



## PREVIEW

**A** **3.1 Listen.** Match the people with their problems.

1 Carrie	<input type="radio"/>	has a friend who's being bullied.
2 Tomas	<input type="radio"/>	doesn't know what career to pursue.
3 Keiko	<input type="radio"/>	gets poor grades in algebra.

**B** **3.2 Predict what advice the people in A will receive.** One piece of advice below is extra. Then listen and write the number for each person (1–3). Were your predictions correct?

- talk to your parents
- talk to your teacher
- talk to other classmates
- talk to the principal

**C** **Talk with a partner.** Do you agree with the advice in **B**? If not, what advice would you give?

I don't think Tomas received good advice. I think he should ...

I think Keiko received good advice, but she could also ...

## PEOPLE AND PLACES

## UNIT GOALS

- talk about possible careers
- learn language for asking for and giving advice
- learn about people who have achieved success in their careers

## LANGUAGE FOCUS

**A**  **3.3 Listen and read.** What advice does Maya give Nadine? Then repeat the conversation and replace the words in **bold**.

### REAL ENGLISH On top of that, ...

**Maya:** Hey, Nadine. **Is something wrong?**  
(**What's wrong / Is everything OK**)

**Nadine:** I think I left my phone on the bus.

**Maya:** Oh, no! **If I were you, I'd call** the bus company right away. (**You should call / You should try calling**)

**Nadine:** I already did that. No one's seen it. Do you think **someone will find it?** (**it'll show up / I'll get it back**)

**Maya:** Of course I do.

**Nadine:** And on top of that, I forgot to bring today's homework. I left it at home!

**Maya:** You know, Nadine, you seem really forgetful these days.

**Nadine:** But I **remembered your book!**  
(**brought the book you lent me / didn't forget your book**)



**B**  **3.4 Look at the chart.** Then circle the correct answers below.

ASKING FOR AND GIVING ADVICE (USING MODALS)	
I left my phone on the bus. <b>What should I do?</b>	You <b>should call</b> the bus company. You <b>could call</b> your number.
I don't know what career to pursue. <b>What do you suggest I do?</b>	You <b>could try talking</b> to a guidance counselor. Why <b>don't you do</b> some online research?
I'm not doing very well in my algebra class.	<b>Have you thought about getting</b> a tutor?
I'd like to get a new phone, but I can't afford it.	<b>If I were you, I'd continue</b> using your current phone.

1 We use the modal *should* to say that it is **necessary / a good idea** to do something.

2 After modals *could* and *should*, we use **base verb / to + base verb**.

3 When we say *If I were you*, the next clause uses **will / would + base verb**.

**C** **Complete the sentences.** Circle the correct answers.

- I'm having trouble finding a good part-time job. What **could / should** I do?
- Fatima wants to improve her English. Maybe she **could / would** take some lessons.
- Talia's having trouble making friends at her new school. I think she **would / should** join a club.
- I heard you want to adopt a cat. If I were you, I **could / would** call the animal shelter.

**D**  **3.5 Complete the conversations.** Unscramble the words. Then listen and check your answers.

1 **Joni:** Oh, no! I forgot my friend's birthday yesterday.

**Ahmed:** (*her / don't / you / text / a / why / send*)<sup>1</sup> \_\_\_\_\_  
Wish her a belated happy birthday. I'm sure she'll understand.

2 **Chen:** I got into a big argument with my friend, and now we're not talking.

**Noreen:** (*thought / about / have / apologizing / you*)  
\_\_\_\_\_<sup>2</sup> \_\_\_\_\_<sup>3</sup> \_\_\_\_\_<sup>4</sup> \_\_\_\_\_<sup>5</sup> \_\_\_\_\_?

**Chen:** Not really. I don't think I should be the one apologizing.

3 **Matt:** I didn't have time to finish my math homework. (*I / do / suggest / do / what / you*)  
\_\_\_\_\_<sup>3</sup> \_\_\_\_\_<sup>4</sup> \_\_\_\_\_<sup>5</sup> \_\_\_\_\_<sup>6</sup> \_\_\_\_\_?

