

Unit 8 Hopes and ambitions



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A video about people’s true ambitions

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

2 70 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**.

ambition	goal	hope
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1 Our **aim** / _____ / **target** is to raise \$10,000 for charity.

2 Her _____ / **dream** is to be a professional dancer.

3 My parents’ **wish** / _____ / **expectation** was that I would study medicine in college.

4 70 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?

8a Rise of the rocket girls

Reading

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

Word focus make and do

- 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.
 - We usually use *make / do* to describe performing a repetitive task or an obligation.
 - We usually use *make / do* to describe producing or creating something.
 - We use *make / do* + an object pronoun (e.g., *something, it, that*).
- Circle the correct verbs to complete these sentences.
 - Can I *do / make* a suggestion? Why don't we take turns *doing / making* the housework?
 - I want to *do / make* something to help them: something that will really *do / make* a difference.
 - 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.
 - Their business is struggling. They're *doing / making* everything they can, but they're still not *doing / making* a profit.
 - I'm taking a very interesting evening class at the college, and I've *done / made* some good friends there.

▶ 71

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 a result, many women stayed on working at JPL for thirty or forty years.

Holt says that if there were more women engineers today, she 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.



Grammar second, third, and mixed conditionals

▶ SECOND, THIRD, and MIXED CONDITIONALS

Second conditional

1 If anyone *tried* to employ only men or only women today, they *wouldn't be allowed* to.

Third conditional

2 If these women *hadn't worked* on the lunar project, "man" *would not have reached* the moon.

Mixed second + third conditional

3 If there *were* more women engineers today, she probably *wouldn't have written* the book.

Mixed third + second conditional

4 If someone *had made* a mistake, the spacecraft *would still be* somewhere in outer space today.

For more information and practice, see page 170.

- Look at the grammar box. Circle the correct options to complete these explanations.
 - Sentence 1 describes a situation in the *present or future / past*. It refers to a(n) *real possibility / imagined situation*.
 - In sentence 2, the *if*-clause describes an imaginary situation in the *present / past*. The result it describes is in the *present / past*.
 - In sentence 3, the *if*-clause describes an imaginary situation in the *present / past*. The result it describes is in the *present / past*.
 - In sentence 4, the *if*-clause describes an imaginary situation in the *present / past*. The result it describes is in the *present / past*.
- 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.
 - 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.
 - If some of the engineers had been men, there wouldn't have been such a special working environment.
None of the engineers _____, so _____ a special working environment.
 - If I had read Nathalia Holt's book, I would know all the facts about the rocket girls.
I _____ Nathalia Holt's book, so I _____ all the facts about the rocket girls.

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

8 Pronunciation contracted or weak forms

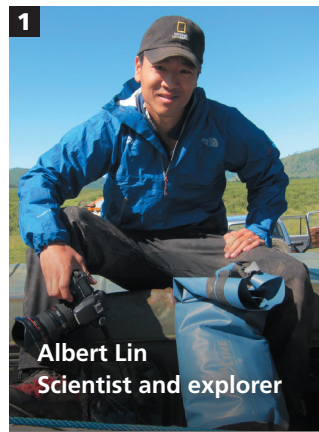
- ▶ 72 Complete these conditional sentences. Then listen and check your answers. Notice how the missing words are pronounced: as contracted forms or as weak forms.
 - If the rent _____ cheaper, I _____ take the apartment.
 - What would you _____ done if you _____ me?
 - So sorry! If I _____ known you were here, I _____ asked Jo to get you a coffee.
 - If she _____ stayed in college, she _____ now be a fully qualified journalist.
- Work in pairs. Practice saying the sentences from Exercise 8a.
- Complete these sentences in your own words. Then compare your sentences with a partner.
 - If I hadn't had a good English teacher, perhaps I ...
 - If I were more ambitious, perhaps I ...
 - If I had studied ... instead of ... , I ...
 - If I hadn't met ... , I wouldn't ...

Speaking myLife

- 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 we were young, she wouldn't be a nurse now.

8b I wish I could ...



