

Dear Student,

**Prep for Life** is a four-level series designed for students with some knowledge of the English language. It starts out by reviewing what you have learned previously so as to create a solid foundation from which to continue your learning process. The main objective of this course of study is to build your general knowledge so you can communicate actively, productively, and critically within your environment. It also aims to prepare you for higher education, in accordance with your interests and aspirations. Furthermore, it will provide you with real-world activities related to different fields of work and that will help improve your career prospects.

In addition to learning the English language through the practice of the four skills: listening, speaking, reading and writing, **Prep for Life** encourages learning through experience. You will learn to deduce the form and use of language through observation, reflection, and active conceptualization. You will be encouraged to read critically, to defend your ideas and opinions, and to use technology as a means of communication and source of information.

Throughout the course, you will have the chance to work with your fellow classmates in pairs and groups. Together you will exchange ideas, solve problems, work on projects, and complete a wide range of other tasks. These activities, along with the development of learning strategies and self and peer evaluation, will help you to become an autonomous learner. In this way, your language learning process will become a life-long project that will expand your knowledge and ability to interact in today's world.







## Unit 1 »» Going Global .....8

Learning Outcomes:

- Speak, read, and write using the simple present.
- Understand the use of the present simple in listening and reading texts.
- Use the verb *to be* in different communicative contexts.
- Introduce oneself and others in spoken and written conversations.

Lesson	Functions	Language	Vocabulary
1 Me	Exchanging personal information Filling in forms Understanding instructions and warnings	Present simple verb <i>to be</i> Question words	Nationalities Addresses Telephone numbers Dates Alphabet
2 Families	Describing people Describing relationships Comparing families	Subject and possessive pronouns 's for possession Adjective order	Physical appearance Family members
3 Friends Around the World	Describing locations Describing citizenship Describing an ethnic group	<i>There is/are</i> Definite and indefinite articles	Geographical features

## Unit 2 »» People Today .....24

Learning Outcomes:

- Use adverbs of frequency to say how often an activity is done.
- Write short simple texts about daily routines.
- Use information technology to research a topic.
- Report information about cultural and ethnic diversity within your country.

Lesson	Functions	Language	Vocabulary
4 Young People Today	Describing free-time activities Talking about habits and routines Describing daily routines	Present simple Adverbs of frequency	Free-time activities
5 Great Teachers	Describing a person's routines Describing ways of getting around Describing ethnic groups	Present simple 3rd person singular Prepositions	Professions Daily routines Transportation
6 Day in the Life...	Exchanging information about daily routines Exchanging information about jobs Describing graphs	<i>Wh</i> and <i>Yes/No</i> questions Present simple 3rd person singular	Sports

**Unit 3 >>> Empowering People Through Music** .....40

Learning Outcomes:

- Use the present progressive to describe activities that are happening at the moment of speaking.
- Describe ongoing events through dialogues and simple written texts.
- Use the present progressive to make future arrangements.
- Understand and write about social issues in songs.

Lesson	Functions	Language	Vocabulary
7 At a Concert	Describing actions in progress Exchanging information about actions in progress Exchanging information about an event	Present progressive Yes/No questions Wh questions	The environment
8 Weekend Fun	Talking about future arrangements Making future arrangements Describing ongoing situations	Present progressive for future arrangements	Musical genres
9 Music Changing Lives	Describing habitual and ongoing activities Discussing song lyrics Describing scenes	Present progressive vs present simple	Musical instruments Social issues

**Unit 4 >>> Food for Life** .....56

Learning Outcomes:

- Use countable and uncountable nouns and quantifiers.
- Talk about what there is and what you need to buy.
- Buy food items at a store.
- Write a recipe.

Lesson	Functions	Language	Vocabulary
10 You Are What You Eat	Describing what there is Discussing quantity Expressing facts and describing routines	Countable and uncountable nouns Quantifiers	Food
11 Food for Celebrations	Talking about food Going shopping Describing a celebration	<i>There is/are</i> <i>Some/any</i>	Food Containers
12 Exotic Recipes	Giving instructions Sequencing instructions Giving instructions	Imperatives Sequence adverbs	Food Measurements

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# Going Global

# Unit 1

## Learning Outcomes

- Speak, read, and write using the simple present.
- Understand the use of the present simple in listening and reading texts.
- Use the verb *to be* in the different communicative contexts.
- Introduce oneself and others in spoken and written conversations.



## What You Know

### 1 Underline the correct options.



#### E-Pal

My name 1) *is/are* Sara Skittle and I 2) *am/have* fifteen years old. My birthday 3) *is/am* on October 11. I 4) *are/am* in the tenth grade in high school. I 5) *is/am* from the United States. I 6) *live/lives* in a small town in New Mexico. New Mexico 7) *have/has* deserts, mountains, and forests. Many Native Americans 8) *live/lives* there. I speak 9) *English/England* and a little 10) *Spain/Spanish* because 11) *my/her* mother is 12) *Mexico/Mexican*. I 13) *have/has* two brothers and a sister. My sister 14) *have/has* brown hair like me. My brothers 15) *have/has* blond hair. 16) *My/Your* family is very important to me.

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### 2 Check your answers on page 22.



## Ongoing Project: Social Network Poster

- Step 1** Work in groups of four. Brainstorm ideas about different social networks. Think about different features of each network and the kind of information they ask for. Choose a network to base your poster on. Add your personal information to the poster.
- Step 2** Add more information to your poster such as hobbies, pets, music, and books you like. Add photos of your family and friends and label them to say who they are.
- Step 3** Write a short autobiography. Add this information to your personal profile section on your poster.
- Step 4** Present your social network poster to the class. Use the rubric on page 22 to peer assess the members of your group.

**A** Exchanging personal information

The screenshot shows the website for Burlington International High School. At the top left is the school's logo. To the right are social media icons for Facebook, Twitter, Pinterest, and YouTube. Below these are navigation buttons: Home, Study options, Student profiles (highlighted), Life at Burlington, and How to apply. A banner below the navigation says "See who our students are... Student profiles". There are six student profile cards in a 2x3 grid. The first row contains Alexander (British), Carla (Brazilian), and Karin (German). The second row contains Diego (Peruvian), a student (Mexican), and Haruto (Japanese). On the right side of the page, a larger profile card for Alberto Fernandes is shown with a form for his details.

**Student Profiles:**

- Alexander (British)
- Carla (Brazilian)
- Karin (German)
- Diego (Peruvian)
- (Mexican)
- Haruto (Japanese)

**Profile Card for Alberto:**

Name: Alberto  
 Last name: Fernandes  
 Nickname: Al  
 Date of birth: 12/05/98  
 Place of birth: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Interests: \_\_\_\_\_  
 E-mail: \_\_\_\_\_

**1** In pairs, look at the text and answer the questions.

- What type of text is it?
- Where can you find a text like this?
- Which link is open?
- What do you think you can study at the school?

**Tip: Capital letters**

- Always use capital letters for names, last names, months, days, countries, and nationalities.

**2** Listen to the conversation and correct the mistakes in the student's profile.

**3** Listen again and complete the missing information.

**4** Answer the questions.

- How old is Alfredo?  
\_\_\_\_\_
- Where is he from?  
\_\_\_\_\_
- What does he like to do?  
\_\_\_\_\_
- What do his friends call him?  
\_\_\_\_\_
- Where are the other students from?  
\_\_\_\_\_



**5 Complete the chart with the nationalities on the web page.**

ish	ian	ese
Danish	Haitian	Chinese
n/an	i	Irregular
American	Israeli Pakistani	Swiss Thai

**6 Add the nationalities of these countries to the table in exercise 5.**

Canada France Jamaica  
Spain Portugal Iraq

**Grammar Spotlight** » Asking questions

- In pairs, look at the sentences and underline the verbs.

*What's your name?*

*It's Alfredo.*

*What's your date of birth?*

*It's December 5, 1998.*

*Where are you from in Mexico?*

*I'm from Oaxaca City.*

*What are your interests?*

*I like listening to music.*

- Complete the sentences.

a. The verb comes \_\_\_\_\_ the subject in questions.

b. The verb comes \_\_\_\_\_ the subject in statements.

c. We use the contraction 's instead of \_\_\_\_\_ and we use 'm instead of \_\_\_\_\_.

**7 Complete the dialogue.**

A: Hi! My name \_\_\_\_\_ Alfredo. \_\_\_\_\_ your name?

B: Carolina, but my nickname is Carey. Where \_\_\_\_\_ from?

A: \_\_\_\_\_ from Mexico.

B: How old \_\_\_\_\_?

A: \_\_\_\_\_ sixteen.

B: I'm sixteen as well. \_\_\_\_\_ your date of birth?

A: \_\_\_\_\_ May 10, 1998. I'm a Taurus.

B: \_\_\_\_\_ your interests?

A: \_\_\_\_\_ astrology, going to the movies, and watching videos.

**8 Make a class directory.** 

**Student Profile**

Name: \_\_\_\_\_

Last name: \_\_\_\_\_

Nickname: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Place of birth: \_\_\_\_\_

Nationality: \_\_\_\_\_

Interests: \_\_\_\_\_

E-mail: \_\_\_\_\_

- Interview five students in your class and complete a profile about each.
- Organize the profiles in alphabetical order to make a class directory.

## B Filling in forms

### 1 Look at the form opposite and answer the questions.

- What is the form for?
- What type of information does it ask for?
- Where can you find forms like this?

### 2 Complete Stephen's form with the information in the box.

alex98@ymail.com	11216
Malcolm X Blvd.	USA
Stephen	NY
Brooklyn	10th
Alexander	(718) 550-3991
08/01/98	
515	

#### Tip: Addresses, telephone numbers, and dates

- In addresses, the number comes before the street name.
- In telephone numbers, we say the numbers one by one.
- In dates, we say the month first and use ordinal numbers for the day (May 1st).

### 3 Listen to the telephone conversation and check the information.

### 4 Classify the letters of the alphabet according to how you say them.

/ei/ A, H, \_\_\_\_\_

/i:/ B, C, \_\_\_\_\_

/e/ F, L, \_\_\_\_\_

/ai/ I, \_\_\_\_\_

Others: O, Q, R, U, W

### 5 Listen and check your answers.


### 6 In pairs, use the words in the box to write the questions you need to complete the library form.

What Where How

### 7 In pairs, role-play an interview at the library.

**Student A:** You are the librarian. Ask student B questions to complete a library application form.

**Student B:** You are a student at Burlington High School. Answer the librarian's questions and spell any names.



### E-pal Application Form

Home Study options Student profiles Life at Burlington How to apply

Use BLOCK CAPITALS

First name: \_\_\_\_\_

Middle name: \_\_\_\_\_

Last name: \_\_\_\_\_

Date of birth (MM/DD/YY): \_\_\_\_\_

Grade: \_\_\_\_\_

Permanent address:

\_\_\_\_\_

No. Street

\_\_\_\_\_


City State Zip code

\_\_\_\_\_

Country Telephone No.

E-mail: \_\_\_\_\_

Yes, I'd like to receive e-mails about Burlington's programs and services.



### Library Application Form

Home Study options Student profiles Life at Burlington How to apply

Use BLOCK CAPITALS

First name: \_\_\_\_\_

Middle name: \_\_\_\_\_

Last name: \_\_\_\_\_

Date of birth (MM/DD/YY): \_\_\_\_\_

Grade: \_\_\_\_\_

Permanent address:

\_\_\_\_\_

No. Street

\_\_\_\_\_

City State Zip code

\_\_\_\_\_

Country Telephone No.

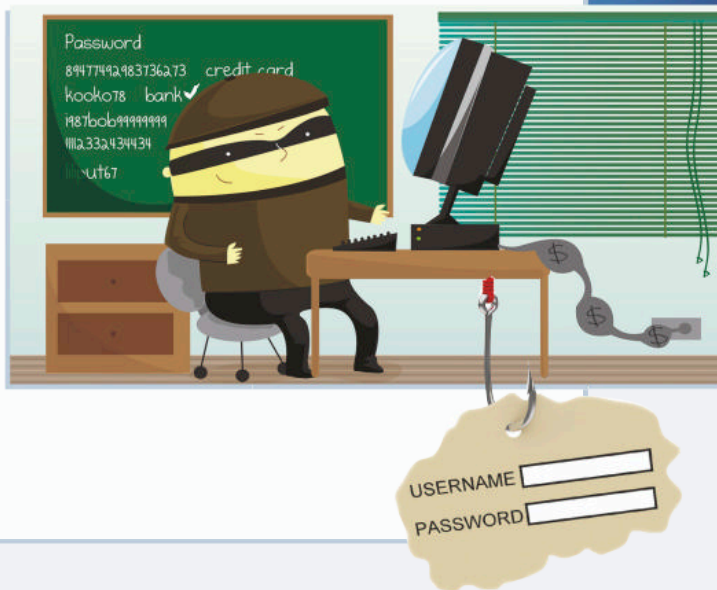
E-mail: \_\_\_\_\_

Yes, I'd like to receive e-communications about Burlington's programs and services.



