**TOPIC: A WORLD OF FRIENDS**



**I. BEFORE LISTENING**

1. Are you an extrovert or an introvert person? Why do you think so?

2. Is it important to have a best friend? Why or why not?

3. Do you have friends from other countries? How did you meet them?

**II. VOCABULARY**

**1. Look at the list of countries. Is there a Friendship Force club in your country?**



A Friendship Force visitor from the U.S. with her host family in Norway

**Friendship Force Member Countries**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Australia | Costa Rica | India | Nepal | Slovakia |
| Austria | Croatia | Indonesia | Netherlands | South Africa |
| Azerbaijan | Cyprus | Israel | New Caledonia | Sweden |
| Belarus | Czech Republic | Italy | New Zealand | Taiwan (ROC) |
| Belgium | Egypt | Japan | Norway | Tanzania |
| Bosnia and Herzegovina | Estonia | Jordan | Peru | Thailand |
| Brazil | France | Kenya | Philippines | Turkey |
| Burundi | Georgia | Korea | Poland | Ukraine |
| Canada | Germany | Latvia | Romania | United Kingdom |
| Cayman Islands | Ghana | Mexico | Russia | United States |
| Chile | Hungary | Mongolia | Singapore | Vietnam |
| Colombia |  |  |  |  |

**2. Read the text**

**“A World of Friends Is a World of Peace”**

And now, a message from the Friendship Force. The Friendship Force says, “A World of friends is a world of peace.”

The Friendship Force is an **international** friendship organization. Friendship Force groups **travel** to **foreign** countries. In the new country, the Friendship Force visitors **stay** with **host families**. They learn about their host family’s life and **culture**. The visitors and their host families **spend** a lot of **time** together and they become good friends.

Every year, Friendship Force visitors make 40,000 new friends in 56 different countries. This is important because when people make international friends, they help to make peace in the world.

Are you interested in the Friendship Force? Please go to our website for more information. If you want to travel with Friendship Force, send us an application so we can learn more about you. And remember, “a world of friends is a world of peace.”

**3. Circle the correct answer to complete the sentence**

The Friendship Force says, “When you have friends in foreign countries, \_\_\_\_\_”

1. you held to bring peace to the world
2. you can be in the Friendship Force

**4. Match the boldfaced words on the left with the definitions on the right. Write the letter of the correct definition on the line**.

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_\_ | 1. The Friendship Force goes to 56 different countries. It is an international organization. | a. get to know new people |
| \_\_\_\_\_\_ | 2. Friendship Force visitors travel to many different countries. | b. a page with information about yourself |
| \_\_\_\_\_\_ | 3. Friendship Force visitors want to learn about foreign countries | c. do things |
| \_\_\_\_\_\_ | 4. Friendship Force visitors stay in a family’s home. | d. not your country or language |
| \_\_\_\_\_\_ | 5. Friendship Force visitors stay with a host family in a foreign country | e. go on a trip; go to a different place |
| \_\_\_\_\_\_ | 6. The visitors and their host families do many things together. They spend time together every day. | f. from many different countries |
| \_\_\_\_\_\_ | 7. Host families teach their visitors about their culture; for example, their holidays and food. | g. live in a place for a short time |
| \_\_\_\_\_\_ | 8. Friendship Force visitors like to make friends with people in different countries | h. customs |
| \_\_\_\_\_\_ | 9. I like to read books about Japan and talk to Japanese people. I am interested in Japan. | i. like to learn about |
| \_\_\_\_\_\_ | 10. Write all your information on your application to the Friendship Force: your name, address, e-mail, and phone number. | j. a family that invites a foreign visitor to live with them for some time. |

5. A parent calls the American Field Service (AFS), an international student exchange program. Complete the conversation with the vocabulary from the box.

|  |  |  |
| --- | --- | --- |
| anything else | have problems + (-ing) | spend |
| application | host families | stay |
| become | international | traveling |
| culture | is interested in | warm |
| foreign | make friends |  |

**AFS:** Hell, AFS. Amanda Chu speaking.

**PARENTS**: Hi, I’m calling for information about your 1.\_\_\_\_\_\_\_\_ summer programs for high school students.

**AFS**: Yes, how can I help you?

**PARENTS**: Well, my son want to 2. \_\_\_\_\_\_\_\_\_ the summer in a 3.\_\_\_\_\_\_\_\_ country.

**AFS**: Great. Do you know what country he 4.\_\_\_\_\_\_\_\_?

**PARENTS:** Well, he speaks a little Spanish. Can he go to a country in South America?

**AFS**: Sure. We have three groups that are 5.\_\_\_\_\_\_\_\_ to Argentina this summer.

**PARENTS**: Oh, that’s great. Can you tell me a little about the program? What do the students do?

**AFS**: Well, first, the students all go to Buenos Aires, the capital city, for one week. They study Spanish, and they learn about Argentine 6. \_\_\_\_\_\_\_\_

**PARENTS**: That’s a good idea.

**AFS**: Yes, and it also gives them time to 7.\_\_\_\_\_\_ with each other, before they go to their Argentine 8. \_\_\_\_\_\_\_\_\_\_

**PARENTS**: How long do they 9.\_\_\_\_\_\_\_\_\_\_\_ with their host families?

**AFS:** They live with them for a month. And most students say it’s the best time of their lives.

**PARENTS**: Do all the host families speak English?

**AFS**: Most of them speak a little English. But the students and the host families never 10. \_\_\_\_\_\_\_ understanding each other. The host families are always very 11.\_\_\_\_\_\_\_\_ and friendly people. The students and the families always 12. \_\_\_\_\_\_\_ good friends.**PARENTS**: This sounds like a great program for my son. Can you e-mail me the 13. \_\_\_\_\_\_\_ ?

**AFS**: Sure! I’ll send it right now. Do you need to know 14.\_\_\_\_\_\_\_\_?

**PARENTS**: No, I don’t think so. Thank you so much for your help.

**III. PREVIEW**

**Nina and Rick are talking about the Friendship Force. Listen to the beginning of the conversation. Then answer the questions.**

1. **What are you listening to? Check( the answer.**

\_\_ a telephone call \_\_ a radio talk show

1. **What will Nina and Rick talk about? Check  your ideas.**

\_\_ host families \_\_ shopping \_\_ traveling

\_\_ hotels \_\_ music \_\_ groups

\_\_ students \_\_ children \_\_ languages

**IV. MAIN IDEA**

1. **Listen to the whole conversation. Look again at questions 1 and 2 in the Preview. Were any of your answers correct? Did they help you to understand the conversation?**
2. **Listen again. Read the sentences. Write T (true) or F (false). Correct the false information.**

**\_\_** 1. Friendship Force visitors can be young or old.

\_\_ 2. Some Friendship Force visitors stay in hotels.

\_\_ 3. Nina wants to stay with a host family in Thailand.

\_\_ 4. All host families speak English.

