

# Fascinating Planet

# 4

## ACADEMIC PATHWAYS

Lesson A: Listening to a Documentary  
Explaining Causes and Effects

Lesson B: Listening to an Informal Conversation  
Doing and Discussing Internet Research



## Think and Discuss

1. Look at the photo. Would you like to visit this place? Why? Why not?
2. Why do people like to visit natural places?

New Zealand's Tongariro National Park has three active volcanoes and an ancient native forest.

# Exploring the Theme: Fascinating Planet

Look at the photos and read the captions. Then discuss the questions.

1. What do you find interesting or surprising about the information on these pages?
2. What do you think the environment and climate are like in the Tsingy?
3. What are some of the national parks in your country? What makes them special?



## Rare Species in the Tsingy



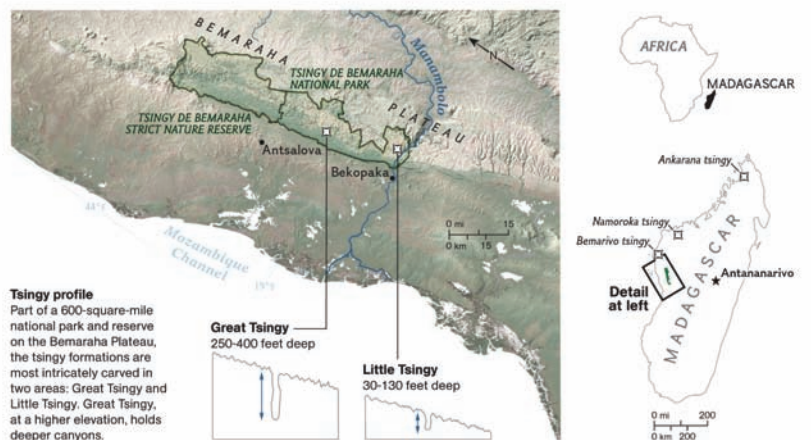
The dry upper parts of the Tsingy are the favorite places for some animals. This dragonfly is cooling itself.




The *Pachypodium* plant does not need much water, so it does well in the highest regions of the Tsingy.

## The Tsingy de Bemaraha National Park in Madagascar


The Tsingy de Bemaraha National Park in Madagascar is a very unusual place. Its sharp pointed peaks are made from eroded limestone. The high peaks and low canyons here are home to many unusual species of animals and plants, such as the white *Decken's sifaka* lemur (shown on the left). Some of the species are so rare that scientists have not yet identified them.




Source: African Natural Heritage

 **A | Using a Dictionary.** Work with a partner. Check (✓) the words you already know. Use a dictionary to help you with any words you don't know. These are words you will hear and use in Lesson A.

- |                                    |                                  |                                   |                                |                                |
|------------------------------------|----------------------------------|-----------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> crack     | <input type="checkbox"/> deep    | <input type="checkbox"/> dissolve | <input type="checkbox"/> erode | <input type="checkbox"/> form  |
| <input type="checkbox"/> lack (of) | <input type="checkbox"/> protect | <input type="checkbox"/> rare     | <input type="checkbox"/> sharp | <input type="checkbox"/> stone |

 **B |** Complete each sentence with the correct form of a word from exercise **A**. Then listen and check your answers.

1. Ancient people didn't have metal. They used \_\_\_\_\_ tools for farming and hunting.
2. This wall has a \_\_\_\_\_ in it. I can see light coming in from outside.
3. Sophie can't swim very well, so she won't go into \_\_\_\_\_ water.
4. A \_\_\_\_\_ knife can cut into an apple very easily.
5. After it rains, small streams of water come together and \_\_\_\_\_ a river.
6. I almost never eat sweets, so chocolate is a \_\_\_\_\_ treat for me.
7. If you put sugar in a cup of coffee, it will \_\_\_\_\_.
8. This mountain used to be much higher, but wind and rain have \_\_\_\_\_ it.
9. He's new at this job, but customers don't seem to notice his \_\_\_\_\_ of experience.
10. Most of the farmers wear hats to \_\_\_\_\_ themselves from the sun.

 **C | Meaning from Context.** Read about Jiuzhaigou National Park and circle the correct word choice. Then listen and check your answers.




The lakes of Jiuzhaigou get their colors from dissolved stone and minerals.

It used to be more difficult to reach Jiuzhaigou, with its clean air and clear blue-green lakes, but nowadays, there is no (**lack/form**) of visitors to this national park in China's Sichuan province. Approximately 2 million tourists visit the park each year.

Water is the main attraction of Jiuzhaigou. Rivers flow down from the mountains, and form beautiful waterfalls. The park's lakes are not (**sharp/deep**), so it's easy to see through the clean water to the bottom, brightly colored with (**dissolved/cracked**) minerals.