## Top Ten Online Safety Tips

- Be careful!** When you **post** something online, make sure you feel OK about it. If it feels uncomfortable, don't do it.
- Use a nickname.** Use a **nickname** for sites like Twitter and use a separate personal e-mail account for social networks.
- Go private.** Use the privacy and security settings so that only friends and family can see your pages.
- Guard personal information.** Don't post your address, e-mail address, cell phone number, or full date of birth. Giving personal information can contribute to identity fraud.
- Be careful with photos and videos.** Avoid using photos of your home, work, and school on social networks.
- Give minimum information.** When you fill in forms online, always **provide** the minimum information possible.
- Send direct messages.** Send a direct message or private message on social media platforms, or you could be sharing your conversation with millions of other users.
- Eliminate old accounts.** When you stop using a social media site or forum, **close down** your account.
- Get anti-virus software.** Install anti-virus software, and be careful about the things you download or install on your computer.
- Create strong passwords.** Combine numbers, symbols, and letters. Do not use the name of your pet or the names of your family members.



**1 Read the title of the article and answer the questions.**

- a. What type of advice do you think the article gives?
- b. Why do you think it is necessary to write an article about this topic?

**2 Read the text and mark the sentences T (true) or F (false).**

- a. It is safe for everyone to see your photos and videos. \_\_\_\_
- b. It is OK to download any software that is free. \_\_\_\_
- c. There are people that use other people's personal information illegally. \_\_\_\_
- d. It is not a good idea to have lots of accounts that you do not use. \_\_\_\_
- e. Everyone can read your messages when you post them on social media sites, unless you use the privacy settings.

**3 Match the words in bold in the text to their definitions.**

- a. \_\_\_\_\_ v to give
- b. \_\_\_\_\_ v to eliminate
- c. \_\_\_\_\_ v to try not to do something
- d. \_\_\_\_\_ v to publish a text or a photo on a website
- e. \_\_\_\_\_ n shortened form of a proper name

**4 In pairs, discuss the tips and number them in order of importance. Give reasons for your choice.**

**5 Agree on another tip to add to the list.**

**A** Describing people

● ● ●
⌵

https://noreply.com/mail

**From:** epalconnect@noreply.com  
**For:** [freddy98@kmail.com](mailto:freddy98@kmail.com)  
**Ref:** Your e-pal

---

Dear Alfredo,

I am happy to be your e-pal. My name is Monica. I am from Los Angeles, California. I am 15 years old. I am a sophomore in high school. That means I am in the tenth grade.

I live with my family. I am attaching some pictures of us all. My mom is from Mexico, like you. She's from Puebla. She has long dark brown hair and her eyes are brown. Her name is Marta. She is short and slim and has dark skin. My dad, Jeff, is from L.A. He is tall and heavy, and more European looking. He has curly light brown hair and his eyes are blue. He is also very fair. So he goes red in the sun. I have two brothers, Derek and Frank, and one sister, Jenny. Derek is dark like my mom, and Frank is fair like my dad. They are both tall. They have wavy brown hair and their eyes are green. My sister and I are medium height. I have long straight brown hair and Jenny has blond hair. Our eyes are blue. Can you identify us in the pictures?

I am learning Spanish at school because I want to visit my family in Mexico next summer. I went once when I was younger. It was great.

Tell me more about you. My e-mail is monisan@wmail.com.

Best,  
 Monica

**1** Look at the pictures and the text and answer the questions.

- a. What type of text is it?
- b. Who sent it?
- c. Who is it for?
- d. Who do you think the people in the pictures are?

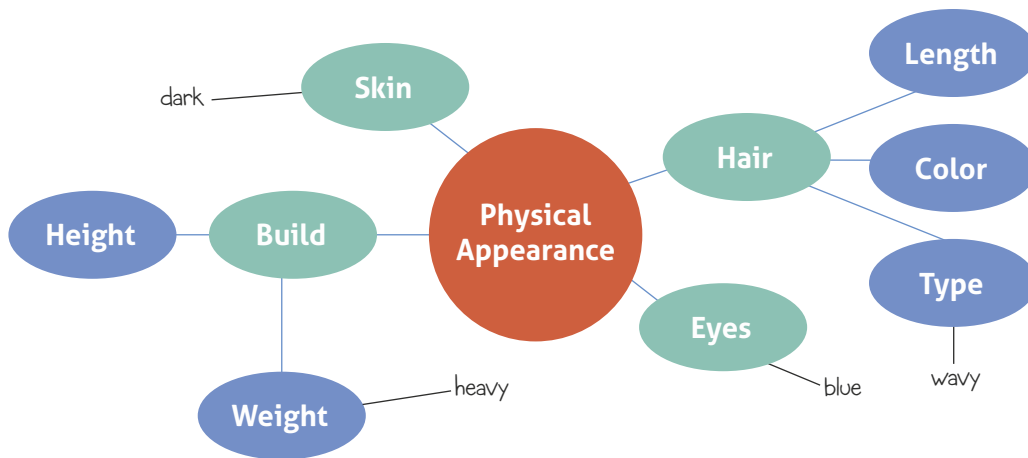
**2** Read the text and match the people to the photographs.

- |          |           |
|----------|-----------|
| a. Marta | d. Frank  |
| b. Jeff  | e. Jenny  |
| c. Derek | f. Monica |

**3** Mark the sentences *T* (true) or *F* (false).

- a. Marta is American. \_\_\_\_
- b. Frank and Derek are cousins. \_\_\_\_
- c. Jeff and Derek look alike. \_\_\_\_
- d. Monica looks more like her mom. \_\_\_\_
- e. Jeff is from Europe. \_\_\_\_
- f. Marta's family live in Mexico. \_\_\_\_

4 Read the e-mail again and complete the mind map with words from the text. Add other words you know.



**Grammar Spotlight** » Descriptions

- Look at the sentences from the e-mail and underline the verbs.  
*She has long dark brown hair and her eyes are brown.*  
*They have wavy light brown hair and their eyes are green.*  
*My sister and I are medium height.*  
*Our eyes are blue.*
- In pairs, answer the questions.
  - What verbs do we use to describe appearance?
  - What does the verb *have* change to in the third person singular?
- Complete the table with the correct pronouns.

Subject pronouns	Possessive adjectives
I	
you	your
he	
she	
	its
we	
they	

5 Complete the sentences with the correct words.



- Emma \_\_\_\_\_ tall and thin. She \_\_\_\_\_ red hair and \_\_\_\_\_ eyes \_\_\_\_\_ green.
- Eric \_\_\_\_\_ short blond hair. \_\_\_\_\_ eyes are blue. He \_\_\_\_\_ medium height and build.
- Luis and Ana \_\_\_\_\_ dark skin. \_\_\_\_\_ hair is black and they \_\_\_\_\_ brown eyes.


6 Work in groups. Describe family members that look like you and ones that do not.

## B Describing relationships

1 Look at the photograph of Alfredo's family and answer the questions.

- Who do you think the people are?
- Which family members look like Alfredo?



2 Listen  and mark the sentences *T* (true) or *F* (false).

- Alfredo has three siblings. \_\_\_\_
- Alfredo's brother's name is Pablo. \_\_\_\_
- Pablo has a sister. \_\_\_\_
- The girls are Alfredo's cousins. \_\_\_\_
- Karen is in the photograph. \_\_\_\_

3 Match the words to the definitions.

- |            |       |  |
|------------|-------|--|
| a. sibling | _____ | <i>n</i> a mother or father                  |
| b. parent  | _____ | <i>n</i> son or daughter of an uncle or aunt |
| c. cousin  | _____ | <i>n</i> a brother or sister                 |

4 Match the words that go together.

- |            |          |          |
|------------|----------|----------|
| a. mother  | _____    | husband  |
| b. wife    | _____    | aunt     |
| c. brother | <u>a</u> | father   |
| d. niece   | _____    | daughter |
| e. son     | _____    | sister   |
| f. uncle   | _____    | nephew   |

### Grammar Spotlight >> Apostrophe for possession

- Read the examples and underline the nouns.

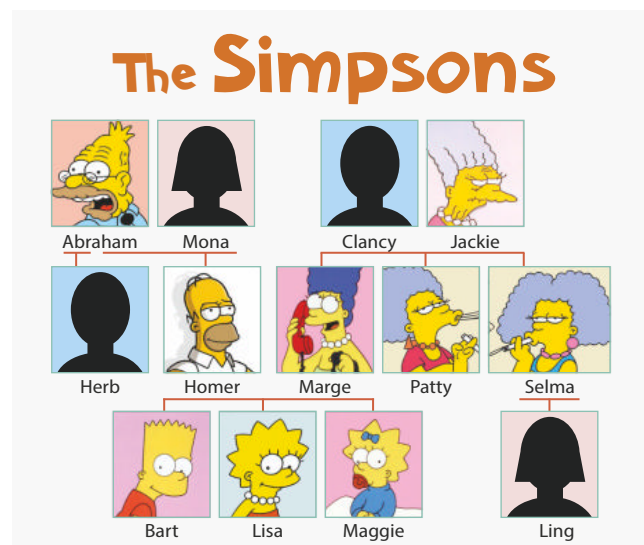
*My mother's name is Sofia and my father's name is Gerardo.*

*He is my cousins' father and my mother's brother.*

- Complete the sentences.

- We use apostrophe s ('s) after \_\_\_\_\_ to express possession.
- We use apostrophe s ('s) after \_\_\_\_\_ nouns.
- We use only an apostrophe after the s (s') in \_\_\_\_\_ nouns.

5 Look at the family tree of the Simpsons and complete the paragraph.



The Simpsons are a famous TV family. Bart is one of the main characters. His 1) \_\_\_\_\_ names are Marge and Homer.

His 2) \_\_\_\_\_ names are Maggie and Lisa. His 3) \_\_\_\_\_ names are Selma and Patty. His 4) \_\_\_\_\_ name is Ling and his \_\_\_\_\_ 5) name is Herb.

6 Work in pairs. Describe your family to your partner. Draw your partner's family tree.

*My father's name is... I have a sister...*

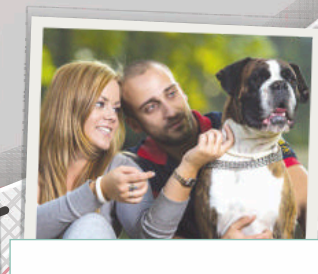
7 Write about your family. Use the Simpsons' text as a model.



*What is a typical American family today?*



Multiracial family



**A**ccording to social historian and founding member of the Council for Contemporary Families (CCF), Stephanie Coontz, “these days there is no such thing as one type of family.” The contemporary family (CF) certainly includes the “traditional” family of a husband, wife, and 2.5 kids; however, it also includes a great variety of family configurations.

There are family constellations where the husband brings his kids; others where the wife brings her kids; and many “Brady Bunch” families where both spouses bring children, which results in many stepbrothers and sisters. It also includes same sex couples with or without children, single parents, and married couples with no children.

There are marriages where one spouse is on his or her first marriage, while the other is on a third marriage. There are also more marriages across traditional boundary lines of age, culture, race, socioeconomic status, and religion.

We see blended families of all kinds as “normal” today, because people are choosing a different lifestyle that is more personally suitable than one that fits the expectations of society. Coontz concludes that the “contemporary family” is any family and every family. There is no “correct” or “acceptable” kind of family nowadays.

Adapted from <http://www.examiner.com/article/what-is-a-typical-american-family-today>

**1** In pairs, look at the photographs and answer the questions.

- a. What kinds of family do you see?
- b. Which photograph is of a “traditional” type of family?
- c. Which photographs show more “modern” families?

**2** Read the text and underline the different types of families. Then label the pictures.

**3** Read the text and answer the questions.

- a. Who is Stephanie Coontz?  
\_\_\_\_\_
- b. What is a “Brady Bunch” type of family like?  
\_\_\_\_\_
- c. What is Coontz’s conclusion about contemporary families?  
\_\_\_\_\_

**4** Match the words from the text to their meanings.

- |                   |                       |
|-------------------|-----------------------|
| a. boundary lines | _____ groups          |
| b. spouse         | _____ mixed           |
| c. blended        | _____ limits          |
| d. constellations | _____ conventional    |
| e. traditional    | _____ husband or wife |

**5** Write an e-mail to your e-pal describing your family. Use the e-mail on page 14 as a model.

- Describe the appearance of your family members.
- Compare them to your e-pal’s family.
- Tell your e-pal what type of family you have and what things make your family special.

**A** Describing locations



**Delia Suarez**

School: IES Infanta Isabel  
 No. of participants: 30  
 Location: La Palma  
 Language: Spanish/English  
 Age range: 15–18+



There are 30 students in our class. Our school is quite big, with about 700 students. It is in La Palma, an island in the Canary Islands, Spain.

Our island is small, but very beautiful. It has a national park and there are many volcanoes. The climate is wonderful with mild winters and hot, dry summers.

We like to correspond via e-mail, but we also like to use instant messaging.



**Get to know students around the world**

- a. What's your school like?**
- b. What's your city/town like?**
- c. What's the climate like where you live?**

**1 Look at the texts and answer the questions.**

- a. What type of texts are they?
- b. Who wrote them?
- c. What countries are the two flags from?

**2 The web page asks students to answer three questions. Read the questions and underline the answers in the texts.**

**3 Answer the questions.**

- a. What is La Palma like?  
\_\_\_\_\_
- b. What is Medellin like?  
\_\_\_\_\_
- c. How do students at Delia's school want to communicate on the webpage?  
\_\_\_\_\_
- d. How do students at Kelley's school want to communicate?  
\_\_\_\_\_





### Kelley White

High School: American International School

Ages: 15/16 \_\_\_\_\_

No. of participants: 40 \_\_\_\_\_

Location: Medellin, Colombia \_\_\_\_\_

Language: Spanish/English \_\_\_\_\_



Well, we are a tenth-grade English class in the private American International School in Medellin, Colombia, South America. There are twenty students in our class. Some of us are from different countries and some of us are Colombian.