\_\_5. Nina and Rick think it's good to have international friends.

**V. DETAILS**

**Listen again. Circle the correct answer to complete each sentence.**

1. Friendship Force groups have \_\_ people.

a. 13 to 50 b. 15 to 30

2. Friendship Force groups meet for the first time \_\_ .

a. before they travel b. in the foreign country

3. Nina thinks, "When you live with a host family, you learn \_\_ :'

a. their language b. about their country

4. Nina \_\_ Thai (the language of Thailand).

a. speaks a little b. doesn't speak

5. Friendship Force visitors stay with their host family for one or two \_\_ .

a. weeks b. months

6. After they stay with their host family, many Friendship Force visitors travel \_\_ .

a. to a different country b. in the same country

**MAKE INFERENCES**

**MAKING INFERENCES BASED ON REACTIONS**

An **inference** is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

In a conversation, people often express a positive (good) or negative (bad) reaction. They tell how they feel about the other person's idea. **When we understand people's reactions**, it's easier to make inferences about them and their feelings.

**Listen to the example. What is Nina's reaction?**

**Example**

QUESTION NINA: Well, first, can college students be in the Friendship Force?

ANSWER RICK: Sure. We have people of all ages-teenagers, college

students, even grandparents!

REACTION NINA: **Oh, that's great**.

I. Nina has a (*positive / negative*) reaction.

2. She \_\_\_\_\_\_\_\_\_\_\_\_

a. is probably a college student b. probably knows some college students

The correct answers are: 1. positive, 2. a.

**Explanation**

**Reaction**: Nina asks, "Can college students be in the Friendship Force?" Rick's answer means "yes:' Nina's **reaction** is, "**Oh, that's great:**' This shows that Nina has a positive feeling about Rick's answer. She is happy about it.

Inference: **Why is Nina happy**?

Nina has a positive reaction, so we can infer that she is probably a college student, and she wants to travel with the Friendship Force.

**Listen to the excerpts from the conversation and think about the speaker's reaction.** Then make an inference about the speaker's feeling. Circle the correct answer to complete each sentence.

**Excerpt One**

1. Nina has a (**positive / negative**) reaction.

2. Nina is not worried about living with a host family, so she is probably a \_\_ person.

a. shy b. friendly

**Excerpt Two**

1. Nina has a (**positive / negative**) reaction.

2. Nina is worried because she doesn't speak Thai. She is really asking Rick, "Will I

\_\_\_\_\_?"

a. have problems with my host family b. learn the language

**Excerpt Three**

1. Nina has a (positive / negative) reaction.

2. Nina likes the idea of "people, not places:' She thinks you can learn more about a

foreign country when you \_\_ .

a. meet the people b. visit the important places

**EXPRESS OPINIONS**

**Discuss the questions with the class.**

1. Do you think it's good to stay with a host family? Why or why not?

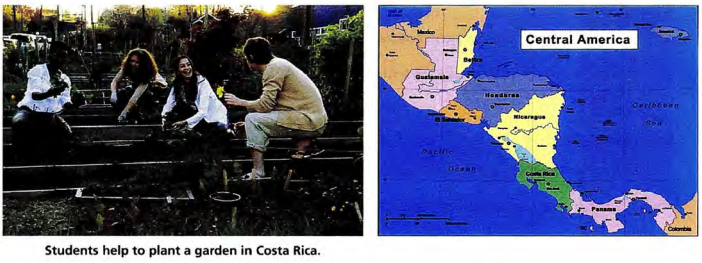
2. Do you need to speak the same language well to make friends with someone? Why

or why not?

3. What are the best ways to learn about another country?

**VI. LISTEN TWO: THE BEST SUMMER OF MY LIFE!**

**COMPREHENSION**



Annie Quinn is an American high school student. Last summer, she traveled to Costa Rica with a group called The Experiment in International Living (EIL).

**Listen to the interview with Annie. Circle the correct information to complete each sentence.**

1. The students in Annie's group came from different (*states / countries*).

2. Some of the students (*spoke different languages / had different religions*).

3. The students in Annie's group stayed in Costa Rica for (*a month / two weeks*).

4. Annie loved the students in her group and (*Ana / her host family*).

5. Annie's host family (*was very friendly / had a daughter*).

6. Annie learned Spanish in her Spanish class and from her (*host family / Spanish friends*).

7. Annie learned that speaking the same language is not always (*a good idea /*

*necessary)*.

8. Experiment groups usually stay in a foreign country for (*two / three to five*) weeks.

9. Experiment groups go to (*27 / 37*) different countries.

10. Experiment students (*can take different kinds of classes / always take language classes*).

**VII. LISTENING SKILL**

**PREDICTING INFORMATION AFTER *AND* AND *BUT***

Noticing how people use **and** and **but** can help you to understand their meaning.

We use **and** to connect two sentences with similar kinds of information. The information can be: two good things, two problems, -two similar things, two differences, etc.

We use **but** to connect two sentences with contrasting (or opposite) information. The information can be: one good thing/one bad thing (problem), one similarity/one difference, etc.

**Listen to the examples.**

**Examples**

1. **Annie:** " . . . we all came from different states, **and** we had different

*(a difference) (a difference)*

religions and cultures:**'**

Annie uses **and** because the first sentence tells about *a difference*, and the second sentence *also* tells about *a difference*. In other words, the second sentence adds more information that is *similar to the information* in the first sentence.

**B: Annie: “**At first, I didn't speak much Spanish, **but** I learned a lot of Spanish from them and in my Spanish class, too.”

*(negative information) (positive information)*

Annie uses **but** because the first sentence has *negative information* and the second sentence has *positive information*. In other words, the information in the second sentence is ***contrasting*** (opposite).

**Listen to the excerpts from Annie's interview. You will hear the first sentence and the word *and* or *but*. Try to predict what kind of information the second part of the sentence will have. Circle the sentence ending that makes sense. Then listen to the complete sentence to check your answer.**

**Excerpt One**

a. I loved my host family.

b. I had some problems with my host family.

**Excerpt Two**

a. We all came from the same states.

b. We all came from different states.

**Excerpt Three**

a. At first, I spoke Spanish well.

b. At first, I didn't speak much Spanish.

**VIII. PRONUNCIATION**

**RHYTHM: STRESSED AND UNSTRESSED WORDS**

**Listen to the short conversation**.

A: WHERE are you **FROM**?

B: I'm from **CHi**na. HOW about **YOU**?

A: COsta **Ri**ca.

These sentences show the rhythm of English sentences. The words and syllables in CAPITAL letters are STRESSED. They are **longer** and **louder** than the other words and syllables. They also have a **higher pitch** or sound.

The last word in each sentence is STRESSED MORE than the other stressed words. It is the longest, loudest, and highest pitch word. The last word usually tells the most important information.

