

2

WHAT MAKES US UNIQUE? WHAT IS  
IMPORTANT IN YOUR LIFE? HOW DO  
LIKE TO SPEND YOUR TIME? WHO DO  
YOU MAKE DECISIONS? WHERE  
ALIKE AND DIFFERENT? HOW  
US?

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



**ELLevate**  
ENGLISH

In this unit, I will learn to . . .

- talk about helping others and working as a volunteer.
- use *will* and *going to*.
- listen and read for the main idea.

## 1 | Get Ready



### Why is helping others important?



**A. Look at the picture and read the text. What do volunteers help out with? What is a community center? Listen to the audio.**

Min and Gun were born in the United States, but their parents came from Korea. Min and Gun are volunteers at a **community** service center in Los Angeles. The center is an **organization** that helps Korean immigrants in the United States. This is **necessary** work, but the volunteers are not paid a salary.

Min speaks and reads English and Korean and helps Korean immigrants. Min is 14 years old, and she likes to work with kids. Some immigrants have young children that don't speak English. Min works at the center every Wednesday afternoon.

Min's brother Gun is studying accounting at California State University, Los Angeles. Gun helps Koreans with paperwork, for example, with their yearly tax returns. His "clients" are happy with Gun's work. Paperwork helps Korean immigrants **improve** their situation.

Gun believes that the new immigrants **need** a lot of help, but there are not enough volunteers to help them.



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

- Min and Gun's parents arrived in the U.S. from Korea. T    F  
\_\_\_\_\_
- Min likes children. T    F  
\_\_\_\_\_
- Gun is 14 years old. T    F  
\_\_\_\_\_
- Gun works as an accountant at the university. T    F  
\_\_\_\_\_
- There are enough volunteers to help the new immigrants. T    F  
\_\_\_\_\_

## Pair and Share



**Ask and answer questions about helping others.**

Are there community centers in our city?

Yes, there is one in . . .

If you did volunteer work, what would you do?

I would . . .

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

**Tom:** Hi, everybody! Today, Gwen and I will be talking about being **kind**.

**Gwen:** For example, helping your parents is a way to show them **respect**. You can also be **generous** to your brothers and sisters by sharing your things with them.

**Tom:** Older and sick people often have a need for help. For example, it's **useful** if you go shopping for a sick person.

**Gwen:** Exactly. Many people **believe** that you should do a good deed every day. You can improve a person's life and be a source of **happiness** just by doing something small. Have you helped others **recently**?

**Tom:** Let's listen to some music, and we'll be back.

**Word Box**

believe	necessary
community	need
generous	organization
happiness	recently
improve	respect
kind	useful



**B. Complete the sentences using words from the word box.**

**Tom:** Hi, everybody! Today we're talking about being (1) \_\_\_\_\_.

**Gwen:** Right, Tom. For example, you can do (2) \_\_\_\_\_ things for your family: clean the floors, wash the dishes, or prepare breakfast on a Saturday. These are all (3) \_\_\_\_\_ chores.

**Tom:** Very true, Gwen! When you help people in your family, you make them happy. This (4) \_\_\_\_\_ then comes back to you.

**Gwen:** Yes! Or maybe you can do some volunteer work in your (5) \_\_\_\_\_, or you can be (6) \_\_\_\_\_ with a donation to an (7) \_\_\_\_\_ that needs money.

**Tom:** Helping others is easy! Let's listen to some music, and we'll be back. This is the latest song . . .

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

1. respect	•	• think something is true or correct
2. need	•	• make better
3. recently	•	• something necessary for a person to have
4. improve	•	• not long ago
5. believe	•	• a feeling for someone who you think highly of as a result of their abilities or qualities

A



SARAH

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

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

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

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

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

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

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

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

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

B

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

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

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

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

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

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

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

C

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

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

D

**shall**

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

## 28.6 Traduce al inglés.

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

llegar tarde = be late  
carrera = race  
resultado = result

A



Se puede usar **I'll** ... (**I will**) cuando decidimos u ofrecemos hacer algo:

- A: My bag is very heavy.
- B: **I'll carry** it for you. *Yo te lo llevo/llevaré.*
- A: **I'll phone** you tomorrow, OK? *Te llamo/llamaré (por teléfono) mañana, ¿de acuerdo?*
- B: OK, bye.

Con frecuencia se dice **I think I'll** ... / **I don't think I'll** ... cuando decidimos hacer o no hacer algo:

- I'm tired. **I think I'll go** to bed early tonight.  
... *Creo que me acostaré pronto esta noche.*
- It's a nice day. **I think I'll sit** outside.  
... *Creo que me sentaré fuera.*
- It's raining. **I don't think I'll go** out. (*no I think I will not go out*)  
... *No creo que salga. o Creo que no saldré. (→ Unidad 28)*

No uses el PRESENT SIMPLE (**I go** / **I phone** etc.) en frases de este tipo:

- I'll phone** you tomorrow, OK? (*no I phone you*)
- I think **I'll go** to bed early. (*no I go to bed*)

B

No uses **I'll** para hablar de decisiones ya tomadas (→ Unidades 26–27):

- I'm **working** tomorrow. (*no I'll work*)
- There's a good film on TV tonight. **I'm going to watch** it. (*no I'll watch*)
- What **are** you **doing** at the weekend? (*no What will you do*)

C

**Shall I ... ? Shall we ... ?**



**Shall I / Shall we ... ?** se usan para ofrecerse a hacer algo o para proponer hacer alguna cosa. Observa en los siguientes ejemplos la equivalencia con el español:

- It's very warm in this room. **Shall I open** the window? ... *¿Abro / Quieres que abra ... ?*
- 'Shall I **phone** you this evening?' 'Yes, please.' *¿Te llamo / Quieres que te llame ... ?*
- I'm going to a party tonight. What **shall I wear**? ... *¿Qué me pongo?*
- It's a nice day. **Shall we go** for a walk? ... *¿Vamos / Quieres que vayamos a dar un paseo?*
- Where **shall we go** for our holidays this year? *¿Dónde vamos ... ?*
- 'Let's go out this evening.' 'OK, what time **shall we meet**?' ... *¿A qué hora nos vemos?'*

## 29.1 Completa las frases con I'll (I will) + uno de estos verbos:

~~carry~~ do eat send show sit stay

- 1 My bag is very heavy.
- 2 Enjoy your holiday.
- 3 I don't want this banana.
- 4 Do you want a chair?
- 5 Did you phone Jenny?
- 6 Are you coming with me?
- 7 How do you use this camera?

