

2 MILESTONES

Look at the photo. Answer the questions.

- 1 A milestone is an important life event. What milestone is pictured here?
- 2 How do the people in the photo feel?
- 3 What are some other important milestones in life?

UNIT GOALS

- 1 Talk about stages of life
- 2 Make predictions and talk about future needs and plans
- 3 Identify and discuss important milestones in life
- 4 Speculate about the likelihood of something happening



A woman poses in her wedding dress in Havana, Cuba.

LESSON **A** SMALL STEPS



People in a retirement community

1 VIDEO I Like Being 98

A Read the information in the Word Bank. Why do you think some people “feel stuck” in retirement communities?

B Watch the first part of the video. Complete the information about Evelyn. What happened to her? How did she feel?

“I lost my _____ because somebody thought I was too _____.
But I didn’t have a mark against me at all. I was _____ at that, I really was. It made me feel old. It made me feel _____.”

C Watch the full video. What do the words in italics refer to? Match them to the descriptions on the right. You will use one description twice.

- | | |
|--|--|
| 1. We used to have a bus <i>here</i> . _____ | a. another place to live |
| 2. They gave <i>it</i> up. _____ | b. bus to the supermarket |
| 3. A lot of people were stuck around <i>here</i> . _____ | c. driver’s license |
| 4. Joyce didn’t want to go <i>anywhere else</i> . _____ | d. help Joyce |
| 5. I went to get <i>it</i> back. _____ | e. driving test |
| 6. I passed <i>it</i> . _____ | f. loving your neighbor and being a friend |
| 7. <i>That</i> will give you joy. _____ | g. retirement community |
| 8. I don’t do <i>this</i> so you think I’m great. _____ | |

D What words describe Evelyn? Do you know anyone like her? Tell a partner.

Word Bank

retirement = when someone gets older and leaves working life
community = a group of people living together
retirement community = a place where older people live

2 VOCABULARY



infant (baby) 0–18 months	toddler 18 months–3 yrs	child (kid) 3–12	adolescent (teenager) 13–19	adult (grown-up) 20+
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A How would you describe your relationship with your parents? Check (✓) the box. Explain your answer to a partner.

- We’re all busy. We don’t see each other that much.
- I think my parents are too strict. They should relax a little.
- We’re like best friends. We talk about everything.
- other (your idea): _____

Word Bank

Stages
infancy → childhood → adolescence → adulthood

B Read the article. What is it about?

- In a survey of 1,000 parents and 500 children, 43 percent of the **grown-ups** said they wanted to be their **children’s** “best friend.”
- 40 percent said they wanted to buy their children everything they wanted.

Peggy, a parent with a 15-year-old **teenager**, said, “My **childhood** was difficult. We didn’t have any money. I want to give my son everything he asks for.”

Fred, a single dad, said, “**Adulthood** is all about responsibility. **Adolescence** is all about having fun. I don’t want my children to work too hard.”

Dr. Julio Garcia, a childcare specialist, says, “Children need an **adult** to rely on. They need rules—and a best friend isn’t going to give you rules.”

Interestingly, the **young adults** in the survey didn’t share their parents’ values.

- When they are ready to **start a family**, only 28 percent of them want to be their children’s best friend.
- Only 10 percent want to buy their **kids** everything.



C Discuss the article in **B** with a partner. Then answer these questions.

1. Who do you agree with: Peggy, Fred, or Dr. Garcia?
2. When you are ready to start your own family, how will you raise your children?

3 LISTENING

A **Pronunciation: Content word emphasis.** Listen to and repeat the following sentences. Notice how the underlined words are stressed. **CD 1 Track 8**

1. My name is Deena Ravitch, and I'm the CEO of Syntax Corporation.
2. I'm happy to be here.
3. Today is also a time to look to the future.

B With a partner, take turns reading the sentences in **A**. Be sure to stress the content words.

C Look at the photo and read the caption. Do you know any inspiring sayings?



Many skilled public speakers use inspiring sayings to move their audience.

D **Listen for gist.** You are going to hear a speech. Listen and answer the questions below. **CD 1 Track 9**

1. This speech is being given at a(n) _____.
 - a. wedding
 - b. office party
 - c. birthday celebration
 - d. graduation ceremony
2. What information in the speech helped you choose your answer? Write the key words below. _____

E **Listen for details.** Listen again to parts of the speech. What does the speaker mean when she says these things? **CD 1 Track 10**

1. "You are joining the work world with all its responsibilities. In short, you are leaving your comfort zone."
 - a. You will face many unfamiliar situations.
 - b. Your life will become more comfortable.
 - c. It's not so difficult to find a job.
2. "No matter what, though, you were always driven to succeed. And now you are here today. Congratulations."
 - a. Your classes were difficult and required a lot of thinking.
 - b. You never gave up, and you should feel proud.
 - c. You worried about today and not being successful.
3. "Shoot for the moon. Even if you miss it, you will land among the stars."
 - a. Make a plan and ask for help.
 - b. Travel a lot and experience new things.
 - c. Try your hardest at everything you do.

