Unit 8  Hopes and ambitions

FEATURES

**94  Rise of the rocket girls**
The team that guided NASA’s spacecraft

**96  I wish I could ...**
Superpowers that people wish they had

**98  Saving Madagascar**
Hopes and fears for Madagascar’s environment

**102  What would you do if money didn’t matter?**
A video about people’s true ambitions

1. Look at the photo and the caption. Find two wishes you like.

2. **Listen to someone speaking about this wall. Work in pairs. What are some examples of things that people write?**

3. Complete the sentences (1–3) with these synonyms of the words in bold.

<table>
<thead>
<tr>
<th>ambition</th>
<th>goal</th>
<th>hope</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Our <strong>aim</strong> / ________ / <strong>target</strong> is to raise $10,000 for charity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Her <strong>dream</strong> is to be a professional dancer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 My parents’ <strong>wish</strong> / ________ / <strong>expectation</strong> was that I would study medicine in college.</td>
<td></td>
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</table>

4. **What verbs did the speaker use in these phrases? Listen again and complete the phrases with the verbs you hear.**

1. the dreams they’d like to ________ true
2. goals that are easy to ________
3. people wanting to ________ up to other people’s expectations of them
4. some people will ________ their ambitions and some won’t

5. Work in pairs. What are your hopes, goals, and ambitions? How easy do you think they will be to achieve?
Rise of the rocket girls

Everyone knows Buzz Aldrin, the famous astronaut. But how many of us have heard of Eleanor Francis Helin, an engineer behind numerous successful NASA space missions? Helin was part of a group of female mathematicians working at NASA's Jet Propulsion Lab (JPL) in the 1960s. Nathalia Holt, the author of a book about these women—known as “rocket girls”—says, “If they hadn’t worked on the lunar project, ‘man’ would not have reached the moon.”

The rocket girls started out at JPL in the 1950s, having answered a job advertisement saying “Computers needed.” They were called computers because, before today’s digital devices, you needed humans to do mathematical calculations. And the calculations had to be extremely accurate. If someone had made the smallest mistake, a spacecraft bound for the moon would still be traveling somewhere in outer space today, having missed its target entirely.

The rocket girls went from being “computers” to becoming the lab’s first computer programmers and engineers. One of the group’s early leaders, Macie Roberts, made the decision to hire only women and, this policy continued for the next thirty years. They brought in many women who wanted to be engineers but didn’t have the necessary qualifications. If anyone tried to employ only men or only women today, they wouldn’t be allowed to, but Roberts made the work environment at the lab special. The women formed close relationships and worked flexible hours to help each other balance home and professional lives. At the same time, they felt they were doing something really valuable. As Holt says that if there were more women engineers today, they probably wouldn’t have written the book. She hopes that the rocket girls will now get the recognition they deserve, and inspire a new generation of female engineers.

Reading

1. Look at the title of the article and the photo. Discuss these questions with a partner. Then read the article and check your answers.
   1. Who do you think the rocket girls were, and what did they do?
   2. What do you think their ambition was?
2. Read the article again. Work in pairs. Correct the underlined words before using words from the article to make these sentences true.
   1. The men who flew to the moon were more experienced than the women engineers and mathematicians who helped them get there.
   2. In the 1950s, “computers” were machines did mathematical calculations.
   3. As time went on, the rocket girls started programming actual scientists.
   4. The rocket girls worked fixed hours at the lab.
   5. The author Nathalia Holt hopes that we will see more women astronauts in the future.

Word focus make and do

3. Look at the article again. Underline three expressions with the word make and two expressions with the word do. Then circle the correct options to complete the sentences below.
   1. We usually use make to ___ describe producing or creating something.
   2. We usually use make to ___ describe performing a repetitive task or an obligation.
   3. We use make do ___ an object pronoun (e.g., something, it, that).
   4. Circle the correct verbs to complete these sentences.
      1. Can I do / make a suggestion? Why don’t we take turns doing / making the homework?
      2. I want to do / make something to help them: something that will really do / make a difference.
      3. I’ve done / made a note of all the things we need to set up and all the shopping we need to do / make before the party.
      4. Their business is struggling. They’re doing / making everything they can, but they’re still not ___ / making a profit.
      5. I’m taking a very interesting evening class at the college, and I’ve done / made some good friends there.

