



Unit 1 Do we speak the same language?



Science and environment—Jayshree Gupta

We really need to appreciate the world around us more. We need to be constantly aware of the impact that our decisions have on the environment. I ride my bike all the time so that my parents never have to drive me anywhere.



History—Fatma Hande

My parents have always taught me about the importance of the past to future generations. They are from Turkey, and they understand that you have to work hard to get what you want in life. I love to show them my report card when I get good grades. I want them to be proud of me, and they usually are!



Geography—Sam Amos

I love to find out about the places around me. My dad works in the military, and I've lived in several countries around the world. I always explore the places where we live and find out as much as I can about them.



Computer science—Luke Ho

Technology is about making life easier. I'm on my computer all the time, and I love electronic gadgets and appliances. I don't think of technology as a school subject; I think of it as a way of life. Who knows what the future holds in store for us all?



Art and design—Beth and Nicole Patterson

We've been interested in art all our lives. Our mom is an architect, and Dad is a graphic designer. To be good at art, it's important to observe the world closely and to practice every day, even if it's just for 15 minutes. Every now and then we take a day off, but not often.



Math—Lucia de Mattos

I'm Brazilian, so English isn't my first language. What I love about math is that it's a kind of universal language. I often meet cool people from all over the world at math competitions.



P.E.—Ben Stevens

My friends call me Action Man. I can never sit still, and I need to be doing something all the time. I'm from Australia originally and I love all kinds of sports. From time to time I even do extreme sports like bungee jumping and paragliding!



Literature—Rodrigo Vargas

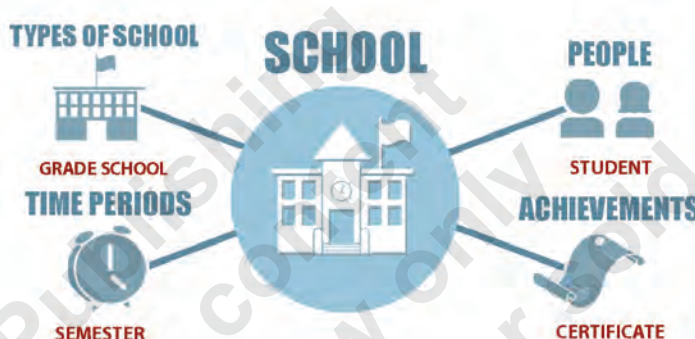
I'm bilingual in English and Spanish, so I get to read and write in two languages. I love languages and how they work. I'm rarely at a loss for how to express myself in either language. Some people say I talk too much!

1 Reading

a Read about the Richmond Middle School honor roll students. Who...

- 1. doesn't want to use a car? _____
- 2. likes to keep active? _____
- 3. needs to observe things? _____
- 4. has lived in a lot of places? _____
- 5. uses a universal language? _____
- 6. is interested in the past? _____

b Work in small groups. Who is most like you? Who is least like you? Why?



2 Vocabulary: schools

a Copy the word web and add more words.

3 Grammar review: frequency

a Read the texts again. Underline words and phrases that describe how often the students do things.

b Copy and complete the table with the expressions in the text.

0%	1-10%	10-40%	40-70%	70-90%	90-100%
	seldom hardly ever	sometimes occasionally		normally	

c Use a frequency adverb to make the sentences true for you. Then compare in pairs.

- 1. I _____ enjoy the beginning of the semester.
- 2. My parents are _____ proud of me.
- 3. I _____ study for tests.
- 4. I _____ get good grades.

4 Everyday English: starting and ending a conversation

a **1.1** Listen to four dialogues. Are they at the beginning or end of the conversation? Then listen again. Which are polite and which are impolite?

b Complete the tips for opening and closing a conversation. Then turn to page 122.

polite It was good talking to you good-bye personal end relevant

How to start a conversation

- Be _____. Avoid being negative.
- Keep it _____. At school, talk about a teacher, a lesson or even the weather!
- Ask questions. But don't ask _____ questions if you don't know someone well.

