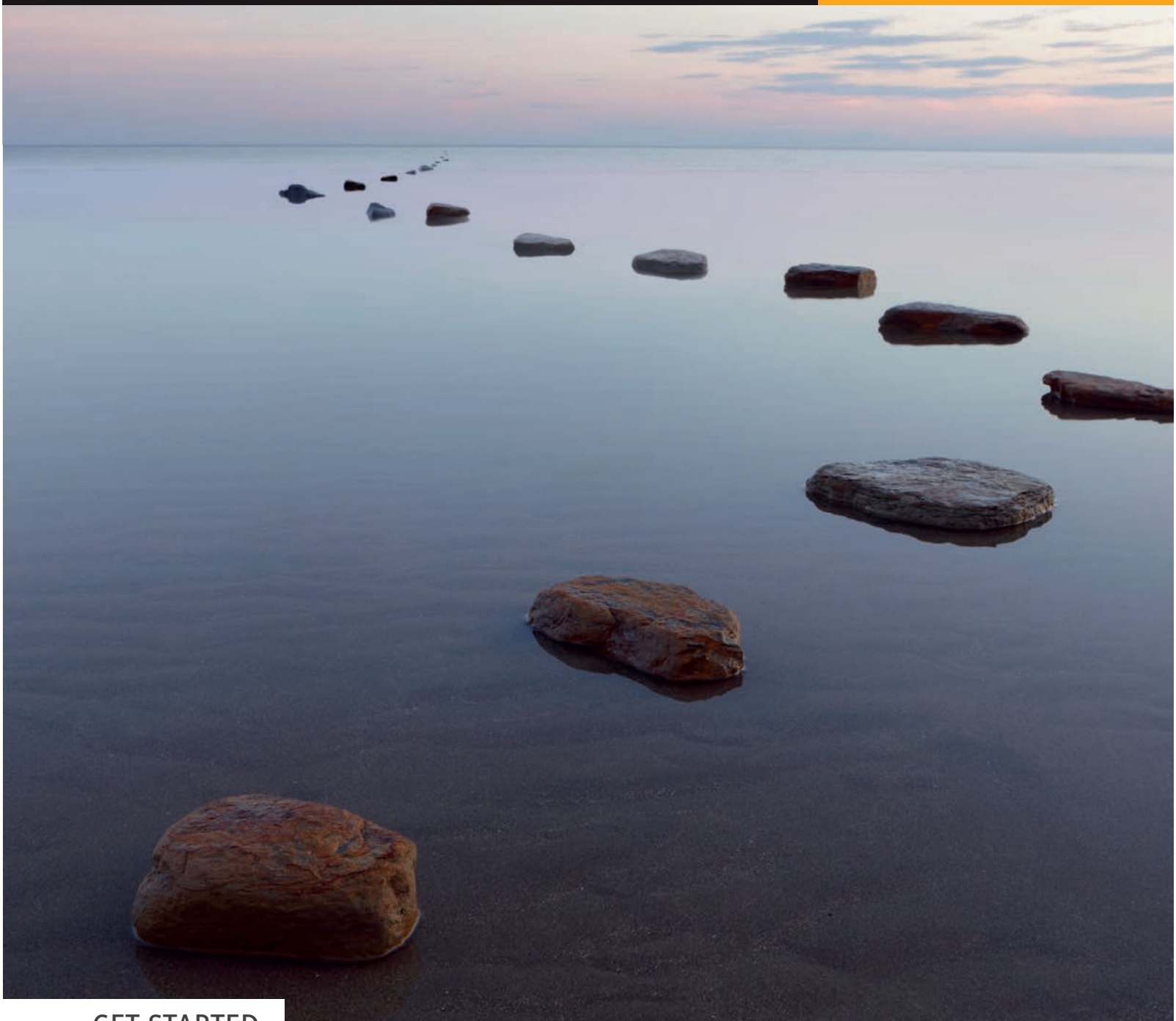
10 WHERE ARE YOU GOING?