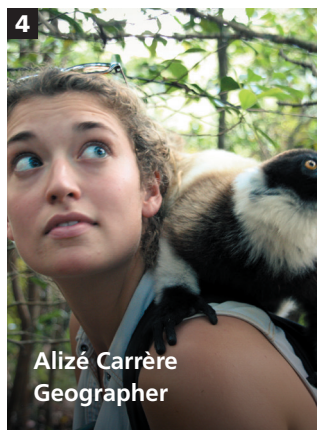
Albert Lin
Scientist and explorer



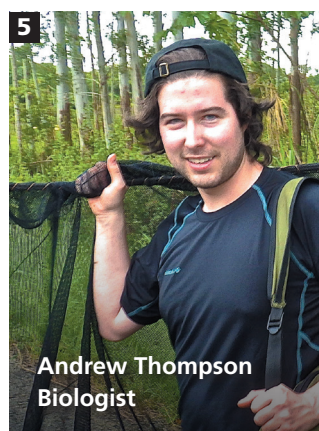
Laly Lichtenfeld
Big cat conservationist



Andrés Ruzo
Geologist



Alizé Carrère
Geographer



Andrew Thompson
Biologist



Catherine Workman
Conservation biologist



Neil deGrasse Tyson
Astrophysicist



Ricky Qi
Filmmaker

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?

WORDBUILDING noun suffixes

We use certain suffixes when we talk about people who do particular jobs: *-er, -or, -ian, -ist, -ant*, e.g., *filmmaker, actor, politician, scientist, accountant*. Nowadays, we tend not to distinguish so much between male and female workers. For example, we say *police officer* rather than *policeman* or *policewoman*; or we use the male term for female roles, e.g., *actor* (not *actress*).

For more practice, see Workbook page 67.

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

- electricity _____
- economics _____
- to bake _____
- to fight fires _____
- law _____
- to translate _____
- history _____
- reception _____
- library _____
- to consult about business _____

- 3 ▶ 73 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 ▶ 73 Listen to the explorers again and complete these sentences (1–8).

- If I had this power, ...
- I could see the world in the _____ way.
 - I could see the bigger _____.
 - I could make people magically _____ me.
 - people couldn't _____ me.
 - it would have saved me a lot of _____.
 - I'd go and listen to what people were saying in the _____.
 - I would like to be able to turn [my power] _____.
 - that would be an _____ superpower.

- 5 Work in pairs. What superpower would you like to have? What would you do if you had this power?

Grammar wish and if only

WISH and IF ONLY

wish / if only + past tense

- 1 I wish I had the ability to make people magically understand me.

wish / if only + could + base form of the verb

- 2 If only I could turn anything into any kind of food I wanted.

wish / if only + past perfect tense

- 3 I wish I'd had that power earlier in my career.

wish / if only + someone (or something) + would + base form of the verb

- 4 Sometimes you wish other people would get what you're trying to say.
5 I wish they'd stop looking at me in that confused way!

For more information and practice, see page 170.

- 6 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. | T | F |
| 2 If only in sentence 2 has a weaker meaning than wish. | T | F |
| 3 The speaker in sentence 3 is talking about a present situation. | T | F |
| 4 The speaker in sentences 4 and 5 is talking about a present situation. | T | F |
| 5 The speaker in sentences 4 and 5 wants someone else to act to change the situation. | T | F |

- 7 Circle the correct verb forms to complete this person's wishes.

"I wish I ¹ had / would have a superhuman memory. You could say that would be a bad thing because you'd remember all the things you wish you ² didn't do / hadn't done or all the missed opportunities you wish ³ you took / you'd taken. Your life would be full of regrets. But I don't mean that I wish I ⁴ remember / remembered everything; I just wish I ⁵ could remember / would remember the things I didn't want to forget, like names, dates, and interesting facts."

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

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

- Jerry wishes he _____ (not / go) out last night. He's too tired to work today.
- I wish the builders next door _____ (stop) making so much noise. I can't concentrate.
- She has an amazing voice. If only I _____ (can / sing) like that!

- 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 ...