- 1 I'll carry ..... it for you.
- 2 Thank you. .... you a postcard.
- 3 Well, I'm hungry. .... it.
- 4 No, it's OK. .... on the floor.
- 5 Oh no, I forgot. .... it now.
- 6 No, I don't think so. .... here.
- 7 Give it to me and ..... you.

## 29.2 Completa las frases con I think I'll ... o I don't think I'll ... + uno de estos verbos:

buy buy ~~go~~ have play

- 1 It's cold today. I don't think I'll go ..... out.
- 2 I'm hungry. I ..... something to eat.
- 3 I feel very tired. .... tennis.
- 4 I like this hat. .... it.
- 5 This camera is too expensive. .... it.

## 29.3 ¿Cuál de los verbos es correcto?

- 1 ~~I phone~~ / I'll phone you tomorrow, OK? (I'll phone es la forma correcta)
- 2 I haven't done the shopping yet. I do / I'll do it later.
- 3 I like sport. I watch / I'll watch a lot of sport on TV.
- 4 I need some exercise. I think I go / I'll go for a walk.
- 5 Gerry is going to buy / will buy a new car. He told me last week.
- 6 'This letter is for Rose.' 'OK. I give / I'll give / I'm going to give it to her.'
- 7 A: Are you doing / Will you do anything this evening?  
B: Yes, I'm going / I'll go out with some friends.
- 8 I can't go out with you tomorrow night. I work / I'm working / I'll work.

## 29.4 Escribe frases con Shall I ... ? Elige palabras de los dos cuadros.



make turn off  
~~open~~ turn on

some sandwiches the television  
the light ~~the window~~



- 1 It's very warm in this room.
- 2 This programme isn't very good.
- 3 I'm hungry.
- 4 It's dark in this room.

Shall I open the window?

## 29.5 Escribe frases con Shall we ... ? Elige palabras de los dos cuadros.



what where  
~~what time~~ who

buy invite  
go ~~meet~~



- 1 Let's go out tonight.
- 2 Let's have a holiday.
- 3 Let's spend some money.
- 4 Let's have a party.

OK, what time shall we meet?

## 29.6 Traduce al inglés.

- 1 No tengo dinero ahora. Te pago mañana.
- 2 Creo que me quedaré en casa esta tarde.
- 3 Te veo mañana a las 10, ¿de acuerdo?
- 4 El viernes próximo limpiaremos el coche, ¿de acuerdo?
- 5 '¿Quieres que haga té?' 'Sí, por favor.'
- 6 Hace frío. ¿Cerramos las ventanas?
- 7 Estoy muy cansado. Hablamos mañana.
- 8 ¿Quieres que vayamos al cine?
- 9 ¿Te traigo el periódico?



### Will for future

Use **will** + verb to express the future tense. For a negative idea, use **will not** or **won't**.

The auxiliary *will* is the same for all persons: *I will play, she will listen, they will learn*. The negative form is *won't*.

	Examples with time expressions
affirmative	He <i>will cook</i> dinner <b>on Saturday</b> .
negative	They <i>won't sing</i> songs in Spanish class <b>tomorrow</b> .
Yes / No questions	<i>Will you study</i> grammar <b>tonight</b> ?
Wh- questions	Where <i>will they go</i> to high school <b>next year</b> ?

For grammar reference, go to Grammar Appendix.



She *will teach* her cousins to make pizza.



She *will help* her brother with his homework.



She *will learn* how to change a tire.

### A. Complete the sentences with a logical time expression for the future.

- Will you do your homework this afternoon or \_\_\_\_\_?
- Janine won't go to the movies with us \_\_\_\_\_.
- I'll go to high school \_\_\_\_\_!
- I'd like to be an astronaut \_\_\_\_\_.
- We'll go to the market \_\_\_\_\_ because we don't have any tomatoes.

### B. Complete the sentences using *will* / *won't* and the verbs from the box.

buy  
harvest

do  
plant

eat  
prepare

help  
pull

Gerald's family has a community garden: a vegetable garden that isn't close to their house. A community garden is a lot of work, and everybody needs to help. The family divided up the tasks for next month:

Mr. Brown will clean the land. His wife and Gerald (1) \_\_\_\_\_ him. Mr. Brown (2) \_\_\_\_\_ (not) it alone.



Mrs. Brown (3) \_\_\_\_\_ some tomato seeds at the store with Jim, Gerald's little brother.

But Mrs. Brown (4) \_\_\_\_\_ (not) the seeds in the garden; Jim will do it.

The family has carrots in their garden that are ready to harvest. Gerald (5) \_\_\_\_\_ the carrots.

Jim (6) \_\_\_\_\_ some lettuces out of the ground. Mrs. Brown (7) \_\_\_\_\_ salads with the vegetables for many days.

And who (8) \_\_\_\_\_ the salads? They all will!

### Be going to express future

**Be + going to** + verb can also be used to express that something will happen in the future:

**Are you going to donate** money to the Red Crescent?

Yes, but **I'm not going to give** a lot this time. **I'm going to donate** five dollars.

