



Global Studies

NOTE-TAKING	taking notes in an informal outline
LISTENING	review: listening for frequency
CRITICAL THINKING	inferring
VOCABULARY	using the dictionary: word families
GRAMMAR	past of <i>be</i> ; simple past affirmative statements
PRONUNCIATION	- <i>ed</i> endings
SPEAKING	using open questions



UNIT QUESTION

Where do you want to travel?

A. Discuss these questions with your classmates.

1. What are three places in your city or town that you think visitors would like to see?
2. What activities can you do in your city or town?
3. What is your favorite city? Why?
4. Look at the photo. What do you see? Why do you think people come to this city?



B. Listen to *The Q Classroom* online. Then answer these questions.

1. Where do the students want to travel?
2. Did the students mention places or activities that you listed in Activity A? Which ones?
3. Which do you like better, big cities or small towns?

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. *Practice* > *Unit 7* > *Activity 1*

UNIT OBJECTIVE

Listen to a radio program and a conversation. Use information and ideas to give a presentation about where you want to travel.

NOTE-TAKING SKILL Taking notes in an informal outline

It's important to take organized notes that show you how ideas are related. An **informal outline** is an easy way to see how one idea is related to another idea. It's also easy to find information in your notes when you study.

Read this sample from a radio show.

David: Thanks for joining us on *Travel Talk*, Amy. What city did you visit?
Amy: I'm happy to be here, David. I visited Seoul, South Korea, last month. It's a beautiful city with interesting architecture. There are big skyscrapers downtown. And there are some traditional wooden houses, too.

Look at the page of notes. Notice the note-taker used an informal outline. The bigger, more important ideas are close to the left margin of the paper. Details about each big idea are below and to the right.

City
Seoul
Architecture
skyscrapers
traditional wooden houses

APPLY Read the rest of the conversation. Take informal notes on the food and activities in Seoul.

David: Did you like the food?

Amy: The food was great. It was spicy and delicious. I really liked the noodles and the beef.

David: What kinds of things did you do?

Amy: Well, I did a lot of shopping. Seoul has some great department stores. There are also some very nice outdoor markets.

David: That sounds like fun. What else did you do?

Amy: I went hiking one day in the mountains.

iQ PRACTICE Go online for more practice with taking notes in an informal outline. *Practice > Unit 7 > Activity 2*

LISTENING 1 Travel Talk

OBJECTIVE ▶

You are going to listen to a radio program about three special cities. Think about where you want to travel.



PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 1. Read the definitions. Then read the sentences. Which explanation is correct? Circle *a* or *b*.

average (*adjective*) 📖 **OPAL** ordinary, not special

climate (*noun*) 📖 **OPAL** the regular pattern of weather in a place

culture (*noun*) 📖 **OPAL** the customs, ideas, and way of life of a group of people or a country

historic (*adjective*) 📖 important in history

lecture (*noun*) 📖 **OPAL** a talk that is given to a group of people to teach them about a particular subject, often as part of a university or college course

recently (*adverb*) 📖 **OPAL** not long ago

skyscraper (*noun*) a very tall building in a city

📖 Oxford 3000™ words

OPAL Oxford Phrasal Academic Lexicon

1. The climate of Tunisia includes hot and dry summers.
 - a. The weather is hot and dry in Tunisia in the summer.
 - b. The beaches of Tunisia are hot and dry in the summer.

2. The average tourist stays at this hotel for one week, but Anna really likes it here. She is staying for two weeks.
 - a. Anna is like most tourists at the hotel.
 - b. Anna is not like most tourists at the hotel.
3. Many tourists visit Paris because it is a center for French culture. They go to Paris to have good French food, visit museums, and see beautiful old buildings.
 - a. You can learn a lot about French customs and culture in Paris.
 - b. You can do a lot of shopping in Paris.
4. You can walk through the gardens at the park. You can also go to lectures there. You can listen to someone give a talk about a subject you are interested in.
 - a. A lecture is a kind of talk.
 - b. A garden is a kind of talk.
5. Mary recently visited Shanghai. She was there last month.
 - a. Mary visited Shanghai a short time ago.
 - b. Mary visited Shanghai a long time ago.
6. Rome has many historic buildings. For example, the famous Roman Forum is about 2,000 years old.
 - a. Rome has many important new buildings.
 - b. Rome has many important old buildings.



the Roman Forum

7. Rio de Janeiro has a lot of skyscrapers. One of them is Ventura Corporate Towers. It has 36 floors. Some skyscrapers have more than 40 floors.
 - a. There are a lot of big offices in Rio.
 - b. There are a lot of tall buildings in Rio.

iQ PRACTICE Go online for more practice with the vocabulary.
Practice > Unit 7 > Activities 3–4

B. **PREVIEW** You are going to listen to a radio program about three special cities. Look at the pictures. Match each description with the correct picture.



