

# Life on the Road

UNIT  
**2**



**This couple traveled from Alaska to South America. They stopped near this mountain in Peru for a photo with an alpaca.**

**Look at the photo. Discuss the questions.**

1. Have you ever been on a long trip?
2. Do you think this picture shows everyday life in Peru? Why or why not?
3. What is your country famous for?



# LESSON 1 Vocabulary

1 Listen and repeat. TR: 8



2 Work in pairs. Ask and answer questions 1 and 2.

1. Which of the items from Activity 1 do you have in:
- your bedroom
  - your living room
  - your kitchen?

I have a shelf in my bedroom...

2. Which three items from Activity 1 are the most important for you and your family?

3 Cibrilla is a Tuareg nomad from Niger in Africa. Listen to the description of his life. Then complete the text. Write one word in each blank. TR: 9

Today, Cibrilla has arrived at the town of Bilma to sell onions and other vegetables. When Cibrilla and the other nomads traveled through the desert, they walked for <sup>1</sup> \_\_\_\_\_ hours every day. At night, they <sup>2</sup> \_\_\_\_\_ in the desert. They needed <sup>3</sup> \_\_\_\_\_ because it was very <sup>4</sup> \_\_\_\_\_ at night. Of course, they don't have <sup>5</sup> \_\_\_\_\_, so they cooked dry food with camel milk in a <sup>6</sup> \_\_\_\_\_ over a fire. Today, many Tuareg people live in <sup>7</sup> \_\_\_\_\_.

4 Work in pairs. Imagine you are interviewing Cibrilla. Think of four questions to ask him about his life.

# Grammar LESSON 2

1 Study the grammar box.

### Present perfect and simple past

We use the present perfect to talk about general experiences.

She **has visited** many countries.

We **have seen** some amazing places.

We also use the present perfect to talk about an action in the past that is still true today.

Cibrilla **has arrived** in Bilma. (He is in Bilma now.)

Now the nomads **have moved** to the cities.

We use the simple past to talk about a completed action in the past.

They **slept** in the desert every night. (They are not in the desert now.)

2 Circle the correct answer.

It is nine o'clock in the evening. The Tuareg nomads <sup>1</sup> *arrived / have arrived* at their camp for the night. Their day <sup>2</sup> *started / has started* at four o'clock in the morning. They <sup>3</sup> *got up / have got up* and <sup>4</sup> *made / have made* a small fire. Then they <sup>5</sup> *began / have begun* that day's journey through the desert. Nomads <sup>6</sup> *traveled / have traveled* through the desert for thousands of years.

3 Complete the sentences with the verbs in parentheses. Use the present perfect or simple past.

1. Yesterday they arrived (arrive) at their hometown.
2. The children aren't at home. They \_\_\_\_\_ (go) to school.
3. He \_\_\_\_\_ (live) in the desert for twenty years. He loves it there.
4. She \_\_\_\_\_ (move) to a different town when she was eight.
5. My friends and I \_\_\_\_\_ (watch) a TV show about the Tuareg nomads last night.

4 Imagine you are on a camping trip. What have you done so far today? What did you do yesterday? Use the phrases in the box and your own ideas. Then ask and answer with a partner.

arrive / at the camp	cook / dinner
see / some animals	make / a fire
swim / in the lake	wash / dishes
play / volleyball	walk / in the forest

What have you done today?

I've walked in the woods...

What did you do yesterday?

I cooked dinner. How about you?

Tuareg nomads in the Sahara Desert, Niger





LESSON 3 Reading

1 Look at the title of the article and the photo. Where do you think these people live?

2 Listen and read. TR: 10

### The World Is Their Classroom

They have already visited more than eighty countries, including Australia, China, and Egypt, and have traveled more than 300,000 kilometers. But they haven't finished their journey yet. Herman and Candelaria Zapp left their home in Argentina in January 2000. They planned to travel for six months. But after six months, they didn't want to stop! Now they have four children: Pampa, Tehue, Paloma, and Wallaby. Their home is a car. It's ninety years old and not very fast, but they like traveling slowly. The car is full of maps and photographs from all the places they've visited. Sometimes they stay with different families, and sometimes they sleep in the car.