LEARNING GOALS

In this unit, you

- talk about important life events
- describe when events happened
- talk about life plans and goals
- read advice on finding a job
- write a cover letter

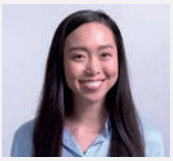


GET STARTED

A Read the title and the learning goals.

B Look at the photo. How does the photo make you feel?

C Now read Yuki's message. What does Yuki think about her life?



YUKI OGAWA

@YukiO

I'm doing so many cool things in my life. And there's so much I still want to do. Let's go!

LESSON 1 TALK ABOUT IMPORTANT LIFE EVENTS



YUKI OGAWA
@YukiO
Almost done with my first trip to the U.S.! Big experience for me! #winning

1 VOCABULARY Milestones

A ▶10-01 Listen. Then listen and repeat.


be born


grow up
learn to play


go to college
get your degree


start working


move


get married


have a baby

B ▶10-02 Listen to Inez talk about milestones in her life. Then check the events she talks about.

- [x] She was born in Tampico.
- [ ] She grew up in Monterrey.
- [ ] She went to college.
- [ ] She learned to play the piano.
- [ ] She moved to Monterrey.
- [ ] She started working.

C GAME Student A: Say two true milestones and one lie.
Student B: Guess which thing is a lie.

A: I was born in São Paulo. I grew up in Rio de Janeiro. I had a baby in 2017.
B: That's not true! You don't have a child!

2 GRAMMAR Simple past, *yes / no* and *wh-* questions

COACH

***Yes / no* questions**				**Short answers**	
Did	**Subject**	**Verb**		**Affirmative**	**Negative**
Did	you	**learn**	English at school?	Yes, I **did.**	No, I **didn't.**
	she	**grow up**	in Seoul?	Yes, she **did.**	No, she **didn't.**

***Wh-* questions**					**Answers**
***Wh-* word**	***Did***	**Subject**	**Verb**		
When	**did**	he	**start**	working?	In 2015.
Where		they	**get**	married?	In Bogotá.
Why		you	**move**	to Brazil?	For work.

Notes
- We almost always use the contraction *didn't* in informal writing and speaking.
- To ask questions with *born*, you can say *Where were you born?* or *Were you born in New York?*

>> FOR PRACTICE, GO TO PAGE 148

3 CONVERSATION



A ▶10-04 Listen or watch. Then circle the correct answers.

1. Where is Yuki going soon?
   a. New York b. Tokyo c. Toronto
2. What did Yuki do in Toronto?
   a. go to college b. start working c. get married
3. Where did Carlos go to college?
   a. New York b. Lima c. Vancouver
4. When did Carlos move back to New York?
   a. five years ago b. ten years ago c. twenty years ago
5. Where did Carlos grow up?
   a. Tokyo and Vancouver b. Mexico City and Toronto
   c. Lima and New York City

B ▶10-05 Listen or watch. Complete the conversation.

Carlos: Where did you go to college?
Yuki: In Toronto.
Carlos: That's cool. _____ it there?
Yuki: _____ , _____ . Toronto is great! What about you? Where did you go to college?
Carlos: In Vancouver. I got my degree in design there.
Yuki: And _____ move to New York?
Carlos: About five years ago.

CONVERSATION SKILL
Invite someone to talk

To invite someone to talk, ask:

- How about you?
- What about you?
- And you?

Listen to or watch the video again. Raise your hand when you hear someone invite another person to talk.

C ▶10-06 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Use different places and times.

were you born grew up start working in

4 TRY IT YOURSELF

A MAKE IT PERSONAL Interview your partner. Talk about milestones in your life.

A: Where were you born? B: I was born in ...

Born	
Grow up	
Other milestones	

B Tell the class about the milestones in your partner's life.

Kumiko was born in ...

☐ I CAN TALK ABOUT IMPORTANT LIFE EVENTS.