Jiuzhaigou is also a nature reserve, where panda bears and (**stone/rare**) bird species are (**protected/eroded**). The trees and other plant life in the reserve are also safe as long as this land remains a national park.

## USING VOCABULARY

 **D | Discussion.** Work with a partner. Discuss the questions.

1. Do you think Jiuzhaigou will stay clean and beautiful with 2 million tourists visiting every year? Why, or why not?
2. What do you think park officials could do to keep the park clean and beautiful?



**E | Meaning from Context.** Read about glaciers and circle the correct word choice. Then listen and check your answers.


The lakes in Jiuzhaigou National Park were (**formed/dissolved**) by glaciers—huge bodies of ice. Today there are glaciers high up in some mountains, but at other times in the earth's history colder temperatures allowed glaciers to exist in much larger areas.

As glaciers grow and move, they push dirt and (**stone/rare**) along with them. This material, along with the ice itself, is (**lack/sharp**) enough to (**erode/protect**) the land where the glaciers move. In this way, hills can become flat land, and flat land can become holes. Later, when temperatures become warmer and the glaciers melt, lakes are the result.


Glacial ice can become water in another way, too. At the bottom edge of a glacier, (**cracks/forms**) can develop and large pieces of ice can fall into the water below. These pieces of ice then melt and become part of the body of water.



In British Columbia, Canada, a helicopter approaches the bottom edge of a glacier and the lake that it has formed.

 **F | Discussion.** Work with a partner. Discuss the questions.

1. How is climate change affecting the world's glaciers?
2. How do changes to glaciers affect the world in general?

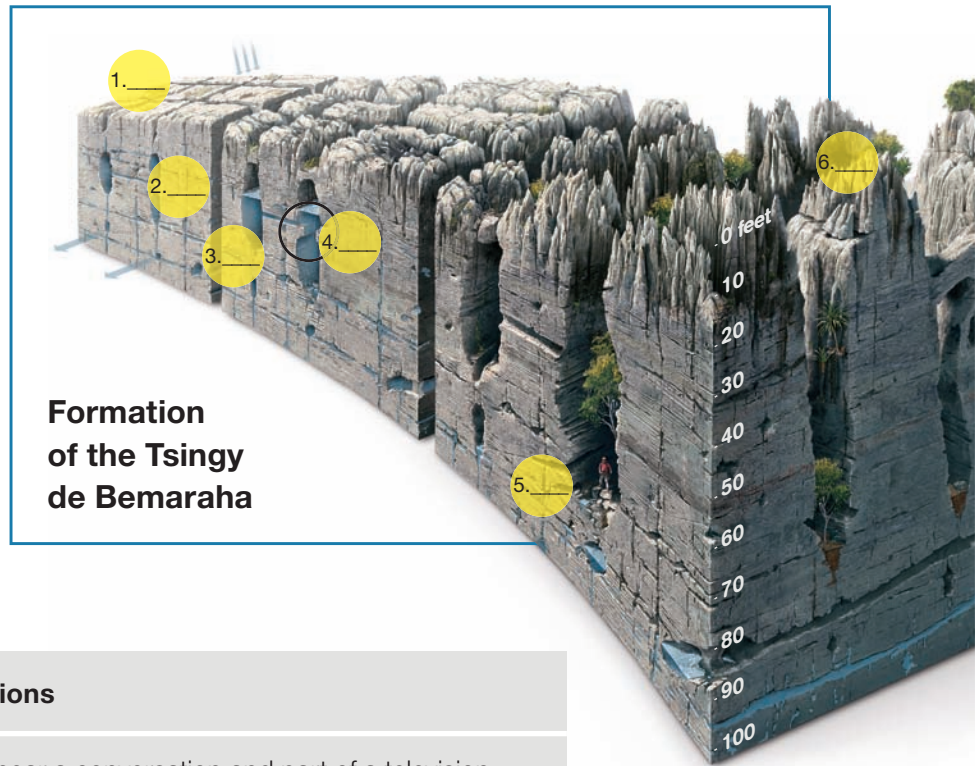
 **G | Critical Thinking.** Form a group with two or three other students and discuss the questions.

1. National parks are rare in some countries and common in others. Which is true in your country?
2. Jiuzhaigou has no lack of tourists. What do you think is the greater benefit of this tourism: the money spent by tourists, or the love and respect for nature tourists feel when they visit the park?
3. The beautiful mountains and lakes in Jiuzhaigou took millions of years to form. How long do you think it would take for human beings to have a major effect on them?
4. Worldwide, there is a limited amount of money and resources for the protection of rare animals such as panda bears. How should people decide which species are worth protecting?

## Before Listening

**A** | Look at the diagram showing how the Tsingy de Bemaraha was formed. Then write the sentence letters in the correct place on the diagram.

