

# Treasures from the Past

## ACADEMIC PATHWAYS

Lesson A: Listening to a Talk about an Ancient City  
Talking about the Past

Lesson B: Listening to a Conversation  
Using Notes in a Presentation

# 3



## Think and Discuss

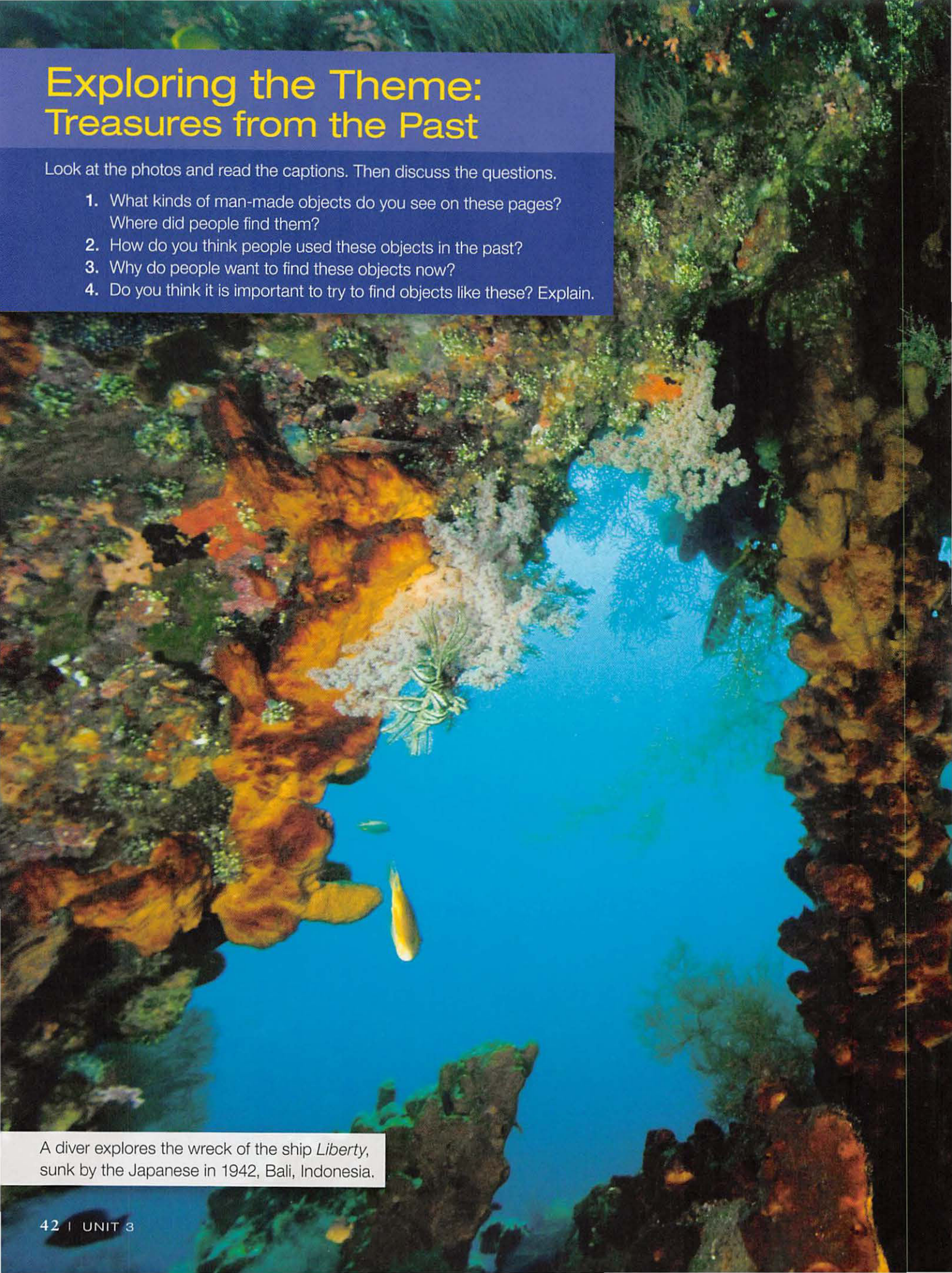
1. What man-made objects do we find at the bottom of the ocean?
2. What can we learn about the past from these objects?

These coins and jewelry are from the Whydah Galley shipwreck. The ship sank in 1717 near the coast of Massachusetts, USA.

# Exploring the Theme: Treasures from the Past

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

1. What kinds of man-made objects do you see on these pages? Where did people find them?
2. How do you think people used these objects in the past?
3. Why do people want to find these objects now?
4. Do you think it is important to try to find objects like these? Explain.



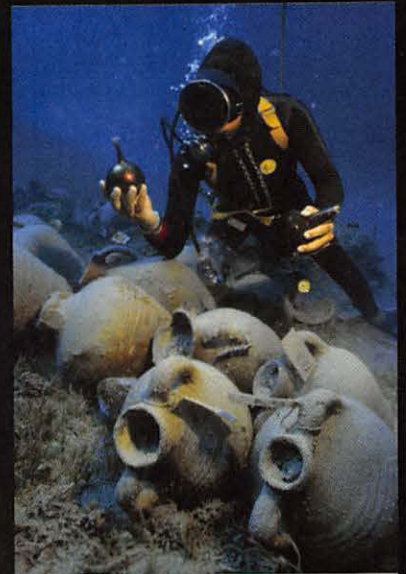
A diver explores the wreck of the ship *Liberty*, sunk by the Japanese in 1942, Bali, Indonesia.



**Gold beads, chains, and coins** found in a Spanish Armada shipwreck, Ireland



A diver discovered this **gold plate** by accident off the Florida Keys, Florida, USA.



A scuba diver examines a **bottle** found in the Aegean Sea off Serce Limani, Turkey.



**A** | **Using a Dictionary.** Listen and check (✓) the words you already know. Use a dictionary to help you with any new words. These are words you will hear and use in Lesson A.

- |                                       |                                     |   |  |                                     |
|---------------------------------------|-------------------------------------|---|--|-------------------------------------|
| <input type="checkbox"/> dishes (n.)  | <input type="checkbox"/> find (v.)  | <input type="checkbox"/> looked like (v.) | <input type="checkbox"/> objects (n.)    | <input type="checkbox"/> ruled (v.) |
| <input type="checkbox"/> exhibit (n.) | <input type="checkbox"/> image (n.) | <input type="checkbox"/> nearby (adj.)    | <input type="checkbox"/> recently (adv.) | <input type="checkbox"/> tools (n.) |

**B** | Match each word with its definition.

- |                   |   |
|-------------------|---|
| 1. tools _____    | a. a short distance away, not far away  |
| 2. nearby _____   | b. things used to make or repair things |
| 3. recently _____ | c. plates or bowls used to serve food   |
| 4. dishes _____   | d. to locate, or to discover            |
| 5. find _____     | e. not very long ago                    |



**C** | **Meaning from Context.** Read and listen to the information. Notice the words in **blue**. Then write each word or phrase in **blue** next to its definition below.