**Words that are usually STRESSED:** nouns and proper nouns (names)

main verbs

negative verbs

adjectives

adverbs

question words

demonstratives (this, that)

**Words that are usually NOT stressed:**

pronouns

the verbs be and have

auxiliary verbs (do, does)

articles (a, an, the)

prepositions (to, from, in, on)

**1. The rhythm at the beginning of each group of sentences shows the rhythm of all the sentences in the group. Listen to the sentences and repeat them.**

1. Rhythm: DA da da **DA**

a. WHERE are you **FROM**?

b. HOW about **YOU**?

c. THIS is my **FRIEND**.

d. KEI'S from Ja**PAN**.

e. WHAT do you **DO**?

2. Rhythm: da da **DA** da

a. He's from **CHi**na.

b. I'm a **STU**dent.

c. Is she **FRIEND**ly?

d. It's ex**Ci**ting.

e. We have **HOME**work.

3. Rhythm: DA da **DA** da

a. NICE to **MEET** you.

b. THIS is **Ni**na.

c. WHAT'S the **PROB**lem?

d. ANN'S a **STU**dent.

e. WHAT's your **MA**jor?

4. Other rhythms:

a. da DA I **KNOW**. It's **GREAT.** You're **RIGHT.**

b. daDAda You're **WEL**come. They're **DIFF**erent.

c. dadaDA I'm in **CLASS**. Okay, **GOOD**.

**2. Listen to the conversation. Then practice it with a partner**.

LILY: HI. I'm Lily.

CARLOS: NICE to MEET you. I'm CARlos.

LILY: WHERE are you FROM?

CARLOS: I'm from COsta Rica. HOW about YOU?

LILY: I'm from CHina.

CARLOS: WHAT do you DO?

LILY: I'm a STUdent. HOW about YOU?

CARLOS: I WORK in a LAB.

**3. Work with a partner. Complete the conversation with the sentences from the box.**

**Then practice the conversation with your partner**.

I'm from TOkyo. HOW about YOU?

NICE to MEET you. I' m HIro.

WHAT'S your MAjor?

YES, I AM. HOW about YOU?

THAT'S MY MAjor TOO!

YooN: Hi, I'm YOON.

HIRo: NICE to MEET you. I'm Hlro.

YooN: HI Hlro.WHERE are you FROM?

HIRO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

YooN: I'm from KOREA. Are you a STUdent?

HIRO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

YooN: I'm a STUdent, TOO.

HIRO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

YooN: MATH. HOW about YOU?

HIRO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TOPIC: UNDERSTANDING FEARS AND PHOBIAS**



**I. PRE-LISTENING**

1. Are you scared of anything? What is it?

2. Why are some people scared of certain things?

3. Does having a fear of something change a person’s life? How?

**II. LISTENING ONE: PSYCHED: A RADIO SHOW**

**1. A phobia is a very strong fear. Read and listen to the blog about arachnophobia, the fear of spiders.**



**PHOBIAS: You Are Not Alone**

**(June 9) Arachnophobia**

There are many different kinds of phobias. One is arachnophobia, the

**fear** of spiders. People with arachnophobia are very scared of spiders.

Their hearts beat fast when they see a spider, and sometimes they cry or

**shake**. Other people laugh at them. They say, "Why are you so afraid of

a little spider?" But remember-many people have this problem. Having

arachnophobia is **not your fault**.

**(June 12) Comments**

**(1)** Thanks for explaining this. I am very scared of spiders. Sometimes I can’t sleep at night because I worry about spiders in my house. My friends say that I’m really not **in danger**, but spiders are still a big problem for me. I feel like they’re going to kill me! (**Just kidding**.) **Jenn**

**(2**) I worry about spiders, too. This is a **serious issue** in my life. Do you know that some spiders can **hurt** you? That’s why I look for them in my house. And I worry about spiders outside the house, too. Spiders are everywhere. You can’t always see them – but they’re there. I don’t know what to do. I’m **confused** about it, and sometimes **I’m angry with** myself. **Deepa**

**2. Match the words and phrases on the left with the definitions on the right. Write the letter of the correct definition on the line.**

1. a serious issue a. you didn't make a problem happen

2. be angry with b. I'm joking; I'm not serious.

3. confused c. in a situation that may hurt or kill you

4. fear d. move back and forth quickly

5. hurt e. feel mad or upset because something

is not OK

6. in danger f. up to now

7. not your fault g. make a person feel pain

8. just kidding h. not understanding

9. shake i. feeling of being in danger

10. still j. a big problem

**III. PREVIEW**

You are listening to *Psyched*, a call-in radio show. The host of the show is Doctor Jones. She is a psychologist, someone who helps people understand their feelings.



**Listen to the excerpt from Psyched: A Radio Show. Then answer the questions. Discuss your answers with the class.**

1. According to Doctor Jones, what is a phobia? (Circle one.)

a. a shaking body

b. a real danger

c. a strong fear

2. What happens to people with phobias? (Circle one.)

a. They feel like they are in danger.

b. They are in danger.

c. They feel very strong.

3. What words will you probably hear in this radio show? (Check three.)

\_\_ afraid

\_\_ happy

\_\_scared

\_\_ problem

\_\_ money

\_\_serious

**IV. MAIN IDEAS**

**1. Listen to the whole show. Look at the answers you predicted in the Preview section. Did your predictions help you to understand the radio show?**

**2. Choose the best answer to each question.**

1. What does Doctor Jones say about phobias?

\_ \_ a. A phobia can't hurt you.

\_\_ b. A phobia changes your life.

2. What happened to Anna because of her phobia?

\_\_a. She was excited in Paris.

\_\_b. She was scared in Paris.

3. What is Anna's advice about phobias?

\_\_ a. Don't be angry with yourself.

\_\_ b. Don't take a job for a million dollars.

4. Why is Anna's life better today?

\_\_a. She can ride elevators.

\_\_ b. She reads many books.

**V. DETAILS**

**Listen again. Write T (true) or F (False). Correct the false information.**

1. Arachnophobia is the fear of spiders.

2. People with phobias sometimes shake.

3. A phobia is being afraid of danger.

4. Claustrophobia is the fear of small spaces.

5. Anna cared about the kids in the Eiffel Tower.

6. Anna was scared of elevators and cars.

7. Writing helps Anna feel less afraid.

8. Anna's life is easy today.

9. Having a phobia is your fault.

10. Many people have phobias.

**VI. MAKE INFERENCES**

**UNDERSTANDING THE MEANING OF EXAGGERATIONS**

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

Speakers sometimes use exaggerations, or impossible words or phrases, to help make a point. Exaggerations are impossible statements because they describe things that are bigger than things in real life. Speakers use exaggerations to make ideas sound more interesting.

**Listen to the example. Answer the question.**

*Example*

**The speaker says she "was going to die:' What does this mean? Look at the following choices:**

a. She could die inside the Eiffel Tower.

b. She felt very afraid inside the Eiffel Tower.