- More water flows into the caves<sup>1</sup> and enlarges them.
- Cracks form in the top of the limestone.
- The tops of some caves collapse, forming larger caves.
- Rain dissolves the top of the limestone and forms sharp points.
- Water flows into the cracks and begins to form small caves.
- The tops of other caves collapse, the water runs out, and deep canyons<sup>2</sup> are formed.



### Tuning Out Distractions

In this lesson, you will hear a conversation and part of a television documentary about the Tsingy de Bemaraha. In the real world, there can be distractions while you're trying to listen. A door opens and closes when a student enters a lecture late. A telephone rings during a job interview. Someone talks loudly while you're watching a movie. In each case, your ability to tune out the distraction and concentrate will help you to understand more of what you're listening to.




**B** | Listen to a conversation in a coffee shop and try to tune out the distractions. Then choose the correct word or phrase to complete each statement below.

- The woman learned about Tsingy de Bemaraha from a \_\_\_\_\_.  
a. lecture      b. TV show      c. magazine article
- The woman's friend asks about the \_\_\_\_\_ in Tsingy de Bemaraha.  
a. canyons      b. limestone      c. lemurs
- The woman mentions \_\_\_\_\_ night.  
a. Tuesday      b. Wednesday      c. Thursday
- The woman's friend answers the phone when her \_\_\_\_\_ calls her.  
a. sister      b. daughter      c. mother

<sup>1</sup> A **cave** is a large hole in the side of a cliff or under ground.

<sup>2</sup> A **canyon** is a long, narrow valley with very steep sides.


## Listening: A Documentary

-  **A** | Listen to part of a documentary about the Tsingy de Bemaraha. What distractions do you need to tune out?

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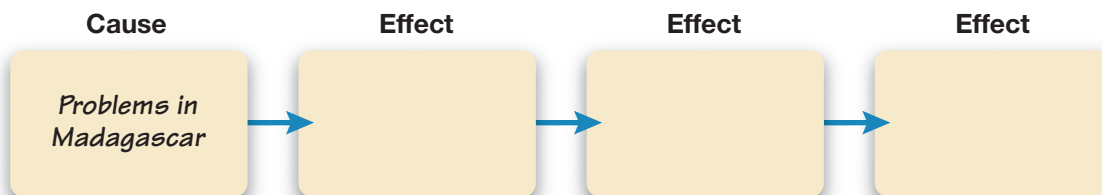
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-  **B** | **Note-Taking.** Listen again and complete the notes.

- Plants, animals protected in Tsingy because ... 1. \_\_\_\_\_  
 2. \_\_\_\_\_
- Name means, "place where one cannot \_\_\_\_\_."
- Walking into Tsingy difficult because ... 1. \_\_\_\_\_ (above)  
 2. \_\_\_\_\_ (below)

### Critical Thinking Focus: Using Graphic Organizers

Using graphic organizers, such as flow charts can help you organize important information in a visual way.



-  **C** | **Using a Graphic Organizer.** Listen again and use your notes from exercise **B** to complete the cause and effect flow chart above. (See pages 214-215 of the *Independent Student Handbook* for more information on using graphic organizers.)

## After Listening

- A** | The word *because* introduces a cause. Read the sentences below and underline the causes. Then circle the effects.
- The animals in the Tsingy are protected because it's a national park.
  - The peaks in the Tsingy are very sharp because rain has eroded the stone.
  - Because the Tsingy is almost impossible to get to, not many tourists visit it.
  - The caves became larger because the stone that had divided them collapsed.
  - Because there is little money for research, scientists aren't sure how climate change is affecting the Tsingy.

-  **B** | **Discussion.** Compare your sentences with a partner's. Then discuss the question.

- What do you notice about the placement of the causes and effects in the sentences?

An explorer in one of the deep canyons of the Tsingy de Bemaraha.



## Grammar

**A | Prior Knowledge.** Read each sentence and answer the questions that follow.

- At two o'clock, Olaf was reading the newspaper.  
How much time does it usually take for a person to read a newspaper?  
What time do you think Olaf started reading? What time did he finish?
- Teresa fell while we were learning a new dance step.  
Did Teresa fall before, after, or during the dance lesson?

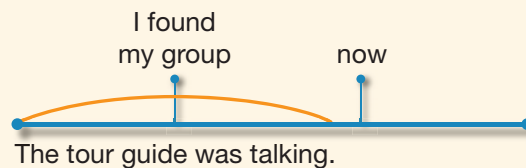
### The Simple Past Tense with The Past Continuous Tense

We use the past continuous tense to talk about something that was in progress at a certain time in the past.

*In the spring of 2007, I **was doing** research in Bolivia.*

To talk about something that happened while another event was in progress in the past, we can use the simple past tense.

*When I **found** my group, the tour guide **was talking** about glaciers.*



The word *while* often introduces a clause with the past continuous tense.

*We **saw** several kinds of birds **while** we were **walking** in the national park.*


The word *when* often introduces a clause with the simple past tense.

