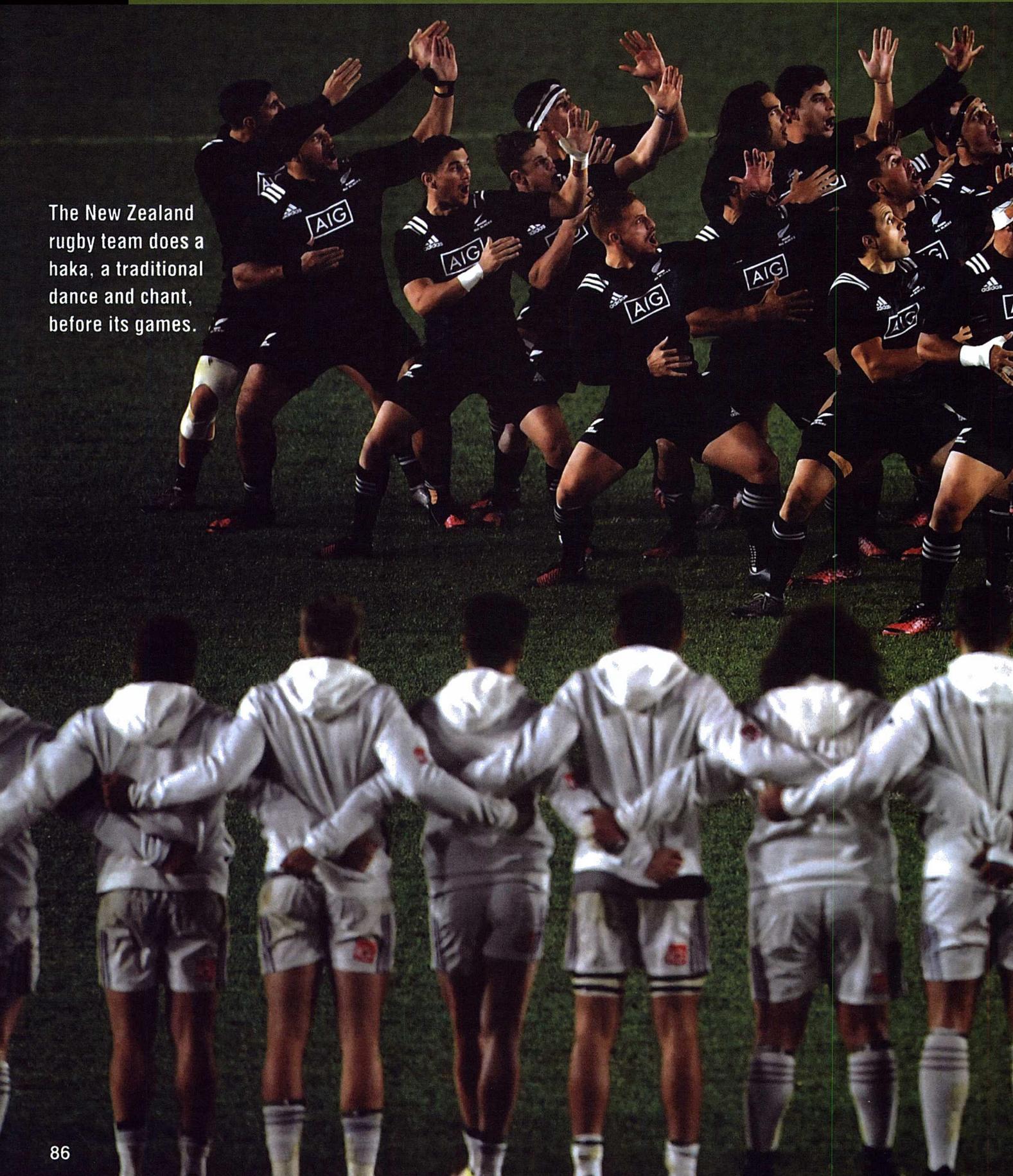


# Communication

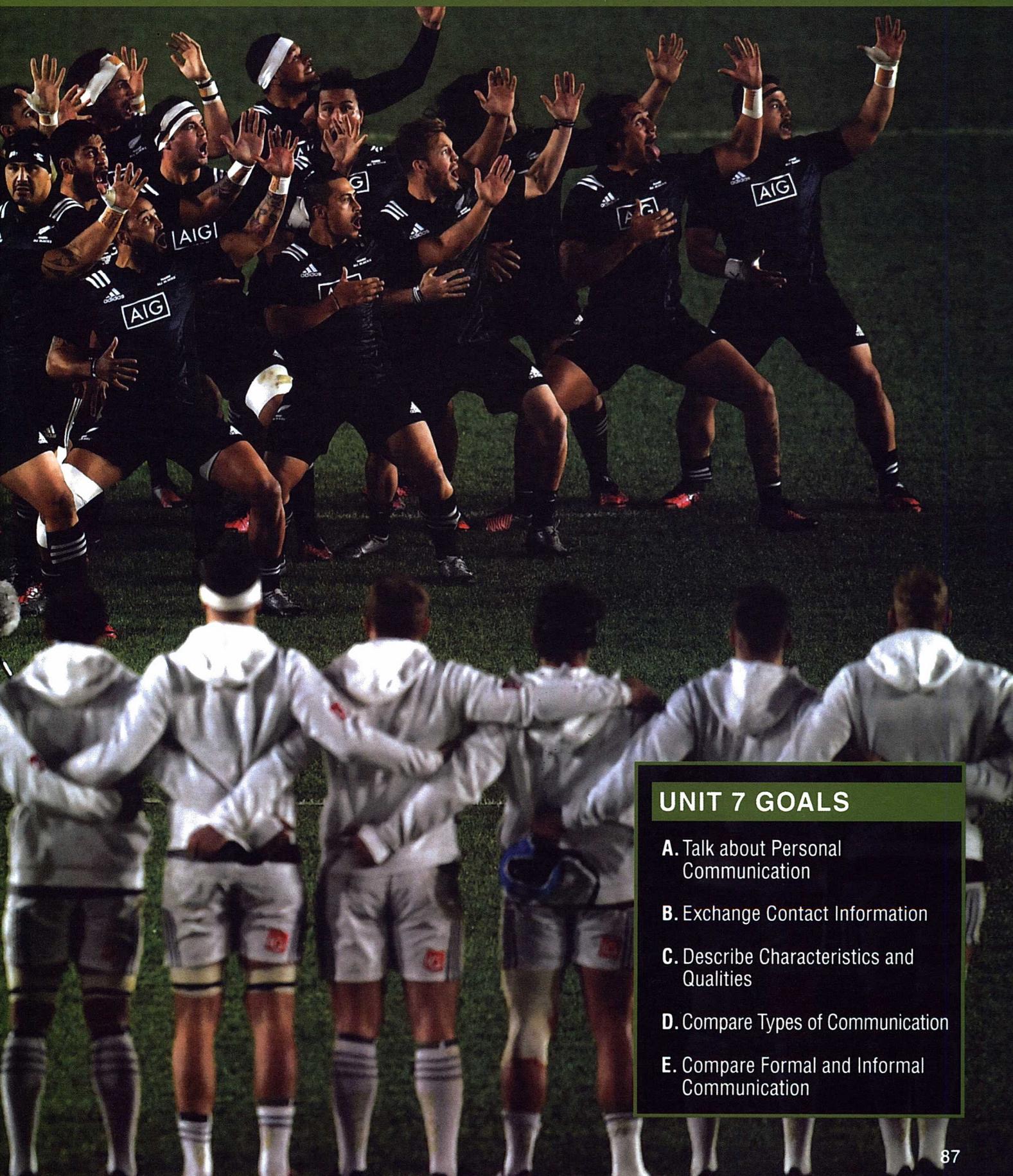
The New Zealand rugby team does a haka, a traditional dance and chant, before its games.



