

ONE WORLD



UNIT GOALS

- Talk about immigration.
- Read a letter to a future self.
- Listen to audio messages.
- Learn about immigration.
- Write an email.



THINK!

- 1 Are there any immigrants in your community? Where do they come from?
- 2 Why do people decide to leave their countries?



VIDEO

- 1 Name two things from the video that are becoming more similar across the world.
- 2 What is helping to create a single global culture?



VOCABULARY IN CONTEXT

IMMIGRATION

1 Complete Femi's story diagram with the words below.

- border
- feel at home
- immigrants
- live abroad
- passports
- permanent residents
- reside
- visas

My Family's Dream Trip to Canada



I come from a family of 1 immigrants.
My grandparents were from Nigeria.



One day, they decided that they wanted to

2

They wanted to give their children a better life.



They wanted to

3

permanently in Canada.
They wanted to become

4



After some time, they got their

5

They could leave Nigeria.



They arrived at the
6 with
their 7
and their dream of a new life.



In the beginning, it wasn't easy, but they

8

in Canada now.

2 8.01 Listen, check, and repeat the words.

3 Complete the diagrams with the words below.


- immigrants
- live abroad
- passports
- reside
- visas

Objects/Places

1 passports

2 _____

show them at the




border

People

3 _____

can become




a permanent resident

4 _____

5 _____

in another country

and you will



feel at home

Verbs

4 Complete the sentences with the words from Exercise 1. Use the singular form of the nouns.

- 1 Today my mother got her passport and _____.
- 2 Juan and Laura decided to leave Portugal and go to _____ ten years ago. Now they really _____ in Chile.
- 3 Every _____ needs to show his or her documents at the _____.
- 4 My brother wants to _____ in Quebec, Canada. He wants to become a _____ in the future.



USE IT!

5 Check (✓) the information that is true for you. Correct the false information. Then compare your information with a partner.

- I have a passport.
.....
- I have a visa to the United States.
.....
- I live near the border with another country.
.....
- When I'm at my friend's house I feel at home.
.....
- Some of my family lives abroad.
.....





READING



- 1** What feelings and expectations do you think a teenager has about going to live in another country? Discuss your ideas with a partner.



Dear Future Me,


Mom has a new job. Great, right? Except, it's in Australia! Yes, we're leaving the United States to live on the other side of the world. So, when I open this letter three years from now, how will my life be? Will we be happy in Sydney? Will we still be there?

I feel really anxious. The guys who hang out with me at school support me a lot. They say Australia is an awesome place. The weather is warm. But I don't know ... My hometown, Homewood, is an area that I feel safe in, and I can't imagine life away from our home on Cedar Road, the library around the corner, the snow every winter ... Here I have friends that are always there for me, especially Sue and Greg. Will I ever see them again? Well, at least they say Australians also play the game that inspires me: basketball. We'll see about that.

I'm going to do my best to be happy and help Mom, because this job is very important to her. Everything is going to be all right, but I'm sure I'm going to miss South Chicago. Please tell me I will be fine.

xoxo,

Dinah

- 2**  8.02 Read and listen to the text. Check (✓) the correct phrase to complete the sentence.

In her letter to her future self, Dinah ...

- asks the reasons why she has to move to a land on the other side of the planet.
- expresses doubts about the future and sadness for the things that she will leave behind.
- shows anxiety because she knows life in a new country will be worse than in her hometown.

- 3** Read the text again. Then read the sentences and write *T* (true) or *F* (false).

- 1 Dinah and her mom are going to live in the capital of Australia.*F*....
- 2 Dinah is going to destroy the letter before she leaves the US.
- 3 Dinah doesn't enjoy sports.
- 4 The library is near Dinah's house in the US.
- 5 Dinah's mom will leave Homewood because of a work opportunity.

- 4** Check (✓) the best description of how Dinah feels about to going to Australia.

- dramatic and irrational
- negative and emotional
- optimistic and happy
- positive but sentimental



THINK!

What's nice about writing a letter to yourself and opening it after a few years?





LANGUAGE IN CONTEXT

1 Look at the example and the LOOK! box below. Complete the sentences from Dinah's letter.

Defining Relative Clauses with <i>who</i> and <i>that</i>		
The guys support me a lot. The guys hang out with me at school.	The guys ¹ <i>who</i> hang out with me at school support me a lot.	who is for people
Australians play the game. The game inspires me: basketball. Here I have friends. Friends are always there for me.	Australians play the game ² inspires me: basketball. Here I have friends ³ are always there for me.	that is for people, animals, and things

2 Match 1–5 with a–e.

- | | |
|---|--|
| 1 My town's librarian is a personc..... | a who told me people play basketball in Australia. |
| 2 Sydney is a city | b that you will open in the future. |
| 3 I have some friends | c who always shows me good books to read. |
| 4 What's the name of the sport | d that you play every day? |
| 5 A letter to a future you is something | e that is on the other side of the world. |

3 Write one sentence using the two sentences and *who* or *that*.

- They will move to a different region. The region offers job opportunities.
They will move to a different region that offers job opportunities.
- I met new people. The people speak English.
.....
- They need to find a company. The company has flights to Australia.
.....
- Our ancestors were brave people. They came from Europe.
.....
- Iceland is a great country. Iceland welcomes immigrants.
.....