***When** the lights **went out**, Ronald **was giving** his presentation on penguins.*



A group of eco-tourists in Norway listening to birds.



 **B** | Read each situation. With a partner, say two different sentences about each situation using the simple past with the past continuous.

**Example:** Between six thirty and seven o'clock last night/you and your family/eat dinner.  
The telephone/ring/at six forty-one, six forty-eight, and six fifty-five.

While we were eating dinner, the telephone rang three times.

The telephone rang every few minutes while we were eating dinner.

1. In September of last year/you/do research in the Tsingy de Bemaraha.  
You discover a new species of frog.
2. Yesterday at five forty-five in the evening/you/get home from work.  
Yesterday from five o'clock to six o'clock at night/your neighbor/paint the front of her house.
3. Debora/see a bear.  
Debora/hike at the national park.
4. The train/arrive/at seven forty-three.  
From seven forty to seven forty-five/Mitch and Jean/buy tickets at the ticket counter.
5. Last night/we/watch TV.  
The dog/start to bark.

## Language Function

### Talking about Historical Events

We often use the past continuous and the simple past together when talking about historical events that happened while another event (personal or historical) was in progress.

*I **was playing** soccer with my brother when the first man **landed** on the moon.*

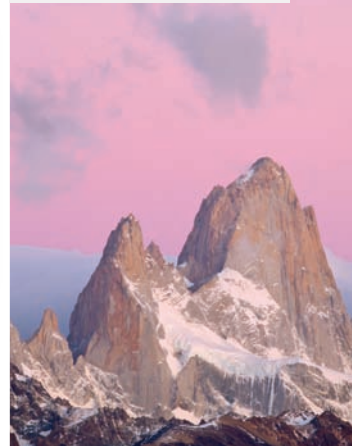
 **A** | Read about the National World Heritage Program. Then look at each date below and discuss with a partner what was happening in your life or in your country at that time.

### United Nations Educational, Scientific, and Cultural Organization (UNESCO) World Heritage Program

The World Heritage program was created by UNESCO as a way to conserve places that have cultural or environmental importance for everyone in the world.

1. 1990 – Tsingy de Bemaraha and Tongariro National Park receive World Heritage status.
2. 1992 – Jiuzhaigou National Park receives World Heritage status.
3. 1993 – Tongariro National Park receives World Heritage status under new criterion.
4. 1997 – Lençóis Maranhenses National Park receives World Heritage status.

Los Glaciares National Park in Argentina became a UNESCO World Heritage site in 1981.




**B** | Read the information below about the *History of World Heritage*.

### The History of World Heritage

The idea for the World Heritage program was first discussed during World War II, but it took many years to actually create the program:

#### UNESCO—United Nations Educational, Scientific, and Cultural Organization

<b>History</b>	1939–1945	World War II
	1942–1945	The Conference of Allied Ministers of Education in London hold meetings to discuss ways to re-establish their educational systems post-war.
	Nov. 1–16, 1945	After the meetings in London, the United Nations has a conference there to create an educational and cultural organization (later called UNESCO).
	Nov.–Dec., 1946	The first session of the General Conference of UNESCO is held. It marks the official beginning of the organization.
	1965–1972	UNESCO countries discuss a way to conserve places of global, cultural, and environmental importance.
	Nov. 16, 1972	UNESCO adopts the Convention Concerning the Protection of the World Cultural and Natural Heritage.
	1972–2010	Nine hundred and eleven places become World Heritage sites. The sites have cultural or natural importance, or both.

 **C** | Take turns asking and answering the questions below with a partner. Use the information from the chart above and your own ideas in your answers. There may be more than one correct way to answer each question.

1. What was going on in 1941 when the movie *Citizen Kane* was released?
2. When the first computer was built in 1945, what else was going on?
3. What was going on when Miguel Alemán became Mexico’s president on November 1, 1946?
4. What was happening when Martin Luther King Jr. was killed in 1968?
5. When Neil Armstrong walked on the moon in 1969, what was happening on Earth?

When *Citizen Kane* was released, World War II was going on.

## Explaining Causes and Effects

### Causes and Effects

To introduce **causes** you can use **due to**, **because of**, and **since**.

**Due to** an increase in tourism, more bus drivers are employed.

**Because of** the rise in tourism, the company hired more bus drivers.

**Since** there are more tourists, more souvenirs are being sold.

Note: A comma is only needed if the explanatory phrase comes first.


More souvenirs are being sold **since** there are more tourists.

To introduce **effects**, you can use **Therefore**, **As a result**, and **so**.

Tourists walk on the rock formations. **Therefore**, some formations have been broken and won't be seen by future generations.