Medellin is a modern city and one of the most beautiful in all of South America. It is at a high altitude, 5,000 feet above sea level. Its climate is humid and subtropical. There is a river that runs through the city, and there are mountains around it.

We are really interested in communicating through forums or videoconferencing with other high school English classes to talk about traditions and culture.



#### 4 Complete the sentences with words from the text.

- Chicago is a very big \_\_\_\_\_.
- The Sierra Madre is a range of \_\_\_\_\_.
- Popocatepetl is an active \_\_\_\_\_.
- The Amazon is a long \_\_\_\_\_.
- The desert is usually very \_\_\_\_\_.
- Beaches near the equator are very \_\_\_\_\_.
- There are five oceans and 113 \_\_\_\_\_ in the world.

#### 5 In pairs, discuss which class you would like to communicate with. Give reasons for your choice.

##### Grammar Spotlight » There is/are

- In pairs, read the examples and complete the sentences.

*There is a river that runs through it.*

*There are many volcanoes.*

*There are twenty students in our class.*

- We use \_\_\_\_\_ *is/are* to describe what you can find in a place.
- We use \_\_\_\_\_ for singular things and \_\_\_\_\_ for plural.

#### 6 Complete the description with the words in the box. You can use some of the words more than once.

there is   there are   is   have   has

The United States is a large country. Different regions of the country 1) \_\_\_\_\_ different climates. It 2) \_\_\_\_\_ many mountains, rivers, and lakes. The climate 3) \_\_\_\_\_ varied. In the North, it 4) \_\_\_\_\_ hot and humid in the summer. In the winter, it is very cold and 5) \_\_\_\_\_ snow in most places. In the southwest, 6) \_\_\_\_\_ deserts. I live in Florida. The climate 7) \_\_\_\_\_ subtropical there. 8) \_\_\_\_\_ no mountains, but 9) \_\_\_\_\_ a national park called the Everglades. 10) \_\_\_\_\_ many different kinds of animals living there.

#### 7 In groups, write a descriptive paragraph about your class. Use the web page of e-pals at the beginning of the lesson as a model. 📁

- Include the number of participants, the school's location, and the student's age range.
- Describe what your region is like.

#### 8 Read your description to the class and make a list of the aspects your group did not include.

#### 9 Choose the best description to represent your class on e-pals.

## B Describing citizenship

### 1 Look at the text and answer the questions.

- What type of text is it?
- Where would you find this type of text?
- Who do you think wrote it?



## Global Citizen

### Being a Global Citizen

Global Citizenship means that as citizens of the world, we have responsibilities to each other and to our planet. Being a Global Citizen means you...

- Spend time learning about the wider world and understand the way you fit in as a global citizen.
- Share what you learn with others. Remember, you can improve the world through small, everyday actions.
- Learn about and respect the many different peoples and cultures of the world.
- Become an active member of your community and help to make your home a better place to live.
- Participate in the global community—you can help people in other countries who live in difficult or dangerous circumstances.

### Things you can do:

Hold a talent show at your school. Use the money to help an international cause.

Research benefit concerts.

Organize an international fair. Sell food and crafts representing different cultures.

Adopt a park or beach. Get your friends together to help keep it clean.

Read newspapers, watch the news on TV, or look at news websites to find out what is going on in the world.

### 2 Find the words in the text that match the definitions.

- \_\_\_\_\_ *n* things made by hand
- \_\_\_\_\_ *v* to investigate
- \_\_\_\_\_ *n* a legal resident
- \_\_\_\_\_ *n* information about current events

#### Tip: Cognates

Cognates are words with a similar spelling and meaning to words in your language.

### 3 Circle the cognates in the text.

### 4 Find cognates in the unit. Have a class spelling bee.

#### Grammar Spotlight » Definite and indefinite articles

- In pairs, read the sentences and look at the words in bold.  
*Spend time learning about **the** wider world and understand the way you fit in as **a** global citizen. Hold **a** talent show at your school. Use **the** money to help **an** international cause.*
- Complete the sentences.
  - We use \_\_\_\_\_ to talk about plural or singular people or things that are unique or specific.
  - We use \_\_\_\_\_ or \_\_\_\_\_ to talk about singular people or things in general.
  - We use no \_\_\_\_\_ to talk about plural people or things in general.

#### Tip: The article *an*

- We use *an* before words beginning with a vowel sound: *an international cause, an airplane, an apple, an hour, etc.*

### 5 Complete the sentences with *a*, *an*, *the*, or $\emptyset$ (no article).

#### More ideas to be a global citizen

Invite 1) \_\_\_\_\_ band from 2) \_\_\_\_\_ local school to perform 3) \_\_\_\_\_ concert. Profits from 4) \_\_\_\_\_ ticket sales can go toward building 5) \_\_\_\_\_ social projects in 6) \_\_\_\_\_ area near you or in 7) \_\_\_\_\_ international setting.

### 6 In groups, write down ideas of things you can do to become a global citizen.



# The Triqui of Oaxaca



**1 Look at the photographs and answer the questions.**

- a. Where are the people from?
- b. What type of food can you see?

**2 Listen to the interview and number the topics in the order they are mentioned. One topic is not mentioned.**

- Language
- Food
- Music
- Location/Climate
- Religion
- Government

**3 Listen again and mark the sentences *T* (true) or *F* (false).**

- a. The Triqui moved from eastern to western Oaxaca 200 years ago.
- b. The Triqui live at low altitudes.
- c. The Triqui believe in the god of lightning.
- d. Traditional Triqui music isn't played at many social events.
- e. A special Triqui dish uses a yellow flower.
- f. The Triqui are self-governing.

**4 In groups, write notes about an indigenous community from your country.**

Language
Music
Religion
Food
Location/Climate
Government

**5 Use your notes to write a paragraph about each heading.**

**1 Read the rubric below before you hear and assess your classmates' presentations.**

Points	Grammar and vocabulary	Pronunciation	Interactive communication
<b>5 = Very competent</b>	Uses grammar correctly and a good selection of appropriate words to give personal information about himself or herself.	Has good pronunciation. You can understand most sentences and words your classmate is saying.	Maintains good conversation. Doesn't need help.
<b>4 = Competent</b>	Has features from 3 and 5.	Has features from 3 and 5.	Has features from 3 and 5.
<b>3 = Satisfactory</b>	Uses most grammar correctly and uses enough vocabulary words to give personal information about himself or herself.	You can understand what your classmate is saying in spite of some problems.	Maintains conversation. Needs a little help.
<b>2 = Needs to improve</b>	Has features from 1 and 3.	Has features from 1 and 3.	Has features from 1 and 3.
<b>1 = Lacks competence</b>	Uses only isolated words and short phrases and is not able to give personal information about himself or herself.	You cannot understand what your classmate is saying most of the time.	Has difficulty maintaining a conversation. Needs a lot of help.

**2 Work with another group. Present your ongoing projects (see page 9). Assess the students in the other group (total 3–15 points).**

Name of student	Vocabulary and grammar	Pronunciation	Interactive communication	Total
1.				
2.				
3.				
4.				
5.				

**3 Give feedback to each member of the other team.**

**4 Think about the feedback you receive and make a list of aspects to work on.**



**What You Know >>> Answer Key (from page 9)**

- 1) is, 2) am, 3) is, 4) am, 5) am, 6) live, 7) has, 8) live, 9) English, 10) Spanish, 11) my, 12) Mexican, 13) have, 14) has, 15) have, 16) My

### Are you a good listener?

Language learning depends on listening. Being a good listener will allow you to acquire new language and help you to communicate orally. Listening activities help you develop strategies that will improve your listening skills. There are three types of activities. Each has a different purpose and requires you to use different strategies.

**Pre-listening** activities are designed to help you understand what you are going to hear. They require you to use whatever knowledge you have to make predictions about what you are going to hear.

- Who are the speakers?
- What is the situation?
- **Read the situation and make predictions.**

Situation: Marty calls Janet to invite her to the movies.

- a. Imagine Janet says no. Predict what she will say and how Marty will respond.
- b. Imagine Janet says yes. Predict what the rest of the conversation will be about.

**While-listening** activities help you focus on specific words, sounds, or information in the text. The following strategies are helpful:

- Read through the task before listening, so that you know what you are listening for.
- Focus on the task. Do not try to understand every word.
- **Decide which of these questions might appear as while-listening activities.**
  - a. Which type of movies do you like?
  - b. What movie are they going to see?
  - c. What time does it start?



**Post-listening** activities evaluate how well you comprehended the text as a whole. These activities require you to use other strategies:

- Infer information that is not specifically stated in the recording.
- Summarize the main ideas in the text.
- **Decide which strategies these tasks ask you to use.**
  - a. Work in groups. Discuss the questions.
    - 1) What kind of relationship do Janet and Marty have?
    - 2) Do you think they will go out on another occasion?
  - b. Work in pairs. Imagine you are Marty. Tell a friend about your plans for the evening.
- **Think about yourself.**
  - Which listening strategies do you use?
  - How can you improve your listening skills?
  - How can you use these strategies to develop your listening skills outside the classroom?

### ✓ What You Can Do

- **Look back at your work from the unit and assess your progress.**

I can...

introduce myself and others in conversations and writing.	
complete application forms.	
describe families and people.	
describe the cultural and ethnic characteristics of a group.	
recognize the importance of differences among my classmates and others.	
give a personal presentation.	



# People Today

# Unit 2



## Learning Outcomes

- Use adverbs of frequency to say how often an activity is done.
- Write short, simple texts about daily routines.
- Use information technology to research a topic.
- Report information about cultural and ethnic diversity within your country.



### Ongoing Project: Indigenous Communities in Mexico

- Step 1** Work in groups of six. Decide which indigenous community or ethnic group you want to research. Think of topics to research: food, clothing, location, work, traditions and customs, celebrations, etc. Decide who will investigate each topic.
- Step 2** Do your research. Get pictures, statistics, and visual representations to help explain your topic. Draft your part of the presentation. Check each other's work and give feedback.
- Step 3** Plan your presentation. Decide how to present your information: power point, posters, video, etc. Decide the order of speakers in your group. Rehearse your presentation with your group.
- Step 4** Give your presentation to the class. Invite your classmates to ask questions at the end of the presentation. Use the rubric on page 38 to peer assess your classmates.



### What You Know

- 1** Underline the correct options to complete the sentences.



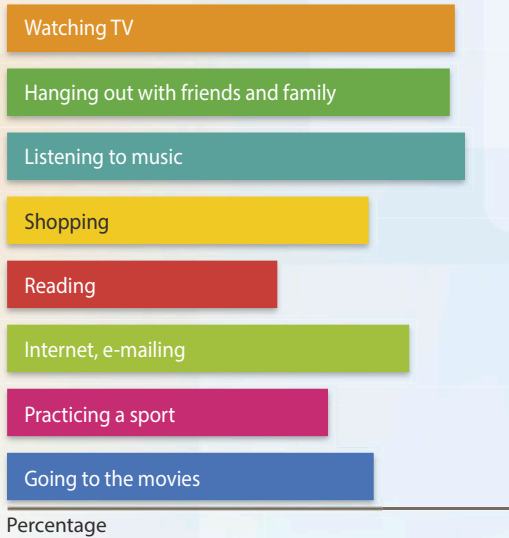
- a. Juan ... at six o'clock.  
1) wake      2) wakes up      3) wake up
- b. He goes to school ... bus.  
1) by      2) in      3) on
- c. He is often hungry in class because he ...  
eats breakfast.  
1) sometimes      2) never      3) usually
- d. He ... eats lunch at school, but not today.  
1) usually      2) never      3) does
- e. Where ... you live?  
1) do      2) is      3) does
- f. What ... he do in his free time?  
1) do      2) does      3) are
- g. I go ... every day after school.  
1) tennis      2) swimming      3) soccer
- h. How ... do you play soccer?  
1) many      2) much      3) often
- i. She ... in a hospital.  
1) work      2) working      3) works
- j. She ... a doctor.  
1) be      2) is      3) are

- 2** Check your answers on page 38.

**A** Describing free-time activities

## What do young Americans do these days?

What 15–24-year-old Americans do in their free time



Adapted from www.bis.gov



**1** In pairs, look at the graph and the pictures and answer the questions.

- Which activities do you do?
- Which are your favorites?
- Which do you do alone or with friends?

**2** In pairs, match the activities to the photographs.

- listening to music 90%
- reading \_\_\_%
- hanging out with friends and family \_\_\_%
- going to the movies \_\_\_%
- doing sports and exercise \_\_\_%
- Internet e-mailing \_\_\_%
- going to the mall \_\_\_%
- watching TV \_\_\_%

**Tips: Percentages**

- We say percentages as the number followed by the word *percent* (37% = *thirty-seven percent*).
- We stress the second syllable of the word *percent* (perCENT).

**3** Listen to the analysts on a TV show discussing activities among young Americans. Write the percentages they mention next to the activities in exercise 2.

**4** Write activities people do in these public places.

- swimming pool: \_\_\_\_\_
- gym: \_\_\_\_\_
- movie theater: \_\_\_\_\_
- library: \_\_\_\_\_
- mall: \_\_\_\_\_





**5 In pairs, make lists of free-time activities related to the categories.**

- a. Do in a team
- b. Use special equipment
- c. Do indoors
- d. Need special clothes
- e. Involve water

**Grammar Spotlight:** >> Present simple

● Read the sentences and underline the verbs.