The answer is: **b**. Usually, people do not die when they go inside high towers. This is an exaggeration, or impossible statement. The meaning of the exaggeration is that the person had a very strong fear of high places. She felt like she was going to die when she was inside the Eiffel Tower. She wasn't really going to die, but she felt that way because her fear was very strong.

**Listen to the excerpts. Think about the exaggeration. What do you think the speaker is really trying to say?**

**Excerpt One**

Why does the speaker use the word forever?

\_\_ a. She spent a long time climbing stairs.

\_\_ b. She wasted time because of her phobia.

**Excerpt Two**

Why does the speaker use the phrase "twenty books a week"?

\_\_ a. She reads many books.

\_\_ b. She is a very good reader.

**Excerpt Three**

Why does the speaker use the phrase "a million dollars"?

\_\_ a. People with elevator phobias can lose important chances.

\_ \_ b. It costs a lot of money to have an elevator phobia.

**EXPRESS OPINIONS**

**Discuss the questions with a partner.**

1. What do you think about the Eiffel Tower story? Do you sometimes get scared in

high buildings?

2. Do you have a phobia? Do you know someone with a phobia? Explain.

3. Do you think books and doctors can help people with phobias? What other things

can help? Explain.

**VII. LISTENING TWO: CROSSING A BRIDGE**

**COMPREHENSION**



Driving across a bridge is very difficult for people with bridge and driving phobias. In this listening, Alien is a man with these problems. He is driving across a bridge with the help of a psychologist.

**Listen to the conversation between Alien and the psychologist. Then circle the**

**correct answer to complete each sentence.**

1. Alien is afraid \_\_

a. a truck will hit him

b. of driving a truck

2. The psychologist tells him to think of other things \_\_ .

a. that he is afraid of

b. that he does well

3. The psychologist tells him to \_\_ .

a. look straight ahead

b. look at the trucks

4. In the end, Alien feels \_\_ .

a. very happy that he crossed the bridge

b. unhappy because he didn't cross the bridge alone

**VOCABULARY**

**Read the conversation and notice the phrases in bold. Match the phrases on the left to the definitions on the right. Write the letter of the correct definition on the line.**

YOUNG MAN: I can't ride this bike! I'm going to fall!

FRIEND: **Calm down.** You can do it.

YOUNG MAN: I don't know how. **What's wrong with me?**

FRIEND: Come on, you can do it. You need to **believe in yourself**.

YOUNG MAN: How can I do that? I'm going to fall!

FRIEND: Just **keep going**. Don't **give up**.

\_\_ 1. believe in yourself a. why do I have this problem?

\_\_ 2. calm down b. don't stop doing something

\_\_ 3. come on c. stop feeling scared

\_\_ 4. keep going d. have a good opinion of yourself

\_\_ 5. what's wrong with me? e. stop trying

\_\_ 6. give up f. something we say to help others feel stronger

**VIII. LISTENING SKILL**

**NOTICING CONTRADICTIONS**

When speakers disagree with each other, they sometimes contradict the other speaker. To contradict, you say the opposite of what the other person says.

**Listen to the example.**

*Example*

Who is disagreeing with whom? How do we know?

In this example, the psychologist is disagreeing with Alien. He is saying the opposite of what Alien says. We know this because he puts stress on the word not to make the meaning clear. This contradiction shows that the psychologist disagrees with Alien about the trucks.

**Listen to two excerpts from "Crossing a Bridge." Pay attention to contradictions**

**Who is disagreeing with whom? What are the two speakers disagreeing about? Which words do they put stress on?**

**Excerpt One**

Who is disagreeing with whom? How do we know?

a. Alien disagrees with the psychologist.

b. The psychologist disagrees with Alien.

How do we know? He stresses the word ------- -

**Excerpt Two**

Who is disagreeing with whom?

a. Alien disagrees with the psychologist.

b. The psychologist disagrees with Alien.

How do we know? He stresses the word \_ \_\_\_\_\_\_ \_

**IX. PRONUNCIATION**

**PAST TENSE: -ED ENDINGS**

The ***-ed*** ending is sometimes pronounced as a new syllable and sometimes as a new sound.

**Listen to Alien's explanation of an accident.**

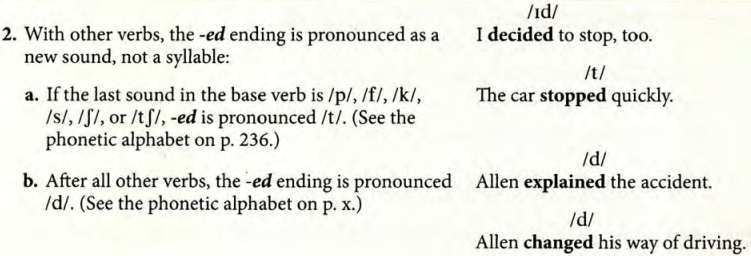
*Example*

**ALLEN:** The driver in front of me stopped quickly. I don't know why he needed to stop. I tried to stop, too, but it was too late. When I stopped, the driver behind me crashed into my car!

Look at the underlined verbs. Is the ***-ed*** ending a new syllable or a new sound?

**PRONOUNCING -BD -ENDINGS**





**1. Listen to the words. Circle the correct *-ed* ending.**

1. wanted /t/ /d/ /id/ 5. walked /t/ /d/ /id/

2. changed /t/ /d/ /id/ 6. decided /t/ /d/ /id/

3. tried /t/ /d/ /id/ 7. stopped /t/ /d/ /id/

4. needed /t/ /d/ /id/ 8. started /t/ /d/ /id/

**2. Listen to the sentences about Dr. Jones, the psychologist in Listening One. Then repeat each sentence and look at the underlined verbs. Is *-ed* pronounced /t/ /d/ or /id/? Write your answers above the verbs.**

1. She **wanted** to help others with their problems.

2. She **studied** at New York University.

3. After she **graduated,** she became a psychologist.

4. She **worked** at a hospital for three years.

5. She **talked** to many people about their problems.

6. Then she **decided** to start a radio show.

7. She helped many people with fears and phobias.

8. She also **earned** a lot of money for her work.

9. After many years of working, she **stopped**.

10. She **decided** to enjoy life at the beach.

**3. Work in groups of three to tell the story of Alien's phobia. Use the past tense of the verb in parentheses to make a complete sentence. One person in the group will start the story and the other members of the group will continue the story. Be careful to pronounce the past tense ending correctly.**

***Example***

When he was a young man, he

a. (start) to be afraid of many things.

The correct response is: When he was a young man, he **started** to be afraid of many

things.

1. When he was a young man, he \_\_\_\_

a. (stop) driving his car.

b. (walk) to work every day.

c. (decide) to see a psychologist.

2. While working with the psychologist, he \_\_\_\_

a. (learn) a new way of thinking about himself.

b. (change) his old ideas about driving.

c. (try) to cross the bridge in his car.