**Will** and **going to** can express different intentions. *Will* is often used to make an offer or a decision in the moment, and to make a prediction:

*I'll help* you with that task (right now).

It **will rain** today!

*Going to* is used to express a planned decision:

**I'm going to help** my grandmother after school tomorrow.

### C. Complete the sentences using *going to* and the verb indicated.

**Arav:** Hey, Vivan, (1) \_\_\_\_\_ you  
(2) \_\_\_\_\_ (go) on vacation?

**Vivan:** No, I'm not. I (3) \_\_\_\_\_ (work) as a  
volunteer in an animal shelter.

**Arav:** Really? Where (4) \_\_\_\_\_ you  
(5) \_\_\_\_\_ (do) that?

**Vivan:** Here, in Jaipur! There are many abandoned  
animals that live on the streets—mostly dogs,  
but also monkeys and birds.  
I (6) \_\_\_\_\_ (help) feed the animals  
and find them a new home.

**Arav:** Is there a hospital, too?

**Vivan:** Yes, but I (7) \_\_\_\_\_ (not/work) there.  
If I see blood, I faint! Actually, my sister  
(8) \_\_\_\_\_ (help) at the hospital. She  
wants to be a vet.



### Pair and Share



**Ask and answer questions about helping others.**

How do you normally help  
in your family?

I normally help . . .

Who are you going to help  
later?

I'm going to help . . .


**Listening Strategy:**  
**Listen for the main ideas**

- Listen to the complete audio once. Don't worry about understanding all the details.
- Listen for the most important idea.
- The main idea is normally repeated.

**Before Listening**

**A. Look at the pictures. How are the people in the pictures feeling?**



**B. Listen to the audio. Then choose the correct main idea.**

Helping and giving to others \_\_\_\_\_

1. makes you feel good too.
2. doesn't cost any money.
3. is something you can do at school.



**C. Listen again and number the pictures in the order you hear them.**

**After Listening**

**D. When did you last help somebody? How did you feel afterwards? Share with a partner.**


**Silent -t**

Some words have a "silent *t*" where the *t* sound is not pronounced.

Example: *Did you **lis[t]en** carefully?*



**A. Listen to the audio and circle the word that has a silent -t.**

1. Many Americans celebrate Christmas; but there are other winter festivals too.
2. You need to fasten your seat belt when you're sitting in the car.
3. There's a beautiful bird outside, and it's singing. Listen!
4. Do you often watch scary movies?



**B. Listen to the audio and repeat.**

## 6 | Conversation



### Speaking Strategy: Show support and offer help

- Offer help: *What's the matter? Do you want to talk about it? Can I help?*
- Show you are listening by nodding and saying: *Yes. Right. I'm so sorry. That's terrible. How awful.*
- Rephrase what the other person said to show that you understood.



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

**Trish:** Kayla, you look upset. (1) \_\_\_\_\_?

**Kayla:** I feel terrible. I lost my new jacket.

**Trish:** (2) \_\_\_\_\_?

**Kayla:** My mom gave me a new jacket for my birthday last month, and I lost it. When she finds out, she'll be so angry with me! Trish, I don't know what to do.

**Trish:** (3) \_\_\_\_\_. (4) \_\_\_\_\_?

**Kayla:** Well, maybe we can look for the jacket together.

**Trish:** Yes, let's do that. But right now we need to get to class. Come on, Kayla!

**Kayla:** You're right, let's go.

### B. Your Turn

**Roleplay the conversation with a partner. How would Trish respond?**

Your idea: \_\_\_\_\_

\_\_\_\_\_



**C. Listen to the audio and take notes. Prepare to talk about an imaginary problem.**

### Pair and Share



**Ask and answer questions about an imaginary problem.**

... , you look upset. What's the matter?

I have a problem ...

That's awful. Can I help?

Maybe you can ...



### Reading Strategy: Read for the main idea

- Read the text quickly.
- Don't worry about understanding all the details.
- Find the most important idea.
- The main idea is normally in the title and the first and last paragraphs.

### Before Reading

**A. Look at the picture and discuss the questions.**  
**Is everybody generous? Why or why not?**



**B. Read the text. Underline the title and the main idea in the first and last paragraphs.**



### A Culture of Giving

Every year, the Charities Aid Foundation finds out which countries are the most **generous**. Southeast Asian countries usually rank pretty high. In fact, Myanmar came in first place.

#### What Is Generosity?

Generosity is the act of being **kind** to others and giving more than is needed. Simple acts of generosity include giving your seat to an older person on a bus, helping others, or donating time or money to a good cause. Charities Aid Foundation asks people from around the world three questions to determine how generous a country is.

1. Have you given money to charity in the last month?
2. Have you volunteered in the last month?
3. Have you helped a stranger in the last month?

Ninety-two percent of the people in Myanmar responded that they have **recently** donated money. Many people are quite surprised because they **believe** that only people in wealthy countries normally donate money. Myanmar is one of the poorest countries in the world, but its people more frequently donate money than people from the wealthiest countries. Thailand came in second place in this category, scoring 87 percent.

#### Cultural Belief

Why is helping others an important part of Myanmar's culture? Actually, this cultural belief is important in many countries in Southeast Asia. In some countries, people believe that what you do in this life will affect your next life. But in Myanmar, Thailand, Cambodia, and Laos, there is a strong culture of giving. People don't give because they have to, but because they want to help those in **need**. They believe giving will bring you **happiness**.