What do our teens do?

Only 63% of young people practice a sport in their free time. They don't read much either.

What do you do in your free time?

I use my apps.

● Underline the correct options to complete the sentences.

- a. We use the present simple to talk about habits and routines/temporary situations.
- b. We use the auxiliary verb "to do" before/after the subject in questions in the simple present.
- c. We use the auxiliary verb "to do" before/after the subject in negative statements.
- d. We use/don't use the auxiliary verb "to do" in affirmative statements.

**6 Look at the information on the graph and complete the paragraph with the correct verbs.**

Not surprisingly, young Americans

- 1) \_\_\_\_\_ to a lot of music. They
- also 2) \_\_\_\_\_ a lot of TV. However,
- they 3) \_\_\_\_\_ much, and they
- 4) \_\_\_\_\_ many sports. They
- 5) \_\_\_\_\_ with family and friends and
- 6) \_\_\_\_\_ shopping.

**7 In pairs, tell each other more information about the statistics on the graph.**

According to the survey, 87% of young people hang out with friends and family.

**8 Complete the questions and answers in the dialogue.**

A: What 1) do you do on the weekend?

B: I don't do much.

A: Yes, but what 2) \_\_\_\_\_ exactly.

You know, where 3) \_\_\_\_\_?

B: Well, we sometimes 4) \_\_\_\_\_ to the movies or shopping at the mall.

A: And who 5) \_\_\_\_\_ out with?

B: I usually 6) \_\_\_\_\_ with my friends.

**9 Conduct a class survey about free-time activities.**

- Write the names of four classmates in the table. Then add more free-time activities from the graph to the first column.

Names				
Sports				
Movies				

- Interview your four classmates. Put a check next to the free-time activities they do on the weekend. *What do you do on the weekend?*
- Work in groups. Collate your information.
- Use the information to create a class graph on the board.

## B Talking about habits and routines

1 In pairs, look at the photograph and answer the questions.

- Do you recognize the people in the picture?
- What do you think they do?
- What do you think a typical day in their lives is like?



### What One Direction get up to when on tour!

One Direction hardly ever get a moment to themselves. They are always on tour either in the UK or abroad. When they are on tour in other countries outside the UK, they often get up very early, at about 5 a.m. This is because they usually have busy promotional days. They often have autograph-signing sessions with fans and do radio, TV, or magazine interviews. On the tour bus, they sometimes watch TV series and movies or just sit around and chat.

When they are on tour in the UK, life is very different. They never get up early. Sometimes they stay in bed until lunchtime and just do the shows at night.

2 In pairs, read the article and check your predictions.

3 Read the text again mark the sentences **T** (true) or **F** (false).

- One Direction travel to other countries. \_\_\_\_
- They travel by bus when they are on tour. \_\_\_\_
- They wake up early when they are at home. \_\_\_\_
- They only do magazine interviews. \_\_\_\_

### Grammar Spotlight: >> Adverbs of frequency

- Read the sentences and underline the adverbs of frequency.

They often get up early, at about 5 a.m.  
 They usually have busy promotional days.  
 They sometimes stay in bed until lunchtime.  
 They never get up early.  
 They are always on tour either in the UK or abroad.

- In pairs, answer the questions.

- Where do adverbs of frequency usually go in sentences?
- Which two adverbs have a similar meaning?

- Label the diagram with the other adverbs in the sentences, according to their degree of frequency.



4 Find words in the text to match the meanings.

- \_\_\_\_\_ *adv* in a foreign country
- \_\_\_\_\_ *adj* having lots of things to do
- \_\_\_\_\_ *n* a famous person's signature
- \_\_\_\_\_ *v* to talk

5 Unscramble the words to complete the dialogue.

**A:** What do you do on a typical Saturday?

**B:** Saturdays / play / on / usually / I / soccer

\_\_\_\_\_

**A:** What time do you wake up?

**B:** always / I / early / get up / soccer / for

\_\_\_\_\_

**A:** How about Sundays?

**B:** never / early / get up / on / I / Sundays

\_\_\_\_\_

**A:** What do you do on Sundays?

**B:** sometimes / friends / my / meet / lunch / I / for

\_\_\_\_\_

6 In pairs, find out what habits or routines you both have in common on the weekends. Use the dialogue in exercise 5 as a model.



## WILLOW SHIELDS ON ACTING AND TEENAGE LIFE



In spite of her great success as an actress, Shields is very **down-to-earth** and has a **relatively normal life**. She does chores, studies, and hangs out with her family, friends, and pets. She told her fan website, "I feel **sort of** different from other kids my age, but in the same way I'm still like any other teen. I'm not always in L.A., **living the Hollywood life**."

In fact, Shields has to balance school and work. She says, "It's a little bit difficult going to school and acting at the same time. Sometimes I might not be able to get both math and reading in, so the next day I usually need **to double up on** them. But it's worth it. It's a self-discipline thing." She says she always spends three to four hours with her tutor on set every day, with an additional five hours per week of study time at home.

Her passion is acting, but in her free time she also really enjoys reading. She usually reads young adult novels. "I'm a **huge bookworm**," she says. "My favorite author is John Green." She also enjoys listening to music and sometimes goes to concerts. Some of her favorite bands include The Black Keys, Modest Mouse, Passion Pit, and The XX.

Adapted from [www.shsmaroon.org](http://www.shsmaroon.org)

**1 Look at the photograph and the title of the article and answer the questions.**

- Where can you see a text like this?
- Do you recognize the person in the photo?
- What is her profession?

**2 Read the text and mark the sentences T (true) or F (false).**

- She does chores like any other teen. \_\_\_\_
- She is very disciplined about studying. \_\_\_\_
- She sometimes studies more than five hours a day on set. \_\_\_\_
- She really likes acting and reading. \_\_\_\_
- John Green is one of her favorite musicians. \_\_\_\_

**3 Write the expressions in bold next to their meanings.**

- \_\_\_\_\_ : someone who reads a lot
- \_\_\_\_\_ : a routines lifestyle
- \_\_\_\_\_ : to do twice as much work
- \_\_\_\_\_ : not pretentious or affected
- \_\_\_\_\_ : to a moderate degree
- \_\_\_\_\_ : a showbiz lifestyle

**4 Read the web page again and underline the topic sentences.**

**Writing tip: Paragraphs and sentences**

- **A paragraph** is a group of sentences that share the same idea. We use paragraphs to give structure to a piece of writing.
- **A topic sentence** gives you the main idea of the paragraph.
- **Supporting sentences** give more details about the topic sentence or give examples.

**5 Write an e-mail to an e-pal describing your typical school day.** 

Remember to:

- organize your ideas into paragraphs.
- use a topic sentence for each paragraph.
- use adverbs of frequency.
- use correct verb and subject agreement.
- use correct spelling and punctuation.

**6 In pairs, exchange e-mails. Check your partner's writing and give him or her feedback.**

- First, say something good about his or her writing.
- Then say something he or she needs to improve.
- Finally, tell him or her something good again.

**7 Work in groups of four. Tell your group about your partner's daily routines.**

**A** Describing a person's routines

# The Award for Outstanding New Teacher of the Year



Photography: James Broome  
<http://www.jamesbroomephotography.com>

Sean Hardeley is an inspirational science teacher with excellent subject knowledge and communication skills. He **does** amazing things to help students understand difficult subjects. Students say: "He really cares about us and our education. He **wants** us all to do well and **knows** how much he can push us."

Sean **teaches** physics, biology, and chemistry. In a typical class, he uses animated diagrams on his white board or **sends** a balloon into space to record images of the Earth and its weather systems. His classes are innovative and fun. He believes that children learn effectively when they enjoy the learning process. Students say he **is** really patient, but he doesn't like it when they arrive late to class. He likes his students to be punctual. He says it's an important quality.

He also **does** a lot of activities at lunchtime and after school. For example, every year he **runs** a career convention for ninth graders, involving more than forty businesses. He brings in real doctors, accountants, computer programmers, designers, pharmacists, electricians, plumbers, chefs, and many other skilled or professional people to talk to the students about their future careers. He's conscientious about the students' education.

His work doesn't stop at the end of school day either. He also **coaches** football after school, and on weekends he **accompanies** students on expeditions.

Sean has many great qualities. He's hardworking, enthusiastic, and a good listener. He has excellent IT and language skills, which means he

**1** Look at the picture and answer the questions.

- What do you think the man's job is?
- What does he have in his hands?
- What do you think the text is about?

**2** Read the article and check your answers.

**3** Read the article again and complete the chart about Sean's daily activities.

When	Activities
During the day	
At lunchtime and after school	
On weekends	

**4** Complete the table with the words in the box.

cook chef cleaner doctor lawyer  
 receptionist hotel maid accountant  
 computer operator electrician plumber  
 fast food server pharmacist bank clerk  
 farm laborer teacher grocery clerk road sweeper

Professional	Skilled	Unskilled
teacher	plumber	cleaner

is computer literate and bilingual in Spanish and English. Colleagues say he is a real team player, always ready to help other teachers and students alike. The judges who gave him the Award for Outstanding New Teacher of the Year said: "He's fantastic. He really **knows** how to get everyone thinking and talking about science."



Adapted from www.teachingawards.com

**5 In pairs, classify the words as S/A (skill/ability) or Q (quality). Give reasons for your choice.**

- a. inspirational \_\_\_\_
- b. innovative \_\_\_\_
- c. patient \_\_\_\_
- d. conscientious \_\_\_\_
- e. hardworking \_\_\_\_
- f. enthusiastic \_\_\_\_
- g. good listener \_\_\_\_
- h. computer literate \_\_\_\_
- i. bilingual \_\_\_\_
- j. team player \_\_\_\_
- k. punctual \_\_\_\_
- l. good communicator \_\_\_\_

**Grammar spotlight** » Present simple: 3rd person singular

- **Read the sentences and underline the verbs.**  
*He teaches physics, biology, and chemistry.*  
*He wants us all to do well.*  
*He has excellent IT and language skills.*  
*He doesn't like it when students arrive late to class.*
- **In pairs, answer the questions.**
  - a. What happens to the 3rd person singular form of verbs in the present simple?
  - b. What auxiliary verb do we use to make negative sentences in the 3rd person singular?

**6 Look back at the verbs in bold in the text and write them next to the correct spelling rule.**

Spelling for verbs 3rd person singular	
Most verbs add <i>s</i> to infinitive	<i>want – wants</i>
Verbs ending in <i>y</i> change to <i>ies</i>	<i>embody – embodies</i>
Verbs ending in <i>s, z, ch, sh,</i> or <i>x</i> add <i>es</i> to infinitive	<i>push – pushes</i>
Irregular verbs	<i>be – is</i>

**7 Complete the job description with the correct form of the verbs in parentheses.**

## Wanted

### Responsible, proactive, and organized personal assistant for growing company

**Job description:**

At Rochester Insurance Company, a personal assistant 1) \_\_\_\_\_ (answer) the telephone, 2) \_\_\_\_\_ (write) e-mails, and 3) \_\_\_\_\_ (take) messages. He or she 4) \_\_\_\_\_ (copy) all documents and 5) \_\_\_\_\_ (reply) to any e-mails that request general information. He or she 6) \_\_\_\_\_ (go) to the post office when necessary and 7) \_\_\_\_\_ (do) all the banking. He or she 8) \_\_\_\_\_ (not attend) to customers directly and 9) \_\_\_\_\_ (not do) expense reports.

**8 In teams, play Guess the Profession.**

- In teams, write three job advertisements for other professions or jobs. Do not mention the names of the professions.
- Each team reads an advertisement. The first team to guess the profession wins a point. The team with the most points wins.

## B Describing ways of getting around



### 1 In pairs, look at the photographs and answer the questions.

- Where do you think the people are?
- What do you think they are talking about?

### 2 Listen to the radio show and mark (✓) the forms of transportation the participants mention.

- |            |                 |             |
|------------|-----------------|-------------|
| boat ____  | ferry ____      | subway ____ |
| bus ____   | motorcycle ____ | plane ____  |
| car ____   | bicycle ____    | moped ____  |
| truck ____ | train ____      | tram ____   |

### 3 Listen again and answer the questions.

- Jack and Luisa are Mr. Hardeley's...
  - family.
  - friends.
  - students.
- Mr. Hardeley is a ... teacher.
  - conscientious
  - kind
  - thoughtful
- To reduce your environmental footprint means to...
  - save resources.
  - walk carefully.
  - pollute the earth.
- When the weather is good, Mr. Hardeley comes to work...
  - by car.
  - on foot.
  - by bike.
- Before work, Mr. Hardeley...
  - jogs.
  - does yoga.
  - walks his dogs.

### 4 Copy and complete the table with different forms of transportation. Some may be used more than once.

ride	drive	take
bike	car	train

### 5 Complete the paragraph with the words in the box.

take ride drive

Most students at Mr. Hardeley's  
 1) \_\_\_\_\_ the bus to school. Some seniors  
 2) \_\_\_\_\_ their own cars. Students who live near the school  
 3) \_\_\_\_\_ their bikes or  
 4) \_\_\_\_\_ the subway. Some parents  
 5) \_\_\_\_\_ their kids to school. Students are not permitted to  
 6) \_\_\_\_\_ mopeds or motorcycles.

### Grammar Spotlight » Prepositions

- Read the sentences and underline the prepositions.

*He doesn't like travelling by plane.  
 When the weather is bad, he comes on foot or by bus.*

- Complete the sentence with the correct prepositions.