LOOK!

A defining relative clause gives essential details about a noun.

This is the letter **that** I wrote last year.



USE IT!

4 Work in pairs. Take turns describing the words below with a partner.

- a cell phone
- a person's best friend
- an immigrant
- traveling abroad

An immigrant is a person who ...





LISTENING AND VOCABULARY



WORDS WITH PREFIXES

1 Dinah lives in Sydney now. She and her friend Greg from Chicago often communicate by phone. Check (✓) the words you think you will hear in their audio messages.

- | | |
|-------------------------------|--------------------------------|
| <input type="radio"/> bike | <input type="radio"/> miss |
| <input type="radio"/> Chicago | <input type="radio"/> money |
| <input type="radio"/> country | <input type="radio"/> school |
| <input type="radio"/> here | <input type="radio"/> together |
| <input type="radio"/> like | <input type="radio"/> weekend |

2 **8.03** Listen to the audio messages and check your answers.

3 **8.03** Listen to the messages again. Write the opposite of words 1–6.

- | | |
|-------------------------|------------------|
| 1 agree <u>disagree</u> | 4 possible |
| 2 like | 5 happy |
| 3 patient | 6 kind |

4 **8.04** Listen, check, and repeat the opposites.

5 Read the sentences and write *T* (true) or *F* (false).

- Dinah thought of Greg when she was standing in line. T
- Greg and Dinah were at the Skydeck in Chicago last spring.
- Dinah was right about her new life in Sydney.
- Dinah now lives in a comfortable house.
- Dinah is doing a lot of bike tours.

6 Complete sentences 1–3 using your own words. Then compare your sentences with a partner.

- In general, people in my family dislike
- I think it's impossible to
- My best friend becomes impatient when





LANGUAGE IN CONTEXT

1 Complete the sentences from the audio messages in the chart using *who* or *which*. Use the LOOK! box to help you.

Non-defining Relative Clauses with *who* and *which*

Greg, **who** lives in Chicago, is my best friend.
 Our apartment, **which** is in Sydney, is very comfortable.
 We went up the Sydney Tower, ¹..... is the tallest building here, to take pictures.
 Sue, ²..... really hates lines, had a bad moment.

2 Complete the sentences with non-defining relative clauses. Use the information below.

- He is a software designer.
- It is the biggest city in Australia.
- It has 110 floors.
- They come from all parts of the world.
- It is my favorite month.

- 1 Sydney, which is the biggest city in Australia, is on the east coast of Australia.
- 2 Willis Tower,, is the third tallest building in the US.
- 3 My father,, likes to play video games on weekends.
- 4 February,, has 29 days every four years.
- 5 Immigrants,, often learn new languages.

3 Write one sentence with a non-defining relative clause using the two sentences and *who* or *which*.

- 1 Laura speaks English and Spanish. Laura lives in Australia.
Laura, who lives in Australia, speaks English and Spanish.
- 2 Last week, I bought my new cell phone. The cell phone takes great photos.

- 3 My favorite cars are Ferraris. Ferraris are Italian.

- 4 Mr. Garcia is going to visit Peru next year. Mr. Garcia is my history teacher.

- 5 Greg sent me a text message. Greg loves social media.



LOOK!

Non-defining relative clauses give extra information about a noun. Use commas to separate the non-defining relative clause.

Dinah, **who** is Greg's friend, lives in Sydney.



USE IT!

4 Work in pairs. Describe the images 1–4 using non-defining relative clauses. Then compare your sentences with a partner.



My English dictionary



My brother's soccer ball



My cousin Catalina



My cat Tabby





ACROSS THE CURRICULUM

SOCIAL STUDIES

IS
IMMIGRATION
GOOD FOR A
COUNTRY



BY MARK DOLLEN

Immigrants leave the south to go north, or the west to go east - they travel in all directions. Around the world, there are about **230 million** people who left their home country, but no matter where they go, they always take their culture with them. And that is good! Sharing cultures makes countries richer in so many ways.

1 New people mean new ideas. Immigrants bring with them their own expertise, traditions, cuisine, and art. This contributes to a country's own culture and enriches it.

2 More people working can make the economy grow. Immigrants have different occupations and different types of jobs. Some start their own businesses.

