

UNIT

1

Balancing Your Life

Construction workers balance on beams at the top of the Stratosphere Tower in Las Vegas.



UNIT OUTCOMES

- Analyze and create schedules
- Identify goals and obstacles and suggest solutions
- Write about a personal goal
- Analyze study habits
- Manage time

Look at the photo and answer the questions.

1. What do you think the people are doing?
2. What activities do you do every day?
3. What do you want to do in the future?

GOAL ■ Analyze and create schedules

A. ANALYZE Look at Luisa’s schedule. What are her routines?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 a.m. – 7 a.m.	5:45 Run		5:45 Run		5:45 Run	6:00 Yoga	5:45 Run
7 a.m. – 9 a.m.	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Breakfast with co-workers	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Work	7:00 Walk the dog
9 a.m. – 11 a.m.	9:00 Work	9:00 Grocery shopping	9:00 Work	9:00 Run errands	9:00 Work	10:00 Shopping	
11 a.m. – 1 p.m.							
1 p.m. – 3 p.m.		1:00 Work		1:00 Work		2:00 Meet friends	1:00 Meet friends
3 p.m. – 5 p.m.							
5 p.m. – 7 p.m.							5:00 Family dinner
7 p.m. – 9 p.m.	7:00 ESL class	8:00 Computer class	7:00 ESL class	8:00 Computer class		7:00 Watch a movie	

B. Ask questions about Luisa’s schedule. Use the conversation below as a model.

Student A: What time does Luisa start work?

Student B: She starts work at 9:00 a.m. on Mondays, Wednesdays, and Fridays.

Student A: When does she have ESL class?

Student B: She has ESL class on Mondays and Wednesdays at 7.00 p.m.

C. INTERPRET Ask questions about Luisa’s schedule again. This time, use *How often . . . ?* Answer the questions using the frequency expressions from the box.

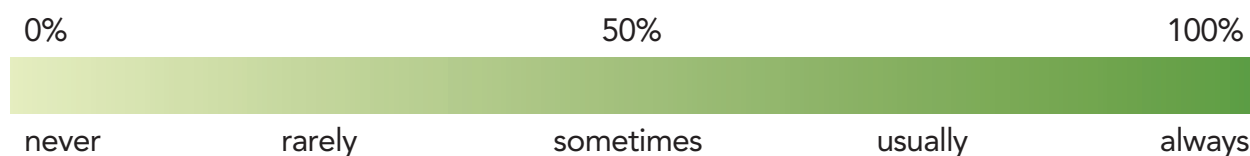
once a week	twice a week	three times a week	every Saturday
every morning	every weekday	every other day	every Sunday

EXAMPLE: Student A: How often does Luisa have dinner with her family?

Student B: Luisa has dinner with her family every Sunday.

Or Luisa has dinner with her family once a week.

D. Where do frequency adverbs go in a sentence? Study the charts below.



Placement rules for frequency adverbs	Examples
Before the main verb	Luisa <i>always/usually/often</i> goes running. She <i>sometimes/rarely/never</i> does yoga.
After the main verb <i>be</i>	She <i>is usually</i> busy on the weekends.
<i>Sometimes/usually/often</i> can come at the beginning or at the end of a sentence	<i>Usually/sometimes</i> Luisa starts work in the morning. Luisa starts work in the morning <i>sometimes/usually</i> .
Between the subject and the verb in short answers	Yes, <i>she always</i> does./No, <i>she usually</i> isn't.
<i>Rarely</i> and <i>never</i> are negative words. Do not use <i>not</i> and <i>never</i> in the same sentence.	Correct: She <i>never</i> plays tennis. Incorrect: She doesn't <i>never</i> play tennis.

E. Write the frequency adverb in parentheses in the correct place. Remember, sometimes the adverb can go in more than one place.

- Roberto ^{rarely} finishes his homework before class. (rarely)
- Jerry comes to class on time. (always)
- Sue eats lunch with her husband. (sometimes)
- Our teacher sits at her desk while she is teaching. (never)
- Elia goes running in the morning before school. (often)
- Hugo works at night. (usually)

F. Use frequency adverbs to write sentences about Luisa. Look back at her schedule in Exercise A.

1. Luisa usually starts work in the morning.
2. _____
3. _____
4. _____

G. Practice reading the sentences you wrote in Exercise F. Which words are the most important in each sentence?

H. CREATE Make a schedule of everything you do in one week. Tell your partner about your schedule.

EXAMPLE: I NEVER cook on my day off because I'm a cook in a restaurant!