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

**1** What are these people doing? How are they communicating?

**2** In what ways do you communicate with your family and friends?



### **UNIT 7 GOALS**

- A.** Talk about Personal Communication
- B.** Exchange Contact Information
- C.** Describe Characteristics and Qualities
- D.** Compare Types of Communication
- E.** Compare Formal and Informal Communication

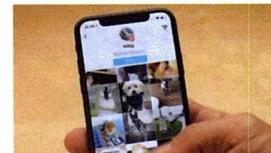
**A****GOAL** Talk about Personal Communication**Vocabulary**

- A** In groups, read the information about teenagers in the US.  
Which facts do you think are surprising? Not surprising?

**How Teenagers Use Technology in the US**

72% look at their **smartphone** as soon as they wake up.  
85% **share photos on social media**.  
100% who have a smartphone write **text messages**, making it the most popular feature.  
78% use **internet** search engines to help with school work.  
41% send their teachers **emails**.  
45% use the internet almost all the time.  
90% play **video games** on a computer or a **game console**.  
61% watch TV shows on the internet, not on a traditional **TV**.

- B** Match the words in **blue** to the photos.



- C** Delete the one verb that cannot be used with the noun.

- |  |                                       |
|--|---------------------------------------|
| 1. share / take / <del>write</del> a photo | 4. search / find / use the internet   |
| 2. watch / text / turn on the TV           | 5. play / download / read video games |
| 3. watch / send / check text messages      | 6. buy / log on to / use social media |

**D** In pairs, write four sentences using the words in **C**.

I often share photos of my friends on social media.

I often... photos of my friends on social media.

**E** Work with another pair. Read each of your sentences in **D**, but do not say the verb. Can the other pair guess the missing verb?

Is it share?

## Grammar

### Verbs with Direct and Indirect Objects

Subject	Verb	Indirect Object	Direct Object
I	sent	Mike	a photo.
Her parents	bought	her	a smartphone.
I	will give	you	a call.

**F** Read the sentences and match them to the structure (a or b).

a. Subject + verb + direct object

b. Subject + verb + indirect object + direct object

- |                                    |          |   |   |
|------------------------------------|----------|---|---|
| 1. We use the internet.            | <u>a</u> | 4. My sister plays video games.           | — |
| 2. I left you a voicemail.         | —        | 5. I didn't buy him a smartphone.         | — |
| 3. They send their friends photos. | —        | 6. My grandmother still mails me letters! | — |

**G** Unscramble the words to write sentences. Underline the direct objects.

1. sent / a / I / text message / Marco

\_\_\_\_\_

2. gave / My / brother / a / me / video game

\_\_\_\_\_

3. address / me / his / Find / email

\_\_\_\_\_

4. new / Jim / a / smartphone / I / bought

\_\_\_\_\_

5. a / your / mom / Give / call

\_\_\_\_\_



## GOAL CHECK

### Talk about Personal Communication

- Look at the facts in **A** again. Which sentences are true for you? Rewrite the untrue sentences so they are true for you.
- In pairs, use your answers in item 1 to tell your partner about how you communicate. Comment on your partner's answers.

I never send my parents text messages. They use email.

Mine, too. And I usually communicate with friends by social media.

**B****GOAL** Exchange Contact Information**Listening**

**A** 36 Listen and number a–c in the order you hear them.

- a. a radio show \_\_\_\_\_ b. a conversation \_\_\_\_\_ c. a voicemail \_\_\_\_\_

**B** 36 Listen again and complete the missing information.

**Conversation 1:**

Joel's address: \_\_\_\_\_

**Conversation 2:**

Telephone number: \_\_\_\_\_

Text: \_\_\_\_\_

Social media handle: \_\_\_\_\_

**Conversation 3:**

Email: \_\_\_\_\_

Website: \_\_\_\_\_

**C** Below is the contact information of some famous places. Take turns reading each of them aloud in pairs.

1. Avenida Presidente Castelo Branco, Rio de Janeiro, 20271-130, Brazil. Tel. +55 800 062 7222 www.maracana.br email: info@maracana.br
2. 1600 Pennsylvania Ave. NW, Washington DC, 20500, USA. Tel. 1 202 456 1111 www.whitehouse.gov email: comments@whitehouse.gov
3. 5 Avenue Anatole France, 75007, Paris, France. Tel. 33 08 92 70 12 39 www.tour-eiffel.fr

**PRONUNCIATION: Sentence Stress for Clarification**

Clarify numbers and spelling by stressing words or letters like this:

*That was 13, not 30. One three.*

*Is that P as in Paris or B as in Beijing?*

**D** 37 Listen to these sentences and underline the stressed words or letters.

1. That's fifteen, not  fifty.
2. It's A as in apple.
3. It ends in dot org, not dot com.
4. Was that zero zero one or zero zero two?
5. Can you spell your last name?

**E** 37 Listen again and repeat. Stress the correct words.

**F** Write your (or made up) contact information in the first column of the chart.

	Me	Classmate 1	Classmate 2	Classmate 3
Name				
Phone number				
Email address				
Mailing address				
Social media handle				

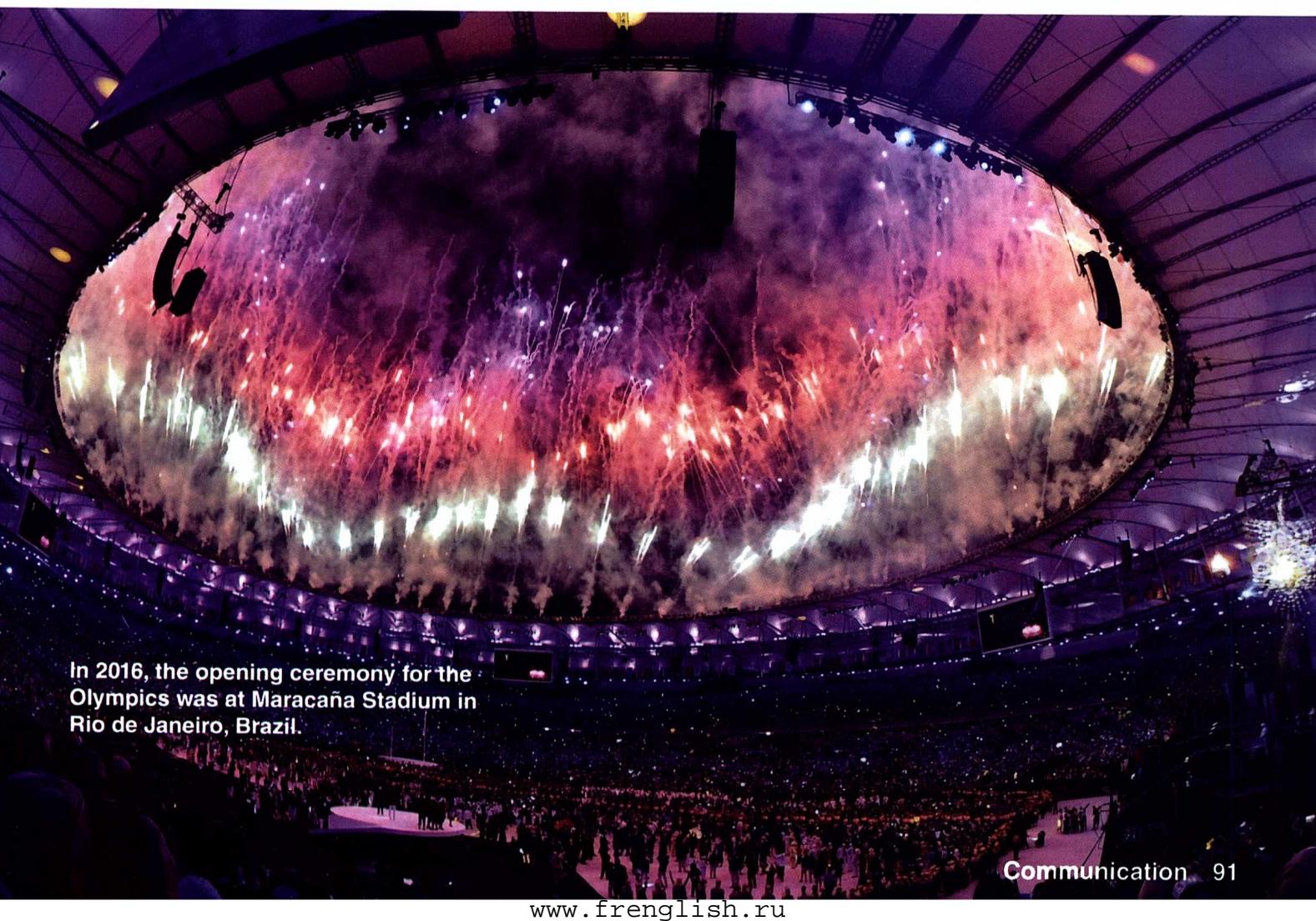


## GOAL CHECK Exchange Contact Information

Ask three of your classmates for their contact information. Complete the chart.