1. ____

2. ____

3. ____

- a. Ubud is on an island in Bali, in Indonesia.
- b. Bruges is a historic city in Belgium. It has canals and colorful houses.
- c. New York City is a busy city in the United States.

WORK WITH THE LISTENING



A. **IDENTIFY** Listen to the radio program. The interviewer talks to three people. Match each person with the correct city.

iQ RESOURCES Go online to download extra vocabulary support.
Resources > Extra Vocabulary > Unit 7

- 1. David ____
- 2. Amanda ____
- 3. Sam ____
- 4. Mika ____
- a. Bruges
- b. Ubud
- c. New York City
- d. does not name a city



B. **IDENTIFY** Listen again and complete the outline below.

Amanda

City: _____

Architecture

Food

delicious

Activities

Other information

on Bali in Indonesia, warm climate, cool and comfortable forests,
center for culture

Sam

City: _____

Architecture

Food

Activities

museums

Mika

City: _____

Architecture

Food

Activities

shopping, eating at restaurants and cafes

Other information

big, modern, busy, over 8 million people

C. CATEGORIZE Look at the outline in Activity B. Check (✓) the topics that each speaker talks about.

	climate	architecture	food	shopping	museums	lectures	walks
Amanda							
Sam							
Mika							

D. CATEGORIZE Read the descriptions of the people. Match each person with the best vacation city. Use the information in your notes in Activity B.

a. Ubud b. Bruges c. New York

___ 1. Eric likes modern cities. He loves to go to museums. He also loves to go shopping and eat different kinds of food.

___ 2. Theresa loves to go to places with beautiful, warm weather.

___ 3. Jonas likes European cities. He is interested in European history.

___ 4. (describe yourself) _____

___ 5. (describe a friend or family member) _____

iQ PRACTICE Go online for additional listening and comprehension.

Practice > *Unit 7* > *Activity 5*

SKILL REVIEW Listening for frequency

Remember: Frequency means “How often?” When you listen, try to hear frequency adverbs and expressions like *usually* and *every night*. Review the Listening Skill box in Unit 6 on page 104.



E. IDENTIFY Read the sentences. Then listen to the radio program again. Circle the correct answer.

1. The average temperature in Bali is ____.

a. cool b. very warm c. very hot

2. Amanda enjoyed going to lectures and taking walks ____.

a. every evening b. every weekend c. every week

3. Mika visits New York ____.

a. twice a month b. twice a year c. every year

4. On her last visit, Mika ____ every day.

a. went to museums b. shopped c. ate Ethiopian food

iQ PRACTICE Go online for more practice with listening for frequency.

Practice > *Unit 7* > *Activity 6*



SAY WHAT YOU THINK

A. **CATEGORIZE** Work with a partner. Choose a city that you both know. Complete the chart individually.

City: _____	Not good	OK	Good
1. culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. architecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. **CREATE** Discuss your chart with your partner. Give reasons for your answers.

A: I think the culture in Mexico City is good.

B: I agree. You can go to a lot of museums there.



the Museo Soumaya

LISTENING 2 Traveling Alone

OBJECTIVE ▶

You are going to listen to three friends talk about traveling alone. Think about where you want to travel.



PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 2. Read the sentences. Then write each underlined word next to the correct definition.

1. One advantage of taking a vacation with a friend is you always have someone to talk to during your trip.
2. I have to make a decision. Should I go to Peru or Portugal this summer?
3. I'm so disappointed. I can't go to Karen's party tonight because I'm sick. I really wanted to go.
4. Carlos doesn't want to go. Alan doesn't want to go either.
5. I have my suitcase and my passport. What else do I need?
6. I enjoyed my trip to India. It was a fantastic experience.
7. Ivan is nervous about the trip. He doesn't like flying.
8. I don't know what we should do today. Let's do whatever you want to do.
 - a. _____ something that has happened to you
 - b. _____ used with *not* to show agreement with a negative statement
 - c. _____ more; extra

ACADEMIC LANGUAGE

We often use the word *decision* with the verb *make*: *make a decision*.

We also often use an adjective in front of *decision*: *big decision*, *important decision*, *difficult decision*.