The children don't go to school. They learn from traveling around the world. They call it "car schooling"! They speak different languages when they play with other children; they learn about math when they use different money, and of course, every day is a geography lesson! Sometimes their board is the wet sand on the beach; sometimes they watch and learn from the animals around them.

What is the best thing about their life? "Making many friends all around the world," says Pampa.

**New words:**  
left (simple past of leave)  
language  
geography

The Zapp family in Indonesia

**VALUE** Respect other cultures.  
*Workbook, Lesson 6*



Grammar LESSON 4

1 Study the grammar box.

**Present perfect with already, yet, and just**

We use the present perfect with *already* in affirmative sentences.

*They've already visited more than eighty countries.*  
*She's already learned how to drive.*

We use *yet* to talk about things we expect to happen.

We usually use the present perfect with *yet* in questions and negative sentences.

*They haven't finished their trip yet.*

*Has my letter arrived yet?*

*Just* means "a short time ago."

We use it in affirmative sentences.

*They've just left Dublin.*

2 Circle the correct answer.

It's August 25<sup>th</sup>, 2017, and the Zapp family has  
1. *just / yet* arrived in Scotland. They haven't  
been to Ireland 2. *already / yet*, but they've  
3. *yet / already* visited England. Have they been  
to Wales 4. *yet / just*? No, they haven't. The next  
country on their schedule is Ireland. They haven't  
finished their travels 5. *already / yet*, but they want  
to go back to Argentina in December.

3 Write sentences about what you have/haven't done today with *yet, already, and just*. Use the phrases in the box or your own ideas. Then compare with a partner.

- do my homework    eat breakfast
- play outside        send an e-mail
- talk to my friend    use a computer

*I've just talked to my friend.*

*I've already eaten breakfast.*

*I haven't done my homework yet.*

3 Read again. Complete each sentence with one word.

1. Herman and Candelaria have been to more than \_\_\_\_\_ countries.
2. They are from \_\_\_\_\_.
3. The Zapps' car is \_\_\_\_\_ years old.
4. The Zapp children learn different \_\_\_\_\_ when they speak to children from other countries.
5. Pampa likes making many new \_\_\_\_\_.

4 Work in pairs. Imagine you are traveling around the world in a car. Which of your things from home do you want to take with you? Why?





## LESSON 5 Song

- 1 Work in pairs. Look at the map. Tell your partner about places you want to visit.
- 2 Listen and point to the places in the song. TR: 11
- 3 Listen and sing. TR: 12 and 13

### Around the World

We're traveling around the world in a 1960s bus.  
It's old and slow and looks kind of strange, but it's perfect just for us.

It's been our home for several months, come inside and take a look!  
There's a refrigerator, a stove, and a shelf for all our books.

We've already been to Europe, we've seen Poland and Croatia; Greece and France and Switzerland; now we're on our way to Asia.

We've visited people's houses in China and Japan.  
We've slept in a tent in Mongolia.  
We've been to Kazakhstan.

We've seen some amazing places.  
We've made some wonderful friends.  
We've had a great trip, we don't want this trip to end!

We're traveling around the world in a 1960s bus.  
It's old and slow and looks kind of strange, but it's perfect just for us.

#### GLOSSARY

**strange** not typical or usual  
**perfect** good in every way  
**amazing** fantastic  
**wonderful** really great



## Writing A Biography LESSON 6

- 1 Read the biography. Write T (true) or F (false).
  1. Jessica Watson was seventeen when she became the youngest person to sail solo around the world.
  2. She didn't like cold water when she was younger.
  3. She decided to sail around the world because she read a book about Jesse Martin.
  4. She has written a book.
  5. The writer also wants to be a sailor.
- 2 Read the information in the box. Then look at the biography and answer the question.

In a biography, we give information about a person's life. It includes facts and dates.

Which of these pieces of information is in Jessica Watson's biography?