3. After working with the psychologist, he \_\_\_

a. (want) to try new things.

b. (study) planes and flying.

c. (start) flying a small plane

**SPEAKING SKILL**

**USING IMPERATIVES**

Speakers often use imperatives to give advice. An imperative is the command form of a verb. It is always in present tense. **Don't** is used in the negative form. The subject is "you" since the speaker is giving a command to other people. However, the word you is not included in the imperative.

**Listen to the examples from Listening One and Listening Two. Underline the imperative in each one. Then listen again and repeat the imperative verb.**

**Examples**

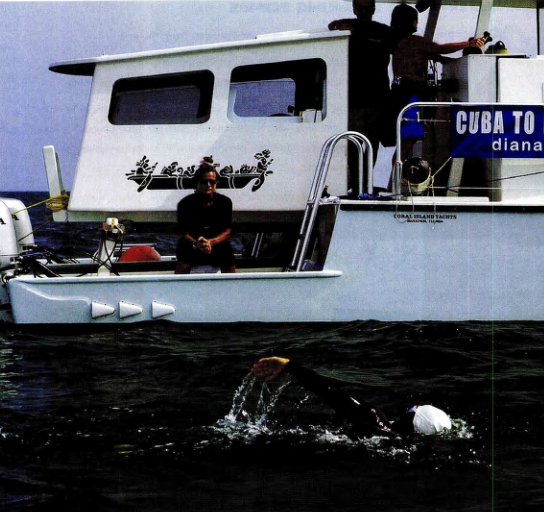
1. Believe me, a phobia is a very serious issue.

2. Don't be angry with yourself.

3. Think of all the other things you do well.

4. Don't look at the trucks. Just look at the road.

**TOPIC: RISKS AND CHALLENGES**



**I. PRE-LISTENING**

1. Have you ever done something very difficult or dangerous?

2. Why do some people want to take a risk?

**II. LISTENING ONE: THE AMAZING SWIMMER, DIANA NYAD**.

1. **Do you know Diana Nyad? If not, read and listen to the radio documentary about her**.

Diana Nyad grew up in south Florida, near the ocean. When she was only eight years old, she decided to be the first person to swim from Cuba to Florida, a distance of 103 miles (166 km). Diana joined her school swim team in fifth grade.

After her coach watched her for 15 minutes, he said, "Kid, one day, you're going to be the best swimmer in the world." He was right! Diana Nyad became an amazing swimmer, and she set many world records. From 1969 to 1979, she was the best long-distance swimmer in the world.

At age 28, Diana tried to reach her childhood goal for the first time. She started swimming from Cuba to Florida. Unfortunately, after 42 hours, the weather became very bad. There was a lot of rain and wind. Diana saw that it was impossible to reach Florida, so she had to stop. One year later, Diana set a new record. She swam the longest distance of any swimmer (man or woman) in history- 102.5 miles (164 km) from the Bahamas to Florida.

Then, Diana Nyad did not swim again for 30 years.

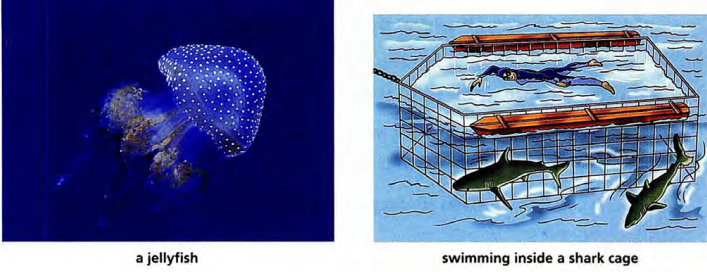
For 30 years, Nyad worked as a TV and radio sports reporter. She was very successful, but as she got older, she wasn't happy. She felt that she needed a new challenge in her life. That's when she started thinking again about her old dream. She decided to swim from Cuba to Florida again.

At the age of 60, Diana began the very difficult training. For more than a year, she swam 8 to 14 hours every day. When people asked Diana why she wanted to try the difficult swim again, she just said, "It is never too late to start your dream."

The ocean between Cuba and Florida is full of dangerous jellyfish and sharks, but Diana was determined to swim without a shark cage to protect her.

Over the next four years, Diana started the swim from Cuba to Florida three times, but

unfortunately, each time, the jellyfish bites and very bad weather stopped her. After the fourth time, Diana thought, "Maybe it's impossible to reach my goal," but a few days later, she changed her mind. On August 31, 2013, eleven days after her 64th birthday, Diana Nyad jumped into the ocean near Cuba and began to swim to Florida again.



**Take turns with a partner. Look at the words in bold in the text. Then choose the**

**best meaning. Your partner will tell you if she/he agrees or not. The first one has**

**been done for you.**

1. A: **Distance** is the amount of (*space / time*) between two places or things.

B: (Yes. I agree. / No, I don't think so. I think it is the amount of ... )

1. A: An **amazing** swimmer means "(*an excellent / a good*) swimmer:'

B: (Yes, I agree. / No, I don't think so. I think it means ... )

1. A: She decided means "She thought about something and (*made a choice / changed her mind*):'

B: (Yes, I agree. I No, I don't think so. I think it means she ... )

4. A: She set world records means "She did things (*all over the world / better than any other person in the world*):'

B: (Yes, I agree. / No, I don't think so. I think it means she ... )

5. A: She tried to reach her goal means "She tried to do something that was (*her*

*dream / very important)*:'

B: (Yes, I agree. / No, I don't think so. I think it means she .. . )

6. A: Unfortunately means "This is (*lucky / sad*) information:'

B: (Yes, I agree. / No, I don't think so. I think it means this ... )

7. A: A challenge is something you enjoy doing because it is (*easy / difficult*).

B: (Yes, I agree. / No, I don't think so. I think it is ... )

8. A: Jellyfish and sharks are dangerous because they (*can kill people / are in the*

*ocean*).

B: (Yes, I agree. / No, I don't think so. I think they are dangerous because

they . .. )

9. A: She is determined means "No one (*can stop her / is better than she is*):'

B: (Yes, I agree. / No, I don't think so. I think it means no one ... )

10. A: Without a shark cage means "(*outside a shark cage / with no shark cage*):'

B: (Yes, I agree. I No, I don't think so. I think it means ... )

**2.** **Two sports reporters are talking about Diana Nyad on the radio. Listen to the**

**beginning of their news report. Check  the things they are going to talk about next.**

\_\_\_\_Diana's world records \_\_\_\_sharks

\_\_\_\_the weather \_\_\_\_singing songs

\_\_\_\_Diana's childhood \_\_\_\_Diana's age

\_\_ jellyfish \_\_\_\_ life in Cuba

**III. MAIN IDEAS**

**1. Listen to the entire news report.** Now look again at your answers in Preview

above. Were any of your answers correct? Did they help you to understand the

report?

