

UNIT 1: I AM

LESSON A

VOCABULARY

A. p. 4

age
different
favorite
hobby
kind
member
part of
problem
similar
team

B. MEANING FROM CONTEXT p. 4

Nice to Meet You!

Abdul: Hi, my name is Abdul. I'm from Saudi Arabia. I speak Arabic and English. I like many sports. My **favorite** sport is soccer. I'm a **member** of a soccer club. Everyone is very friendly. I have one brother. He's **different** from me. He doesn't like sports. His **hobby** is video games. He plays video games on the computer every day. It's a big **problem** at home!

Claudia: Hi, I'm Claudia and I'm from Brazil. I speak Portuguese and English. I'm **part of** my school volleyball **team**. I have two sisters. My sister Marta and I are the same **age**. We're both 17 years old. My other sister is 21. My sisters and I are all **similar**. We like to play chess, and we like the same **kind** of music. We listen to jazz and rock. I love my family!

LISTENING: Part of the Group

B. MAIN IDEAS p. 7

C. DETAILS p. 7

Hi! I'm Emma. Today, my topic is the **different** groups we are in. Everyone is a **part of** a group. In fact, we're all part of many different groups. People of the same **age** are all in a group together. A family is another group, and so are the people at a school, at a job, or on a sports **team**.

First, people of the same age are often **similar**. They know the same music. They like the same **kinds** of movies. And they wear the same kinds of clothes. For example, I'm a 22-year-old student. I'm very different from my 55-year-old mother. I like to talk about music and movies. I also like to stay at coffee shops until midnight with my friends. But my mother likes to play chess with her friends. And she likes to go to bed early. I love my mother, but our age makes us different. We're not part of the same age group.

Another group is family. Family **members** can be similar or different from you. My sister and I are different. My sister is friendly, but I am quiet. She's on the volleyball team, but I like music. My brothers are similar to my sister. They play many sports. I'm very different from them. We have the usual **problems** between brothers and sisters, but we're family. We have **favorite** family foods and stories about our family. We may be different from each other, but we're always members of our family.

Just like my brothers, people on a sports team are also part of a group. My brothers are on a soccer team. Their team loves to play and talk about soccer. And, in their free time, they all watch soccer games on TV and play soccer video games. I'm not in this group. I don't like soccer!

Another group is people with the same **hobby**. For example, I'm in a music group. Everyone in the group plays an instrument. We play music, talk about our favorite songs, and go to concerts. It feels good to be with people similar to me. I'm happy to be a part of this group.

Finally, two other groups are students and workers. Students have similar lives. They go to school, learn new things, do homework, and study for tests. People with the same job are also similar. They do the same kind of work. For example, I work at a pizza shop. Some of the other workers are young students, too. But some of the workers are older. John is 36 and Nola is 42. We're not part of the same age group, but we're part of the same work group.

There are many kinds of groups. Think about the groups you're in. They're an important part of your life.

D. FOCUSED LISTENING p. 7

1. But my mother likes to play chess with her friends.
And she likes to **go** to bed early.
2. My brothers are similar to my sister. They play
many **sports**.
3. In their free time, they all **watch** soccer games on
TV and play soccer video games.
4. Everyone in the group plays an **instrument**.
5. They go to school, learn new things, do
homework, and study for tests.
6. For example, I **work** at a pizza shop.

SPEAKING

A. p. 8

Muhammad: Hi, I'm Muhammad. This is my friend Samir. What's your name?

Lucas: My name is Lucas. Are you two from here?

Samir: No. We aren't Americans. We're from the United Arab Emirates. Where are you from?

Lucas: I'm from California. Are you students?

Muhammad: We were students last year, but now we're teachers. Are you a student?

Lucas: No. I was a student many years ago, but now I'm a teacher, too.

Samir: Well, it's nice to meet you, Lucas.

C. p. 9

Meet Chris Bashinelli

This is Chris Bashinelli. He's a National Geographic Explorer. His nickname is "Bash." He was born in Brooklyn, New York. Chris's family is from the United States, but his mother's parents weren't born there. They were born in Italy and Lebanon.

When Chris was 20 years old, he was a student in Tanzania. The people in Tanzania were very friendly to Chris. Many people in Tanzania are very poor, but they aren't unhappy. Chris learned a lot from that trip. Chris was an actor for 10 years. Chris isn't an actor now. Today, Chris is a world traveler, just like his grandparents. He has a show on the National Geographic Channel. Chris's show is *Bridge the Gap*.

E. p. 10

Conversation 1: In class

- A:** I'm from China. Where are you from?
B: I'm from Australia. What do you do?

A: I'm a student. How about you?

B: I'm a writer.

Conversation 2: In an elevator

A: What do you think of the weather? It's so cold.

B: I know! It's so different from yesterday. It was so warm.

Conversation 3: At a party

A: Do you play any sports?

B: Yes. I play tennis, and I also do yoga.

A: That's great. I don't play sports, but I have a lot of hobbies.

B: What are your hobbies?

A: I read books and do puzzles.

LESSON B

VOCABULARY

A. p. 12

alone
both
by myself
common
fun
loud
opposite
prefer
quiet
shy

B. MEANING FROM CONTEXT pp. 12–13

1. **A:** I like your new bicycle!
B: Thanks! I use it for school. It's very **common** for students to have bikes. I see a lot around school.
A: Do you ride it in your free time, too?
B: Yes. There's a park near my house. I ride there with my friends. It's a lot of **fun**.
2. **A:** Your brother is in my class. He doesn't talk very much.
B: Yes. He's very **quiet** and **shy**.
A: I'm similar. I **prefer** to work **by myself** during class.
3. **A:** How was your weekend?
B: It was great! My roommate wasn't home, so I was **alone** all weekend. It was good for studying. How was your weekend?

A: It was the **opposite** of your weekend. My roommates were home, and their music was very **loud**.

4. **A:** How's the new member of your basketball team?

B: She's very friendly. She's on the tennis team, too.

A: That's great!

B: Yes. She's good at **both** sports!

LISTENING: Loud, Quiet, or Both?

B. MAIN IDEAS p. 15

C. DETAILS p. 15

Juan: Hi Mari. How are your classes?

Mari: Oh, hi Juan! They're good. I really like my psychology class. I have a test in the class tomorrow.

Juan: What's the test on?

Mari: It's on different kinds of personalities. For example, some people are introverts. Other people are extroverts.

Juan: Oh, yes. Aren't introverts **shy** and **quiet**?

Mari: Yes, you're right. Introverts are shy and quiet. They also **prefer** to be **alone** and work alone. They're thinkers.

Juan: What do you mean?

Mari: Introverts don't say or do things quickly. They think first, and then they speak or do something. They also think about their problems alone. They don't talk about their problems with other people.

Juan: So, are extroverts the **opposite** of introverts?

Mari: Yes, you're right. Extroverts *aren't* shy. They're *not* quiet. They prefer to be with many people. It's **common** for extroverts to be **loud** and friendly. They like to talk and be with a lot of people. That's **fun** for them.

Juan: Which kind is more common?

Mari: Well, doctors say that many people are a little of **both** kinds.

Juan: What do you mean?

Mari: There are full extroverts and full introverts. But many people are part extrovert and part introvert. They're both personalities at different times, in different places. Sometimes they prefer to be with people. Sometimes they prefer to be alone.

Juan: So, do they call themselves introverts and extroverts?

Mari: They're called "ambiverts." I'm an ambivert. I'm an introvert for school things. For example, I like to study for tests **by myself**. And I prefer to think about my problems by myself. But, in my free time, I don't like to be alone. I like to be with a lot of people and do things with my friends.

Juan: I think I'm probably an ambivert, too.

Mari: There's a website with a survey. Take the survey and answer the questions. It helps you learn what personality you are.

Juan: Great! Please text it to me. Good luck on your test tomorrow!

Mari: Thanks!

SPEAKING

PRONUNCIATION: Syllables and Stress p. 16

A syllable is a part of a word with one vowel sound. All words have one or more syllables.

- | | | |
|--------------------------|----------------------|-----------------------|
| • One syllable | <i>kind</i> | <i>team</i> |
| • Two syllables | <i>pro•blem</i> | <i>ho•bby</i> |
| • Three syllables | <i>di•scu•ssion</i> | <i>o•ppo•site</i> |
| • Four or more syllables | <i>te•le•vi•sion</i> | <i>u•ni•ver•si•ty</i> |

In words with more than one syllable, you stress one syllable. You say it more loudly and clearly.

pro•blem

di•scu•ssion

u•ni•ver•si•ty

A. p. 16

1. member
2. myself
3. music
4. soccer
5. conversation
6. extrovert
7. personality
8. between

B. p. 16

1. common
2. loud
3. prefer
4. exercise
5. opposite

- 6. shy
- 7. alone
- 8. nationality

C. p. 16

- A:** There's a new student in our English class.
B: What's his name?
A: His name is Carlos. He's a little shy, but he's very friendly.
B: What does he like to do?
A: Carlos and I are very similar. We both play sports. Basketball is his favorite sport.

FINAL TASKS

OPTION 2: Present an "I Am From" poem

A. MODEL p. 20

Hi, I'm Angela. This is my "I Am From" poem.
I am from tacos and spices,
chocolate cake and a lot of food!
I am from beaches with salt in the air,
my favorite part of my city.
I am from three brothers and one sister,
with a lot of fun and some problems, too!
I am from "please" and "thank you,"
or "my mama isn't happy!"
I am from my favorite friends, Carlos and Ana.
Watch movies, drink coffee. I am not alone.
I am from a fun book, and a good podcast,
a member of the volleyball team.
I am Angela, and I am from Mazatlán, Mexico.

UNIT 2: YOUR JOB FUTURE

LESSON A

VOCABULARY

A. p. 24

boring
boss
create
exciting

grow
location
satisfied
together
try
work

B. MEANING FROM CONTEXT p. 24

How U.S. Workers Feel about Their Jobs

88 percent of workers are **satisfied** with their job. They like it.