**Gina:** (*teacher / you / try / to / your / could / talking*)  
\_\_\_\_\_<sup>4</sup> \_\_\_\_\_<sup>5</sup> \_\_\_\_\_<sup>6</sup> \_\_\_\_\_<sup>7</sup> \_\_\_\_\_<sup>8</sup> \_\_\_\_\_<sup>9</sup> \_\_\_\_\_<sup>10</sup> . He might give you an extension.

**E** **Write an example for each category below.** Then turn to page 150 and follow the instructions.

- a family member (male) \_\_\_\_\_
- something you wear (plural) \_\_\_\_\_
- another thing you wear (plural) \_\_\_\_\_
- a color \_\_\_\_\_
- a family member (female) \_\_\_\_\_
- a healthy food (plural) \_\_\_\_\_
- an unhealthy food (non-count) \_\_\_\_\_
- a sport \_\_\_\_\_



## DREAM JOB

Annie Griffiths is an award-winning National Geographic photographer.

A ► 3.1 Watch the video. Circle **T** for true or **F** for false.

- 1 Annie takes photos of people in developing countries. **T** **F**
- 2 Annie was one of the first female photographers for National Geographic. **T** **F**
- 3 Annie wanted to be a photographer ever since she was in high school. **T** **F**

## B ► 3.1 Watch again. What advice does Annie give to young people?

Check (✓).

- They should travel to different countries.
- They should ask a lot of questions.
- They should maintain close relationships with family and friends.
- They should start saving money as soon as they can.
- They should spend more time developing their creative side.

## DO YOU KNOW?

The fastest-growing job in the United States is \_\_\_\_.  
 a app developer  
 b solar panel installer  
 c nurse

C **Rank.** Below are some of the top dream jobs of American teenagers. How happy would you be doing these jobs? Rank them from 1 (happiest) to 6 (least happy). Then compare with a partner.

\_\_\_\_\_ music star

\_\_\_\_\_ jet pilot

\_\_\_\_\_ actor/actress

\_\_\_\_\_ video game tester

\_\_\_\_\_ professional athlete

\_\_\_\_\_ CEO of your own company

D **CRITICAL THINKING Reflecting** **Talk with a partner.** What is your dream job? What do you think would be the most challenging parts of the job?

**PROJECT** **Talk to two adults.** Ask them what they like and don't like about their jobs. Share their answers with a partner.

PRONUNCIATION weak forms of *could* and *should*

3.6 Listen. Write the words you hear. Then listen again and repeat the sentences.

1 You \_\_\_\_\_ to your teacher about it.

2 I think you \_\_\_\_\_ your parents for advice.

3 I think you \_\_\_\_\_ your friend now and apologize.

4 You \_\_\_\_\_ a summer job.

## COMMUNICATION

**Work in groups.** Choose three problems below. Take turns asking for and giving advice.

I have no idea what I want to study in college.

I'm not sure if I can afford to go to college.

I want to get a part-time job, but my parents are afraid it will affect my grades.

I've been having trouble sleeping lately.

I find it hard to balance my schoolwork and my after-school activities.

Someone I know is being bullied online.

I have no idea what I want to study in college. What should I do?

Have you tried talking to a career counselor?

# VISION OF HOPE

## READING

- A Scan the article.** By what age did Molly become completely blind?
- B Skim the article.** Underline three of Molly's accomplishments.
- C Talk with a partner.** Would you be interested in joining the organization Me to We? Why or why not?

Molly Burke speaks at We Day in Toronto, Canada.



3.7 Molly Burke was not born blind. She started losing her sight when she was four years old. Doctors said that she had a rare eye disease that would **gradually** take away her vision. In first grade, she learned to read Braille, although she **5** could still see. Life was pretty normal for the next few years.

However, in seventh grade, things got worse. Black turned to gray. Yellow turned to white. Soon, Molly couldn't see the blackboard. "I just started to cry," remembers Molly. As she **10** began to lose her vision, she started using a cane to help her walk. By age 14, Molly was completely blind. Her classmates soon stopped inviting her to do things. A group of girls—girls who were once her friends—started bullying her. They even accused her of making up her blindness to get attention. Eventually, Molly became depressed. Her high **15** school years were not easy.

After she finished high school, Molly thought about what she wanted to do before college. Her brother was working in a children's home in Africa, and she wanted to do something that would help others, too. Then she found out about **20** Me to We, an **organization** that runs international volunteer trips and leadership camps. She joined the organization on a youth trip to Kenya to help build a school. While there, she spoke at a local girls' school. Molly now knew what she wanted to do next—to help inspire people by being a **25** speaker at Me to We.