OPAL

Oxford Phrasal Academic Lexicon

- d. _____ anything or everything
- e. _____ a choice that you make after thinking
- f. _____ feeling sad because what you wanted did not happen
- g. _____ something that helps you or that is useful
- h. _____ worried or afraid

iQ PRACTICE Go online for more practice with the vocabulary.
Practice > Unit 7 > Activities 7–8

B. PREVIEW You are going to hear Luna, Pia, and Melissa talk about traveling alone. Look at the photo. How do you think this person feels about traveling alone? How do you feel about traveling alone? Discuss your answer.



WORK WITH THE LISTENING



A. CATEGORIZE Listen to the conversation. Then complete the statements in the chart with ideas from the listening.

iQ RESOURCES Go online to download extra vocabulary support.
Resources > Extra Vocabulary > Unit 7

Traveling alone	Traveling with friends
1. You talk to _____.	1. You only talk to _____.
2. You can make all the _____.	2. You don't do activities with _____.
3. You can do whatever _____.	3. You do things that _____.



B. IDENTIFY Listen again. Match the sentence halves to make true statements.

- | | |
|---|---|
| 1. Luna's sister can't go to Tokyo because she ____ | a. excited about traveling alone. |
| 2. Pia can't go to Tokyo because she ____ | b. nervous about traveling alone. |
| 3. Melissa can't go to Tokyo because she ____ | c. can do what she wants. |
| 4. Luna feels ____ | d. a lot of new people on her trip. |
| 5. Pia feels ____ | e. has to go to school during the summer. |
| 6. Melissa talked to ____ | f. doesn't have enough money. |
| 7. Pia likes traveling alone because she ____ | g. has to work during the summer. |



CRITICAL THINKING STRATEGY

Inferring

When you **infer** or **make inferences**, you make guesses based on information that you hear. To infer, ask yourself, "What *else* does this information tell me?"

Pia: I only visited one [museum] because I was in Mexico with some friends. They didn't want to go to museums. They just wanted to go shopping and go to the beach all the time.

This information tells us that Pia was disappointed that she only went to one museum. We can also infer that she didn't really want to go shopping and go to the beach the whole time.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice > Unit 7 > Activity 9*

C. APPLY Work with a partner. Ask what he or she is going to do tonight or this weekend. Try to infer how he or she feels about it. Report back to the class. Your partner will confirm if your inferences are correct.

D. INTERPRET What can you infer from these statements from Listening 2? Circle the correct answer. Some items have more than one answer.

- Pia:** "I have to go home and work at my family's restaurant again this summer. I made a lot of money last summer."
 - Pia's family's restaurant is not near her college.
 - Pia doesn't like working in her family's restaurant.
 - Pia worked in her family's restaurant last summer.

2. **Pia:** “I made all the decisions and did whatever I wanted. For example, I went to about ten art museums during my trip.”
 - a. Pia doesn’t enjoy making decisions when she’s traveling.
 - b. Pia is good at making decisions.
 - c. Pia likes art.
3. **Melissa:** “One of them lives in Los Angeles. Now we see each other a couple of times a week.”
 - a. Melissa probably lives close to Los Angeles.
 - b. Melissa’s new friend goes to school in Los Angeles.
 - c. Melissa enjoys spending time with her new friend.

WORK WITH THE VIDEO



A. PREVIEW Answer the questions.

VIDEO VOCABULARY

village (n.) a very small town

ferry (n.) a boat that takes people or things on short trips across a river or on an ocean

first class (n.) the part of a train, airplane, etc., that is more expensive to travel in

motorboat (n.) a small, fast boat that has a motor



1. What are two reasons why someone might not visit different places in their own country?

2. What are some benefits of traveling in your own country?

iQ RESOURCES Go online to watch the video about Nadiya's journey.
Resources > Video > Unit 7 > Unit Video

B. IDENTIFY Watch the video two or three times. Then circle the correct answer.

1. Nadiya lives in (the United Kingdom / Bangladesh).
2. When Nadiya arrives in Dhaka, she goes shopping for (spices / food).
3. Nadiya leaves Dhaka on (a train / a ferry).
4. She (has her own room / has to share a room).
5. Nadiya gets on a motorboat. It is her (third time / first time) on a motorboat.
6. Children are using boats to (fish / go to school).
7. Nadiya wants her family to (stay in their village / travel outside of their village).