**After Reading**

**C. Complete the sentences.**

1. The Charities Aid Foundation found that Myanmar is \_\_\_\_\_
2. An example of an act of generosity is \_\_\_\_\_
3. Myanmar is a poor country, but 92 percent \_\_\_\_\_
4. People in Myanmar donate money \_\_\_\_\_
5. People in Southeast Asia believe that \_\_\_\_\_

**D. Write the main idea of the text in your own words.**

\_\_\_\_\_

**8 | Writing** 

**Writing Strategy:  
Plan a paragraph**

- Decide on the main idea of your paragraph.
- Write a summary sentence.
- Then add details.

**A. Work with a partner. Choose a value that is important in your society. Describe it in one sentence.**

**B. Read the text below. Look at the main idea and the supporting details. Discuss how they fit into the paragraph.**

**Equality** is an important American value.

- People of different ethnic backgrounds are equal.
- Everybody’s participation is valued in meetings and discussions.
- The boss listens to everybody.

Equality is an important American value. Equality means that people are equal, regardless of their ethnic backgrounds. Everybody’s participation is valued in meetings and discussions. The boss listens to everybody. It’s not the boss who tells the workers what to do; the boss is a participant, too.



**C. Write a paragraph using the information you discussed in Activity A.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# UNIT 11

# Requests

In this unit, I will learn to . . .

- talk about requests.
- use *want*, *tell*, *ask* and other structures for requests.
- read and listen for inferred requests.

## 1 | Get Ready



### What do people often wish for?

#### A. Look at the pictures and answer the questions. Then listen to the audio.

1. Are these events happy or sad?

2. What do you think they are celebrating?



### Dying Wishes

Some people make a special **request** when they are going to die. Here are three cases.

Brett Marie Christian was 15 and dying of leukemia. She lived in a hospice, a hospital for dying people. Before her **death**, she had one request: to have a formal dance party at the hospital. Brett Marie wore a pink dress and danced with her friend, Treyton. She died three days later.

Pete Hodge loved to fish in a river. One year he got very **sick**. Before he **died** at 61, he told his family about his dying **wish**. He said, "Make my ashes into bait to catch fish, and throw the bait into the river." A friend made 15 kilos of bait with corn and Pete's ashes. Pete's family then threw the bait in the river.

Wing-Yu from Hong Kong had a special wish when she was ill: she wanted to have a birthday celebration in a theme park. But she was so sick that she couldn't go. Fortunately, later she got better. She celebrated her 17th birthday in Disneyland.

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

1. Brett Marie had the party she wished for. T F  
\_\_\_\_\_
2. Pete's hobby was fishing. T F  
\_\_\_\_\_
3. Pete's friends and family didn't want to follow Pete's request. T F  
\_\_\_\_\_
4. Wing-Yu died before her wish came true. T F  
\_\_\_\_\_

### Pair and Share



#### Ask and answer questions about requests.

What was the most unusual request on this page?

I think . . . because . . .

#### Ask and answer questions with your personal ideas.

Do you have a special wish?

Yes, I would like to . . .

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

Do you want to make the world a better place? You may think it's difficult to do because you cannot change important things, like **crime**, **violence**, or **poverty** in your city. But you can live in **peace** and be nice to a **sick** person, for example. You can do **favours** for people when you see they need help, not only when they have an **illness**. You can also do things to help the natural **ecology** of the Earth. Small actions make a difference, and you may leave the world a nicer place for the people around you.

**Word Box**

crime	peace
death	poverty
die	request
ecology	sick
favor	violence
illness	wish



**B. Complete the sentences using words from the box. Then listen and check your answers.**

When you ask people what they (1) \_\_\_\_\_ for, they often ask for (2) \_\_\_\_\_. People want the (3) \_\_\_\_\_ and (4) \_\_\_\_\_ in their cities and neighborhoods to end. Also the end of (5) \_\_\_\_\_ is a frequent (6) \_\_\_\_\_: people need some money for food, housing, clothes, education, and so on. People also wish for health because when you are (7) \_\_\_\_\_, you're less happy. People also don't want their relatives to (8) \_\_\_\_\_ when they are sick. Finally, people wish for a healthy relationship between nature and humans: the natural (9) \_\_\_\_\_ of Earth.

**C. Match the words to the correct definitions.**

1. favor	•	a kind act that you do for someone
2. illness	•	behavior that hurts someone or damages things
3. peace	•	a disease that makes a person sick
4. poverty	•	the state of being poor
5. violence	•	a desire for something to happen even though it may not be possible
6. wish	•	the opposite of violence; no war or fighting

# can y could

A



He **can** play the piano.  
Sabe tocar el piano



¿Podría abrir la puerta, por favor?

**can** va seguido de un infinitivo (**can do** / **can play** / **can come** etc.):

I/we/you/they he/she/it	<b>can</b> <b>can't (cannot)</b>	<b>do</b> <b>play</b> <b>see</b> <b>come</b> etc.
----------------------------	-------------------------------------	--

<b>can</b>	I/we/you/they he/she/it	<b>do?</b> <b>play?</b> <b>see?</b> <b>come?</b> etc.
------------	----------------------------	--

B

**I can** do something significa 'sé hacer algo' o 'puedo hacer algo'.

**I can** do something = Sé hacer algo

- I **can** play the piano. My brother **can** play the piano too.
- Sarah **can** speak Italian, but she **can't** speak Spanish.
- 'Can you swim?' 'Yes, but I'm not a very good swimmer.' '¿Sabes nadar?' ...

**I can** do something = Puedo/Soy capaz de hacer algo

- 'Can you change twenty pounds?' 'I'm sorry, I **can't**.'
- I'm having a party next week, but Paul and Rachel **can't** come.
- This box isn't very heavy. I **can** lift it.