How to end a conversation

- Explain why you need to _____ the conversation.
- End with a positive phrase like _____.
- Don't forget to say _____!

I used to speak Turkish.

Talk about past habits



1 Vocabulary: languages

a Complete the word groups.

translator language interpret idioms
 interpretation tongue pronunciation
 slang translation

1. first _____, native language,
 mother _____, foreign language
2. accent, _____
3. translate, _____, _____
4. _____, interpreter, _____
5. _____, colloquialisms,
 _____, dialect

b What do the words mean in your language?

2 Listening

a Listen to Fatma and Nicole and answer the questions.

1. What languages does Fatma speak?
2. Which is her strongest language?

b Listen again. Answer with Fatma (F), Fatma's parents (P) or Rodrigo (R). Who...

1. speaks better English than Turkish?
2. can't write Turkish?
3. understands Fatma's grandparents' dialect?
4. sometimes says "dude"?
5. is going to enter the Being Bilingual essay contest?

3 Grammar: I would translate in my head.

a Circle the correct options. In which sentence are both *used to* and *would* possible?

1. I *used to/would* speak Turkish at home.
2. We *used to/would* live with my grandparents in Turkey.

b Answer the questions with *used to* or *would*.

1. Which form refers to past actions and states? _____
2. Which form refers to past habits but not to past states? _____

LOOK!

Used to + verb refers to past habit or state.

Be used to + -ing means be accustomed to:

I used to walk to school. Now it's too far.

I'm used to walking to school. I walk every day.

4 Pronunciation: to / too / two

a  Listen to the conversations. Underline the stressed words.

1. FATMA: I used to play volleyball every day.
NICOLE: I did, too!
FATMA: Now I just play two times a week.
NICOLE: I do, too!
2. LUKE: Do you want to go to the mall?
FATMA: I'm too busy.
LUKE: I have to buy two things there.
FATMA: Sorry, I have to help my dad.

b What do you notice about the pronunciation of *to*, *too* and *two*?

c Work in pairs. Practice saying the conversations with the same pronunciation.

