


**TED**TALKS

*Inspiring Communication*

# WORLD ENGLISH **INTRO**

THIRD EDITION

 NATIONAL  
GEOGRAPHIC  
LEARNING

**ON THE COVER**

The city of Guanajuato, Mexico, is known as one of the most beautiful cities in the Americas and was named a World Heritage Site in 1988. Guanajuato is also historically important as the site of the first battle of the Mexican War of Independence. This photo shows an important part of the city center, the Plaza de la Paz.  
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# WORLD ENGLISH

THIRD EDITION

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# WORLD ENGLISH **Intro**

THIRD EDITION

Real People • Real Places • Real Language

John Hughes, Author

Martin Milner, Author



National Geographic Learning,  
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**World English Level Intro: Real People, Real Places,  
Real Language, Third Edition**  
**John Hughes and Martin Milner**

Publisher: Sherrise Roehr

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Cover Image: Trey Ratcliff

Compositor: MPS Limited

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World English 1 ISBN: 978-0-357-11366-0

World English 1 + MyWorldEnglishOnline ISBN: 978-0-357-13019-3

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Thank you to the educators who provided invaluable feedback during the development of the third edition of the *World English* series:

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Unit	Unit Goals	Grammar	Vocabulary
<p><b>1</b> Friends and Family Page 2</p> 	<ul style="list-style-type: none"> <li>• Meet and Introduce People</li> <li>• Spell Names and Words</li> <li>• Describe People</li> <li>• Present Your Family</li> <li>• Give Personal Information</li> </ul>	<p>Present Tense of <i>be</i>  <i>I'm Kim. / They're Maria and Lola.</i>  <i>Be + Adjective</i>  <i>They're young. Is John single?</i>            Questions with <i>be</i> and Short Answers  <b>Are you married?</b>  <i>Yes, I am / No, I'm not.</i></p>	<p>Greetings and Introductions            Names and Spelling            Adjectives to Describe People            Family Members</p>
<p><b>2</b> Jobs around the World Page 16</p> 	<ul style="list-style-type: none"> <li>• Identify Jobs</li> <li>• Ask about Jobs</li> <li>• Talk about Cities and Countries</li> <li>• Compare Jobs</li> <li>• Interview People</li> </ul>	<p>Negative Present of <i>be</i>;            Indefinite Articles  <i>He isn't a doctor. Pat's an artist.</i>  <i>Be + Adjective + Noun</i>  <i>Russia is a big country.</i></p>	<p>Jobs            Numbers            Cities, Countries, and Continents</p>
<p><b>3</b> Houses and Apartments Page 30</p> 	<ul style="list-style-type: none"> <li>• Talk about Rooms</li> <li>• Compare Houses</li> <li>• Say Where Objects Are</li> <li>• Give Your Opinion</li> <li>• Describe Your Home</li> </ul>	<p><i>There is / There are</i>; Singular and Plural Nouns  <b>There are</b> three bedrooms.  <b>Is there</b> a garage?            Prepositions of Place:  <i>in, on, under, next to, between</i>  <i>Your magazine is under your bag.</i></p>	<p>Places in a Home            Furniture and Household Objects</p>
<p><b>4</b> Possessions Page 44</p> 	<ul style="list-style-type: none"> <li>• Ask about Possessions</li> <li>• Present a Special Object</li> <li>• Talk about What You Have</li> <li>• Identify Similarities and Differences</li> <li>• Thank Someone for a Present</li> </ul>	<p>Demonstratives  <i>Are these your books? That is not your bag.</i>            Possession  <i>It's Jim's bag.</i>  <i>Have, Has</i>  <i>She has a phone.</i></p>	<p>Personal Possessions            Opinion Adjectives</p>
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<p><b>6</b> Getting Around Page 72</p> 	<ul style="list-style-type: none"> <li>• Ask For and Give Directions</li> <li>• Create a Tour</li> <li>• Compare Types of Transportation</li> <li>• Plan a Bicycle Day</li> <li>• Give Advice to Travelers</li> </ul>	<p>Prepositions of Place and Movement  <b>Turn left and walk for two blocks.</b>  <i>The hotel is across from the park.</i>  <b>Go up the stairs.</b>  <i>Have to</i>  <i>She has to change buses.</i></p>	<p>Places Around a Town or City            Directions            Ground Transportation</p>

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
Listening for General Understanding and Specific Information: Conversations around School	Meeting People and Introducing Yourself Asking and Answering Questions about Personal Information The Alphabet	A Family of Explorers	Filling Out Personal Information Capital Letters	<b>My Name</b> In this video from National Geographic Learning, author Taiye Selasi talks about her name, what it means, and how it came to be.
Focused Listening and Listening for Specific Information: A Conversation about the Jobs of Two National Geographic Explorers	Asking about Jobs Asking For and Giving Personal Information Interviewing a Classmate Describing Places Around the World Numbers	Women at Work	Writing and Performing an Interview Punctuation Marks	<b>A Contact Job</b> In this video from National Geographic, contact juggler Okotanpe shows off his skills in Tokyo, Japan.
Listening for General Understanding and Specific Details: People Talking about Their Homes	Describing Your Home Saying Where Things Are Syllables and Stressed Syllables	Home Sweet Home?	Writing a Description of Your Home <i>and</i>	<b>A Day in the Life of a Lighthouse Keeper</b> This video from the National Geographic Short Film Showcase follows a day in the life of a lighthouse keeper in Uruguay.
Listening for Specific Information: A Conversation about a Surprising Art Project	Talking about Personal Possessions Talking about Giving Gifts Talking about a Special Object <i>/i/ and /ɪ/ Sounds</i>	My Room	Short Emails and Messages	<b>Tyler Bikes Across America</b> This video shows bicyclist and photographer Tyler Metcalfe's journey across the United States—on his bike.
Listening for General Understanding and Specific Details: A Podcast about the Day of a "Super Commuter"	Asking and Answering Questions about Work or School Activities and Daily Routines Discussing and Giving Advice Falling Intonation on Statements and Information Questions	Screen Time	Writing a To-Do List Lists and Notes	<b>Around the World in 24 Hours</b> This video from National Geographic Learning goes on a journey to see what people are doing around the world at different times of day.
Listening for Specific Information: A Walking Tour of Paraty, Brazil	Asking For and Giving Directions Quizzing Classmates about Your City or Country <i>Yes / No Questions and Short Answers</i>	A City that Bans Cars on Sundays	Writing a Reply to a Message Describing What to Do in Your City Connectors ( <i>and, but, because</i> )	<b>Star Wars on the Subway</b> This video features Improv Everywhere—a group of performers who try to make people laugh and have fun in public places—performing the movie <i>Star Wars</i> ... on the subway.

Unit	Unit Goals	Grammar	Vocabulary
<b>7</b> Free Time Page 86 	<ul style="list-style-type: none"> <li>Identify Activities Happening Now</li> <li>Make a Phone Call</li> <li>Talk about Abilities</li> <li>Explain How to Play Something</li> <li>Interview People</li> </ul>	Present Continuous <i>I'm not watching TV. I'm reading.</i> Can for Ability <i>He can't play the guitar. He can sing.</i>	Pastimes Sports
<b>8</b> Clothes Page 100 	<ul style="list-style-type: none"> <li>Ask about Clothes</li> <li>Buy Clothes</li> <li>Express Likes and Dislikes</li> <li>Talk about Personal Qualities</li> <li>Describe Your Favorites</li> </ul>	Can / Could for Polite Requests <i>Can I try on these shoes?</i> Object Pronouns <i>I love them! / She hates it.</i>	Colors Clothes Likes and Dislikes
<b>9</b> Food Page 114 	<ul style="list-style-type: none"> <li>Order a Meal</li> <li>Plan a Party</li> <li>Describe Your Diet</li> <li>Solve a Problem</li> <li>Explain How To Do Something</li> </ul>	Some and Any <i>There's some ice cream in the fridge.</i> Count and Non-count Nouns; How much / How many <i>How many oranges do we need?</i> <i>How much chocolate do we have?</i>	Food Meals Containers Quantities Food Groups
<b>10</b> Health Page 128 	<ul style="list-style-type: none"> <li>Identify Parts of the Body and Say How You Feel</li> <li>Ask about Health Problems</li> <li>Give Advice on Health Remedies</li> <li>Explain a Process</li> <li>Describe Healthy Living</li> </ul>	Review of Simple Present <i>My back hurts.</i> Feel, Look + Adjective <i>John looks terrible. I feel sick.</i> Should (for advice) <i>You should take an aspirin.</i>	Parts of the Body Common Illnesses and Health Problems Remedies
<b>11</b> Making Plans Page 142 	<ul style="list-style-type: none"> <li>Plan Special Days</li> <li>Describe a National Holiday</li> <li>Make Life Plans</li> <li>Compare Festivals</li> <li>Invite People</li> </ul>	Be going to <i>What are you going to do?</i> <i>We are going to have a party.</i> Would like to for Wishes <i>I would like to be a doctor.</i>	Special Days and Plans Months of the Year Holidays Professions
<b>12</b> On the Move Page 156 	<ul style="list-style-type: none"> <li>Talk about Your Past</li> <li>Ask about the Past</li> <li>Describe a Vacation</li> <li>Compare the Past and Present</li> <li>Give Biographical Information</li> </ul>	Simple Past <i>We went to the mountains.</i> <i>He moved from San Francisco to New York.</i> Simple Past Questions <i>Was he born in 2001?</i> <i>Where did you live?</i>	Verbs + Prepositions of Movement Going on Vacation

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
Listening for Specific Information: Telephone Conversations in Different Contexts	Having a Phone Conversation Asking and Answering Questions to Fill Out an Application Form and Do a Job Interview Connected Speech	Hybrid Sports	Writing a Job Application Form Question Forms (simple present, present continuous, questions with <i>can</i> )	<b>Danny's Challenge</b> This video from National Geographic shows stunt cyclist Danny MacAskill as he does tricks on the streets of Edinburgh, Scotland.
Listening for Specific Details: Listening to People Shopping for Clothes	Describing Clothes Shopping Describing Likes and Dislikes Playing a Game about Your Favorite Things <i>Could you</i>	What Does the Color of Your Clothes Say about You?	Writing about Favorites Paragraphs	<b>A Dress with a Story</b> This video from National Geographic's Short Film Showcase shows a group of women in Sardinia, Italy, who wear and work on one dress for their entire lives.
Listening for Specific Details: Conversation to Confirm a Shopping List for a Party	Planning a Party Talking about Your Diet Discussing a "How To" List <i>And</i>	Food Waste	Writing a "How To" List Giving Examples	<b>Berry Road Trip</b> This video from National Geographic shows the journey that strawberries take from farm to customer, and the resources that this journey requires.
Listening for General Understanding and Specific Details: Describing Symptoms to a Doctor	Describing Symptoms and Illnesses Giving Advice Talking about How to Live a Long and Healthy Life Sound and Spelling	A Life-Saving Delivery	Writing a Paragraph about Mental Health Sequencing and Adding Information	<b>What Makes You Happy?</b> This video from National Geographic shows what makes people happy around the world and spotlights three of the happiest countries: Costa Rica, Denmark, and Singapore.
Listening for General Understanding and Specific Details: Holiday Traditions	Talking about Celebrating Holidays Talking about Life Plans Inviting People to Events <i>Be going to</i> (Reduced Form)	Spring Festivals	Writing an Invitation More Formal and Less Formal Writing	<b>Catching a Hummingbird</b> This video from National Geographic follows photographer Anand Varma as he plans a project to film a hummingbird, and then shows the beautiful result.
Listening for General Understanding and Specific Details: An Interview with Archaeologist Chris Thornton	Describing a Vacation Giving Biographical Information <i>-ed</i> Endings	Humans and Animals on the Move	Writing a Biography Time Expressions and Linking Words	<b>Leaving Antarctica</b> In this video from National Geographic, a man who was born in Antarctica talks about how much it has changed and discusses his reasons for leaving.

# Friends and Family

**Around the world, people have friends and family. They are young and old, and they come from different places.**



Look at the photos and answer the questions.

**1** Are these people young or old?

**2** Who is young in your family? Who is old?



### UNIT 1 GOALS

- A. Meet and Introduce People
- B. Spell Names and Words
- C. Describe People
- D. Present Your Family
- E. Give Personal Information

# A

## GOAL Meet and Introduce People

### Vocabulary

**A**  2 Listen and repeat.

### Greetings



**INFORMAL**

Hi! How's it going?

Great! And you?

OK!

**FORMAL**

Good morning. How are you?

I'm well, thank you. And how are you?

**B** Greet your classmates informally.

**C** Greet your teacher formally.

**D**  3 Listen and repeat.

### Introductions



**INFORMAL**

Hi, Asif. This is my friend, Emily.

Hello, Emily. My name's Asif.

Hi, Asif. How's it going?

**FORMAL**

Hello, my name's Elsa.

Nice to meet you, Elsa. I'm Alan.

Nice to meet you, too, Alan.

#### REAL LANGUAGE

##### Informal greetings and responses

Hi! How's it going?

Great! / Fine. / OK.

##### Formal greetings and responses

Good morning /

afternoon / evening.

How are you?

Fine, / I'm well, thank you.

**E** In pairs, write and practice a formal conversation using these words.

**A:** Hello / name's Hello, my name's ...

**B:** Nice / meet / My name's \_\_\_\_\_

**A:** Nice / meet / too \_\_\_\_\_

**F** In groups of three, practice an informal conversation using these words.

**A:** Hi / This / friend

**B:** Hello / name's

**C:** Hi

## Grammar

Present Tense of <i>be</i>		
Subject Pronoun	<i>Be</i>	
I	<b>am</b>	Kim.
You	<b>are</b>	
He / She	<b>is</b>	
We	<b>are</b>	Lucas and Ed.
They	<b>are</b>	Maria and Claudia.