We use \_\_\_\_\_ with most types of transportation, but we say \_\_\_\_\_ foot when we walk.

### 6 Complete the sentences.

- He travels \_\_\_\_\_ moped.
- They go to school on \_\_\_\_\_.
- We never go \_\_\_\_\_ plane.
- They \_\_\_\_\_ the train to work.

### 7 Work in groups. Discuss the questions.

- What kinds of transportation do you use?
- Where do you travel from and to?
- Is public transportation efficient in your city? If not, why?



## An Extraordinary Job



1) \_\_\_\_\_  
 Maria comes from Guatemala. She is twenty-two years old. She is a teacher and member of the Q'anjob'al indigenous community, one of the many indigenous groups in Guatemala.

2) \_\_\_\_\_  
 The Q'anjob'al have their own language and cultural traditions. They are a Maya people and still practice many traditional Maya customs. They still use the Maya calendar in healing ceremonies or for auspicious days for planting and harvesting crops.

The Q'anjob'al live in harmony with the land, cultivating corn and beans for subsistence as they have done for thousands of years. Now, they also plant coffee to sell on the open market.

3) \_\_\_\_\_  
 Maria's village is very small. There are 136 people in total. The village is located in the Cuchumatanes, in the highlands of Guatemala. It is very

isolated. There are no roads to her village. The nearest road is a two-hour hike through the forest and mountains. Life in the village is tough. They have little contact with the outside world, and no phones or Internet.

4) \_\_\_\_\_

Maria is the only teacher in the village. She teaches all the children together in one classroom. Classes start at 8:00 a.m. The students study literacy, math, and Spanish. In the village, the people speak Q'anjob'al, the indigenous language, so students need to learn Spanish, the national language. Maria says: "I teach the children basic language and math skills. I also teach them about Q'anjob'al culture, our history as a community, and *Popul Vuh*—the book of Mayan creation. It is important for the children to know and be proud of their culture. But they must also understand the wider culture within Guatemala, especially the Spanish language."

**1 Look at the photograph and answer the questions.**

- a. Where do you think the person in the picture is from?
- b. What is her job?

**2 Read the text and write the headings above the corresponding sections.**

The Village	The School
The Q'anjob'al	The Teacher

**3 Read the text again and mark the sentences T (true) or F (false).**

- a. Maria is a Maya. \_\_\_\_
- b. She is bilingual. \_\_\_\_
- c. There are 136 children in her village. \_\_\_\_
- d. Maria teaches children of all ages. \_\_\_\_
- e. They do not have Internet. \_\_\_\_
- f. Students learn about Guatemalan and Q'anjob'al cultures. \_\_\_\_
- g. Life in the village is easy. \_\_\_\_

**4 Find words in the text with the following meanings:**

- a. native (paragraph 1) \_\_\_\_\_
- b. curing (paragraph 2) \_\_\_\_\_
- c. gathering, collecting (paragraph 2) \_\_\_\_\_
- d. walk (paragraph 4) \_\_\_\_\_
- e. reading and writing (paragraph 5) \_\_\_\_\_

**5 In pairs, discuss the questions.**

- a. What problems are there in Maria's village?
- b. How is Maria's school similar or different to your school?
- c. Why is Maria's job described as "extraordinary"?

# An Olympian hopeful!



For many athletes, the Olympic Games is the most important goal of their sporting careers. After years of dedication and devotion to their sport, they hope to compete for a gold medal. What does the average day in the life of an Olympic hopeful look like? We asked Denise Johns, one half of Team GB women's beach volleyball team, to tell us a little about her typical **training** regime on a typical day. She currently lives in Brisbane, Australia, where she is spending pre-season. This is what she said...

INTERVIEWER: What time do you get up?

DENISE: I wake up at 7:00.

INTERVIEWER: Do you have **breakfast**?

DENISE: Yes, I do. I normally eat some cereal and drink 750 ml of water.

INTERVIEWER: Then what do you do?

DENISE: I go to the Queensland Academy of Sport. First, I make notes about things I need to work on, and then I eat my second breakfast.

INTERVIEWER: When do you train?

DENISE: Every day, even a little on Sundays.

## 1 In pairs, look at the photograph and answer the questions.

- What Olympic sport can you see in the photograph?
- What other Olympic sports do you know?
- What do you think the daily routine of an Olympic athlete is like?

## 2 Read the text and answer the questions.

- What type of text is it?  
\_\_\_\_\_
- What does the title mean?  
\_\_\_\_\_
- Who is it about?  
\_\_\_\_\_
- What type of information do the questions ask for?  
\_\_\_\_\_

## 3 Read the text again and mark the sentences **T** (true) or **F** (false).

- Denise doesn't live in Australia. \_\_\_\_
- She eats one large breakfast. \_\_\_\_
- She doesn't have time to relax. \_\_\_\_
- She goes to bed early. \_\_\_\_

## 4 Match the words in bold in the text with their meaning.

- \_\_\_\_\_ *n* preparation for a sporting event
- \_\_\_\_\_ *v* run at a steady pace
- \_\_\_\_\_ *n* a granular substance you find at the beach
- \_\_\_\_\_ *n* the first meal of the day



INTERVIEWER: How do you train?

DENISE: I have a two-hour session in the sand, working on technique and movements that involve a slow **jog** and a stretch. Then, later in the afternoon, I have a one-hour weights session and another hour and a half in the **sand**.

INTERVIEWER: What does the team do in the evening?

DENISE: We usually watch TV or talk to family and friends on Skype.

INTERVIEWER: Do you go to bed late?

DENISE: No, I don't. I go to bed at 9:30. I'm usually exhausted.

Adapted from <http://www.mirror.co.uk>

### Grammar Spotlight >> Wh questions and Yes/No questions

- Look at the sentences and underline the *Wh* question words.

*What does the team do in the evening?*

*When do you train?*

*How do you train?*

*Do you have breakfast? Yes, I do.*

*Do you go to bed late? No, I don't.*

- In pairs, answer the questions.

- Which auxiliary verb do we use with *Wh* questions and *Yes/No* questions?
- What comes first in questions, the subject or the auxiliary verb?
- What is the form of the main verb?
- What do we use in short answers, the auxiliary verb or the main verb?

### 5 Match the *Wh* question words to the type of information they ask for.

- when \_\_\_\_\_ an idea, object, or action
- where \_\_\_\_\_ a person or people
- who \_\_\_\_\_ a time
- why \_\_\_\_\_ a place
- how \_\_\_\_\_ a reason
- what \_\_\_\_\_ the way or manner

### 6 Complete the questions.

- How do you get \_\_\_\_\_ to school?  
I get to school by car.
- \_\_\_\_\_ live?  
I live in the city.
- \_\_\_\_\_ with?  
I live with my parents.
- \_\_\_\_\_ classes?  
I start classes at 8:00.
- \_\_\_\_\_ for breakfast?  
I eat eggs and toast.
- \_\_\_\_\_ tired?  
I feel tired because it's late.

### 7 Complete the rest of the interview from the article.

Q: 1) \_\_\_\_\_ warm up before training?

A: Yes, 2) \_\_\_\_\_ at 9:30 a.m. We warm up with movements in the sand.

Q: 3) \_\_\_\_\_ two lunches?

A: No, 4) \_\_\_\_\_. I have one lunch at 1:30, and then I have a meeting with my coach.

Q: 5) \_\_\_\_\_ rest after lunch?

A: Yes, 6) \_\_\_\_\_ for an hour. Then I start training again.

### 8 Work in pairs. Interview a classmate.

- Prepare eight questions to ask about a classmate's daily routine.
- Interview a classmate and make notes on any unusual or interesting facts.
- Report back to the class. Identify similarities and differences in your daily routines.

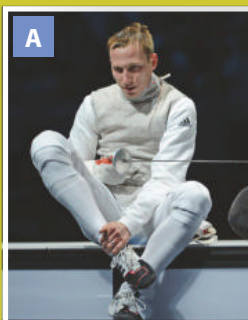
## B Exchanging information about jobs

1 In pairs, look at the text and pictures and answer the questions.

- What type of text is it?
- What is the radio program about?
- What do you think the athletes' everyday jobs are?

Tonight at 8:00 on Sports FM.

### How do Olympic athletes make a living? Do you know?



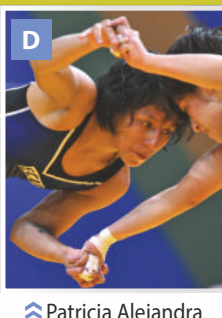
A Race Imboden



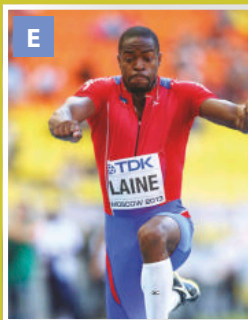
B Chi Yip Cheung



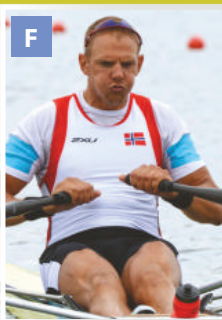
C Natasha Perdue



D Patricia Alejandra Bermudez



E Samyr Laine



F Olaf Tufte

2 Listen to the interview and complete the table.

DJ trash collector police officer lawyer farmer firefighter

Athlete	Nationality	Job
Samyr Laine	Haitian	
Olaf Tufte	Norwegian	
Natasha Perdue	British	
Patricia Alejandra Bermudez	Argentinian	
Race Imboden	American	
Chi Yip Cheung	Chinese	

3 Listen again and answer the questions.

- Who doesn't receive a salary from the Olympic Committee?  
\_\_\_\_\_
- What is a common job for many athletes?  
\_\_\_\_\_
- How does the speaker describe the athletes situation?  
\_\_\_\_\_
- Do you think Olympic athletes should receive a salary? Why or why not?  
\_\_\_\_\_

#### Grammar Spotlight » Present simple 3rd person singular

- Read the sentences and underline the auxiliary verbs.  
*What does he do to make a living?*  
*He works as a DJ.*  
*Does the Olympic Committee pay athletes a salary?*  
*No, it doesn't.*
- In pairs, answer the question.  
How do we form questions in the 3rd person singular?

4 Match the pictures to the sports.

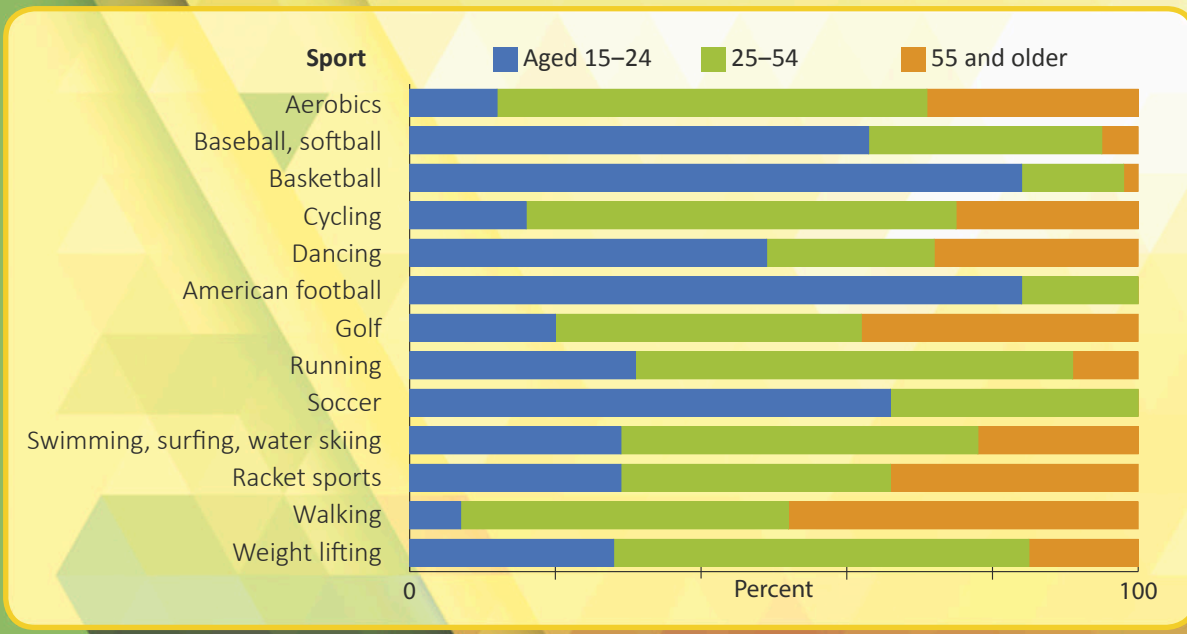
weight lifting \_\_\_\_ judo \_\_\_\_  
jumping \_\_\_\_ fencing \_\_\_\_  
wrestling \_\_\_\_ rowing \_\_\_\_

5 In pairs, choose an Olympic athlete and write any information you know about them (where he or she is from, sport he or she practices, training program, etc.).

6 Work with another pair. Exchange information. Ask each other questions about your athletes.



Percentage, by age, of people engaged in different sports or exercise activities on an average day (US).



Adapted from www.bis.gov

**1** In pairs, look at the graph and answer the questions.

- What is the title?
- What do the colors represent?
- What information is there on the vertical axis?
- What information is there on the horizontal axis?