An image of Cleopatra on an Egyptian coin

### New Exhibit Opens Today

Queen Cleopatra VII **ruled** Egypt for fewer than 20 years. People are still very interested in her more than 2000 years later. But until recently, no one knew much about Cleopatra at all. We didn't even know what she **looked like** because there were no pictures of her.

Now, a new **exhibit** tells us more about Cleopatra's life. The exhibit has hundreds of **objects** such as jewelry, tools, and dishes. For the first time we can see Cleopatra's face! There are coins with Cleopatra's **image** on them.

- \_\_\_\_\_ (n.) things you can see or touch
- \_\_\_\_\_ (n.) a picture of someone or something
- \_\_\_\_\_ (n.) a thing or group of things you can see in a museum
- \_\_\_\_\_ (v.) governed or led a country
- \_\_\_\_\_ (v.) had a similar appearance to another person or thing



Bas relief of Cleopatra with her son by Julius Caesar, Dendera, Egypt

## USING VOCABULARY

**A** | Read the conversations. Fill in each blank with the correct form of a word from exercise **A** on page 44.

**Devon:** Where did Cleopatra VII live?

**Brenda:** She grew up in Alexandria and two (1) \_\_\_\_\_ cities.

**Devon:** So, when did she become queen?

**Brenda:** She became queen in her teens, I think. Then, she (2) \_\_\_\_\_ for nearly 20 years.

**Marc:** What happened to Cleopatra?

**Hitomi:** Well, the Romans became the rulers of Egypt, and Cleopatra killed herself.

**Marc:** Wow, I didn't know that.

**Hitomi:** Then, after Cleopatra's death, the Romans destroyed anything with her (3) \_\_\_\_\_ on it—statues, pictures, coins, and so on. They didn't want the Egyptians to remember her. So, for a long time we didn't know what she (4) \_\_\_\_\_.

**Kim:** What happened to Alexandria?

**Larry:** Earthquakes<sup>1</sup> destroyed it. But (5) \_\_\_\_\_, archaeologists discovered parts of the city under the ocean.

**Kim:** Really? What did they (6) \_\_\_\_\_?

**Larry:** They discovered over 20,000 (7) \_\_\_\_\_, including beautiful (8) \_\_\_\_\_ for serving food and useful (9) \_\_\_\_\_ to help people do all kinds of jobs.



Boats above Cleopatra's lost city, Alexandria, Egypt

**B** | Work with a partner. Compare your answers from exercise **A**. Then practice the conversations.

**C** | **Discussion.** With your partner, discuss the questions below.

1. Talk about a person who **ruled** a country you know about. Where was the person from? What did he or she **look like**?
2. Think of an **object** that is very important to you. What is it? Why is it important?
3. What kinds of museum **exhibits** do you enjoy? Explain.
4. Do you like to visit historic places? Why, or why not?

<sup>1</sup>An **earthquake** is a sudden, violent movement of the earth's surface.

### Pronunciation

#### The Simple Past Tense -ed Word Endings

For regular verbs in the simple past tense, add *-ed* to the base form of the verb (*-d* to verbs that already end in *-e*). Usually the *-ed* ending adds the sound /t/ or /d/ to the verb.

**Examples:**



*look* → **looked**     *live* → **lived**     *play* → **played**  
 My grandfather **looked** like his father.

If a verb ends in a /t/ or /d/ sound, the *-ed* ending adds a syllable. We pronounce this syllable /əd/.

**Examples:**

*want* → **wanted**     *need* → **needed**     *start* → **started**  
 They **decided** to make a map.

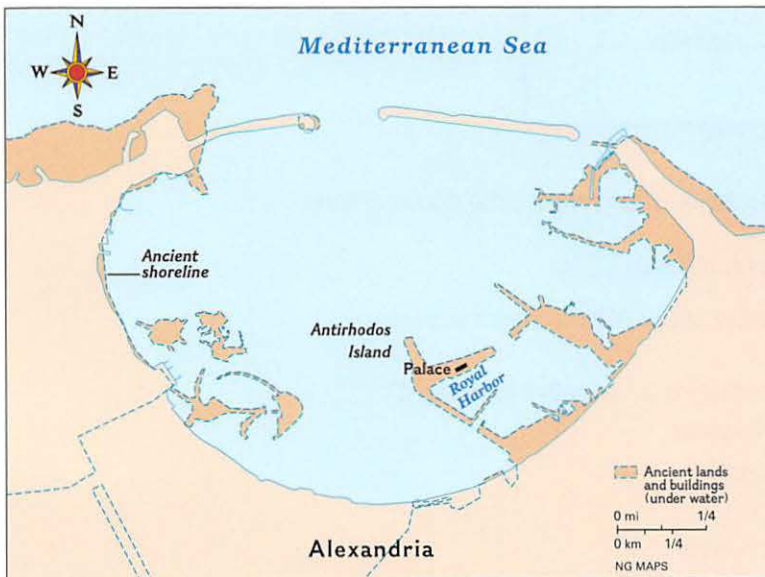


Listen and check (✓) the sound you hear for each word.

	/t/ or /d/	/əd/		/t/ or /d/	/əd/
1. painted	<input type="checkbox"/>	<input type="checkbox"/>	5. closed	<input type="checkbox"/>	<input type="checkbox"/>
2. explored	<input type="checkbox"/>	<input type="checkbox"/>	6. rested	<input type="checkbox"/>	<input type="checkbox"/>
3. talked	<input type="checkbox"/>	<input type="checkbox"/>	7. shouted	<input type="checkbox"/>	<input type="checkbox"/>
4. divided	<input type="checkbox"/>	<input type="checkbox"/>	8. watched	<input type="checkbox"/>	<input type="checkbox"/>

### Before Listening

**Understanding Visuals.** You are going to listen to a talk about the lost city of Alexandria. Look at the map and read the statements below. Circle **T** for *true* or **F** for *false*.



- 1. Ancient Alexandria is on land.                    **T**    **F**
- 2. Cleopatra's palace was on an island.                    **T**    **F**
- 3. Cleopatra's Royal Harbor<sup>1</sup> was to the north of Antirhodos Island.                    **T**    **F**

<sup>1</sup>A **harbor** is a place on the coast that protects ships from the ocean.

## Listening: A Talk about an Ancient City



**A | Listening for Main Ideas.** Listen to part of the talk. Choose the best phrase to complete each sentence.

- The ancient city of Alexandria \_\_\_\_\_.
  - is only a legend
  - was very rich and important
  - disappeared 1000 years ago
- Goddio's discoveries \_\_\_\_\_.
  - give us new information about Cleopatra's world
  - do not answer our most important questions about Cleopatra
  - came too late to help historians today
- Goddio knew that the underwater ruins<sup>1</sup> were \_\_\_\_\_.
  - parts of the ship he was looking for
  - ancient lost cities
  - small enough to explore alone



Franck Goddio shows a bronze statue that was in the Temple of Isis.