F Think about a speech that you heard or gave. Where were you? What was the speech about? Tell a partner.

4 SPEAKING

A Listen to and read the conversation between Yuri and Max. Then read the three false statements about Max. Correct them and make them true. **CD 1 Track 11**

1. Max doesn't know how to drive.
2. His driver's license disappeared.
3. He's traveling in two days.

YURI: What are you studying for, Max?

MAX: Oh, hi, Yuri... just my driving test.

YURI: Your driving exam? Don't you have a driver's license already?

MAX: I had one... but it expired*, so I have to take the test again.

YURI: That's a drag.

MAX: Yeah, and I need to get my license soon.

YURI: How come?

MAX: I'm planning to visit my cousins in two weeks. I need to rent a car for the trip.

YURI: Sounds like fun. Well, good luck with everything!

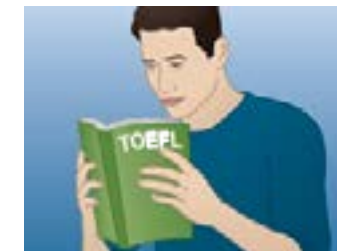
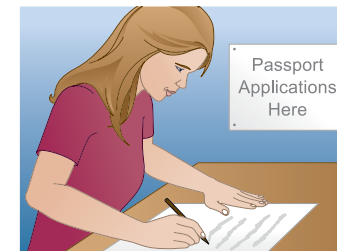
* *expire* = to come to an end

B Practice the conversation with a partner.

Useful Expressions	
Talking about plans	
<i>planning</i> + infinitive	I'm planning to take a driving test.
<i>going to</i> + base form	I'm going to visit my cousins.
<i>thinking about</i> + gerund	I'm thinking about taking a trip.
Talking about needs	
<i>need</i> + infinitive	I need to rent a car.

SPEAKING STRATEGY

C What do you think these people's plans are? What do they need to do? Share your ideas with a partner. Use the Useful Expressions to help you.



D Check (✓) the items you plan to do in the future. Add one more item to the list.

- take a big trip apply for a credit card buy _____
 vote in an election move _____

E Tell your partner what you plan to do and when. What do you need to do to make it happen?

5 GRAMMAR

A Turn to page 195. Complete the exercise. Then do **B** and **C** below.

Review of Future Forms	
Make a prediction	She will go to a good school. / She's going to go to a good school. She's going to have a baby.
State a future plan	The teenagers are going to work part time this summer. The teenagers are working part time this summer.
Scheduled events	The kids are going to go / are going / go to summer camp on August 2nd.

i Use *will* for quick decisions / offers:
(phone ringing) *I'll get it!*

B Unscramble the questions.

- you'll / think / a / do / life / you / have / happy
_____?
- happen / what / think / going / to / is / do / you / week / next
_____?
- how / the / life / in / different / will / future / be
_____?
- today / does / time / class / what / end
_____?
- doing / you / this / for / vacation / what / year / are
_____?
- are / what / this / to / weekend / you / do / going
_____?

C Work with a partner. Take turns asking and answering the questions in **B**.

What are you doing for vacation this year?
I'm going to go to Cozumel!



Cozumel, Mexico

6 COMMUNICATION

The Magic Answer Bag can predict your future. You ask it a question and then reach in and pull out your answer.

A In groups of three or four, write each expression from the box below on a slip of paper and fold each paper. Each group puts their papers in a bag or hat.

Yes	No	Maybe
Absolutely! For sure! Of course!	No way! Not a chance! It's not going to happen!	It's possible. Maybe. Who knows?

B What would you like to know about your future? Think of four Yes / No questions and write them down. Do not show anyone yet.

- Example: *Will I get a good grade on my next exam?*
- _____
 - _____
 - _____
 - _____

C You are now going to get answers to your questions. Ask the Magic Answer Bag your first question. A member of your group should shake the bag, pull out an answer, and read it aloud. Write your answer below the question in **B**. Take turns asking your questions.

Will I get a good grade on my next exam?
I'm sorry. The answer is "No way!"