**2** Read at the graph and answer the questions.

- Which two sports do people aged 15–24 play the most?  
\_\_\_\_\_
- Which sports do people aged 55 and older practice the most?  
\_\_\_\_\_
- Which two sports are only practiced by people under the age of 54?  
\_\_\_\_\_
- Which sport does a third of each age group all practice?  
\_\_\_\_\_

**3** Use the vocabulary in the box to create a word map in your notebooks.

bat ball tennis racket weights skis bicycle  
special shoes/boots pants shirts swimsuits field court  
gym street park course pitch club throw run cycle  
defend attack score dance dive stretch breathe

**4** Work in pairs. Create a graph to represent the sports your classmates practice.

- Create a tally chart with the names of different sports.

Sport	Tally	Frequency
football	III	3
swimming	IIII	4
basketball	IIII	5
dance	IIII II	10
gym	IIII II	7

- Interview classmates and record their answers in a tally chart.
- Use the information to make a graph presenting the results.
- Identify which sport is the most popular.

**1 Read the rubric below before you hear and assess your classmates' presentations.**

Points	Grammar and vocabulary	Pronunciation	Interactive communication
<b>5 = Very competent</b>	Uses grammar correctly. Has a good selection of appropriate words to talk about daily routines.	Has good pronunciation. You can understand most sentences and words your classmate is saying.	Maintains fluent conversation. Does not need help.
<b>4 = Competent</b>	Has features from 3 and 5.	Has features from 3 and 5.	Has features from 3 and 5.
<b>3 = Satisfactory</b>	Uses most grammar correctly. Uses enough vocabulary words to talk about daily routines.	You can understand what your classmate is saying in spite of some problems.	Maintains conversation. Needs a little help.
<b>2 = Needs to improve</b>	Has features from 1 and 3.	Has features from 1 and 3.	Has features from 1 and 3.
<b>1 = Lacks competence</b>	Uses only isolated words and short phrases. Is not able to talk about daily routines.	You cannot understand what your classmate is saying most of the time.	Has difficulty maintaining a conversation. Needs a lot of help.

**2 Work with another group. Present your ongoing projects (see page 25). Assess the students in the other group (total 3–15 points).**

Name of student	Vocabulary and grammar	Pronunciation	Interactive communication	Total
1.				
2.				
3.				
4.				
5.				

**3 Give feedback to each member of the other team.**

**4 Think about the feedback you receive and make a list of aspects to work on.**



**What You Know >>> Answer Key (from page 25)**

a. 2, b. 1, c. 2, d. 1, e. 1, f. 2, g. 2, h. 3, i. 3, j. 2

### Are you a good speaker?

Many people think that speaking is the result of good language learning. The more you practice the more fluent you become. When you first start speaking, you might find it difficult to express yourself, but you will gradually gain confidence and feel more comfortable. Some simple strategies can make the process easier.

**Minimal responses** are phrases and sentences that are predictable and repeated frequently in speech. They are often common phrases that people use in conversations to show that they understand, agree, or have doubts about what someone is saying. It is important to memorize minimal responses and practice them so that they are easily accessible to you when you are speaking English. In this way, you can focus on what the other person is saying. This will give you more confidence to participate.

● **Decide which of the following are minimal responses.**

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| <i>Could you please repeat that?</i> | <i>I'd like some tea, please.</i> |
| <i>I agree.</i>                      | <i>I'm not sure.</i>              |
| <i>Mmmm.</i>                         | <i>I disagree.</i>                |
| <i>Go on.</i>                        | <i>I'll come in on Monday.</i>    |
| <i>I think so.</i>                   | <i>I don't think so.</i>          |

**Communication** is your ultimate objective. Oral communication involves a speaker, a listener, and a message. To improve fluency, you need to focus more on what you want to say (the message) than on how you say it. Remember, you are successful if you communicate using the language you have. These strategies may be helpful.

- Think about what you want to say in English. Do not translate.
- Use simple structures.
- Explain or use alternates for words you don't know.
- Check that the listener understands you.



● **Think about yourself.**

- a. Decide in what situations in your everyday life you would do the following in English.
  - Participate in an interview.
  - Ask for and give information.
  - Express likes and dislikes.
  - Describe events and situations.
  - Have a telephone conversation.
  - Have a discussion with opposing and similar points of view.
  - Give a simple presentation.
- b. Write some minimal responses you could use for the situations.

✓ **What You Can Do**

● **Look back at your work from the unit and assess your progress.**

I can...

talk about free-time activities, sports and transport.	
peer assess my classmates and give constructive feedback.	
discuss skills, qualities and abilities needed for different types of jobs.	
write a job advertisement.	



# Empowering People Through Music

## Unit 3



### Learning Outcomes

- Use the present progressive to describe activities that are happening at the moment of speaking.
- Describe ongoing events through dialogues and simple written texts.
- Use the present progressive to make future arrangements.
- Understand and write about social issues in songs.



## What You Know

### 1 Underline the correct options.

REPORTER: Good morning. I'm Chris Jones and I 1) *report/am reporting* from WXYZ Radio Station here in Chicago. Today, we 2) *interview/are interviewing* one of our most popular street musicians, David Grant. Hi, David. Thank you for letting us interview you. I know you 3) *play/are playing* music in the street every day and that you are a songwriter as well.



DAVID: Yes, that's right. I 4) *write/are writing* songs and I 5) *organize /am organizing* free events for different causes in our city.

REPORTER: Great! Can I ask you some questions about what you 6) *are doing/do* at the moment?

DAVID: Sure. At the moment, I 7) *write/am writing* a song about saving trees in our city. I 8) *organize/am organizing* an event for this weekend. Today I 9) *give/am giving* out flyers. Here, 10) *do/are* you 11) *want/are wanting* one?

REPORTER: Where 12) *does/is* the event 13) *take/taking* place?

DAVID: It 14) *takes/is taking* place at Millennium Park.

REPORTER: How many people 15) *do/are* you 16) *expect/expecting*?

DAVID: Thousands!

REPORTER: Wow! Great! See you there. Thanks for the interview.

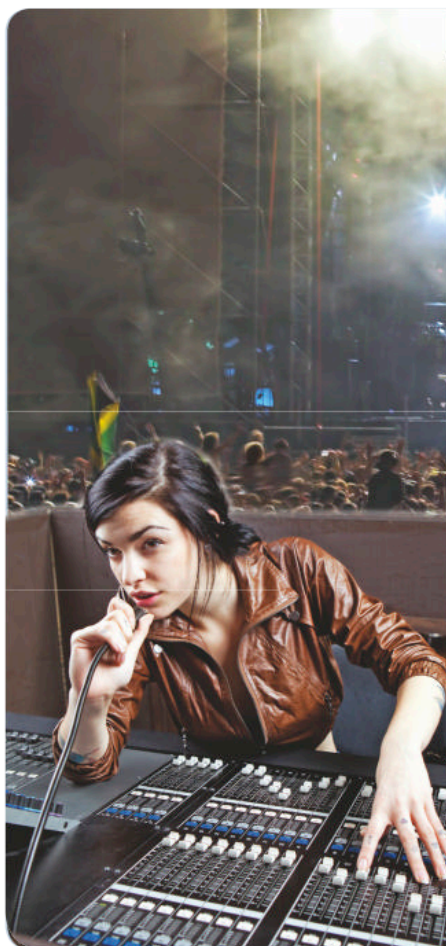
### 2 Check your answers on page 54.



## Ongoing Project: Cultural Event Podcast or Presentation

- Step 1** In groups, research cultural events in your town or city that are taking place now or in the near future. Choose an event that interests the group.
- Step 2** Interview the people involved in the event if possible, and take notes. Plan your podcast or presentation and write your script.
- Step 3** Rehearse your podcast or presentation and record the final version.
- Step 4** Present the podcast or presentation to the class. Use the rubric on page 54 to peer assess your classmates.

**A** Describing actions in progress



Hey Ann, how's it going? What's happening at the **gig**? 9:55 p.m.

Hi, Jack. Nothing yet. The band isn't playing. They're doing a **sound check**. Wait! They're coming on **stage** now! 10:00 p.m.

So... tell me, what's going on? I really wish I was there! 10:02 p.m.

Oh wow, the atmosphere is **amazing**. Wait! I'm taking a video right now. 10:02 p.m.

The **fans** are going crazy. The singer's jump off the stage. No way!!! He's kissing one the fans! Wow! He's coming this way. 10:05 p.m.

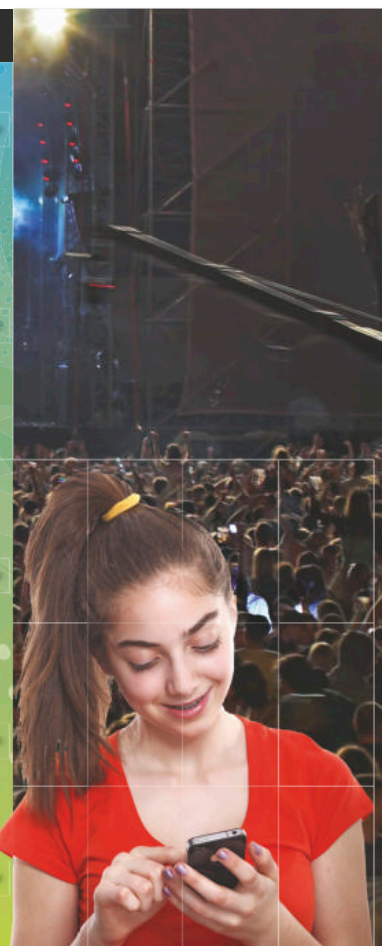
Are you recording it? 10:06 p.m.

No, I'm not. I'm trying to, but my camera isn't working. Hold on. I'm fixing it. 10:10 p.m.

Are you taking a video now? I want to see the **concert**. 10:11 p.m.

Yes, I am. Don't worry! I'm attaching it. You're missing a great concert. Got to go! 10:15 p.m.

OK, have fun! Thanks. 10:16 p.m.



**1** In pairs, look at the photographs and the text and answer the questions.

- Where are the people in the photographs?
- What are they doing?
- What type of text is it?

**2** Read the text and answer the questions.

- Where is the girl?  
\_\_\_\_\_
- What is she doing?  
\_\_\_\_\_
- Who is she texting?  
\_\_\_\_\_
- What is she trying to do?  
\_\_\_\_\_
- What problems is she having?  
\_\_\_\_\_
- What is she sending to her friend?  
\_\_\_\_\_

**3** Write the words in bold in the text next to their definitions.

- \_\_\_\_\_ *n* a raised platform where people perform
- \_\_\_\_\_ *n* an informal word for a musical performance
- \_\_\_\_\_ *n* a test of equipment and instruments before a musical performance
- \_\_\_\_\_ *adj* incredible, wonderful
- \_\_\_\_\_ *n* an enthusiastic devotee or admirer
- \_\_\_\_\_ *adj* a public performance

**4** In pairs, answer the questions.

- Are you a fan of any musician, sports team, actor, etc.? Who?
- What other things do people perform on a stage?
- Why do you think Ann describes the atmosphere at the gig as "amazing"?



**Grammar Spotlight** >> Present progressive

- Read the sentences and underline the auxiliary verbs and circle the main verbs.

The band isn't playing.

They're doing a sound check.

The singer's jumping off the stage.

Are you recording it?

No, I'm not. I'm trying to, but my camera isn't working.

Are you taking a video now? Yes, I am.

- Underline the correct options to complete the rules.

a. We use the present progressive to talk about habitual routines/actions in progress.

b. We form the present progressive with the auxiliary verb to do/to be and the present participle.

- Complete the rules.

a. We form the present participle of most verbs by adding the letters \_\_\_\_\_.  
(play–playing)

b. With verbs ending in a consonant followed by the letter \_\_\_\_\_, we omit the e and add ing.  
(take–taking)

c. For words with one syllable ending in a vowel + consonant, we double the last \_\_\_\_\_ and add ing.  
(get–getting)

- 5 Classify the verbs in the box according to their spelling rule.

stop cook try sit eat make  
run write hope ride

Only add <i>ing</i>	Omit <i>e</i>	Double consonant

- 6 Complete the telephone conversation with the correct form of the verbs in parentheses.

ANN: Hello, Jack.

JACK: Hi, Ann. Is the concert over?

ANN: No, Jack. They 1) \_\_\_\_\_ (sing) the last song, I think.

JACK: It's really noisy. 2) \_\_\_\_\_ the fans \_\_\_\_\_ (clap)?

ANN: Yes, they are, and they 3) \_\_\_\_\_ (dance) as well.

JACK: Can you see the stage?

ANN: No, because I 4) \_\_\_\_\_ (sit) down and everyone else 5) \_\_\_\_\_ (stand) up.

JACK: Why 6) \_\_\_\_\_ you \_\_\_\_\_ (sit) down then?

ANN: Because Jane 7) \_\_\_\_\_ (not feel) well. Her mom 8) \_\_\_\_\_ (come) to pick us up when the concert ends.

JACK: Well, enjoy the rest of the concert.

ANN: I will, thanks.

- 7 In pairs, describe what is happening in the picture.



- 8 Work in pairs. Guess where your partner is.

**Student A:** Imagine you are reporting live from an event (concert, sports event, music festival). Describe what you are seeing.

*A man is running on a field.*

**Student B:** Listen to Student A. Ask questions about what is happening at the place your partner is describing. Guess where your partner is.

*Is he wearing a uniform?*

## B Exchanging information about actions in progress

### 1 In pairs, look at the pictures and discuss the questions.

- What environmental problems do the pictures refer to?
- How does the United Nations (UN) help with these problems?
- How do you think the UN and music are connected?