- Marta is very homesick. She wishes her mom _____ (not / be / far away).
- I wish the weather _____ (be / warm).
- I love Tokyo. I just wish it _____ (be / cheap).
- I wish the builders next door _____ (not / be / noisy).

10 Pronunciation /f/ and /tʃ/

- a ▶ 74 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 |

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

Speaking myLife

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

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

- Make a list of all the potential problems (e.g., the boss shouts at everyone all the time, the work is boring).
- 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 particularly concerned about _____.
 - 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 **myLife**

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

alarmed	back-breaking	bleak
majestic	unique	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.

▶ 75

- 1 At over 500,000 square kilometers, Madagascar is the world's fourth largest island. Although all islands have their own unique ecosystems, nature has given Madagascar incredible riches. Roughly ninety percent of its animal and plant life is found nowhere else on the planet. Its carrot-shaped baobab trees and strange-looking lemurs make even the most well-traveled visitor wide-eyed with amazement and delight.
 - 2 But the island's beauty hides its desperate situation. The average Madagascan lives on only a dollar a day, although you would not guess this from their cheerful optimism. Moreover, since the first humans arrived in Madagascar around 2,300 years ago, nearly ninety percent of the island's original forest has been lost—either cut down for use as timber, or burned to create room for crops or cattle.
 - 3 Alarmed ecologists identified Madagascar as a region in danger and demanded that the cutting and burning stop. In 2002, a new environmentally friendly president, Marc Ravalomanana, was elected. But seven years later, he was replaced.
 - 4 The new government made it legal to sell wood from hardwood¹ trees that had already been cut down or had fallen during storms. But it struggled to control the loggers² who continue to rob the forests of wood from living trees. The main targets of this environmental crime are the rosewood tree and the ebony tree. The wood from these majestic trees is in high demand: to make expensive furniture, or as a valued material in the manufacture of musical instruments.

Saving Madagascar

The locals are caught in a trap. Poverty and the high value of rosewood—\$3,000 per cubic meter—have driven them to cut down trees they traditionally believed to be sacred.³ It is dangerous and back-breaking work. In a few hours, they can bring down a tree that has stood tall for many centuries. Then they cut the trees into two-meter logs and drag them several kilometers to the nearest river. Rosewood trees are not the only victims.

In order to transport the heavy rosewood logs down the river, rafts⁴ must be built from other wood. To make each raft, four or five lighter trees are cut down. All this disturbs the natural habitat of the islands' animals and puts their survival at risk.

What can bring hope to this bleak landscape? One man's work may offer a possible route out of the darkness. Olivier Behra, who first came to Madagascar from France in 1987, believes that the only solution is to give local people economic alternatives. He has persuaded the locals to stop cutting down trees in the Vohimana forest, and instead, to collect medicinal plants to sell to foreign companies. Meanwhile, he has trained the village lemur hunter to act as a guide for tourists who wish to photograph lemurs. The same tourists also pay to visit the wild orchid conservatory that Behra has set up. Can small-scale actions like this compete with Madagascar's rosewood industry? Or will the government's promise to stop the illegal trade in rosewood come to anything? Only time will tell.

¹hardwood (n) /'hɑ:rd,wud/ a type of strong, hard wood from certain slow-growing trees, e.g., rosewood, ebony, and mahogany
²logger (n) /'lɒgər/ a person who cuts down trees (as a job)
³sacred (adj) /'seɪkrɪd/ having important religious significance
⁴raft (n) /rɑ:ft/ a platform, often with no sides, used as a boat



8d Choices

Real life discussing preferences

- 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 clothes you wear
 - the movies you watch
 - the people you spend time with
- 76** 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.

	Choice	Preference	Reason
1	1 <u>drive</u> 2 be driven	<u>2</u>	feels tired
2	1 pasta 2 _____	___	_____
3	1 walk in old town 2 _____	___	_____
4	1 Matt Damon movie 2 _____	___	more fun

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

DISCUSSING PREFERENCES

In general

I prefer **driving** ¹ _____ **being a passenger**.
I like **simple food** ² _____ **spicy food**.