People in some countries also use colorful picture playing cards (called *tarot cards*) to get answers about the future.



D Discuss the Magic Answer Bag's answers. Do you think they were accurate? Why or why not?

LESSON **B** BIG CHANGES



1 VOCABULARY

- A** Match the words in column A with those in B. Then read the story about Fran Turner. Use the expressions to complete the story. (Remember to use the past tense if necessary!)

A	B
be get have	born married children divorced

At first, Fran Turner's life wasn't so different. Like many people, she **fell in love** and (1.) _____. Fran **got pregnant** and the couple (2.) _____ two _____. She and her husband **bought a house**. Fran **got a job** as a lawyer's assistant while she also **raised her family**. She was your typical "working mom."

Over the years, things changed. One of Fran's daughters graduated from high school. Another **left home** and **enrolled** in college. Fran **went to school** and studied journalism. Fran and her husband also began to grow apart. She never really expected to (3.) _____—but her marriage ended.

Fran (4.) _____ in 1952. And in 1998, at the age of 46, she decided to take a trip to Central America. Fran realized that she liked traveling. For the last 20 years, she has traveled around the world, meeting new people, learning about new cultures, and writing about her experiences for travel magazines. She loves it, and probably is not going to **retire** anytime soon!

- B** Look again at the expressions in **blue** in **A**. When do these events typically happen in one's life: childhood, adolescence, or adulthood? Complete the rest of the box with present tense forms.

childhood	be born
adolescence	
adulthood	

- C** Don't look at **A**. Use the expressions in **B** to retell Fran's story with a partner.

2 LISTENING


- A** Look at the **blue** vocabulary words on page 24. Which of life's events are you looking forward to? Which ones do you want to avoid? Tell a partner.
- B** **Listen for gist.** Lindsay is reading a magazine quiz. Listen and choose the best title for the quiz. **CD 1 Track 12**
- Is Your Life Happy?
 - How Can You Get the Best Job?
 - Which Life Event is the Most Exciting?
 - Are You a Happy Teen?
- C** **Listen for details.** Listen. Check (✓) the life event each person chooses. Write key words that explain the reasons for the person's answer. **CD 1 Track 13**

Person	Event	Reasons
Mark	<input type="checkbox"/> get a job <input type="checkbox"/> leave home	_____
Lindsay	<input type="checkbox"/> get married <input type="checkbox"/> have a big family	_____
Dad	<input type="checkbox"/> get a promotion <input type="checkbox"/> retire	_____

- D** Who are you most similar to: Mark, Lindsay, or their dad? Tell a partner.




3 READING

A  **Make predictions.** Read the title and look at the photo. What do you think this man does? Tell a partner. Then read the article to check your ideas.

B **Infer meaning.** Match the words in *italics* in the article with the correct definitions below.

1. a talk given to teach people something _____
2. disagreed _____
3. a group of people with a specific purpose _____
4. communicate an idea _____
5. nature _____

C  **Scan for details.** Find answers to the questions and underline them in the article. Ask and answer the questions with a partner. Answer in your own words.

1. Why did John stop using cars?
2. Why did he stop talking?
3. What did John learn by not talking? What did he teach people?
4. What places did John visit? How did he get to them?
5. Why did John start talking again?
6. What things did he do after he started talking again?

D  **Discuss with a partner.**

1. Do you think John's walk has helped the environment?
2. Have you ever experienced a "life-changing event"? What happened? How did the event change your life?

WORLD LINK



Plan a planet walk in your country. Where will you go? What will the message be?

JOHN FRANCIS: THE PLANET WALKER

John Francis was born in 1946 in Philadelphia, in the United States, but in his early twenties, he left home and moved to the San Francisco area. In many ways, John's life in his new city was pretty typical. He got a job and made friends. He planned for his future. But then, two years after he arrived, something happened, and the event changed John's life forever. One day, there was a big oil spill¹ that caused a lot of damage to the local *environment*. The spill killed hundreds of animals and polluted the water in the area terribly. John was so upset by this that he decided to stop using automobiles altogether. Instead, he started walking everywhere.

When John told people he didn't ride in cars, people *argued* with him. John didn't like to fight, so he decided to stop talking for an entire day. One day became two, two days turned into a week, and finally, John decided to stop talking completely. After several weeks, he discovered something: He realized that he didn't always listen to people. By not talking, he started to really hear what others had to say.

John remained silent for 17 years. During this time, he tried to teach others about protecting the environment. He was in the newspaper several times, and he even gave *lectures* at universities. Although he didn't talk, John was still able to *get his message across* to listeners. He explained his ideas through hand motions, paintings, and the music of his banjo.