5 Speaking

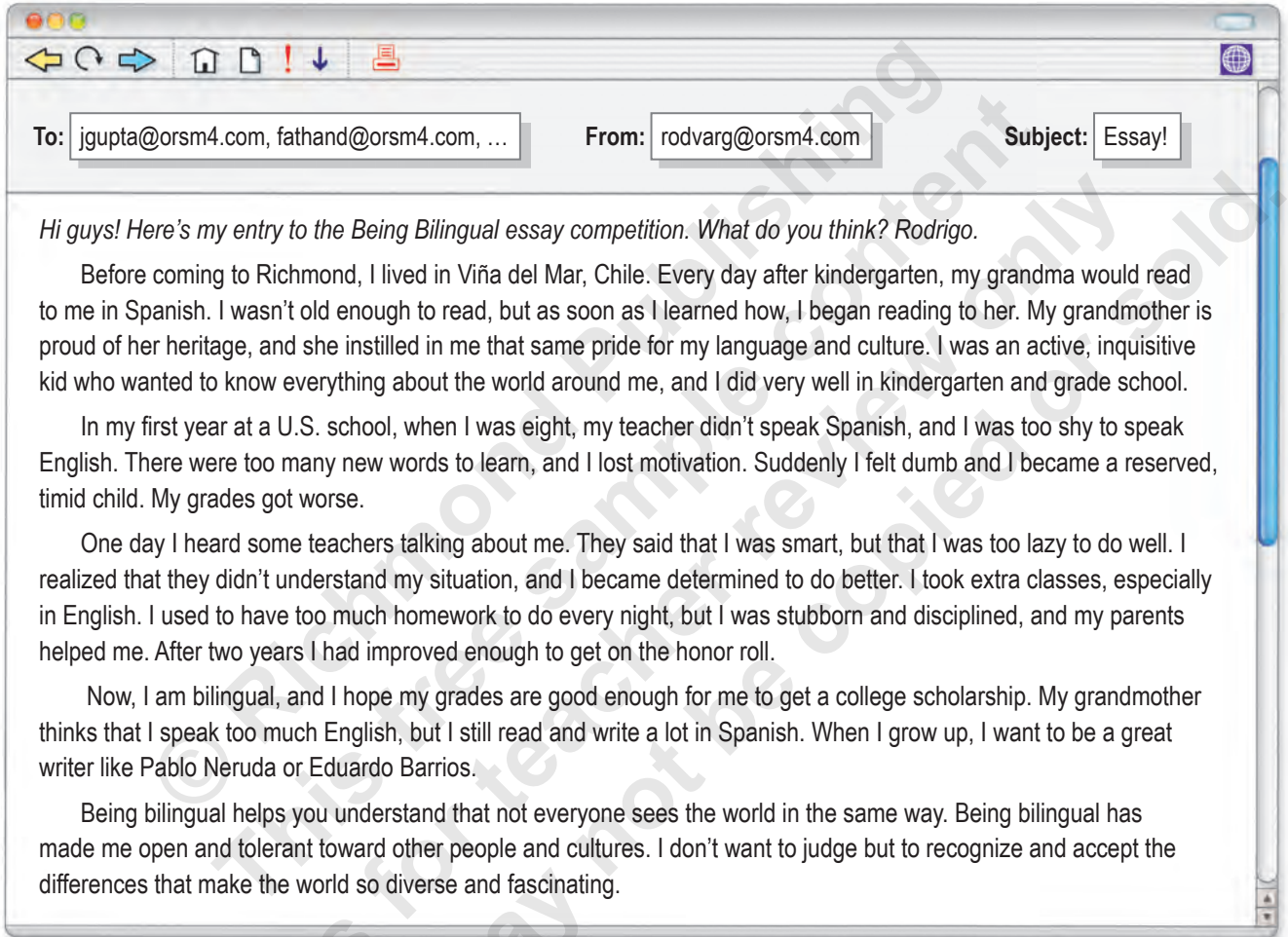


Student A: turn to page 112.

Student B: turn to page 117.

I was too young to read.

Write about learning a language



1 Vocabulary: character adjectives

- a Write the words in three lists in your notebook: positive qualities, negative qualities, both.**

active aggressive arrogant determined
enthusiastic generous impulsive
lazy obedient proud restless
sarcastic shy spoiled stubborn
superficial timid unpleasant

- b Work in pairs. Did you sort the adjectives in the same way?**
- c Write more adjectives in the lists. Which describe you?**

2 Reading

- a Read the text. Circle true (T) or false (F).**

- Rodrigo wasn't born in Richmond. T / F
- Rodrigo is proud of being Chilean. T / F
- He has always been outgoing. T / F
- He has been on the honor roll every year. T / F
- He wants to be a writer. T / F

- b Work in small groups. Answer the questions.**

- What do you do when you get a bad grade?
- How do you stay motivated in school?
- Are your language learning experiences similar to Rodrigo's?

3 Grammar: I was too lazy to do well.

a Underline another way of saying these sentences in the text.

1. I was too young to read.
2. I couldn't learn all the new language.
3. I wasn't working hard enough to do well.
4. I didn't have time to do all the homework.

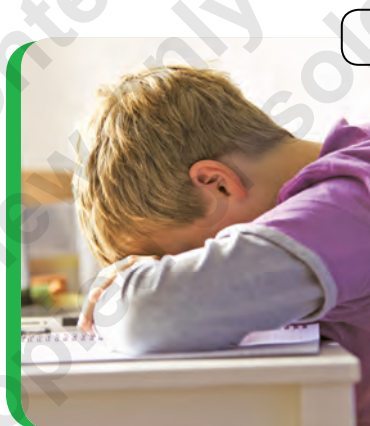
LOOK!

Too, too many and **too much** are often used to criticize or complain:

I'm **too** tired to go to the party. I wouldn't enjoy it.

There were **too many** people at the party, and I drank **too much** soda.

b Unscramble the sentences and match them with the photos.