Grammar second, third, and mixed conditionals

4. Look at the grammar box. Circle the correct options to complete these explanations.
   1. Sentence 1 describes a situation in the present / past. It refers to a(n) real possibility / imagined situation.
   2. In sentence 2, the if-clause describes an imaginary situation in the present / past. The result it describes is in the present / past.
   3. In sentence 3, the if-clause describes an imaginary situation in the present / past. The result it describes is in the present / past.
   4. In sentence 4, the if-clause describes an imaginary situation in the present / past. The result it describes is in the present / past.
   5. Look at the grammar box. Circle the correct options to complete these explanations.
   6. Work in pairs. Read the sentences (1–4). What type of conditional sentences are they? Complete the descriptions of the actual situations and the results.
      1. If I were on a spaceship traveling to Mars, I would be worried that I might never come back. "This is a second conditional sentence. I am not on a spaceship traveling to Mars, so I’m not worried that I might never come back."
      2. If some of the engineers had been men, there wouldn’t have been a special working environment. "If some of the engineers had been men, there wouldn’t have been a special working environment."
      3. If I had read Nathalia Holt’s book, I would know all the facts about the rocket girls. "If I had read Nathalia Holt’s book, I would know all the facts about the rocket girls."
      4. If I were better at mathematics, I would have studied physics in college. "If I were better at mathematics, I would have studied physics in college."

7. Work in pairs. Form conditional sentences using the information in these sentences (1–6). Notice the time of each action or situation and result.
   1. We live a long way from the city, so we don’t see our friends very often.
   2. I really didn’t understand the movie, so I walked out before the end.
   3. I’m not used to the cold weather, so I had to put on an extra sweater.
   4. Taking a vacation is expensive because we have three children.
   5. She did well on her law exams. Now she’s working for a top legal firm.
   6. I didn’t call you back because I was waiting for another call.

8. Pronunciation contracted or weak forms

9. Complete these conditional sentences. Then listen and check your answers. Notice how the missing words are pronounced: as contracted forms or as weak forms.
   1. If the rent ___ cheaper, I ___ take the apartment.
   2. What would you ___ done if you ___ me?
   3. So sorry! If I ___ known you were here, I ___ asked Jo to get you a coffee.
   4. If she ___ stayed in college, she ___ now be a fully qualified journalist.

10. Work in pairs. Practice saying the sentences from Exercise 8a.

Speaking

11. Work in pairs. Think of one friend or family member who has achieved their ambition and one who has changed their ambition. Describe what has happened to them using at least two if-sentences.
   "If my mother hadn’t taken evening classes when she was young, she wouldn’t be a nurse now."
8b I wish I could …

Listening

1 Work in pairs. Look at the photos and captions of the National Geographic Explorers on the left. 

What do you think each job involves? Do any of the jobs interest you? Why or why not?

2 Look at the wordbuilding box. What are the job names from these verbs and nouns?

1 electricity ________
2 economics ________
3 to bake ________
4 to fight fires ________
5 law ________
6 to translate ________
7 history ________
8 reception ________
9 library ________
10 to consult about business ________

3 Topic 3 The eight explorers in Exercise 1 were asked this question: “If you could have a superpower, what would it be?” Listen and take notes on which superpower each explorer wanted.

4 Work in pairs. Look at the grammar box. Are these statements true (T) or false (F)? If the statement is false, correct it.

1 The speakers in sentences 1 and 2 are talking about a past situation.
2 If only in sentence 2 has a weaker meaning than wish.
3 The speaker in sentence 3 is talking about a present situation.
4 The speaker in sentences 4 and 5 is talking about a present situation.
5 The speaker in sentences 4 and 5 wants someone else to act to change the situation.

5 Circle the correct verb forms to complete this person’s wishes.

“I wish I ________ (be) here with her.

I wish my boss would stop ________ (not / be / noisy).

6 She has an amazing voice. If only I ________ (be) a superhuman memory.

I wish ________ (not / go) out last night. He’s too tired to work today.

7 I wish the weather ________ (be / warm).

I wish ________ (not / get) so cold. Then we could eat outside.