### 2 Listen to two students talking about a school project and mark the statements *T* (true) or *F* (false).

- The student is writing an essay about environmental problems. \_\_\_\_
- The UN Music and Environment Initiative uses the popularity of music. \_\_\_\_
- The initiative is trying to make young people more aware of environmental problems. \_\_\_\_
- They are bringing together musicians from all over the United States. \_\_\_\_
- It is helping to make the music industry “greener.” \_\_\_\_

### 3 Match the environmental problems to the pictures.

- |                       |                        |
|-----------------------|------------------------|
| a. climate change     | d. air pollution       |
| b. species extinction | e. energy inefficiency |
| c. freshwater crisis  |                        |

### Grammar Spotlight >> Present progressive: *Wh* questions

- Look at the sentences and underline the auxiliary verbs.

*What are you working on?*

*I'm preparing a presentation on the UN's Music and Environment Initiative...*

*How are they doing it?*

*They are bringing together bands and solo artists from around the world...*

- Answer the question.

- What comes first in *Wh* questions, the subject or the auxiliary verb?

### 4 Write questions for the answers using the question words in the box.

Why How Where Who What

- \_\_\_\_\_?  
Local officials are organizing the event.
- \_\_\_\_\_?  
They are planning on having the event at the high school.
- \_\_\_\_\_?  
Because it has a large auditorium.
- \_\_\_\_\_?  
They are giving away recycling bins as prizes.
- \_\_\_\_\_?  
They are inviting people by e-mail.

### 5 In groups, discuss what actions you, your school, or your local or national government are doing to help solve environmental problems.



## The Austin International Festival for The Indigenous Peoples' Network Fund

### Featuring:

La Banda Filarmónica Femenil de Santa María Tlahuitoltepec

Produced by Nadia Summers  
Musical Director Narada Pott

Thursday, February 12, 7:00 p.m.  
Zilker Park, Austin, Texas



© Banda Filarmónica Femenil de Santa María Tlahuitoltepec, 2014.

**1 In pairs, look at the text and answer the questions.**

- What type of text is it?
- What is the event for?
- Do you know the band in the picture? Who are they?

**2 Read the text quickly and find the following information.**

- Who benefits from the festival? \_\_\_\_\_
- When is the festival taking place? \_\_\_\_\_
- Where is the festival taking place? \_\_\_\_\_

**3 Listen to the commentator presenting the musical group and answer the questions.**

- Where is the band from?
  - Oaxaca city.
  - Mexico City.
  - Oaxaca state.
- What type of music do they play?
  - Boleros.
  - Different types.
  - Fandangos.
- What else are they presenting at the festival?
  - Poetry.
  - Dance.
  - Theater.
- What are they wearing?
  - Bright flowers.
  - Colored shirts.
  - Red belts.
- Which instruments are they not playing in the performance?
  - Flutes.
  - Trumpets.
  - Trombones.

**4 Label the pictures.**

- belts
- blouse
- ribbon
- skirts



**5 In groups, organize a fund-raising event.**

- Choose a cause and say why it is important.
- Decide on the type of event you want to organize.
- Make a flyer to advertise your event.

**6 Present your event to a radio audience.**

**A** Talking about future arrangements

Dates:		Tickets:
Jan 2	The Arena, Mexico City	\$500 to \$1,500
Jan 3	The Arena, Mexico City	
Jan 5	The Arena, Monterrey	
Jan 6	The Arena, Monterrey	

\*Available from October 1 at Ticket Blog and Arena Box Office

Music Today: Preview

## BRUNO MARS

Tour arrangements 2016

**P**eter Gene Hernandez, better known as Bruno Mars, is an American singer-songwriter and record producer. Mars is at the top of his profession as a pop artist and is well-known for his experimental style that ranges from traditional pop to hip-hop, rock, indie, and funk. Fans are in for a treat! Next year, the artist is bringing his world tour to Mexico. In January 2016, he is performing two concerts in Mexico City. Then he is traveling north to Monterrey, where he is playing another two dates. He is planning to sing some old favorites such as "Doo-Wops & Hooligans" (2010), and songs from the *Unorthodox Jukebox* album (2012), as well as some new material. The 2016 tour includes special effects, VJs, fireworks, enormous screens, visual mapping, and much more. Mars is promising his fans a spectacular grand finale in each show. So, if you are fifteen or ninety, don't miss this incredible event! There is something for everyone. ▶

25

**1** In pairs, look at the two texts and discuss the questions.

- a. Where can you see texts like these?
- b. Who is the person in the photos?
- c. Do you know any of his songs? Which ones?

**2** Read the poster and mark the statements **T** (true) or **F** (false).

- a. The musician's real name is Bruno Mars. \_\_\_\_
- b. He is performing four concerts in Mexico in 2016. \_\_\_\_
- c. He's presenting two concerts in Monterrey and one in Mexico City. \_\_\_\_
- d. He's playing at the Arena in both cities. \_\_\_\_
- e. Tickets are only available from where the concert is taking place. \_\_\_\_
- f. He is performing only new material. \_\_\_\_

**3** Read the preview and answer the questions.

- a. What is Bruno Mars' real name?  
\_\_\_\_\_
- b. Which musical genres are mentioned in the text?  
\_\_\_\_\_
- c. What songs is Mars planning on singing?  
\_\_\_\_\_
- d. What is he including in the 2016 tour?  
\_\_\_\_\_
- e. Which age groups does the preview suggest the tour is suitable for?  
\_\_\_\_\_

**4** Match the musical genres with their places of origin.

- a. tango                      \_\_\_\_ Cuba
- b. salsa                        \_\_\_\_ United States
- c. opera                        \_\_\_\_ Argentina
- d. jazz                         \_\_\_\_ United Kingdom
- e. punk                         \_\_\_\_ Italy

**5 Complete the sentences with the musical genres.**

- \_\_\_\_\_ is a lively, popular music from Latin America.
- \_\_\_\_\_ is a loud, fast-moving, and aggressive form of rock music, popular in the late 1970s and early 1980s.
- \_\_\_\_\_ is a type of music and dance where partners move very closely together (cheek to cheek).
- \_\_\_\_\_ is a combination of European and African musical elements.
- \_\_\_\_\_ is a performance where actors sing the words of a play.

**Grammar Spotlight** >> Present progressive for future arrangements

• Look at the sentences and underline the verbs.

*Next year, the artist is bringing his world tour to Mexico.*

*In January 2016, he is performing two concerts in Mexico City. Then he is traveling north to Monterrey, where he is playing another two dates.*

• In pairs, answer the questions.

- Do the sentences refer to ongoing activities or future arrangements?
- Which words in the sentences help you identify the time we are talking about?

**6 Complete the sentences.**

- Malcolm and I \_\_\_\_\_ (go) to the Bruno Mars concert in Monterrey on January 6.
- We \_\_\_\_\_ (get) there by car.
- Pablo and Monica \_\_\_\_\_ (meet) us outside the Arena.
- Pablo and Monica \_\_\_\_\_ (fly) in from Guadalajara and they \_\_\_\_\_ (stay) the weekend.
- We \_\_\_\_\_ (leave) in half an hour.

**7 In pairs, look at Bruno Mars' itinerary for Mexico and answer the questions.**

- Where is he going?
- What is he doing?
- When is he doing it?



**8 Look at the itinerary for the Spring Fest and choose three events you want to go to.**

Saturday	Sunday
9:00 Art exhibit	10:00 Dog show
11:00 Comedy club	11:00 Handicrafts market
12:00 Cooking lessons with Chef Andre	12:00 Soccer 5-a-side
13:00 Fashion show	13:00 Contemporary dance competition
14:00 Live music: jazz & blues	16:00 Live music: pop & hip-hop
16:00 Barbecue	


**9 In groups, tell each other about your future arrangements. Say what you are doing, on what day, and at what time. Find out which events you have in common.**

*I am meeting Marco on Saturday at 1:00 p.m.*

## B Making future arrangements

1 In pairs, look at the poster and discuss the questions.

- How often do you go to the movies?
- What kind of movies do you like?

2 Listen  to two friends making arrangements for the weekend. Underline the correct options.

- Which movie are they planning to see?  
1) *Spiderman*. 2) *The Avengers*. 3) *Thor*.
- What time are they going?  
1) At 3:45. 2) At 6:45. 3) At 5:45.
- Who are they going with?  
1) A cousin. 2) A sister. 3) A brother.
- What are they doing before the movie?  
1) Going shopping. 2) Having lunch. 3) Going ice-skating.
- Where are they going to eat?  
1) Pete's Pizzas. 2) Pete's Hot Dogs 3) Pete's Burgers.
- Where are they going after the movie?  
1) To a party. 2) Out to dinner. 3) To the gym.

### Grammar Spotlight >> Present progressive for future arrangements

• Look at the sentences and answer the questions.

- What are you doing?  
*I'm studying for the math final.*
- Hey, are you doing anything over the weekend?  
*Well, Friday night I'm having dinner with Paula.*
- Where are you meeting?  
*In the mall. We're having lunch at Pete's Burgers at 3:30 p.m. and then we are leaving for the movie theater.*

a. Which exchange refers to an action happening at the moment of speaking?

b. Which exchanges refer to arrangements for the future?

c. Which words give the sentences a future reference?



3 Complete the conversation with the correct form of the words in parentheses.

RAUL: Hi, Lucia!

LUCIA: What 1) \_\_\_\_\_ you \_\_\_\_\_ (do) on Friday night? 2) \_\_\_\_\_ you \_\_\_\_\_ (want) to go to the movies?

RAUL: Oh, I'm sorry- I can't go on Friday. I 3) \_\_\_\_\_ (have) a family dinner. What 4) \_\_\_\_\_ you \_\_\_\_\_ (do) on Saturday?

LUCIA: I 5) \_\_\_\_\_ (eat) dinner with my friend Lara, but I think she wants to go to the movies too. She 6) \_\_\_\_\_ (want) to see *Spiderman*. Do you like action movies?

RAUL: They're my favorite! Where 7) \_\_\_\_\_ you \_\_\_\_\_ (meet) and at what time?

LUCIA: Well, the movie starts at 6 p.m., so I 8) \_\_\_\_\_ (meet) Lara at 5:00 p.m. at Ricardo's Pizzeria. Do you want to come and eat first?

RAUL: I can't. I 9) \_\_\_\_\_ (play) soccer until 5 p.m., but I can be there by 5:30.

LUCIA: OK, see you at 5:30 p.m. on Saturday.

RAUL: Great, see you then.

4 Complete the chart with three activities you are doing on the weekend.

	Saturday	Sunday
Morning		
Afternoon		
Evening		

5 In pairs, agree on two activities to do together on the weekend.



Global Health


http://www.adolescenthealth.com

## Why sleeping in on weekends isn't good for teens!

Approximately 80 percent of teens are not sleeping enough these days and experts say this is affecting their performance at school. Many are sleeping fewer than nine hours per night. They are staying up late doing homework, taking part in extracurricular activities, and spending time with friends and family on the weekends. This means they are not waking up on time for school.

To compensate for this, many teenagers like to stay in bed and get up late on the weekends. They feel they are doing their bodies a favor, but experts say this creates a bigger problem. This is because, on weekends, they are waking up later than their internal body clock expects. This new routine affects their ability to wake up early on Mondays. This not only results in poor performance at school at the beginning of each week, but also risks lower academic results and emotional stress in the future.

Experts recommend that teenagers get about nine or more hours of sleep each night to achieve good health and optimum performance. The best way for teenagers to prevent sleeping late on weekends is to ensure that they are getting enough sleep during the week.



Adapted from www.sciencedaily.com

**1 Look at the title and the photograph and answer the questions.**

- a. What is happening in the photograph?
- b. Why do you think the girl is doing this?
- c. What do you think "sleeping in" means in the title?

**2 Read the text and answer the questions.**

- a. Why are teens not sleeping enough?  
\_\_\_\_\_
- b. What problems are they having?  
\_\_\_\_\_
- c. What is causing this?  
\_\_\_\_\_
- d. What are they risking in the future?  
\_\_\_\_\_
- e. What do the experts recommend?  
\_\_\_\_\_

**3 Write words or phrases from the text next to their meanings.**

- a. \_\_\_\_\_ *adj* activities not part of the regular school schedule (paragraph 1)
- b. \_\_\_\_\_ *v* to try to reduce the negative effects of something bad by doing something good (paragraph 2)
- c. \_\_\_\_\_ *n* a human being's internal system which tells you when to eat, sleep, and wake up (paragraph 2)
- d. \_\_\_\_\_ *adj* most effective (paragraph 3)

**4 In pairs, answer the questions.**

- a. How much sleep do you get each night?
- b. Do you often feel tired at school?
- c. Do you sleep in on the weekend?
- d. Do you think you need to change your sleeping habits? Why or why not?


**5 Make a list of things to do next week to be more productive in school.**

*Don't stay up so late.*


**A** Describing habitual and ongoing activities

webspot

http://www.buskaid.org.za



**BUSKAID**  
Helping Young  
Black Musicians  
in a South African  
Township



Mission	Vision	Projects in Action
<ul style="list-style-type: none"> <li>■ We give children from poor backgrounds the opportunity to learn stringed instruments.</li> <li>■ We encourage talented children to form their own orchestra.</li> <li>■ We train some students to become teachers.</li> </ul>	<ul style="list-style-type: none"> <li>■ To give all township children the opportunity to play classical music to the highest international standards.</li> </ul>	<ul style="list-style-type: none"> <li>■ We are setting up an instrument repair shop.</li> <li>■ We are organizing new concerts.</li> <li>■ We are expanding our school.</li> </ul>

**1** In groups, look at the photograph and discuss the questions.

- a. Which country do you think this is?
- b. What are the people doing?
- c. What do you think Buskaid is?