Contractions with <i>be</i>
I'm
you're
he's / she's
we're
they're


Possessive Adjectives	
<b>My</b>	name is Mario.
<b>Your</b>	name is Rachel.
<b>His</b>	name is Robert.
<b>Her</b>	name is May.
<b>Their</b>	names are Ben and Dan.

**G** Write the correct form of the verb *be*.

- Their names are Julie and Les.
- My name \_\_\_\_\_ Victor.
- I \_\_\_\_\_ Said.
- We \_\_\_\_\_ Rigo and Rosana.
- His name \_\_\_\_\_ Arata.
- Your name \_\_\_\_\_ Yan-Ching.

**H** Unscramble the sentences.

- Ron. / name / My / is My name is Ron.
- Leila. / is / name / Her \_\_\_\_\_
- is / name / Mr. Aoki. / His \_\_\_\_\_
- Chen. / Their / Marcos / names / are / and / \_\_\_\_\_

**I**  4 Listen to the conversation. Which phrases are informal? Which are formal?

**Donna:** Hi, Nick. How's it going?

**Nick:** Great! And you?

**Donna:** Fine.

**Nick:** Donna, this is my friend, Hiroshi.

**Donna:** Nice to meet you, Hiroshi.

**Hiroshi:** Nice to meet you, too, Donna.

**J** Practice the conversation in groups of three.

**K** Practice the conversation again with your own names.



## GOAL CHECK Meet and Introduce People

- In pairs, meet each other and introduce yourselves.
- Stand up. Walk around and meet another pair. Introduce your partner.

Hi! How are you?

Fine, thanks.

Hello. My name's ...

This is ...

Nice to meet you.


# B

## GOAL Spell Names and Words

### Listening

**A**  5 Listen to three conversations. Match the conversation (1–3) to the place (a–c).

- a. In a classroom \_\_\_\_
- b. In an office \_\_\_\_
- c. At a university \_\_\_\_

**B**  5 Complete the questions with the words below. Then listen again and check.

#### REAL LANGUAGE

##### Names

**first name** given name

**last name** surname / family name

**Mr.** a man (single or married)

**Ms.** a woman (single or married)

**Mrs.** a woman (married)

**Miss** a woman (single)

first last name spell word you your

1. What's your \_\_\_\_\_?
2. How do you \_\_\_\_\_ that?
3. What's the English \_\_\_\_\_ for this?
4. Can \_\_\_\_\_ repeat that?
5. What's your \_\_\_\_\_ name?
6. How do I spell \_\_\_\_\_ name?


**C**  5 Listen again. Spell the names and word from the conversation.

1. R O \_ R I \_ U E \_
2. T \_ B \_ E
3. L I \_ J U \_

The entrance of the University of Southern Denmark in Kolding, Denmark



## PRONUNCIATION: The Alphabet

 6 Listen and repeat the letters of the alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**D**  7 Listen to and read the conversation.

**Hussein:** How do I spell your name?

**Tim:** T-I-M.

**Hussein:** T-I-N?

**Tim:** No, T-I-M. That's *T* as in teacher. *I* as in Italy. *M* as in man.

**Hussein:** Thanks.

**Tim:** You're welcome.

### SPEAKING STRATEGY

For words that are hard to spell, you can use words and names of places to be clear. *A as in apple, B as in Brazil, C as in cat.*

**E** In pairs, practice the conversation with your own names.

## Communication

**F** Answer the questions in the first column of the table for yourself. Write your answers in the *Me* column.

	Me	Classmate 1	Classmate 2
What's your first name?			
What's your last name?			
What's your favorite English word?			

**G** In groups of three, take turns asking the questions. Spell your names and favorite words.

What's your ... ?

My first name is ...

How do you spell that?

Can you repeat that?



## GOAL CHECK Spell Names and Words

In pairs, tell your partner about the two classmates in **G**. Say and spell their names and favorite words.

His first name is ...

Her favorite word is ...

You spell it F-R-I-E-N-D.

## Language Expansion: Adjectives

**A** Write the correct word(s) under the photos.

attractive    married / single    old / young    tall / average / short

## WORD FOCUS

He's **attractive**. =  
He's **handsome**.  
She's **attractive**. =  
She's **beautiful**.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_



long black hair

**B** Describe yourself. Underline the correct adjectives.

- I am *old / young* and I'm *single / married*.
- I'm *short / average height / tall* with *short / long* hair.



short gray hair

## Grammar

## Be + Adjective

## Subject + be + Adjective

I	<b>am</b>	young.	Emily	<b>is</b>	young and short.
You	<b>are</b>	tall and handsome.	We	<b>are</b>	married.
John	<b>is</b>	old with gray hair.	They	<b>are</b>	tall with curly, black hair.



curly red hair

**C** In pairs, take turns to describe yourselves. Then describe your classmates.

Use the verb *be* + adjectives and the word *with* + *long / short / curly* to describe hair.

I am young with long, red hair.

David is tall and handsome.

She's young and single with short, blond hair.



long blond hair

**D** Describe a student to the class. The class guesses the student.

He's tall with short, brown hair.

It's Miguel.

Correct!



short brown hair

Questions with <i>be</i>			Short Answers	
<b>Are</b>	you	married?	Yes, I <b>am</b> .	No, I' <b>m not</b> .
<b>Is</b>	he / she	tall?	Yes, he / she <b>is</b> .	No, he / she <b>isn't</b> . No, he' <b>s</b> / she' <b>s not</b> .
<b>Are</b>	they	single?	Yes, they <b>are</b> .	No, they' <b>re not</b> . No, they <b>aren't</b> .

**E** Match the questions to the answers.

- |                                 |   |
|---------------------------------|---|
| 1. Is your friend tall? _____   | <b>a.</b> Yes, she is.                    |
| 2. Is Emma tall? _____          | <b>b.</b> No, he isn't. He's short.       |
| 3. Are you single? _____        | <b>c.</b> No, they're not. They're young. |
| 4. Are your teachers old? _____ | <b>d.</b> Yes, I am.                      |

**F** Fill in the blanks with a question or an answer.

- Q:** Is she short \_\_\_\_\_?

**A:** No, she isn't. She's tall.
- Q:** \_\_\_\_\_?

**A:** No, she isn't. She is short with blond hair.
- Q:** Is Alicia attractive?

**A:** \_\_\_\_\_.
- Q:** \_\_\_\_\_?

**A:** Yes, she is. Her husband's name is Marco.

## Conversation

**G**  8 Listen to the conversation. Then practice the conversation in pairs.

- Ana:** Who's this in the photo?  
**Carol:** It's a friend in my class.  
**Ana:** What's his name?  
**Carol:** Richard.  
**Ana:** He's handsome! Is he married?  
**Carol:** Yes, he is!

**H** Change the underlined words and make a new conversation.

### SPEAKING STRATEGY

**Ask about Other People**  
 Who's this?  
 Who are they?  
 What's his / her name?  
 What are their names?  
 Is he / she ...?  
 Are they ...?

## GOAL CHECK Describe People

In pairs, write the names or show photos of three people (friends or famous people). Take turns to ask questions about the people and describe them.

# D

## GOAL Present Your Family

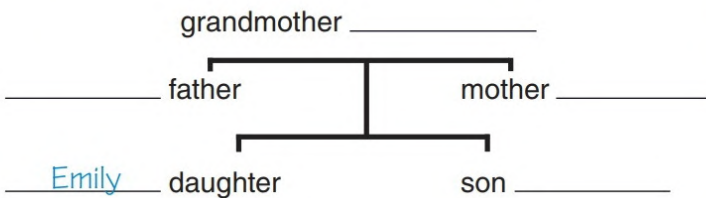
### Reading


**A** Read the article. Circle **Y** for yes or **N** for *no*.

- |  |          |          |
|--|----------|----------|
| 1. Is Emily a teacher?                     | <b>Y</b> | <b>N</b> |
| 2. Is Emily from California?               | <b>Y</b> | <b>N</b> |
| 3. Is Mary a scientist and an explorer?    | <b>Y</b> | <b>N</b> |
| 4. Is Dorothy a friend?                    | <b>Y</b> | <b>N</b> |
| 5. Is Doctor Nigel Hughes with the family? | <b>Y</b> | <b>N</b> |
| 6. Is he a scientist and an explorer?      | <b>Y</b> | <b>N</b> |

**B** Match the names to the family tree.

Dorothy Emily Ian Mary Nigel



**C**  10 Listen and repeat the family words. Then answer the questions.

brother    daughter    father    granddaughter  
 grandfather    grandmother    grandson    husband  
 mother    sister    son    wife

- Is each family member a man or a woman? Make two lists in your notebook.
- Match the opposites. *husband / wife*

**D** Complete these sentences about Emily's family.

- Ian is Emily's \_\_\_\_\_.
- Mary is Nigel's \_\_\_\_\_.
- Dorothy is Mary's \_\_\_\_\_.
- Emily is Dorothy's \_\_\_\_\_.

### ✓ GOAL CHECK

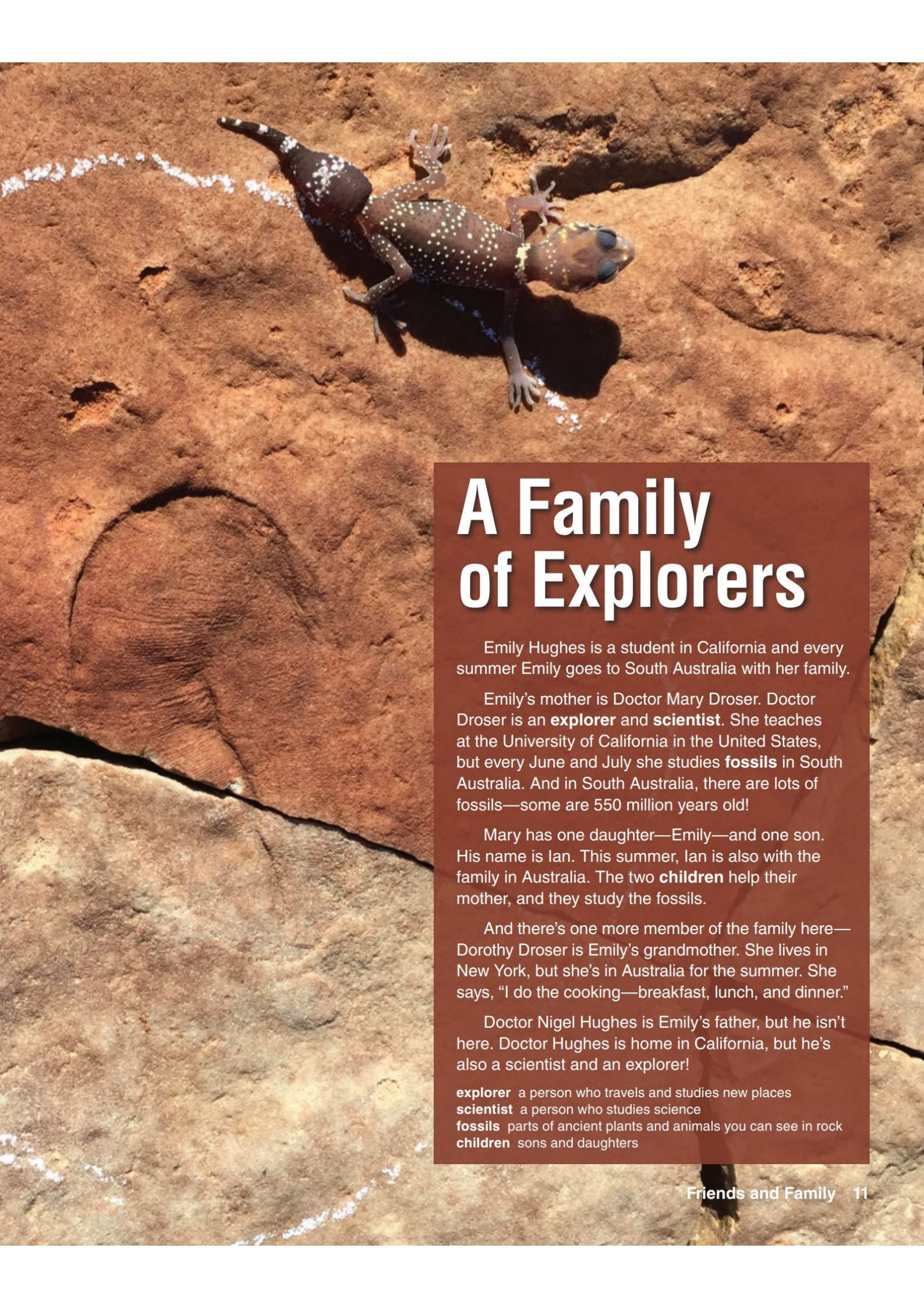
- Draw and label your family tree. Then present your family to a partner.

This is my family.

This is my sister. She's ...



A gecko is next to a fossil of Dickinsonia, one of Earth's first animals, in this photo by Dr. Mary Droser.



# A Family of Explorers

Emily Hughes is a student in California and every summer Emily goes to South Australia with her family.

Emily's mother is Doctor Mary Droser. Doctor Droser is an **explorer** and **scientist**. She teaches at the University of California in the United States, but every June and July she studies **fossils** in South Australia. And in South Australia, there are lots of fossils—some are 550 million years old!

Mary has one daughter—Emily—and one son. His name is Ian. This summer, Ian is also with the family in Australia. The two **children** help their mother, and they study the fossils.

And there's one more member of the family here—Dorothy Droser is Emily's grandmother. She lives in New York, but she's in Australia for the summer. She says, "I do the cooking—breakfast, lunch, and dinner."

Doctor Nigel Hughes is Emily's father, but he isn't here. Doctor Hughes is home in California, but he's also a scientist and an explorer!

**explorer** a person who travels and studies new places

**scientist** a person who studies science

**fossils** parts of ancient plants and animals you can see in rock

**children** sons and daughters

# E

## GOAL Give Personal Information

### Communication

**A** Look at the personal information. Is each ...

- a passport?
- a business card?
- an ID card?
- a social media profile?
- a driver's license?