1. good / isn't / enough / the / to / he / on / get / team

2. enough / run / to / didn't / win / she / fast

3. tired / he's / to / too / study

4. heavy / they / are / to / lift / too

c Write another sentence about each picture with *too* or *enough*.

4 Speaking and writing

a Work in groups. Discuss the questions.

1. What languages do you speak?
2. What are the advantages of speaking more than one language?
3. What are the advantages of speaking English in today's world?

b Write an essay about learning English with this title: "Why English is important to me." Follow the outline and write five paragraphs.

Paragraph 1: Introduce the topic and briefly state why you are learning English (give three reasons).

Paragraphs 2–4: Explain each reason from paragraph 1 in more depth.

Paragraph 5: Conclusion—restate the main reason why English is important to you.

c Work in pairs. Check each other's essay and suggest improvements and corrections. Then write a final draft.

Feral children

Talk about general, known and new things

Build word families

Wild Child

A *feral child* is a young person who has not had contact with other humans from a very young age (*feral* means wild). Some feral children are imprisoned by their parents and only given enough food and water to survive; others have been abandoned, and are brought up by wild animals, such as the fictional character Tarzan. Psychologists and sociologists are fascinated by feral children, and especially by their ability to learn language and show emotion.

Victor of Aveyron spent his entire childhood alone in the woods before being found in 1800 when he was 12 years old. Jean Marc Gaspard Itard was a medical student who tried to teach Victor to speak and to show human emotions. At first Itard was successful, and Victor could understand language and read simple words. But Victor's learning soon slowed, and Itard abandoned the experiment, although he later published a book about the experience. The only word that Victor ever learned to spell was *lait* (milk). Victor died in Paris in 1828. In 1970 director Francois Truffaut made a movie about Victor called *L'Enfant Sauvage (The Wild Child)*.



That same year, 1970, reports came out of Los Angeles about the discovery of another feral child, Genie, who had spent the first 13 years of her life locked inside a bedroom in the home of her blind mother and mentally-ill father. At first Genie showed a lot of progress in her language learning and could recognize and say individual words (although she had a strange high voice), but she never learned to construct a sentence. Eventually there was no money left to continue teaching and researching Genie, and she was moved to an adult home, where she still lives.

Natasha Mikhailova was only five when she was discovered in Russia in 2009, and her story was published in newspapers and blogs around the world. She had been kept in a room with cats and dogs in the home she shared with her father and her grandparents. Natasha was treated as a family pet, and as a result she couldn't speak and she walked on all fours. She even barked like a dog and lapped up food and drink with her tongue. The police removed Natasha from the home and placed her in an orphanage. It is hoped that she can recover from her appalling experience and learn to live a normal life in the future.

1 Reading

- a Skim the text quickly. Are you a feral child?
- b Read the text again and take notes on the three children in the text.

name where found age when found speech progress

- c Guess what these words mean.

- 1. imprisoned (para. 1) _____
- 2. locked (para. 3) _____
- 3. barked (para. 4) _____
- 4. lapped (para. 4) _____

2 Vocabulary: media and publishing

a Copy the table. Then write the words in the table.

publisher edit reporter print
director blog write research

verb	person	noun

b Complete the table with the other parts of speech.

3 Grammar: He published a book about the experience.

a Match the examples with the explanations.

- | | |
|--|---|
| 1. Feral children usually cannot speak. | <i>The</i> indicates something specific or known. |
| 2. Genie is an example of a feral child. | The zero article (no article) indicates something in general. |
| 3. Itard soon abandoned the experiment. | <i>A/An</i> indicates something nonspecific or new. |

b Read the table. Match the rules with the examples.

Definite (the)	Indefinite (a, an)	Zero article
1. rivers, oceans, deserts, etc.	4. professions, occupations	6. meals, <i>work/home/bed</i>
2. entertainment and transportation	5. quantity expressions	7. time expressions
3. the superlative		8. institutions (prison, school)

- | | |
|--|--|
| a. The Nile is the longest river. __, __ | d. We took the subway to the mall on Sunday. __, __, __ |
| b. My dad is an automechanic. __ | e. I want to study law in college. __ |
| c. I have breakfast in bed at home. __, __, __ | f. The TGV train travels at 500 kilometers an hour. __, __ |

4 Writing

a Write a short paragraph about another feral child with the information.