86 percent of workers **try** to do a good job. They work hard.

53 percent of workers think a good **boss** is important.

50 percent of workers think a good **location** is important. They want to work near home.

43 percent of workers like to work **together** with other people.

39 percent of workers want to learn and **grow**. They want to get better.

14 percent of workers **create** their own jobs. They like to make their own jobs.

2 percent of people think their **work** is **boring**. They think their job is not fun. They want an **exciting** job.

LISTENING: Job Satisfaction

B. MAIN IDEAS p. 26

D. DETAILS p. 27

Today's lecture is about job satisfaction. What do people need to be happy with their **work**? What's important to people? There are six things. And money is not one of them!

First, many people look for a job that helps other people. For example, many teachers are happy with their job. Every day, teachers help students learn and **grow**. They teach their students how to do things, and that makes them happy. Doctors and nurses are happy, too. They help sick people get better, and they teach people how to be healthy.

Second, people want to make the world a better place. Police officers and firefighters keep their neighborhoods safe. They help people in our cities and towns, and that makes everyone happy.

Third, people like to **create** things. They want to make something people use. People want to think about interesting ideas and talk about them with other workers. For example, engineers create new things. They create buildings, computers, cars, and many other things. It's **exciting**! Many engineers are happy with their job.

Fourth, people want an exciting job. They don't want to sit at a desk and do the same activity again and again. That's **boring**. They want to do interesting work.

Fifth, people want their **boss** to thank them. When a boss thanks their workers for their good work, the workers feel **satisfied** with their job. And when people are satisfied with their job, they **try** hard. This is an easy thing a boss can do, and it makes workers feel very happy.

Finally, people want to work with happy people. Everybody wants to enjoy their day. When workers enjoy their job and are friendly, there's a good feeling at work. A job is fun when you work **together** with other happy people.

There are other things that people look for in a job. Some people think money is important. Other people think a good **location** is important—like a big city or a big office. What's important to you?

C. p. 27

First, many people look for a job that helps other people. For example, many teachers are happy with their job. Every day, teachers help students learn and grow. They teach their students how to do things, and that makes them happy. Doctors and nurses are happy, too. They help sick people get better, and they teach people how to be healthy.

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SPEAKING

PRONUNCIATION: Simple Present -s/-es Verb Form p. 29

We pronounce most simple present -s/-es verbs as /s/ or /z/. We say:

/s/ after verbs like these	<i>laughs, works, sleeps, creates</i>
/z/ after verbs like these	<i>needs, calls, begins, moves, grows, sees, goes, tries, says</i>

In a sentence, the /s/ and /z/ sounds are similar. They usually sound like /s/.

He **goes** to work at 8 a.m.

He **works** in an office.

We pronounce some simple present -s/-es verbs with an extra syllable. We say:

/əz/ after verbs ending in /s/, /ʃ/, /z/, /ks/, /dʒ/, /tʃ/	<i>misses, washes, uses, fixes, charges, teaches</i>
--	--

D. p. 29

1. Our boss knows a lot of people.
2. He watches TV every night.
3. My mother relaxes after work.
4. She spends a lot of time online.
5. Our teacher changes our desks every day.
6. She keeps a vocabulary notebook.
7. My brother dances on a team.
8. She feels satisfied at work.
9. Our class finishes at four o'clock.
10. He sits a lot during the day.

LESSON B

VOCABULARY

A. p. 32

advice
company
enjoy
find out
interesting
manager
own
skill
store
technology

B. MEANING FROM CONTEXT p. 32

Career Advice from an Artist

I always say: Life is short, so you need to **enjoy** your work. Here's some good **advice** for you.

First, think about your **skills**. What are you good at? Are you good with people? Are you good with **technology**? What do you like to do in your free time? Make your hobby a job.

Second, think about the kind of job that's good for you. Do you want to work alone? Do you want to be a **manager**? Maybe you want to work at a **store**. Or do you want to be a boss and have your **own** business someday? I started my **company** when I was 25. It was scary, but also exciting!

Finally, **find out** about **interesting** jobs. We work many hours, so it's important to like your job. For example, Mundano is a Brazilian artist. He loves his job. He paints murals, and he uses his art to tell important stories about his country.

LISTENING: 21st-Century Jobs

B. MAIN IDEAS p. 34

Host: Today on our show, we have Lynn Stewart. Lynn is a career coach. She helps people find . . . or create . . . the right job. Welcome, Lynn!

Lynn Stewart: Thank you.

Host: So, tell us. Do many people create their **own** jobs?

Lynn: These days, yes, they do. Many people create new jobs every day. These are new jobs we didn't have five or ten years ago.

Host: So, why do we have these new jobs?

Lynn: Well, first, our world changes every year. Second, other people see these changes, and they do something about it. For example, they create new **technology**, or they create a new job.

Host: OK . . . So, are some of these jobs in technology?

Lynn: Yes. **Companies** show and sell things on social media sites. So, two new jobs are bloggers and social media **managers**. They're very popular today.

Host: I know bloggers write online about things that companies sell. What do social media managers do?

Lynn: Social media managers put pictures and stories online for companies. And they talk to people online.

Host: So, those jobs are in technology. What other new jobs are there?

Lynn: Well, there are many kinds of new jobs. Two new **interesting** jobs are a sleep coach and a life coach.

Host: What do they do?

Lynn: Sleep coaches help babies and parents sleep better. And life coaches help people feel satisfied with their lives.

Host: Interesting!

Lynn: I think so, too. Another interesting job is a playlist professional.

Host: What's that?

Lynn: Playlist professionals create lists of songs—or playlists—for companies to use in their **stores** or on their websites.

Host: So, they just choose the songs?

Lynn: Yes. They **find out** about the company, and they create a song list to use.

Host: What a fun job! So, how do you create your own job?

Lynn: I have four pieces of **advice**. First, think about your **skills**. Are you good with numbers or technology? Are you good with people? Second, ask the question: what do you love to do? Do you like to create things? Or maybe you **enjoy** music.

Host: I see. So, you try to change your hobby into a job.

Lynn: Yes, exactly.

Host: Any other advice?

Lynn: Yes. Two more things. Third, ask: What do people need? Remember, when things change in the world, people need new things. Try to find something that people need. And finally, just do it! It takes a lot of time to create a new job, but people who create their own jobs are very satisfied.

Host: Great advice, Lynn. Thank you.

C. DETAILS p. 34

Host: OK . . . So, are some of these jobs in technology?

Lynn: Yes. Companies show and sell things on social media sites. So, two new jobs are bloggers and social media managers. They're very popular today.

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Lynn: Playlist professionals create lists of songs—or playlists—for companies to use in their stores or on their websites.

Host: So, they just choose the songs?

Lynn: Yes. They find out about the company, and they create a song list to use.

Host: What a fun job!

D. p. 35

Lynn: I have four pieces of advice. First, think about your skills. Are you good with numbers or technology? Are you good with people? Second,

ask the question: what do you love to do? Do you like to create things? Or maybe you enjoy music.

Host: I see. So, you try to change your hobby into a job.

Lynn: Yes, exactly.

Host: Any other advice?

Lynn: Yes. Two more things. Third, ask: What do people need? Remember, when things change in the world, people need new things. Try to find something that people need. And finally, just do it! It takes a lot of time to create a new job, but people who create their own jobs are very satisfied.

Host: Great advice, Lynn. Thank you.

E. FOCUSED LISTENING p. 35

Lynn: These days, yes, they do. Many people create **new** jobs every day. These are new jobs we didn't have five or ten years ago.

Host: So, why do we have these new jobs?

Lynn: Well, first, our world **changes** every year. Second, other people see these changes, and they do something **about** it. For example, they create new technology, or they create a new job.

Host: OK . . . So, are **some** of these jobs in technology?

SPEAKING

D. p. 37

Ana: Hi, I'm Ana. What's your name?

Miguel: Hi Ana. I'm Miguel.

Ana: Excuse me?

Miguel: My name is Miguel.

Ana: Great. Nice to meet you, Miguel.

Miguel: Nice to meet you, too. So, what do you do, Ana?

Ana: I'm a social media manager.

Miguel: Sorry. Could you repeat that, please?

Ana: I'm a social media manager. I help people with their social media accounts.

Miguel: That's interesting.

FINAL TASKS

OPTION 2: Give a presentation about your dream job

A. MODEL p. 40

My dream job is to be a salesperson. First, I'm good with people. I love to talk, and I'm friendly. I like to say hello to new people. Second, I like to sell things. It's fun for me. I hope to travel to many places and talk to customers. I also like to give presentations. I like to create slideshows and posters. Third, I want to make a lot of money. A salesperson makes a lot of money! I think a salesperson is a good job for me.

UNIT 3: UNUSUAL PLACES

LESSON A

VOCABULARY

A. p. 44

beautiful
crowded
culture
expensive
famous
place
tourist
unusual
vacation
visit

B. MEANING FROM CONTEXT p. 44

How about Egi Glacier?

Fatima: I don't know where to go for **vacation**. Paris is a **famous** city. Many people **visit** Paris in the summer. I also want to learn about its **culture**, such as art and music. But the hotels and food are **expensive** in Paris. I don't have a lot of money. An **unusual place** is also fun to visit—a place not many people go to.

Arturo: My advice is to go to Egi Glacier in Greenland. It's a different kind of place for a vacation. You take a boat to see the glacier. It's **beautiful**. You see ice from the glacier in the water. Sometimes you see whales. They jump out of the water. Not many **tourists** go there. It's not **crowded**.

Fatima: I like boats. It sounds both exciting and quiet.

Arturo: Oh, it's not a quiet place! There are loud noises when ice falls off the glacier.

LISTENING: A Trip to Southeast Asia

B. p. 47

Tom: So, Kate. Please tell us about your favorite places in Southeast Asia.

Kate: There are so many! But tonight, I want to tell you about some unusual places to visit.

Tom: What do you mean—*unusual* places?