C. EXTEND What parts of your country have you visited? What did you do there? What parts would you like to visit? Why?



SAY WHAT YOU THINK

SYNTHESIZE Think about Listening 1, Listening 2, and the unit video as you discuss the questions.

1. What are some differences between traveling to a different country and traveling around your own country?
2. What are you more interested in—traveling in your own country or traveling to a different country? Why?



BUILDING VOCABULARY Using the dictionary: word families

Word families are groups of similar words. Word families can include nouns, verbs, adjectives, and adverbs. For example, look at the related forms of this word:

Verb:	correct
Adjective:	correct
Noun:	correction
Adverb:	correctly

When you look up a word in the dictionary, look for other forms of the word. You can find other word forms in, above, and below the definition. For example, look at the different words forms in and below the definitions of *locate* and *special*.

lo·cate /'loukət/ *verb* (lo·cates, lo·cat·ing, lo·cat·ed)
to find the exact position of someone or something: *Rescue helicopters are trying to locate the missing sailors.*
▶ **lo·cat·ed** /'loukətəd/ *adjective*
in a place: *The factory is located near the river.*

lo·ca·tion /lou'keɪʃn/ *noun* [count]
a place: *The house is in a quiet location at the top of a hill.*

spe·cial¹ /'speʃl/ *adjective*
1 not usual or ordinary; important for a reason: *It's my birthday today, so we're having a special dinner.*
2 for a particular person or thing: *He goes to a special school for deaf children.*
spe·cial·ize /'speʃl·aɪz/ *verb* (spe·cial·iz·es, spe·cial·iz·ing, spe·cial·ized)
specialize in something to study or know a lot about one subject, type of product, etc.: *He specialized in criminal law.*
spe·cial·ly /'speʃli/ *adverb*
for a particular purpose or reason: *a specially designed chair*

All dictionary entries adapted from the *Oxford Basic American Dictionary for learners of English* © Oxford University Press 2011.

A. APPLY Circle the correct word form in each sentence. Use the definitions above to help you.

1. This is (special / specially / specialize) food from China. It's sweet.
2. We can't find Khalid. We are trying to (locate / location / located) him.
3. John and Sam are chefs. They (special / specially / specialize) in food from Turkey.
4. Melbourne is in a great (locate / location / located). It's next to the ocean and close to beautiful mountains.
5. My parents cooked me a (special / specially / specialize) meal for my graduation.
6. The museum is (locate / location / located) near city hall.
7. Our lunch is (special / specially / specialize) prepared. The chef cooked it just for us!

B. APPLY Write the part(s) of speech for each word. Then complete the sentences with the words. Use your dictionary to help you.

- | | |
|-----------------------|-------------------|
| a. architect _____ | e. recent _____ |
| b. architecture _____ | f. recently _____ |
| c. lecturer _____ | g. variety _____ |
| d. lecture _____ | h. various _____ |

1. Matt designs buildings. He is a(n) _____.
2. I tried _____ restaurants in China, and they were all great.
3. In Cairo, we visited a(n) _____ of monuments.
4. Toshi _____ returned from Tokyo.
5. The _____ from the college gave a very interesting talk on the history of Saudi Arabia.
6. I want to study the _____ in Istanbul. The buildings there are beautiful.
7. Mary is a wonderful public speaker. She wants to _____ at universities.
8. I met Carlos on my _____ trip to Rio.



Matt designs buildings.



Mary enjoys public speaking.

iQ PRACTICE Go online for more practice with using the dictionary.
Practice > Unit 7 > Activity 10

OBJECTIVE ▶

At the end of this unit, you are going to give a presentation about a place that you want to visit.

GRAMMAR Past of *be*; Simple past affirmative statements

Past of *be*

Use the past of *be* to identify and describe people and things in the past.

Affirmative and negative statements

subject	<i>be</i>	(not)	
I	was		very happy.
You / We / They	were	(not)	busy yesterday.
He / She / It	was		in Ubud last week.

- You can contract negative statements:

☐ was not = wasn't were not = weren't

- Past time expressions answer the question "When?"

☐ last + time: last week, last month
time + ago: three days ago, one year ago

Yes / No questions

<i>be</i>	subject		yes	no
Was	he	in China?	Yes, he was .	No, he wasn't .
Were	they	excited?	Yes, they were .	No, they weren't .

Answers

Information questions

<i>wh-</i> word	<i>be</i>	subject	Answers
How	were	Paris and Rome?	They were great!
What	was	your favorite city?	Istanbul was my favorite city.
When	was	the lecture?	The lecture was last week.