Name	Oxana Malaya
Place and date found	Ukraine, 1991
Age when found	eight
Condition	could not speak, lived with dogs and behaved like a dog, would bark and bite
Today	lives at a clinic for people with mental disabilities, can speak, cannot form strong human relationships, is happiest when with dogs

b Work in pairs. Find differences between your texts and write one final text.

It's all about communication!

Activities

1 Awesome article

a Read the text and answer the questions. Which animal...

1. learned to say some words?
2. used a computer to learn language?
3. understands the most English?
4. used symbols on a board to communicate?
5. was brought up with a human child?
6. is said to be the first to learn a human language?

b Answer the questions.

1. Why can't chimpanzees and other primates speak like humans?
2. How did later experiments solve this problem?

c Find words and expressions in the text that have these meanings.

1. to bring up a child (para. 1)
2. body part that produces sound (para. 3)
3. unable to hear (para. 3)
4. to stick (para. 4)
5. to put in order (para. 6)

d Work in pairs. Which of the apes do you think is the most intelligent? If you could talk to an ape, what would you ask?

1 Awesome article: Apes ape humans!



Can apes ever learn to talk? Read about these experiments to teach primates human language and make up your mind...

Gua was a chimpanzee raised as a human child by scientists W.N. Kellogg and L.A. Kellogg with their son, Donald, in the 1930s. They wanted to see if a chimpanzee could learn to speak. Gua did not learn to speak, but Donald, of course, did. When Donald started copying Gua's sounds, the Kelloggs quickly ended the experiment.

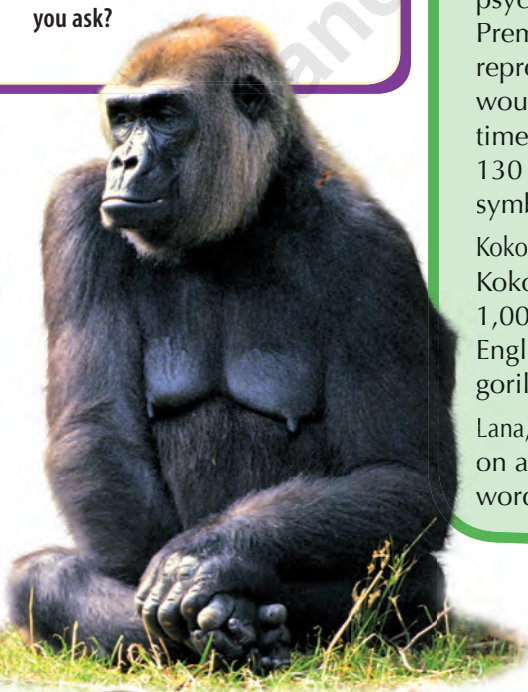
Vicki was also a chimpanzee raised as a human, this time by Keith and Catherine Hayes in the 1950s. The Hayes would repeat words to Vicki, who also received speech therapy. Eventually she was able to say four words: *mama*, *papa*, *up* and *cup*.

Washoe, also a chimpanzee, grew up with university professors Allen and Beatrix Gardner. She was born in Africa and was estimated to be 42 years old when she passed away in 2007. The Gardners realized from previous experiments that a chimpanzee's vocal cords do not develop enough to be able to produce human speech. So, instead, they taught Washoe American Sign Language, the language used by deaf people in North America and the fourth most common language in the United States. Washoe herself learned to use about 250 signs to communicate with humans.