What's your email address?

My email address is...

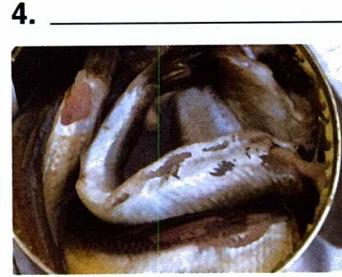


In 2016, the opening ceremony for the Olympics was at Maracanã Stadium in Rio de Janeiro, Brazil.

## C

**GOAL** Describe Characteristics and Qualities**Language Expansion: The Senses**

**A** Look at the photos from different countries. Match the comments to the photos.



1. \_\_\_\_\_

- a. "That smells terrible!"
- b. "He looks very old."
- c. "They sound fantastic!"

3. \_\_\_\_\_

- d. "It tastes delicious!"
- e. "This feels soft."

5. \_\_\_\_\_

**Grammar: Sensory Verbs**

**B** Complete the table with these words.

ears	feels	looks	nose	smells	taste	touch
------	-------	-------	------	--------	-------	-------

The Five Senses	Parts of the Body	Sensory Verbs
sight	eyes	5. _____
hearing	3. _____	sounds
1. _____	mouth and tongue	tastes
smell	4. _____	6. _____
2. _____	hands and fingers	7. _____

We use sensory verbs to describe the characteristics and qualities of people, animals, and things.

**C** Underline the five sensory verbs in A. Then answer these questions.

1. What verb form do you normally use with sensory verbs? \_\_\_\_\_
2. What type of word usually follows a sensory verb? \_\_\_\_\_

**D** Write the sensory verbs in these sentences.

1. When I see people rock climbing, I think it \_\_\_\_\_ very dangerous!
2. Turn that music off! It \_\_\_\_\_ terrible!
3. I like your perfume. It \_\_\_\_\_ nice.
4. These french fries \_\_\_\_\_ too salty.
5. I prefer these shoes. They \_\_\_\_\_ more comfortable.

**E** In groups, say which sensory verb(s) can be used with each adjective. There may be more than one answer. Then say a new sentence with each adjective and a sensory verb.

beautiful expensive loud polluted sweet  
cold hard noisy smooth tired

## Conversation

**F** 38 Listen to the conversation. Which headphones does Susan prefer? Why?

**Bill:** What do you think of these headphones?

**Susan:** The black ones? They look OK.

**Bill:** Do they fit your head? Try them on.

**Susan:** I think they feel too big.

**Bill:** Yes, I agree. They look huge! What about those blue ones?

**Susan:** They look very expensive. But they feel more comfortable.

**Bill:** How do they sound? Listen to some music with them.

**Susan:** Wow! They sound amazing!

### SPEAKING STRATEGY

#### Give Your Opinion

I think it looks / feels / sounds / tastes / smells...

What do you think about...?

I don't think it...

I agree. / I disagree.

**G** Practice the conversation in pairs. Switch roles and practice it again.

**H** Change the underlined words and make a new conversation.



## GOAL CHECK

### Describe Characteristics and Qualities

In pairs, take turns talking about the characteristics of four of the following. Then give your opinion about your partner's choices.

- Your favorite piece of technology
- Your favorite dish
- Your favorite type of music
- Your favorite perfume / aftershave
- Your favorite place for a vacation
- Your favorite celebrity

My favorite dish is tacos. I think they taste amazing!



## D

**GOAL** Compare Types of Communication**Reading**

**A** Does each type of human communication use the sense of sight, hearing, touch, or more than one?

- |                      |    |             |    |                      |    |
|----------------------|----|-------------|----|----------------------|----|
| a. shaking hands     | s  | e. smiling  | st | h. waving            | h  |
| b. writing           | st | f. kissing  | ts | i. shaking your head | s  |
| c. nodding your head | s  | g. laughing | hs | j. yelling           | hs |

**B** Match these sentences to actions in A.

- |                            |    |                        |    |
|----------------------------|----|------------------------|----|
| 1. "I disagree with you."  | i  | 4. "That's so funny!"  | g  |
| 2. "I agree with you."     | c  | 5. "Nice to meet you." | a  |
| 3. "I'm happy to see you." | ef | 6. "Goodbye."          | af |

**C MY WORLD** Do any of the examples of body language in A have a different meaning in your country? What are some examples of body language used in your country?

**D** Read the article. Match the words to the definitions.

- |          |                   |                                |
|----------|-------------------|--------------------------------|
| <u>a</u> | 1. body language  | a. communication with the body |
| <u>d</u> | 2. greet          | b. feelings                    |
| <u>b</u> | 3. emotions       | c. do in a similar way         |
| <u>e</u> | 4. sense of humor | d. meet and say "hello"        |
| <u>c</u> | 5. copy           | e. ability to have fun         |

**E** Are these actions done by humans, elephants, or both?

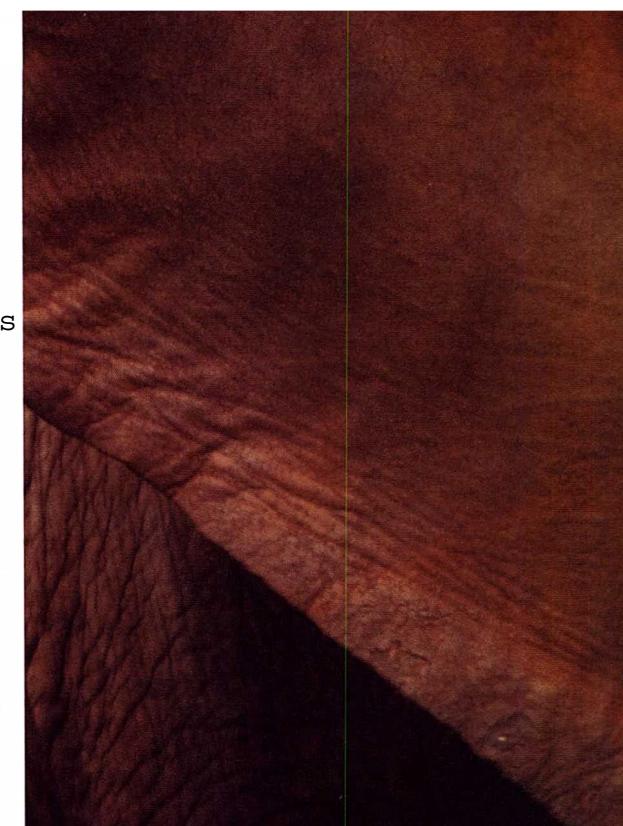
Underline the supporting information in the article.