**B | Note-Taking.** Listen to the entire talk. Complete the notes about Goddio.

Archaeologist Franck Goddio	Goddio's Team
<ul style="list-style-type: none"> <li>found cities that disappeared almost (1) _____ ago</li> </ul>	<ul style="list-style-type: none"> <li>uncovered statues, (5) _____, musical instruments, (6) _____, and many other objects</li> </ul>
<ul style="list-style-type: none"> <li>went to Egypt in (2) _____ to look for a sunken<sup>2</sup> ship</li> </ul>	<ul style="list-style-type: none"> <li>made maps of (7) _____ Alexandria and two other cities</li> </ul>
<ul style="list-style-type: none"> <li>found the (3) _____ of whole cities in the sand deep underwater</li> </ul>	<ul style="list-style-type: none"> <li>explored Cleopatra's (8) _____</li> </ul>
<ul style="list-style-type: none"> <li>started The European Institute of (4) _____ Archaeology</li> </ul>	<ul style="list-style-type: none"> <li>found statues of (9) _____ and (10) _____ that were once in temples</li> </ul>



**C | Making Inferences.** Listen again. Read the statements below and circle **T** for true or **F** for false. The answers are not in the speaker's exact words. You need to think about what you hear.

- |   |          |          |
|---|----------|----------|
| 1. At first, Goddio did not know the importance of his discovery. | <b>T</b> | <b>F</b> |
| 2. We still don't know what Cleopatra looked like.                | <b>T</b> | <b>F</b> |
| 3. It is taking a lot of time to study the ruins of the cities.   | <b>T</b> | <b>F</b> |

## After Listening



**Critical Thinking.** Discuss the questions with a partner.

- Do you think museums are important? Explain.
- What can we learn by studying the past? Do you think it is useful or not? Explain.

<sup>1</sup>**Ruins** are the remaining parts of a destroyed building, town, etc.

<sup>2</sup>If something is **sunken**, it is under the ocean.

## Grammar

## The Simple Past Tense

We use the simple past tense to talk about completed actions in the past.

*It **rained** for three hours yesterday. They **watched** a movie last night.*

We add *-ed* to the base form of a regular verb to form the simple past tense.

We add *-d* if the verb already ends in *-e*.

*talk - **talked**    learn - **learned**    close - **closed**    like - **liked***

We need to make spelling changes when we add *-ed* or *-d* to some regular verbs.

*try - **tried**    carry - **carried**    rob - **robbed**    stop - **stopped***

Many verbs are irregular in the simple past tense.

*leave - **left**    eat - **ate**    go - **went**    read - **read**  
find - **found**    give - **gave**    know - **knew**    quit - **quit**  
fight - **fought**    come - **came**    take - **took**    meet - **met***

**A** | Fill in each blank with the simple past tense of the verb in parentheses.

- The show \_\_\_\_\_ *started* \_\_\_\_\_ (start) at 8:00 p.m.
- My family \_\_\_\_\_ (live) in Taipei until 1998.
- Linda \_\_\_\_\_ (move) to Buenos Aires when she (leave) \_\_\_\_\_ home.
- Teodoro \_\_\_\_\_ (try) to call his parents last night.
- That's a great book! I \_\_\_\_\_ (read) it in 2009.
- Max and Ramona \_\_\_\_\_ (meet) in 1996.



**B** | With a partner, read the conversation and underline each verb in the simple past tense. Then decide how many syllables are in each verb. Look back at page 46 if you need help.

**Sam:** Wow! I learned a lot from that class.

**Coty:** Me too. I took a lot of notes.

**Sam:** I heard a lot of noise from the hallway, though.

**Coty:** I think the professor wanted to close the door, but it was too hot in the room.

**Sam:** Yes. Oh, by the way, I finished my archaeology assignment.

**Coty:** That's great! Were you at the library last night?

**Sam:** No, I stopped going there to work. I don't like the library.

**Coty:** Me neither. I studied in my room last night.



**C** | Practice the conversation in exercise **B** with your partner. Then switch roles and practice it again.



## Language Function

### Expressing Agreement Informally

An informal way to agree with a speaker's affirmative statement is by using *Me too*.

**A:** *I traveled to Alexandria.*

**B:** **Me too!** *I went there in 2007.*

An informal way to agree with a speaker's negative statement is by using *Me neither*.

**A:** *I didn't like that museum.*

**B:** **Me neither.** *It was very small.*

**A** | Complete the conversations with *too* or *neither*.

**Josie:** You know, I really liked the exhibit.

**Frank:** Me (1) \_\_\_\_\_. Cleopatra was a very interesting person.

**Josie:** She really was. I didn't know she killed herself.

**Frank:** Me (2) \_\_\_\_\_.

**Cho:** Did you see the movie *Cleopatra* in Price Hall last night?

**Jacqui:** Um, no, I didn't.

**Cho:** Me (3) \_\_\_\_\_.

**Lupe:** I want to learn more about the *Titanic*.

**Bruce:** Me (4) \_\_\_\_\_!



**B** | Work with a partner. Follow the instructions.

1. Choose one person to be Student A and one to be Student B.
2. Read your statements below and circle the word or phrase in **bold** that is correct for you.
3. Take turns saying your sentences to your partner. Your partner agrees with you by using *Me too* or *Me neither*.

#### Student A

1. I **like/dislike** historical museums.
2. I **got/didn't get** a lot of sleep last night.
3. I **like/don't like** the weather today.
4. I **studied/didn't study** a lot last night.

#### Student B

1. I **took/didn't take** the bus today.
2. I **like/dislike** chocolate ice cream.
3. I **got/didn't get** a lot of exercise last week.
4. I **like/don't like** learning about history.

## Grammar

### Yes/No Questions in the Simple Past Tense

We form *yes/no* questions with *be* by changing the order of the subject and verb.

**Statements:** *The Titanic was a big ship.*

*A lot of people were on the Titanic.*

**Questions:** *Was the Titanic a small ship?*

*No, it wasn't.*

*Were a lot of people on the Titanic?*

*Yes, there were.*

We use the auxiliary *did* to form *yes/no* questions with other verbs.

**Statements:** *Bob Ballard found the Titanic in 1985.*

*He used robots with cameras.*

**Questions:** *Did Bob Ballard find the Titanic in 1980?*

*No, he didn't.*

*Did he use robots with cameras?*

*Yes, he did.*



Read the fact file below about the *Titanic*. With a partner, take turns asking and answering *yes/no* questions about the information. Use the words and phrases below.

- the *Titanic* / leave Liverpool / April
- the *Titanic* / arrive / New York / May
- all the passengers / get into / lifeboats
- the *Titanic* / sink / at night
- Ballard / find / the *Titanic* / the Atlantic Ocean
- Ballard / return / 1996

Did the *Titanic* leave  
Liverpool in April?

No, it didn't. It left  
Southampton.