Simple past affirmative statements

The simple past describes completed actions in the past.

Regular past verbs end in *-ed*. The simple past form is the same for all subjects.

I **visited** Brazil last year.
They **liked** their trip to Tokyo.
He **shopped** downtown yesterday.
We **stayed** at a nice hotel.

Spelling simple past verbs

like-liked	stay-stayed	try-tried
shop-shopped	travel-traveled	visit-visited

iQ RESOURCES Go online to watch the Grammar Skill Video.

Resources > Video > Unit 7 > Grammar Skill Video

A. APPLY Put the words in the correct order. Use the correct simple past form of *be* in each question. Then ask and answer the questions with a partner.

1. you / where / yesterday / be ?

2. last week / be / you / on vacation ?

3. be / last trip / how / your ?

4. last vacation / it / be / on / your / cold ?

5. be / when you were young / what / your favorite city ?

6. in this city / you / be / last year ?

7. what / as a child / your favorite food / be ?

8. your childhood heroes / you / be / who ?

B. APPLY Complete Sarah's email about her trip to Istanbul. Use the past form of the words in the box.

shop stay travel try visit walk

To: annatwo@email.org
From: sarahfive@email.org
Subject: My trip to Istanbul

Dear Anna,

I'm back from my vacation! I _____¹ to Istanbul last month. My trip was so much fun! I _____² in a really nice hotel. There was a view of a beautiful park outside my window. I _____³ a lot of great museums. I also _____⁴ around the city every day. The food was delicious. I _____⁵ baklava for the first time. It's a dessert made with nuts and syrup. On my last day, I _____⁶ at a big market. There were so many pretty scarves, shoes, and bags. Let's get together soon. I have a gift for you!

See you soon!

Sarah



the Grand Bazaar
in Istanbul

C. CREATE Write about a city you visited. Complete the sentences. Then read your sentences to a partner.


1. I traveled to _____.
2. I visited _____.
3. I tried _____.
4. I loved _____.
5. I stayed _____.
6. There was / were _____.


iQ PRACTICE Go online for more practice with the past of *be* and simple past affirmative statements. *Practice* > *Unit 7* > *Activity 11*

iQ PRACTICE Go online for the Grammar Expansion: past time expressions. *Practice* > *Unit 7* > *Activity 12*

PRONUNCIATION -ed endings

There are three ways to pronounce the *-ed* ending of a simple past verb.

	/t/	/d/	/ɪd/
	walked liked	traveled loved	visited wanted

 **A. IDENTIFY** Listen to the sentences. Circle the sound that you hear at the end of the verb. Then practice the sentences with a partner.

- | | | | |
|--|-----|-----|------|
| 1. They collected shells on the beach in Oman. | /t/ | /d/ | /ɪd/ |
| 2. We tried to go to the Natural History Museum. | /t/ | /d/ | /ɪd/ |
| 3. He shopped all afternoon. | /t/ | /d/ | /ɪd/ |
| 4. We started our tour at noon. | /t/ | /d/ | /ɪd/ |
| 5. I worked in Dubai last year. | /t/ | /d/ | /ɪd/ |
| 6. Heavy traffic caused problems in Los Angeles. | /t/ | /d/ | /ɪd/ |

B. CREATE Write four sentences about a special city. Use verbs from the box.

enjoyed	needed	shopped	stayed	visited
liked	relaxed	started	tried	wanted

- _____
- _____
- _____
- _____

C. IDENTIFY Read your sentences from Activity B to a partner. Circle the sounds you hear in your partner's sentences.

- /t/ /d/ /ɪd/
- /t/ /d/ /ɪd/
- /t/ /d/ /ɪd/
- /t/ /d/ /ɪd/

iQ PRACTICE Go online for more practice with *-ed* endings.
Practice > Unit 7 > Activity 13



They collected shells.

SPEAKING SKILL Using open questions

Look at the two conversations below. In Conversation 1, Isabel asks a **closed question** (a *yes/no* question), and Sun-Hee answers “Yes.” In Conversation 2, Isabel asks an **open question** (a *wh-* question). Sun-Hee gives her more information. Open questions make a conversation more interesting.

Conversation 1: Closed question



A: I visited Hong Kong last week.
B: **Was it fun?**
A: Yes.

Conversation 2: Open question

A: I visited Hong Kong last week.
B: **How was it?**
A: It was great! I visited a lot of interesting sights, and I tried new food.