8 Complete the sentences (1–6) with the correct form of the verbs in parentheses.

1 I wish I ________ (learn) to play a musical instrument when I was younger.
2 Marta is very homesick. She wishes her mom ________ (be) here with her.
3 I wish the weather ________ (not / be) so cold. Then we could eat outside.

9 Read the notes in the box below. Then complete the sentences (1–4) using the words in parentheses as a guide.

Note that in affirmative sentences, we often use a comparative form.

I wish (something) were more …
In negative sentences, we often use not so + adjective.
I wish (something) weren’t so …

1 Marta is very homesick. She wishes her mom ________ (be) more interesting.
2 I wish the weather ________ (be) less (not / be / far away).
3 I love Tokyo. I just wish it ________ (be) cheaper.
4 I wish the builders next door ________ (not / be / noisy).

10 Pronunciation /ʃ/ and /ʒ/

Listen to six words. Circle the word you hear.

1 wish which 4 shin chin
2 shop chop 5 wash watch
3 cash catch 6 shoes choose

Work in pairs. Take turns saying one word from each word pair in Exercise 10a. Your partner should decide which word they hear.

Speaking

My Life

11 Work in pairs. Choose one of these situations or your own idea.

• a new hobby or class you have just started
• a new job you have just started

1 Make a list of all the potential problems (e.g., the boss shouts at everyone all the time, the work is boring).
2 Make at least five wishes about the situation. Use each of the forms in the grammar box at least once.

I wish my boss would stop shouting at everyone.
If only the work were more interesting.

12 Work with a new partner. Compare your wishes from Exercise 11. Were any of your ideas the same?
8c Saving Madagascar

Reading

1 Work in pairs. What do you know about the island of Madagascar: its people, its landscape, its wildlife, its industry?

2 Work in pairs. Read the article and answer the questions.

1 Which of Madagascar’s natural resources is the author most worried about?

2 How is this resource collected, and where does it go from there?

3 How is Olivier Behra saving Madagascar’s natural resources and making money at the same time? Give a few examples.

3 Circle the correct option (a, b, or c) to complete each sentence.

1 Most people in Madagascar are a very poor b very sad about their situation c becoming more politically active

2 To grow crops, Madagascans had to a clear the forest carefully b set fire to the forest c get government permission

3 As president, Marc Ravalomanana was a protecting the environment b promoting tourism c improving international relations

4 A change in the law allowed people to a cut down hardwood trees b camp near hardwood trees c sell wood from fallen hardwood trees

5 For many Madagascans, cutting down rosewood trees is a easy and quick work b necessary to make furniture c against their beliefs

6 Other lighter trees are cut down to a build big ships b make medicines c transport the rosewood

7 The forest offers locals other ways to make money, such as a developing new medicines b taking tourists on guided walks c exporting flowers

Critical thinking emotive language

4 When writers feel very strongly about an issue, they often use strong or emotive language. Work in pairs. Find the emotive words or phrases that describe the following things.

1 how special a place Madagascar is (paragraph 1)

2 what a bad state the island is in (paragraphs 2 and 6)

3 how strongly ecologists feel about the situation (paragraph 3)

4 how impressive the hardwood trees are (paragraph 4)

5 how tough the work of cutting trees is (paragraph 5)

6 how badly rosewood trees are being treated (paragraph 5)

5 Do you think the writer’s argument is strengthened by using this kind of language? Or would it be better to give a more objective argument? How would you rewrite the first paragraph to make it more objective? Discuss with a partner.

Vocabulary and speaking

strong feelings

6 Replace the words and phrases in bold below with these emotive words from the article.

alarmed majestic back-breaking unique bleak delight

1 A lot of effort is being made to preserve this individual place.

2 You could see her pleasure when she was told she had gotten the job.

3 I was worried by the news that he was ill.

4 You get a beautiful view of the tall and elegant mountains.

5 Clearing the garden was really physical and tiring work.

6 With no prospect of a job, the future for many young people looks hopeless.

7 Think of a place that is very special and that you hope will be protected (e.g., a local green space or a traditional community). Write a short description of it (100–150 words) using emotive language. Then read your description to a partner.
8d Choices

Real life discussing preferences

1 Work in pairs. Which of these things are you generally choosy or picky about (careful about choosing)? Which are you easygoing about?