STRESS

In a phrase or sentence, certain words get the most stress. In the sentences below, the words with the most stress are in CAPITAL letters.

Luisa OFTEN goes RUNNING.

She is NEVER HOME on the weekends.

SOMETIMES I go to the MOVIES.

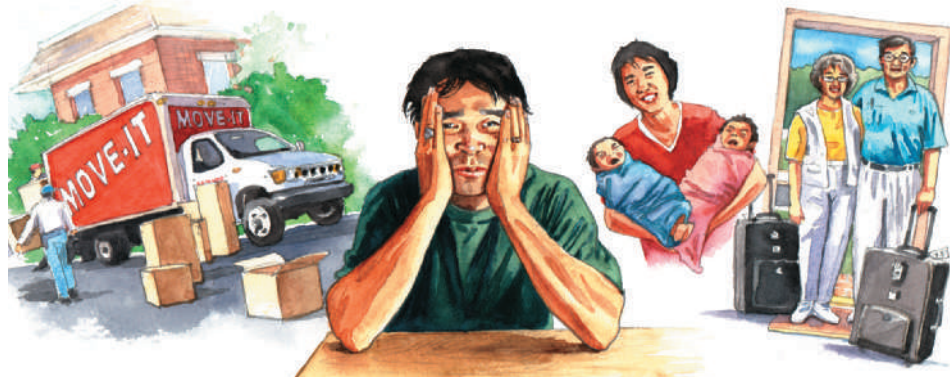
He RARELY studies in the MORNING.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 a.m. – 7 a.m.							
7 a.m. – 9 a.m.							
9 a.m. – 11 a.m.							
11 a.m. – 1 p.m.							
1 p.m. – 3 p.m.							
3 p.m. – 5 p.m.							
5 p.m. – 7 p.m.							
7 p.m. – 9 p.m.							

LESSON 2 Goals, obstacles, and solutions

GOAL ■ Identify goals and obstacles and suggest solutions

A. Look at the picture. Zhou is worried about the future. What is he thinking about?



B. Read about Zhou.

Zhou's life is going to change very soon. His wife, Huixen, is going to have twins in July. His parents are going to come from China to live in the United States. He's happy, but his apartment will be too small for everyone. He needs a better job, but his boss *won't* promote him because he doesn't have a college degree.

Zhou has three goals. When his parents come to the United States, he will buy a house large enough for two families. His father will work and help pay for the house. His mother will help take care of the children. Then, Zhou plans to go to night school and get his bachelor's degree. When he graduates, he will apply for a new position at work. He will work hard to achieve his goals.

*won't = will not

C. A *goal* is something you would like to achieve in the future. What are Zhou's three goals?

1. _____
2. _____
3. _____

D. An *obstacle* is a problem; something that gets in the way of your goal. Zhou has two obstacles. What are they?

1. _____
2. _____

E. Review vocabulary and write about Zhou's solutions.

1. What is a goal? _____
2. What is an obstacle? _____
3. What is a solution? *A solution is a way to solve a problem.* _____
4. Zhou's apartment is too small. What is his solution?

5. Zhou needs a better job. What is his solution?



F. IDENTIFY Listen to Tuba and Lam. Identify their goals, obstacles, and solutions and write them in the spaces.

1. **Goal:** Tuba wants to *get a job to help her husband* _____.



Obstacle: Her obstacle is _____.

Solutions:

- a. She can _____.
- b. Her mother can _____.

2. **Goal:** Lam wants to _____.



Obstacle: His obstacle is _____.

Solutions:

- a. His grandchildren can _____.
- b. His grandchildren can _____.

G. Read how to use *when* to talk about goals.

1. *When Zhou graduates, he will apply for a new position at work.*
This sentence means: *First*, he will graduate. *Then*, he will apply for a new position at work.
2. *When his parents come to the United States, he will buy a house.*
This sentence means: *First*, his parents will come to the United States. *Then*, he will buy a house.