- |  |                  |
|--|------------------|
| 1. Speak with words and language           | <u>humans</u>    |
| 2. Spread ears to show anger or aggression | <u>elephants</u> |
| 3. Shake their head to disagree            | <u>both</u>      |
| 4. Shake their head to show they are happy | <u>elephants</u> |
| 5. Touch each other to show their feelings | <u>both</u>      |
| 6. Laugh                                   | <u>humans</u>    |
| 7. Have a sense of humor                   | <u>humans</u>    |
| 8. Copy sounds they hear                   | <u>elephants</u> |

**GOAL CHECK**

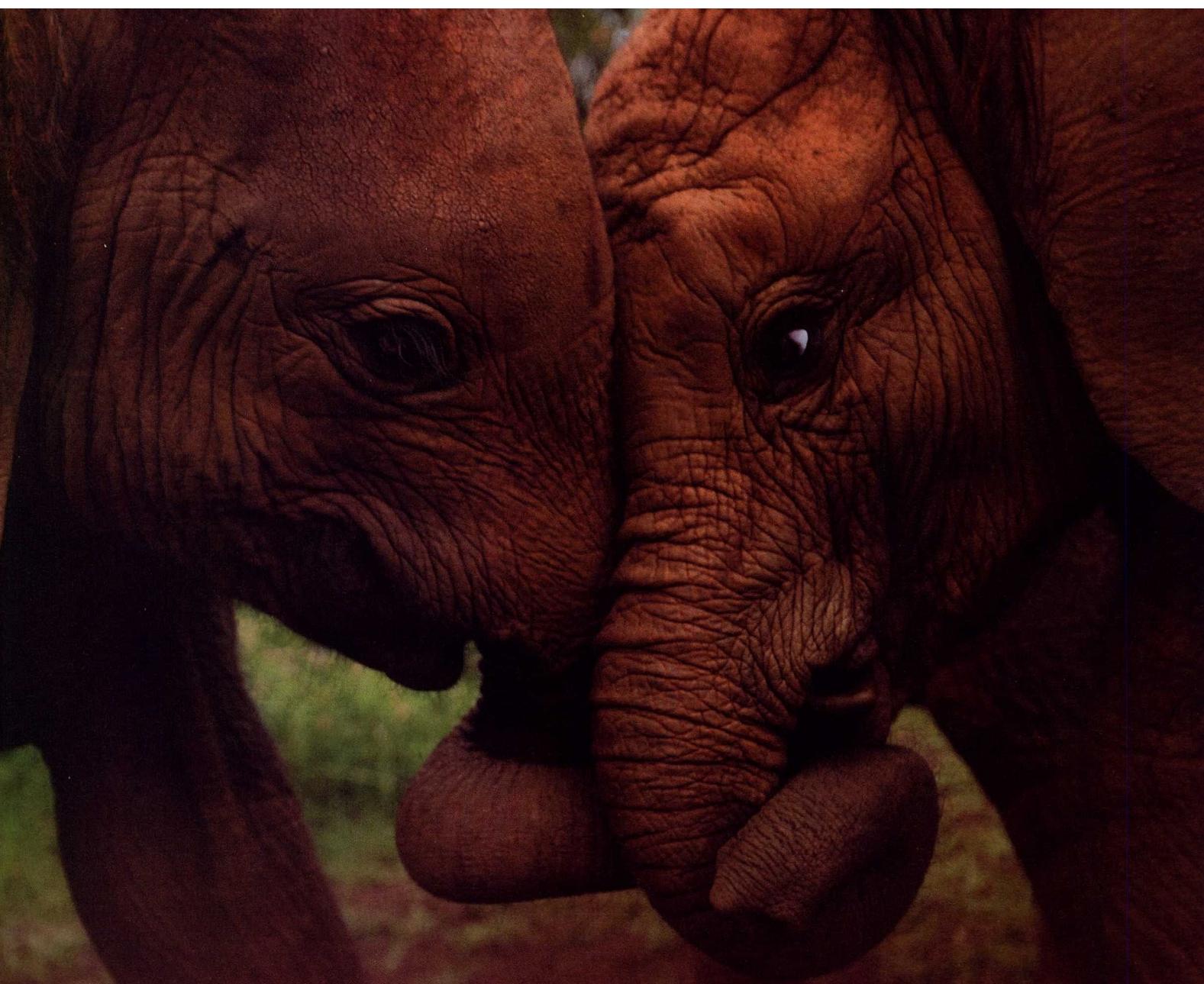
In groups, describe at least one similarity and one difference between the different types of communication in each pair.

- Human / Animal
- Face-to-face / Electronic
- Speaking / Writing
- Social media / Text



# Do you speak “elephant”?

As humans, we communicate using the senses of sight, touch, and hearing. We send messages with body language, we greet friends with touch, and we speak using words to show our emotions and ideas. Animals don't communicate in as many ways as humans—for example, they don't have language like we do—but many animals do also use the senses of sight, touch, and hearing. A good example of this is elephant communication.



Like humans, elephants understand each other by looking at each other's body language. To send a message, they use their whole body, or individually their heads, eyes, mouth, ears, trunk, tail, or feet. For example, elephants spread their ears to show anger. And while humans shake their heads to disagree, elephants do this to show they are happy.

As with humans, touch is also very important between elephants. Just like a human mother holds her baby, a mother elephant regularly touches her young **calf** with her trunk. Elephants also show they are friendly when they touch other elephants. And when they want to have fun, they hold each other by the trunk and pull, like in this photo. Even if they can't laugh like a human, elephants have a great sense of humor.

Elephants have very large ears, which means they can hear other elephants from as far as 2.5 miles away. Like humans, they can also copy sounds and make their own sounds that seem to communicate basic human words and phrases like, "Hello," "I love you," and "Let's go."

So while it's true that humans are amazing at communication, elephants also communicate in ways that we can't, and that's probably true for other animals, too. The next time your **pet** dog or cat looks at you, touches you, or makes a noise, it's probably trying to tell you something very important!

**calf** young elephant

**pet** an animal in your house

**Communication**

**A** How often do you use each of the following? Every day, sometimes, or never?

email      letter      phone call      social media      text message

**B** Which types of communication in **A** would you use in each situation? Fill in the **Me** column.

You want to...	Me	My partner
1. send a photo to your grandparents.		
2. apply for a new job.		
3. keep in touch with friends from Brazil.		
4. send an assignment to your teacher.		
5. invite a friend out tonight.		

**C** Compare your answers in pairs. Fill in the information for your partner. Give reasons for your answers.

**Writing**

**D** Read the information below. Then discuss in pairs if you would use formal or informal writing for each situation in **B**.

**WRITING SKILL:** Formal and Informal Writing

With **formal writing** (often to people we don't know), we use full sentences and special expressions:

*Dear Mr. Smith, I am writing to apply for the job of... Please see my attached resume.*

With **informal writing** (often to people we know well), we use shorter sentences and contracted forms. Sometimes we also leave words out.

*Hi! I'm having a party. Want to come?*

**A family enjoys a ride at a theme park in Texas, US.**



- E** In pairs, look at the three messages and number them from 1 to 3 (1 = most formal, 3 = least formal). Underline words and phrases that help you decide.

Hi Chen,

I'm having a party. It's my 18th birthday and my family and friends are meeting at a theme park. It'd be great to see you. The invitation is attached with the time, date, and address. Hope you can come!

Best,

Paula

Dear Miss Jones:

I am writing to request information about art courses at your college. I am a student in Argentina and I would like to study art in your country. Also, could you please send me information about accommodation and prices.

Best regards,

Paula Fratelli

Hi! I'm at the theme park. Where r u?

- F** Match the formal and informal expressions with similar meanings.

- |  |                               |
|--|-------------------------------|
| 1. Dear Miss Jones: <u>f</u>             | a. I want                     |
| 2. I would like... _____                 | b. I'm writing to tell you... |
| 3. I'd like to request... _____          | c. See you soon.              |
| 4. Please see the attached photos. _____ | d. Thanks for the invite!     |
| 5. I am writing to inform you... _____   | e. Can I have... ?            |
| 6. I look forward to seeing you. _____   | f. Hi Jill!                   |
| 7. Thank you for inviting me. _____      | g. Here are the photos.       |
| 8. Best regards, _____                   | h. Bye for now!               |



## GOAL CHECK

### Compare Formal and Informal Communication

1. Write two emails.
  - Write a short formal email (60–70 words) to a travel company. You want information about their vacations next summer. Ask for information about their hotels and prices.
  - Write a short informal email (40–50 words) to a friend. You plan to have a party with family and friends for your parents' wedding anniversary. Invite him or her to the party.
2. Exchange emails with a partner. How well does your partner use formal and informal language? Give feedback.