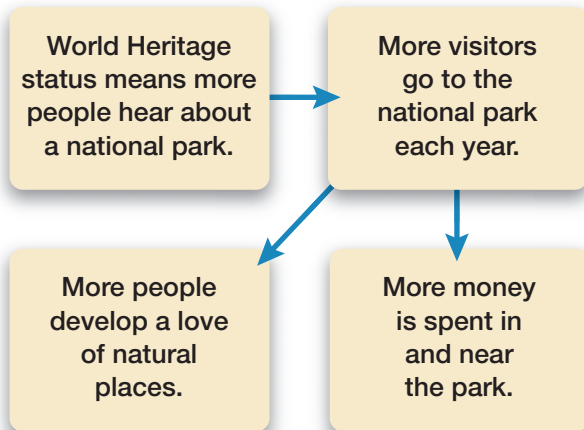
The park charges an admission fee. **As a result**, it has enough money to build walkways.

The park is beautiful, **so** many people want to see it.

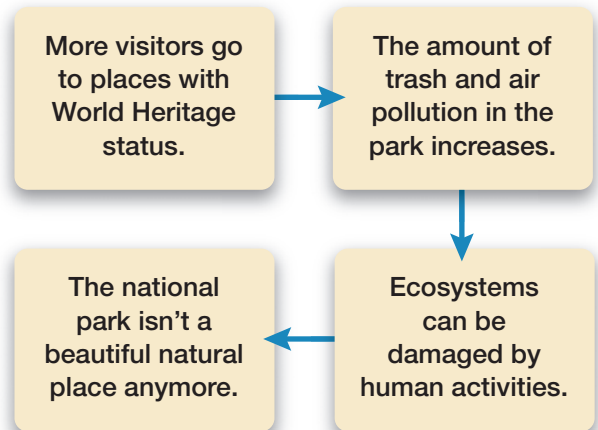
 **A** | With a partner, look at the flow charts that show the advantages and disadvantages of places having World Heritage status. Then follow the steps below.

1. Choose one chart to talk about. Your partner will talk about the other.
2. Take turns explaining your flow chart to your partner. Practice using words and phrases from the chart at the top of the page.


**Chart 1: Advantages**



**Chart 2: Disadvantages**



 **B** | Switch roles and explain the other chart to your partner.

 **C** | **Critical Thinking.** Form a group with two or three other students and discuss the questions.

1. Do you think the advantages of World Heritage status outweigh the disadvantages? Why, or why not?
2. Do you know of any cultural or natural attractions that have been helped by tourism? Damaged by tourism?

# THE GIANT'S CAUSEWAY



Located on the coast of Northern Ireland, the rock formation called the Giant's Causeway is the source of local legends.

## Before Viewing

The Giant's Causeway, which is a huge and unusual-looking rock formation made of basalt columns, became Ireland's first UNESCO World Heritage site in 1986 due to its natural beauty and importance as a geological site.

**A | Using a Dictionary.** You will hear these words in the video. Match each word with the correct definition. Use a dictionary as needed to help you.

- |                            |   |
|----------------------------|---|
| 1. _____ A legend . . .    | a. is a kind of gray stone that comes from volcanoes.         |
| 2. _____ A causeway . . .  | b. is a tall, solid cylinder.                                 |
| 3. _____ A giant . . .     | c. is a person who studies the earth's structure and surface. |
| 4. _____ A geologist . . . | d. is a traditional story.                                    |
| 5. _____ Basalt . . .      | e. is a path or roadway built across water.                   |
| 6. _____ A column . . .    | f. is an imaginary person who is very big and strong.         |



**B | Critical Thinking.** For each set of causes and effects below, create at least two different sentences with a partner. Use the words and phrases from page 71.

Because pressure built up in a volcano, hot lava...

Pressure built up in a volcano, so hot lava...

1. Pressure built up in a volcano. → Hot lava erupted and formed a thick layer on the ground.
2. The lava cooled slowly. → The basalt cracked and formed columns.
3. The basalt columns eroded. → Some of the stones we see today look like steps.
4. The stones looked like a causeway. → People made up a story about a giant.
5. The giant decided to go to Scotland. → He built the stone causeway.
6. The Giant's Causeway is interesting. → Many people visit the site each year.

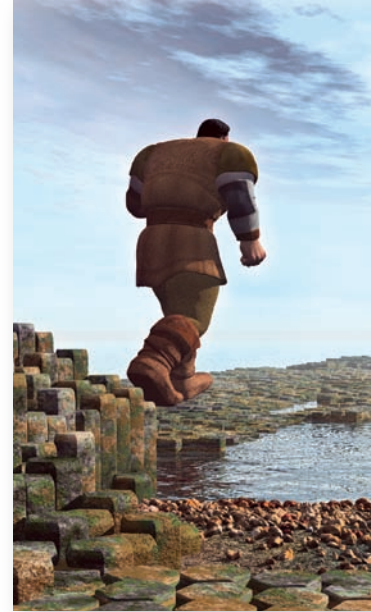
**C** | **Using the Simple Past with the Past Continuous.** Ask and answer the questions below using the information from exercise **B**.