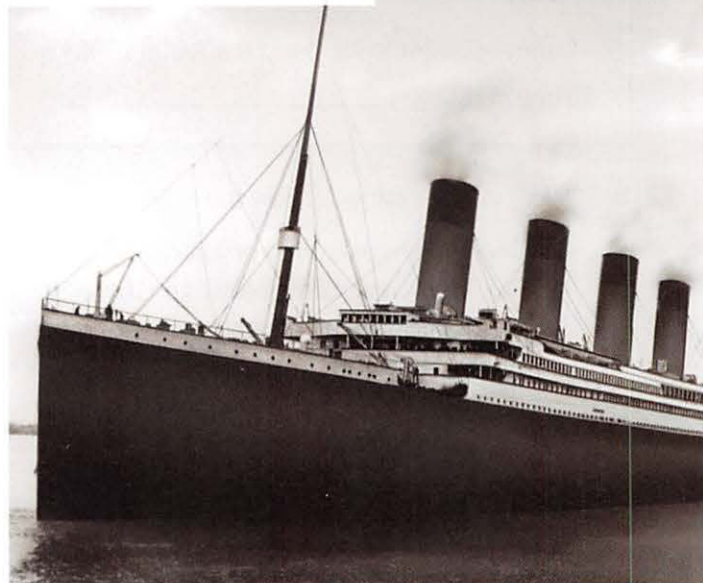
### The *Titanic*—Fact File

- April 10, 1912: The *Titanic* left Southampton, England. It never arrived in New York.
- April 14, 1912: The *Titanic* hit an iceberg<sup>1</sup> just before midnight.
- April 15, 1912: Some passengers got into small lifeboats, but there wasn't enough room for most of them.
- April 15, 1912: When the *Titanic* sank at 2:00 a.m., 1500 people were still on the ship.
- August 31, 1985: Ocean explorer Bob Ballard found the *Titanic* on the bottom of the Atlantic Ocean. He used cameras and an underwater robot to see the ship.
- 1986: Ballard returned to the *Titanic*. He used a new robot to explore inside the ship.



Bob Ballard found the *Titanic* in 1985.

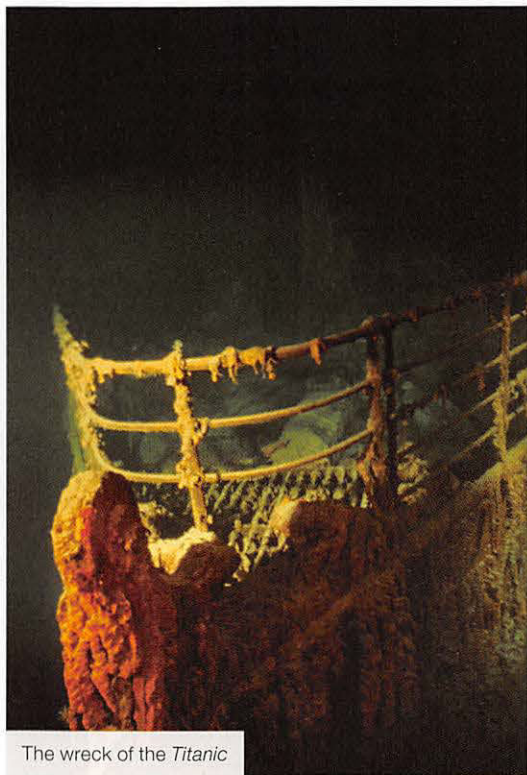
In 1912, on its first trip across the Atlantic, the *Titanic* hit an iceberg and sank.



<sup>1</sup>An iceberg is a huge piece of ice floating in the ocean.

## Talking about the Past

**Understanding Visuals.** Read the timeline about Bob Ballard.



The wreck of the *Titanic*

**Childhood:** Bob Ballard read books about shipwrecks<sup>1</sup> and dreamed of finding the *Titanic*.

**July 1, 1985:** Ballard and a team of scientists went to the area where the *Titanic* sank. They searched the area for several weeks.

**August 31, 1985:** Ballard's team found the *Titanic* in very deep water. They also saw many objects such as shoes and suitcases that once belonged to the passengers.

**1986:** Ballard returned to the *Titanic*. He sent a robot camera inside, and the team saw the grand staircase, the gym, and even the captain's bathtub.

**2009:** Two new research boats went into the water. Ballard designed them with the latest electronic equipment. Within hours, the boats started finding shipwrecks all over the world.

<sup>1</sup>A shipwreck is a ship that has been destroyed or damaged by an accident or storm.

## Grammar

### Wh- Questions in the Simple Past Tense

We form most *Wh-* questions in the simple past tense in the same way as *yes/no* questions, except we add a *Wh-* word, such as *why*, *where*, *when*, or *how* to the beginning of the question.

*Was the Titanic hard to find?*

**Why** was the Titanic hard to find?

*Did the ship hit an iceberg?*

**When** did the ship hit an iceberg?

Do not use *did* with *who*, *what*, and *which* when they talk about the subject.

✓ *Who discovered the Titanic?*

✗ *Who did discover the Titanic?*

**Discussion.** With a partner, discuss Bob Ballard's life. Use the time line and your own ideas to ask and answer *Wh-* questions. Use *where*, *when*, *why*, or *how*.

Why did Ballard look for the *Titanic*?

As a child, he dreamed of finding it.

# Treasures in Old San Juan



Fort San Felipe del Morro, Old San Juan, Puerto Rico



The Capitol building, Old San Juan, Puerto Rico



## Before Viewing

The hospital is in a very old building.

There are ancient coins at the museum.



- A** | Work with a partner. In Lesson A, you learned about some historical places and things. Make a list of three old or historical places or things in your city or town. Take turns talking about the historical places and things on your lists.
- B** | **Identifying the Simple Past Tense.** Read the information about Old San Juan, Puerto Rico, and underline the words in the simple past tense.



The Government Mansion, *La Fortaleza*

## Old San Juan Quick Facts

- The Spanish explorer Ponce de Leon came to the island that is now Puerto Rico in 1508.
- San Juan became a city in 1521.
- There were huge stone walls around the city in the 16<sup>th</sup> century. A fortress<sup>1</sup> called *La Fortaleza* protected the city.
- Today, the governor of Puerto Rico lives in *La Fortaleza*.


<sup>1</sup>A **fortress** is a castle or other strong building that protects an area.


- C** | **Predicting Content.** Check (✓) the things you think you will see in the video.

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> an airport          | <input type="checkbox"/> new shopping centers | <input type="checkbox"/> a statue of Ponce de Leon | <input type="checkbox"/> tourists                               |
| <input type="checkbox"/> <i>La Fortaleza</i> | <input type="checkbox"/> old houses           | <input type="checkbox"/> the ocean                 | <input type="checkbox"/> residents <sup>2</sup> of Old San Juan |

<sup>2</sup>A **resident** is a person who lives in a place.

## While Viewing

 **A | Checking Predictions.** Watch the video. Check your predictions from exercise **C** in the Before Viewing section.

 **B | Note-Taking.** Watch the video again. Write down three other things that interest you in the video.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

 **C |** Watch the video again. Match each person in the video with the topic he talks about.

### Person

1. Ricardo Rivera \_\_\_\_\_
2. Ricardo Alegría \_\_\_\_\_
3. Domingo Deleon \_\_\_\_\_

### Topic

- a. the nice weather in Puerto Rico
- b. the culture of Old San Juan: the music, artists, writers, and so on
- c. the way Old San Juan used to be in the 1950s



A street in Old San Juan



Colorful buildings in Old San Juan

## After Viewing

 **A | Discussion.** With a partner, discuss the questions below.

1. Why is the historical part of San Juan a good place to live?
2. Why is the historical part of San Juan a good place for tourists?
3. Which do you prefer for a vacation—historical cities or modern cities? Explain.