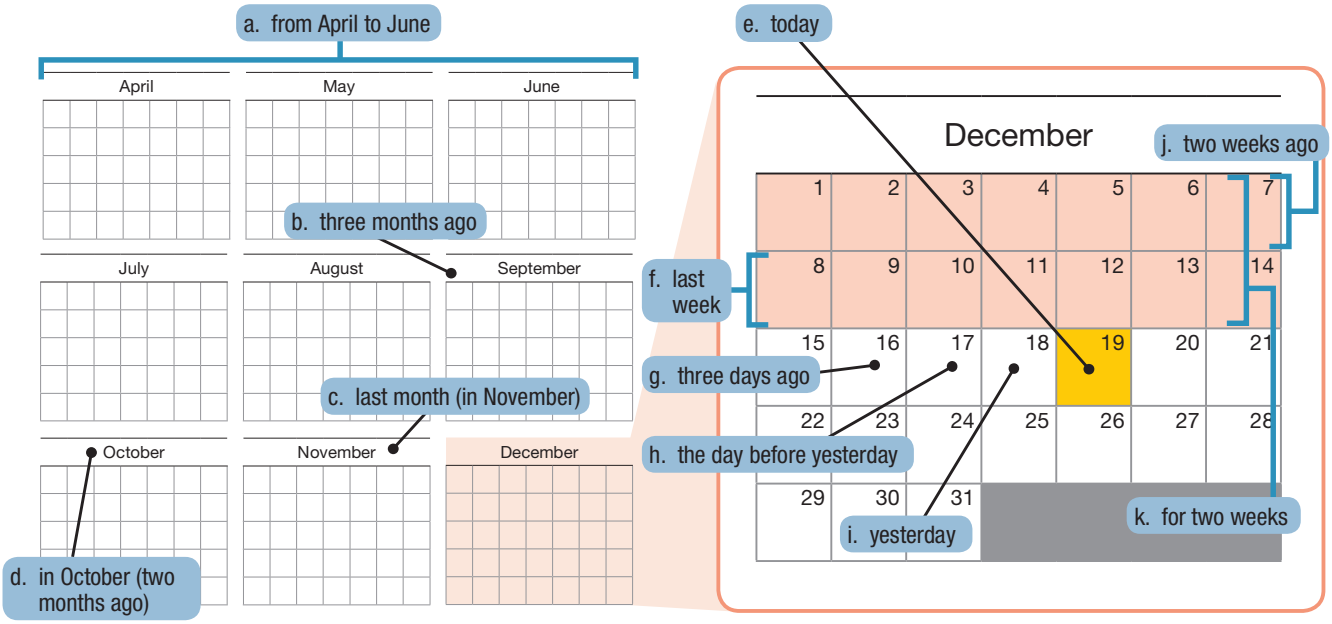
LESSON 2 DESCRIBE WHEN EVENTS HAPPENED



YUKI OGAWA
@YukiO
Michelle Obama is an amazing person! Definitely a hero of mine!

1 VOCABULARY Past time markers

A ▶10-07 Listen. Then listen and repeat.



B Look at a calendar. What was the date the day before yesterday? Five days ago? Last Saturday?

C PAIRS Compare your answers from 1B.

2 SPEAKING



A ▶10-08 Notice how we say dates. Then listen and repeat.

Hi. I'm Danielle. I was born in 1987.
I went to college from 2005 to 2009.
My son Oliver was born in March of 2018 (on the 14 of March, 2018).
I started a new job the first week of January (the week of January 2).

B ▶10-09 Listen. Circle the correct dates.

1. Don moved to Denver in *2014 / 2015*.
2. Susan started at her school in *2007 / 2017*.
3. Liz got married on June *3 / 13*, 2016.
4. Greg worked at a hotel from *2008 / 2009* to 2011.
5. Eric came the *second / third* week of May.
6. Kendra has exams the week of December *15 / 22*.

C ▶10-10 Listen. Complete the sentences. Write the words you hear.

1. I moved to Seoul _____ .
2. I started working at Green Tree _____ .
3. I got married _____ .
4. I worked in Nepal _____ .
5. I was in Madrid _____ .
6. My exams are _____ .

3 PRONUNCIATION

COACH

A ▶10-11 Listen. Notice the different vowel sounds. Then listen and repeat.

/ər/	person	first	Thursday	word
/ɔr/	born	more	four	story

B ▶10-12 Listen. Circle the word in each line that has a different vowel sound. Check your work with a partner. Then listen and repeat the words with the same sounds.