**2. Listen to the news report again. Choose the best word or phrase to complete**

**each sentence**.

1. Diana is having a difficult time because of the (*jellyfish bites / sharks*).

2. Diana feels sick, but she doesn't want to (*go back to Cuba / give up*).

3. Long distance swimming is difficult because the swimmer (*is alone in the water /*

*doesn't have a team of helpers*).

4. To swim long distances, Diana trains her body and her (*mind / breathing*).

5. Diana uses a kind of meditation1 to help her to (*enjoy swimming more / continue*

*swimming for a very long time*).

6. Diana doesn't give up easily because she enjoys (*setting a record / having a challenge*).

7. Diana is very (*determined / afraid*) to reach her goal.

8. Diana is a great example for many people who want to (*set a new goal in their life /*

*become amazing swimmers*).

**IV. DETAILS**

**Listen again. Write T (true) or F (false). Correct the false information.**

\_\_ 1. Diana is swimming from Cuba to Florida for the fourth time.

\_\_ 2. Diana started swimming 31 hours ago.

\_\_\_3. Diana's wetsuit covers her mouth.

\_ \_ 4. Diana is having trouble breathing.

\_\_ 5. Diana thinks that long-distance swimming is a lonely sport.

\_\_ 6. Diana clears her mind by counting and singing.

\_ \_ 7. Diana can count to 1,000 in four languages.

\_\_ 8. Diana thinks long-distance swimming is easier for young people.

**V. MAKE INFERENCES**

**UNDERSTANDING RHETORICAL QUESTIONS**

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

People use ***rhetorical questions*** to show that they have very strong feelings about something. Rhetorical questions are not real questions, so listeners ***do not*** answer them.

When people ask rhetorical questions, they pronounce the stressed words with ***extra strong stress***-much stronger stress than usual. It's important to notice the difference between real questions and rhetorical questions, so you can understand a speaker's meaning.

**Listen to Examples 1 and 2 and answer the questions.**

*Example 1*

What does Jim's question mean?

a. How is Diana able to swim in these terrible conditions?

b. It's amazing that Diana can continue swimming even in these terrible conditions!

The correct answer is: **b.** It's amazing that Diana can continue swimming even in these

terrible conditions!

**Explanation**

This is a rhetorical question. Jim wants to show how strongly he feels that Diana is an

amazing swimmer. He uses extra strong stress on the question word How and the main verb do. Jim does not expect an answer from Sue because this is not a real question. Notice that Sue responds by agreeing with Jim's strong feeling.

*Example 2*

What does Jim's question mean?

a. How does Diana clear her mind?

b. I can't believe that Diana knows how to completely clear her mind!

The correct answer is: **a.** How does Diana clear her mind?

**Explanation**

Jim asks the same question as in Example 1, but here he is asking a real question, not a rhetorical one. He pronounces the question word How and the main verb do with regular stress. Jim asks this question because he wants Sue to explain something. Because this is a real question, Sue answers by giving him information.

**Listen to the excerpts from the news report. Choose the best answer.**

**Excerpt One**

What does Sue's question mean?

a. Do you really believe that Diana counts to 1,000 in four languages and sings

songs 1,000 times?

b. It's very difficult to count to 1,000 in four languages and sing songs 1,000 times!!

It's unbelievable that Diana can do this!

**Excerpt Two**

What does Sue's question mean?

a. No one swims in the ocean without a shark cage because it's too dangerous!

b. Do any other swimmers swim in the ocean without a shark cage?

**Excerpt Three**

What does Jim's question mean?

a. How many people are as determined to reach their goal as Diana Nyad is?

b. Diana Nyad is an extremely determined person! There aren't many people like

her!

**EXPRESS OPINIONS**

**Work in small groups. Discuss each question. Be prepared to share your ideas with the class.**

1. Why is Diana Nyad so determined to swim from Cuba to Florida? Is it always good

to be so determined to reach a goal? Explain your opinion.

2. Why does Diana swim in the ocean without a shark cage?

3. Is Diana a good example for older people?

**VI. LISTENING TWO: AN OUTWARD BOUND EXPERIENCE**

**COMPREHENSION**

Jeremy Manzi is a teenager from New Jersey. He is spending three weeks in the mountains of Wyoming with a group called Outward Bound. In Outward Bound, teenagers learn how to live in nature without beds, TVs computers, and cell phones. They also learn how to do exciting things outdoors.

**Listen to the interview with Jeremy. Complete each sentence. Two answers are correct. After you finish, take turns reading the two correct sentences aloud with a partner.**

1. Jeremy joined Outward Bound \_ \_\_\_\_\_\_ \_

a. to meet new people

b. to experience new things

c. to prove that he's not a "baby"

2. Jeremy wants to prove to \_\_\_\_\_\_\_\_ that he can do hard things.

a. himself

b. his family

c. his group leaders

3. Jeremy thinks Outward Bound is great because \_\_\_\_\_\_\_ \_

a. he's doing a lot of hard things

b. the kids help each other and have fun

c. he walks in the mountains every day

4. Before he went rock climbing, Jeremy \_\_\_\_\_\_\_ \_

a. was afraid to do it

b. was sure that he could do it

c. thought it was impossible to do it

5. After he went rock climbing, Jeremy \_ \_\_\_\_\_\_ \_

a. felt that it was really dangerous

b. felt excited that he did it

c. felt more confident

6. Jeremy discovered that \_\_\_\_\_\_\_ \_

a. he is a strong person

b. it's exciting to take risks

**VOCABULARY**

**Work with a partner. Read the dialog and fill in the blanks with one of the words or phrases from the box. Then practice reading the conversation aloud.**

***careful discover prove (something) strong take a risk***

A: Why do people like to do dangerous sports like rock climbing and racecar driving?

B: I think those people enjoy doing dangerous things. They think it's very exciting to

1. \_\_\_\_\_\_\_\_\_\_\_\_

A: Yeah, but I think some people want to show the world that they can do something

very dangerous and be successful.

B: Maybe you're right. A lot of risk-takers are trying to 2.\_ \_ \_\_\_ \_\_\_ to other

people. They want to be the first person in the world to do something dangerous.

A: Yeah, like the guy who walked across Niagara Falls on a tightrope. He comes from

a famous family of tightrope walkers. So they always try to 3.\_\_\_\_\_\_\_ \_ new ways to show people the dangerous things they can do.

B: Well, that's their job, right? But I think some people want to do dangerous things

because they're really afraid, and they want to stop feeling that way. After they do

something dangerous, they feel 4. \_\_\_\_\_\_\_ \_

A: That's OK if they're successful. But what if they're not 5.\_\_\_ \_\_\_\_\_ and they

make a mistake? They can really get hurt, or even die! I think it's a little crazy.

B: I know. I'm not interested in doing dangerous things at all!