**B | Using the Simple Past Tense.** Read the information about Juan Ponce de Leon. Complete each sentence with the simple past tense of a verb from the box. Use each verb only once.

go      give      fight      become      die

### Juan Ponce de Leon

At the end of the 15<sup>th</sup> century, explorers from Spain and Portugal began arriving in the Americas. One of the explorers from Spain was Juan Ponce de Leon.

- He (1) \_\_\_\_\_ in the Spanish army before he came to the Americas.
- He (2) \_\_\_\_\_ the first governor of Puerto Rico.
- He (3) \_\_\_\_\_ the state of Florida its name. Florida is now part of the United States.
- Some people say he (4) \_\_\_\_\_ to Florida to look for the Fountain of Youth—a place with water that keeps people young forever. (The fountain has never been found.)
- He (5) \_\_\_\_\_ in 1521 after the Calusa Indians attacked him and his men in Florida.



A statue of Juan Ponce de Leon



**A | Using a Dictionary.** Listen and check (✓) the words you already know. Use a dictionary to help you with any new words. These are words you will hear and use in Lesson B.

- were made of (v.)     everyday (adj.)     route (n.)     ship (n.)     traded (v.)
- carry (v.)     goods (n.)     sailed (v.)     silk (n.)     valuable (adj.)

**B | Understanding Maps.** Look at the map and read the statements below. Circle **T** for *true* or **F** for *false*.

- 1. The ship sailed to China. T    F
- 2. It took a route past Indonesia. T    F
- 3. The ship went to the Middle East. T    F

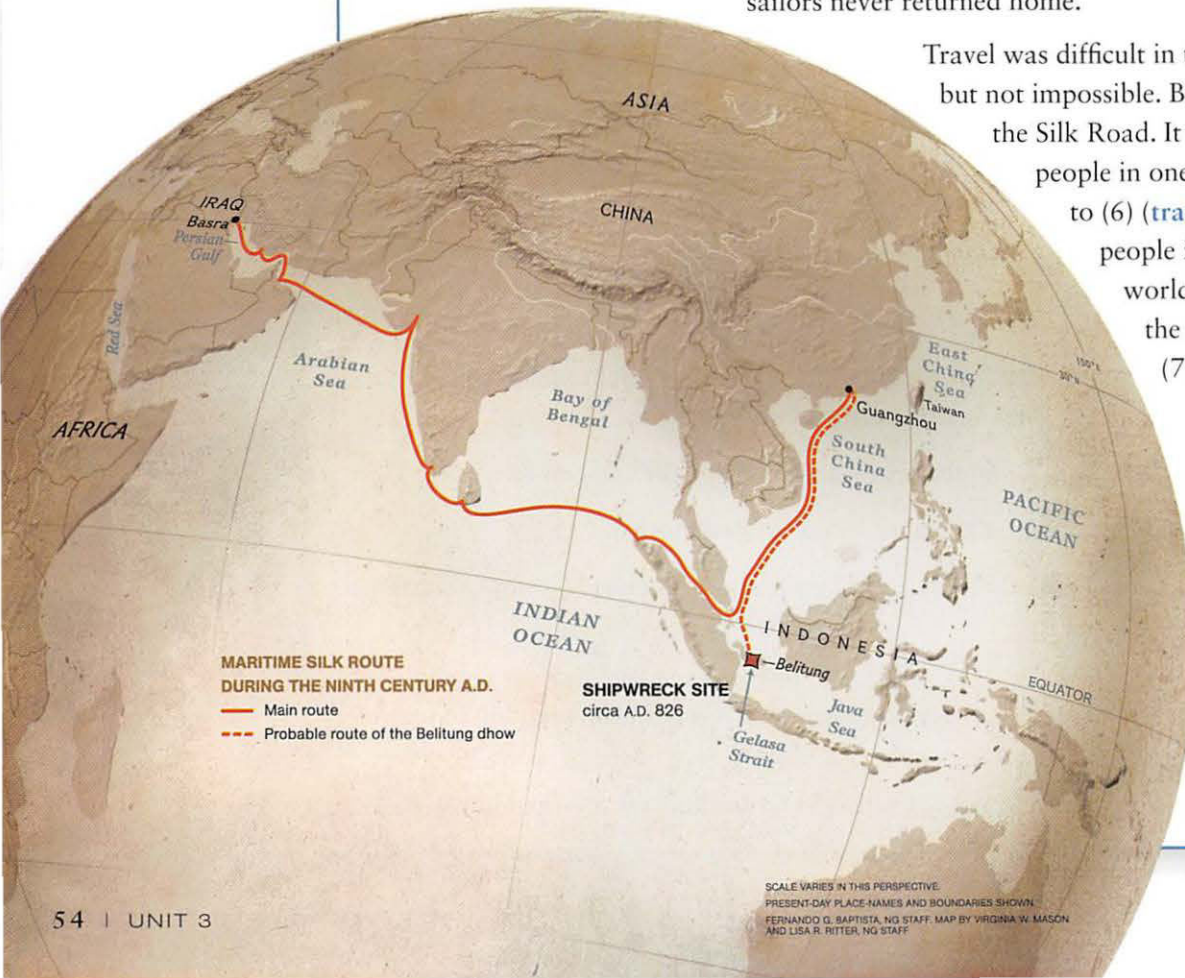


**C | Meaning from Context.** Read the article. Circle the correct word in **blue**. Then listen and check your answers.

### The Shipwreck of an Arab *Dhow*

This is the story of an Arab (1) (**ship/sail**) called a *dhow*. The *dhow* left the Middle East, and it (2) (**traded/sailed**) east to China. There, the sailors bought (3) (**everyday/valuable**) objects such as simple dishes, but also (4) (**valuable/everyday**) goods such as gold and (5) (**ship/silk**). Sadly, the ship sank near Belitung Island in Indonesia, and the sailors never returned home.

Travel was difficult in the ninth century, but not impossible. By land, there was the Silk Road. It was a way for people in one part of the world to (6) (**trade/carry**) with people in other parts of the world. By sea, there was the Maritime Silk (7) (**Route/goods**).



## USING VOCABULARY



**A** | Read the rest of the article. Fill in each blank with a word or phrase from exercise **A** on page 54. Then listen and check your answers.