Molly began speaking at schools all over the United States and Canada. Her advice? Be strong! During a speech in Toronto, she spoke to about 20,000 people. After her speech, the crowd stood up and clapped. "Molly has a real **ability** to **30** inspire people and to help others," her father says.

In 2014, Molly started her own YouTube channel, uploading things like makeup video blogs, or vlogs. As of 2019, she has close to two million subscribers, some of whom don't even know she's blind. She tries to be a **role model** for young **35** people, but is **realistic** about what she can and can't do. She even makes fun of the **challenges** she faces as a blind person—like tweeting that she once bit into a lemon, thinking it was a potato.

In 2018, Molly moved out of her parents' home and into her **40** own apartment in Los Angeles, where she still lives today. "How can you hold somebody like that back?" says her mother. "She's unstoppable."

# COMPREHENSION

## A Answer the questions about *Vision of Hope*.

1 **GIST** What could be another title for the article?

- a A High School YouTube Star
- b An Inspiring Role Model
- c How Molly Regained Her Vision

2 **INFERENCE** Which period of time was probably the most difficult for Molly?

- a elementary school
- b high school
- c college

3 **CAUSE-EFFECT** What led Molly to want to become a motivational speaker?

- a She gave a speech in Toronto.
- b She got positive feedback from her YouTube channel.
- c She spoke at a girls' school in Kenya.

4 **PURPOSE** Why does the author mention Molly mistakenly biting into a lemon?

- a to show that people sometimes still play tricks on Molly
- b to show that Molly has a sense of humor about her daily challenges
- c to show that there are still many things Molly cannot do

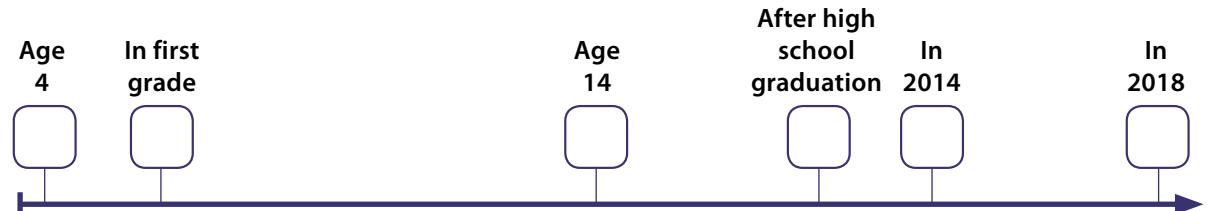
5 **INFERENCE** How does Molly's mother feel about her moving out?

- a She's supportive of the decision.
- b She's supportive, but feels that Molly is making a mistake.
- c She's not supportive, but knows there is no stopping Molly.

## B Complete the timeline below with these events (a-f).

- a started a YouTube channel
- b began to go blind
- c went on a youth trip to Kenya

- d learned to read Braille
- e became completely blind
- f moved to Los Angeles



C **CRITICAL THINKING** Reflecting **Talk with a partner.** If you could interview Molly Burke, what questions would you ask her? Make a list.

## IDIOM

Something that provides you with a small amount of hope is called a \_\_\_\_\_.

- a rock of hope
- b ring of hope
- c ray of hope

# VOCABULARY

A **Find the words below in the article.** Then complete the paragraph using the words in the box.

ability challenges gradually organization realistic role model

Molly Burke is a(n) <sup>1</sup> \_\_\_\_\_ for people everywhere. Due to a rare disease, she lost the <sup>2</sup> \_\_\_\_\_ to see at age 14. Her next few years of high school were difficult and full of <sup>3</sup> \_\_\_\_\_. She was bullied by classmates so badly that she became depressed. But with the support of her family, she <sup>4</sup> \_\_\_\_\_ recovered. After graduation, she wanted to share her story and help other victims of bullying, so she decided to become a motivational speaker for the <sup>5</sup> \_\_\_\_\_ Me to We. Since then, Molly has worked to educate others about disabilities, both physical and mental. She has even launched her own YouTube channel, where she posts regular vlogs and beauty videos. While she is careful to set <sup>6</sup> \_\_\_\_\_ goals for herself, Molly doesn't let her disability prevent her from doing the things she loves.