- when and where Jessica was born
- why she is special
- her favorite food
- her family
- her school
- her solo sailing adventure
- why Jessica is the writer's hero

- 3 Writing Skill Time expressions

a. Read the information in the box.

We can talk about time in different ways:

*in + year: in 2001*

*on + date: on April 24th*

*when + phrase: when she was in school*

*at the age of + number: at the age of ten*

b. Find examples of the time expressions from the box in the biography.

- 4 Write a biography of your hero. You can choose a famous person, a friend, or a family member. Explain why this person is your hero.

### My Hero

My hero is Jessica Watson. In 2010, she became the youngest person to sail solo around the world. She left Sydney Harbour in Australia on October 18th, 2009, and returned on May 15th, 2010—three days before her seventeenth birthday.

Jessica was born in 1993 in Australia. When she was a child, her family lived on a boat for five years. She learned to sail, but she was scared of cold water! Then, at the age of eleven, she read a book about a famous sailor, Jesse Martin. She loved Jesse's story and she decided to sail around the world.

Jessica has spoken about her adventures to people all over Australia. She is still very young, but she has already written a book and helped to teach children about sailing. My dreams are different. I don't like sailing, but Jessica is my hero because she worked very hard for her dream.



Jessica Watson arriving in Sydney Harbour, Australia



LESSON 7 Video



A. Hong Kong



B. San Diego



C. Jeddah

1 Watch the video. Match the children (1-3) with the photos (A-C). [▶ Video 2](#)

1. Rafi    2. Kaitlyn    3. AJ

2 Watch the video again. Check (✓) the ways of traveling you hear. [▶ Video 2](#)

- bicycle    boat    bus    cable car    helicopter  
 plane    taxi    train    truck

3 Read the sentences. Write T (true) or F (false).

- Rafi traveled with his family.
- The Corniche is a long waterfront in Riyadh.
- Kaitlyn visited her grandparents.
- She liked the cable car, but she thought it was scary.
- AJ traveled with his sister.
- He's never been surfing.

4 Work in groups. Discuss the questions.

- Which of the places in the video do you want to visit? Why?
- Have you been on any trips this year? Describe where you went, how you got there, and what you did.
- What things from home do you miss when you're away?

Function 1: Leaving a message

Recorded Greeting

Hello, this is...  
 I can't answer the phone right now. / I'm not here right now.  
 Leave a message! / Please leave a message after the beep.

Leaving a Voice Message

Hello, it's...  
 Please call me back. My number's...  
 I'll call again later.  
 Thanks! / Goodbye.

1 Listen and complete. [▶ TR: 14](#)

**Recorded greeting:** Hello, this is Nour. I'm sorry, but I'm \_\_\_\_\_ right now. Please leave a message after the beep.

**BEEP**

**Rana:** Hi Nour, it's Rana. I need to talk to you about the \_\_\_\_\_ tomorrow. It starts at \_\_\_\_\_, not ten o'clock. Please call me back. My number is \_\_\_\_\_. Thanks!

**Recorded greeting:** Hi, this is Rana. \_\_\_\_\_ right now. Leave a message!

**BEEP**

**Nour:** Hello, it's Nour. Thanks for your message. Do you want \_\_\_\_\_ to the game together? I'll call again later.

2 Listen, check, and repeat. [▶ TR: 15](#)

3 Work in pairs. Record the messages in Situations 1 and 2.

Situation 1

Student A

You are Paulo/Paula.

Record a voicemail greeting for your phone.

Student B

You are Martin/Martina.

You want to talk to Paulo/Paula about the math homework. It's difficult!

Your number is: 532-1176.

Situation 2

Student B

You are Louis/Louisa.

Record a voicemail greeting for your phone.

Student A

You are Michel/Michelle.

You want to ask Louis/Louisa about the swimming lesson tomorrow. When does it start?

Your number is: 609-2337.



## The Cave Art of France

In 1940, four teenage boys found a hole in the ground near the village of Montignac in France. When they climbed into this hole, they saw a large cave with amazing paintings on the walls. The cave is called Lascaux and it has hundreds of pictures, including paintings of many different animals. Some of these animals, like the rhinoceros, we can still see today. But some of the animals, like the aurochs—a kind of enormous cow—are now extinct. The paintings are probably about seventeen thousand years old.