1.	learned	year	university	weren't
2.	morning	forty	important	world
3.	third	firm	tired	girl
4.	New York	work	before	fourth

The sounds /ər/ and /ɔr/

The sound /ər/ has many spellings. It is usually spelled:

- *er* as in *person*
- *ir* as in *first*
- *ur* as in *Thursday*
- *or* (after w) as in *word*

The sound /ɔr/ is usually spelled *or* or sometimes *our*:

- *or* as in *born*
- *our* as in *your*

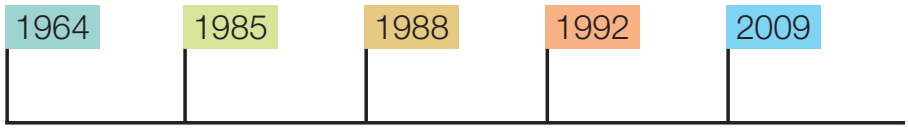
4 LISTENING

A ▶10-13 Listen to the podcast. Which dates does the podcast cover?

1964–_____

B ▶10-14 Listen again. Write the letters of the events under the years on the timeline.

a. gets her degree from Princeton
b. is born
c. marries Barack Obama
d. starts working at a law firm
e. becomes First Lady



C PAIRS What did you learn about Michelle Obama from the podcast?

A: What did you learn about Michelle Obama?
B: She was born on January 17, 1964.

LISTENING SKILL Listen for time order

When people talk about someone's life, they often use dates to organize their ideas. Listening for the dates can help you understand milestones in a person's life.



5 TRY IT YOURSELF

PROJECT Work in a group. Choose a friend, family member, or other person you know well. Talk about important milestones in the person's life. What important things did the person do and when? Then give a presentation to the class.

☐ I CAN DESCRIBE WHEN EVENTS HAPPENED.

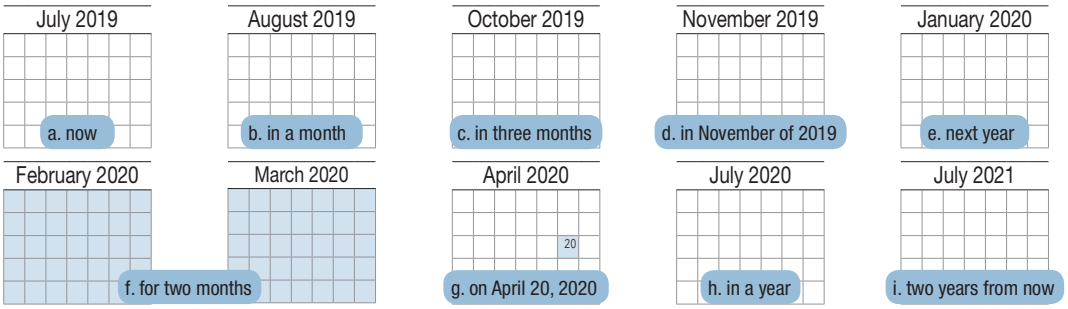
LESSON 3 TALK ABOUT LIFE PLANS AND GOALS



YUKI OGAWA
@YukiO
Goodbye, New York! I'll miss you!

1 VOCABULARY Future time markers

A ▶10-15 Look at calendar months. Listen. Then listen and repeat.



B Look at the prepositions in 1A. When do we use *in*, *for*, *on*, and *next*?

C PAIRS What are you going to do in a week? in a month? in six months?
In a week, I'm going to go to see a concert. Then in a month ...

2 GRAMMAR Future plans with *be going to*

COACH

Affirmative statements					Negative statements				
Subject	***Be***	***Going to***	**Base form of the verb**		**Subject**	***Be* + *not***	***Going to***	**Base form of the verb**	
I	**am**	**going to**	**start**	college.	I	**am not**	**going to**	**get**	married.
She	**is**				She	**is not**			
We	**are**				We	**are not**			

Yes / no questions					Short answers	
Be	**Subject**	***Going to***	**Verb**		**Affirmative**	**Negative**
Are	you	**going to**	**rent**	an apartment?	Yes, I **am**.	No, I **am not**.
	they				Yes, they **are**.	No, they **are not**.
Is	he				Yes, he **is**.	No, he **is not.**

Wh- questions					Answers
***Wh-* word**	***Be***	**Subject**	***Going to***	**Verb**	
What	**are**	you	**going to**	**do?**	I'm going to get a job.
Where	**is**	she		**go?**	To Costa Rica.
When		it		**start?**	In a month.