C

Para el pasado (yesterday / last week etc.), se usa **could/couldn't**:

- When I was young, I **could** play the piano very well.  
... sabía tocar el piano ...
- Before Maria came to Britain, she **couldn't** understand much English. Now she **can** understand everything. ... no podía entender ... Ahora lo entiende todo.
- I was tired last night, but I **couldn't** sleep. ... no pude dormir.
- I had a party last week, but Paul and Rachel **couldn't** come. ... no pudieron venir.

D

**Can you ... ? Could you ... ? Can I ... ? Could I ... ?**

Se usa **Can you ... ?** o **Could you ... ?** para pedir a las personas que hagan algo:

- Can you** open the door, please?  
o **Could you** open the door, please? = ¿Puedes/Podría ... ?
- Can you** wait a moment, please?  
o **Could you** wait ... ?

Se usa **Can I have ... ?** o **Could I have ... ?** para pedir cosas (= Quisiera .../Desearía .../¿Me da ... ?):

- (en una tienda) **Can I have** these postcards, please? o **Could I have** ... ?

**Can I ... ?** o **Could I ... ?** = ¿Puedo ... ?:

- Tom, **can I** borrow your umbrella?  
o Tom, **could I** borrow your umbrella?
- (al teléfono) Hello, **can I** speak to Gary, please? o ... **could I** speak ... ?



## 31.1 Pregúntale a Steve si sabe hacer estas cosas.



You



Steve

1 *Can you swim?*

2 .....

3 .....

4 .....

5 .....

6 .....

¿Y tú? escribe frases sobre lo que sabes o no sabes hacer. Usa I can o I can't.

7 I .....

8 .....

9 .....

10 .....

11 .....

12 .....

## 31.2 Completa estas frases usando can o can't + uno de estos verbos:

~~come~~ find hear see ~~speak~~

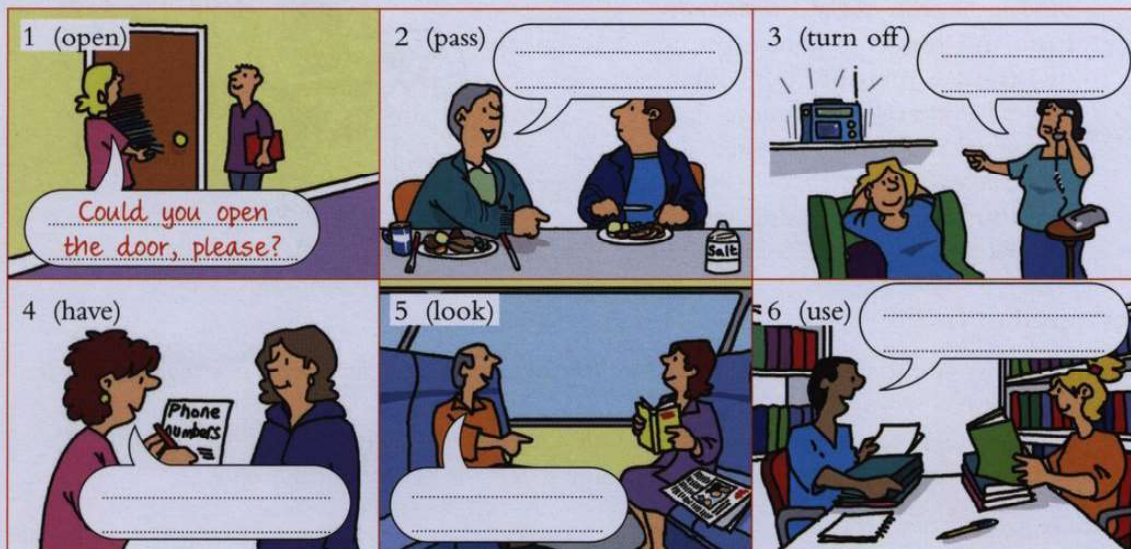
- I'm sorry, but we *can't come* to your party next Saturday.
- I like this hotel room. You ..... the mountains from the window.
- You are speaking very quietly. I ..... you.
- Have you seen my bag? I ..... it.
- Catherine got the job because she ..... five languages.

## 31.3 Completa estas frases. Usa can't o couldn't + uno de estos verbos:

decide eat find go go ~~sleep~~

- I was tired, but I *couldn't sleep* .
- I wasn't hungry yesterday. I ..... my dinner.
- Kate doesn't know what to do. She .....
- I wanted to speak to Martin yesterday, but I ..... him.
- James ..... to the concert next Saturday. He has to work.
- Paula ..... to the meeting last week. She was ill.

## 31.4 ¿Qué dirías en estas situaciones? Usa can o could.



## 31.5 Traduce al inglés.

- ¿Puedo usar tu teléfono?
- Sé hablar francés, pero no sé hablar italiano.
- Brian no sabe nadar, pero sabe esquiar muy bien.
- Rosa sabe tocar la guitarra. También sabe tocar el piano.
- Cuando (yo) era más joven sabía patinar muy bien.
- ¿Me ves? "Te oigo, pero no te veo."
- Mi hermano no sabe conducir.
- ¿Podrías dejarme 30 euros?
- Bruce no pudo arrancar el coche ayer.
- ¿Me da un bolígrafo, por favor?

patinar = skate  
dejar = lend  
arrancar = start



### Can / Could to express possibility

**Can** and **could** is used to express possibility in the present and past.

Examples:

*On some TV shows, contestants **can win** big prizes.*

*My dad **couldn't go** to the supermarket after work; he **didn't have** time.*



### A. Complete the sentences using **can**, **can't**, or **could**.

In the past, you (1) \_\_\_\_\_ buy CDs of all your favorite bands. You (2) \_\_\_\_\_ do that anymore. Many CDs came with a booklet where you (3) \_\_\_\_\_ read the lyrics of the songs. You (4) \_\_\_\_\_ only buy complete albums. Nowadays, you (5) \_\_\_\_\_ buy individual songs on the Internet, which is cheaper, and you (6) \_\_\_\_\_ listen to them immediately.