H. Study the chart.

Future Time Clauses with <i>When</i>			
<i>When</i>	Present tense	<i>Will</i>	Base verb
When Zhou	graduates,	he will	apply for a new position at work.*
When his parents	come to the United States,	he will	buy a house.

*Note: The order of the clauses does not matter. You can also say, *Zhou will apply for a new position at work when he graduates.*

I. Complete the sentences below with your own ideas.

- When Zhou's parents come to the United States, his house will be too small.
- When _____, they will buy a bigger house.
- When Zhou's mother comes to stay, _____.
- When _____, his boss will promote him.
- When Zhou gets a better job, _____.

J. CLASSIFY Zhou has a *personal* goal (buy a new home), an *educational* goal (graduate from college), and an *occupational* goal (get a new position at work). What are your goals? Write them in the table below.

Personal	Educational	Occupational
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

K. In groups, discuss your goals for the future.

EXAMPLE: When I graduate, I will get a new job.

L. APPLY Write your goals on a separate piece of paper. Hang it up in the classroom where you can read your goals each day.

LESSON **3** The future

GOAL ■ Write about a personal goal

A. Complete the paragraph below with *obstacles* and *solutions*.

In the previous lesson, you wrote about your goals. Goals are things you want to achieve. Sometimes we can have problems achieving them. These problems are called _____ . When we figure out how to solve these problems, we have _____ .

B. ANALYZE Choose one of the goals you wrote in the table on page 19. Think of one obstacle to reaching your goal and two possible solutions.

Goal: _____

Obstacle: _____

Solutions:

1. _____

2. _____

C. Share your ideas with a partner. Can your partner suggest other solutions?

D. What is a paragraph? Discuss the following terms with your teacher.

- A *paragraph* is a group of sentences about the same topic.
- A *topic sentence* is usually the first sentence in a paragraph and it introduces the topic or *main idea*.
- *Support sentences* are the sentences that follow the topic sentence and they give *details* about the topic.
- A *conclusion sentence* is the final sentence of the paragraph and it gives a *summary* of the paragraph.

E. Read the paragraph Tuba wrote about her goal.

My Goal title

indent topic sentence

My goal is to get a job to help my husband with money. I have an obstacle—time. It will be difficult to work because I have to take care of the children and the house. One solution is to work part-time while my children are in school. Another solution is to have my mother help take care of the children. If we all work together, we will achieve our goal.

conclusion sentence support sentences



Malala Yousafzai's personal goal is to give children and young people around the world equal rights.

F. ANALYZE Look again at Tuba’s paragraph in Exercise E and answer the questions. Then, write ideas for your own paragraph about the goal you chose in Exercise B.

1. What is Tuba’s topic sentence?

2. Tuba’s support sentences are about her obstacle and her two possible solutions. What are her support sentences?

3. What is Tuba’s conclusion sentence?

1. Write your topic sentence.

2. Write your three support sentences.

a.

b.

c.

3. Write your conclusion sentence.

G. On a separate piece of paper, write a paragraph about your goal using correct paragraph formatting.

LESSON **4** Study habits

GOAL ■ Analyze study habits

A. Answer the following questions. Then, compare your answers with a partner.

1. Where do you like to study?

2. When do you usually study?

3. How long do you study for?

4. Do you listen to music when you study? Why or why not?

B. COMPARE Look at the first picture. What is Luisa doing? Do you think she is learning anything? Why or why not? Look at the second picture. What is Michel doing? Is he learning anything? Discuss your ideas with a partner.



C. Listen to the information about study habits and take notes. What are good and bad study habits?

D. Read about study habits below.

Good study habits can be very *beneficial* to you and your education. On the other hand, bad study habits can be *harmful* to your educational goals. First, let's talk about bad study habits.

Many people have very busy schedules and it is difficult for them to find time to study. One bad study habit is not studying before class. Another bad study habit is studying with *distractions* around, such as television, people talking, or loud music. A third bad study habit is copying a friend's homework. These are just a few bad study habits, but you can easily change them into good study habits.

There are many ways that you can improve your study habits. First, set a time every day to study and try to study at the same time every day. Do not make appointments at this time. This is your special study time. Second, find a good place to study, a place that is quiet and comfortable so you can *concentrate*. Finally, do your homework on your own. Afterwards, you can find a friend to help you *go over* your work and check your answers.