# A NEW VIEW OF THE MOON



Filmmaker Wylie Overstreet stands next to his telescope and looks at the moon.

**A** People often have similar feelings about these things. How do you feel when you...

- see the sun rise or set?
- smell bread in the oven?
- sit in a traffic jam for an hour?
- find a spider in your house?
- see the moon and stars at night?

**B** In groups, compare your answers in **A**. Did you all have the same feelings? Why?

**C** Watch the video. Number the things in the order you see them.

- 1 There is a view of Los Angeles.
- 2 The man asks people if they want to look.
- 3 The man takes his telescope outside.
- 4 A woman says, "You can see the craters!"
- 5 The man takes his telescope away.
- 6 A man takes a photo of the moon.
- 7 A boy tells his brother to look.

**D** These phrases show surprise. Check (✓) the phrases you hear in the video. Then watch again and check. As you watch, listen to the intonation.

1. No way!
2. Isn't that awesome?
3. That is so cool!
4. What?
5. Fantastic!
6. I've never seen this before!
7. Really?
8. Isn't that amazing?
9. That is incredible!
10. Wow!

**E**  40 Listen and repeat. Say the expressions in **D** with surprise and interest.

**F** Write down three pieces of surprising news to tell a partner. They can be true or untrue. Take turns saying your news and responding with phrases from **D**.

**G** Read the quote from the video. Do you agree? Why?

*"It makes you realize that we are all on a small little planet and we all have the same **reaction** to the universe we live in. I think there's something special about that. Something **unifying**. It's a great **reminder** that we should look up more often."*

**reaction** something you do in a situation

**unifying** bringing people together

**reminder** something that helps you remember

# Making Plans



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

**1** What do people at a wedding dream about for the future?

**2** What is your dream for the future?

## UNIT 8 GOALS

- A.** Talk about Plans
- B.** Plan a Project
- C.** Make Predictions
- D.** Solve a Problem
- E.** Describe Future Trends

**It's a wedding party in Punta del Este, Uruguay. Family and friends push the brother of the bride into a pool.**

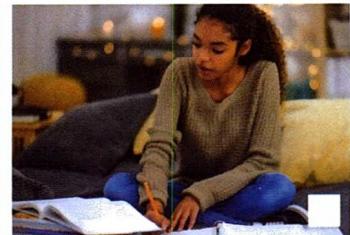
## A

## GOAL Talk about Plans

## Vocabulary

**A** Match the plans to the photos. Write the number.

- |                     |                            |
|---------------------|----------------------------|
| 1. buy a new car    | 6. get married             |
| 2. buy my own house | 7. have children           |
| 3. clean the house  | 8. speak English fluently  |
| 4. do the laundry   | 9. study for the next test |
| 5. get a new job    | 10. take a vacation        |



## WORD FOCUS

**Short-term** means the near future (tomorrow, next week, next month, etc.).

**Long-term** means the distant future (next year, in five years, etc.).

**B** Write the plans in **A** in the correct columns.

Short-term plans	Long-term plans

**C** Which of the short-term plans in **B** do you have? Discuss in pairs.

**D** Number the long-term plans in **B** in order of importance to you. (1 = most important). Then compare your lists in the same pairs.

## Grammar

Future: *Be going to*

Statements	We're <b>going to buy</b> a new car tomorrow.
Negative	He's <b>not going to get</b> a new job next year.
Yes / No Questions	Are you <b>going to do</b> the laundry this weekend?
Wh- Questions	When are you <b>going to pay</b> the phone bill?

**E** 41 Complete this conversation with *be going to* and the verbs in parentheses. Then listen and check your answers.

**Kat:** Hey! (1) Are you going to come (you / come) to my party this weekend?

**Ben:** I'm not sure. I have a test on Monday, so I (2) \_\_\_\_\_ (study) for that all weekend.

**Kat:** Which test?

**Ben:** It's for my Mandarin class. My sister and I (3) \_\_\_\_\_ (take) a vacation to China next year, so I want to speak the language.

**Kat:** Wow! That's great. But my party is in the evening and it (4) \_\_\_\_\_ (be) fun! And you (5) \_\_\_\_\_ (not / study) all weekend. You (6) \_\_\_\_\_ (need) a break.

**Ben:** That's true. OK, see you on Saturday.

#### REAL LANGUAGE

Say *Yes, I am*, or *No, I'm not* when you are certain. Say *I'm not sure* when you are not certain.

**F** What are your short-term and long-term plans? Check (✓) the correct column.

#### Short-term plans

Are you going to ...	Yes, I am.	I'm not sure.	No, I'm not.
eat out tonight?			
go to a party tonight?			
play or watch a sport this weekend?			
rest this weekend?			

#### Long-term plans

Are you going to ...	Yes, I am.	I'm not sure.	No, I'm not.
start your own business?			
learn another language?			
move to another country?			
buy a new car?			

**G** In pairs, ask and answer the questions in F. Then ask a *Wh-* question for each.

Are you going to start your own business?

Yes, I am.

What type of business are you going to start?

I'm not sure. Maybe a language school.