So what do you prefer? CDs or downloading songs?

### Will / Would to express possibility

Use **will** when you think something will happen.

Example: *I think it **will rain** this afternoon, so let's take our umbrellas.*

Use **would** in the past to say what you thought would happen.

Example: *I thought it **would rain**, so I took my umbrella.*



### B. Read the sentences and circle the correct words.

1. I brought more money. I thought the restaurant (will / would) be more expensive.
2. It's 7:30. Do you think there (will / would) still be tickets for the 8 o'clock show?
3. There are many journalists at the hotel. They are hoping that the president (will / would) give a press conference.
4. It's late; we need to go. We (won't / wouldn't) have time to shower before going to school.
5. The organizers told me that there (will / would) be a break for lunch.

## Want / Tell / Ask for requests

When you want to report a request, a verb like **want / tell / ask** is used with a *to* clause. The pattern is *want / tell / ask*, the object (receiver of the action), and an infinitive form of the verb.

Subject	Want / tell / ask	Object	Infinitive	Complement
I	<b>asked</b>	my mom	to give	me permission to go to the movies with my friend Li.
My mom	<b>wanted</b>	me	to send	her a message when we arrived at the mall.
She	<b>told</b>	me	to return	with Li's parents.

For grammar reference, go to Grammar Appendix.

### C. Put the words in the correct order.

1. My father / the dishes. / me / wanted / to wash

---

2. my sister / to lend me / I / her cell phone. / asked

---

3. told / for Tuesday. / The teacher / to do the homework / us

---

4. to come / Leo / his friends / asked / to his birthday party.

---

5. Jasmin / with her. / wanted / me / to have lunch

---

### Let / Will to show intentions

Use **Let me** and **I'll** to show your intention to do something immediately.

Example: **Let me help** you! **I'll take** that heavy bag!

### D. Write sentences using *Let me* or *I'll*.

1. You see a boy who is carrying a lot of books and papers. He wants to open a door, but he doesn't have any free hands. What do you say?

---

2. An old woman has difficulty walking. She wants to cross the street, but she is afraid of the traffic. What do you say?

---

### Pair and Share



#### Ask for and show your intention to help.

Can you help me carry this?

Sure. Let me help you.

#### Ask and answer about possibilities.

Do you think it will rain tomorrow?

No. I think the weather will be sunny.



## Listening Strategy:

## Make an indirect request or suggestion

There are many ways to make requests and suggestions in conversation. Sometimes you make a request indirectly:

- *Perhaps you should* do it again. (Direct = Could you do it again?)
- *You might consider* doing it tomorrow. (Direct = Would you do it tomorrow?)
- *It might be a good idea to* go to the store and buy some apples. (Direct = Please go to the store and buy some apples.)

## Before Listening

**A. Look at the pictures. What do you think the people are asking?**



**B. Listen to the audio. Then answer the questions. Listen again to check your answers.**

1. What subject does Dayna have a problem with?

\_\_\_\_\_

3. What is Miguel's problem?

\_\_\_\_\_

2. What is Elsa's recommendation?

\_\_\_\_\_

4. What is the solution that Miguel likes?

\_\_\_\_\_

## After Listening

**C. A friend of yours has lost a lot of money. Make four indirect suggestions about what he / she can do. Share them with a partner.**

1. Maybe you should \_\_\_\_\_

3. It might be a good idea to \_\_\_\_\_

2. You might consider \_\_\_\_\_

4. Perhaps you should \_\_\_\_\_



## Short o vs long o

The letter o has two main sounds: long as in *boat*, and short as in *pop*. Also some letters like *l* and *r* can influence the sound, for example, *l* in *old* and *r* in *or*.

**A. Listen to the audio. Check (✓) the word you hear.**

1. [ ] got [ ] goat

2. [ ] off [ ] oaf

3. [ ] slop [ ] slope

4. [ ] not [ ] note

5. [ ] rot [ ] wrote

6. [ ] bought [ ] boat

**B. Listen to the audio and repeat.**

## 6 | Conversation



### Speaking Strategy: Make direct requests

Make direct requests like this:

- *Can you* (open the window)?
- *Could you* (change a 20-dollar bill)?
- *Please* (water these plants for me).

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

**Kylie:** Cooking is fun! Cooking is so fun!

**Brooke:** Listen, great cook. (1) \_\_\_\_\_ me, please?

**Kylie:** I *am* helping! I went to the market with you.

**Brooke:** Yes, but now we need to cook. We promised Mom and Dad! (2) \_\_\_\_\_ those zucchini? And (3) \_\_\_\_\_ the oven to 150 degrees.

**Kylie:** Alright. What's next?

**Brooke:** I don't understand these instructions. (4) \_\_\_\_\_ them?

**Kylie:** OK, (5) \_\_\_\_\_ the cookbook. This is going to be a long evening . . . What if we ordered pizza?

### B. Your Turn

**Roleplay the conversation with a partner. How would Brooke answer the last question?**

Your idea: \_\_\_\_\_

\_\_\_\_\_

**C. Listen to the audio. Take notes and prepare to make requests.**

### Pair and Share



**Make a direct request for something from your parents.**

Can I stay out late on Friday night?

Well, let me think about it . . .

**Make requests to work together with a partner at school.**




Could you . . . ?

Sure, no problem.



