### LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Category</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening skill</td>
<td>Listen for reasons</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Link words</td>
</tr>
<tr>
<td>Speaking skills</td>
<td>Ask for and give an opinion; agree and disagree</td>
</tr>
<tr>
<td>Speaking Task</td>
<td>Discuss ideas for a new café</td>
</tr>
<tr>
<td>On Campus</td>
<td>Participation and classroom behavior</td>
</tr>
</tbody>
</table>
ACTIVATE YOUR KNOWLEDGE

1 Look at the photo. Would you like to live here? Why or why not?
2 Would you like to visit this place? Why or why not?
3 What is special about this place?
PREPARING TO WATCH
1 Work with a partner. Discuss the questions.
   1 Do you prefer a small house or a large house? Why?
   2 Do you prefer living in a big city or the country? Why?
   3 Do you know the names of any famous houses?
   4 Where do presidents of countries usually live?
   5 Can you name any presidents of the United States?

2 Look at the pictures from the video. Circle the correct answers.
   1 The house is large / long.
   2 The man is probably important / modern.
   3 This room is probably a good place to sleep / study.
   4 There are no / many gardens.

GLOSSARY
acre (n) a unit for measuring an outdoor area (1 acre = 0.4 hectare)
convenient (adj) easy to use, or suiting your plans well
Declaration of Independence (n) a very important piece of paper in U.S. history, signed on July 4, 1776
Native American (n) a member of the original groups of people who lived in North and South America
study (n) a room for reading and writing in a person’s home
style (n) a way of doing something, especially one that is typical of a person, group of people, place, or time.
WHILE WATCHING

3  Watch the video. Write T (true) or F (false) next to the statements. Correct the false statements.

_____ 1 Monticello was the home of Thomas Jefferson.
_____ 2 Jefferson was important to European history.
_____ 3 Monticello has many rooms.
_____ 4 The grounds around the house are not very large.

4  Watch again. Fill in the blanks.

1 It took more than ________ years to build Monticello.
2 There are items from the New World (the U.S.A.) on the ________ in the Indian Hall.
3 A comfortable and ________ house was important for Jefferson.
4 Jefferson usually worked in his ________ in the morning.

5 Match the sentence halves.

1 Monticello is a ________ to hunt.
2 Jefferson did ________ were important to Jefferson.
3 Jefferson probably liked ________ popular with American tourists.
4 Gardens and green spaces ________ a lot of work at home.

DISCUSSION

6  Work with a partner. Discuss the questions.

1 Would you like to live in Monticello? Why or why not?
2 What's the most famous house in your city or country? Describe it.
3 Describe your dream home.
LISTENING

LISTENING 1

PREPARING TO LISTEN

1 Work with a partner. Ask and answer the questions.
   1 What is your favorite restaurant? What do you like about it?
   2 Is the way a restaurant looks as important as the food? Why or why not?

2 Write the words from the box to complete the sentences.

- ceiling (n) the top of a room that you can see when you look up
- floor (n) what you walk on inside a building
- furniture (n) things such as chairs, tables, and beds that you put in
  a home or office
- room (n) what the inside of a building is made up of
- wall (n) one of the sides of a room
- wood (n) the hard material that trees are made of

1 The painting on the ________ is fantastic. It looks like a photo!
2 The old, stone ________ is cold when you walk on it.
3 Look up at the ________. It’s painted to look like the sky!
4 Let’s make the tables and chairs out of ________. I like the color, and
   it smells like the forest.
5 We will need to buy more ________ so we have enough tables and
   chairs in the dining room.
6 We need a bigger ________ so we have space for all the new people
   and things for our business.
PRONUNCIATION FOR LISTENING

**Linking words**

In English, you connect the end sound of a word with the beginning sound of the next word. This is called “linking words.” Look at how consonant sounds are linked to vowel sounds.

Sandy Singh lives in India.
Because it’s a good idea.

3 6.1 Read the phrases from the interview. How do we pronounce the red and blue letters? Listen. Then circle the correct answer below.

1 an author of many books
2 I help architects.
3 For example
4 good ideas
5 restaurants in Los Angeles
6 What about the U.S.?
   a We do not pronounce the red letters.
   b We do not pronounce the blue letters.
   c We pronounce the red and blue letters together.

WHILE LISTENING

**GLOSSARY**

architect (n) someone who designs buildings

design (n) the way something is planned and made

manage (v) to be responsible for an office, shop, people, etc.

psychologist (n) someone who knows about people’s thoughts and feelings

4 6.2 Listen to an interview on the radio. Circle the correct answers.

1 Dr. Thompson is ...
   a a psychologist.
   b an architect.
   c a restaurant manager.

2 Many Mexican restaurants have ...
   a orange walls.
   b red walls.
   c white walls.

3 Many Chinese restaurants have ...
   a orange walls and floors.
   b red walls and floors.
   c white walls and floors.