1. What was happening inside the volcano before it erupted?
2. What happened while the lava was cooling?

## While Viewing

**A** | Watch the video. Then fill in the blanks with the numbers you hear.

1. For some people, these \_\_\_\_\_ pieces of basalt are a natural formation.
2. Dick then tells a story about how Finn was angry with a Scottish giant who lived \_\_\_\_\_ miles across the sea.
3. They say that a volcano made the Giant's Causeway about \_\_\_\_\_ million years ago.
4. Visitors have been coming to the Giant's Causeway and the nearby Irish coast since the \_\_\_\_\_.



**B** | **Note-Taking.** Watch again and take notes in the T-chart. (See page 214 of the *Independent Student Handbook* for more information on using a T-chart.)

Why the Giant's Causeway was Built	How the Giant's Causeway Formed
<i>According to the legend ...</i>	<i>According to geologists ...</i>

**C** | Use your notes from exercise **B** to tell a partner either why the Giant's Causeway was built, or how it was formed. Then switch roles.

## After Viewing

**A** | **Collaboration.** Legends often give an explanation for something in the natural world. Work with your partner to create a new legend about the Giant's Causeway rock formation, the mountains, valleys, and lakes of Jiuzhaigou, or the limestone peaks and caves in the Tsingy de Bemaraha.

**B** | Form a group with one or two other student pairs and tell each other your stories from exercise **A**. Be sure to use language from the unit to explain causes and effects.



The Giant's Causeway is a popular destination for children and tourists.



A

**Meaning from Context.** Look at the photo and maps. Read and listen to the information about New Zealand's Tongariro National Park. Notice the words in **blue**. These are words you will hear and use in Lesson B.

## World Heritage

In 1887, a Maori chief gave Tongariro's three sacred<sup>1</sup> volcanoes and the land around them to the government and people of New Zealand, thus creating the country's first national park. It has been named a World Heritage site twice—first on the **basis** of its natural beauty. In addition, its cultural importance to the Maori was **sufficient** to earn the park World Heritage status.

## Film Location

New Zealand's landscape is varied. It has dramatic **features** such as volcanoes, but also rolling green hills and beautiful lakes, so Peter Jackson had many **options** when he was choosing locations for his *Lord of the Rings* films.

## Ring of Fire

The Ring of Fire is an area with numerous earthquakes and active volcanoes. New Zealand sits on the Alpine Fault, where the **edges** of the Australian Plate and Pacific Plate move sideways past each other. The movement of the plates along the fault line leads to earthquakes, and the release of hot material from under the earth's **surface** leads to volcanic activity.

The three volcanoes of Tongariro National Park. Furthest away is Mount Tongariro, and second is Ngauruhoe—"Mount Doom" in Peter Jackson's *Lord of the Rings* movie trilogy. In the foreground is Ruapehu.



## Invasive Species

In the 19th century, European immigrants began to arrive, along with foreign animals and plants. These species are a **threat** to New Zealand's native species. Cats, Australian possums, and even rats kill and eat native birds. Plants such as European heather and North American pine compete with native plants. To restore the **balance** of nature and encourage the survival of native species, much work has been done to kill the invasive species brought in from other parts of the world.

## Tourism

The most popular ski areas on North Island—with their roads, ski lifts, hotels, and shops—are on Mount Ruapehu. This kind of development would not be allowed in a national park today, but the ski areas date from 1913, and they do bring money to the area. Staff members at the Department of Conservation are **constantly** trying to find **compromises** in park management that will keep skiers happy and protect the environment at the same time.



<sup>1</sup>Something is **sacred** if it has religious or spiritual importance.

## USING VOCABULARY

**B** | Write each word in **blue** from exercise **A** next to its definition.

- \_\_\_\_\_ (n.) agreement where each side gets some, but not all of what it wants
- \_\_\_\_\_ (n.) something that is likely to be harmful
- \_\_\_\_\_ (n.) line or border where a surface ends
- \_\_\_\_\_ (adv.) happening all the time, continuously
- \_\_\_\_\_ (n.) the flat, top level of something
- \_\_\_\_\_ (n.) possible choices or alternatives
- \_\_\_\_\_ (adj.) enough
- \_\_\_\_\_ (n.) important parts or special qualities of something
- \_\_\_\_\_ (n.) equal amounts, a state of equilibrium
- \_\_\_\_\_ (n.) the main reason for something



Volcanic material surrounds one of the Emerald Lakes on Mount Tongariro.

**C** | With a partner, choose the best vocabulary word from the box to complete each sentence. Then practice the dialog.

balance

compromise

options

basis

threat

**Sonia:** Did you know that in New Zealand, they have to kill some kinds of animals and plants?

**Nick:** That seems strange. What's the (1) \_\_\_\_\_ for killing them?

**Sonia:** They're invasive species. If people don't kill them, the invasive species take over.

**Nick:** So they're trying to keep some kind of (2) \_\_\_\_\_ between the different species. Otherwise they'd end up with only invasive species, right?