### Before Reading

#### A. Look at the pictures. Match the names with the countries.

Fernanda Jimenez, Colima	• •	Italy 
George Batenga, Dar es Salaam	• •	Mexico 
Giancarlo Rossi, Rome	• •	Tanzania 

### Reading Strategy:

#### Make a request through inference

Making indirect requests requires the reader to infer what you want him / her to do. This is usually a polite way of asking someone to do something. For example:

- A man might email a friend: *Do you think you could help me paint these walls?*
- What he really means is: *I need you to help me paint these walls.*



#### B. Read the emails. Underline the key sentences that use inference to make a request.

Dear Mr. Kificho,

My name is George Batenga and I am a student in Mbeya Secondary School, class 8B. We talk about protecting wild animals, like lions and elephants in school, but I believe that the whole environment needs protection, such as plants and small insects. I am also worried about the pollution that ends up in the river next to our school. The secondary school in the next town has a protection and cleaning program. Can we have something similar?

Thank you very much!

Regards,  
George Batenga

Hi Aunt Lina,

How are you? When we watch the news about what's happening in the city, we worry about you and your cousin Pablo. It looks like there is a lot of crime, poverty, and violence in the capital. Here in our town, life is peaceful and quiet. My parents and I live here in peace and without worries. We have space in our house and two empty bedrooms. Why don't you come and stay for the weekend? Maybe you will like it here.

Please think about it!

Fernanda

## After Reading

### C. Answer the questions.

1. Does your school have programs to protect the environment? Explain your answer.
2. Does your city have a problem with crime or poverty? Explain your answer.

8 |

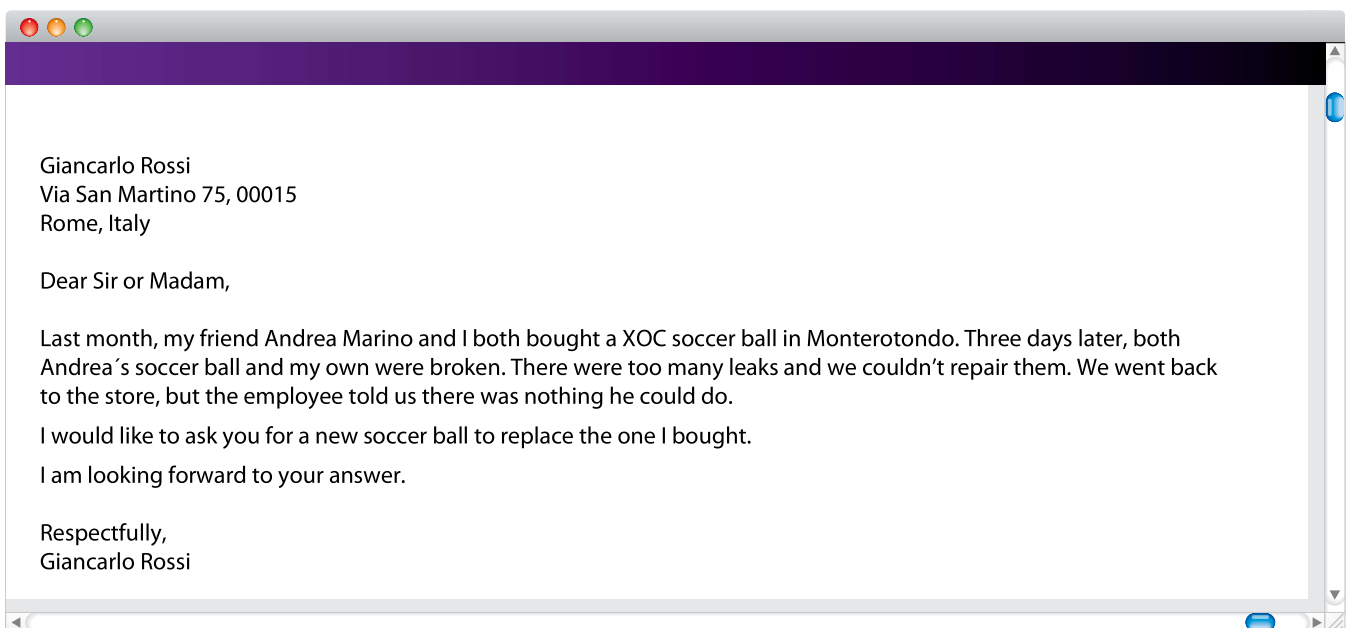
## Writing



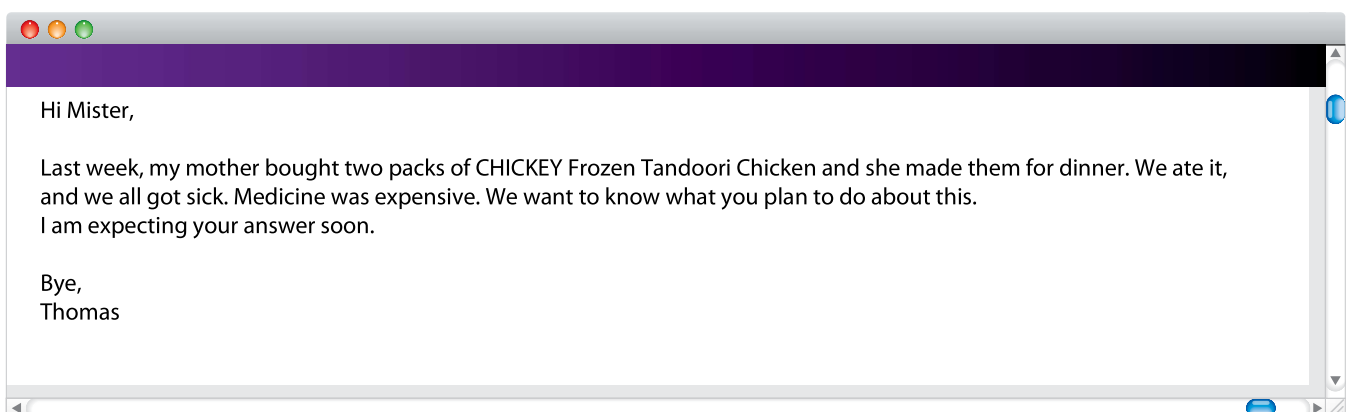
### A. Work with a partner. Circle the reasons for the request in the email.