3 Immigrants help the community by paying taxes, which the government uses to provide public services.



4 When immigrants cross borders, people share their distinct cultures and develop new friendships. All these are steps toward making a more integrated, open, and empathetic world.

People leave their countries for different reasons: to look for better work opportunities, to reunite with family, to follow a dream, to escape from a conflict. But in all cases, they are always looking for a better life.



- 1 Look at the title of the text and the images. Work in pairs. Discuss the questions.
 - 1 What do you see in the images?
 - 2 Student A: think of arguments to answer yes to the question in the title. Student B: think of arguments to answer no. Can you convince your partner?
- 2 8.05 Read and listen to the text. Does the author agree or disagree that immigration is good for a country? How do you know from the text?
- 3 Read the text again and answer the questions.
 - 1 Which tradition in your community comes from a different culture?
 - 2 What dish in your country comes from a different nation?
 - 3 Do you agree with the statement, “Immigrants influence the language of a country”? If so, give examples.
 - 4 What does the author mean by “an empathetic world”?

WORDS IN CONTEXT

- 4 Complete the sentences with the words below.
 - cuisine • expertise • steps • taxes
 - 1 My grandpa has a lot of in math.
 - 2 The government will pay for new schools by increasing
 - 3 We need to take to reduce pollution.
 - 4 The restaurant specializes in Japanese



THINK!

Why is it sometimes difficult for people from different cultures to understand each other?



WEBQUEST

Learn more! Check (✓) *True* or *False*. France receives more immigrants than other countries.

- True False

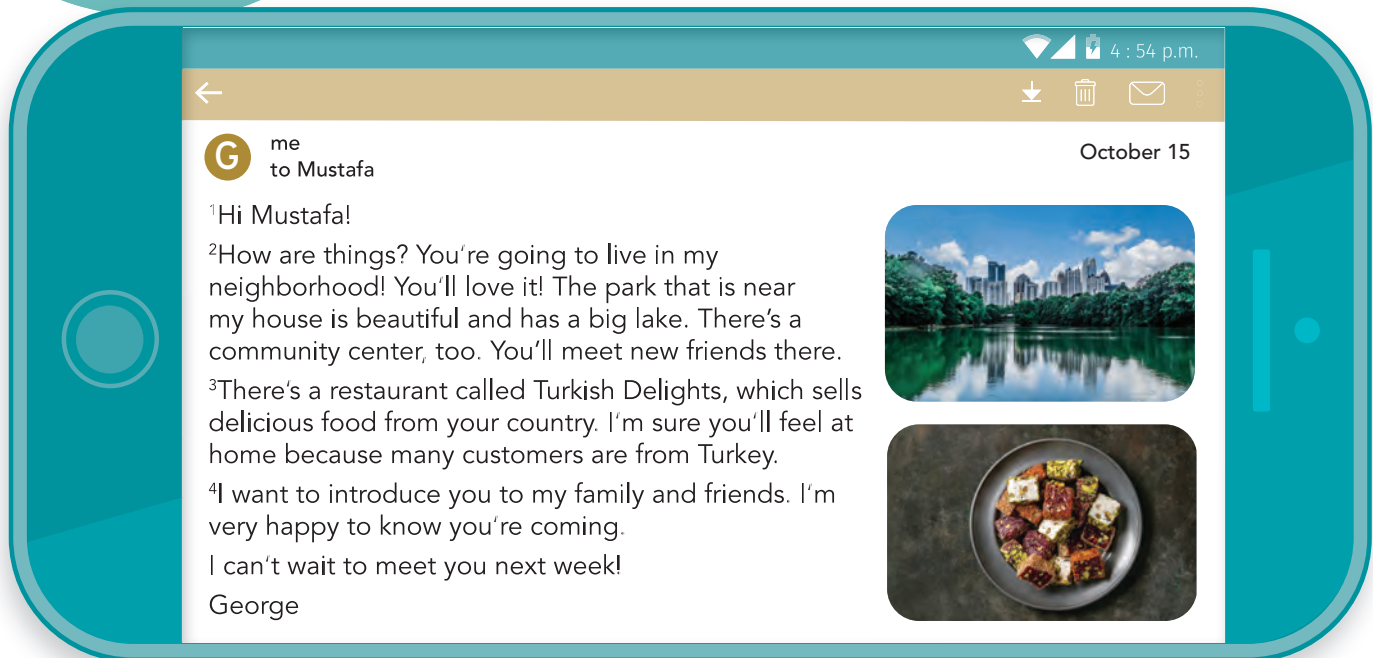


VIDEO

- 1 Why is traditional food important to most people?
- 2 List the dishes you remember from the video.