Notes

- We almost always use contractions with subject pronouns + *be*.
- Don't use contractions in affirmative short answers. Yes, she **is**. NOT ~~Yes, she's~~
  A: **Are** you **going to** go back to school? B: Yes, I **am**.
- In negative answers, you can make a contraction with the pronoun and *be*. You can also make a contraction with *be* and *not*.
  A: She**'s not going to** go to the beach. Is he going to go? B: No, he **isn't**.

>> FOR PRACTICE, GO TO PAGE 149

3 PRONUNCIATION

COACH

A ▶10-17 Listen. Notice the blended pronunciation of *going to*. Then listen and repeat.

/gənə/ ~~/gəne/~~

We're going to miss you. I'm going to Japan.
What are you going to study?

Blending: *going to* ("gonna")

When we use *going to* with another verb to talk about the future, we often blend *going* and *to* together and say "gonna" /gənə/. We do not use "gonna" when *going to* is followed by a noun.

B ▶10-18 Write an *X* next to the sentences in which *going to* cannot have the pronunciation "gonna." Listen and check your answers. Then listen and repeat the sentences with the blended pronunciation of *going to*.

___ 1. I'm going to travel around the world.
___ 2. I'm going to Thailand in a month.
___ 3. I'm going to finish school this year.
___ 4. I'm going to visit New York in the fall.
___ 5. I'm not going to college next year.
___ 6. I'm going to start a new job soon.

C PAIRS Talk about the future plans in 3B. Which statements are true for you?

4 CONVERSATION

A ▶10-19 Listen or watch. Complete the sentences. Choose the correct words.

1. Yuki is *going home / doing more training* tomorrow night.
2. Yuki is going to *work as a social media manager / go back to school* next year.
3. Carlos is going to *get married / move to Greece* on July 10.



B ▶10-20 Listen or watch. Complete the conversation.

Carlos: What are your plans for the future?
Yuki: Well, next year, _____ back to school.
Carlos: Really? That's exciting!
Yuki: What about you? What are your plans for the future?
Carlos: Me? _____ married.
Yuki: Oh, yeah. When?
Carlos: On July 10. Then, in August, we're going to Greece. We're _____ at the beaches and climb the mountains.

C ▶10-21 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Change the names, activities, and places.

in two years
on April 2
in six months

5 TRY IT YOURSELF

MAKE IT PERSONAL What are your plans and goals? Discuss with your partner and ask follow-up questions.

A: In six months, I'm going to start working.
B: Oh, yeah? Where are you going to start working?
A: At a hospital, because ...

☐ I CAN TALK ABOUT LIFE PLANS AND GOALS.

LESSON 4 READ ADVICE ON FINDING A JOB



YUKI OGAWA
@YukiO
Check out this very nice advice for finding a job. And it's a fun story 😉

1 BEFORE YOU READ

A PAIRS Why is it hard to find your first job?

B VOCABULARY 10-22 Listen. Then listen and repeat.

fortunately: happening because of good luck
invite someone over: to ask someone to come to your home
a secret: an idea, plan, etc. that you do not tell other people about
a kid: a child
have something in common: to have the same interests, etc. as someone else
convince: make someone believe something

2 READ

A PREVIEW Read the question in the post and the writer's first sentence. What do you think the writer will talk about?

B 10-23 Read and listen to a post about finding your first job.

Good Questions Home | Discussion Board | Logout

Home
Jobs
Finding a job
Interviews
Stories
Work

How can you get your first job when you don't have any experience?

Karen S. July 2

It's all about who you know and connecting with the interviewer.



Karen

I grew up as a quiet kid in a noisy house. Fortunately, my parents' best friend, Mrs. Garcia, lived next door. She often invited me over to do my homework in peace and eat one of her world-famous cookies. She became like a second mom to me and even taught me how to make her cookies.

