke
2. They _____ us that they are going to arrange an appointment.
a. talked b. told c. said
3. I _____ her that she can buy a low-budget flight ticket on the Internet.
a. said b. spoke c. told
4. Did Andrew _____ you what happened when you were out of town?
a. tell b. say c. speak



Reading: Science



Promoting Science Literacy

Do you like to learn about science? Science can frighten most people who feel that it is too difficult and is only available to the smartest and most educated people. Scientific texts can be intimidating and too complicated for many of them to read. Students may feel that science will always be beyond their understanding and prefer to choose an easier course of study. However, there are many parents who hope their children will choose a **profession** in the sciences, such as medicine, research, or engineering. In addition, developing scientific thinkers is needed to solve some of our most challenging problems, such as global warming and pollution.

What makes scientific texts so difficult to read? They often contain large amounts of information and present very complex ideas. They may also include a lot of unfamiliar scientific terms. One way to understand these complex ideas is to break them into smaller pieces or chunks that are easier to understand. But there is a problem. If students look at science in smaller chunks, they may not understand the larger, more complex ideas. Developing students' scientific literacy means increasing their ability to think like a scientist. This includes questioning things, making predictions, and setting up experiments to test if the predictions are correct. It also includes an understanding of how little chunks of information connect to each other to explain how the world works.

One of the biggest challenges for teachers and learners is making a connection between science and the real world. In some primary schools, students study science through projects, like taking care of a class pet or growing seeds in a paper cup. Students may go on school trips to natural settings for study and research. They can learn how to observe, collect samples, categorize, and record their findings. This approach makes science more appealing, easier to understand, and creates connections to the students' lives. This is a complete way to learn about science. Unfortunately, not all schools have the resources for this kind of study. So, not every student has this opportunity.

High school courses, on the other hand, rarely use a complete approach. They usually focus on different subject areas such as chemistry, biology, physics, and astronomy, which are more complex. Therefore, classes are often focused on learning smaller chunks of information, such as memorizing scientific theories and learning scientific words. They may not make connections between science and real-world uses for it.

Some scientists are trying to make science more understandable and improve people's scientific literacy skills. These scientists, such as Brian Cox, Bill Nye and Neil deGrasse Tyson, bring science to the public through interesting and popular TV shows. They make science easier to understand and even make it fun to learn. Some of these shows have even been included in national school programs.

It's important for students to develop literacy skills in science because the world requires more creative solutions to difficult and challenging problems. Making science easily available and appealing to students should be a goal for all schools.

A. Read the sentences. Would the author agree or disagree?

1. Most schools do a good job in teaching scientific literacy. (agree / disagree)
2. Scientific literacy includes questioning new ideas. (agree / disagree)
3. Television shows can improve scientific literacy. (agree / disagree)
4. Advanced science concepts should be taught through memorization. (agree / disagree)

B. Choose two of the underlined sentences in the text. With a small group, discuss whether you agree or disagree with each sentence.

C. Choose one of the questions below. With a small group, write a plan to find the answer.

1. Is the water in the school safe to drink?
2. Is there a connection between time spent watching television and getting good grades?
3. Does a bamboo plant grow better inside or outside?



Project

In this project, you will create a poster to show how the world will change in the next 50 years. Use what you know from Units 1 to 3 to complete the project.



Step 1 Brainstorm

Where will the greatest change happen in the next 50 years—technology, travel, families, entertainment, jobs, or friendships?

Choose one area and write a paragraph describing your vision. Give details.

Step 2 Plan

In your group, choose one area for your poster.

List three to five ideas.

Find useful words and images.

Step 3 Create

Illustrate your ideas with words and images on a poster or PowerPoint™ slide.

Step 4 Present

Present your poster to the class. Explain your ideas and images. Make sure every group member says something.