4 The main topic of the interview is ...
   a older buildings.
   b colors and feelings.
   c good food in restaurants.
Listening for reasons

Reasons are facts or opinions about why something happens. Reasons are important information. Speakers often use the words *why* and *because* to talk about reasons. Listen carefully when you hear the words *why* and *because*.

**SKILLS**

5 Match the reasons to the correct questions.

<table>
<thead>
<tr>
<th>questions</th>
<th>reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Why is color important?</td>
<td>a Because this is the color of fire and good things.</td>
</tr>
<tr>
<td>2 Why do many restaurants in Mexico have orange walls?</td>
<td>b Because it changes the way people think and feel.</td>
</tr>
<tr>
<td>3 Why don't many restaurants in Los Angeles have orange walls?</td>
<td>c Because colors mean different things in different countries.</td>
</tr>
<tr>
<td>4 Why do many Chinese restaurants have red walls?</td>
<td>d Because this color makes people feel hungry.</td>
</tr>
<tr>
<td>5 Why is white a good color for an American restaurant?</td>
<td>e Because this color means fresh and clean.</td>
</tr>
</tbody>
</table>

6.2 Listen again and check your answers.

**DISCUSSION**

7 Work with a partner. Ask and answer the questions.

1 What color would you use in a restaurant? Why?
2 What do some colors mean in your culture?
3 What is your favorite color? Why?
LANGUAGE DEVELOPMENT

VOCABULARY FOR FURNITURE

1 6.3 Listen to the words for the furniture in the photos. Repeat.

- armchair
- chair
- lamp
- sofa
- table
- bookcase
- desk

© in this web service Cambridge University Press

www.cambridge.org
2 Work with a partner. Take turns asking and answering the questions about the furniture in the photos. Write your answers in the table.

Would you have a ... (desk) in a café?
Would you have a ... (desk) in a home?

<table>
<thead>
<tr>
<th>café</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>desk</td>
<td></td>
</tr>
</tbody>
</table>

ADJECTIVES FOR FURNITURE
3 Look at the words in the box. They are adjectives used to describe furniture. Some words are both adjectives and nouns.

- **comfortable** (adj) Comfortable furniture and clothes make you feel relaxed.
- **glass** (adj, n) a hard, see-through material, used to make windows, bottles, etc.
- **leather** (adj, n) the skin of animals used to make things such as shoes and bags
- **metal** (adj, n) a hard, shiny material used to make knives and forks, bikes, and machines.
- **plastic** (adj, n) a material that can be made into different shapes, e.g. water bottles
- **uncomfortable** (adj) not feeling comfortable and pleasant
- **wooden** (adj) made of wood

4 Listen and repeat the words.

5 Work with a partner. Take turns asking and answering the question to describe the furniture in Exercise 1.

What's this? It's a ... comfortable armchair. / I’m not sure.

6 Write the adjectives you used to describe furniture in Exercise 5.

| a _comfortable_ armchair | a _______ desk           |
| a _______ table           | a _______ bookcase       |
| a _______ sofa            | a _______ lamp           |
| a _______ chair           |                            |

© in this web service Cambridge University Press www.cambridge.org
LISTENING 2

PREPARING TO LISTEN

1 You are going to listen to two men discuss ideas for a new building. Before you listen, write the words from the box to complete the sentences.

cheap (adj) not costing a lot of money  
expensive (adj) costing a lot of money  
far (adv) not close in location  
modern (adj) using the newest ideas, design, technology, etc.  
near (adv) very close in location  
noisy (adj) making a lot of noise  
quiet (adj) making little noise or no noise

1 This hotel costs a lot of money. It’s very _________.  
2 The restaurant is very ________—people are talking and music is playing.  
3 The library is _________. There isn’t much noise there, so we can study a bit better.  
4 I like the new building! It’s very ________ and looks really different and new.  
5 You only have to walk a short way to the train station. It’s ________ your building.  
6 That place wouldn’t be good because you have to drive 30 minutes or more to get there. It’s too ________ from everything.  
7 This hotel doesn’t cost a lot of money. It’s very _________.

2 Work with a partner. Discuss your answers.

1 Do you prefer modern or old buildings? Modern or old furniture?  
2 Would you prefer a house in the city or the country? Why?
WHILE LISTENING

3. **6.5** Look at the map of a town. Then listen to two men discuss ideas for a new building and circle the correct answers.

1. What kind of building do they discuss?
   - a train station
   - a new office
   - a new hotel

2. Where is the new building going to be?
   - near the train station
   - downtown
   - near the park

3. Which of these statements is true?
   - They agree on every idea.
   - They agree on some ideas.
   - They don’t agree on any ideas.
4 6.5 Listen again. Circle the correct word.