E. INTERPRET According to the reading, what are some bad study habits? Add one more idea.

not studying before class

F. INTERPRET According to the reading, what are some good study habits? Add one more idea.

studying at the same time every day

G. Match each word or phrase with its correct definition. Write the letter.

- | | |
|-----------------------|-----------------------------------|
| 1. _____ beneficial | a. bad for you |
| 2. _____ harmful | b. get better |
| 3. _____ distractions | c. review or check again |
| 4. <u>b</u> improve | d. good for you |
| 5. _____ concentrate | e. think hard about something |
| 6. _____ go over | f. things that disturb your study |

H. Fill in the blanks with a word or phrase from Exercise G.

1. My English will _____ if I practice every day.
2. Please be quiet. I can't _____ on my homework.
3. Studying with a friend can be _____ because you can help each other.
4. When you finish taking a test, _____ your answers again.
5. It's hard to study when there are _____. Turn off the TV!
6. Bad study habits can be _____ to your educational goals.

I. Choose three words or phrases from Exercise G and write sentences about your study habits on a separate piece of paper. Share your sentences with a partner.

J. Think about your study habits. Fill in the table below.

Good study habits	Bad study habits
1.	1.
2.	2.
3.	3.

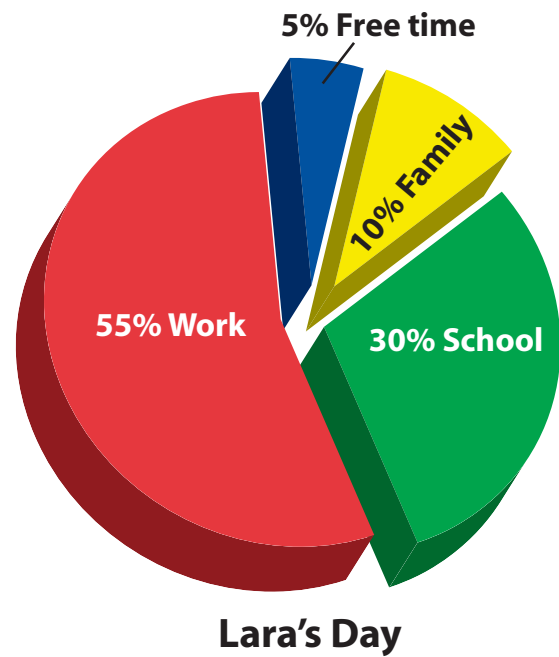
K. COMPARE Share your answers with a partner. Which study habits are the same? Which study habits are different?

LESSON 5 Time management

GOAL ■ Manage time

A. Read about Lara's problem.

Lara doesn't spend enough time with her family. The pie chart shows how Lara spends her time. She rarely has any free time to relax. Lara wants to find a way to balance her time, so she has decided to attend a lecture at school to learn better time-management strategies.



B. Answer the questions about Lara.

1. What is Lara's goal?

2. What is her obstacle?

3. What is her solution?



C. Listen to the lecture about time management. Listen for the main ideas.

Drivers in Los Angeles spend a lot of time going to and coming home from work because of traffic.

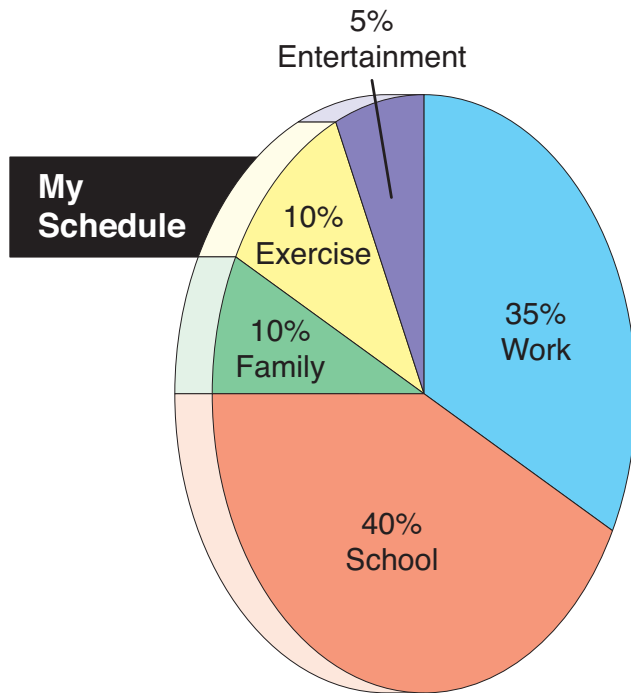
D. DISCUSS When you listen to a lecture, you can use an outline to help record important information. Look at the outline below and discuss it with your teacher.