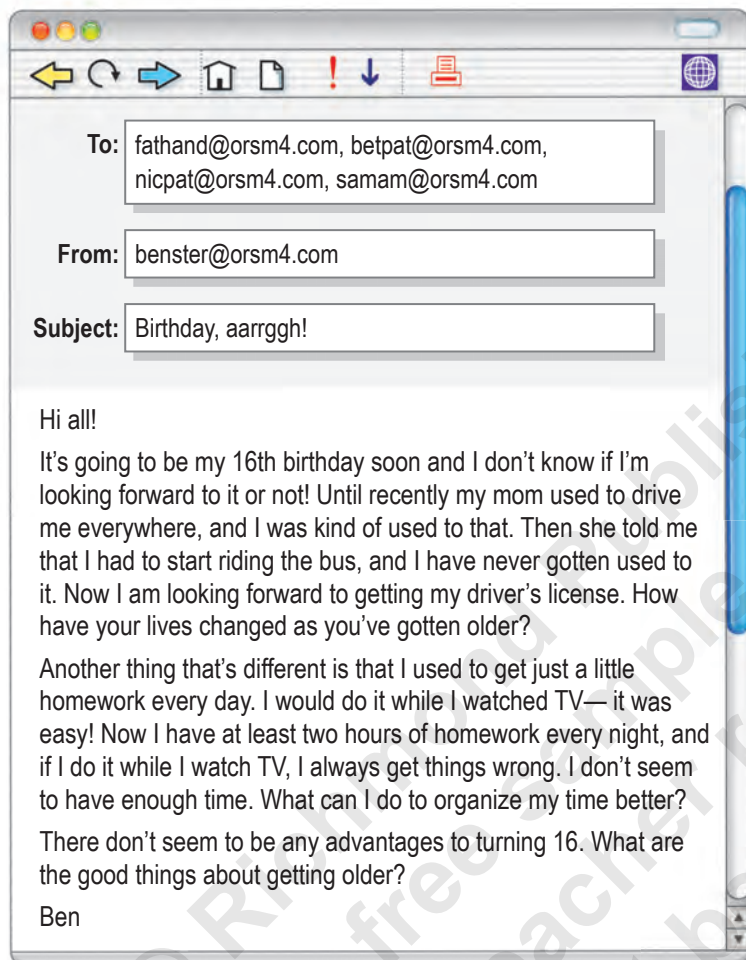
Sarah was a research chimpanzee that was studied in a psychology laboratory in Pennsylvania by David and Ann Premack in the 1960s. Sarah learned to use symbols that represent words—known as lexigrams—to communicate. She would attach the symbols to a board to make sentences. By the time the Premacks had finished working with Sarah, she knew 130 signs and was smart enough to make sentences of eight symbols.

Koko is a lowland gorilla who—according to Dr. Penny Patterson, Koko's teacher and researcher—is able to understand more than 1,000 signs of American Sign Language and approximately 2,000 English words. She was born in 1971 and continues to live at a gorilla foundation in California.

Lana, born in 1970, is the first chimpanzee to use lexigrams on a computer. Researchers claim that Lana is able to sequence words in a grammatical way and even create her own sentences.



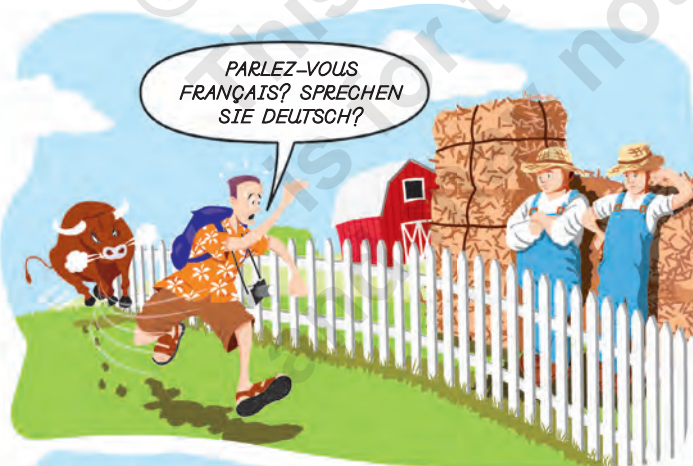
2 Awesome advice



Activities

2 Awesome advice

- Read the e-mail from Ben. Underline the three questions that Ben asks.
- Work in pairs. Discuss your answers to Ben's questions.
- Now write an e-mail to Ben. Answer the three questions.
- Work in pairs. Read each other's e-mail. Do you like your partner's ideas? What are the best ideas in the class?