Kate: Well, many tourists visit Southeast Asia and go to famous places. They visit old places such as Borobudur in Indonesia. They go to the pretty beaches of Thailand. And they go to big cities such as Bangkok or Hanoi. These places are great, but they are crowded. So, I like to go to unusual places. These are places not many people go to for vacation.

Tom: Ahhh. I like unusual vacations.

Kate: Me, too. Tonight, I will talk about three countries: Indonesia, Thailand, and Vietnam.

Tom: Great!

C. MAIN IDEAS p. 47

Tom: Welcome, everyone. Thank you for coming to this interview with Kate Jenkins. Kate writes a travel blog. She's here to give ideas about some **places to visit** in Southeast Asia. Please welcome Kate Jenkins.

Kate: Thank you. It's nice to be here.

Tom: So, Kate. Please tell us about your favorite places in Southeast Asia.

Kate: There are so many! But tonight, I want to tell you about some *unusual* places to visit.

Tom: What do you mean—*unusual* places?

Kate: Well, many **tourists** visit Southeast Asia and go to **famous** places. They visit old places such as Borobudur in Indonesia. They go to the pretty beaches of Thailand. And they go to big cities such as Bangkok or Hanoi. These places are great, but they are **crowded**. So, I like to go to unusual places. These are places not many people go to for **vacation**.

Tom: Ahhh. I like unusual vacations.

Kate: Me, too. Tonight, I will talk about three countries: Indonesia, Thailand, and Vietnam.

Tom: Great!

Kate: In Indonesia, I like to visit the **beautiful** rice fields in Central Java. They're in a quiet part of the country. Not many tourists go there. You see how

farmers grow rice, and you learn about the **culture** of Indonesia. From October to March, the fields are very green. They're beautiful at that time. I have many pretty photos of the green rice fields in Indonesia.

Tom: Beautiful!

Kate: It is. . . . Now, in Thailand, my favorite place to visit is Red Lotus Lake.

Tom: A lake! Fun!

Kate: Well, people don't swim in this lake. There are pink flowers on the lake.

Tom: Interesting.

Kate: Yes, it is. From December to February, you see many pink flowers on the water. A boat is a good way to see all the flowers. It's beautiful. But go to the lake early. The flowers close under the hot sun in the afternoon.

Tom: Good advice!

Kate: Now, my favorite unusual place in Vietnam is the town of Sapa. Sapa has beautiful markets with a lot of color. Many people shop there. They buy flowers, food, and clothing.

Tom: Are the things in the market **expensive**?

Kate: No. They aren't expensive at all, so you don't need a lot of money. Also, in Sapa, many people enjoy the mountains. The mountains are tall, green, and beautiful. People hike in the mountains. They're very high, and they're very close to the clouds!

Tom: Exciting!

Kate: Yes, it is. It's exciting to find unusual places to visit.

Tom: This is great advice. Thank you so much.

D. DETAILS p. 47

Kate: In Indonesia, I like to visit the beautiful rice fields in Central Java. They're in a quiet part of the country. Not many tourists go there. You see how farmers grow rice, and you learn about the culture of Indonesia. From October to March, the fields are very green. They're beautiful at that time. I have many pretty photos of the green rice fields in Indonesia.

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Tom: Exciting!

E. FOCUSED LISTENING p. 47

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SPEAKING

D. p. 49

1. **A:** I like exciting vacations.
B: I don't. I like quiet vacations.
2. **A:** I don't like to go to loud places.
B: I don't, either.
3. **A:** I like unusual vacations!
B: Me, too!
4. **A:** I don't like to visit the beach.
B: I do! I enjoy the beach a lot.
5. **A:** I like to visit famous places.
B: I do, too!

LESSON B

VOCABULARY

A. p. 52

amazing
area
idea
inside
modern
natural
new
normal
special
stay

B. MEANING FROM CONTEXT p. 52

A Human-Made Wonder

There are many beautiful places for a vacation. Some are **natural**, such as beaches or mountains. Others aren't natural, but they're **amazing**! One **idea** for a **new** vacation place is Palm Jumeirah in Dubai. It's a human-made island, and it's in the shape of a palm tree. In that **area** of the world, the weather is always sunny and warm. People live on the island, and tourists **stay** in **modern** hotels. These aren't **normal** hotels. They have pools, water parks, and movie theaters **inside**. The rooms in one hotel are above the ocean. With glass floors, you can see fish below you! The island has everything you need or want for a vacation. It's a very **special** and unusual place.

LISTENING: A Cold Hotel

B. MAIN IDEAS p. 54

C. DETAILS p. 55

Marcus: Hey, Sara! How was your vacation?

Sara: It was **amazing**!

Marcus: Where was it?

Sara: Well, I like to visit unusual places. This year it was very unusual! I was at the Icehotel.

Marcus: What's that?

Sara: The Icehotel is a hotel with ice and snow. It's in Lapland, Sweden. In November, there's almost no sun

in that **area**. Builders and ice artists create the Icehotel. They put snow on walls, and the snow gets hard, like ice.

Marcus: That's amazing!

Sara: It's a very **special** hotel—very **natural**.

Marcus: What does it look like?

Sara: Each year, the Icehotel is different. This year it was **modern**.

Marcus: Do they create a **new** hotel every year?

Sara: Yes! This was Icehotel number 33. The hotel is open from December to April. In the spring, it gets warm, and the snow melts. Then they think about the hotel for next year.

Marcus: Is it cold?

Sara: Well, it's cold outside, but it's comfortable **inside**. People wear hats and coats inside.

Marcus: Is there ice everywhere?

Sara: Yes. All the furniture is ice. There are ice chairs, ice tables, and ice beds.

Marcus: Ice beds?

Sara: Yes. But there are warm blankets.

Marcus: Wow! Amazing! How do you take a bath?

Sara: There's a warm part of the hotel. The bathrooms are in that part. In the morning, they bring hot fruit juice to your room. It's a special hotel, but most tourists only **stay** in the cold rooms one night.

Marcus: Why?

Sara: One night is enough! People then go to a **normal** hotel room after one night.

Marcus: I see. Were there many tourists?

Sara: Yes, there were a lot of tourists at the hotel. It was crowded!

Marcus: Do you want to visit again next year?

Sara: It was a special place. But I like to go to different places. I want to go to a warm place for my next vacation.

Marcus: There are some beautiful human-made islands in Dubai.

Sara: That's an interesting **idea**!

D. p. 55

1. **Marcus:** How was your vacation?

Sara: It was amazing!

2. **Marcus:** Where was it?

Sara: It was at the Icehotel.

3. **Marcus:** What's that?
Sara: It's a hotel with ice and snow.
4. **Marcus:** Is it cold?
Sara: It's cold outside, but it's comfortable inside.
5. **Marcus:** Do you want to visit again next year?
Sara: No. I want to go to a warm place for my next vacation.

SPEAKING

PRONUNCIATION: Consonant Pairs p. 56

Some consonant pairs sound like each other. They are difficult to hear and say.

/b/ and /p/	best pest	/b/ two lips together (use voice) /p/ two lips together (blow air)
/f/ and /v/	few view	/f/ teeth on bottom lip (blow air) /v/ teeth on bottom lip (use voice)
/m/ and /n/	map nap	/m/ two lips together (use voice) /n/ tongue on top of mouth (use voice)

ONLINE TIP When you can't understand someone online, use expressions like this:

- A:** I need a nap.
B: Did you say map or nap?
A: Nap. N as in "November."

A. p. 56

- bat
- pig
- pet
- cup
- cab
- very
- fast
- leave
- moon
- nail
- no
- am

B. p. 56

- bat / pat
- big / pig
- bet / pet

- cub / cup
- cab / cap
- ferry / very
- fast / vast
- leave / leaf
- moon / noon
- mail / nail
- mow / no
- am / an

FINAL TASKS

OPTION 2: Discuss the pros and cons of tourism

A. MODEL p. 60

Maya: What are some pros of tourism? Does anyone have any ideas?

Yuki/Jin: I think . . .

Jin: Go ahead, Yuki.

Yuki: Thanks, Jin. Tourists bring money to a city. Your turn, Jin.

Jin: Thanks, Yuki. I work at a store in a hotel. I talk to the tourists. I like to speak with them.

Maya: Me, too. It helps me learn.

David: Can I say something?

Maya: Sure!

David: In my country, there are some unusual places. Tourists visit these areas, and now these places are famous.

Maya: Good point. But, with tourists, the city gets crowded. I don't like that.

Yuki: That's a good point, too. . . .

UNIT 4: THE GOOD AND BAD OF TECH

LESSON A

VOCABULARY

A. p. 64

benefit
communicate
contact
phone
practice

receive
send
teenager
text message
worried

B. MEANING FROM CONTEXT p. 64

1. **A:** How does your teacher tell you about class assignments?
B: She usually **communicates** with us by email.
2. **A:** How many **text messages** do you send every day?
B: I **send** about 30 a day. It's an easy way to talk to my friends.
3. **A:** Are you nervous about your new class?
B: Yes, I'm **worried** about it. I hope it's not hard.
4. **A:** What's one **benefit** of your cell phone?
B: It helps me study.
5. **A:** Can you give me the homework assignment?
B: Sure. I can send you an email.
6. **A:** Do you see your parents often?
B: No, but we talk on the **phone** on Sundays.
7. **A:** Is your sister a **teenager**?
B: Yes. She's 17 years old.
8. **A:** Your English is good! How do you learn new words?
B: Thanks! I use an app to **practice** my vocabulary.
9. **A:** How can I **contact** you?
B: Please call me on my cell phone.
10. **A:** How many texts do you **receive** in a day?
B: I get about 100 a day. It's a lot.

LISTENING: The Benefits of Texting

A. ACTIVATE p. 66

Many parents ask, "Is texting bad for my child?" Or they say, "My teenager sends over 50 text messages a day, but he can't write a sentence! They need to practice writing, not texting!" I understand. Many parents are worried about the number of text messages their children send each day. But don't worry. Texting isn't always a bad thing.

Today I want to talk about some benefits of text messages. I know both teenagers and parents will be happy to hear this message!