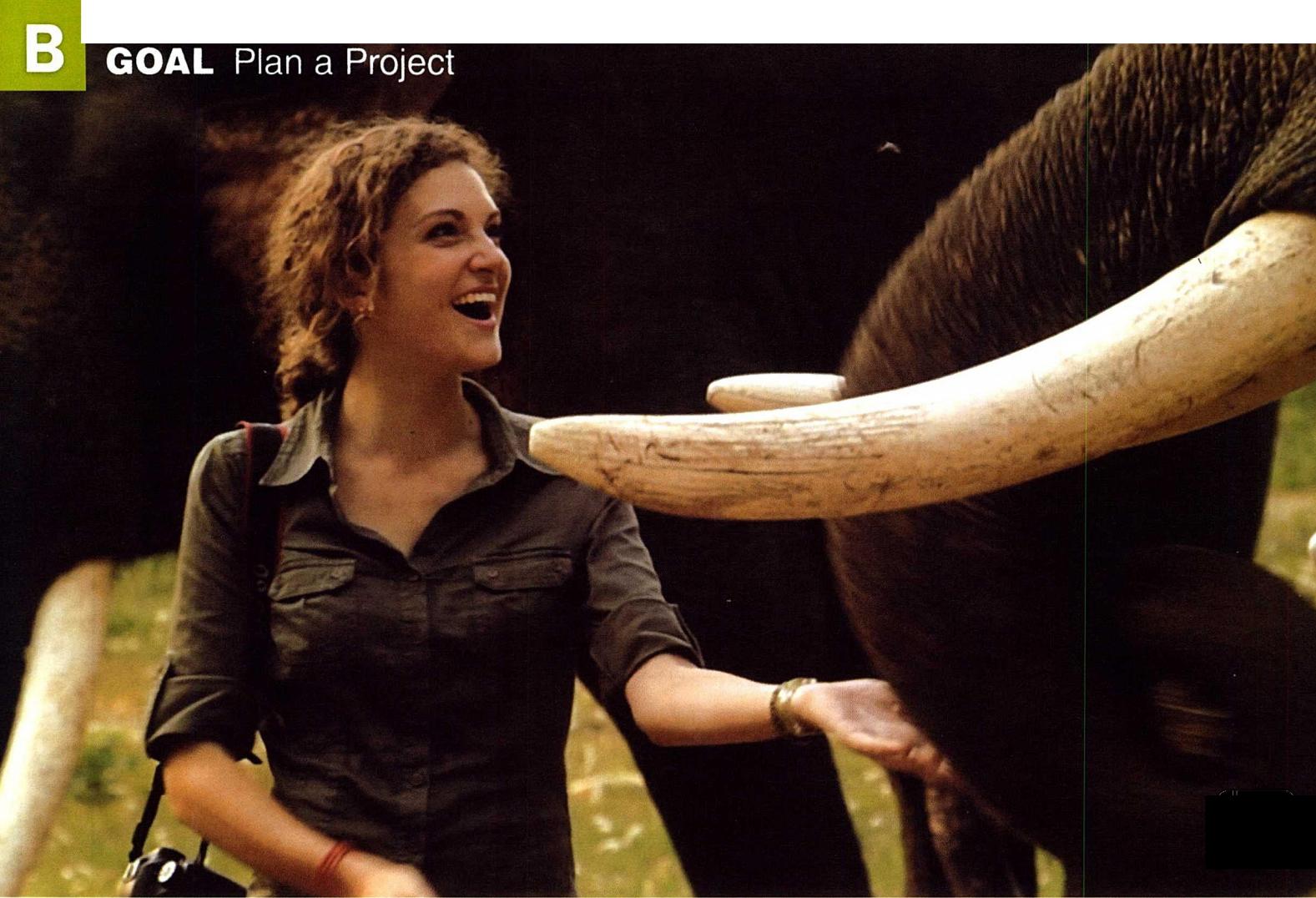


#### GOAL CHECK Talk about Plans

1. Write three of your short-term plans and three of your long-term plans.
2. In pairs, talk about your plans and ask each other more questions.

I'm going to take a vacation soon.

Where are you going to go?



## Listening

**A** Look at the photo. Answer the questions.

1. What do you think Molly Ferrill does?
2. What subject do you think she specializes in?

**B** 42 Listen to an interview with Molly. Check your answers in **A**.

**C** 42 Listen to the interview again. Complete the notes about Molly's next project. Use words from the interview.

### WORD FOCUS

#### wildlife protection

**officers** people who keep animals safe

**species** types of animals

**protect** keep safe from danger

**video series** more than one video about the same subject

What is the project?	When?	Are there other people?	Is there special equipment?
A _____ series about _____ wildlife protection officers and the species of _____ they protect.	<b>Start:</b> She's going to leave in _____. <b>Finish:</b> It's going to take _____.	She's going to work with other _____.	1. _____ 2. lenses 3. microphones 4. _____

**D** 42 In pairs, compare your answers in **C**. Then listen again and check.

## PRONUNCIATION: Reduced Form of *going to*

43 In natural speech, *going to* is often reduced to sound like *gonna*. The words are combined and the vowels also change. Listen to and repeat the sample sentences.

*I'm going to buy a new computer.*

*Are you going to come?*

E 44 Listen to the sentences and check (✓) the correct box.

	Full Form	Reduced Form
1. I'm going to make a video.		✓
2. Are you going to work with anyone else?	✓	
3. When are you going to leave?	✓	
4. We're going to leave in two months.		✓
5. What special equipment are you going to need for the trip?	✓	
6. We're going to pack different types of clothing.		✓
7. When are you going to finish the project?	✓	

F In pairs, take turns reading the sentences in E with either the full form or the reduced form. Your partner has to say which form you used.

G In groups, plan one of these projects for your school:

- Create a website with information and news about your school and neighborhood.
- Make a short video called "A day in the life of a student."
- Plan an event to celebrate the end of the year.



## GOAL CHECK Plan a Project

1. In your groups, discuss each part of the project and write down information in the table.

What is the project?	When are you going to start and finish?	Who is going to do each part?	What are you going to need?

2. Present your plans for the project to the class or another group. Use *going to* in your presentation.

We are going to ...

We are going to need ...

**Language Expansion: Energy****WORD FOCUS**

**Renewable** energy can always be used (e.g., solar energy).

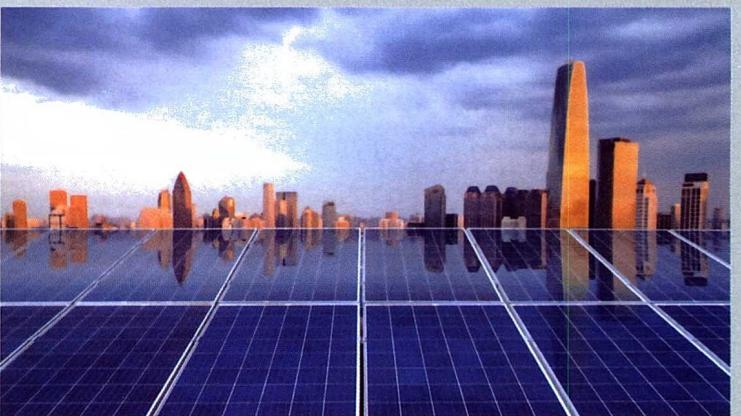
**Non-renewable** energy can not be used more than once (e.g., oil).

**A** Look at the photo and read about Japan. Then answer the questions.

1. What does the photo show?
2. What type of energy will Japan use more in the future?

**The Future of Energy in Japan**

These are solar panels on the top of a building in Tokyo. Japan will use more renewable energy in the future.



coal	gas
oil	wave
wind	wood

**B** Write each type of energy from the box under the matching photo.



1. \_\_\_\_\_ wood



2. \_\_\_\_\_ wind



3. \_\_\_\_\_ coal



4. \_\_\_\_\_ gas



5. \_\_\_\_\_ wave



6. \_\_\_\_\_ oil

**C** Write which types of energy in **A** and **B** are renewable and which are non-renewable.

Renewable Energy	Non-renewable Energy

**D MY WORLD** What types of energy does your country use at the moment?

## Grammar

### Future: Will

Statements	Japan <b>will</b> use more solar energy in the future.		
Negative	It <b>won't</b> use non-renewable energy.		
Questions	Will it use renewable energy?	Yes, it <b>will</b> . / No, it <b>won't</b> .	
You can use both <b>will</b> and <b>be going to</b> to talk about future predictions. <i>It won't use oil. / It isn't going to use oil.</i>			

**E** Put the words in the correct order.

1. will / my country / use / wind power My country will use wind power.
2. cars / use / won't / gas Cars will not use gas.
3. speak / English / most people / will Most people will speak English.
4. live / people / won't / on the Moon people won't live on the Moon.

## Conversation

**F**  45 Listen to a conversation between two people from Japan and Scotland.

**Rika:** I don't think we will use as much non-renewable energy in the next five years, so we'll need lots of solar energy. What about in Scotland? Will you use new types of energy?

**Alex:** Yes, we will. But we probably won't use a lot of solar energy.

**Rika:** Will you use wind power?

**Alex:** Yes, we will. And maybe we'll also use wave energy.

**Rika:** What's wave energy?

**Alex:** It's energy from waves in the ocean.

**Rika:** Wow! That's great.

### SPEAKING STRATEGY

#### Opinions about the Future

*I (don't) think we will ...*

*Maybe we will / won't ...*

**G** In pairs, change the underlined words and make new conversations about your country.



### GOAL CHECK Make Predictions

1. Read the questions and write two more in the chart. Check (✓) your answers.

In the future, do you think ...	Yes	Me Maybe	No	Partner Yes	Partner Maybe	Partner No
1. most houses will have solar panels?						
2. people will live under the sea?						
3. there will be enough food for everyone?						
4. summers will be hotter than now?						
5. people will travel to Mars?						
6.						
7.						

2. Ask a partner the questions and check (✓) his or her answers. Then compare your answers.

## D

**GOAL** Solve a Problem**Reading**

**A** Look at the photo. What do you think this person does?

I think he uses lamps and solar panels

**B** Read the article and answer the questions.

1. What problem do some people in Myanmar have?

The problem is that most people of Myanmar don't have electricity

2. What is the solution? Well, they can use solar panels to have electricity.

**C MY WORLD** What is a problem in your town or city? What is the solution?

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

1. The writer thinks that most people use electricity.

**T** **F**

2. 1.1 billion people in the world have electricity.