How to learn a language

a Work in pairs. Take the quiz.



How can you improve your language learning?

1. Are you shy or outgoing?
2. How many languages can you say hello in?
3. Do you watch movies and listen to music in English? Do you use English on the Internet? Write everything you have done in the last week to practice English outside class.
4. What can you do with an onion (apart from cook it or eat it)? Think of as many things as you can in one minute.
5. Look at these examples of Esperanto, an invented language, and answer the questions.
 - a. How do you indicate present, past and future?
 - b. How do you indicate singular and plural?

birdo kaptas insecton—a bird catches an insect
 birdoj kaptas insectojn—birds catch insects
 birdo kaptis insecton—a bird caught an insect
 birdoj kaptis insectojn—birds caught insects
 birdo kaptos insecton—a bird will catch an insect

amiko faras kafon—a friend makes a coffee
 amikoj faris kafon—friends made a coffee
 amiko faros kafojn—a friend will make coffees
 viroj legas librojn—men read books
 viroj legis librojn—men read books (past)
 viro legos libron—a man will read a book

6. Write the sentences in Esperanto.

- a. Birds will catch insects. _____
- b. Friends make a coffee. _____
- c. Friends will make coffees. _____
- d. A man reads a book. _____
- e. A man read a book. _____
- f. Men will read books. _____



7. Study the Esperanto words for one minute. Then close the book and test yourself. How many can you remember?



instruisto—teacher
 kuko—cake
 lakto—milk
 pano—bread

sukero—sugar
 teo—tea
 filo—son
 frato—brother

knabo—boy
 patro—father
 akvo—water
 forgesi—to forget

havi—to have
 trinki—to drink
 vendi—to sell
 vidi—to see

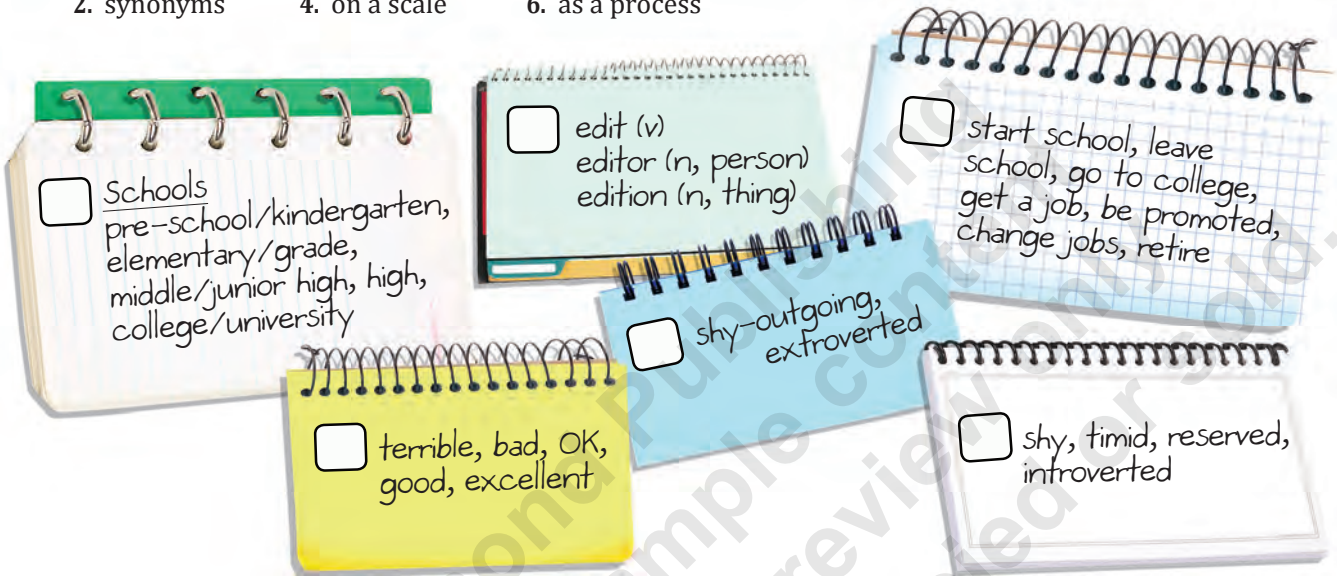
b Turn to page 122. Check your score and interpret your results.

c Discuss your conclusions with the class. How can you improve as a language learner?