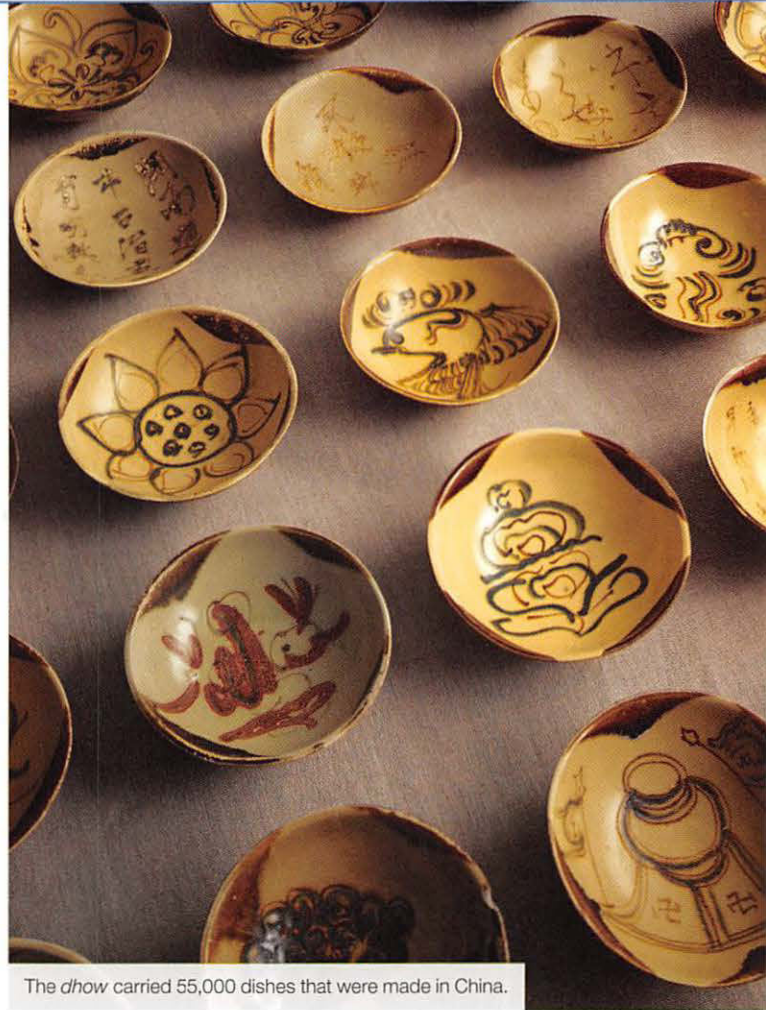
### More about the Belitung *Dhow*

A *dhow* was a type of ship that was common in the Indian Ocean and the Arabian Sea. *Dhows* were not very large, but they could

(1) \_\_\_\_\_ a lot. Around the year 826, one *dhow* (2) \_\_\_\_\_ from the city of Al Basrah (now Basra, Iraq) to Guangzhou, China. There, the sailors (3) \_\_\_\_\_ with the local people, and they loaded the ship with the new (4) \_\_\_\_\_ they bought.

When the ship left China, it carried thousands of simple dishes and other (5) \_\_\_\_\_ objects. It also carried (6) \_\_\_\_\_ for making fine clothes, and a few very beautiful and (7) \_\_\_\_\_ objects. Some of these objects (8) \_\_\_\_\_ gold. (Recently, archaeologists studied the objects, and they think the gold objects were probably gifts for a royal wedding.)

The *dhow* chose an unusual (9) \_\_\_\_\_ home. Nobody is sure why the sailors took their (10) \_\_\_\_\_ so far south. Because of a storm, or perhaps an accident, the *dhow* sank between two Indonesian islands. Centuries later, in 1999, divers<sup>1</sup> found the dishes and other objects, as well as small pieces of the *dhow* itself.



The *dhow* carried 55,000 dishes that were made in China.

<sup>1</sup>A diver is a person who goes underwater, usually with special equipment.

**B** | **Discussion.** With a partner, discuss the questions below.

1. Which is more **valuable**, gold or silver? Explain.
2. In the ninth century, how long do you think it took to **sail** from the Middle East to China?
3. When did people find the Arab *dhow* shipwreck? How many years was it lost?
4. How do countries **trade** with each other today?
5. What **goods** does your country buy from other countries? What **goods** does your country sell to other countries?

## Before Listening



**Prior Knowledge.** Discuss the questions with a partner. Look back at pages 54 and 55 if you need help.

1. Where did the *dhow* come from?
2. What did the *dhow* carry away from China?
3. What happened after the *dhow* left China?
4. Who found the *dhow* many years later?

## Listening: A Conversation



track 1-36

**A | Listening for Main Ideas.** Listen to the conversation. Choose the correct answer for each question.

1. What kind of homework assignment do the speakers need to do?
  - a. write a paper
  - b. give a presentation
  - c. write a paragraph
2. What does the woman think about the homework assignment?
  - a. It will take a long time.
  - b. It's not an interesting topic.
  - c. It's very easy.
3. What does the man suggest?
  - a. asking some questions
  - b. getting help from the teacher
  - c. borrowing a book



track 1-36

**B | Listening for Details.** Listen again. Choose the correct word to complete each sentence.

1. The homework assignment is due on \_\_\_\_\_.
  - a. Monday
  - b. Tuesday
  - c. Wednesday
2. The man says he doesn't know anything about the goods from \_\_\_\_\_.
  - a. The Middle East
  - b. China
  - c. Indonesia



3. The woman wants to know where the \_\_\_\_\_ came from.
  - a. divers
  - b. sailors
  - c. archaeologists
4. The woman also wants to know \_\_\_\_\_ people made the beautiful dishes.
  - a. when
  - b. how
  - c. why

## After Listening

**A** | **Making Inferences.** Read the statements below. Circle **T** for *true* or **F** for *false*. Then discuss the reasons for your choices with a partner.

- |   |          |          |
|---|----------|----------|
| 1. The speakers are classmates.           | <b>T</b> | <b>F</b> |
| 2. They are discussing the man's problem. | <b>T</b> | <b>F</b> |
| 3. They don't solve the problem.          | <b>T</b> | <b>F</b> |

**B** | **Role-Playing.** Form a group with two or three other students. Imagine that you are going to do the assignment you heard about on page 56. Decide which information each person in your group needs to find. Practice making informal suggestions to each other.

Why don't you find out about the divers? How did they find the shipwreck?

OK, and maybe you could write about the reasons for the shipwreck.

**C** | **Discussion.** With your group, discuss the questions below.

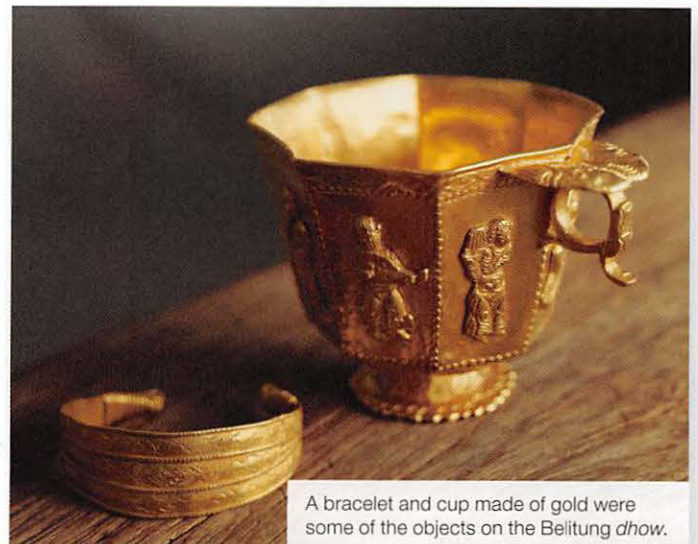
1. Why do you think the woman wasn't interested in the shipwreck?
2. Why do you think some people aren't interested in history?
3. Finding and exploring shipwrecks is expensive. Is it a good way to spend money? Explain.