**VII. LISTENING SKILL**

**LISTENING FOR SURPRISING OR UNEXPECTED RESULTS**

The conjunction **but** can signal a ***contrast*** between **a** **cause and a result**.

Living in the mountains is difficult, but Jeremy isn't having any problems.

[cause] [result]

However, when we want to make it clear that the result is surprising or unexpected, we often use **even though** before the **cause**.

**Even though** living in the mountains is very difficult, Jeremy is having a great time. [cause] [unexpected result]

OR

Jeremy is having a great time **even though** living in the mountains is very difficult.

[unexpected result] [cause]

**Listen to the example**.

*Example*

Which information is the surprising result?

a. you can do a lot of things

b. you're afraid

The correct answer is: **a.** you can do a lot of things.

**Explanation**

In this sentence, "you're afraid" is the cause, and "you can do a lot of things" is the unexpected or surprising result. This result is unexpected because when people are afraid to do something, they often can't do it. Even though makes it clear that this result is not usual or expected.

**Listen to the excerpts from the interview. Choose the answer that tells the surprising or unexpected result**.

**Excerpt One**

Which information is the surprising result?

a. I'm fourteen

b. everyone thinks I'm the "baby"

**Excerpt Two**

Which information is the surprising result?

a. it's hard

b. we're really having a good time

**Excerpt Three**

Which information is the surprising result?

a. we're doing difficult things

b. it's really not dangerous

**VIII. PRONUNCIATION**

**THE VOWEL SOUNDS /i:/ AND /i/ (*EATS* AND *IT’S*)**



To pronounce /i:/, the front of your tongue is very high in your mouth. Your lips are spread and tense, like a smile.

To pronounce /i/, the front of your tongue is slightly (a little bit) lower. Your lips are relaxed.

1. **Listen and repeat these words with the sound /i:/.**

be, we, she, see, eat, even, easy

keep, mean, meet, teach, reach, dream

here, clear, years

we'll, feel, deal

people, really, leader, breathing

agree, believe

**2. Listen and repeat these words with the sound /I/.**

if, in, is, it, it's

did, big, give, wind, with, this, sick, fish, swim, think, things

will, still

didn't, giving, distance, different, middle

finishes, difficult

conditions, continue

3. **Listen and repeat these pairs of words with /iy/ and /I/.**

**A B A B**

1. eat it 6. we'll will

2. eats it's 7. feel fill

3. ease is 8. deed did

4. reach rich 9. seek sick

5. leave live 10. these this

**TOPIC: ONLY CHILD – LONELY CHILD**



**I. PRE-LISTENING**

1. Read the title of the unit. What is an only child? What does the title mean?

2. In your country, how many children do most families have?

3. How many students in the class are only children? How many students have one brother or sister? Two? Three or more?

**II. FOCUS ON LISTENING**

**LISTENING ONE: CHANGING FAMILIES**

**1. Lisa and Jules Conner are the parents of an only child. They started a new blog for one-child families. Work with a partner. Read the conversation that they posted on their blog. Choose the correct word for each blank. Then *listen* to check your answers.**

**A Conversation with the Bloggers: Lisa and Jules Corner**

**Lisa:** Welcome to "Our Only Child!" "Our Only Child" is the first blog for families like us-happy families with just one child. We started this blog because we want to share information with other one-child families.

**Jules:** Many people think that only children are 1. *(intelligent /lonely)* because they don't have 2. (*a baby / siblings*)· However, we all know that this is not true!

**Lisa**: Of course it's not true! We can spend a lot of time with our children because we don't have to 3. (*afford / take care of*) other children. Many parents with large families don't have enough time to do this, especially if both

parents work full-time. Parents with one child don't have this problem.

**Jules**: We also know that friends are very important to only children. Many of us move to neighborhoods with lots of young families, so our children can make a lot of friends.

**Lisa**: We also want to share information from the latest studies about one -child families. Here's some very interesting information: Only 3 percent of the American 4. (*population / personal*) say that a one-child family is the best family size. But recently, Time Magazine said that one-third (33 percent) of young Americans plan to 5. (*have / make*) just one 6. (*child / money*) after they 7. (*get married/ take care* *of*).

**Jules**: Why is this? Of course, every family is different, so this is a very 8. (*personal / population*) decision for every couple. But life in most American cities today is expensive. it costs between $286,000 and $324,000 to 9. (*raise / have*) a child to age 18 in the U.S. -and that's before paying for college! Many parents today don't 10. (*have / make*) enough 11. (*children / money*) at their jobs, so they 12. (*can’t afford / make money*) to have a big family.

**Lisa**: That's one reason that many Americans today are 13. (*having / making*) the 14. (*time / responsible*) decision to have just one child and to give their child the best life possible!

Lisa Canner Jules Canner

Bloggers, *Our Only Child*

**Match the vocabulary on the left with the correct definition on the right. Write the letter of the correct definition on the line.**

|  |  |
| --- | --- |
| 1. can't afford  2. get married  3. have a child  4. lonely  5. make a decision  6. make money  7. personal  8. population  9. raise  10. responsible  11. sibling  12. take care of | a. brother or sister  b. decide; choose  c. do everything that someone needs; watch over  d. have a husband or wife; marry (someone)  e. right or correct for a certain situation  f. bring up a child; give a child a home, food, clothing,  and education until the age of 18  g. don't have enough money (to do something)  h. give birth to a baby  i. individual; different for every person  j. sad because you are alone  k. earn money from your job  1. the number of people in a city, country, the world |

**III. PREVIEW**

**Listen to the beginning of Changing Families, a TV talk show. Then answer the questions. The host, Maria Sanchez, is going to talk to two families**.

1. Maria is probably going to ask the parents, "Why did you decide to \_\_ ?"

a. have children

b. have only one child

2. What are Maria and the families going to talk about? Check  your ideas.

\_\_\_\_siblings \_\_\_\_teachers

\_\_\_\_culture \_\_\_\_grandparents

\_\_\_\_decisions \_\_\_\_travel

\_\_\_\_money \_\_\_\_friends

\_\_\_\_age \_\_\_\_feelings



**IV. MAIN IDEAS**

1. **Listen to the complete interview. Now look at your answers in Preview. Were any of your answers correct? Did they help you to understand the interview?**
2. **Listen to the interview again. Complete the sentences with the words and phrases from the box. You will not use all of the words and phrases.**

a good life a happy child a lot of money busy

difficult easy lonely siblings

1. Today, many people don't believe that only children are \_\_\_\_\_\_\_ \_

2. For Marion and Mark, raising a young child is \_\_\_\_\_ \_\_ \_

3. Marion and Mark think Tonia is - ----- --

4. Tom and Jenna can afford to give one child \_ \_\_\_\_\_\_ \_

5. Jay is usually \_\_\_\_\_ \_\_\_ with his friends, sports, and music.

**V. DETAILS**

**Listen again. Write T (true) or F (false). Correct the false information**.

1. There are more only children in big cities.

2. Marion had a baby when she was 36.

3. Marion and Mark can't take care of Tonia.

4. Tonia spends time with her parents and friends.

5. Tonia is a very popular child.

6. Maria read that only children are more interesting than children with

siblings.