**T** **F**

3. Candles are not cheap and not safe in Myanmar.

**T** **F**

4. The energy for the solar panels comes from the sun.

**T** **F**

5. Rubén Salgado Escudero is from Myanmar.

**T** **F**

6. Some villages will have larger solar panels in the future.

**T** **F**

**E** Find these sentences in the third paragraph. Write the phrases for giving reasons.

1. Fishermen went fishing before sunrise because of the solar panels.

2. Children could do their homework as a result of electricity.

**F** Make sentences about solutions and results with the linking phrases in **E**.

1. There is less pollution / electric cars

There is less pollution because of electric cars.

2. People have jobs / the new office building

People have jobs as a result of the new office building

3. The new park / local people have a place to relax

The new park because of local people have a place to relax

4. More people bike to work and school / new bike paths

More people bike to work and school as a result of new bike paths

**GOAL CHECK**

1. In groups, imagine you have these problems in your town or city. Make a list of solutions for each.

- A lot of people don't recycle plastic bottles.
- Everyone drives to work, so the traffic is bad.
- Lots of young people don't have jobs.
- There's nowhere for people to relax downtown.

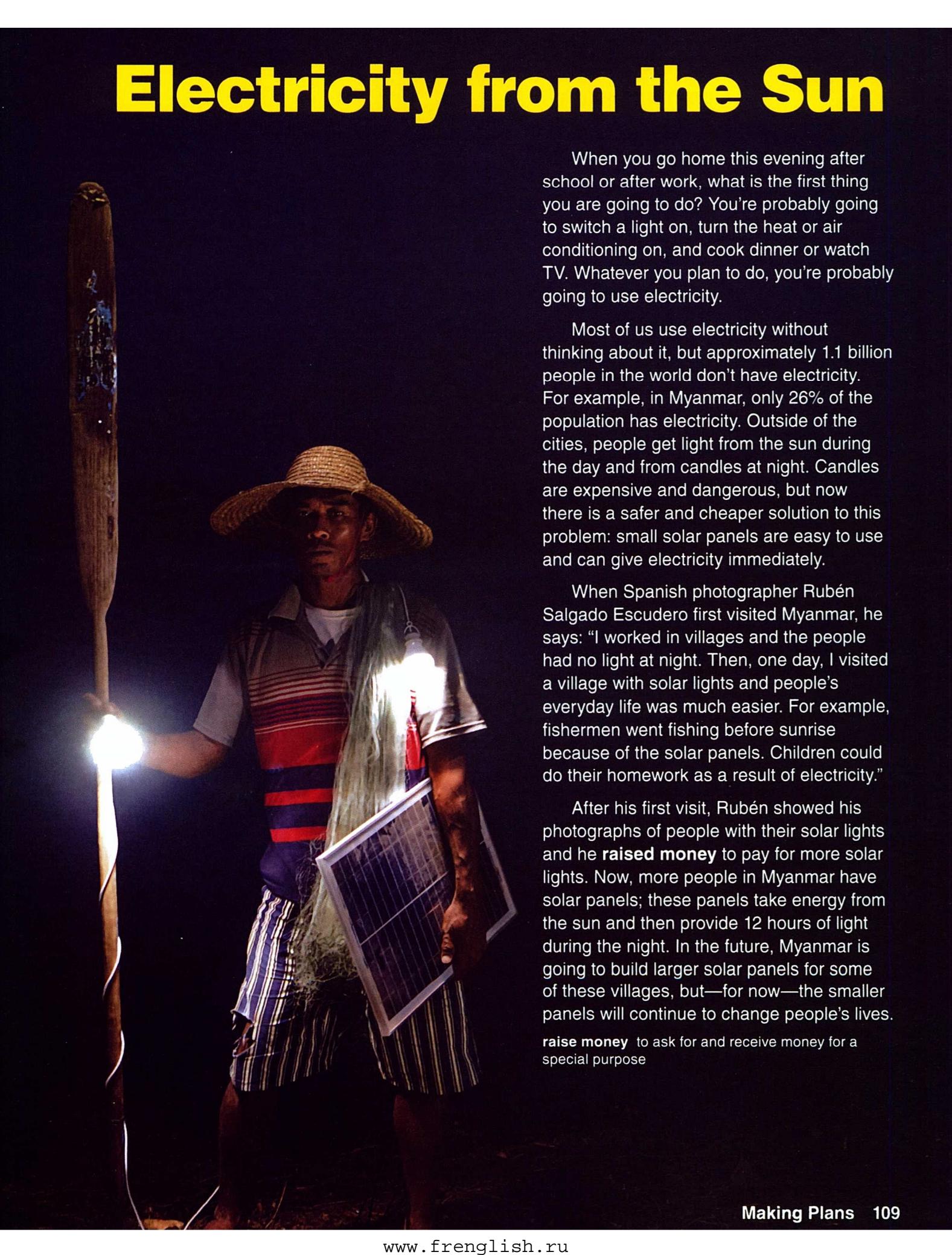
We are going to build a new park.

2. Present your solutions to the class. Tell them what you are going to do about each problem and why.

Because of the new park, people will have a place to relax.

In this photo by Rubén Salgado Escudero, a fisherman in Myanmar holds a solar panel and light.

# Electricity from the Sun



When you go home this evening after school or after work, what is the first thing you are going to do? You're probably going to switch a light on, turn the heat or air conditioning on, and cook dinner or watch TV. Whatever you plan to do, you're probably going to use electricity.

Most of us use electricity without thinking about it, but approximately 1.1 billion people in the world don't have electricity. For example, in Myanmar, only 26% of the population has electricity. Outside of the cities, people get light from the sun during the day and from candles at night. Candles are expensive and dangerous, but now there is a safer and cheaper solution to this problem: small solar panels are easy to use and can give electricity immediately.

When Spanish photographer Rubén Salgado Escudero first visited Myanmar, he says: "I worked in villages and the people had no light at night. Then, one day, I visited a village with solar lights and people's everyday life was much easier. For example, fishermen went fishing before sunrise because of the solar panels. Children could do their homework as a result of electricity."

After his first visit, Rubén showed his photographs of people with their solar lights and he **raised money** to pay for more solar lights. Now, more people in Myanmar have solar panels; these panels take energy from the sun and then provide 12 hours of light during the night. In the future, Myanmar is going to build larger solar panels for some of these villages, but—for now—the smaller panels will continue to change people's lives.

**raise money** to ask for and receive money for a special purpose

## Communication

**A** Take the personality test. Are you optimistic or pessimistic? What do the results say?

### WORD FOCUS

An **optimistic** person thinks everything will be good in the future.

A **pessimistic** person thinks that things will be bad in the future.

1. I \_\_\_\_\_ have a healthy and happy life.
  - a. 'll certainly
  - b. 'll probably
  - c. probably won't
  
2. I \_\_\_\_\_ live to be 100 years old.
  - a. 'll definitely
  - b. 'll possibly
  - c. definitely won't
  
3. I \_\_\_\_\_ have my dream job someday!
  - a. 'll definitely
  - b. 'll possibly
  - c. definitely won't
  
4. I \_\_\_\_\_ speak perfect English one day!
  - a. 'll definitely
  - b. 'll probably
  - c. probably won't

### Results:

Count 3 points for each a, 2 points

for each b, and 1 point for each c.

10–12: You are optimistic. ☺

4–6: You are pessimistic. ☹

7–9: You are in the middle. ☻

### REAL LANGUAGE

We often use adverbs of certainty with *will*.

I'll **certainly / definitely / probably / possibly** live to 100.

**A:** Will you have a happy life?

**B:** Yes, **definitely!**

**B** Change the four sentences in the quiz into questions. Write them in your notebook.

**C** In pairs, ask and answer the questions. Find out if your partner is optimistic or pessimistic.

## Writing

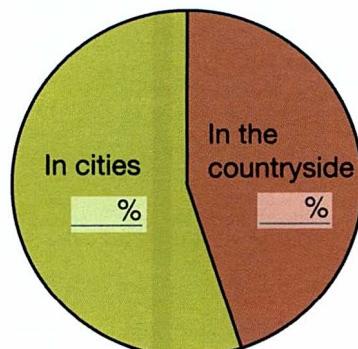
**D** Read about future trends and answer the questions. Then fill in the charts.