B. MAIN IDEAS p. 66

C. DETAILS p. 66

Many parents ask, "Is texting bad for my child?" Or they say, "My **teenager sends** over 50 **text messages** a day, but he can't write a sentence! They need to **practice** writing, not texting!" I understand. Many parents are **worried** about the number of text messages their children send each day. But don't worry. Texting isn't always a bad thing.

Today I want to talk about some **benefits** of text messages. I know both teenagers and parents will be happy to hear this message!

One benefit is writing. Many teenagers don't like to write, but they love to text. Text messages are short. But many teenagers in the United States send or **receive** 100 texts a day. And many teenage girls send or receive 130 texts a day! That's a lot of text messages, and that's a lot of writing. **Phones** help teenagers write more, so that's a good thing!

Another benefit is reading. Many American teenagers send or receive 3000 texts a month. That's a lot of reading! And it begins at a young age. Children often play with their parents' phones. They learn sounds and letters from texts. For example, think about a girl with her mother at a store. The mother gives the child her phone, and the child's father sends a text message. The child sees the text message. She sees the letters, and she wants to read the message on the phone.

Now, what about abbreviations? Do abbreviations—such as *LOL*—help children learn to read and write? My answer is *OC!* Of course! To write the abbreviation *LOL*, you need to know the spelling of all the words. *L* for *laugh*, *O* for *out*, and *L* for *loud*. This shows a person knows about sounds and letters.

And what's the third benefit? Text messages help parents and teenagers **communicate**. Most teenagers have a phone. But do you see teenagers talk on their phones? No! They use them to send messages. Text messages are a fast and easy way to communicate. Teenagers like things fast, and parents like to communicate with their teenagers. So texting is a benefit to both. They can **contact** each other anytime during the day for a quick question or to say hello.

So, don't worry about the 3000 text messages on your teenager's phone this month. Remember, those text messages help your child to read, write, and communicate better!

D. p. 67

1. Many parents ask, "Is texting bad for my child?" Or they say, "My teenager sends over 50 text messages a day, but he can't write a sentence!"
2. Many parents are worried about the number of text messages their children send each day. But don't worry.
3. Many teenagers don't like to write, but they love to text.
4. Phones help teenagers write more, so that's a good thing!
5. That's a lot of reading! And it begins at a young age.
6. She sees the letters, and she wants to read the message on the phone.
7. Most teenagers have a phone. But do you see teenagers talk on their phones?
8. Teenagers like things fast, and parents like to communicate with their teenagers. So texting is a benefit to both.

SPEAKING

PRONUNCIATION: Can and Can't p. 69

Hearing the difference between *can* and *can't* is difficult for everyone. The vowel sound in *can* is short—/kən/. Sometimes it sounds like there is *no* vowel sound—/kn/.

*Her phone **can** (/kən/) take great pictures.*

*It **can** (/kn/) also take good videos.*

The vowel sound in *can't* is long—/kænt/. Some people don't say the /t/ sound at the end.

*I **can't** (/kænt/) finish my work.*

*I **can't** (/kæn/) get online right now.*

B. p. 69

My grandmother isn't good with technology. She can do a few things, but there are things she can't do. She has a cell phone. She can call and she can text, but she can't make a video call. She can take pictures on her phone, but she can't send them to me. She doesn't know how.

My grandmother also has a computer. She can email and she can watch movies, but she can't move her pictures from her phone to her computer. She doesn't know how to do that yet. So, she's in a technology

class. After the class, I hope she can do more on her phone and computer.

LESSON B

VOCABULARY

A. p. 72

attention
brain
break
effect
fact
health
hurt
memory
screen
stress

B. MEANING FROM CONTEXT p. 72

Technology News Now

It's a **fact**: We use our cell phones for everything. We use them to check email, send text messages, do work, watch movies, listen to music, play games, and turn our lights on and off. We look at our phone **screen** many times a day. The phone beeps, and we look at it.

Doctors say that all of this can **hurt** our **health**. It creates **attention** problems, and we can't work or study. Also, important information, such as phone numbers, is all on our phones. We don't need to remember anything anymore. That's very bad for our **memory**.

Too much technology has a bad **effect** on you. It puts **stress** on your body. It's time to give your **brain** a **break**! Go outside. Go to the park. Take a walk. But leave your cell phone at home.

LISTENING: Take a Tech Break

B. MAIN IDEAS p. 74

C. DETAILS p. 74

Teacher: Good morning, everyone. Today's lesson is about our cell phones.

Katie: I love my phone.

Robert: Me, too!

Teacher: Yes. We love our phones. And our phones are an important technology for us. But do we use them too much? Some people are on their phones five hours a day! How often do you use your phone in one day?

Katie: I use it all the time.

Teacher: And that's the problem. That is our topic today: How can phones be bad for your **health**? Please get a pencil and paper to take notes.

Robert: Can we use our phones?

Teacher: Not today. Cell phones can have some bad **effects** on our health. I want to talk about the bad effects on the **brain** and the body.

Brenna: Um, how do phones **hurt** our brain?

Teacher: They can create problems with our **attention**.

Brenna: What do you mean?

Teacher: Well, how many times does your phone beep in one hour? Five? Ten? Twenty times an hour? And every time your phone beeps, you stop and look at it. Is that good? No, it's not. That creates attention problems.

Brenna: I turn my phone off during school.

Teacher: That's a good idea. But cell phones can also have a bad effect on our **memory**. We use our phones to remember everything—phone numbers, dates, and important **facts**.

Mike: That's true. But isn't that a good thing?

Teacher: No, it's important to remember things for yourself. It helps our brains to be healthy.

Mike: I see.

Teacher: A third reason phones are bad for our brain is the light. The light on your **screen** wakes up your brain. Your brain is tired at night. It needs a **break**. But the light wakes it up. Then what happens?

Elizabeth: You can't sleep.

Teacher: Right. And your brain needs sleep. Our cell phones are also bad for our body. One way is that they create **stress**.

Mike: Stress? How?

Teacher: With a cell phone, people can find us 24/7/365.

Elizabeth: What do you mean by "24/7/365"?

Teacher: Someone can contact you 24 hours a day, 7 days a week, 365 days a year. That creates stress. And stress hurts our bodies. Also, with a cell phone, you can see where your friends are 24/7/365. You see a picture of your friends on social media. And how do you feel?

Katie: Sad. I want to be with my friends, but they didn't invite me.

Teacher: Exactly. That makes you sad. And being sad is bad for your body.

Katie: Interesting.

Teacher: For the last one, let me ask you a question: Where are you when you use your phone?

Robert: On the couch.

Brenna: Um, in my chair.

Katie: At my desk.

Teacher: Exactly. People play games or look at social media for hours on their phone. Your body doesn't move during that whole time. You sit for many hours. And that has a bad effect on your body. It's good to take a break from your phone. Now, I want you to get into groups and discuss these questions: How can phones be bad for your health? How often do you turn off your cell phone? And do you need to take a break from your phone?

D. p. 75

Teacher: Cell phones can have some bad effects on our health. I want to talk about the bad effects on the brain and the body.

Brenna: Um, how do phones hurt our brain?

Teacher: They can create problems with our attention.

Brenna: What do you mean?

Teacher: Well, how many times does your phone beep in one hour? Five? Ten? Twenty times an hour? And every time your phone beeps, you stop and look at it. Is that good? No, it's not. That creates attention problems.

Brenna: I turn my phone off during school.

Teacher: That's a good idea. But cell phones can also have a bad effect on our memory. We use our phones to remember everything—phone numbers, dates, and important facts.

Mike: That's true. But isn't that a good thing?

Teacher: No, it's important to remember things for yourself. It helps our brains to be healthy.

Mike: I see.

Teacher: A third reason phones are bad for our brain is the light. The light on your screen wakes up your brain. Your brain is tired at night. It needs a break. But the light wakes it up. Then what happens?

Elizabeth: You can't sleep.

Teacher: Right. And your brain needs sleep. Our cell phones are also bad for our body. One way is that they create stress.

Mike: Stress? How?

Teacher: With a cell phone, people can find us 24/7/365.

Elizabeth: What do you mean by "24/7/365"?

Teacher: Someone can contact you 24 hours a day, 7 days a week, 365 days a year. That creates stress. And stress hurts our bodies. Also, with a cell phone, you can see where your friends are 24/7/365. You see a picture of your friends on social media. And how do you feel?

Katie: Sad. I want to be with my friends, but they didn't invite me.

Teacher: Exactly. That makes you sad. And being sad is bad for your body.

Katie: Interesting.

Teacher: For the last one, let me ask you a question: Where are you when you use your phone?

Robert: On the couch.

Brenna: Um, in my chair.

Katie: At my desk.

Teacher: Exactly. People play games or look at social media for hours on their phone. Your body doesn't move during that whole time. You sit for many hours. And that has a bad effect on your body. It's good to take a break from your phone.

F. FOCUSED LISTENING p. 75

Teacher: Now, I want you to get into groups and discuss these questions: How can phones **be bad** for your health? How often do you **turn off** your cell phone? And do you need **to take a break** from your phone?

FINAL TASKS

OPTION 2: Give a presentation about your favorite app

A. MODEL p. 80

Student A: Hello. Today, I want to tell you about my favorite app. It's called *Bite*. It's a restaurant app. It tells you about the food at different restaurants. I can see photos of the food at each restaurant, and I can read other people's reviews of the food. I go out for dinner every Saturday night, so I use this app every weekend. There's one thing I don't like about this app. I can't take notes about my favorite foods at each restaurant. Sometimes I can't remember my favorite food from each place. I rate this app a 4 out of 5. In conclusion, I'm very satisfied with this app. It helps me a lot. Thank you. Are there any questions?

Student B: What kind of restaurants are on the *Bite* app?

Student A: Good question. The *Bite* app usually has all kinds of restaurants. Expensive and cheap restaurants, with foods from different countries. But they don't have fast food restaurants. Are there any more questions? OK, great. Thank you for listening.