**Sonia:** I guess so but it isn't nice to think about.

**Nick:** I suppose they don't have many (3) \_\_\_\_\_. If they didn't kill some plants and animals, there would be a huge (4) \_\_\_\_\_ to others.

**Sonia:** True, but do you think some people disagree with the killing?

**Nick:** Maybe. They've probably had to make some kind of a (5) \_\_\_\_\_. They kill just enough of the plants and animals to protect native species.

**D** | **Brainstorming.** Brainstorm answers to each of the questions with your group.

- How many of the earth's **surface features** can you think of? (e.g., volcanoes)
- What are some things that **constantly** occur on Earth? (e.g., Animals are born and die.)
- What are some typical fun activities that people do on weekends? (e.g., going to the movies) How much money is **sufficient** for each of these activities?

## Before Listening



**A** | Listen and read about a national park in northeastern Brazil. What makes the park unusual?



Brazil's Lençóis Maranhenses National Park

### Lençóis Maranhenses National Park

The name of this national park means the “bedsheets of Maranhão,” the state in Brazil where the park is located. From the air, the park’s white sand dunes<sup>1</sup> do look like sheets drying in the wind, and it’s the wind that gives the dunes their half-moon shapes. However, this park features a lot more than sand. Green and blue pools of water are left behind by the rain, fishermen go out to sea in their boats, and local people take care of herds of goats.

So is the Lençóis a desert, or a seascape? Is it a park, or a place where people live? In fact, it’s not a true desert because it receives around 42 inches (120 centimeters) of rain each year. Yet sand dunes as far as the eye can see, along with the lack of trees and

other plants, suggest a desert. The park also has 90 residents—people in two villages who change their routines with the seasons. They raise chickens, goats, cattle, and crops such as cassava, beans, and cashews during the dry season. When it rains, residents go out to sea and live in fishing camps on the beach.

<sup>1</sup>A **dune** is a hill of sand near the ocean or in a desert.



Two large rivers, the Parnaíba and the Preguiças, carry sand from the interior of the continent to the ocean, where it is carried west to Lençóis Maranhenses.



**B** | Listen again and pay attention to the intonation in the underlined sentences.

## Pronunciation

### Intonation for Choices and Lists



When there are two choices, we use rising then falling intonation.

*Do you prefer the aisle or the window?*

With lists of three or more items, we use rising intonation except for the last item, which receives falling intonation.

*My favorite colors are yellow, blue, and red.*





**C** | Listen to each sentence and mark the intonation with arrows.

1. We have coffee, tea, and lemonade.
2. Do you think the salary they're offering is sufficient, or will you ask for more?
3. We could stay home, or we could stay out late, or we could compromise.
4. Would you rather go to Spain or to Portugal?
5. She's going to Korea, Japan, and China.



Residents of the Lençóis lead a herd of goats up the side of a sand dune.



**D** | Practice saying the questions above with a partner.

## Listening: An Informal Conversation



**A** | **Listening for Main Ideas.** Listen and answer the questions below.

1. What are the speakers trying to decide? \_\_\_\_\_
2. What are their two choices? \_\_\_\_\_
3. What do they decide to do? \_\_\_\_\_



**B** | **Listening for Details.** Listen again and circle the letter of the correct answer.

1. What's one disadvantage of the man's vacation idea?
  - a. not much to do there
  - b. long plane trip from Tokyo
2. Why does the woman not want to go to the beach?
  - a. cool weather
  - b. too much sun
3. What would the woman prefer to do?
  - a. go hiking
  - b. play golf
4. What's one advantage of going in August?
  - a. low prices
  - b. hot weather
5. What is the man most interested in?
  - a. seeing different cultures
  - b. seeing different scenery

## After Listening



**Self-Reflection.** Discuss the following questions with a partner. Be sure to use the appropriate intonation and explain your answers.

1. Do you prefer to spend vacation time in your home country or abroad?
2. Do you like vacations that are very active or very relaxing?
3. Do you prefer to travel by plane, by train, or by bus?
4. Would you rather go to a national park or to an interesting city?
5. Would your dream vacation be in Asia, Europe, Africa, or someplace else?
6. Would you prefer to have more money or more vacation time?



## Grammar

**A | Prior Knowledge.** Read the conversation. Then answer the questions.

**Makiko:** *I just got back from Alaska. It was really cold there.*

**Tim:** *How cold was it?*

**Makiko:** *It was so cold that my camera wouldn't work. I think it was frozen!*

- After she says, "so cold that," Makiko \_\_\_\_\_.
  - changes the topic
  - gives more details
- The information that follows the phrase, *so cold that* is \_\_\_\_\_.
  - a cause
  - an effect

### So + Adjective + That

We use *so + adj + that* to talk about results or give more details.