A. IDENTIFY Listen to the conversation. Complete the questions.
Then practice with a partner.

Emma: John, _____ Greece?
1

John: Fantastic! I liked Athens a lot. The museums and architecture were great. And the view from the top of the Acropolis was amazing!

Emma: _____?
2

John: Well, Greeks eat a lot of bread, cheese, olives, and vegetables. For meat, they eat a lot of lamb. I love all of those foods, so I was very happy!

Emma: That sounds great, John.

John: _____ your trip to Mexico City?
3

Emma: It was good, but I was really busy.

John: That's too bad. _____ Mexico City _____?
4 5

Emma: Well, it's huge! It's very busy, and the traffic is sometimes awful.

John: Uh-huh. _____ the food?
6

Emma: It was delicious. We had fresh vegetables and fruit every day.

John: That's great!

B. CREATE Look at your sentences from Activity C on page 138. Discuss your trip with a partner. Use open questions to find out more information.

A: *I traveled to Moscow, Russia, last year.*

B: *What was it like?*

A: *It was fantastic. Moscow is a beautiful city. I visited . . .*

iQ PRACTICE Go online for more practice with using open questions.
Practice > Unit 7 > Activity 14



the Acropolis in Athens

TIP FOR SUCCESS

Remember to use adverb phrases for time, like *two months ago* and *last year*.

UNIT ASSIGNMENT Give a presentation about where you want to travel

OBJECTIVE ▶

In this assignment, you are going to give a presentation about a place that you want to visit. Think about the Unit Question, “Where do you want to travel?” Use Listening 1, Listening 2, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 142.

CONSIDER THE IDEAS

IDENTIFY What does this advertisement show about London? Check (✓) the things below. Then share with a partner.



- | | |
|---|---|
| <input type="checkbox"/> 1. interesting places to visit | <input type="checkbox"/> 6. historic buildings |
| <input type="checkbox"/> 2. good shopping | <input type="checkbox"/> 7. culture |
| <input type="checkbox"/> 3. natural beauty | <input type="checkbox"/> 8. a variety of restaurants |
| <input type="checkbox"/> 4. great museums | <input type="checkbox"/> 9. clean and safe parks |
| <input type="checkbox"/> 5. beautiful architecture | <input type="checkbox"/> 10. good public transportation |

PREPARE AND SPEAK

A. FIND IDEAS Work in a group of four. Make a list of places that you want to visit. Why do you want to visit each place? Take notes.

B. ORGANIZE IDEAS With your group, look at your notes from Activity A.

- Choose only one place to present to the class. Why do you want to visit this place? Write four reasons.
- Describe what you want to do there.
- If you want, cut out or print photos of the place that you chose. Make an advertisement like the one on page 141.
- Each person chooses a reason to describe and gives information about what you can do there.
- Practice your presentation.

C. SPEAK Take turns presenting information about the place that you chose. Look at the Self-Assessment checklist below before you begin.

TIP FOR SUCCESS

Give extra information to make your presentation more interesting.

iQ PRACTICE Go online for your alternate Unit Assignment.
Practice > Unit 7 > Activity 15

CHECK AND REFLECT

A. CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT	Yes	No
My information was clear.	<input type="checkbox"/>	<input type="checkbox"/>
I used vocabulary from this unit.	<input type="checkbox"/>	<input type="checkbox"/>
I used the past tense correctly.	<input type="checkbox"/>	<input type="checkbox"/>
I pronounced past tense verbs with <i>-ed</i> correctly.	<input type="checkbox"/>	<input type="checkbox"/>
I asked open questions during our discussions.	<input type="checkbox"/>	<input type="checkbox"/>

B. REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Think about the Unit Question—Where do you want to travel? Is your answer different now than when you started this unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss these questions.
Practice > Unit 7 > Activity 16



TRACK YOUR SUCCESS

iQ PRACTICE Go online to check the words and phrases you have learned in this unit. *Practice > Unit 7 > Activity 17*

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

NOTE-TAKING I can take notes in an informal outline. (p. 122)

LISTENING I can identify frequency words and expressions. (p. 127)

CRITICAL THINKING I can infer things based on information that I hear. (p. 131)

VOCABULARY I can use the dictionary to identify word families. (p. 134)

GRAMMAR I can use the past of *be* and simple past affirmative statements. (pp. 136–137)

PRONUNCIATION I can pronounce *-ed* endings. (p. 139)

SPEAKING I can use open questions. (p. 140)

OBJECTIVE I can use information and ideas to give a presentation about a place that I want to visit.