1. Why is time management important?
 - a. You stay organized.
 - b. You accomplish everything that needs to get done.
 - c. You _____.
2. How do you keep a schedule?
 - a. Write down everything you need to do in a week.
 - b. Put each task in a time slot.
 - c. _____.
 - d. Check off things that have been completed.
3. How can you add more time to your day?
 - a. You can wake up earlier.
 - b. You can ask _____.
 - c. You can try doing _____ tasks at once.
4. What are other important things to consider about time management?
 - a. Remember the important people in your life.
 - b. _____.
 - c. You are the boss of your schedule.
5. What are the benefits of managing your time?
 - a. You will have more time.
 - b. You will feel less _____.
 - c. You will have time to _____.



E. Listen to the lecture on time management again and complete the outline above.

F. A pie chart is a circle, like a pie, and is divided up into parts that equal 100%. Look at the pie chart, fill in the percentages below, and add them up. Do they equal 100%?



Work:	_____%
School:	_____%
Family:	_____%
Exercise:	_____%
Entertainment:	_____%
<hr/>	
TOTAL	_____%

G. On a separate piece of paper, create a pie chart to show how you spend your time. Make sure your chart equals 100%!

H. **REFLECT** Answer the following questions about your own time-management strategies.

1. What problems do you have with time?

I work ten hours a day, and I don't have time to study.

2. How could you add more time to your day? (Think about what you learned from the lecture.)

3. What are some time-management skills you learned that you would like to use in your life?



Before You Watch

A. Look at the picture and answer the questions.

1. What's wrong with Hector?
2. What do you think Naomi is saying to Hector?



While You Watch

B. Watch the video and complete the dialog.

Naomi: ... you wouldn't skip a day of work, either. Treat your studies in the same way, and your grades will (1) improve.

Hector: That's a great (2) _____, thanks.

Naomi: Well, now you know what you have to do. So go do it! If you get (3) _____, you'll feel more productive. Trust me!

Hector: (4) _____ give it a try. What have I got to lose, right?

Naomi: Good luck. Tell me how it's (5) _____ later on.

Hector: I (6) _____. Talk to you later.

Check Your Understanding

C. Circle the correct word to complete each sentence.

1. There's too much noise and it's difficult for Hector to (communicate/concentrate).
2. Hector says his (schedule/organization) is crazy and he has no time to study.
3. Naomi suggests that Hector (make time/write down) where and when he going to study.
4. A schedule will help Hector to (get organized/spend time with friends).
5. Naomi tells Hector a schedule will make him (productive/smarter).

A. Exchange books with a partner. Have your partner complete the schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning							
afternoon							
evening							

B. Write sentences about your partner's schedule using the frequency adverbs.

1. (always) _____
2. (usually) _____
3. (often) _____
4. (sometimes) _____
5. (rarely) _____
6. (never) _____

C. Now share your sentences with your partner and see if he or she agrees. Use the conversation below as a model.

Student A: You always work in the evenings.

Student B: Yes, I do.

D. Complete the sentences with the correct verb form.

1. When Jason _____ (get) a better job, he _____ (buy) a new house.
2. Lilia _____ (join) her sister at college when she _____ (finish) her ESL class.
3. We _____ (run) a marathon when we _____ (complete) our training program.
4. When Maria _____ (get) her bachelor's degree, she _____ (ask) her boss for a raise.

E. What are your goals for the future? Write sentences about your future goals using *when*.

1. *When I finish this course, I will take the GED exam.*

2. _____
3. _____
4. _____
5. _____

F. Think of one obstacle and one solution for each goal you wrote in Exercise E. Complete the chart.

	Goal	Obstacle	Solution
1.			
2.			
3.			
4.			