UNIT 5: TAKE A RISK

LESSON A

VOCABULARY

A. p. 84

afraid
be able to
best
body
change
choose
climb
difficult
strong
win

B. MEANING FROM CONTEXT p. 84

A: I plan to **climb** El Capitan next year. It's a mountain in Yosemite National Park.

B: That's **difficult**! You need a really **strong body** to do that. Are you **afraid**?
A: A little. But I think I can do it.
B: Why did you **choose** El Capitan?
A: Because Jimmy Chin climbed it.
B: I don't know him. Who is he?
A: He's the **best**. He's a climber and a filmmaker. He climbed El Capitan when he filmed his documentary, *Free Solo*. It **won** an Academy Award!
B: Wow. So did the movie teach you anything?
A: Yes! When you're climbing, you need to **be able to change** plans quickly.

LISTENING: Adventurer of the Year

B. MAIN IDEAS p. 86

C. DETAILS p. 87

Michael: Welcome! I'm Michael Day, and this is Adventurer Podcast #142.

Today, we're talking about National Geographic's Adventurer of the Year award. Student reporter Gina Inaka is here to tell us about it.

Gina: Thanks, Michael.

Michael: So, Gina. This is a really special award, right?

Gina: Yes, that's right. Each year, National Geographic **chooses** a group of the **best** adventurers from around the world.

Michael: So, what kind of people does National Geographic choose?

Gina: That's a good question. They choose a lot of different kinds of people. They can be athletes or explorers. . . Adventurers like to travel and do exciting things. They climb mountains and dive in the sea. An adventurer needs a **strong body** and good thinking skills. They need to think about problems and **change** plans quickly. Also, usually, National Geographic's Adventurers help people and do good things in the world.

Michael: Wow, interesting. So, who was one of the winners?

Gina: Well, one of my favorites is Maureen Beck. She was an Adventurer of the Year in 2019. She's a rock climber from the United States. Maureen was born in 1986, and she was born with only one hand. Maureen started climbing in 1998 when she was only 12.

Michael: Wow, tell me more.

Gina: When Maureen was young, people told her, "You can't **climb** that! You can't play that sport!" But she didn't listen to them. In 2009, Maureen found a group of other climbers with disabilities online.

Michael: Oh, so like Maureen, climbers with one arm or leg.

Gina: Yes. They invited her to climb with them. These people weren't sad about their disabilities. They didn't think their disabilities were problems. They loved climbing, and Maureen loved it, too. With one hand, climbing is more **difficult**. But she's **able to** do it really well.

Michael: That's great.

Gina: Yes! She became a professional rock climber. She **won** many awards in the United States and around the world. In 2014, she won in Spain. And in 2016, she won in France. And she won awards in the United States eight times.

Michael: Amazing! So, what does she do for her job?

Gina: She helps people with disabilities. She helps them try new things. Maureen doesn't say, "That's too hard for me." She just does it. I heard her say in an interview, "It never occurred to me to not do something because it looked hard. I just did it." Maureen also helps other people try new things and not be **afraid**.

Michael: So, she's a great climber, and she helps other people. What an amazing role model. Thanks for telling us about her, Gina.

D. p. 87

1. She was an Adventurer of the Year in 2019.
2. Maureen was born in 1986, and she was born with only one hand.
3. Maureen started climbing in 1998 when she was only 12.
4. In 2009, Maureen found a group of other climbers with disabilities online.
5. In 2014, she won in Spain. And in 2016, she won in France.
6. And she won awards in the United States eight times.

SPEAKING

PRONUNCIATION: Simple Past -ed Endings p. 90

We pronounce most *-ed* endings of regular simple past verbs as /d/ or /t/. We say:

/d/ after verbs like these.

climbed, played, opened

/t/ after verbs like these.

cooked, washed, watched

We pronounce some -ed endings of regular simple past verbs with an extra syllable plus /d/. We say:

/əd/ or /ɪd/ after verbs ending in /t/ or /d/.

needed, counted

E. p. 90

1. tried
2. helped
3. added
4. changed
5. contacted
6. stopped
7. created
8. enjoyed
9. communicated
10. talked

LESSON B

VOCABULARY

A. p. 92

add
dangerous
easy
example
good for
life
mistake
plan
prepare
risk

B. MEANING FROM CONTEXT p. 92

Advice from a Life Coach

Some people think a **risk** is something **dangerous** and difficult. Other people don't want to try new things. They're worried about making a **mistake**. They don't want to have problems. But problems and mistakes help us learn. And taking risks can be **easy** and **good for** us.

There are many ways you can **add** a little risk to your **life**. Here are some **examples**: Try a new hobby. Go to a restaurant alone. Make a **plan** to travel to a different city. **Prepare** a big meal and invite new friends to eat with you. Change your hair. Don't be afraid to try something new. Risks are a good thing in our life. Life is short—live your life!

LISTENING: A Different Kind of Risk

B. MAIN IDEAS p. 94

Pedro: Hi Lily. How was your summer vacation?

Lily: Hi Pedro! It was good. I worked and I took a class.

Pedro: What was the class?

Lily: It was called Taking **Risks**.

Pedro: Risks? Like swimming with sharks and climbing big mountains?

Lily: For some people in the class, yes. They want to try **dangerous** things. But for me, no.

Pedro: What kind of risks do you want to take?

Lily: Well, I think a risk is doing something different. It's not the things you usually do.

Pedro: Can you give me an **example**?

Lily: Sure. Well, for example, I usually **prepare** the same kind of foods and go to the same restaurants every week. I'm afraid to try different foods. So, now once a week, I prepare different foods and go to a different restaurant.

Pedro: Oh, so you want to **add** different things to your **life**.

Lily: Yes, or try different things. When people take a different kind of class or wear different clothes, that's a risk.

Pedro: That's interesting. How about watching a different kind of movie?

Lily: Yes! That's a good example. Maybe you like funny movies, so you only watch those. But you can try a sad movie. One risk I want to try is having a weekend with no **plans**.

Pedro: What do you mean?

Lily: Well, during the week, I usually make a lot of plans for the weekend. So, one weekend soon, I want to try *not* to make any plans.

Pedro: Interesting. With no plans, you can do anything you want!

Lily: That's right. And, also I want to change the furniture around in my room.

Pedro: I did that last weekend!

Lily: Great! What did you do?

Pedro: I put my couch in a different place, and I moved my table and desk. I also bought some plants. I usually don't like plants.

Lily: You took a risk!

Pedro: Huh, that's interesting. I always thought risks were things you're afraid of or they were dangerous things.

Lily: Yes, most people think that, too. But risks can be a small change to your life. And risks have a lot of benefits. We can meet new people, find new things, or learn something new. Risks are **good for** us. They can help us grow and change. And that's an important skill in life.

Pedro: Why don't people take risks? It's **easy** to change something small.

Lily: Well, a lot of people are worried about making a **mistake**. They're afraid to try something new. They also think it's difficult to add new and different things to their life. But really, it's exciting to try new things.

Pedro: I agree. It was fun to change my furniture around. So what risks did you take this summer?

Lily: Well, uh, I took the risk class. That was something different for me!

Pedro: Ha—the class that started it all for you!

Lily: Yes!

C. DETAILS p. 95

Pedro: What kind of risks do you want to take?

Lily: Well, I think a risk is doing something different. It's not the things you usually do.

Pedro: Can you give me an example?

Lily: Sure. Well, for example, I usually prepare the same kind of foods and go to the same restaurants every week. I'm afraid to try different foods. So, now once a week, I prepare different foods and go to a different restaurant.

Pedro: Oh, so you want to add different things to your life.

Lily: Yes, or try different things. When people take a different kind of class or wear different clothes, that's a risk.

Pedro: That's interesting. How about watching a different kind of movie?

Lily: Yes! That's a good example. Maybe you like funny movies, so you only watch those. But you can try a sad movie. One risk I want to try is having a weekend with no plans.

Pedro: What do you mean?

Lily: Well, during the week, I usually make a lot of plans for the weekend. So, one weekend soon, I want to try *not* to make any plans.

Pedro: Interesting. With no plans, you can do anything you want!

Lily: That's right. And, also I want to change the furniture around in my room.

Pedro: I did that last weekend!

Lily: Great! What did you do?

Pedro: I put my couch in a different place, and I moved my table and desk. I also bought some plants. I usually don't like plants.

Lily: You took a risk!

E. FOCUSED LISTENING p. 95

1. How was your summer vacation?
2. It was good. I worked and I took a class.

FINAL TASKS

OPTION 2: Tell a story about a risk

A. MODEL p. 100

When I was 14 years old, I took a risk. I wanted to work with animals. I loved animals, but I was very shy with people. There was an animal hospital near my house. There were a lot of cats and dogs there. I wanted to help the animals. I was very afraid, but I took a risk. I called and talked to the manager. I asked, "Do you need my help?" She said, "Yes." So, every week I went to the animal hospital and helped the animals. At first, they didn't pay me. But a few years later, they gave me a job. The benefit was I learned to work with animals. I learned new skills, and I enjoyed the work. And now I know I want to become a veterinarian. It wasn't easy at first, but it was the best risk I took.

B. ANALYZE THE MODEL p. 100

1. When I was 14 years old, I took a risk.
2. So, every week I went to the animal hospital and helped the animals.
3. At first, they didn't pay me. But a few years later, they gave me a job.
4. And now I know I want to become a veterinarian. It wasn't easy at first, but it was the best risk I took.

UNIT 6: DO YOUR PART

LESSON A

VOCABULARY

A. p. 104

believe
daily
explain
lazy
reason
solve
the future
throw away
waste
way

B. MEANING FROM CONTEXT p. 104

The Environment Needs Our Help

People are the **reason** for the problems with the environment. It's time to think about the **future**. There are many **ways** to **solve** our problems. Listen to a climate change expert **explain** how you can help, and make these tips a part of your **daily** life.

Tip 1 Don't use plastic water bottles. Use and then reuse a glass or metal water bottle. Clean and refill it with water every day.

Tip 2 Don't be **lazy**. Bring a cloth bag with you to the store. Say no to paper or plastic bags.