#### Writing Strategy: Make a formal request

- Remember to keep the language formal and polite by making indirect requests.
- Give reasons for your request.



### B. Underline all the words which are too informal in the following email.



### C. Rewrite the email and make it more formal. Use the email in Activity A as an example.

**ABC** Vocabulary

**A. Complete the sentences using the verbs from the box.**

<b>believed</b>	<b>died</b>	<b>hasn't improved</b>
<b>promoted</b>	<b>tried</b>	<b>wished</b>

**Flower Power**

The flower power movement was a symbol of ant violence in the U.S. and other places around the world. The “flower children” (1) \_\_\_\_\_ peace. They liked to wear clothes with flowers in vibrant colors.

They never had an official organization. The individuals (2) \_\_\_\_\_ to be kind to others. They often gave flowers to soldiers, because many people (3) \_\_\_\_\_ in wars. The flower children (4) \_\_\_\_\_ for the end of violence. They (5) \_\_\_\_\_ they could change the world.

Unfortunately, the situation (6) \_\_\_\_\_ much: there is still violence and crime in many countries.



**B. Circle the correct word.**

Generosity is the act of being 1. (brave / generous), not selfish. Generous people give attention, time, or money to people in 2. (line / need), especially people who are suffering in 3. (poverty / respect) or from a serious 4. (illness / rescue).

Charitable organizations 5. (plan / wish) large projects, but people can do small good deeds, too. Anyone can 6. (decide / need) to be more generous and 7. (kind / together) to others.

**C. Match the words to the correct definitions.**

1. improve	•	• a kind act that you do for someone
2. poverty	•	• courageous
3. violence	•	• save someone or something from a dangerous situation
4. favor	•	• a story of a person's life
5. biography	•	• the state of being poor
6. brave	•	• make better
7. rescue	•	• behavior that hurts someone or damages things





## Grammar

### A. Write questions using the words below. Then answer them.



1. go swimming / tomorrow / will

\_\_\_\_\_

2. do the shopping / today / going to

\_\_\_\_\_

3. visit your grandmother / soon / will

\_\_\_\_\_

4. watch a movie / on Saturday / going to

\_\_\_\_\_

### B. Match the sentence parts.

1. Is	•	•	should help her then.
2. We	•	•	your mother sick?
3. Let's	•	•	give it to her today?
4. I'd like	•	•	do the shopping for her.
5. Could you	•	•	to write her a get-well card.

### C. Complete the sentences using the pronouns in parentheses.

- (me, you) I finished that exercise already. Do \_\_\_\_\_ want \_\_\_\_\_ to help you?
- (he, her) Samuel's sister can bake delicious cookies. \_\_\_\_\_ 's going to ask \_\_\_\_\_ to bake some this afternoon.
- (him, you) Will you see our history teacher today? Could \_\_\_\_\_ ask \_\_\_\_\_ if we can hand in the report on Monday?
- (her, them) Sally wants to go the basketball game, but I can't take her today. Ashley's parents are going to the game, too. I can ask \_\_\_\_\_ to give \_\_\_\_\_ a lift.



## Reading: Environmental Studies



### Global Warming

#### What is global warming?

The term “global warming” indicates that the temperatures on Earth are rising. Global warming causes changes in the Earth’s atmosphere, leading to floods and hurricanes.

There are people that say Earth has always had warm and cold periods. According to this theory, global warming is not something that is caused by humans, and we cannot change it. However, many governments and **organizations** around the world are convinced that global warming is a man-made event and it should be stopped. The reason for global warming is carbon dioxide (CO<sub>2</sub>) in the air caused by deforestation and the burning of fossil fuels (mainly oil and gas). The CO<sub>2</sub> levels in the atmosphere are the highest they have been in thousands of years.

If we don’t stop global warming, many plants and animals will **die** off. Some land areas will turn into deserts, and other places will disappear into the ocean. These changes will make it very difficult—or impossible—to grow food for Earth’s population. Access to clean water will become a problem, too. Is there any way we can **improve** things?

#### How to stop global warming

- Take a shower instead of a bath. That saves lots of water!
- **Promote** recycling and separation of garbage in your home.
- Reuse! Reuse your shopping bag or take a cloth bag with you to the supermarket.
- Take a lunch box, not plastic bags.
- Ask your parents to buy local fruits and vegetables. This saves the amount of fuel used for transportation.

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

1. Everybody in the world agrees that climate change is happening. T F  
\_\_\_\_\_
2. The reason for global warming is high levels of CO<sub>2</sub> in the atmosphere. T F  
\_\_\_\_\_
3. Global warming can cause some plants and animals to disappear. T F  
\_\_\_\_\_
4. It is the government's responsibility to reduce CO<sub>2</sub> levels. T F  
\_\_\_\_\_

**B. Put these ideas in the order they appear in the text.**

1. \_\_\_\_\_ It will be hard to grow food.
2. \_\_\_\_\_ CO<sub>2</sub> levels in the atmosphere have increased.
3. \_\_\_\_\_ Global warming is a man-made event.
4. \_\_\_\_\_ Don't use plastic bags.
5. \_\_\_\_\_ We can't change global warming.
6. \_\_\_\_\_ Earth's temperatures are rising.

**C. With a classmate, discuss what you can do to stop global warming. Write notes.**

---

---

---

---

**D. Write some things you and your family could do to stop global warming. Explain your answers.**

---

---

---

---

**E. Share your notes with your classmates. Make a bar graph and decide which actions are less possible and which are more possible to do.**