The population of the world is over 7 billion now, and this will definitely increase to 9 billion by 2050. Most of these people will live in cities. At the moment, 55% of people live in cities. In the future, this will probably go up to 70%, and the number of people in the countryside will decrease to 30%.

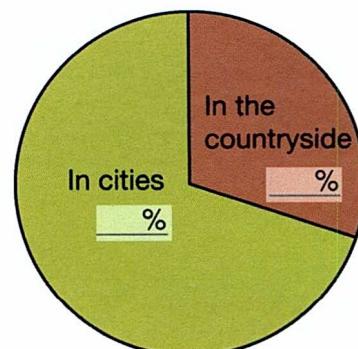
1. What will increase? What will decrease?
2. How certain is the writer about the predictions?

### Where will we live?

**THE PRESENT:** 7 billion people



**THE YEAR 2050:** 9 billion people



## WRITING SKILL: Describing Trends

↑ increase / go up

It will increase **to** 9 billion **by** 2050.

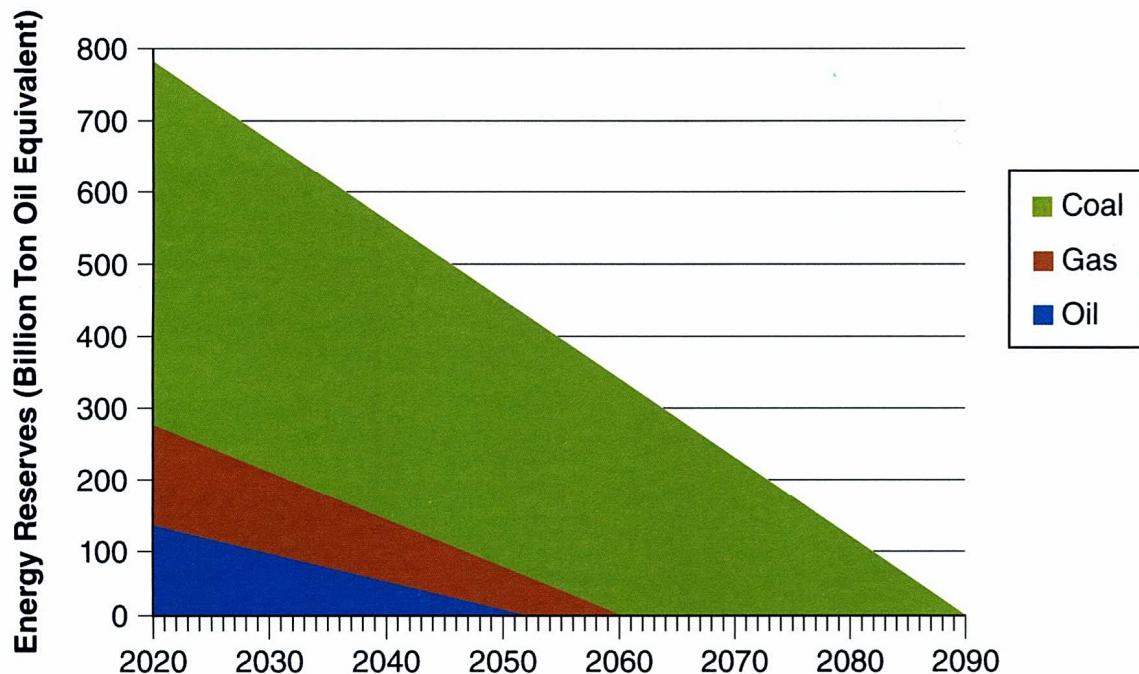
↓ decrease / go down

In the future, this will probably go up **to** 70%.

The number of people in the countryside will decrease **to** 30%.

**E** Look at the chart. Then complete the description of non-renewable energy in the future.

### Global Non-renewable Energy



We probably (1) won't have any coal, gas, or oil (2) \_\_\_\_\_ 2090. At the moment, we have about 150 billion tons of oil, but we (3) \_\_\_\_\_ use all of it by 2052. By 2030, gas will (4) \_\_\_\_\_ about 200 billion. We still have a lot of coal in the world, but it will (5) \_\_\_\_\_, and by 2090 we (6) \_\_\_\_\_ won't have any coal left.

by  
decrease  
go down to  
probably  
will  
won't

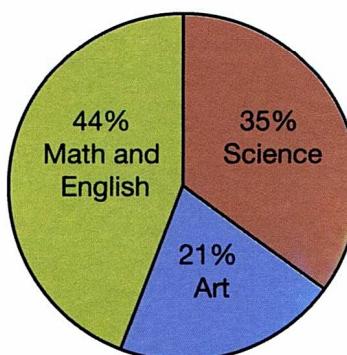


### GOAL CHECK

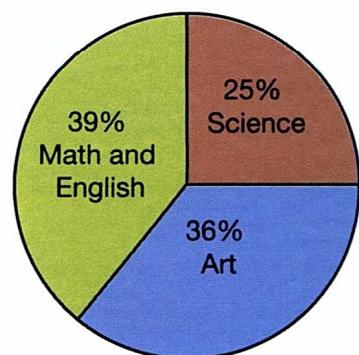
#### Describe Future Trends

Look at the information about what classes students take and write a description of the future trends. Use the paragraph in E as a model. Share your description in pairs. Then discuss if you think these trends are true for your city.

**PRESENT:** 250 students



**2030:** 400 students



# VIDEO JOURNAL

## TED TALKS

### A VIRTUAL CHOIR 2,000 VOICES STRONG

**A MY WORLD** In pairs, ask and answer the questions about music.

1. Who is your favorite musician?
2. Are you a fan of other musicians?
3. Do you ever sing? If yes, is it with a choir?
4. Do you play a musical instrument? If yes, which one?

**B** Watch the TED Talk. Number the stages of the project in the order Eric talks about them.

- 1 One day, Eric watched a video of a girl singing his music. It gave him an idea.
- 2 Eric posted a piano track so the singers could hear the music.
- 3 Scott Haines edited all the videos together.
- 4 Eric recorded a track of himself conducting the music to the song "Lux Aurumque."
- 5 Singers started uploading their videos.
- 6 On Eric's blog, he asked singers to record videos of themselves singing his music.
- 7 Eric posted the virtual choir video online.

**C** Watch the video again. Match the people to a–f.

1. A friend of Eric
  2. Britlin Losee
  3. Scott Haines
  4. Melody Myers
  5. Eric
- a. She said, "I'm a little nervous!"
  - b. He said, "This is the project I've been looking for my whole life."
  - c. He said, "You have got to see this!"
  - d. He said, "I'll stop it there."
  - e. The winner of the soprano solo contest

**D** Complete the sentences about the video.

connect download link  
post upload virtual

1. A  choir is a group of singers connected by the internet.
2. A friend emailed Eric a  to a YouTube video.
3. Eric wanted other singers to  their videos to YouTube.
4. The singers could  the music for free.
5. After the singers recorded their voices, they started to  their videos.
6. Eric thinks that technology and music can  people from around the world.

**E** Conductors usually work in person, but Eric conducts the choir online. In groups, think of a job and discuss if it is possible to do it online.

**F** Do you like to do the following things *online, in person, or both*? Add an idea of your own.

- |                         |        |           |      |
|-------------------------|--------|-----------|------|
| 1. Play games           | Online | In person | Both |
| 2. Take classes         | Online | In person | Both |
| 3. Talk to family       | Online | In person | Both |
| 4. Go shopping          | Online | In person | Both |
| 5. Explore the world    | Online | In person | Both |
| 6. <input type="text"/> | Online | In person | Both |

**G** Interview a classmate about what he or she prefers in **F**. Ask them to explain why. For the things they do online, ask them to explain how they do them.

## **ERIC WHITACRE**

Composer, Conductor

Eric Whitacre's IDEA WORTH SPREADING  
is that technology and music can connect  
us in wonderful, unexpected ways. Watch  
Whitacre's full TED Talk on [TED.com](http://TED.com)