B **Read the information below.** Then circle the correct answers.

Phrasal verbs are two- or three-word verbs. These phrasal verbs include the verb *make*:

*make up* = to invent or imagine *make out* = to see or hear clearly

*make of* = to understand or judge *make up for* = to make a bad situation better

- 1 I hear a woman's voice, but I can't make **up** / **out** what she's saying.
- 2 He bought her flowers to make **of** / **up for** being late.
- 3 I don't believe Ian's story. Do you think he made it **up for** / **up**?
- 4 What do you make **of** / **out** our new classmate?

## WRITING

A **Read the letter.**

B **Imagine you were 13 years old again.** What would you do differently? What are some things you wish you knew back then? Note your ideas.

C **Write a letter to your 13-year-old self.** Give yourself advice.

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Dear Walt,

I'm writing this letter to you, my 13-year-old self. I'm currently 16 years old, and I think I can offer you some good advice. Your early teens will be a difficult time, but you shouldn't be afraid to fail. You should also study hard. If I were 13 again, I'd try to ...

# ECO-FUEL AFRICA

## Before You Watch

**Take a quiz.** What do you know about Uganda? Circle the correct answers.

- 1 The capital city of Uganda is **Kira / Kampala**.
- 2 Uganda's biggest export is **coffee / fuel**.
- 3 About **40 / 80** percent of the population lives in rural areas.
- 4 **English / French** is one of its national languages.

## While You Watch

**A ► 3.2 Watch the video.** What could be another title for the video?

- a Fuel Shortages in Uganda: Effects and Solutions
- b Improving Fuel Storage Sites in Uganda
- c A New Fuel for Cooking

**B ► 3.2 Watch again.** What are the advantages of Sanga Moses's eco-fuel?

Check (✓) the ones mentioned in the video.

<input type="checkbox"/> burns cleaner	<input type="checkbox"/> saves forests	<input type="checkbox"/> creates bigger fires
<input type="checkbox"/> burns longer	<input type="checkbox"/> is cheaper	<input type="checkbox"/> can be reused many times

**C Put the events in order (1–6).**

- \_\_\_\_\_ Sanga Moses quit his job.
- \_\_\_\_\_ Sanga Moses spent all his savings.
- \_\_\_\_\_ Sanga Moses created a clean fuel using farm waste.
- \_\_\_\_\_ Sanga Moses saw his sister collecting wood.
- \_\_\_\_\_ Sanga Moses became CEO of Eco-Fuel Africa.
- 3** \_\_\_\_\_ Sanga Moses got some advice from a professor.

## After You Watch

**Talk with a partner.** Sanga Moses's advice to teens is to "follow your heart." What does this mean? Do you think this is good advice? Why or why not?

Sanga Moses

**A Complete the sentences.** Circle the correct answers.

- 1 If you're sorry, it's a good idea to **apologize / get a summer job**.
- 2 If you aren't sure what to do, it's OK to **pursue a career / ask for advice**.
- 3 A **bully / role model** is someone who often hurts or frightens other people.
- 4 Something that is not easy to do is a(n) **challenge / ability**.
- 5 If you're realistic, you're **scared and worried / sensible and practical**.

**B Complete the sentences.** Use the words in the box.

could don't should suggest tried were

- 1 Have you \_\_\_\_\_ telling your friend how you feel?
- 2 It's getting late. I think you \_\_\_\_\_ call a taxi to get home.
- 3 I can't find my keys. What do you \_\_\_\_\_ I do?
- 4 There are a lot of ways to earn money. You \_\_\_\_\_ tutor someone in English.
- 5 If I \_\_\_\_\_ you, I'd tell the teacher the truth.
- 6 Why \_\_\_\_\_ you talk to someone about your problem?

**C Complete the phrasal verbs in these sentences.** Use up to two words for each blank.

- 1 What do you make \_\_\_\_\_ what the principal said this morning?
- 2 The story he told you wasn't real—he made it all \_\_\_\_\_.
- 3 Nothing can make \_\_\_\_\_ his bad behavior.

## SELF CHECK

Now I can ...

- talk about possible careers
- ask for and give advice
- talk about people who have achieved success in their careers