G. Match each word or phrase to its correct meaning. Draw a line.

- | | |
|------------------------|--|
| 1. paragraph | a. introduces your topic, or main idea |
| 2. topic sentence | b. give details about your topic |
| 3. support sentences | c. gives a summary of everything you wrote |
| 4. conclusion sentence | d. a group of sentences about the same topic |

Learner Log

I can analyze study habits.

Yes No Maybe

I can manage time.

Yes No Maybe

H. Read the following sentences that make up a paragraph. Label each as a *topic* sentence (T), a *support* sentence (S), or a *conclusion* sentence (C). Remember, there can only be one topic sentence and one conclusion sentence.

1. I will buy books to study with and I will study very hard. _____
2. Within the next two years, I hope to have my license. _____
3. When I'm ready, I will register for the test. _____
4. My goal for the future is to get my real estate license. _____
5. When I am close to taking the test, I will ask my friend to help me. _____

I. On a separate piece of paper, rewrite the sentences above in the correct order using correct paragraph formatting.

J. Write two good study habits.

1. _____
2. _____

K. Write two good time-management strategies.

1. _____
2. _____

L. Write the correct word or phrase from the box for each definition.

beneficial

concentrate

distractions

go over

goal

harmful

improve

obstacle

1. bad for you _____
2. when you get better at something _____
3. good for you _____
4. think hard about something _____
5. something you want to achieve _____
6. a problem _____
7. review something or check it again _____
8. things that bother you when you are studying _____



With a team, you will design a weekly schedule that includes your class and study time. You will identify good study habits and time-management strategies.

1. **COLLABORATE** Form a team with four or five students. Choose a position for each member of your team.


Position	Job description	Student name
Student 1: Leader	Check that everyone speaks English and participates.	
Student 2: Secretary	Take notes on study habits and time-management strategies.	
Student 3: Designer	Design a weekly schedule.	
Students 4/5: Assistants	Help the secretary and the designer with their work.	

2. Design a weekly schedule. On your schedule, write in the days and times you have English class.
3. Decide on a goal that is related to learning English. Then, think of one obstacle to your goal and two solutions.
4. Make a list of good study habits and a list of time-management strategies you would like to use.
5. Make a poster with all of the information from above: weekly schedule, goal, obstacle, solutions, good study habits, and time-management strategies.
6. Present your poster to the class.



Public libraries, such as the New York Public Library, often have resources like free English conversation groups once a week to support the local community.

The Real-Life Tomb Raider



“When someone tells me that I can’t do something, it just empowers me all the more.”
—Kira Salak

A. PREDICT Answer the questions before you read.

1. Read the title. What do you think the article will be about?
2. Look at the picture and read the quote. Do you think Kira has goals? Why?
3. Look at the picture again. Where do you think Kira is?

B. What do you think these words mean? Work with a partner.

adventurer	continent	document (v)	doubt
empower	escape	exotic	kayak (v)
kidnap	resolve	superficial	terrifying

C. Read about Kira Salak.

Kira Salak is an adventurer. She was the first known person to kayak down the Niger River in West Africa by herself. Kira is a traveler. She has traveled alone to almost every continent. Kira is a writer. She documents her travels by writing about the people she has met and the places she has seen. How did she become all of these things?

Kira wrote her first short story at the age of six. Her imagination always took her to wild and exotic places. At age 19, she took her first solo trip, hoping to have new and unique experiences. At age 20, while backpacking through Africa, she was kidnapped by soldiers and forced to “make a terrifying escape.” But this experience didn’t stop her. In fact, since then, she has purposely traveled to more dangerous countries so she can tell the world about the people who live there.

Kira’s experiences empower her. Even though she has seen some terrible things, she is still hopeful. Her goal is to find common ground with other people. “When you get beyond politics and superficial cultural differences, people all want the same things: peace, happiness, success for their children, and the best standard of life.” Kira is a writer, a traveler, and an adventurer. But above all else, she is a human being. “When someone tells me I can't do something, it just empowers me all the more. People's doubts in my ability only strengthen my resolve. When they say I can't accomplish a challenge, I just eat that up.”

D. SUPPORT Underline the answers to the questions below in the reading. Write the question number next to the evidence.

1. How do we know that Kira wanted to travel from a young age?
2. When did she first travel alone?
3. What empowers Kira?
4. Where was she kidnapped?

E. SUMMARIZE Without looking at the reading, tell your partner about Kira’s goal, an obstacle, and a solution.