*The car was going **so fast that** it couldn't stop at the red light.*

In other words, because the car was going very fast, it couldn't stop.

*The room was **so quiet that** I could hear myself breathing.*

In other words, because the room was very quiet, I could hear my own breathing.

**B |** With a partner, think of at least two possible endings for each sentence.

- The movie was so popular that \_\_\_\_\_.
- Emilio is so strong that \_\_\_\_\_.
- That year, food was so scarce that \_\_\_\_\_.
- The instructions are so clear that \_\_\_\_\_.
- The park is so beautiful that \_\_\_\_\_.


**C |** Make a list of eight adjectives in your notebook. Then write a new sentence with *so + adj + that* for at least six of your adjectives.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Presentation Skill: Making Eye Contact

Even if you are using notes, it's important to look up and speak directly to your audience. When you make eye contact with your audience, it helps you connect with them. This will make your presentation more interesting for your audience because you are speaking to them.

**D | Presentation.** Stand up and say two of your sentences from exercise **C** to the whole class. Be sure to make eye contact with your audience, not down at your book.

 **E | Brainstorming.** As a class or in a small group, brainstorm places in the world that match the descriptions below. One has been done as an example.


dry The Sahara Desert beautiful \_\_\_\_\_  
cold \_\_\_\_\_ mountainous \_\_\_\_\_  
rainy \_\_\_\_\_ hot \_\_\_\_\_

 **F |** Use *so + adj + that + noun* to make sentences about the places you listed in exercise **A**.

It's so dry in the Sahara that few plants grow there.

It's so dry that very few people live there.

## Language Function: Responding to Suggestions

 With a partner, take turns making suggestions about the topics below. Go along with some of your partner's suggestions, and don't go along with others. Refer to Making Suggestions on page 38 in Unit 2 if you need help.

### Student A

- Doing homework together
- Walking somewhere
- Talking to the instructor after class
- Buying a new car

### Student B

- Getting something to eat or drink
- Wearing warmer or cooler clothes
- Joining a study group
- Taking a class together

## Student to Student: Responding to Suggestions

When someone you're talking to makes a suggestion, you are expected to respond. If you want to go along with the suggestion, you can say for example:

*OK/Sure/All right*  
*That's a great idea!/That sounds good.*

If you don't want to go along with the suggestion, your response needs to be polite.

*I'd rather not . . . I'll . . .*  
*Well, I don't really like to . . .*  
*I'm not sure about that.*

## 4

You are going to practice doing Internet research on the national parks you learned about in this unit. You will work with a partner.

When you look for information on the Internet, ask yourself:

1. Do I need recent information?

*The answer depends on your topic. If you want to learn about current events in the world or the latest technology, look for a recent date on the Web sites you visit.*

2. Where can I find relevant information?

*Again, think about your topic. General information might be found in an online encyclopedia. Current news stories are in online newspapers. Statistics about a country's population and income may be included on a government Web site. And with every topic, choosing relevant key words for your search is very important.*

3. Is the information on this Web site accurate and reliable?

*The Internet provides good information—and bad. Good Web sites often have:*

- a. an identifiable source for the information (Where does it come from?)
- b. the date of the most recent update (Is the information current?)
- c. the URL suffix .edu or .gov (These sites aren't making money online.)



**A** | Work with your partner to find the missing information about the places below online. As you do your research, use the questions and tips above to guide you.



### Jiuzhaigou National Park, China

Became a national park in \_\_\_\_\_.

Size of park: \_\_\_\_\_

Number of tourists each year: \_\_\_\_\_

World Heritage status: yes/no

If yes, year(s): \_\_\_\_\_



### The Tsingy de Bemaraha, Madagascar

Became a national park in \_\_\_\_\_.

Size of park: \_\_\_\_\_

Number of tourists each year: \_\_\_\_\_

World Heritage status: yes/no

If yes, year(s): \_\_\_\_\_



### Tongariro National Park, New Zealand

Became a national park in \_\_\_\_\_.

Size of park: \_\_\_\_\_

Number of tourists each year: \_\_\_\_\_

World Heritage status: yes/no

If yes, year(s): \_\_\_\_\_



### Lençóis Maranhenses National Park, Brazil

Became a national park in \_\_\_\_\_.

Size of park: \_\_\_\_\_

Number of tourists each year: \_\_\_\_\_

World Heritage status: yes/no

If yes, year(s): \_\_\_\_\_



**B** | **Discussion.** Form a group with another pair of students and discuss the questions. Were you able to find all of the information? How do you know that the information is accurate? What kind of Web sites were the most helpful to you? What key words did you use in your searches? (See page 212 of the *Independent Student Handbook* for more information on doing online research.)