**B MY WORLD** What types of personal information are ...

- with you?
- at home?
- online?

**C** In pairs, write questions about Mateo with the words in the table. Student A asks five questions. Student B answers the questions. Then switch roles and ask five more questions.

What	's	his	last name? nationality?
	are		date of birth? interests?
			address? phone number?
			gender? passport number?
			job? marital status?
			favorite types of food?

**D** Now ask five questions about each other. Use the questions in **C** as a model.

What's your job?

What are your interests?

## Writing

**E** Read the information in the box.

### WRITING SKILL: Capital Letters

Use capital letters with these words:

Titles and names: *Mr. Torres*

Countries: *Paraguay*

Cities and places: *Asunción*

Nationalities and languages: *Spanish*

Days and months: *Monday, March*

Use a capital letter at the beginning of a sentence:

Write: My name's Mateo. ✓

Don't write: my name's mateo. ✗

**F** Correct these sentences.

1. my name's maria. \_\_\_\_\_
2. I'm from new york. \_\_\_\_\_
3. asunción is in paraguay. \_\_\_\_\_
4. is he english? \_\_\_\_\_
5. My date of birth is december 1, 1999. \_\_\_\_\_
6. are you doctor jones? \_\_\_\_\_



## GOAL CHECK Give Personal Information

1. Write your personal information (or make some up).

Title	
First name	
Last name	
Address	
Country	
Phone number	
Date of birth	
Gender	
Interests	
Favorite types of food	

2. In pairs, exchange your profiles and read the information. Are the capital letters correct?

# VIDEO JOURNAL MY NAME

**A** Watch Part One of the video. What two questions are asked?

1. What's \_\_\_\_\_? Do you have \_\_\_\_\_?

**B** Watch Part One again. Check (✓) the people in the table.

	Says name	Says mother's name	Says father's name	Says nickname
Man 1	✓			
Man 2	✓			
Woman 1				
Man 3				
Woman 2				
Man 4				

**C** In pairs, ask and answer the questions in **A**.

**D** Watch Part Two of the video. Match to complete the sentences about Taiye's name.

1. Taiye Selasi a                      a. is her name now.  
 2. Eyi \_\_\_\_\_                      b. means "first twin" in her mother's language.  
 3. Taiye \_\_\_\_\_                      c. is her middle name.  
 4. Selasi \_\_\_\_\_                      d. means "first twin" in her father's language.  
 5. Tuakli \_\_\_\_\_                      e. is her father's last name.  
 6. Wosornu \_\_\_\_\_                      f. is her mother's last name.

**E** Watch Part Three of the video. Put the events from Taiye's life in the correct order.

- \_\_\_\_\_ Her mother marries Doctor Williams when she is three.  
1 Born in London as Eyi Taiye Selasi Tuakli Wosornu.  
 \_\_\_\_\_ Her parents separate when she is one.  
 \_\_\_\_\_ Now her name is Taiye Selasi.  
 \_\_\_\_\_ Years later, her mother and stepfather separate.

**F** Write all of your names. Show them to a partner and answer these questions.

1. Are the names from your mother?                      4. Are the names nicknames?  
 2. Are the names from your father?                      5. Is your name different now than in  
 3. Are the names from other family members?                      the past?

**G** Tell your partner the names of people in your family.

My mother's name is ...

My brother's middle name is ...



Writer and photographer  
Taiye Selasi

UNIT  
**2**

# Jobs around the World

Dembo is a baker from Gambia. He now works in Italy.



Look at the photo and answer the questions.

1 What is Dembo's job? Where is he from?

2 What jobs are popular in your country?




- UNIT 2 GOALS**
- A. Identify Jobs
  - B. Ask about Jobs
  - C. Talk about Cities and Countries
  - D. Compare Jobs
  - E. Interview People

# A

## GOAL Identify Jobs

### Vocabulary

**A**  11 What are the jobs? Listen and label the photos with words from the box.

architect   artist   banker   chef   doctor   **engineer**   taxi driver   teacher



1. Jane: engineer



2. Eun: \_\_\_\_\_



3. Oscar: \_\_\_\_\_



4. Dae-Jung: \_\_\_\_\_



5. Jim: \_\_\_\_\_



6. Hannah: \_\_\_\_\_



7. Harvey: \_\_\_\_\_



8. Sofia: \_\_\_\_\_

### WORD FOCUS

**inside** in a building

**outside** not in a building

I work **in an office**. = inside


I work **in a park**. = outside

**B** Which job(s) in **A** is / are ...

- in a car? a taxi driver
- in a school? \_\_\_\_\_
- in a hospital? \_\_\_\_\_
- in a restaurant? \_\_\_\_\_
- in an office? \_\_\_\_\_
- outside? \_\_\_\_\_

### Grammar


Negative Present of <i>be</i> ; Indefinite Articles			
Contractions		Indefinite Articles	
I'm not	OR	<b>a</b> chef. <b>an</b> artist.  artists.	
You're not			You aren't
He's / She's not			He / She isn't
We're / They're not			We / They aren't
*We use <b>a</b> before a consonant sound. *We use <b>an</b> before a vowel sound.			

**C**  12 Look at the photos in **A**. Listen and fill in the blanks with *is* or *is not*. Then listen and check your answers.

1. Jim is a taxi driver. He is not a doctor.
2. Oscar \_\_\_\_\_ a teacher. He \_\_\_\_\_ an architect.
3. Sofia \_\_\_\_\_ an architect. She \_\_\_\_\_ a doctor.
4. Dae-Jung \_\_\_\_\_ an engineer. He \_\_\_\_\_ a chef.
5. Eun \_\_\_\_\_ a banker. He \_\_\_\_\_ an artist.

**D** Fill in the blanks with *a* or *an*. Then look at the people in **A**. Circle **T** for *true* or **F** for *false*.

1. Hannah is a taxi driver.      **T**    **F**
2. Jane is \_\_\_\_\_ engineer.      **T**    **F**
3. Dae-Jung is \_\_\_\_\_ artist.      **T**    **F**
4. Eun is not \_\_\_\_\_ doctor.      **T**    **F**
5. Harvey is not \_\_\_\_\_ architect.      **T**    **F**

**E**  13 Listen to the conversation. What are Mary and Laura's new jobs?

**Mary:** Hi Laura. How's life?

**Laura:** Fine, thanks. How's your new job?

**Mary:** Great. I'm a teacher in a school with young children.

**Laura:** Wow! Is it interesting?

**Mary:** Yes, very. What about you? Are you still a student?

**Laura:** No, I'm not. I'm a chef now.

**Mary:** Really? Where?

**Laura:** In a restaurant downtown.

**REAL LANGUAGE**

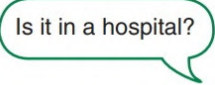
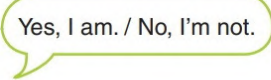
To show surprise, we can say:  
 formal  $\longleftrightarrow$  informal  
*Really? Amazing! Wow!*

**F** Practice the conversation in pairs. Switch roles and practice it again.

**G** Change the underlined words and make a new conversation.

 **GOAL CHECK Identify Jobs**

Choose a job in **A**. In pairs, ask and answer questions to guess each other's jobs.

 Is it in a hospital?	 Are you a chef?
 Yes, it is. / No, it isn't.	 Yes, I am. / No, I'm not.

# B

## GOAL Ask about Jobs

**A** Look at the photos of two people. What are their jobs?



**B** 14 Listen and complete the information.

Name: Joe G. _____	Name: Hannah Reyes Morales
Age: _____ years old	Age: _____ years old
Job: _____	Job: _____
Country: Canada	Country: The Philippines
Is his job interesting? Yes / No	Is her job interesting? Yes / No

**C** Are these jobs interesting to you? Why?

Photographer is an interesting job. You travel around the world!

**D** In pairs, take turns reading the numbers in English.

### Numbers

<b>0</b> zero	<b>10</b> ten	<b>20</b> twenty	<b>30</b> thirty
<b>1</b> one	<b>11</b> eleven	<b>21</b> twenty-one	<b>40</b> forty
<b>2</b> two	<b>12</b> twelve	<b>22</b> twenty-two	<b>50</b> fifty
<b>3</b> three	<b>13</b> thirteen	<b>23</b> twenty-three	<b>60</b> sixty
<b>4</b> four	<b>14</b> fourteen	<b>24</b> twenty-four	<b>70</b> seventy
<b>5</b> five	<b>15</b> fifteen	<b>25</b> twenty-five	<b>80</b> eighty
<b>6</b> six	<b>16</b> sixteen	<b>26</b> twenty-six	<b>90</b> ninety
<b>7</b> seven	<b>17</b> seventeen	<b>27</b> twenty-seven	<b>100</b> one hundred
<b>8</b> eight	<b>18</b> eighteen	<b>28</b> twenty-eight	<b>101</b> one hundred and one
<b>9</b> nine	<b>19</b> nineteen	<b>29</b> twenty-nine	

## PRONUNCIATION: Numbers

Listen to the stress in the “teen” (e.g., 13, 14, 15) and “ten” (e.g., 30, 40, 50) forms of a number. For teen numbers, the stress is on the second syllable. For ten numbers, the stress is on the first syllable.

sixteen – sixty

### E 15 Listen and circle what you hear.

1. six      sixteen      sixty      4. seven      seventeen      seventy
2. four      fourteen      forty      5. eight      eighteen      eighty
3. three      thirteen      thirty

### F 16 Listen to this description and write numbers from E.

My name's Rafael and I'm (1) \_\_\_\_\_ years old. I'm a college student. I study science and there are (2) \_\_\_\_\_ students in my class. I live with my father, my grandmother, and my (3) \_\_\_\_\_ sisters. My father is a teacher and he's (4) \_\_\_\_\_ years old. My grandmother is (5) \_\_\_\_\_ years old. She's a doctor and she still works!

### G Complete these sentences about you with a number.

1. I'm \_\_\_\_\_ years old.
2. I have \_\_\_\_\_ brothers and sisters.
3. There are \_\_\_\_\_ students in my class.

### H Read your sentences aloud in pairs. Write down your partner's numbers for items 1 and 2.



## GOAL CHECK Ask about Jobs

1. Read the questions and write your answers. Then ask two classmates the questions. Write their answers.

	Me	Classmate 1	Classmate 2
What's your name?			
How old are you?			
What's your (dream) job?			
Is it interesting?			

2. Tell a partner about your two classmates above.

Jason is 27 years old and he's a chef.

His job is interesting.

## Language Expansion: Cities, Countries, and Continents

**A** Read about the National Geographic Society. Answer the questions.

1. Is it big or small?
2. Where is its headquarters?
3. Where are the other offices?
4. What jobs are there?

### The National Geographic Society

The National Geographic Society is a big organization. Its headquarters is in Washington, DC, the capital city of the United States. There are six more offices on four continents. Lots of people work with the National Geographic Society, such as photographers, explorers, and scientists.



### WORD FOCUS

**organization** a large group of people with one goal  
**headquarters** most important office

**B** Write the missing city, country, or continent from the map.

1. I'm from the UK and my office is in London.
2. china is in Asia. There are two offices. I'm in the office in Hong Kong.
3. rwanda is in the middle of Africa. The capital city is Kigali.
4. We're from korea. Seoul is the capital.
5. mexico city is a big city. It's the capital city of Mexico.
6. I'm from South America, but my job is in the US in north america.

**C** Match the cities to the countries and continents.

Cities	Countries	Continents
São Paulo	Italy	South America
Milan	Brazil	Asia
Jakarta	Indonesia	North America
Vancouver	UAE	Middle East
Dubai	Canada	Europe

**D MY WORLD** What is your town or city? Country? Continent?

**E** In small groups, play a game: One student says a city. The others guess the country and continent. You get one point for each. Then another student says a city.

Santiago.

Chile ... in South America!

Correct. Two points!

## Grammar

Be + Adjective + Noun		
Statement	Question	Answer
Africa <b>is</b> a big continent.	<b>Is</b> the United Kingdom a big country?	No, it <b>isn't</b> . It's a small country.
Paris <b>is</b> a beautiful city.	<b>Is</b> Apple a big company?	Yes, it <b>is</b> .

**F** Match the question to the answer.

- |  |   |
|--|---|
| 1. Is China a big country? <u>b</u>      | a. No, it isn't. It's a big company.            |
| 2. Is Rome an interesting city? <u>d</u> | b. Yes, it is. There are over 1 billion people. |
| 3. Is Apple a small company? <u>a</u>    | c. No, I'm not. I'm at Oxford. It's big!        |
| 4. Are you at a small college? <u>c</u>  | d. Yes, it is. It's also a very old city!       |

**G** In pairs, ask and answer questions with these words.

- |  |                               |
|--|-------------------------------|
| 1. Are you from / interesting country? | 3. Are / from / old city?     |
| 2. Are / from / big city?              | 4. Are / from / small school? |

### SPEAKING STRATEGY

#### Say Where You are From

Where are you from?  
I'm from ...  
Are you a (teacher)?  
Are you from (China)?  
Is it a (town / city / country)?  
It's in / near (Egypt / Cairo).

## Conversation

**H**  17 Where is each person from? Practice the conversation in pairs.

- Chris:** Hi, I'm Chris. I work with a computer company.  
**Mohamed:** Nice to meet you, Chris. My name's Mohamed.  
**Chris:** Where are you from, Mohamed?  
**Mohamed:** I'm from Egypt.  
**Chris:** Really? Are you from Cairo?  
**Mohamed:** Yes, I am.  
**Chris:** Oh, it's a beautiful city!  
**Mohamed:** Yes, it is. And very old. What about you?  
**Chris:** I'm from Washington, DC. It's a beautiful city, but it isn't old like Cairo.



## GOAL CHECK Talk about Cities and Countries

- Choose a famous person. Write down his or her job, city, country, and continent.
- Work in pairs. Pretend to be your famous person. Then guess your partner's person.
  - Meet the other person and say your person's name and job.
  - Ask where the other person is from.
  - Ask about their town / city / country.