¹If there is an *oil spill*, oil comes out of a ship and goes into the water.



John eventually enrolled in college (he walked hundreds of kilometers to get there), and he got a degree in environmental studies. After he graduated, John continued his journey around the United States. He also traveled on foot and by boat to South America, the Caribbean, and other places around the world, trying to educate people about caring for the environment and each other.

John wanted to share his story with more people, so in 1990 he started to talk again. John also started to ride in cars, but his work continued. He helped write environmental laws, worked for the United Nations as a goodwill ambassador, and started Planetwalk, an

organization that helps raise awareness² for environmental and humanitarian³ issues. He also started working with National Geographic.

Today, John Francis is still trying to make the world a better place. He has written a book to inspire a new generation of planetwalkers. In it, he explains how anyone can make their own walk. He also continues to teach people about the environment. The environment, he says, is not just about animals and plants. It's about how we treat each other. If we're going to make the world a better place, we need to do it for each other, not just ourselves.

²To *raise awareness* is to bring attention to something.

³*Humanitarian* issues have to do with improving human lives.

4 GRAMMAR

A Turn to page 196. Complete the exercises. Then do **B** and **C** below.

Modals of Future Possibility			
Subject	Modal	Main verb	
I / He / They	may / might / could	go	to college in the fall.
	may / might not		

Yes / No questions and short answers			
With be	Will you <u>be</u> home by midnight?	I may / might / could be. I may / might not be.	I don't know. I'm not sure.
With other verbs	Are you going to <u>go</u> to college?	I may / might / could. I may / might not.	It's hard to say right now. We'll see.

Remember: If you are certain about something in the future, answer like this:

Will you be home by midnight? Yes, I will. or No, I won't.
Are you going to go to college? Yes, I am. or No, I'm not.

B How possible is it that the predictions below will come true in your lifetime? Complete the sentences with *will / won't, may / might (not), or could*. Then add two ideas of your own.

- Scientists _____ solve the global warming problem.
- World hunger _____ end.
- We _____ travel to other planets.
- The world's population _____ decrease (go down).
- _____.
- _____.

C Work in a small group. Take turns asking about the situations in **B**. Each person should explain his or her answers.

Will scientists solve the global warming problem in our lifetime?

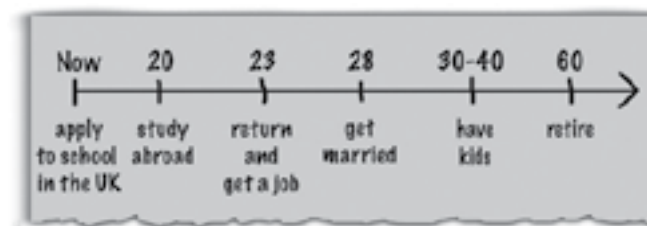
They probably won't. A lot of people still drive cars and use oil.

They could. Many countries are working on it. We'll see.

As our planet warms, hurricanes and other storms are becoming stronger in some places.



5 WRITING



A Look at the timeline and read about one person's plans for the future. What things...

- is the writer definitely going to do?
- may or may not happen?

B Make a future timeline of your own. Put at least five events on it. List things that you know *will* happen and some that *may* happen. Then use your notes and the example to help you write your own paragraph. Use the words from the example to show a sequence.

C Exchange papers with a partner.

- Circle mistakes in your partner's paper. Answer the questions in **A** about your partner's plans.
- Return the paper to your partner. Make corrections to your own paper.

What will my future be like? It's hard to know for sure, but I do have some plans. **This year**, for example, I'm going to apply to the London School of Economics. I want to study there **next year**. I hope I get accepted! If this happens, I want to spend two years in the UK. **Then**, when I'm 23, I may come home and look for a job, or I might stay in the UK. It's hard to know. **Later**, when I'm 28...

i Notice how the writer uses the words in bold to explain a sequence of events.

6 COMMUNICATION

A Complete the quiz about your future life.

	I may / might	I will	I won't
1. have at least three children			
2. get married more than once			
3. retire in 30 years			
4. graduate early			
5. get a promotion			
6. live alone			
7. travel somewhere fun or exciting			
8. see or meet a famous person			
9. get a job using English			
10. get a driver's license			
11. leave home before age 20			
12. buy a home			

B Interview your partner. Ask and answer questions about events in the chart above.

Will you have at least three children?

I know I won't. It's challenging to raise a large family.

C Join another pair. Explain how you are similar to or different from each other.