7. In 2050, there are going to be 90 million people in the world.

8. Jenna and Tom made a difficult decision.

9. School, music, and traveling are important to Jenna and Tom.

10. Sometimes Jay is lonely.

**VI. MAKE INFERENCES**

**MAKING INFERENCES BASED ON WORD CHOICES**

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

We can usually understand what people mean or how they feel even if they don't explain everything directly. Their *word choices* often help us to *infer* their meaning or feeling.

**Listen to the example**.

*Example*

1. What can we infer/understand about Mark?

a. After Tonia was born, he and Marion thought about having another child.

b. After Tonia was born, he and Marion never thought about having another child.

2. Which word(s) helped you to understand this? \_\_\_\_\_\_\_ \_

The correct answers are: **1. a, 2. decided**

**Explanation**

Mark said, "**At some point, we just decided** that we couldn't take care of Tonia and a new baby:' The word **decided** helps us to understand that he and Marion **thought about and discussed** having another baby (but then they decided not to have one).

**Listen to the excerpts from the TV talk show. Circle the correct answer to complete each sentence**.

**Excerpt One**

1. What can we infer about Marion and Mark?

a. They feel too old to raise a second child.

b. They want to raise another young child.

2. Which word(s) helped you to understand this? \_\_\_\_ \_ \_ \_

**Excerpt Two**

1. What does Maria want people to understand?

a. There is new information about only children that many people don't know.

b. People already know everything about only children.

2. Which word(s) helped you to understand this? \_\_\_\_\_\_

**Excerpt Three**

1. What does Jenna want to explain?

a. Money is more important to them now than in the past.

b. Their son needs a lot of expensive things.

2. Which word(s) helped you to understand this? \_\_\_\_\_\_ \_

**VII. LISTENING TWO: HOW DO ONLY KIDS FEEL**

**COMPREHENSION**

**Now** **listen to Tonia and Jay, two only children. They are speaking to Maria Sanchez. Circle the best answer to complete each sentence.**

1. Tonia \_\_ being an only child.

a. likes

b. loves

c. doesn't like

2. Most of Tonia's friends have \_\_\_\_

a. siblings

b. sisters

c. older parents

3. Tonia's mother \_\_\_\_\_\_her decision to Tonia.

a. didn't explain

b. explained

c. isn't going to explain

4. How does Tonia feel about her parents' decision? She \_\_ .

a. understands it and agrees with it

b. understands it but isn't happy about it

c. doesn't understand it

5. Jay and Tonia have \_\_ feelings about being only children.

a. unusual

b. the same

c. different

6. When Jay spends time with his parents, he feels \_\_ .

a. different

b. special

c. uncomfortable

7. Jay and his parents enjoy \_\_ .

a. traveling Jay

b. living in Asia

c. staying home

8. Many of Jay's friends don't like to \_\_ .

a. do things alone

b. spend time with their parents

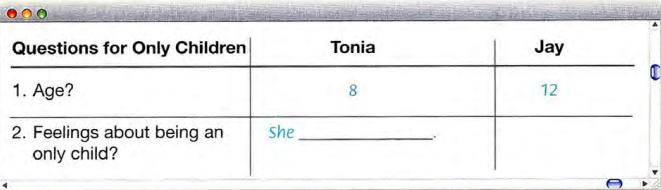
c. cry like a baby

**VIII. LISTENING SKILL**

**USING GRAPHIC ORGANIZERS**

When you listen to a lecture, it's a good idea to take notes so you can remember the information. A chart, or a graphic organizer, can help you to organize the information you hear.

You know that Maria is going to ask Tonia and Jay questions, so it's useful to make a chart to write their answers.

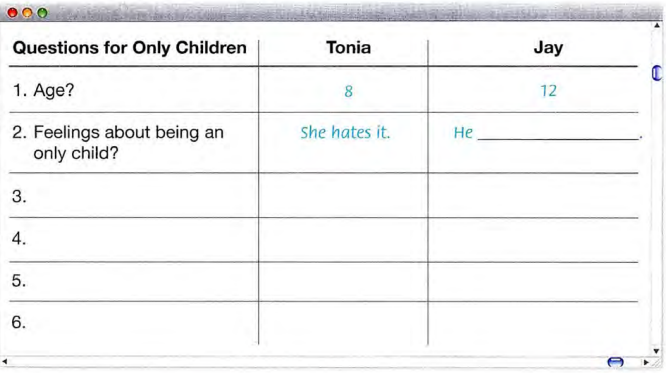


**Listen to the beginning of the excerpt. What is Tonia's answer to question 2? Write her answer under her name in the chart.**

**Example**

The correct answer is: **She hates it**.

**Listen to the rest of the interview. In the chart, write four questions that Maria asks. Then fill in Tonia's and Jay's answers. Compare your chart with a partner's. What did your partner write in the chart? When you finish, compare all the charts with the class**.



**XIX. PRONUNCIATION**

**PRONOUNCING GOING TO**

Native speakers pronounce going to in two ways. Listen to the sentences. How is **going to** pronounced?

A: I'm going to take a vacation next month. (pronounced )

B: I'm going to see you later! (pronounced )

• In formal or careful (slow) speech, use the full form: **going to**

In today's lecture, I'm going to speak about only children.

• In informal or fast speech, use the reduced (short) form: **gonna**

I'm gonna ask my mom if you can come for dinner.

**NOTE:**

1. We do not write **gonna** in formal (academic or business) English. **Gonna** is

written only in very informal writing, such as text messages (SMS).

2. Pronounce **gonna** only when it means "future;' and there is another verb. When going is the only verb in the sentence, you cannot use the reduced form.

**Example**

a. I'm **going to** see you later! ("gonna'' is OK here.)

b. I'm **going to** class now. ("gonna'' is impossible here. You must pronounce it 

3. You can use  (the careful pronunciation) when you speak if it's more comfortable for you.

**Listen to the sentences. Is going to pronounced in the full form or the reduced form (gonna)? Circle the correct answer. First, listen to the examples.**

**Examples**

But my mom said, " \_\_ have another child:'

a. I am not going to

b. I'm not gonna

Today, \_\_ talk about only children.

a. we are going to

b. we're gonna

1. Today, \_\_ meet two families with only children.

a. we are going to

b. we're gonna

2. First, \_\_ talk with Marion and Mark Carter.

a. we are going to

b. we're gonna

3. OK, next, \_\_ talk to the kids!

a. I am going to

b. I'm gonna

4. \_\_ speak to Marion and Mark's daughter, Tonia.

a. I'm going to

b. I'm gonna

5. And this winter, \_\_ go skiing in Europe.

a. we are going to

b. we're gonna