- the food you eat
- the movies you watch
- the clothes you wear
- the people you spend time with

2 Listen to four short conversations. Complete the choices given by the first speaker in each conversation. Write which is the second speaker’s preference (1 or 2) and why.

<table>
<thead>
<tr>
<th>Choice</th>
<th>Preference</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>drive</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>be driven</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>pasta</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>walk in old town</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Matt Damon movie</td>
<td>2</td>
</tr>
</tbody>
</table>

3 Work in pairs. Try to complete the expressions for discussing preferences. Then listen to the conversations again and check your answers.

4 Pronunciation do you, would you

Listen to these sentences. Notice how the pronunciation of the words in bold becomes merged.

1 Do you prefer coffee or tea?
2 Would you rather eat out tonight?
3 Would you rather he stayed at home?

5 Complete these questions with the correct form of the verbs in parentheses.

1 Would you prefer ______________ (have) noisy neighbors or noisy neighbors?
2 Would you rather people ______________ (give) you an honest opinion about your work or ______________ (say) something nice about it?
3 Do you prefer ______________ (give) presents or ______________ (receive) them?
4 Would you rather ______________ (be) talented and ______________ (be) famous, or ______________ (have) fame without being talented?
5 Would you rather your parents ______________ (give) you a lot of money, or would you prefer ______________ (earn) it yourself?

6 Work in pairs. Take turns asking and answering the questions in Exercise 5. Give reasons for your answers.

7 Think of choices or possibilities for the following situations. Then work in pairs and have short conversations like the ones in Exercise 2. Take turns being the first speaker.

- something to do on the weekend
- something to eat tonight
- somewhere to go on vacation

8e A wish for change

Writing an online comment

1 Work in pairs. Do you read the comments after online articles or blogs? Why or why not? Have you ever written a comment on another person’s article or blog?

2 Work in pairs. Read the online comment below. Answer the questions.

1 Who wrote the comment, and what were they responding to?
2 Why did they write the comment?
3 Do you find the comment persuasive? Why or why not?

3 Work in pairs. How is the online comment organized? In which paragraph(s) (1–3) can you find the following?

a examples that illustrate the problem
b a recommendation or request for action
c a reference to the article it is commenting on
d a summary of the problem

4 Word focus better

Work in pairs. Underline the phrases in the online comment that use the word better. Match the phrases with their definitions (a–c).

a (of a person) have enough sense not to do something
b be in an improved situation (often financially)
c be more useful or desirable

5 Writing skill giving vivid examples

a Work in pairs. What does the writer say about lights and towels in the first paragraph to illustrate her argument?
b Find five more examples of energy waste in the second paragraph.

6 Work in pairs. Look at this list of things that annoy some people about modern life. Complete the second paragraph.

- magazines that are full of news about celebrities
- TV shows about
- magazines that...
- supermarket food that...
- trains that...

7 Imagine you have read an article about one of the items in Exercise 6. Write a short online comment (120–150 words) on it.

8 Work in pairs. Exchange comments and compare what you have written. Use these questions to check your comments. Does your partner agree with the way you feel?

- Is the online comment well-organized?
- Does it give vivid examples?
- Is it persuasive?
Watch Part 2 of the video again. What did the narrator say about these things (1–4)? Take notes as you watch the video. Then compare notes with a partner.

1 a short life and a long life
2 what happens when you keep doing something you enjoy
3 whether other people will share your interests
4 what we are teaching our children

Vocabulary in context

Watch the clips from the video. Choose the correct meaning of the words and phrases.

Complete these sentences in your own words. Then share your sentences with a partner.

1 I haven’t the faintest idea how to …
2 If you keep trying out different jobs, eventually …
3 I don’t know how long I will go on …

Work in groups. Look at these comments about the video. Discuss what you think of each comment. Then write your own comment.