1 The windows are going to be big / small.
2 The walls are going to be blue / yellow.
3 The desks are going to be made of metal and wood / plastic.
4 The chairs are going to be plastic / comfortable.

5 Work in groups. Compare your answers. Are they the same?

DISCUSSION

6 Work with a partner.

1 Do you agree with the two men? Why or why not?
2 Think of rooms where you study and work. What is the design? What is the color? How do you feel there? What would you change about the design?
3 Think about Listening 1 and Listening 2. Would you work with a psychologist to help you design a room or building? Why or why not?
4 Which do you think would be most important: the location, design, or color of a new space?
CRITICAL THINKING

At the end of this unit, you are going to do the Speaking Task below.

Discuss ideas for a new café.

1. Look at photos of three cafés. Which café
   1. is noisy and downtown? _____
   2. has an expensive design with a lot of wood? _____
   3. is beautiful and quiet? _____

ANALYZE

Find reasons for and against
Before you discuss something, find reasons for (positive) and against (negative) it. Record your ideas in a list or table to use during your discussion.

2. You are going to open a new café. Find reasons for and against each type of café in the photos in Exercise 1. Then add them to the table. Use the sentences in the box to help you.

- It’s expensive to eat there.
- It’s far away.
- It’s easy to go there.
- There are not many tables.
- It’s popular with tourists.
- It’s expensive to build.
- You can’t go there when the weather is bad.
- People can take beautiful photographs.
- It’s an interesting building.
You are going to open a new café in Green Town. Green Town is a small town near the sea. There are two busy roads near the town. One road goes to the capital, and the other goes to the airport. Green Town is very popular with tourists. Tourists come from the capital and from countries around the world. There are ten big hotels on the beach. Green Town Island is also popular. Many tourists go on a day trip to the island. Other tourists stay in one of the island’s three small hotels. Here are four places for your café:

A near the busy main road.
B in the town.
C on the beach.
D on Green Town Island.

### Evaluate

<table>
<thead>
<tr>
<th>Café</th>
<th>+</th>
<th>—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Café A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Café B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Café C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4 Work in a group. Find reasons for and against each place on the map. Then add them to the table.

<table>
<thead>
<tr>
<th>Place</th>
<th>+</th>
<th>–</th>
</tr>
</thead>
<tbody>
<tr>
<td>A near the busy main road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B in the town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C on the beach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D on Green Town Island</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Which kind of café (A, B, or C) would you like to open? Where would you like it to be?
**PREPARATION FOR SPEAKING**

**REASONS, OPINIONS, AND AGREEMENT**

1. **6.6** Listen to and read three parts of Listening 2. Notice the underlined phrases. Why do the people use them?

   1. Dale: OK, so we need a place for our new office. What about here?
   Hakan: Where?
   Dale: Downtown. What do you think?
   Hakan: Well, it’s a good place. It’s near some good roads. But … I don’t think we should go there.
   Dale: Oh? Why not?
   Hakan: Because the buildings downtown are very old. They are cold in winter and hot in summer. They’re uncomfortable places.

   2. Dale: What about here?
   Hakan: The park?
   Dale: Yes. It’s quiet, and it’s not far from a big road. What do you think?
   Hakan: Hmm, I’m not sure. It’s pretty far from the town. What about here? Near the train station?
   Dale: The train station is good. It’s good for travel … but I think we should go to the park. The buildings near the train station aren’t cheap.

   3. Hakan: Now what about the design? I think we should have a modern design with big windows. What about you?
   Dale: Yes, I agree. Big windows are good.

2. Write the underlined phrases in the correct column of the table.

<table>
<thead>
<tr>
<th>give a reason</th>
<th>give an opinion</th>
<th>ask for an opinion</th>
<th>agree or disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GIVING AN OPINION
5 You are going to open a new school. Write four opinions. Use the phrases in the box to help you.

\[
\begin{align*}
&\text{have big / small classrooms} \\
&\text{have a modern / traditional building} \\
&\text{open the school in a city / the country} \\
&\text{have computers / books in class}
\end{align*}
\]

1 I think we should have small classrooms.
2 I think we should ________________.
3 I don’t think we should ________________.
4 I don’t think we should ________________.
ASKING FOR AN OPINION

6 Write the words from the box to complete the sentences.

blue  Mexican food  think  you

1 I like modern buildings. What about _______?
2 We want to paint the classroom. How about _______?
3 I’m going to open a new café. What do you _______?
4 Do you want to go to a restaurant this evening? How about _______?

AGREEING AND DISAGREING

7 Do these sentences express agreement (A) or disagreement (D)?

1 I’m not sure. ______
2 Yes, you’re right. ______
3 I don’t agree. ______
4 I agree. ______

8 Work with a partner. Take turns being Student A and Student B.

Student A: Give an opinion from Exercise 5. Then ask for an opinion.
I think we should have big classrooms. What do you think?
I don’t think we should have computers in class. What about you?