Tip 3 Don't use and **throw away** plastic utensils. Take a fork, knife, spoon, or chopsticks with you.

Tip 4 Don't **waste** things. Only use the water, electricity, and food you need.

Tip 5 Don't drive! Experts **believe** cars are a big problem for our environment. Ride your bicycle. Take a bus. Or drive with others.

LISTENING: Everyone's Problem

B. MAIN IDEAS p. 106

Nathan: Hello, everyone. Welcome to our monthly discussion about the environment and **ways** we can help. Today, we have Ingrid Patterson with us. She studies climate change and what people do about it. Welcome, Ingrid!

Ingrid: (*excited*) Thank you! It's great to be here!

Nathan: So, Ingrid, people know about the problems with climate change. And we know we need to help. So, the question is, why doesn't everyone just do it?

Ingrid: You're right. And there are a few **reasons**. The first reason is not everyone sees the changes to the environment in their own location. The problems aren't part of our **daily** lives. There are big changes in the world. Some people see the problems, but many people don't.

Nathan: So it's about location—where people live?

Ingrid: Yes. For example, people in California live with forest fires every year. But people in New York don't. They don't have these problems near their house, so they don't think about them. We read about the problems in newspapers, but then we forget about them.

Nathan: You're right. We also don't see the islands of plastic trash in the oceans around the world. It's not part of our daily life. So, we don't think we need to do anything about it.

Ingrid: (*sad*) It's easy to forget about things we don't see.

Nathan: What's another reason not everyone helps?

Ingrid: The second reason is about time. People still think these problems are in **the future**. We don't think about them now. (*angry*) But our world has these problems now! And now is the time to help. We can't wait!

Nathan: You're right. We think we have time to **solve** them. But we don't.

Ingrid: Exactly. Not anymore.

Ingrid: The third reason is people don't want to **believe** it. They don't believe they are part of the climate problem. We like to drive cars. We use plastic

bottles and then **throw** them **away**. We don't want to recycle them. We **waste** food and water. We don't want to change, so we say, "This doesn't hurt the environment *that* much." (*sad*) But that's not true. It hurts the environment a lot. The way we live is part of the problem. But we don't want to believe it.

Nathan: (*angry*) I believe we are **lazy**, too!

Ingrid: Yes. I think that's true. People think it's hard to change. And that's our fourth reason. People think one person can't solve the problem. But there are many things we can do to help the environment. It's our job to **explain** the problems in our world. And it's our job to teach ways people can help. (*excited*) I believe we can do it. We are able to solve these problems!

Nathan: So true. Thank you, Ingrid!

C. DETAILS p. 106

Nathan: So, Ingrid, people know about the problems with climate change. And we know we need to help. So, the question is, why doesn't everyone just do it?

Ingrid: You're right. And there are a few reasons. The first reason is not everyone sees the changes to the environment in their own location. The problems aren't part of our daily lives. There are big changes in the world. Some people see the problems, but many people don't.

Nathan: So it's about location—where people live?

Ingrid: Yes. For example, people in California live with forest fires every year. But people in New York don't. They don't have these problems near their house, so they don't think about them. We read about the problems in newspapers, but then we forget about them.

Nathan: You're right. We also don't see the islands of plastic trash in the oceans around the world. It's not part of our daily life. So, we don't think we need to do anything about it.

Ingrid: (*sad*) It's easy to forget about things we don't see.

Nathan: What's another reason not everyone helps?

Ingrid: The second reason is about time. People still think these problems are in the future. We don't think about them now. (*angry*) But our world has these problems now! And now is the time to help. We can't wait!

Nathan: You're right. We think we have time to solve them. But we don't.

Ingrid: Exactly. Not anymore.

Ingrid: The third reason is people don't want to believe it. They don't believe they are part of the climate problem. We like to drive cars. We use plastic bottles and then throw them away. We don't want to recycle them. We waste food and water. We don't want to change, so we say, "This doesn't hurt the environment *that* much." (*sad*) But that's not true. It hurts the environment a lot. The way we live is part of the problem. But we don't want to believe it.

Nathan: (*angry*) I believe we are lazy, too!

Ingrid: Yes. I think that's true. People think it's hard to change.

And that's our fourth reason. People think one person can't solve the problem. But there are many things we can do to help the environment. It's our job to explain the problems in our world. And it's our job to teach ways people can help.

D. p. 107

1. Thank you! It's great to be here!
2. It's easy to forget about things we don't see.
3. But our world has these problems now!
4. But that's not true. It hurts the environment a lot.
5. I believe we are lazy, too!
6. I believe we're able to do it. We can solve these problems!

SPEAKING

E. p. 110

This is a photo of a sunny day at a beach. The water is blue. The sky is blue. There are some white clouds in the sky. There's a mountain beside the beach. The mountain has many green trees on it. There are some rocks in the water. The sand is white. There's a lot of trash on the sand. There are plastic bottles, straws, and old toys. It's sad to see the trash on this beautiful beach.

LESSON B

VOCABULARY

A. p. 112

a variety of
build
business

finish
goal
nature
planet
save
sell
terrible

B. MEANING FROM CONTEXT p. 112

1. **A:** What are you going to study at college?
B: I love plants and animals, and **nature**. So, my **goal** is to study biology.
A: Great! There's a **variety of** jobs in biology.
B: Yes. I'm excited!
2. **A:** Are your brothers at college now?
B: Yes. They **finish** in May. They're going to start a **business** together.
A: What kind?
B: They're going to **build** houses.
3. **A:** Some countries cut down their trees.
B: I know. It's **terrible** for the **planet**. Why do they do it?
A: They **sell** the wood. They can make a lot of money.
B: But we need trees! How are we going to **save** them?
A: They need to find a different way to make money.

LISTENING: A Walk in the Trees

B. MAIN IDEAS p. 114

C. DETAILS p. 115

Claudia: Hey, Jamal. Do you have any plans tonight?

Jamal: Not really. I'm going to study for our science test next week and play some basketball. How about you?

Claudia: I'm going to see that speaker tonight.

Jamal: Wait, I don't think I heard about that. Who's going to speak?

Claudia: A treetop explorer. Her name is Meg Lowman. People call her CanopyMeg. I listened to a podcast about her last month. She speaks and teaches people about saving trees. I'm excited to meet her and hear more about her work in **nature**.

Jamal: Interesting. What's she going to talk about?

Claudia: She's going to talk about her work with trees. She says we can learn a lot of things and solve many problems by studying trees. She believes to **save** our **planet**, we need to save our trees.

Jamal: That's very interesting.

Claudia: Yes. She was one of the first people to study tree canopies. That's the reason they call her CanopyMeg.

Jamal: What's a tree canopy?

Claudia: That's the top part of a tree. In the past, we didn't know about life in the canopies. But Meg and others started to study life up there. She found a **variety of** animals, insects, and plants in the canopies. It's a different world at the top of the trees.

Jamal: I'm sure it is! I love trees. I read many countries cut down their trees to **sell** the wood. It's **terrible**.

Claudia: Yes, that's true. Many countries cut down their trees for money. Meg understands they need money, so she has a plan.

Jamal: What's she going to do?

Claudia: She wants to **build** walkways in the trees.

Jamal: OK. . . A walkway in the trees?

Claudia: Yes, it's like a bridge. It goes from one tree canopy to another. People can walk through the treetops on the walkways. They can see and enjoy the canopies.

Jamal: That's exciting!

Claudia: Yes, her project is called *Mission Green*. She's going to build ten canopy walkways around the world. Her **goal** is to **finish** them by the year 2025.

Jamal: That's great! So, who will go on the walkways?

Claudia: She hopes a lot of tourists will visit the walkways.

Jamal: And how will that help save the trees?

Claudia: The countries can make money, and they won't cut down and sell their trees.

Jamal: Oh, I understand. So, the walkways will be a **business** for the countries. Tourists will pay money to walk through the trees. It will be a benefit to both!

Claudia: Yes, it will. A few countries already have canopy walkways. I'm going to go to Costa Rica next summer. We're going to walk through the canopies.

Jamal: That's exciting! I think I'll go with you to the talk tonight.

Claudia: Good! It'll be great to learn more about Meg Lowman and her project!

D. FOCUSED LISTENING p. 115

Claudia: I listened to a podcast about her last **month**. She speaks and teaches people about saving trees. I'm excited to meet her and hear more about her **work** in nature.

Jamal: Interesting. What's she going to talk about?

Claudia: She's going to talk about her work with trees. She says we can learn a lot of things and solve many problems by studying trees. She believes to save our **planet**, we need to save our trees.

Jamal: That's very interesting.

Claudia: Yes. She was one of the first people to study **tree** canopies.

SPEAKING

A. p. 116

- A:** This is a great book about climate change. Do you want it?
B: Sure, I'll read it.
- A:** Who will throw away the trash?
B: I'll do it.
- A:** When will they build the walkway?
B: I think they'll build it next year.

PRONUNCIATION: Recognize *Be Going To* and *Will* p. 117

We sometimes pronounce *going to* as "gonna." You don't need to say "gonna," but it's good to understand it.

A: Are you **gonna** speak at the meeting tonight?

B: No, I'm not **gonna** speak. But I'm **gonna** be there.

Also, we sometimes combine a *wh-* question word + *will* and noun + *will*.

A: Who'll clean the bathroom?

B: The kids'll clean it!

A: What'll we do tomorrow in class?

B: The teacher'll tell us.

E. p. 117

- A:** Are you going to (gonna) go to Mexico next summer?

B: No, we're not going to (gonna) go to Mexico. We're going to (gonna) go to Costa Rica.

A: What'll you do there?

B: We're going to (gonna) walk in the tree canopies.

- A:** When is the teacher going to (gonna) explain the project?

B: She's going to (gonna) explain it now.

A: But Kim isn't here today. Who'll help her?

B: The teacher will (teacher'll) help her tomorrow.