## D GOAL Compare Jobs

### Reading

**A** Look at the photo. Where do you think the woman and her daughter are from?

**B** Read paragraph 1. Answer the questions.

1. What is Alison's job?
2. Where is she from?
3. Where is her job?
4. Are most of her photographs of men?

**C** Read paragraph 2. Where do the women ...

1. cook food?
2. make clothes?
3. help people?

**D** Read paragraph 3. Underline the correct words to complete the sentences.

1. Abau *is / isn't* from South Sudan.
2. She *makes / buys* clothes.
3. Abau works *at home / in a factory*.

### ✓ GOAL CHECK

1. Compare the jobs in pairs. Check (✓) the words for each job in the table.

	Photographer	Doctor	Farmer
works outside	✓		✓
travels a lot	✓		
works a lot of hours			✓
makes something	✓	✓	✓
helps people		✓	
is interesting	✓		✓

2. Choose two more jobs and compare them. Use the words in the table.

A photographer works outside, but a nurse works inside.

Both are interesting jobs.

# WOMEN AT WORK

1 Alison Wright is a photographer. She's from New York, but she works all over the world. She takes photographs for National Geographic and for **humanitarian aid organizations** on different continents—Africa, Asia, South America, and in regions like the Middle East. Lots of her photographs are of women and children.

2 The photo on this page is from a group of photos by Alison. They show “Women at Work.” They are photos of women—they cook food or have small businesses at home, and work other jobs like farming, making clothes in factories, or work at hospitals.



3 The photo shows 26-year-old Abau Flora and her daughter. They are from Juba, in South Sudan. Abau has a business—she makes clothes in her home with a sewing machine. Her sewing machine is from an aid organization. With her business, she makes money and helps support her family.

4 The women in the photos Alison takes do many jobs. They all have one thing in common, though: they work hard to create a better future.

**humanitarian aid organization** an organization that helps people

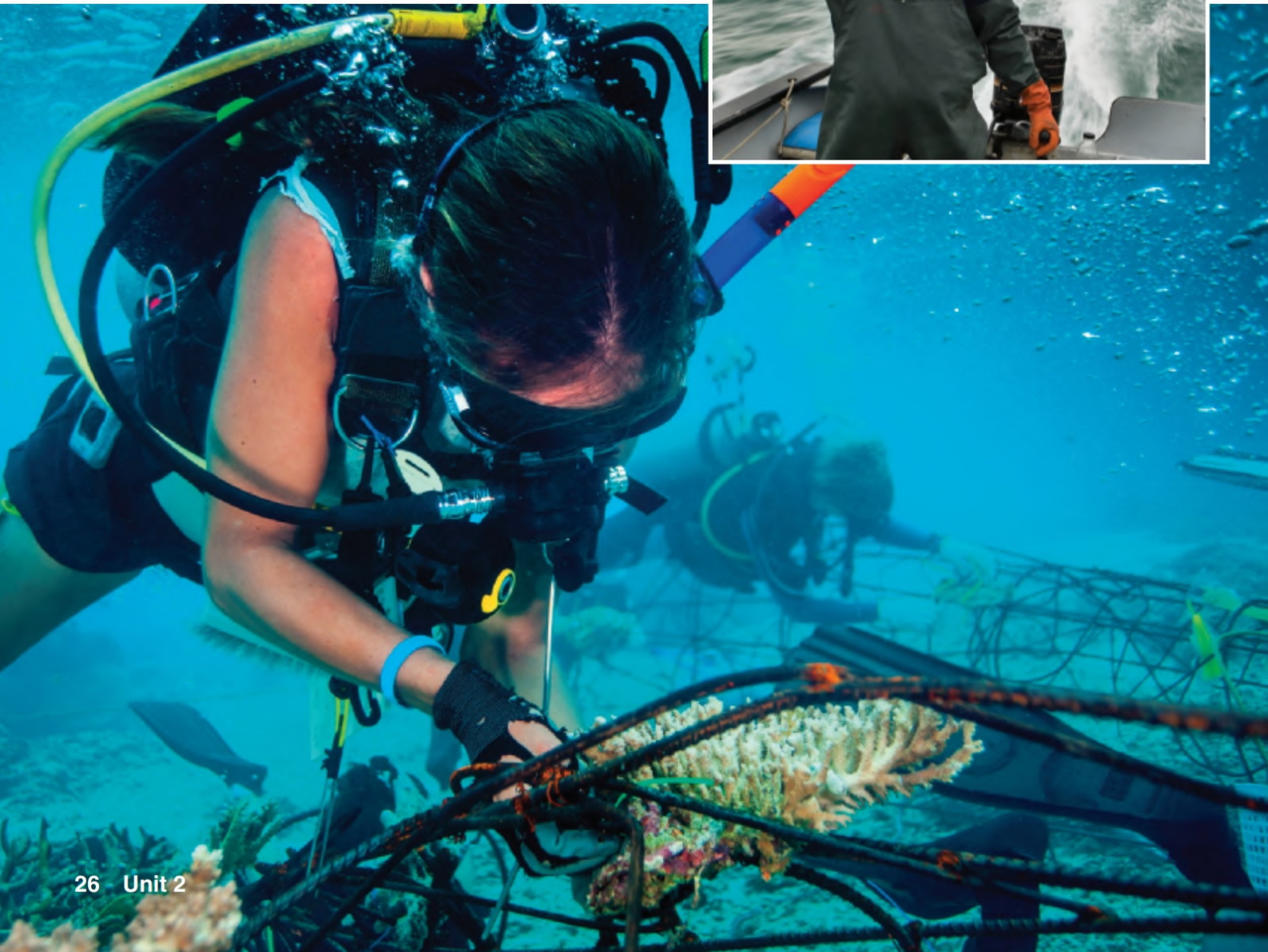


# E

## GOAL Interview People

### Communication

- A** Write five jobs you know. You can use a dictionary to write new jobs (that are not in this unit).
- B** In pairs, compare your lists. In your opinion, which jobs are interesting? Which jobs are boring?
- C** Look at the photos of Intan and Henry. Answer the questions in pairs.
1. Where do you think these people are from?
  2. What are their jobs?
  3. Are they old or young?
  4. Are their jobs interesting?
  5. Are they inside or outside?



## Writing

### WRITING SKILL: Punctuation Marks

Use **a period** at the end of a sentence. *I am from Brazil.*

Use **a question mark** at the end of a question. *Are you from Brazil?*

Use **an apostrophe** with contracted forms. *I'm from Brazil.*

Use **a comma** with short answers. *Yes, I am.*

Use **an exclamation mark** to show excitement. *I love my job!*

**D** Read an interview with Intan. Circle all of the punctuation marks.

**A:** What's your name?

**B:** My name's Intan.

**A:** Where are you from?

**B:** I'm from Indonesia.

**A:** What's your job?

**B:** I'm an ocean diver.

**A:** Is your job interesting?

**B:** Yes, it is. But it's also dangerous!

**E** Read an interview with Henry. Add the punctuation.

**A:** Whats your name \_\_\_\_\_

**B:** My names Henry \_\_\_\_\_

**A:** Where are you from \_\_\_\_\_

**B:** Im from the US \_\_\_\_\_

**A:** Whats your job \_\_\_\_\_

**B:** Im a fisherman \_\_\_\_\_

**A:** Is your job easy \_\_\_\_\_

**B:** No it isnt Its very difficult \_\_\_\_\_

**A:** Is it interesting \_\_\_\_\_

**B:** Yes it is \_\_\_\_\_



### GOAL CHECK Interview People

1. Interview a classmate, friend, or family member. Ask four or five questions. For example, you can ask questions about where they live, what they do, where they are from, etc.
2. Write the interview down.
3. Exchange interviews with a partner. Is the punctuation correct?

# VIDEO JOURNAL

## A CONTACT JOB

**A** Look at the small photo. What's his job? Where is his job?



Street performers are musicians, jugglers, and artists. This man is a juggler.

**B** Are there street performers in your town or city? Are they interesting?

**C** Watch the video and answer the questions.

1. Which city is he in?
2. Is Okotanpe a musician?
3. Where is his job?
4. Is it a difficult job?

**D** What is the difference between a juggler and a "contact juggler"? Where are the balls?

**E** Underline the correct words. Then watch the video again to check your answers.

1. There are *thirteen* / *thirty* million people in Tokyo.
2. Tokyo is a *small* / *big* city.
3. The ball is *soft* / *hard* plastic.
4. It's *boring* / *interesting* for the people in the street.
5. Okotanpe *is* / *isn't* popular.
6. Okotanpe uses *four* / *fourteen* balls.



**F** Write five questions for Okotanpe (e.g., *Where is your job? Is it easy?*).

**G** Work in pairs.

**Student A:** Ask your questions from **F**.

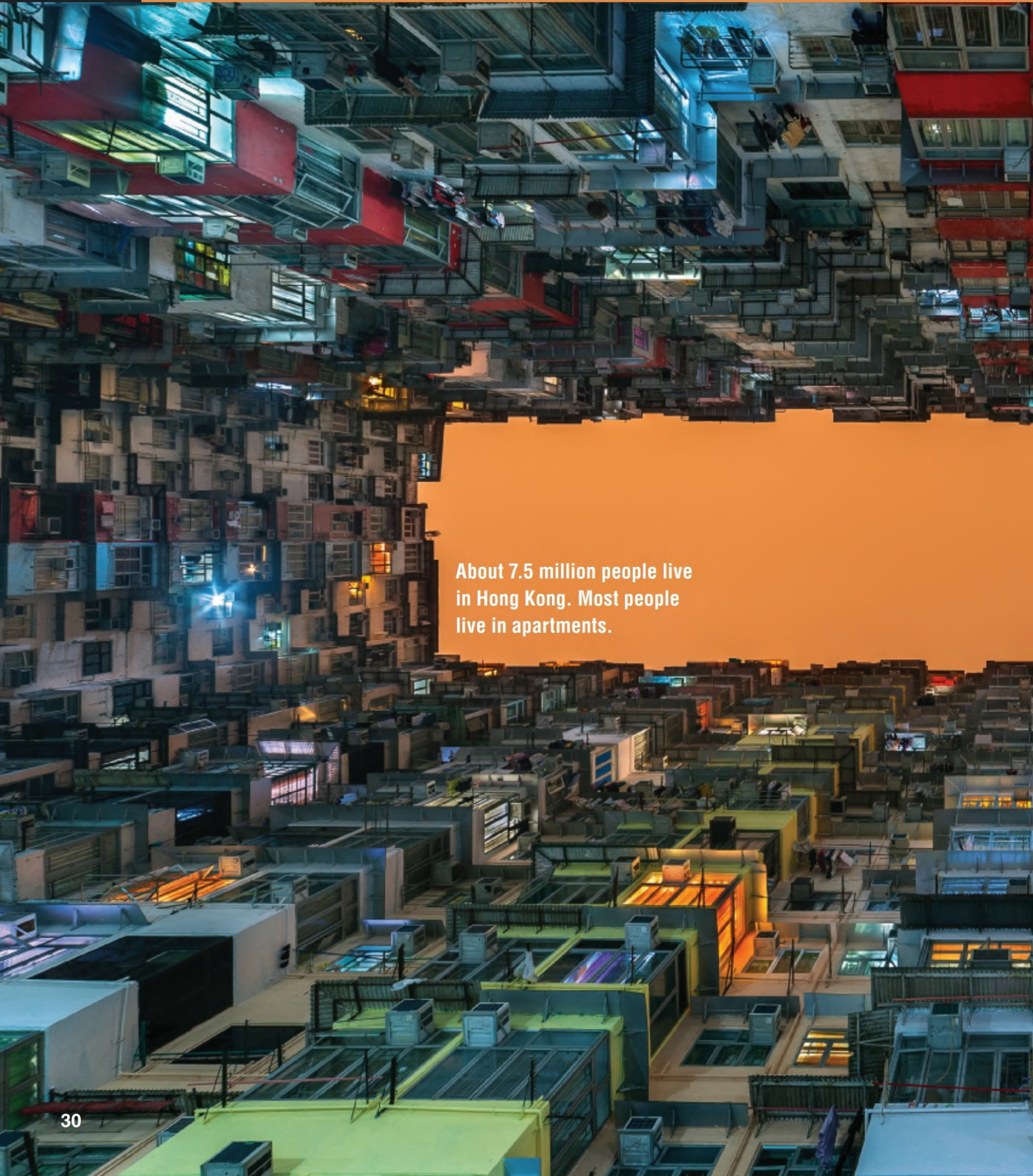
**Student B:** You are Okotanpe. Answer the questions.

Switch roles and ask your questions.

Contact juggler  
Okotanpe

UNIT  
**3**

# Houses and Apartments



About 7.5 million people live  
in Hong Kong. Most people  
live in apartments.

Look at the photo and answer the questions.

1 Are these apartments or houses? Where are they?

2 In your town or city, are most people in apartments or houses?



### UNIT 3 GOALS

- A. Talk about Rooms
- B. Compare Houses
- C. Say Where Objects Are
- D. Give Your Opinion
- E. Describe Your Home

# A

## GOAL Talk about Rooms

### Vocabulary

**A** Match the words to the apartment. Write each letter in the correct place. For *bedroom, door, and window*, there is more than one correct answer.

- a. balcony    b. bathroom    c. bedroom    d. closet    e. dining room  
 f. door    g. hall    h. kitchen    i. living room    j. window



**B** Write the name of the room(s) where you do these activities.

1. cook food \_\_\_\_\_
2. eat food \_\_\_\_\_
3. watch TV \_\_\_\_\_
4. sleep \_\_\_\_\_
5. take a bath \_\_\_\_\_
6. put clothes away \_\_\_\_\_

#### WORD FOCUS

**home** the house or apartment you live in

**C MY WORLD** What is your favorite room in your home? Why?

My bedroom is my favorite room. I sleep in it!

The living room. I watch TV with my family.