Fifty-four years later, in 1994, some cave scientists near Pont-d'Arc in France found another cave, which also had beautiful paintings in it. This cave is called Chauvet and it's much bigger than the Lascaux cave. The paintings here are more than thirty thousand years old.

### 1 You're going to watch a video about the cave paintings in Chauvet and Lascaux. Discuss the questions in groups.

1. Have you ever visited a famous cave? What was it like? Are there any famous caves in your country?
2. Why do you think people painted pictures of animals on cave walls?
3. What famous painters do you know? Can you describe any of their paintings?

### 2 Watch the video. Read the sentences and write T (true) or F (false). Video 3

1. There are about four hundred caves with paintings around the world.
2. There are pictures of animals and humans in the paintings.
3. The painters used blue and green paint.
4. There are the same symbols in many different caves.
5. The painters also wrote words on the cave walls.
6. We can learn about the cave painters' world from their paintings.

Paintings of animals in Chauvet Cave

### 3 Work in pairs. Discuss the questions.

1. Why did the cave painters paint these pictures on the walls? Think about the reasons why people make art today. Do you think cave painters painted for the same reasons?
2. Imagine you're using paintings to give a picture of our world. What things will you draw? What do the things in your paintings say about our world today?
3. Today, tourists aren't allowed to visit the caves at Chauvet and Lascaux. Think of some reasons why.

### 4 PROJECT

#### Make a cave painting.

- Get a large piece of brown craft paper.
- Draw the outlines of three or four animals from your country.
- Now paint the animals with brown, red, and black paint.
- Put your hand on the paper and draw around it.



Present your cave painting to the class. Explain how you made it and what it shows. Tell the class one or two facts about each animal in your painting.





## Review 1: Units 1-2

**1** Read sentences 1-9. Write the words from the box. There are four words you do not need.

carpet   electricity   envelope   fire   letter   pillow   postcard  
post office   pot   **refrigerator**   shelf   stamp   stove


1. Your food is cold in this. **refrigerator**
2. You put your letter into this. \_\_\_\_\_
3. Refrigerators and lights need this. \_\_\_\_\_
4. You go to this place to mail letters. \_\_\_\_\_
5. You can put things, such as books, on this. \_\_\_\_\_
6. This makes your floor warmer. It is often colorful. \_\_\_\_\_
7. You send this to your friends when you go on vacation. It has a picture on the front. \_\_\_\_\_
8. This is on your sofa. It makes it more comfortable. \_\_\_\_\_
9. You put this on a letter so you can mail it. \_\_\_\_\_

**2** Complete the sentences. Use *ever*, *never*, *for*, or *since*.

1. Have you \_\_\_\_\_ climbed to the top of a mountain?
2. We've lived in this house \_\_\_\_\_ four years.
3. They've \_\_\_\_\_ swum in the ocean, but they have swum in a swimming pool.
4. Has Mahmoud \_\_\_\_\_ had a pen pal?
5. I haven't seen Yasmin \_\_\_\_\_ yesterday afternoon.
6. She's \_\_\_\_\_ seen a dolphin.

**3** Circle the correct answer.

1. My parents *bought* / *have bought* a new car last weekend.
2. Donna *had* / *has had* a lot of fun on her vacation. She doesn't want to leave.
3. They *didn't cook* / *haven't cooked* dinner since last week.
4. *Did you sleep* / *Have you slept* well last night?
5. My friend *lived* / *has lived* in Buenos Aires for eight years. He loves it there.

**4** Listen. Write sentences about Ferdi and his sisters, Marta and Ines. Use *yet*, *already*, or *just*.  TR: 16

1. Ferdi / eat / breakfast **Ferdi has already eaten breakfast.**
2. He / take / shower
3. He / start / homework
4. Marta and Ines / finish / homework
5. They / go / to the supermarket
6. They / write / to Grandma