After I graduated from high school, I moved to another city, got my degree in marketing, and started looking for a job. My mom said I should call Mrs. Garcia to see if she knew of any good jobs. Mrs. Garcia suggested I email her niece, who was a marketing manager at a cool sunglasses company. A few days later, her niece called me to come in and interview for a market researcher job.

Her first question was, "So, my aunt tells me you're quiet, really smart, and the only other person in the world who can make her cookies. What's your secret? I can never make them right." I laughed, "Well, I went to her house almost every day as a kid. I guess it's just practice." Her niece and I had a lot in common. We talked about Mrs. Garcia, cookies, and sunglasses for about 15 minutes before we even started talking about the job. I left the interview feeling great and, a few days later, she called to offer me the job.

So my advice is to talk to your friends, family, and old neighbors! They can help you find good places to apply and convince a company that you'll do a good job.

Leave a Reply
Enter your comment here…

Do you like this answer? ☺ (22) ☹ (3)

3 CHECK YOUR UNDERSTANDING

A What is the main idea of the post?

a. Become friends with your neighbors and interviewers.
b. Tell your parents and neighbors to call companies for you.
c. Ask people you know to help you find a job.

B Circle the correct answer.

1. Karen liked to *learn about marketing sunglasses* / *do homework and eat cookies* / *watch TV in peace* at Mrs. Garcia's house.
2. Mrs. Garcia gave Karen *her niece's email* / *advice about interviews* / *a good job*.
3. The interviewer first wanted to talk about *the company's accessories* / *Mrs. Garcia's cookies* / *Karen's personality*.

C READING SKILL Read the Reading Skill. Answer the questions.

1. Why did Karen enjoy going to Mrs. Garcia's house?
   a. She wanted a second mom.
   b. Mrs. Garcia made her do homework.
   c. Her home was too noisy.
2. Why did Karen ask Mrs. Garcia for help?
   a. She wanted to find a job by herself.
   b. She wanted to work for Mrs. Garcia's niece.
   c. She wanted help finding a job.
3. Why did Mrs. Garcia's niece ask Karen to come in and interview?
   a. She was a manager at a sunglasses company.
   b. She heard nice things about Karen from Mrs. Garcia.
   c. She couldn't hire anyone else.
4. What's one reason Mrs. Garcia's niece offered Karen the job?
   a. Karen made her some cookies.
   b. They liked each other.
   c. She needed a quiet person.

READING SKILL Infer why someone does something

You often need to infer people's reasons because writers don't say exactly why people do things. In these cases, think about the people's situations and feelings. This can help you understand their actions.

D FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. <u>It's all about</u> who you know and connecting with the interviewer.
   a. The most important thing is
   b. The topic is
2. She often invited me over to do my homework <u>in peace</u>.
   a. without noise, people talking, etc.
   b. in an excellent way
3. I can never <u>make them right</u>.
   a. follow the directions carefully
   b. create them in the correct way

E PAIRS What is the post about? Retell the most important ideas in the article. Use your own words.

Karen liked visiting her neighbor as a kid.

Many people have interesting stories about finding a job. Search for stories online.

4 MAKE IT PERSONAL

A Think about a person who helped you (or someone you know) get a job. Who was the person? How did the person help? What was the job? Write notes on a piece of paper.

B PAIRS Talk with your partner about the person who helped with finding a job. Ask your partner questions about the person who helped. Why did he or she help?

☐ I CAN READ ADVICE ON FINDING A JOB.

LESSON 5 WRITE A COVER LETTER



YUKI OGAWA
@YukiO
My friend just asked me to look at her cover letter. Hope she gets the job!

1 BEFORE YOU WRITE

A Read the cover letter. What job does Ana want?

Ana Melo
494 56th Street
Oakland, CA 94609

Ms. Joan Carter
Director, City Tours
121 North Point Street
San Francisco, CA 94109

September 21, 2018

Dear Ms. Carter:

I am interested in the tour guide job for international visitors advertised on your website. I love San Francisco, and I hope to share my knowledge with visitors from around the world.