### Grammar

There is / There are		
Statement	Question	Answers
There is a kitchen.	Is there a closet?	Yes, <b>there is</b> . No, <b>there isn't</b> .
There are three bedrooms.	Are there two bathrooms?	Yes, <b>there are</b> . No, <b>there aren't</b> .

\*The contraction of *There is* = *There's*

Singular Nouns	Plural Nouns
1 house 1 bedroom	2 houses 2 bedrooms
*Add an -s to the end of the word to make it plural.	


**D** Complete the sentences with the correct form of *there is* or *there are*.

- \_\_\_\_\_ a kitchen.
- \_\_\_\_\_ four windows.
- \_\_\_\_\_ a living room?
- \_\_\_\_\_ two bathrooms?
- A:** Are there two dining rooms?  
**B:** No, \_\_\_\_\_. There's one.

**E** Put the words in the correct order.

- 's / There / a / dining room. / big \_\_\_\_\_
- a / isn't / There / balcony. \_\_\_\_\_
- two / Are / kitchens? / there \_\_\_\_\_
- are / two / bedrooms. / small / There \_\_\_\_\_
- a / there / Is / hall? \_\_\_\_\_

## Conversation

**F**  19 Write the correct form of *be* in this conversation. Then listen and check your answers.

**Realtor:** What about this apartment?

**Client:** (1) \_\_\_\_\_ it a big apartment?

**Realtor:** Yes. There (2) \_\_\_\_\_ three bedrooms.

**Client:** And bathrooms?

**Realtor:** There (3) \_\_\_\_\_ one bathroom.

**Client:** (4) \_\_\_\_\_ there a balcony?

**Realtor:** No, there (5) \_\_\_\_\_. But there (6) \_\_\_\_\_ a living room with a big window.

### WORD FOCUS

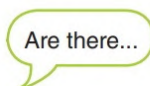
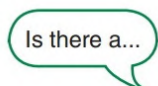
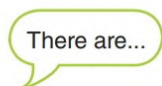
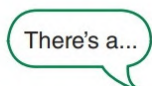
A **realtor** sells houses and apartments. A **client** buys them.

**G** Practice the conversation in pairs. Switch roles and practice again.



## GOAL CHECK Talk about Rooms

- Draw a floor plan of your home with the rooms, doors, and windows.
- In pairs, talk about the rooms in your home and ask questions.



# B

## GOAL Compare Houses



### Listening

**A** What do you see in the photos of the apartments and houses? Check (✓) the words.

	Apartments	Houses
Balcony	✓	
Windows		
Two floors		
Lots of floors		
Doors		
Front yard		
Roof		

#### WORD FOCUS

In houses, people go **upstairs** and **downstairs**. In apartment buildings, people take the **stairs** or the **elevator**.

**B** 20 Listen to two people. Which photos are they in?

**C** Read the sentences. Circle **T** for *true* or **F** for *false*.

- |  |   |   |
|--|---|---|
| 1. Antonio is from Mexico.                     | T | F |
| 2. His house is old.                           | T | F |
| 3. The car is in the front yard.               | T | F |
| 4. His favorite place is the roof.             | T | F |
| 5. Lily is eighty years old.                   | T | F |
| 6. Her apartment building is different colors. | T | F |
| 7. Lily takes the stairs to her apartment.     | T | F |
| 8. Her apartment is big.                       | T | F |

## PRONUNCIATION: Syllables and Stressed Syllables

**21** A syllable is a part of a word. Each syllable has one vowel sound. When a word has more than one syllable, we usually stress one. Listen to the syllables and the stress (underlined) in these words.

house (1 syllable)      bedroom (2 syllables)      apartment (3 syllables)

**D** **22** Listen to the word. Write the number of syllables it has and underline the stressed syllable.

kitchen 2      stairs \_\_\_\_\_      floor \_\_\_\_\_      elevator \_\_\_\_\_

yard \_\_\_\_\_      balcony \_\_\_\_\_      window \_\_\_\_\_

bathroom \_\_\_\_\_      roof \_\_\_\_\_

**E** **22** Listen again and repeat the words.



## GOAL CHECK Compare Houses

In pairs, describe and compare the houses. What is similar? What is different?




There are two doors in this house.



**GOAL** Say Where Objects Are

**Language Expansion: Furniture and Household Objects**

**A**  23 Listen and repeat the words for household objects.



lamp



chair



TV



table



armchair



stove



refrigerator



bookcase



sofa



microwave



coffee table



shower



sink



bed



toilet

**B** Write the furniture and household objects in the correct column. You may write some objects in more than one room.

Kitchen	Dining room	Living room	Bedroom	Bathroom
stove				

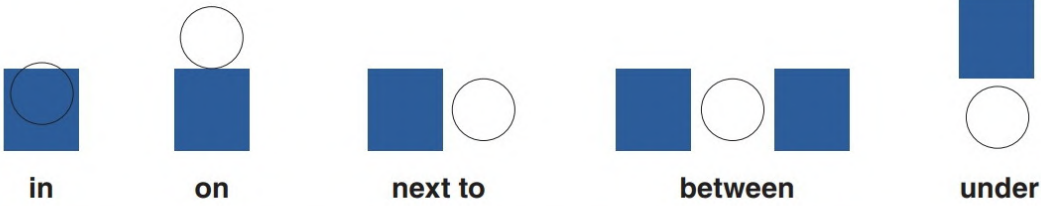
**C MY WORLD** Answer the questions in pairs.

- Which furniture and objects are in your home?
- How many are there?

There are two TVs. One is in the kitchen, and one is in the living room.

## Grammar

### Prepositions of Place



**D** Complete each sentence with a preposition.

1. There's food \_\_\_\_\_ the refrigerator.
2. There's a lamp \_\_\_\_\_ the table.
3. The armchair is \_\_\_\_\_ the sofa.
4. My bedroom is \_\_\_\_\_ my parents' bedroom and my sister's bedroom.

## Conversation

**E** 24 Listen to the conversation. Where are Tracey's keys?

**Tracey:** Where are my keys?

**Kevin:** Are they on the table in the hall?

**Tracey:** No, they aren't. And they aren't on the kitchen table.

**Kevin:** What about in your bag?

**Tracey:** No, they aren't there.

**Kevin:** Here they are! On the coffee table. Next to the lamp.

**F** Practice the conversation in pairs. Switch roles and practice it again. Then change the underlined words and make a new conversation.

### SPEAKING STRATEGY

**Talk about Location**  
*Your book is **here**.* = in the same place as the speaker.  
*Your keys are **there**.* = in another place.



## GOAL CHECK Say Where Objects Are

In pairs, describe where an object is in the room. Your partner guesses the object.

It's next to the sofa.



# D

## GOAL Give Your Opinion

### Reading

**A** What is in the photo?

**B** Read about the house and complete the information.

1. Number of floors: \_\_\_\_\_
2. Rooms downstairs: \_\_\_\_\_
3. Household objects: \_\_\_\_\_
4. Number of bedrooms: \_\_\_\_\_
5. Electricity: **Yes / No**
6. Internet: **Yes / No**

**C** Answer the questions.

1. Is the house in Hawaii or on Mars?
2. Who lives in the house?
3. What are the scientists interested in?

**D** Find the matching adjectives in the article.

1. new modern
2. a color \_\_\_\_\_
3. not big \_\_\_\_\_
4. nice to be in \_\_\_\_\_
5. nice to look at \_\_\_\_\_

**E** Write the opposite adjectives from **D**.

1. big small
2. old \_\_\_\_\_
3. uncomfortable \_\_\_\_\_
4. ugly \_\_\_\_\_

**F** What do you think of the house for Mars? Is it a nice house?



### GOAL CHECK

In pairs, use adjectives to describe and give your opinion of these places.

- your house
- your office / workplace
- your classroom
- a building in your town / city

It's a modern building.

There are offices in it.

It's ugly!

# Home Sweet Home?



This is a modern white house with one small door and a very small window. There are two floors. Downstairs, there's a kitchen with a stove. There's a living room with a bookcase full of books and board games. (There isn't a TV.) There's also a gym, and a bathroom with a toilet and a shower. Upstairs, there are six comfortable bedrooms. The house is **solar-powered**, so there's electricity. There isn't a car because there are no roads on Mars!

But the house isn't on Mars! It's in Hawaii, and six people live in it. Hawaii is a beautiful place, but these six people are not on vacation. **Astronauts** live in this house. They plan to live on Mars **in the future**, so the astronauts live in the house for a year.

When they are outside, the astronauts are in **spacesuits**. There aren't any other people—no friends or family, but they do have the internet, so they can send emails. Scientists at the University of Hawaii study the astronauts. The scientists are interested in answers to these questions: Is life on Mars difficult for a group of people? Can people live on Mars for a long time?

What do you think?

**solar-powered** gets energy from the sun  
**astronauts** people who work in space  
**in the future** tomorrow, next year, in ten years, etc.  
**spacesuits** special clothes for space



# E

## GOAL Describe Your Home

### Communication

**A** Play this game.

- Write these words for household objects in the squares of the house below in "Your house:" *lamp, sofa, chair, bed, stove, table.*

For example: 

L	A	M	P
---	---	---	---

Your house

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

- Don't show your partner your house. In pairs, take turns to ask and answer questions about the location of the six objects. If you get a letter, go again. Find the objects before your partner!

Your partner's house

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

Is there a letter in D4?

Yes, there is. There's an *a*. Go again.

No, there isn't.



## Writing

**B** Read the description of the apartment above. Underline *and* in the description.

My apartment is downtown and it is big. There is a kitchen and a dining room. In the dining room, there is a table and six chairs. The living room is next to the dining room. There is a sofa and an armchair. There are two bedrooms—one big bedroom and one small bedroom. There is also a balcony.

### WRITING SKILL: *and*

Use *and* with:

- **adjectives:** *This sofa is big and comfortable.*
- **nouns:** *There is a kitchen and a dining room.*
- **sentences:** *My apartment is downtown. My apartment is big. = My apartment is downtown and it is big.*

**C** Read two sentences. Use *and* to write one sentence in your notebook.

1. The kitchen is new. The kitchen is white. *The kitchen is new and white.*
2. This bed is big. This bed is comfortable.
3. There is a bedroom. There is a bathroom.
4. In the dining room, there is a table. There are six chairs.
5. There are three floors. My bedroom is on the third floor.
6. This town is old. The houses are beautiful.



## GOAL CHECK Describe Your Home

1. Write a description of your home (50–60 words). Begin with the words: *My apartment / house is...*
2. Exchange your description with a partner. Is *and* used in the description?

# VIDEO JOURNAL

## A DAY IN THE LIFE OF A LIGHTHOUSE KEEPER

**A** Look at the photo of the lighthouse. Why is a lighthouse important?

**B** Read about the lighthouse and answer the questions.

Cabo Polonio is in Uruguay. It's a small village with about 100 people. There are no roads. There's a beautiful national park, so there are tourists in the summer. There's also a lighthouse at Cabo Polonio. Modern lighthouses are automatic—there isn't a lighthouse keeper. But at Cabo Polonio, the lighthouse is old and Leonardo da Costa is the lighthouse keeper.

1. Where is Cabo Polonio?
2. How many people are in the village?
3. Why are there tourists in the summer?
4. Who is at the lighthouse?
5. What is his job?

**C** Watch the video about Leonardo and the lighthouse. Check (✓) the rooms and places you see.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Stairs | <input type="checkbox"/> Bathroom                  |
| <input type="checkbox"/> Bedroom           | <input type="checkbox"/> Kitchen                   |
| <input type="checkbox"/> Roof              | <input type="checkbox"/> Elevator                  |
| <input type="checkbox"/> Yard              | <input type="checkbox"/> The top of the lighthouse |

**D** Answer *yes* or *no*. Then watch the video again and check your answers.

1. Is Leonardo in his lighthouse?
2. Is there a bookcase in his bedroom?
3. Are there photos on the wall?
4. Are there sinks outside the lighthouse?
5. Is there a microwave in the kitchen?
6. Is there a big window on the top of the lighthouse?

**E** Is Leonardo's job interesting or boring? Why?

**F** Follow the directions in pairs.

**Student A: You are a visitor to the lighthouse.**  
**Prepare questions for Leonardo:**

*Is there...? Are there...?*

*Are you...? Where are...?*

**Student B: You are Leonardo. Prepare to show the visitor around. Use these phrases:**

*Welcome to my lighthouse.*

*Here is the... / Here are the...*

*There is... / There are...*

*...is next to / on / in...*

**G** Play the video and practice your conversation between a visitor and Leonardo. Use your phrases and questions from **F**.

**H** Change roles and make a new conversation.

The lighthouse at Cabo Polonio, Uruguay

UNIT  
**4**

# Possessions



This man is a barber in San Cristóbal de las Casas, Chiapas, Mexico. He keeps many possessions in his shop.

Look at the photo and answer the questions.

1 Where are these people? What possessions do you see?

2 What is your favorite personal possession?



### UNIT 4 GOALS

- A. Ask about Possessions
- B. Present a Special Object
- C. Talk about What You Have
- D. Identify Similarities and Differences
- E. Thank Someone for a Present

# A

## GOAL Ask about Possessions

### Vocabulary

**A** Complete the names of the objects in the photos. Use the words in the box.

backpack	book	bus pass	headphones	keys	makeup
notebook	pen	phone	sunglasses	wallet	water bottle



1. b \_ \_ k



2. n \_ \_ \_ \_ \_ k



3. m \_ k \_ u \_



4. w \_ \_ \_ r b \_ \_ t l \_



5. p \_ \_



6. h \_ \_ d p h \_ \_ \_ s



7. b \_ \_ k p \_ \_ \_



8. w a \_ \_ \_ t



9. p \_ \_ \_ e



10. s \_ n \_ l \_ s \_ \_ s



11. b \_ s p \_ \_ s



12. \_ \_ \_ s

**B** Work in pairs. Close your books. Remember and say the objects in A.

**C** Take turns. Say the objects in the pictures. Which objects are in both pictures?

#### Student A



#### Student B



There's a bus pass in this bag.