### Student to Student: Making Informal Suggestions

When you are working with a partner or in a group, you will sometimes want to make informal suggestions. Here are some expressions you can use to make informal suggestions.

**Maybe you could** find some information about Indonesia.

**Why don't you** ask the teacher for help?



A bracelet and cup made of gold were some of the objects on the Belitung *dhow*.

## Grammar

## Recognizing Past Tense Signal Words

Some words and phrases tell us that we need to use the past tense. These are called signal words.

*ago*                      *yesterday*                      *last night/week/month/year*  
*in (a past year)*                      *on (a past date)*

Archaeologists **discovered** an important shipwreck **last year**.

William **finished** the chemistry assignment **two weeks ago**.

The president **made** an important announcement **yesterday**.

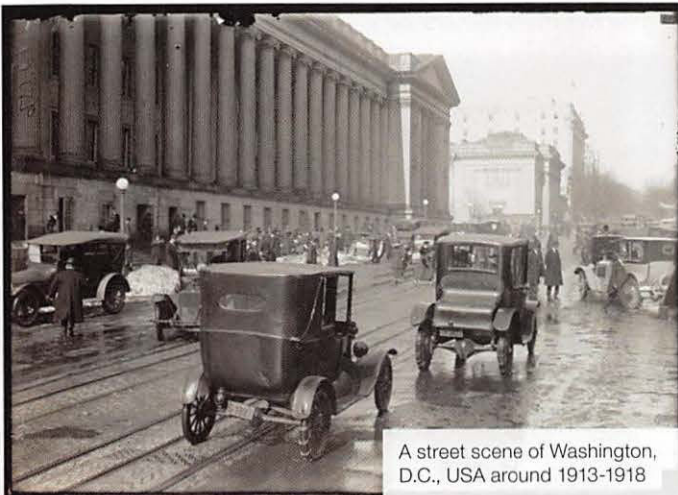
**In 2002**, over a million tourists **visited** the city.

Celine **celebrated** her birthday **on September 22**.

Past tense signal words or phrases usually come at the beginning or at the end of a sentence. They may be followed by a comma at the beginning of a sentence.

**A** | Fill in each blank with a word or phrase from the box. Then underline the words in the simple past tense.

- The library closed an hour ago, so we can't go there now.
- I took both children to see the doctor \_\_\_\_\_ July 18.
- \_\_\_\_\_ week, we had meetings every afternoon.
- \_\_\_\_\_ 1841, a musician named Adolphe Sax invented the saxophone.
- \_\_\_\_\_ year, I went on vacation in April.



A street scene of Washington, D.C., USA around 1913-1918

**B** | Take turns asking and answering the questions with a partner. Use your own information in your answers.

- What did you do yesterday morning?
- What did you do last night?
- On what date did this English course begin?
- When were you born?
- What important events happened last year?
- What important events happened more than 10 years ago?

**A | Critical Thinking.** Follow the steps below to practice recalling facts.

1. Fill in each blank with information about your past. You can use real information or invent information if you prefer. Use the correct verb tense.
  - Yesterday I \_\_\_\_\_.
  - I \_\_\_\_\_ last month.
  - In 2008, I \_\_\_\_\_.
  - I learned how to \_\_\_\_\_ about \_\_\_\_\_ (years/months/weeks) ago.
2. Take turns saying your sentences from Step 1 to a partner.
3. Work with a new partner. Take turns talking about the information you learned in Step 2.
4. Discuss the questions below with your original partner.
  - Which information did you remember correctly?
  - What helped you to remember that information?
  - Which information did you forget?

Yesterday Kim bought a birthday card for his sister.

**Critical Thinking Focus: Recalling Facts**

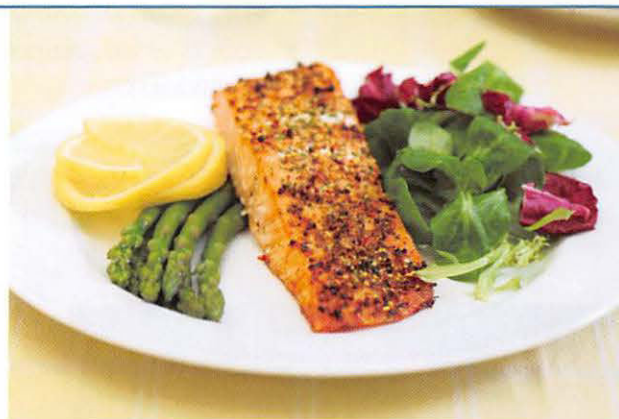
Recalling information is an important skill. Deciding that you want to remember information is an important first step. Looking at your notes before class can help you recall important information that you might need for an exam or a class discussion.

**B |** Read and listen to the magazine article. Rank the four steps in *Improve Your Memory* from 1 (most helpful) to 4 (least helpful).

**Improve Your Memory: Four Easy Steps**

Do you remember names, phone numbers, and other information easily? If not, here are some things you can do to improve your memory.

- **Get a good night's sleep.** Getting eight or more hours of sleep can improve your memory and your ability to learn new information by as much as 30 percent.
- **Eat a healthy diet.** Good foods such as fish, olive oil, fruits, and vegetables help your brain stay healthy. A healthy brain means a better memory.
- **Exercise your body.** Any kind of exercise—walking, swimming, playing sports—keeps the blood moving around your body and helps your brain work better.
- **Exercise your mind.** Exercising your brain is helpful. One of the best exercises for your brain is learning a new language.



**C | Collaboration.**

1. Form a group with two or three other students. Make a list of other things you do that help you remember information (e.g., making notes, repeating information after you hear it).
2. Which ideas on your group's list work best for you when you are studying English? Take turns telling your group.

## 3

**A | Planning a Presentation.** You are going to tell your classmates about your past. Check (✓) the ideas that are true for you. Write two more ideas about your past.

- I lived with my family.
- I learned to do something interesting (e.g., to play a musical instrument).
- I moved from one place to live in another place.
- I graduated from school.
- I got a job.
- I decided to do something important (e.g., to leave home).

Your idea: \_\_\_\_\_

Your idea: \_\_\_\_\_

### Presentation Skills: Speaking from Notes

We often use notes when presenting to help us remember important points. It's important to make helpful notes and use them correctly. Here is some advice for making helpful presentation notes.

- Write your topics in the same order you plan to talk about them.
- Make simple notes that are large enough to read.
- Hold your notes down and keep them away from your face.
- Look down at your notes only when you really need to. Then look up and speak to your audience.

**B | Organizing Ideas.** Look at the student's notes below. Then make notes for your own presentation in your notebook. Use your ideas from exercise **A** and add interesting details about your past.

- My family lived in Pusan—12 years
- We moved to Seoul
- I learned to drive a car—18 years old—(funny story)
- I graduated last year
- I got my first job six months ago—in a bank



**C | Presentation.** Stand up and give your presentation for a small group.



**D | Self-Reflection.** Discuss the questions with a partner.

1. How well did you follow the advice about making and using your notes?
2. How helpful were your notes during the presentation?
3. How did you feel during your presentation?