On a specific occasion

I'd rather ³ _____ **to a museum**.
I'd rather you ⁴ _____, if you don't mind.
If it ⁵ _____ up to me, I' ⁶ _____ say
let's **go to the festival**.
I think that ⁷ _____ probably be more fun.
OK. I'd prefer ⁸ _____ do that, too.

4 Pronunciation do you, would you

77 Listen to these sentences. Notice how the pronunciation of the words in **bold** becomes merged. Practice saying the sentences in the same way.

- Do you** prefer coffee or tea?
- Would you** rather eat out tonight?
- Would you** rather he stayed at home?



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

- Would you prefer _____ (have) noisy neighbors or nosy neighbors?
- Would you rather people _____ (give) you an honest opinion about your work or _____ (say) something nice about it?
- Do you prefer _____ (give) presents or _____ (receive) them?
- Would you rather _____ (be) talented and _____ (not / be) famous, or _____ (have) fame without being talented?
- Would you rather your parents _____ (give) you a lot of money, or would you prefer _____ (earn) it yourself?

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

- 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

- 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?
- Work in pairs. Read the online comment below. Answer the questions.
 - Who wrote the comment, and what were they responding to?
 - Why did they write the comment?
 - Do you find the comment persuasive? Why or why not?

Comments ▾
Community
Profile
⚙️

1 comment

Laura Torres (*Energy services advisor*)

- Thanks for a great blog post and for drawing attention to all the waste in hotels: overheated rooms, lights that are left on all night, towels that are used once and then sent to the laundry. But why stop with hotels? It would be better to mention all the other examples of unnecessary waste in modern life.
- Every morning, I walk down the street past stores with doors wide open, blowing hot air into the street. At night, I walk home past fully-lit office buildings, after the workers have already left; and past enormous flashing screens where advertisers try to outdo their competitors. At the supermarket, I take my frozen vegetables from a freezer that is completely open. My children leave their computers on when they go out and their phone chargers plugged in with no phone on the other end (though of course they should know better).
- What can we do about it? Just wishing that people would act more responsibly is not enough. We would be better off if we were forced to act. Increasing the price of energy would be one idea. Another would be to make laws—just as we have traffic laws to make us drive safely—against wasting energy.

- Work in pairs. How is the online comment organized? In which paragraph(s) (1–3) can you find the following?
 - examples that illustrate the problem _____
 - a recommendation or request for action _____
 - a reference to the article it is commenting on _____
 - 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).

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

5 Writing skill giving vivid examples

- Work in pairs. What does the writer say about lights and towels in the first paragraph to illustrate her argument?
- Find five more examples of energy waste in the second paragraph.
 - magazines that ...
magazines that are full of news about celebrities
 - trains that ...
 - cell phones that ...
 - TV shows about ...
 - supermarket food that ...
 - apps that ...
- Imagine you have read an article about one of the items in Exercise 6. Write a short online comment (120–150 words) on it.
- 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?

8f What would you do if money didn't matter?

A woman meditating near a waterfall

Before you watch

- 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**
 - a 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.
 - b 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

- 3 **8.1, 8.2** 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?
- 4 **8.1** 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 ¹ *his own children / interns / college students*. They say that if money wasn't important, they would be ² *painters / writers / comedians*. The narrator keeps questioning them until he has found something they ³ *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 ⁴ *a waste of time / selfish / stupid*.

- 5 **8.2** 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

After you watch

6 Vocabulary in context

- a **8.3** Watch the clips from the video. Choose the correct meaning of the words and phrases.
 - b 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 ...
- 7 Work in groups. Look at these comments about the video. Discuss what you think of each comment. Then write your own comment.

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.

- 8 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. ¹ **I regret not looking at this website before I left.** I would recommend packing light. ² **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. ³ **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 ⁴ **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 **>> MB** 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 **>> MB** 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 ¹ _____ eat out tonight or stay in?

B: I think I'd ² _____ to stay in, if you don't
³ _____.

C: I don't know if it ⁴ _____ be better
⁵ _____ quit my job now or wait until I've found another one.

D: I think you'd be better ⁶ _____ finding a new job first.

- 7 **>> MB** 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