FINAL TASKS

OPTION 2: Present a photo of a special place

A. MODEL p. 120

In this photo, there are three parts. As you can see, there are flowers in the front, grass in the middle, and mountains in the back. In the front of the photo, there's a field with flowers. It has a variety of flowers, and there are many colors. There are red, orange, and yellow flowers. The colors are bright. There are also some bushes around the flowers. Some bushes are short and green. Other bushes are brown. I want to walk through the flowers and see each kind. Look at the middle of the photo. In the middle of the field, there is yellow and green grass. The grass looks soft. I want to sit on it and read a book! In the back of the photo, there are mountains. Some of the mountains are high and some are low. I want to climb the mountains and see the other side. It's a sunny day and the sky is blue. There are white clouds. It's afternoon in the picture. It'll be a nice evening. I think the picture is beautiful and I feel happy. We live on a beautiful planet. I hope people will take care of it. I want to visit this place in the future.

UNIT 7: LOST AND FOUND

LESSON A

VOCABULARY

A. p. 124

be called

cost

download

exchange

find
hide
instruction
international
return
treasure

B. MEANING FROM CONTEXT p. 124

Hide and Seek Games

People of all ages love games. In many games, people **hide** things and then other people look for and **find** them. One **international** game in countries around the world **is called** Pokémon Go. In the game, people **download** an app and use their phones to find the Pokémon animals in different locations. Pokémon Go began in 2016, but before that, it was a game with cards. The card game isn't common anymore. But people buy cards and **exchange** them with their friends. The cards don't **cost** a lot of money, so both adults and children can buy them to keep or to exchange.

Another popular game is a city treasure hunt. Don't get too excited, though! The **treasure** isn't money. The treasure is interesting places around your city. People get **instructions** on their phones to find special places in their city. It's a fun way to see different parts of your own city or a new city. Some instructions tell you to look under a rock or behind a sign. Be sure to **return** the rock or sign for the next person to find. These games are a lot of fun. Make plans to do one this weekend!

LISTENING: Geocaching Fun!

B. MAIN IDEAS p. 126

D. DETAILS p. 127

Jen: . . . And for our last part of the show, we have Nick Hatfield here. Every week, I talk to Nick about fun and interesting activities to do in our free time. What do you have for us today, Nick?

Nick: Well, Jen, this activity takes you to amazing and beautiful places in your own city or anywhere in the world!

Jen: That's exciting! What's it **called**?

Nick: It's called geocaching.

Jen: What's that?

Nick: It's a kind of game. People get **instructions** from an app to **find** a geocache.

Jen: What's a geocache?

Nick: A geocache is usually a box with things inside it. In geocaching, some people **hide** a geocache. I'll call these people "hiders." Then other people look for the geocache. I'll call them "players." So, the hiders hide the box in different places outside, like next to a tree or under a rock.

Jen: And then the players look for it?

Nick: Yes.

Jen: Is there something in the box?

Nick: Yes. Some boxes have small toys like balls, pencils, or money from other countries. They're small and cheap things. It's not an expensive **treasure**, but it's fun to find!

Jen: Do the players take the things from the box?

Nick: Yes—but they usually **exchange** them with something of their own. And then they write their name in the book.

Jen: What book?

Nick: Most geocache boxes have a book for the players to write their name. For example, last Saturday, I went geocaching and I found the box. Inside the box there was a book, so I wrote my name in it. Two people from France found the same geocache on Friday!

Jen: How do you know?

Nick: I saw their names in the book. Jean and Claudia from Paris.

Jen: That's exciting! So, people travel to other countries to find geocaches.

Nick: Yes. It's an **international** activity. There are geocaches in 191 countries! Some people take geocache vacations. They make plans to find a different geocache every day of their trip. But you don't have to travel to do this. There are geocaches in your own city.

Jen: It sounds like a fun way to see different places around the world and near your home.

Nick: It is.

Jen: Are there many geocaches around the world?

Nick: There are more than 3 million geocaches! In our city, there are about 2,400!

Jen: I want to try! How do I play?

Nick: To begin, **download** the geocache app on your phone. It doesn't **cost** money.

Jen: OK.

Nick: Then choose a geocache you want to find. After that, follow the instructions on how to find it.

Jen: OK, what do you do next?

Nick: The next step is to find the geocache and exchange something in the box.

Jen: What was in the box you found on Saturday?

Nick: Pencils. I didn't have anything to exchange, so I didn't take one. The next step is to write your name in the book. And the last step is to **return** the geocache to the same place.

Jen: Ahhh, I see. You return it for the next person to find.

Nick: Exactly.

Jen: Do the instructions give advice or tips on how to find the box?

Nick: Some give advice, but some don't. For example, last Saturday the advice was "Look up!" So, I looked up, and I saw the geocache in a tree!

Jen: Funny! I'm excited to try geocaching.

Nick: Good! It's a fun activity to do with children, with friends, or even alone. It's an adventure in your own city or across the world!

C. p. 127

Jen: I want to try! How do I play?

Nick: To begin, download the geocache app on your phone. It doesn't cost money.

Jen: OK.

Nick: Then choose a geocache you want to find. After that, follow the instructions on how to find it.

Jen: OK, what do you do next?

Nick: The next step is to find the geocache and exchange something in the box.

Jen: What was in the box you found on Saturday?

Nick: Pencils. I didn't have anything to exchange, so I didn't take one. The next step is to write your name in the book. And the last step is to return the geocache to the same place.

Jen: Ahhh, I see. You return it for the next person to find.

Nick: Exactly.

E. FOCUSED LISTENING p. 127

1. **What's** it called?
2. **Do the players** take the things from the box?
3. **Are there** many geocaches around the world?
4. **How do I** play?
5. **Do the instructions** give advice or tips on how to find the box?

LESSON B

VOCABULARY

A. p. 132

dig
discovery
fancy
history
object
plain
puzzle
strange
the past
the present

B. MEANING FROM CONTEXT p. 132

A Trip to the British Museum

A: How was your trip to the British Museum?

B: It was amazing. You know I love **history**. I like to learn about people from a long time ago. I think **the past** can help us with **the present**.

A: So, where did you go in the museum?

B: Well, I started in the Asia Gallery. There were a lot of different **objects** there. There was a **fancy** box. It was very special. It was black, and it had a picture of gardens and houses on it. I bought a **puzzle** with a picture of the box.

A: Great! I was there last year. Was there anything new this year?

B: Yes, there was a new **discovery**. It was a 5000-year-old drum from England. In the past, objects were usually **plain**, but this one was fancy. It's **strange**. They don't know a lot about it.

A: How did they find it?

B: They found it in the east part of England. They **dig** in that area often.

LISTENING: A Big Discovery

B. MAIN IDEAS p. 134

C. DETAILS p. 135

D. p. 135

Guide: Hello everyone! I want to welcome you to the British Museum. The museum has over eight million **objects** from **the past** to **the present**. OK, let's begin in Room 41. This room has objects from a large ship. A woman and a group of scientists found the ship in 1939 in England.

Tourist 1: What was the woman's name?

Guide: Well, her name was Edith Pretty. There were some **strange** hills next to Edith's house. So, she called a museum, and they decided to **dig**. They found something very exciting. It was a king's ship. They believe the ship was put there around the year 600.

Tourist 2: That's strange. Why was this ship in the ground?

Guide: Good question. In the past, when an important person died, people put the body in a ship with their treasure. Then they put the ship in the ground.

Tourist 3: So, was there anything in the ship?

Guide: Yes! The ship had the king's treasure. On this wall, you can see some of the treasure. There were **fancy** plates and cups, gold belts, and jewelry, like necklaces. One special **discovery** was a helmet for the king's head. The helmet was in many pieces, so they put it together like a **puzzle**. It's amazing. People come from all around the world to see it.

Tourist 1: So, does this discovery have a name?

Guide: Yes, the discovery of the ship is called Sutton Hoo, for the place Edith Pretty found the ship. Sutton Hoo was an important discovery in England.

Tourist 4: Why's that?

Guide: Well, it was a very old ship. During that time in **history**, we didn't think people had fancy things. We thought they had **plain** things. But the objects in the ship were beautiful and special. That was surprising!

Tourist 3: Did Edith Pretty keep the treasure or get any money?

Guide: No, she gave the treasure to the British Museum.

Tourist 2: Isn't there a movie about this?

Guide: Yes, there is! There's a book about Edith Pretty's story and Sutton Hoo. John Preston wrote the book in 2007. And then in 2021, they made a movie, too. Both the book and the movie are called *The Dig*. They're both interesting. Are there any more questions? OK, we're going into this next room. . . .

E. FOCUSED LISTENING p. 135

Guide: In the past, after an **important** person died, people put the body in a ship with their treasure. Then they **put** the ship in the ground.

Tourist 3: So, was there anything in the ship?

Guide: Yes! The ship had the king's **treasure**. On this wall, you can see some of the treasure. There were **fancy** plates and cups, gold belts, and jewelry, like necklaces. One very special **discovery** was a helmet for the king's head.

SPEAKING

PRONUNCIATION: Consonant Clusters p. 136

A consonant cluster is two or more consonant sounds together. When you say words with consonant clusters:

- don't add an extra sound *p-lay* (NOT: *pa-lay*)
- don't delete a sound *d-ry* (NOT: *d-y*)

consonant + l	black, class, fly, glass, plan, slow, problem
consonant + r	brown, crown, drive, fruit, grow, present, tree, library
s + consonant	slim, smile, snow, sport, store, swim, risk, basketball

A. p. 136

1. I'm listening to the wind "below."
2. She always "bakes" things.
3. The flower is red and white.
4. He likes "supports."
5. They have a new kind of bread.

B. p. 136

1. blue
2. sleep
3. climb

4. floor
5. place
6. plan
7. create
8. draw
9. afraid
10. prepare
11. brain
12. trip
13. small
14. special
15. skill
16. hospital
17. snack
18. tourist

C. p. 136

1. **A:** I played that game at school. It's great to play with a group.
B: Me, too! I'll bring it to the party on Friday.
2. **A:** I prefer to live in the present. Life in the past was hard.
B: I agree. Life in the present is the best.
3. **A:** What do you like to eat for breakfast?
B: I like to eat plain bread. I also drink black coffee.