# Weather and Climate

# 4

**ACADEMIC PATHWAYS**

**Lesson A:** Listening to a Radio Show  
Planning an Itinerary

**Lesson B:** Listening to a Conversation among Friends  
Discussing Ways to Reduce Greenhouse Gases



## Think and Discuss

1. Look at the photo and read the caption. When do you usually see this kind of weather?
2. Are you afraid of thunderstorms and lightning? Explain.

A bolt of lightning strikes the ground during a thunderstorm in Kansas City, Missouri, USA.

# Exploring the Theme: Weather and Climate

**A** | Look at the photos and read the captions. Then discuss the questions.

1. What kinds of weather do you see on these pages?
2. What is your favorite kind of weather? Explain.

**B** | Look at the information in the Extreme Weather chart. Then discuss the questions.

1. Which place has the highest temperature? The lowest temperature?
2. Which place usually has the most rain in one year? The least rain in one year?

## Different Kinds of Weather



People shoveling snow after a snowstorm, **Colorado, USA**



Small, colorful boats tied up on a **sunny** day on Nusa Lembongan Island, **Bali, Indonesia**



People walking in Piazza San Marco on a **rainy** day, **Venice, Italy**.



Palm trees on a **windy** day in **Florida, USA**



## Extreme Weather

		Location	Date
Highest Temperature:	136°F (58°C)	El Azizia, Libya	September 13, 1922
Lowest Temperature:	-129°F (-89°C)	Vostok, Antarctica	July 21, 1983
Highest Annual Rainfall:	524 inches (1331 cm)	Lloro, Colombia	average over 29 years
Lowest Annual Rainfall:	0.03 inches (0.1 cm)	Arica, Chile	average over 59 years

Lightning and storm clouds over yellow canola fields, Calgary, Alberta, Canada





**A | Using a Dictionary.** Listen and check (✓) the words you already know. Use a dictionary to help you with any new words. These are words you will hear and use in Lesson A.

- amount (n.)     drought (n.)     forecast (n.)     predict (v.)     storm (n.)  
 destroy (v.)     flooding (n.)     measure (v.)     rainfall (n.)     temperature (n.)

**B | Meaning from Context.** Read the magazine article. Circle the correct word in blue.

## Water from the Sky: Too Much or Not Enough?

“How much rain did we get?” It’s a question we often hear, and it’s important because all life on Earth depends on (1) (**storms/rainfall**). As long as our part of the world gets the usual (2) (**forecast/amount**) of rain, we’re happy.

The problem comes when we get too much rainfall or not enough. In Queensland, Australia, for example, March of 2011 was a month of (3) (**storms/destroy**) that brought far too much rain. The rain caused (4) (**drought/flooding**) in much of the state. Roads were closed, and thousands of people didn’t have electricity.

That same spring, very little rain fell in eastern Africa. That caused (5) (**drought/flooding**) in Somalia, Kenya, and Ethiopia. The terrible conditions



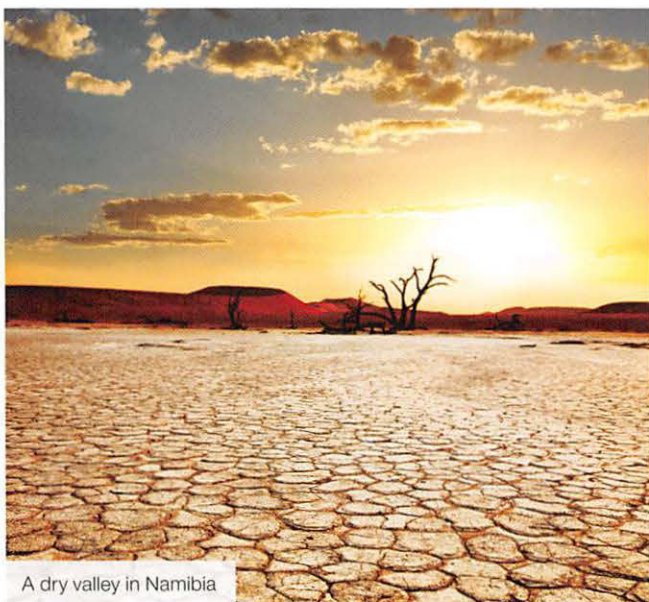
Flooding in Detmarovice, Czech Republic

(6) (**destroyed/measured**) food crops, which couldn’t grow without water. There was little grass for animals as well.

The problems are different when the (7) (**temperature/predict**) is cold. Then, it’s the amount of *snowfall* that matters. In February of 2011, a huge snowstorm hit the eastern coast of South Korea. It was the biggest snowfall in South Korea since they began to keep records in 1911!

Because rainfall is so important to us, scientists called meteorologists try to (8) (**destroy/predict**) the amount of rainfall different parts of the world will receive. To do this, they (9) (**measure/flooding**) air and ocean temperatures. They also watch weather conditions around the world to see how the air is moving.

Meteorologists then make weather (10) (**storms/forecasts**) to let us know how much rain to expect. They’re not always exactly right, but they do know when we’ll probably have large amounts of rain or not enough.



A dry valley in Namibia



**C | Listen and check your answers from exercise B.**



## USING VOCABULARY

**A** | Fill in each blank with a word in **blue** from exercise **A** on page 64. Use each word only once.

1. I remember the \_\_\_\_\_ of 1987. There was no rain from May through September.
2. Storms with very strong winds can \_\_\_\_\_ houses. They can be very dangerous.
3. I listened to the weather \_\_\_\_\_ this morning. The meteorologist said it's going to snow this afternoon!
4. There was a very small \_\_\_\_\_ of rain yesterday. It wasn't enough to ruin our day at the beach.
5. During the \_\_\_\_\_, Mike stayed inside the house because he is afraid of lightning.
6. There was a lot of \_\_\_\_\_ that year—up to 90 inches (229 centimeters) in some parts of the country. It caused a lot of \_\_\_\_\_, and hundreds of homes and businesses were under water.
7. The \_\_\_\_\_ on Friday was 98 degrees Fahrenheit (37 degrees Celsius). It was too hot for me!
8. Meteorologists use special instruments to \_\_\_\_\_ changes in the weather.
9. It's difficult to \_\_\_\_\_ the weather, so meteorologists are not always correct.



**B** | **Self-Reflection.** Take turns asking and answering the questions with a partner.

1. Did you hear or see a weather **forecast** this morning? If so, what did the **forecast predict**?
2. Do you usually watch or listen to weather **forecasts**? Explain.
3. As a child, what kind of weather or **storms** were you afraid of?
4. In your opinion, what **temperature** is too hot? Too cold?
5. What do you remember about the worst **storm** you've ever experienced?
6. In your opinion, what is "perfect weather"?

**C** | Match each word with a statement about the weather.

- |                |       |   |
|----------------|-------|---|
| 1. flooding    | _____ | a. It will be sunny on Wednesday.   |
| 2. forecast    | _____ | b. It rained for five days. There was water everywhere!                       |
| 3. storm       | _____ | c. It's cold today—only 45 degrees Fahrenheit (7.2 degrees Celsius).          |
| 4. drought     | _____ | d. I'm not going outside! There's too much wind and lightning.                |
| 5. temperature | _____ | e. After three years of little rain, it's too dry here for plants or animals. |