I have the experience and skills for this job. I grew up in São Paulo, and I was a tour guide there for two summers. I speak four languages—Portuguese, Japanese, Spanish, and English—and I love working with people from different countries. I studied history in college, and I learned about the history of San Francisco when I moved here. Also, I love telling visitors about new places.

Please see my résumé for more details about my work history. Thank you for your consideration, and I hope to hear from you soon.

Sincerely,
Ana Melo

B Read the letter again. Take notes in the chart.

Experience	Skills

C PAIRS Do you think Ana can be a good tour guide? Why or why not?

D PAIRS Do you think you can be a good tour guide? Why or why not?

2 FOCUS ON WRITING

WRITING SKILL Organize a cover letter

In a cover letter, you should:

- Use a formal greeting
- Say why you're writing
- Say why you want the job
- Say why you will be good at the job
- Thank the person for reading
- Use a formal closing

A Read the Writing Skill.

B Read the letter in 1A again. Label each part of the letter with the bullets from the Writing Skill.

3 PLAN YOUR WRITING

A Choose a job you would like to apply for. Why are you a good person for the job? Complete the chart with your experiences and skills.

Job:	
Experience	Skills

B PAIRS Tell your partner why you will be good at this job.

I am a good person for this job because ...

4 WRITE

Write a cover letter to apply for a job that you want. Use the sentences in the model to help you begin and end your letter. Follow the organization in the writing skill.

5 REVISE YOUR WRITING

A PAIRS Exchange letters and read your partner's letter.

1. Did your partner name the job that he or she wants?
2. Did your partner give reasons why he or she is a good person for the job?
3. Did your partner follow the organization in the writing skill?

B PAIRS Can your partner improve his or her letter? Make suggestions.

6 PROOFREAD

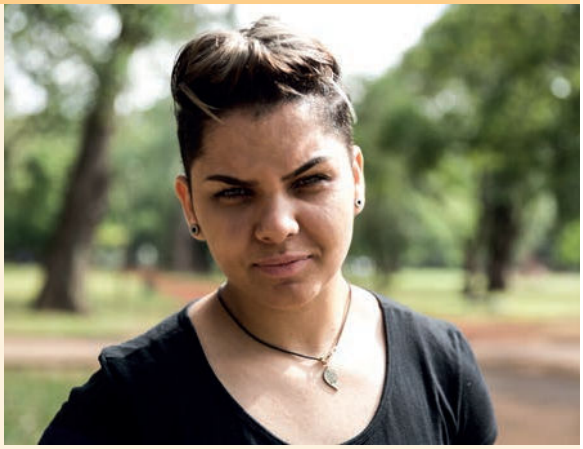
Read your cover letter again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE A COVER LETTER.

PUT IT TOGETHER

1 MEDIA PROJECT



A 10-24 Listen or watch. What does Gala describe?

B 10-25 Listen or watch again. Answer the questions.

1. What is the first thing Gala plans to do?

2. What is the second thing Gala plans to do?

3. What is the third thing Gala plans to do?

C Make your own video.

Step 1 Think about your plans for the next five years. Choose three photos that show things you plan to do.

Step 2 Show the photos to the class. Talk about your plans and the photos.

Step 3 Answer questions about the photos. Get feedback on your presentation.

2 LEARNING STRATEGY

MAKE A TIMELINE

Choose a time period. Think of all the important events that happened during that time. Write them on a timeline.

My first year at university

In August, I moved into a new apartment. — I started classes seven months ago.

Choose an important time from your life and ten milestone or time marker words from this unit. Create a timeline.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about important life events
- ☐ Describe when events happened
- ☐ Saying dates
- ☐ Talk about life plans and goals

Vocabulary
- ☐ Milestones
- ☐ Past time markers
- ☐ Future time markers

Pronunciation
- ☐ The sounds /ər/ and /ɔr/
- ☐ Blending: going to ("gonna")

Grammar
- ☐ Simple past, *yes / no* and *wh-* questions
- ☐ Future plans with *be going to*

Reading
- ☐ Infer why someone does something

Writing
- ☐ Organize a cover letter

B What will you do to learn the things you highlighted? Write notes.