FINAL TASKS

OPTION 2: Give a presentation on a personal treasure

A. MODEL p. 140

My treasure is an old chessboard. It's very beautiful. As you can see in this photo, the board is black and white, and the pieces are also black and white. Here you can see the chess pieces. They're made from wood. My grandmother gave the chessboard to me in 2012. I was ten years old. She taught me to play chess. I keep the chessboard in my bedroom on my desk. It makes me feel special and loved. I also remember the times I played chess with my grandmother. We played every Saturday afternoon together. She was a good teacher and a good chess player. I miss her very much. She was very special to me. I'm happy to have this beautiful chessboard to remember my grandmother. I will teach my children how to play someday.

UNIT 8: INNOVATIVE IDEAS

LESSON A

VOCABULARY

A. p. 144

conclusion
experiment
happen
healthy
look forward to
make sure
notice
observe
result
take time

B. MEANING FROM CONTEXT p. 144

- A:** How's your cat?
B: Oh, Luna? She's **healthy** now, but she was sick last month.
A: How did you **notice** she was sick?
B: She didn't eat her food.
A: Does that **happen** often?
B: A couple of times a year.
A: What do you do?
B: I usually do an **experiment** with her food. For example, I give her different kinds of food every two days. Then I **observe** her health. It **takes time**, about eight days. But usually, I find out which food is bad for her. I use the **results**, and I change her food.
A: What did you find out last month?
B: My **conclusion** is she can't eat food with chicken. So, now I **make sure** I don't give her chicken.
A: Interesting! Well, I'm glad she's feeling better! I look forward to meeting Luna!

LISTENING: The Scientific Method

B. MAIN IDEAS p. 146

C. DETAILS p. 147

Teacher: Good morning, class. Today we're looking ahead to your science projects. We're going to use

the scientific method to do our projects. So first, what is the scientific method? Think back to last year. Did anyone use the scientific method in class?

Student 1: We used it in my science class last year. We used it to find an answer for a problem.

Teacher: Yes, scientists and doctors often use the scientific method. But you can use it to find an answer to any kind of problem. There are six steps in the scientific method. Let's look at an example to explain the steps. Please look at this plant. Does it look **healthy** to you?

Students: No!

Teacher: You're right. This plant is dying. It's brown and dry. How can we find the answer to this problem? Let's think through the steps of the scientific method. To begin, we **observe**. What do we **notice** about this plant?

Student 2: It's not healthy.

Teacher: Right. It's not healthy. The second step is to ask a question. What question can we ask about this plant?

Student 3: Uh . . . why is the plant not healthy?

Teacher: Good. That will be our question: Why is the plant unhealthy? The next step is to think of a hypothesis. What does *hypothesis* mean?

Student 4: Is it an idea?

Teacher: It's similar. It's an idea to explain a problem. So, we need a hypothesis to explain the problem with this plant. Any ideas?

Student 2: Maybe the plant needs more water.

Teacher: That's a good hypothesis. In the past, I watered the plant once a month. But maybe it needs more water. So, to find out, we do the fourth step: an **experiment**. What kind of experiment can we do?

Student 3: Well, uh . . . we can get three of the same kind of plant and try different things. For example, give one plant water three times a week. Give the second plant water once a week. And give the third plant water once every two weeks.

Teacher: That's a great idea. We can observe the three plants. Do they look healthy or not? Do the three plants look different? Or are they similar? We take notes on what **happens**.

Student 4: That **takes time**.

Teacher: Yes, the fourth step can take a lot of time, but it's important. We want to **make sure** our answer is right. The fifth step is to make a **conclusion**. We

use the **results** from the experiment to make our conclusion. For example, the plant with water once a week looks best. So, our conclusion is the plant needs water once a week. Then we check our hypothesis: The plant needs more water. Was our hypothesis correct?

Students: Yes!

Teacher: Yes, it was. The last step is to share your results. How can we share the results from this plant experiment?

Student 1: Um, we can give a presentation.

Student 2: Or we can make a graph with the results.

Student 4: We can also make a poster with photos of the plants.

Teacher: Those are all great ideas. There are many ways to share your results. Are there any questions about the scientific method? Great! Now, I want you to think about your own project ideas. I **look forward to** hearing your ideas.

LESSON B

VOCABULARY

A. p. 152

become
end
heart
hope
machine
medicine
missing
replace
scientist
simple

B. MEANING FROM CONTEXT pp. 152–153

3-D Body Parts

Scientists say they will be able to print body parts on 3-D printers in the future. A 3-D printer is a **machine**. It makes three-dimensional objects. Some people need a new arm, leg, nose, or ear. Scientists are studying how to print a **heart** also. They **hope to replace** these body parts with one from a 3-D printer. For example, a person with a **missing** ear can get a 3-D ear. The new ear **becomes** a part of the person's body.

Pill Tracker App

Do you need to take **medicine** at the same time every day? Do you need to take it many times during the day? It's easy to forget to take your medicine. Maybe you need a pill tracker app. This app helps you remember to take your medicine, and it's **simple** to use. This app will **end** your problems. You won't forget to take a pill ever again!

LISTENING: Ending Blindness

B. MAIN IDEAS p. 154

C. DETAILS p. 155

Today, I'm going to talk to you about blindness. We all **hope** there will be a future without blindness. Do you know how many people in the world are blind? There are 39 million blind people in the world. That's about one in every 200 people. And another 284 million people can't see well. More women than men are blind.

There are now three exciting ways to help blind people. These include replacement cells, stem cells, and robotic eye parts. **Scientists** believe these three techniques can help more than 80 percent of blind people see!

The first way to help blind people is with replacement cells. A cell is the smallest part of a living thing—a person, animal, or plant. Sometimes, your cells don't work well. In a blind person, their eye cells don't work. So, a doctor **replaces** the bad eye cells with healthy ones. With the healthy eye cells, the person can see.

The second way to help blind people: doctors use stem cells. Each part of the body has its own kind of cells, such as eye cells, blood cells, and cells for the **heart**. However, a stem cell is a **simple** cell. It **becomes** a special kind of cell, like an eye cell. Everyone has both stem cells and special cells. Now, some blind people are born without a part of their eye. So, a doctor can put stem cells in their eye. The stem cells grow. They then become eye cells and create the **missing** part of the eye.

The third way to help blind people uses robotic eye parts. Think about people with a missing arm or leg. They can often get a new mechanical arm or leg. And these people learn to use their new arm or leg with their brain. So, in blind people, the science is similar. Scientists want to replace the bad part of an eye with a

small **machine**, or robotic eye part. Some scientists say robotic eye parts will work better than a real eye. For example, people with robotic eye parts will be able to see things very far away without glasses.

These three ways won't always work, but scientists believe we can **end** blindness. However, it will take time. For now, there are some things you can do to help. For example, many blind people don't have money to go to an eye doctor. So you could give money for **medicine** or the technology they need. Some medicine costs only \$50! You can help. Let's end blindness together!

D. p. 155

1. Sometimes, your cells don't work well. For example, in a blind person, their eye cells don't work.
2. Each part of the body has its own kind of cells, such as eye cells, blood cells, and cells for the heart.
3. A stem cell is a simple cell. It becomes a special kind of cell, like an eye cell.
4. Some scientists say robotic eye parts will work better than a real eye. For example, people with robotic eye parts will be able to see things very far away without glasses.

E. FOCUSED LISTENING p. 155

These three ways **won't** always work, but scientists believe we can **end** blindness. However, it will take time. For now, there are some things you can do to help. For example, many blind people **don't** have money to go to **an eye** doctor. So you could give money for medicine or the technology they need. Some medicine costs only **\$50!** You can help. Let's end blindness together!

SPEAKING

PRONUNCIATION: Consonant Pairs p. 156

Some consonant pairs sound like each other. They can be difficult to hear and say.

/ʃ/ and /s/

she /ʃ/ round lips and tongue against back teeth, blow air

sea /s/ tongue tip forward, blow air

/θ/ and /t/

thank /θ/ tongue between teeth, blow air

tank /t/ tongue on top of mouth, blow air

B. p. 156

1. sheet
2. same
3. sell
4. ship
5. short
6. mess
7. thank
8. true
9. thin
10. thought
11. mat
12. tent

C. p. 156

1. sheet / seat
2. shame / same
3. shell / sell
4. ship / sip
5. short / sort
6. mesh / mess
7. thank / tank
8. through / true
9. thin / tin
10. thought / taught
11. math / mat
12. tenth / tent

FINAL TASKS

OPTION 2: Have a debate about technology

A. MODEL p. 160

Teacher: We'll start the debate now. The Pro group will begin.

Student 1: Good afternoon. We all use the Internet. Some people think the Internet is bad. But we believe the Internet is a good thing for people. There are several reasons. The first reason is the Internet makes finding information easy for us. In the past, we had to look through many books about different topics. The Internet helps us find all the answers.

Student 2: The second reason is the Internet brings us together. We can find groups of people with our same hobbies. We can talk to people from all over the world. The Internet makes our big world small.

Student 3: The third reason is we can shop online. In the past, we went to many stores to find the best thing to buy. That takes a lot of time. But now we can look online and see all the things on the screen. We can also look at all the prices and find the best price.

Teacher: Thank you, Pro group. Now it's time for the Con group.

Student 4: Hello. The Pro group told you their reasons the Internet is good. We agree—we all use the Internet. But we believe it does more bad things in our life. First, with the Internet, we don't meet people in real life anymore. We email or we chat online. Meeting in person is better. People need people!

Student 5: The second reason is some people can't stop going on the Internet. They have a problem. They stay in their house and go online. They don't see people or do other activities. It's not healthy. They need to go outside and do other things.

Student 6: The third reason is the Internet isn't always correct. Sometimes people put false information on the Internet. People read it and don't know it's false. They make wrong conclusions from this false information. They should make sure the information is correct.

Teacher: Great. Thank you to both groups. Next, we'll have ...