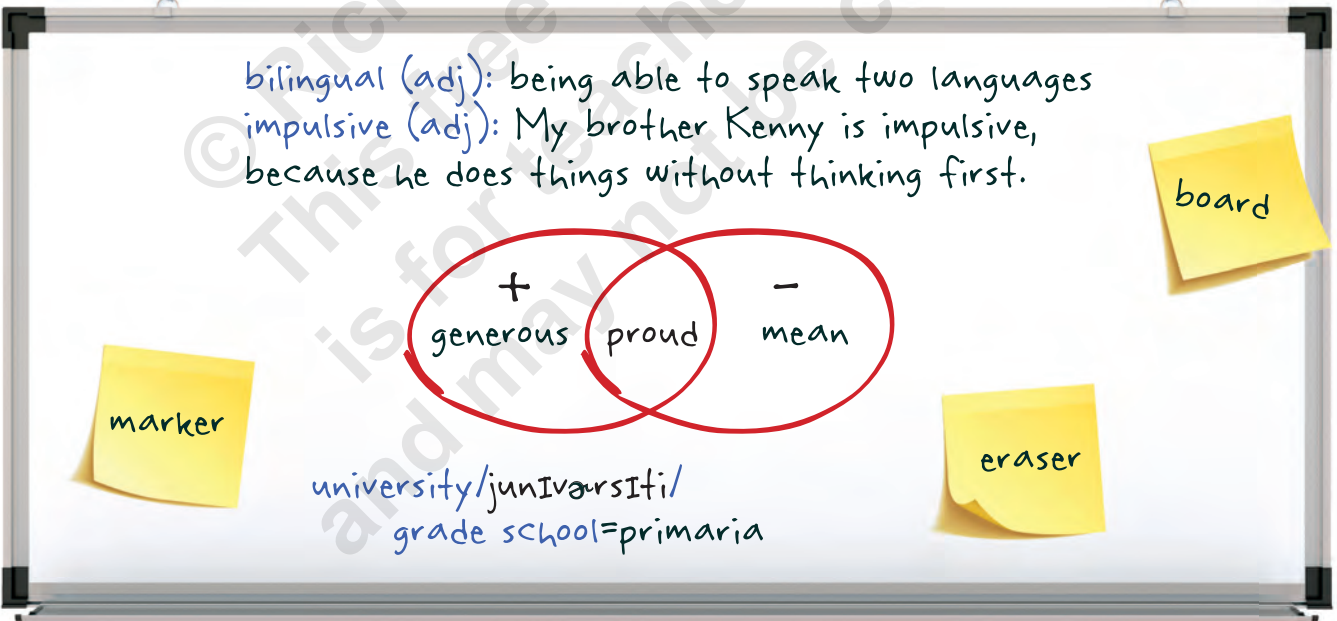
Vocabulary notebook

a Match the ways of recording vocabulary with the notebook extracts.

- | | | |
|-------------|---------------|---------------------|
| 1. by topic | 3. antonyms | 5. in word families |
| 2. synonyms | 4. on a scale | 6. as a process |



b Look at the board. What techniques for learning vocabulary can you see? Which ways do you use?



c Work in groups of three or four. Make a vocabulary notebook for this unit.

1. Decide which vocabulary sets you want to include.
2. Decide how to organize and record the vocabulary.
3. Each student creates a page using an app like WordBucket or Learn English Vocabulary.

d Include your vocabulary notebook in your digital portfolio.

e Read other groups' notebooks. Did everyone choose the same ways of recording the vocabulary?