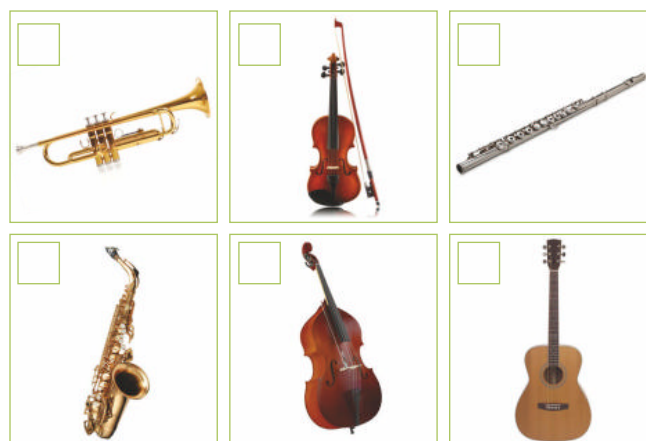
**2** Listen **B** to a statement from a Buskaid collaborator and check your predictions.

**3** Listen and mark the statements **T** (true), **F** (false), or **NS** (not stated).

- a. The listening text is a publicity advertisement to get donations for Buskaid. \_\_\_\_
- b. The speaker is a teacher from the school. \_\_\_\_
- c. Children who live in the local area get priority. \_\_\_\_
- d. The organization Buskaid works with poor children all over South Africa. \_\_\_\_
- e. The children learn to play all types of instruments. \_\_\_\_
- f. The school is getting bigger. \_\_\_\_

**4** Listen again and mark (✓) the instruments that are mentioned. Then match the instruments to the pictures.

- |                   |                     |
|-------------------|---------------------|
| a. trumpet ____   | d. double bass ____ |
| b. saxophone ____ | e. violin ____      |
| c. flute ____     | f. guitar ____      |





**5 In pairs, complete the table with the instruments in the box.**

cello flute trumpet violin tuba oboe  
cymbals trombone maracas clarinet piano  
tambourine drum flute harp saxophone

Woodwind section	Brass section
String section	Percussion section

**Grammar Spotlight** >> Present progressive and present simple

- In pairs, read the sentences and answer the questions.
  - We are setting up an instrument repair shop.*
  - We train some students to become teachers.*
    - Which sentence talks about a routine situation? \_\_\_\_
    - Which sentence describes something happening around the moment of speaking? \_\_\_\_



**Tip: Stative verbs**

- Stative verbs* cannot take a progressive form (*ing*), because they represent either a permanent state or a state that lasts for a long time. These include verbs such as *like, hate, understand, know, want, hear*, and many more.

**6 Complete the following appeal for donations by Buskaid.**

websp

http://www.buskaid.org.za

The Buskaid Music School 1) \_\_\_\_\_ (consist) of seven studios, a music library, and a large rehearsal room. It 2) \_\_\_\_\_ (be) a thriving center of activity in the community. However, with the huge 3) \_\_\_\_\_ (increase) in student and teacher numbers, it 4) \_\_\_\_\_ (be) not big enough to accommodate the registered one hundred students and twelve teachers. The Buskaid Trust 5) \_\_\_\_\_ urgently \_\_\_\_\_ (seek) money to double the size of the school. It 6) \_\_\_\_\_ (plan) concerts and other events to achieve its dream.

Please help. Contact: <http://www.buskaid.org>

**7 In groups, create a mission statement for a charity organization.**

- Think of a charity you want to represent. Choose from one of the topics in the box.

elderly animals homeless cancer research  
environment street children

- Write your mission statement. Use the following questions to help structure your statement.
  - Who are you?
  - Who does your charity help?
  - What is the overall goal of your charity?
  - What does your charity do on a daily basis?
  - What projects is your charity doing at the moment to help your cause?
- Write your mission statement on poster paper and present it to your classmates.
- Have a class vote for the charity you think is the most deserving and say why.

## B Discussing song lyrics

### 1 Look at the musicians and answer the questions.

- Do you know these musicians?
- What type of music do they play?
- Do you like their music? Why or why not?

**A** *You, with your words like knives and swords and weapons that you use against me  
You have knocked me off my feet again, got me feeling like a nothing  
You, with your voice like nails on a chalkboard calling me out when I'm wounded*  
\_\_\_\_\_, Taylor Swift, 2011



**B** *You're black, white, beige, chola descent  
You're Lebanese, you're orient  
Whether life's disabilities left you outcast, bullied or teased  
Rejoice and love yourself today  
'Cause baby, you were born this way*  
\_\_\_\_\_, Lady Gaga, 2011



**C** *I'm waking up to ash and dust  
I wipe my brow and I sweat my rust  
I'm breathing in the chemicals  
I'm breaking in, shaping up,  
then checking out on the prison bus  
This is it, the apocalypse*  
\_\_\_\_\_, Imagine Dragons, 2012



### 2 Read the lyrics and write the titles in the box on the credit lines.

Mean    Radioactive    Born This Way

### 3 Copy and complete the table with words from the lyrics. Decide which words relate to each topic. Use your *Glossary*.

Bullying	The environment	Equality and diversity
wounded	breathing	disabilities

### 4 In pairs, compare your tables and answer the questions.

- Did you include the same words?
- In your opinion, how do the words relate to the topic?

### 5 Read the lyrics to the songs again and match them to the possible interpretations.

- It is talking about the end of the world because of environmental problems. \_\_\_\_
- It is talking about accepting differences and being tolerant of them. \_\_\_\_
- It is about bullying. \_\_\_\_

### 6 In pairs, discuss the questions.

- Do you agree with the interpretations in exercise 5? Why or why not?
- Which verse is the most meaningful?

### 7 In groups, discuss any songs you know that talk about social issues. Answer the questions.

- What is the name of the song, and of the band or singer?
- What issues does it deal with?
- What lines can you remember from the lyrics?
- Do you think songs can change people's ideas? Why or why not?

### 8 In groups, write a song.

- Decide on a theme to write a song about.

environment    bullying    racism  
poverty    gang violence    sexism

- Write the verses and the chorus. Include the present continuous and present simple where possible.
- Read or sing your song to the rest of the class.



**C** Describing scenes

**Making a Music Video Storyboard**

A music video is a short movie based on a song. A storyboard helps you to visualize each part of the song's story. It consists of rough sketches for each frame with notes giving further details. These include when to zoom in or any movement within the shot. The storyboard also includes how long each scene lasts.

**Song: The Hymn of the Big Wheel**  
**Artist: Massive Attack**

Notes: \_\_\_\_\_



Duration: 5 seconds

Scene 1

Notes: \_\_\_\_\_



Duration: 5 seconds

Scene 2

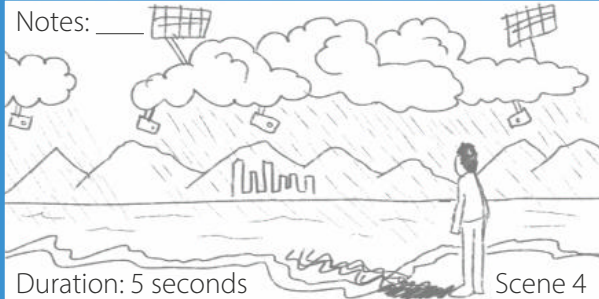
Notes: \_\_\_\_\_



Duration: 5 seconds

Scene 3

Notes: \_\_\_\_\_



Duration: 5 seconds

Scene 4

Adapted from <http://www.independentmusicadvice.com>

**1 In pairs, look at the pictures and the title of the text and answer the questions.**

- a. Do you watch music videos? What is your favorite video?
- b. What is happening in each of the pictures?
- c. What do you think the song is about?

**2 Read the text and mark the statements T (true) or F (false).**

- a. A storyboard has precisely drawn pictures. \_\_\_\_\_
- b. A storyboard helps you to visualize the story. \_\_\_\_\_
- c. Notes give more details about the scenes. \_\_\_\_\_
- d. A storyboard doesn't include time specifications. \_\_\_\_\_

**3 Match the notes to the scene they are describing.**

- a. A man is watching his shadow disappear as acid rain falls on him. He looks very sad.
- b. People are dancing around the trees with a factory behind them.
- c. A father and son are looking up at the sky. The clouds are moving quickly and making strange patterns.
- d. One man is working hard to survive. The other man is lying by a swimming pool relaxing.

**4 Read the chorus of the song. Match the corresponding scene to the chorus.**

- \_\_\_\_\_ *The big wheel keeps on turning*
- \_\_\_\_\_ *On a simple line day by day*
- \_\_\_\_\_ *The Earth spins on its axis*
- \_\_\_\_\_ *One man struggles while another relaxes*

**5 In pairs, discuss the questions.**

- a. What do you think the song is about?
- b. How does it make you feel?
- c. Do you know this song?

**6 Work in groups. Choose a song and make your own storyboard.**

**7 Present your storyboard to the class. Have classmates guess which song you are describing. Then play the song you chose.**

**1 Read the rubric below before you hear and assess your classmates' presentations.**

Points	Grammar and vocabulary	Pronunciation	Interactive communication
<b>5 = Very competent</b>	Uses grammar correctly and a good selection of appropriate words to talk about ongoing actions and future arrangements.	Has good pronunciation. You can understand most sentences and words your classmate is saying.	Maintains good conversation. Doesn't need help.
<b>4 = Competent</b>	Has features from 3 and 5.	Has features from 3 and 5.	Has features from 3 and 5.
<b>3 = Satisfactory</b>	Uses most grammar correctly and uses enough vocabulary to talk about ongoing actions and future arrangements.	You can understand what your classmate is saying in spite of some problems.	Maintains conversation. Needs a little help.
<b>2 = Needs to improve</b>	Has features from 1 and 3.	Has features from 1 and 3.	Has features from 1 and 3.
<b>1 = Lacks competence</b>	Uses only isolated words and short phrases and is not able to talk about ongoing actions and future arrangements.	You cannot understand what your classmate is saying most of the time.	Has difficulty maintaining a conversation. Needs a lot of help.

**2 Work with another group. Present your ongoing projects (see page 41). Assess the students in the other group (total 3–15 points).**

Name of student	Vocabulary and grammar	Pronunciation	Interactive communication	Total
1.				
2.				
3.				
4.				
5.				

**3 Give feedback to each member of the other team.**

**4 Think about the feedback you receive and make a list of aspects to work on.**



**What You Know >>> Answer Key (from page 41)**

- 1) am reporting, 2) are interviewing, 3) play, 4) write, 5) organize, 6) are doing, 7) am writing, 8) am organizing, 9) am giving, 10) do, 11) want, 12) is, 13) taking, 14) is taking, 15) are, 16) expecting

### Are you a good reader?

There are four factors to consider as a good reader: you, the text, the reading strategies you use, and the purpose. You need to think about how you interact with the text you are reading, and sometimes change your reading strategies to meet the challenges of that text.

**Reader characteristics** include reading skills, interest in the topic, and physical factors such as sleepiness or hunger.

- **Mark (✓) sentences that describe you.**
  - a. I read sitting up, with a good light, at a desk or table.
  - b. I keep background noise to a minimum so I can concentrate.
  - c. When reading is difficult and I don't understand something, I read it again.
  - d. I write notes as I read.
  - e. I note down what interests or bores me and think about why.

**Texts** vary depending on genre (novel, science, play, newspaper ad, etc.). Some reading is quick and easy, while other reading is quite slow and difficult.

- **Answer the questions.**
  - What types of texts do you find difficult?
  - What things do you read for pleasure? Why?
  - Which things do you read for academic purposes?

**The purpose** is probably the single most important factor. People read for a variety of purposes.

- **Answer the questions.**
  - Why has the teacher given you this assignment?
  - What are you supposed to find or learn?
  - Why did you choose this text?

**Reading strategies** can make all the difference. Selecting the correct strategies for a text will help you to understand it.

- **Decide how these strategies can help you.**
  - a. Survey the reading. Look at the title, the subheadings, and any graphs or pictures.
  - b. Read the introduction and conclusion first. Or read the first line in every paragraph to get the main idea, and then go back and read from the beginning.
  - c. Use context to help you understand difficult words. Use the sentence before and after to help you work out the meaning of unknown words.
  - d. Read quickly. Then focus on the most interesting or relevant parts to read in detail.
  - e. Pay attention to when you can look for general information and when you need to understand every word.
  - f. Read the complete text, and then write a one-paragraph or one-sentence summary.
- **Think about yourself.**

Researchers have come to the conclusion that good readers...

  - read a lot.
  - integrate information in the text with existing knowledge.
  - use different reading strategies, depending on what they are reading.
  - are motivated.
  - read for a purpose.
- **Answer the questions.**
  - a. Do you think you are a good reader?
  - b. What do you need to do to improve your reading skills?

### ✓ What You Can Do

- **Look back at your work from the unit and assess your progress.**

I can...

classify vocabulary into word groups.	
discuss social issues and write about them in songs.	
describe actions in progress and make future arrangements.	
write a mission statement on behalf of a social cause.	
work effectively as part of a team to create a storyboard for a music video.	