WRITING



1 **8.06 Read and listen to the email. Who are George and Mustafa? Check (✓) the correct sentence.**

- George and Mustafa are probably old friends.
- George and Mustafa are probably new friends.

2 Read the email again. Check (✓) the reason for George's email.

- to help Mustafa find places to eat Turkish food
- to show Mustafa interesting places to have fun
- to help Mustafa become familiar with the neighborhood
- to make Mustafa feel comfortable in his new school

3 Match a–d with parts 1–4 of the email.

- a greeting
- b details about a specific place in town
- c closing paragraph
- d general description of the neighborhood

4 Study the LOOK! box. Then circle another greeting expression and underline the goodbye phrase in the email.

5 Write an email to a friend who is coming to visit you. Give information about your neighborhood. Use George's email as a model.

- 1 Choose a friend to write to.
- 2 Collect information about your neighborhood.
- 3 Find or draw images to illustrate your email.
- 4 Write the first version of your email. Use vocabulary from Unit 8.



LOOK!

Use a warm greeting expression to say hello to your reader.

Hi Mustafa!

End your email with a nice goodbye phrase. Be polite.

I'll write to you again soon!

6

Switch your email with a classmate and check their work. Use the checklist below.

- a warm greeting
- clear paragraphs: general description of your neighborhood, details about a specific place, closing paragraph
- a nice goodbye phrase
- defining relative clauses



YOUR DIGITAL PORTFOLIO

Edit your email. Then publish it. Upload it to the class portfolio for everyone to see!

REVIEW

UNITS 7 AND 8



VOCABULARY

1 Put the letters in the correct order to make words for video channels and label the images.

- abeyt • kicongo • mgaing • hlthea nad finetss
- reewsvi • iencesc dan thec • xiunbngo • vggerlo



gaming



2 Complete the sentences with the phrases below.

- eat out • ~~go to a concert~~ • have a sleepover • play in a band
- throw a party • watch series

- 1 Derek has tickets for Maroon 5. I really want to go to a concert!
- 2 Logan likes to with his parents. His favorite restaurant is The Duck.
- 3 I'm going to with all my cousins on Friday night. I need my pajamas!
- 4 Jane is going to this Saturday for her birthday.
- 5 It's a rainy day. I'm going to stay home and on TV.
- 6 Bel plays the guitar and sings very well. I guess she's going to

3 Choose the odd one out.

- 1 border / visa / reside
- 2 passport / permanent resident / immigrant
- 3 reside / border / feel at home
- 4 feel at home / live abroad / visa

4 Complete the sentences with the correct opposites of the words below.

- agree • ~~happy~~ • like • kind • patient • possible
- 1 George is very unhappy. His parents are going on vacation without him.
 - 2 The children with our decision. They don't want to go and live in France.
 - 3 This is I can't be in two places at the same time.
 - 4 Yuri is so He never thinks about other people.
 - 5 My grandma was very after the operation. She wanted to go home.
 - 6 Corinne and Josh clean the yard every week. They really doing it.



LANGUAGE IN CONTEXT

5 Write affirmative sentences or questions using the prompts. Use 'd if possible.

- I / would / love / see / a movie / on Saturday
I'd love to see a movie on Saturday.
- she / would / like / eat / Japanese food?
.....
- he / would / like / be / in a video?
.....
- I / would / love / meet / your sister
.....

6 Complete the sentences with the correct present progressive form of the verbs in parentheses.

- She *'s going* to a concert next Sunday. (go)
- Theo a sleepover at his friend's house on Saturday? (have)
- Neil and Jenny out tonight with their friends. (eat/not)
- Cassia a song from her new album on TV this evening. (play)
- Bruno a surprise party for his parents on Thursday? (throw)
- she to the theater with you? (go)

7 Complete the definitions with *who* or *that*.

1 **bike** (n) a vehicle *that* many children can use to go to school

2 **best friend** (n) a person is always there for you

3 **mall** (n) a place is full of customers, but they often don't buy anything

4 **chocolate** (n) the food you need to make you feel better when your best friend isn't around

8 Write one sentence with a non-defining relative clause using the two sentences and *who* or *which*.

- Doris and Dan live in the country. They are happy children.
Doris and Dan, who live in the country, are happy children.
- Pete fixed my computer. He lives next door.
.....
- The dog was making a lot of noise. It is now quiet.
.....
- The border separates the two countries. It is closed.
.....

CHECK YOUR PROGRESS



I CAN...

- talk about video channels and free-time activities. 😊 😞
- use polite offers: *would like to / would love to*. 😊 😞
- talk about immigration. 😊 😞
- use defining and non-defining relative clauses. 😊 😞

LEARN TO LEARN

Opposites Using Prefixes

Prefixes change the meaning of words. Keep a record of them, their meanings, and some example words.