There isn't a bus pass in this bag. There are notebooks in both bags!

## Grammar

Demonstratives		
	Singular	Plural
Near ←	<b>This</b> is your bag. Is <b>this</b> your bag?	<b>These</b> are not my books. Are <b>these</b> your books?
Far →	<b>That</b> is your bag. Is <b>that</b> your bag?	<b>Those</b> are not my pens. Are <b>those</b> your pens?

**D** Match the questions and answers. There can be more than one correct answer.

### Question

1. Is this your pen? \_\_\_\_
2. Are those your keys? \_\_\_\_
3. Are these your glasses? \_\_\_\_
4. Is that your dictionary? \_\_\_\_

### Answer

- a. Yes, they are.
- b. No, it isn't.
- c. Yes, it is.
- d. No, they aren't.

**E** Complete the questions and answers.

1. (far) Are those your glasses? No, they aren't.
2. (far) \_\_\_\_\_ your book? Yes, \_\_\_\_\_.
3. (near) \_\_\_\_\_ your wallet? No, \_\_\_\_\_.
4. (near) \_\_\_\_\_ your keys? No, \_\_\_\_\_.
5. (far) \_\_\_\_\_ your bags? Yes, \_\_\_\_\_.

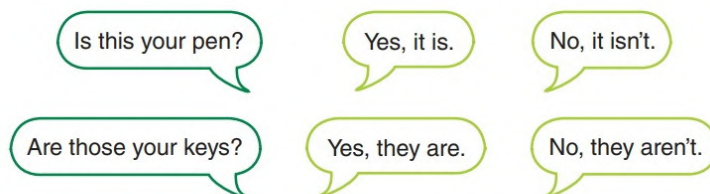
**F MY WORLD** Work in pairs. Tell your partner what is in your bag. Use demonstratives.



## GOAL CHECK Ask about Possessions

Play a game in small groups. Each student puts four objects from their bag in the middle of the table.

1. Student 1 asks Student 2 about one object.



2. A *yes* answer is 1 point. A *no* answer is 0 points.
3. Next, Student 2 asks Student 3 about an object, and so on.
4. At the end, who has the most points?

# B

## GOAL Present a Special Object



Hetain Patel is an artist.  
This is one of his artworks.

### Listening

**A** In pairs, look at the photo of Hetain Patel. What is the object?

**B** 26 Listen to a podcast about Hetain. Is your answer in **A** correct?

**C** 26 Listen again. Circle **T** for *true* or **F** for *false*.

- |   |          |          |
|---|----------|----------|
| 1. Hetain Patel is from England.              | <b>T</b> | <b>F</b> |
| 2. Jerome's job is very boring.               | <b>T</b> | <b>F</b> |
| 3. It's Hetain's father's car.                | <b>T</b> | <b>F</b> |
| 4. The car has hands and feet.                | <b>T</b> | <b>F</b> |
| 5. The car is similar to a Transformer robot. | <b>T</b> | <b>F</b> |
| 6. Their online video is very popular.        | <b>T</b> | <b>F</b> |

### WORD FOCUS

Very + an adjective adds emphasis:

*His job is **very interesting**.*

*He's **very good** at English.*

### Grammar

#### Possession

Subject Pronoun	I	you	he	she	it	we	they
Possessive Adjective	my	your	his	her	its	our	their

#### Singular Nouns

Hetain's car  
the student's house (one student)

#### Plural Nouns

the couple's cars  
the students' house (more than one student)

**D** Underline the correct possessive adjective.


1. This is a photo of Hetain and *his / her* car.
2. It isn't a car! Look at *my / its* hands and feet!
3. There is a video of Hetain and his father. *Our / Their* video is online.
4. Hi, Hetain! Is that *your / their* old car?

**E** Write sentences with the possessive 's.

1. This / Ayat / bag. This is Ayat's bag.
2. Susan / Colin / friend. \_\_\_\_\_
3. It / Hetain / car. \_\_\_\_\_
4. There / Margo / house. \_\_\_\_\_


**PRONUNCIATION: /i/ and /ɪ/ sounds**

The sounds /i/ and /ɪ/ can sound similar in English. To tell the difference, notice that the /i/ sound is usually longer. You may also notice that your mouth is more open for the /i/ sound.

**F**  27 Listen and repeat the sounds and words.

/ɪ/ - it, six, kitchen

/i/ - be, three, teacher

**G**  28 Listen and circle the words you hear. Then listen and repeat all the words.

1. this / these
2. its / eats
3. his / he's
4. live / leave



**GOAL CHECK Present a Special Object**

1. Think about a special object in your life (for example, a family photo or a special book). Write notes in the table.

	You	Your partner
What is it?		
Where is it?		
Why is it special?		

2. Interview a partner and write notes in the table.

It's a book. It's in my bedroom.  
It's special because ...

3. Work with a new partner. Tell them about your first partner's object.

His object is a...

Julie's book is special because ...

# C

## GOAL Talk about What You Have

**A** Read about Marie Kondo. Answer the questions.

1. Where is she from?
2. Why is she famous?
3. What does she love?



messy



tidy



Marie Kondo is from Japan. She is famous for her book and TV shows. Marie loves a tidy house. She has a method: look at a possession and ask a question. For example:

*Is this book interesting?*

*Are these shoes nice?*

*Is this old cell phone useful?*

*Are you happy with this possession?*

If you answer “No,” then why is it in your house?!

**B** Do you think Marie Kondo’s method is a good idea? Discuss in pairs.

I think it’s a good idea. I don’t want my house to be messy!

I don’t think it is a good idea. I like my things!

### WORD FOCUS

**method** way of doing something

boring happy  
horrible useful

### Language Expansion: Opinion Adjectives

**C** Complete the table with the opinion adjectives.

Positive	Negative
interesting	
	useless
great	
	sad

**D** Write down five possessions in your home. Then, in pairs, tell your partner about each possession. Use an opinion adjective. Are you happy with the object?

There’s an old book in my bedroom. It’s boring!

I’m happy with my red shoes. They’re nice!

### Grammar

Have, Has	
Statements	Negative
I / You / We / They <b>have</b> a cell phone.	I / You / We / They <b>don’t have</b> a cell phone.
He / She / It <b>has</b> a laptop.	He / She / It <b>doesn’t have</b> a laptop.
Yes / No Questions	Short Answers
Do I / you / we / they <b>have</b> a cell phone?	Yes, I / you / we / they <b>do</b> .
	No, I / you / we / they <b>don’t</b> .
Does he / she / it <b>have</b> a laptop?	Yes, he / she / it <b>does</b> .
	No, he / she / it <b>doesn’t</b> .

**E** Write questions with *have* and complete the answer.

- you / cell phone? Do you have a cell phone? Yes, I do.
- Alison / big house? \_\_\_\_\_ Yes, \_\_\_\_\_
- you / my keys? \_\_\_\_\_ No, \_\_\_\_\_
- Aki / a laptop? \_\_\_\_\_ Yes, \_\_\_\_\_
- Mario and Dan / \_\_\_\_\_ No, \_\_\_\_\_  
an apartment?

## Conversation

**F** 29 Listen to the conversation. Does Hana have a lot of books?

**Hana:** My bedroom is very messy.

**Maria:** Let me help. Do you have a lot of books?

**Hana:** Yes, I do! I love my books! They're interesting.

**Maria:** Are they?

**Hana:** Well, no. Not all of them. This book is boring.

**Maria:** What about clothes? Do you have a lot of clothes?

**Hana:** No, I don't.

**Maria:** Are you sure?

### SPEAKING STRATEGY

#### Checking Answers

Do you ...?

Is it ...?

Are they?

Are you sure?

**G** Practice the conversation in pairs. Switch roles and practice again.

**H** Change the underlined words and make a new conversation.



## GOAL CHECK Talk about What You Have

- Add two more possessions to the survey. Fill in the first column for yourself. Then ask a classmate.

Do you have a tablet?

Yes, I do. It's useful!

No, I don't.

Do you have ...	Me	Name:
a tablet?		
a wallet?		
sunglasses?		
headphones?		

- Work with a new partner. Say what your classmate above has and doesn't have.

He has a tablet.

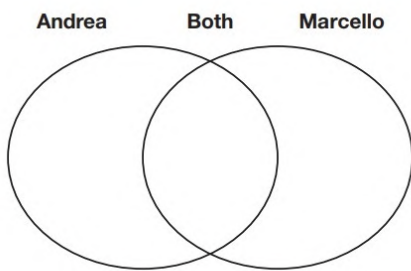
She doesn't have a wallet.

# D GOAL Identify Similarities and Differences

## Reading

- A** Look at the photos. What possessions can you see?
- B** Read the article about John, Andrea, and Marcello. What are their jobs? Where are they from?
- C** Read the article again and look at the photos. Which possessions are in the rooms? Write the words in the diagram.

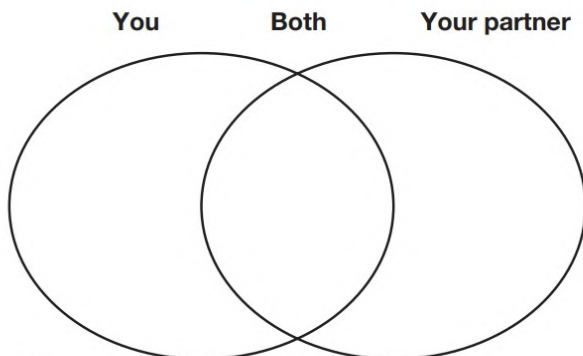
bed   bookcase   clothes   computer   desk   fan  
guitar   many blankets   panpipes   scooter   table   TV



- D** Answer these questions.
  1. How many people are in John's book?
  2. How many countries are they from?
  3. Why does Andrea have a scooter?
  4. Why does she have a fan?
  5. What are panpipes?
  6. Why does Marcello have lots of blankets?
- E MY WORLD** Answer the two questions at the end of the article. Share your answers in pairs.

## ✓ GOAL CHECK

In pairs, talk about your favorite rooms and possessions. Write the objects and possessions in the diagram. What is similar about your rooms and possessions? What is different?



# My Room

John Thackwray is a filmmaker and photographer from South Africa. He has a book called *My Room*. It has photographs of 100 people from 55 countries. John photographs young men and women in their rooms with their possessions. Here are two of the people in his book.

Andrea is from Bucharest, Romania. Her bed is in the middle of her room, and there are possessions all around her. She has lots of books on the bookcase and next to the bed. She also has a desk with a computer. She's a student. The scooter is her transportation to college. Sometimes, it's hot in Bucharest, so she has a fan.

Marcello is from La Paz, Bolivia. He's a musician. There's a guitar in his room and panpipes—these are a traditional Andean musical instrument. His room is very comfortable. It has pillows and a bed, and a TV in the corner. There are lots of colorful blankets and pillows—it's usually cold at night in La Paz!

John's photos show how people's lives are similar and different in other countries. Is your favorite room similar to, or different from, Andrea's and Marcello's rooms? Do you have the same possessions?





## E GOAL Thank Someone for a Present



Grandparents give a present to their grandson in Kuala Lumpur, Malaysia, to celebrate Eid al-Fitr, a religious holiday.

### Communication

**A** Look at the photo. Why does this person have a present? What special day is it?

**B** In your country, what are presents for?

- birthdays?
- a new baby?
- religious days?
- weddings?
- the New Year?
- other days?

**C** In groups, discuss what presents are good for each person and situation.

1. It's your brother's wedding.
2. Your sister has a new baby.
3. It's your teacher's birthday.
4. Your friend has a New Year's party.
5. Your grandparents have their 50th wedding anniversary.

A book is a good present for my friend.

I think a book is boring. What about a new bag?

## Writing

**D** Read the emails and messages. Which person in **C** is each from?

1.

Hi,  
How's it going?  
Thanks for the new lamp. It's great in our new house.  
Come over and see it soon!  
  
All the best,  
Peter (and Tracey!)

2.

Hello everyone!  
Thanks very much for the chocolates. They're delicious!  
See you next week (and your test on Monday is canceled 😊).

3.

Dear Martin,  
Thank you so much for the flowers. They are on our kitchen table, and they are beautiful. What a wonderful grandson!  
  
Love,  
Grandma

**E** Complete the table below with phrases from **D**.

### WRITING SKILL: Short Emails and Messages

Start: Hi, \_\_\_\_\_, \_\_\_\_\_  
Thanks: \_\_\_\_\_, \_\_\_\_\_  
Thank you so much  
Finish: \_\_\_\_\_, See you next week, \_\_\_\_\_  
\_\_\_\_\_



## GOAL CHECK Thank Someone for a Present

1. It's your birthday, and you have a present from a friend. It's a book. Write a short email to your friend to say thank you. Use some of the phrases above.
2. Exchange your email with a partner. Which phrases are in the email?

# VIDEO JOURNAL

## TYLER BIKES ACROSS AMERICA

**A** Read about Tyler Metcalfe and look at the map. Where is his trip?



Tyler Metcalfe is on his bicycle. His trip is 6,000 miles through 11 states across the US.

**B** What possessions do you think Tyler has on his trip (e.g., a bike, a helmet)?

**C** Watch the first part of the video. Check (✓) what Tyler has with him.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> a bicycle | <input type="checkbox"/> keys            |
| <input checked="" type="checkbox"/> a helmet  | <input type="checkbox"/> a hat           |
| <input type="checkbox"/> bicycle bags         | <input type="checkbox"/> a raincoat      |
| <input type="checkbox"/> a wallet             | <input type="checkbox"/> a camping stove |
| <input type="checkbox"/> a sleeping bag       | <input type="checkbox"/> lots of food    |
| <input type="checkbox"/> blankets             | <input type="checkbox"/> a camera        |
| <input type="checkbox"/> a tent               | <input type="checkbox"/> books           |
| <input type="checkbox"/> gloves               | <input type="checkbox"/> a map           |

Tyler Metcalfe rides his bike in Grand Teton National Park, Wyoming, US.