Student B: Agree or disagree with Student A.
Yes, I agree.
I’m not sure. I think we should have small classrooms.
SPEAKING TASK

Discuss ideas for a new café.

PREPARE

Look back at your notes in the tables in Critical Thinking. Use your notes and the phrases below to prepare your discussion.

1. Where are you going to put your café?

<table>
<thead>
<tr>
<th>What do you think?</th>
<th>It’s near the sea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What about ... ?</td>
<td>There are a lot of hotels here.</td>
</tr>
<tr>
<td>I think we should go here.</td>
<td>It’s near a busy road.</td>
</tr>
<tr>
<td>I think ... is the best place.</td>
<td>There are a lot of people in the town.</td>
</tr>
<tr>
<td>Why?</td>
<td>Many tourists go on day trips to the island.</td>
</tr>
<tr>
<td>Because ...</td>
<td></td>
</tr>
<tr>
<td>Yes, I agree.</td>
<td></td>
</tr>
</tbody>
</table>

2. What kind of café is it going to be?

<table>
<thead>
<tr>
<th>What about ... ?</th>
<th>busy</th>
</tr>
</thead>
<tbody>
<tr>
<td>How about ... ?</td>
<td>comfortable</td>
</tr>
<tr>
<td>I think it should be a ...</td>
<td>modern</td>
</tr>
<tr>
<td>Yes, I agree.</td>
<td>natural</td>
</tr>
<tr>
<td></td>
<td>quiet</td>
</tr>
<tr>
<td></td>
<td>traditional</td>
</tr>
</tbody>
</table>

3. What kind of building is it going to be?

<table>
<thead>
<tr>
<th>I think we should have</th>
<th>(a) big</th>
<th>window(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) small</td>
<td></td>
</tr>
<tr>
<td>The walls should be</td>
<td>metal.</td>
<td>blue.</td>
</tr>
<tr>
<td></td>
<td>plastic.</td>
<td>brown.</td>
</tr>
<tr>
<td>The tables and chairs should be</td>
<td>wooden.</td>
<td>orange.</td>
</tr>
<tr>
<td></td>
<td>red.</td>
<td>green.</td>
</tr>
<tr>
<td></td>
<td>yellow.</td>
<td>white.</td>
</tr>
</tbody>
</table>
2 Refer to the Task Checklist as you prepare for the discussion.

<table>
<thead>
<tr>
<th>TASK CHECKLIST</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss ideas for a café.</td>
<td></td>
</tr>
<tr>
<td>Find reasons for and against.</td>
<td></td>
</tr>
<tr>
<td>Ask for and give opinions.</td>
<td></td>
</tr>
<tr>
<td>Prepare phrases for agreeing and disagreeing.</td>
<td></td>
</tr>
<tr>
<td>Link consonant sounds with vowel sounds.</td>
<td></td>
</tr>
</tbody>
</table>

**DISCUSS**

3 Work with a partner. Discuss your ideas for a new café.

   Choose
   • a place.
   • a name.
   • the design.

4 Tell the class your ideas.
ON CAMPUS

PARTICIPATION AND CLASSROOM BEHAVIOR

PREPARING TO LISTEN
1 Work with a partner. Look at the pictures. Who looks interested? Who looks bored? How do you know?

WHILE LISTENING
2 ♦ 6.7 Listen to the conversation. Why is the teacher talking to Sam?

3 ♦ 6.7 Listen to the conversation again. Write T (true) or F (false)
   1 Sam does not like the class.
   2 The class is difficult.
   3 Sam was tired in class today.
   4 Sam often looks at his cell phone in class.
   5 The teacher thinks that Sam does not pay attention.
   6 Sam asks a lot of questions in class.

4 Work in small groups. Discuss the questions.
   1 Why does the teacher think Sam is not paying attention?
   2 What does the teacher want Sam to do?

Participation and classroom behavior
Instructors and professors in North America expect students to actively participate in class. Classroom participation is often part of your final grade.
PRACTICE

5 How do you show that you are participating in class? Read the list below. Check (✔) the behaviors that are usually, sometimes or never OK to show participation.

<table>
<thead>
<tr>
<th></th>
<th>usually OK</th>
<th>sometimes OK</th>
<th>never OK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>arriving late for class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>sleeping in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>looking at the teacher when she / he is speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>asking questions in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>looking at a cell phone in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>asking the teacher to explain something again</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>talking to another student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>leaving class early</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>asking the teacher for help with an assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>doing other school work in class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Work in small groups. Compare your answers. Do you agree?

REAL-WORLD APPLICATION

7 Work in small groups. Write some suggestions for international students on how to behave and not behave in a classroom in North America.

You should ...
1. 
2. 
3. 

You should not ...
1. 
2. 
3. 

8 Compare your answers with another group. Choose the best suggestions.