1 Look at the title of the video. Write down your answer to the question on a piece of paper. Don’t show it to anyone else yet.
2 Key vocabulary
3 Work in pairs. Read the sentences (1–5). The words and phrases in bold are used in the video. Guess the meaning of the words and phrases.
1 I didn’t really know what I wanted to do when I left school, so I used the vocational guidance service.
2 How do directors of companies justify having salaries of a million dollars or more?
3 There is no better surfer in the world—she’s a master of her sport.
4 Anyone can achieve their ambition—they just have to focus on it and desire it enough.
5 He hates his job. He feels completely miserable going to the office every day.
4 Write the words and phrases in bold in Exercise 2a next to their definitions (a–e).
   a someone who does something very well
   b service to help someone to find the right career
   c very unhappy
   d show or prove to be right or reasonable
   e want something a lot

While you watch

Watch Parts 1–2 of the video. Work in pairs and answer the questions.
1 What is the key question the narrator mentions at the beginning and end of the video that we must all ask ourselves?
2 If we don’t ask this question, how does the narrator say we will spend our lives?

Read the summary below. Then watch Part 1 of the video again. Circle the correct options to complete the summary. Sometimes there is more than one answer.

The narrator often gives career advice to his own children / interns / college students. They say that if money wasn’t important, they would be painters / writers / comedians. The narrator keeps questioning them until he has found something they are really good at / really want to do / find really fun, and then he says do that. He says that just going after money is a waste of time / selfish / stupid.

Carla P
It’s an inspirational speech. It’s saying that money doesn’t bring happiness. But more important than that, it’s saying you can be whatever you want to be.

Shinji
This is a nice idea, but it’s not very practical. If everyone is painting and writing poetry and riding horses, who will drive the trains and work in the banks and offices?

Stefan
I like this, but I think there is a contradiction. He says money doesn’t matter, but then he says if you become a master of something, you will earn money from it.

Work in pairs. Read aloud your answer from Exercise 1 and ask each other for more details about this. Has your idea about what you would do changed in any way since watching the video?
UNIT 8 REVIEW AND MEMORY BOOSTER

Grammar

1 Read this post on a travel website. What two things does the writer suggest taking on the trip?

It has always been my dream to visit Antarctica, and I was not disappointed when I did. I spent ten amazing days sailing on a ship from South America to Antarctica. I want to share some tips about what to take and what to leave at home. *I regret not looking at this website before I left. I would recommend packing light. *I took too many clothes. I didn’t know they had a good laundry service on board. But do make sure to bring lots of waterproof and windproof clothing. I brought a thick, waterproof jacket with me, and I was glad I did. I wore it every day. *It stopped me from getting cold and wet. It can get quite rough at sea, so take seasickness tablets, too. The trip is well organized, and I’m sure you’ll have a wonderful time if you go. My only complaint is that *there should be more hiking at the parks, so check with your tour guide if that’s possible.

2 Work in pairs. Form conditional or wish sentences to express the same idea as the sentences in bold in the text above.

1 I wish I’d ___
2 If I’d ... I ...
3 I would have ... if ...
4 It would be better if ...

3 Work in pairs. Explain why the different grammatical forms are used in each pair of sentences below.

1 a I wish you lived closer.
   b I wish you would move back to the US.
2 a If I’d missed the plane, I would have been very upset.
   b If I’d missed the plane, I’d still be in Fiji.

I CAN

make second, third, and mixed conditionals

express wishes about the past and present

Vocabulary

4 Circle the correct options to complete the sentences. Then discuss with a partner which of the sentences about the “rocket girls” are true.

1 They did / made tasks that computers now perform.
2 They did / made mathematical calculations.
3 If they did / made a small mistake in their calculations, it didn’t usually matter.
4 They didn’t do / make great friendships because they were focused on their work.
5 The head of NASA did / made the decision to hire only women.
6 They did / made a big difference to the NASA space program.

5 Complete the phrases (1–4) using these emotive words. Then make a sentence with each phrase to say to your partner.

alarmed back-breaking delight majestic

1 ___work
2 the _________ on her face
3 he was _________ by the news
4 a(n) _________ animal

I CAN

use make and do correctly

identify and use emotive language

Real life

6 Complete these exchanges with one word in each blank.

A: Would you ___ eat out tonight or stay in?
B: I think I’d ___ to stay in, if you don’t ___.

C: I don’t know if it ___ be better
   ___ quit my job now or wait until I’ve found another one.
D: I think you’d be better ___ finding a new job first.

7 Work in pairs. Talk about your own preferences. Make sentences with I prefer + verb/noun + to ... Use the -ing form of the verb.

I prefer driving to being driven.

I prefer Japanese food to Italian food.

I CAN

ask and talk about preferences