**D** Watch the first part of the video again. Why does Tyler have ...

1. a tent?
2. a raincoat?
3. a camping stove?
4. a camera?

**E** Look at Tyler's route on the map and watch the second part of the video.

**F** Watch the video again. Match 1–6 to the state.

- |   |               |
|---|---------------|
| 1. a horse <input type="text" value="c"/>         | a. Wyoming    |
| 2. a hill <input type="text"/>                    | b. Missouri   |
| 3. a train <input type="text"/>                   | c. Virginia   |
| 4. Yellowstone National Park <input type="text"/> | d. Montana    |
| 5. a hotel <input type="text"/>                   | e. Kentucky   |
| 6. a ship and the ocean <input type="text"/>      | f. Washington |

**G** In groups, plan a seven-day trip through your country, or to different countries.

1. List the place or places to go to each day.
2. List the possessions you have for the trip.
3. Join another group. Present your trip and the possessions you have.

UNIT  
**5**

# Daily Activities



A train goes by in Shinjuku,  
Japan, home of the busiest  
train station in the world.

Look at the photo and answer the questions.

1 Where are these people?

2 Where do you go every day?  
How do you travel?



## UNIT 5 GOALS

- A. Tell Time
- B. Compare People's Daily Routines
- C. Talk about Activities at Work and School
- D. Present a Report
- E. Give Advice and Instructions

# A

## GOAL Tell Time

### REAL LANGUAGE

**go to:** go to work / school, go to the station  
**go:** go home

### Vocabulary

**A** Look at the activities and number them in the order you do them. 1 = the first activity of the day. 10 = the last activity of the day. Discuss your order with a partner.



get up



finish work



have breakfast



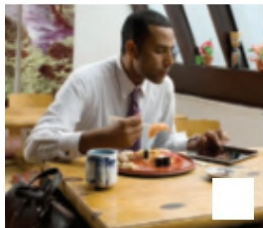
go to bed



go to work



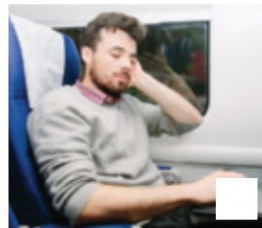
start work



have lunch



have dinner



go home



take a shower

Time	
5:45	five forty-five / a quarter to six
6:00	six o'clock
6:15	six fifteen / a quarter after six
6:30	six thirty / half past six

**B** What time is it? Write the time.



1. *It's five o'clock.*



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



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

**C** Complete the sentences with your own information.

- I get up at \_\_\_\_\_.
- I take a shower at \_\_\_\_\_.
- I start work at \_\_\_\_\_.
- I have lunch at \_\_\_\_\_.
- I finish work at \_\_\_\_\_.
- I go to bed at \_\_\_\_\_.

## Grammar

Simple Present		
Statement	Negative	What time ...?
I / You / We / They <b>get up</b> at seven o'clock.	I / You / We / They <b>don't go</b> to work on Saturdays.	<b>What time do</b> I / you / we / they <b>start</b> work?
He / She <b>gets up</b> at seven thirty.	He / She <b>doesn't go</b> to bed at nine thirty.	<b>What time does</b> he / she <b>start</b> work?
*The simple present is used for actions that we do every day.		

### D Underline the correct verb.

1. Matt *get up* / *gets up* at eight o'clock on Mondays.
2. I *start* / *starts* work at seven thirty in the evening.
3. We *don't* / *doesn't* have a long lunch—there's never time!
4. Wendy *don't* / *doesn't* go to school on Thursdays.
5. Dae-Ho *finish* / *finishes* work at two o'clock every day.
6. Hussein *take* / *takes* a shower at night.

## Conversation

### E 31 Write the missing verbs and prepositions. Then listen and check.

- Abel:** What time (1) \_\_\_\_\_ you get up?
- Marco:** I (2) \_\_\_\_\_ up at seven thirty on weekdays.
- Abel:** And (3) \_\_\_\_\_ the weekend?
- Marco:** (4) \_\_\_\_\_ about ten o'clock.
- Abel:** And what time do you (5) \_\_\_\_\_ to bed?
- Marco:** On weekdays, I go to bed at about nine thirty, but on weekends, I go to bed late (6) \_\_\_\_\_ night.

### F Practice the conversation in pairs. Switch roles and practice it again.

## GOAL CHECK Tell Time

In pairs, ask and answer questions with *What time do you...?* Use the ten activities in **A**.

What time do you have lunch?

At twelve thirty.

# B GOAL Compare People's Daily Routines



“Super commuter” Andy Ross spends up to eight hours a day commuting.

## WORD FOCUS

**commute** (v) travel to and from work / school every day

**commute** (n) the daily trip to and from work / school

**commuter** (n) a person who travels to and from work / school

## WORD FOCUS

**gets to work** = arrives at work

## Listening

- A** Look at the photo of a commuter. Where is he? Where is he going?
- B** You are going to hear a podcast called “The Super Commuters.” Before you listen, which phrases do you think are in the podcast?
- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> commute to work | <input type="checkbox"/> stays at home    | <input type="checkbox"/> leaves home        | <input type="checkbox"/> walks to work   |
| <input type="checkbox"/> gets to work    | <input type="checkbox"/> takes a vacation | <input type="checkbox"/> work on his laptop | <input type="checkbox"/> loves commuting |
- C** 🔊 32 Listen and check your answers in B.
- D** 🔊 32 Listen again and answer these questions.
1. How long is the average commute? \_\_\_\_\_
  2. What time does Andy leave home? \_\_\_\_\_
  3. What time does he get to work? \_\_\_\_\_
  4. What time does he leave work? \_\_\_\_\_
  5. What time does he get home? \_\_\_\_\_
  6. How many hours long is Andy's commute? \_\_\_\_\_
  7. Where does he work? \_\_\_\_\_
  8. How many miles is his commute? \_\_\_\_\_

**E MY WORLD** Do you commute to work or school? How long is your commute? How many miles is it? Tell the class. Who has the longest commute?

**PRONUNCIATION: Falling Intonation on Statements and Information Questions**

At the end of most statements and information questions, a person's intonation falls slightly. The speaker's voice starts high and falls toward the end of the sentence.

**F**  33 Listen and repeat.

1. **A:** What time do you get up?  
**B:** I get up at six o'clock.
2. **A:** What time do they have lunch?  
**B:** They have lunch at one thirty.
3. **A:** What time does David go to bed?  
**B:** He goes to bed at eleven o'clock.

**G** Take turns reading the questions and answers in pairs. Use falling intonation.

1. **A:** What time does Salma start work? **B:** She starts work at eight thirty.
2. **A:** What time do they get up? **B:** They get up at a quarter to seven.
3. **A:** What time do you finish work? **B:** I finish work at six o'clock.

**Communication**

**H** Write two more questions in the table. Then interview two classmates.

What time do you...?	Classmate 1	Classmate 2
1. leave home?		
2. get to work / school?		
3. have lunch?		
4.		
5.		



**GOAL CHECK** Compare People's Daily Routines

In pairs, describe and compare your classmates' daily routines. Use the information in **H**. How similar are they?

Alice and Ricardo leave home at 8 o'clock.

Jorge gets to work at eight thirty and Saki gets to school at eight forty-five.

# C GOAL Talk about Activities at Work and School

## Language Expansion: Work and School Activities

**A** Match the verbs to the photos.

check go meet take talk text travel write



1. check email



2. \_\_\_\_\_ to class



3. \_\_\_\_\_ to people on the phone



4. \_\_\_\_\_ to other countries



5. \_\_\_\_\_ reports



6. \_\_\_\_\_ a test



7. \_\_\_\_\_ friends



8. \_\_\_\_\_ clients

**B** Write the activities in **A** in the table for you.

Activities I do every day	Activities I do every week	Activities I do every few months	Activities I never do

**C** Write five more activities you do at work or school. Discuss in pairs.

### Grammar

#### Simple Present Questions and Answers

Question	Short Answer
Do I / you / we / they <b>meet</b> clients every day?	Yes, I / you / we / they <b>do</b> . No, I / you / we / they <b>don't</b> .
<b>Does</b> he / she <b>meet</b> clients every day?	Yes, he / she <b>does</b> . No, he / she <b>doesn't</b> .

#### Adverbs of Frequency

I <b>always</b> check my email.	100%
I <b>sometimes</b> meet clients.	50%
I <b>never</b> write reports.	0%


**D** Write the correct form of *do* in these questions and answers.

1. **A:** \_\_\_\_\_ you meet clients every day?      **B:** No, I \_\_\_\_\_. I never meet clients.  
2. **A:** \_\_\_\_\_ Ali write reports every day?      **B:** Yes, he \_\_\_\_\_.  
3. **A:** \_\_\_\_\_ Chris and Diana travel a lot?      **B:** Yes, they \_\_\_\_\_.  
4. **A:** \_\_\_\_\_ Rina go to the gym every day?      **B:** No, she \_\_\_\_\_. She goes every week.  
5. **A:** \_\_\_\_\_ you check emails every morning?      **B:** Yes, we \_\_\_\_\_.

**E** Write about your work or school. Complete the sentences using *always*, *sometimes*, or *never*.

1. I \_\_\_\_\_ wake up at seven o'clock.  
2. I \_\_\_\_\_ text friends at work or school.  
3. I \_\_\_\_\_ take tests.  
4. I \_\_\_\_\_ go to the gym.  
5. I \_\_\_\_\_ write reports.

## Conversation

**F**  34 Listen to the conversation. What does Brenda do in the morning and in the afternoon? Does she always travel?

**Yoshi:** What's your job?

**Brenda:** I'm a personal assistant at a travel agency.

**Yoshi:** What do you do at work?

**Brenda:** Oh, in the morning I check emails, and in the afternoon, I go to meetings. It isn't very interesting.

**Yoshi:** Do you travel?

**Brenda:** I sometimes meet clients in places like Rio and Singapore.

**Yoshi:** Not interesting? It sounds fantastic to me!

### SPEAKING STRATEGY

#### Asking Questions

Are you...?  
What's your...?  
Do you...?  
What do you...?

### REAL LANGUAGE

Use *like* to give examples.

**G** Practice the conversation in pairs. Switch roles and practice again.



## GOAL CHECK Talk about Activities at Work and School

1. Write questions to ask a partner. Find out what he or she does at work or school:
- in the morning.
  - in the afternoon.
  - always, sometimes, or never.
2. Ask and answer the questions with your partner.

What do you do?

Do you...?

I'm a student.

In the morning, I...

I sometimes write...

## D GOAL Present a Report

### Reading

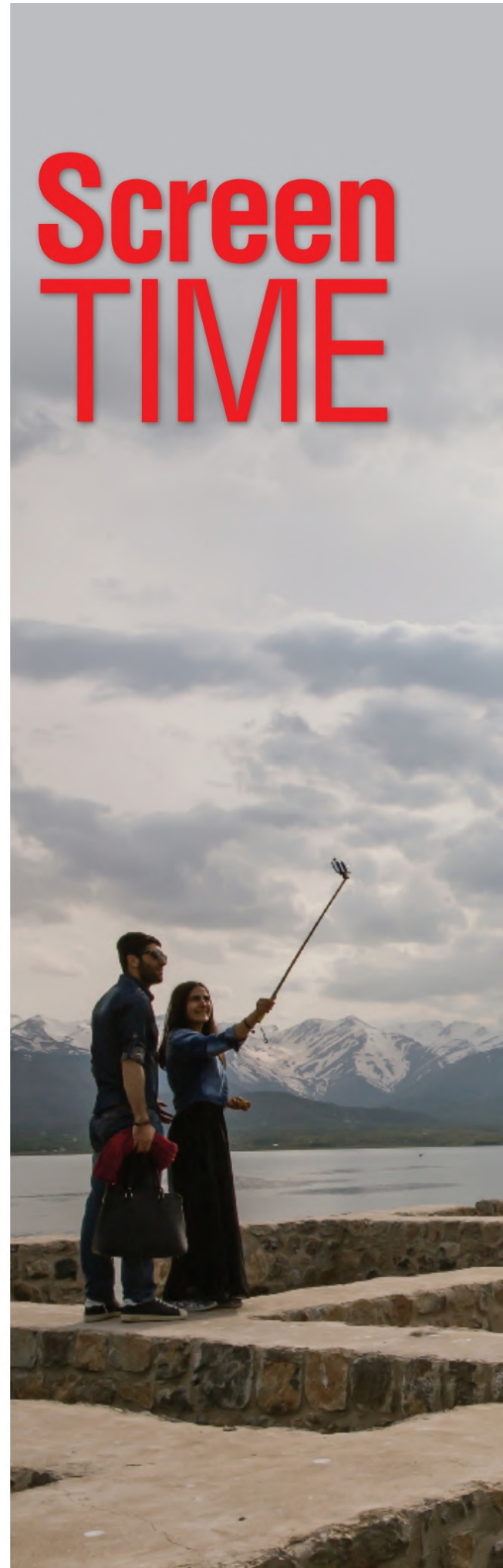
- A** In groups, list all of the objects with screens in your daily lives (e.g., TVs, phones, laptops, etc).
- B** Read the first paragraph of the article. Underline the objects and activities with screens.
- C** Read the rest of the article. Write the correct numbers in the table.

1. Hours we sleep every day	hours
2. Hours we work and commute	hours
3. Hours for survival activities	hours
4. Percentage of personal time with screens in 2007	%
5. Percentage of personal time with screens in 2015	%
6. Percentage of personal time with screens in 2017	%

- D MY WORLD** Look at the last paragraph. Adam Alter thinks we need more personal time without screens. Do you agree? Why?
- E** Do a class survey. Interview three people in your class with these questions and write down their answers.
1. How many hours do you sleep?
  2. How many hours do you work or study and commute?
  3. How many hours do you have for survival time?
  4. How many hours do you have for personal time?
  5. What percentage of your personal time is with a screen?
- F** Make a table or chart about the answers to your survey in **E**. Use the table in **C** or the bar chart in the article as a model.

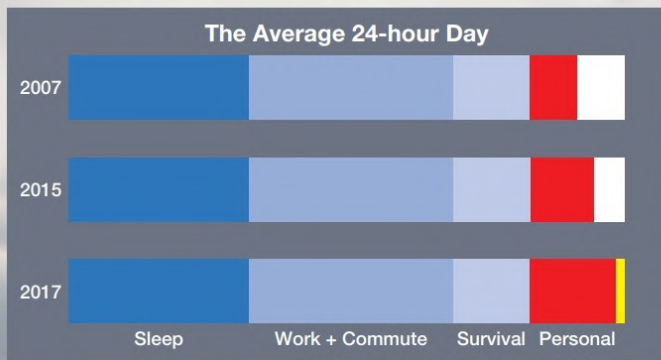
### ✓ GOAL CHECK

Present your table or chart to a partner. Are your results similar? Are they similar to Adam Alter's report?



We spend more and more of our daily lives with screens: TVs, laptops, smartphones, tablets, video games, smartwatches. Of course, screens are important in our lives. We check the time on them in the morning, we send emails with them at work, and we watch TV or play games with them at night. But are we too connected?

This chart from Adam Alter, a professor at New York University, shows how we spend our time, and how much time we spend on screens. It shows three different years: 2007, 2015, and 2017. Some activities don't change. Every year, humans sleep for about eight hours per day. We work and commute for about eight or nine hours a day. Then, for three hours a day, we do "survival" activities: we eat, we take a shower, we take care of children.



Finally, the chart shows four to five hours for "personal" time, or free time. In this time, we go to the gym, we play games, we have hobbies, we meet friends. It's very important time! But over time, we spend more and more of this personal time on screens. In the chart, red shows our personal time with screens. In 2007, 50% of our personal time is with screens. In 2015, it's about 70%. In 2017, it's about 90%!

Overall, Adam Alter thinks this change is bad. He thinks we need more personal time without screens, and more personal time for sports, hobbies, and friends. But do people want to change the amount of time they look at screens?

Even at tourist sites like Akdamar Island in Turkey, many people use phones.



# E

## GOAL Give Advice and Instructions



A study at Baylor University in the US says that writing to-do lists helps people sleep better at night.

### Writing

**A** Do you write to-do lists? Why do people write them?

#### GRAMMAR: Imperatives

##### Affirmative

**Check** my email.  
**Answer** the questions.

##### Negative

**Don't be** late for your lesson.  
**Don't use** your phone in class.

**B** Complete the texts. Write the imperative verbs.

don't do    don't stay up    finish    go    meet    wait

**A.**

TO DO:

- Check my emails
- (1) \_\_\_\_\_ to 11:00 meeting
- Have lunch at 1:00 with Peter
- (2) \_\_\_\_\_ my report

**B.**

Good luck with your test tomorrow, everyone. Tonight:

1. Relax! (3) \_\_\_\_\_ any more work.
2. Go to bed early! (4) \_\_\_\_\_ late.
3. Sleep for 8 hours!

All the best, Your teacher

C.

Hi,  
(5) \_\_\_\_\_ me tomorrow. Take the train to Central Station. If I'm late, (6) \_\_\_\_\_ in the cafe at the station. See you at noon.

**C** Which text (A, B, or C) is...

1. instructions to a friend? \_\_\_\_\_
2. advice to some students? \_\_\_\_\_
3. to the writer (not another person)? \_\_\_\_\_

#### WRITING SKILL: Lists and Notes

We often use the imperative form with lists, notes, and short messages. When you write lists and notes, use bullet points or numbers.

**D** Think about tomorrow and write a to-do list for yourself. Then exchange your lists in pairs. What imperative forms does your partner use?

### Communication

**E** In the article in Lesson D, Adam Alter is worried because people spend a lot of their personal time with screens. Read the Do / Don't lists below. Do you agree with them? Why?

HOW TO HAVE PERSONAL TIME WITHOUT SCREENS	
DO!	DON'T!
<ul style="list-style-type: none"><li>• Turn off your phone at dinner.</li><li>• Talk to your family and friends.</li><li>• Get some exercise. Go to the gym.</li></ul>	<ul style="list-style-type: none"><li>• Don't watch TV all night.</li><li>• Don't play computer games for more than two hours a day.</li><li>• Don't check work emails at home.</li></ul>

**F** Choose a topic in groups. Discuss and write Do / Don't lists using the imperative form.

- How to have fun on weekends
- How to learn another language
- How to get more exercise



### GOAL CHECK Give Advice and Instructions

Work with another group and present your Do / Don't list from **F**. Give them your advice and instructions.

# VIDEO JOURNAL

## AROUND THE WORLD IN 24 HOURS

**A** Read about the times in five cities. Write the correct time for each city.

It's noon in London. Moscow is two hours ahead of London. Mexico City is eight hours behind Moscow. Tokyo is fourteen hours ahead of Mexico City, and New Delhi is three and a half hours behind Tokyo.

Mexico City      London      Moscow      New Delhi      Tokyo

**B** Find out the answers in pairs.

1. What time is it now in your country?
2. What time is it now in the cities in **A**?
3. How many hours are you ahead of, or behind, the cities?

**C** Watch the video. What time is it in each place?

- |                  |                      |      |            |                      |
|------------------|----------------------|------|------------|----------------------|
| 1. Hawaii        | <input type="text"/> | 5 am | 7. Croatia | <input type="text"/> |
| 2. Paris         | <input type="text"/> |      | 8. Kerala  | <input type="text"/> |
| 3. San Francisco | <input type="text"/> |      | 9. Monaco  | <input type="text"/> |
| 4. Melbourne     | <input type="text"/> |      | 10. Norway | <input type="text"/> |
| 5. Namibia       | <input type="text"/> |      | 11. Bogota | <input type="text"/> |
| 6. Portland      | <input type="text"/> |      |            |                      |

**D** Watch the video again and answer the questions.

1. On what days is the food market open in Paris?
2. What does Melbourne have lots of?
3. What is hot in Namibia?
4. Which meal do you eat in Portland?
5. Who goes home at 6 pm?
6. What two things do people spend in Monaco?
7. Is it dark at night in Norway?
8. In Bogota, where do people go in the middle of the night?



The northern lights at midnight  
over Olstind Mountain, Lofoten  
Islands, Norway

**E** In groups, plan a similar video about your town, city, or country. Choose five times of day and five photographs of places and activities to show. Write your ideas in the table.

Time of Day	Place and Activity

**F** Work with another group. Present your ideas for the video.

# Getting Around



Central Station in Rio De Janeiro, Brazil, is home to the SuperVia train company. SuperVia carries 750 million passengers a year!

Look at the photo and answer the questions.

1 How do these people travel to work and school?

2 What types of transportation do you use?



## UNIT 6 GOALS

- A. Ask For and Give Directions
- B. Create a Tour
- C. Compare Types of Transportation
- D. Plan a Bicycle Day
- E. Give Advice to Travelers

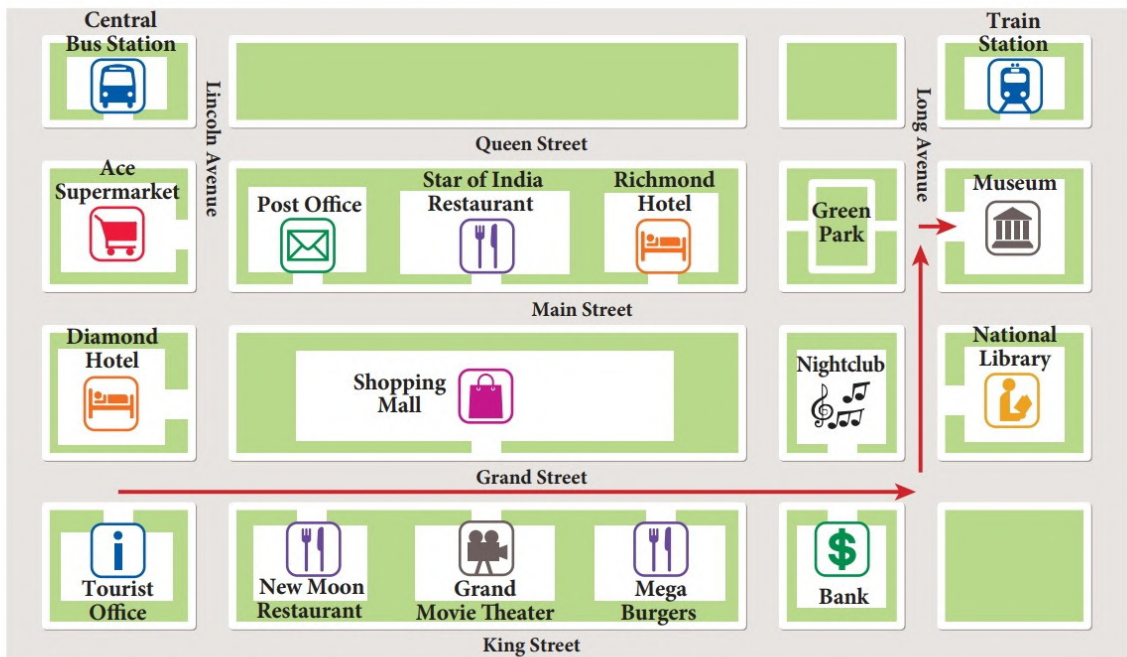
# A

## GOAL Ask For and Give Directions

### Vocabulary

**A** Look at the places on the map. Match the activities to the place.


1. Buy food for the week \_\_\_\_\_
2. Ask for information about the town \_\_\_\_\_
3. Eat a meal (3 places) \_\_\_\_\_
4. Look at old objects \_\_\_\_\_
5. Read a book \_\_\_\_\_
6. Stay the night (2 places) \_\_\_\_\_
7. Watch a movie \_\_\_\_\_
8. Send mail \_\_\_\_\_
9. Get some money \_\_\_\_\_
10. Go shopping for clothes \_\_\_\_\_
11. Relax outside \_\_\_\_\_
12. Go dancing \_\_\_\_\_
13. Take transportation (2 places) \_\_\_\_\_



**B MY WORLD** Which places do you often go to in your town or city? What do you do there? Tell your partner.

I go to the movie theater a lot, because I like watching movies.

I go to the shopping mall on weekends. I like shopping for clothes!

**C**  36 Read and listen to this conversation at a tourist information office. Follow the red arrow on the map in **A** for the directions.

**Tourist:** Is the museum near here?  
**Receptionist:** Yes, it's on Long Avenue.  
**Tourist:** How do I get there?  
**Receptionist:** Go out of this building and turn right. Go across Lincoln Avenue and walk straight down Grand Street to the library. It's on the corner of Grand Street and Long Avenue. Turn left and walk a block to Main Street. The museum is on the next block, on the right.  
**Tourist:** Thank you very much!  
**Receptionist:** You're welcome.

**REAL LANGUAGE**

Ask for directions:  
*How do I get there?*  
*How do I get to ... ?*  
*Is the ... near here?*  
 Go straight ↑  
 Turn right →  
 Turn left ←  
 Walk two blocks ☐☐

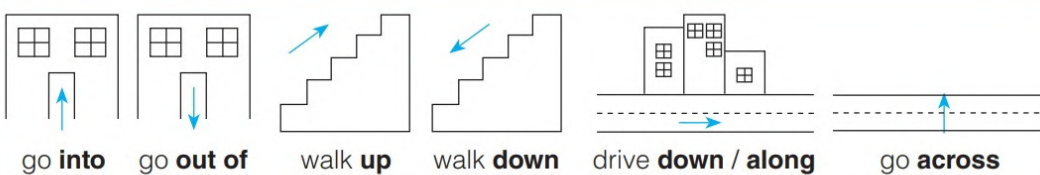
**Grammar**

**Prepositions of Place**

Richmond hotel is **on** the corner of the street.  
 The museum is **across from** the library.  
 Star of India restaurant is **between** the post office and Richmond Hotel.  
 Richmond Hotel is **at** 225 Main Street.  
 Green Park is **near** the train station and the museum.

\*Prepositions of place are often after the verb *to be*.

**Prepositions of Movement**




\*Prepositions of movement are after verbs of movement (e.g., *walk, go, drive, move, run*)

**D** Read the conversation in **C** again. Underline the prepositions of place and movement.

**E** Complete the directions with the prepositions.

**Tourist:** Is the movie theater (1) \_\_\_\_\_ here?  
**Local:** Yes, it's (2) \_\_\_\_\_ Grand Street. From the train station, go right on Queen Street and then turn left onto Long Avenue. Walk (3) \_\_\_\_\_ Long Avenue for two blocks. Go (4) \_\_\_\_\_ Grand Street to the bank. It's (5) \_\_\_\_\_ the corner. Turn right and walk one block. The movie theater is on the next block (6) \_\_\_\_\_ Mega Burgers and New Moon Restaurant.

- across
- between
- down
- near
- on
- on

 **GOAL CHECK** Ask For and Give Directions

In pairs, take turns asking for and giving directions.

**Student A:** Start at the train station. Ask for directions to three places.  
**Student B:** Start at the bus station. Ask for directions to three different places.

# B

## GOAL Create a Tour



The historic center of Paraty, Brazil

### Listening

**A** 37 A tour guide is with a group of tourists in Matriz Square in Paraty, Brazil. Listen to different parts of the walking tour. What places on the map do they go to?



**B**  37 Read the sentences about the tour and underline the correct words. Then listen again and check.

1. Amanda is *the tour guide* / *a tourist*.
2. Paraty is *an old* / *a modern* city.
3. *There are* / *There aren't* cars or buses in the center.
4. The theater is on the *left* / *right*.
5. The art museum is *small* / *famous*.
6. A tourist wants to send a *letter* / *postcard*.
7. *They go to* / *They don't go to* the post office.

### PRONUNCIATION: Yes / No Questions and Short Answers

In *Yes / No* questions, a speaker's intonation usually rises at the end of the question. In short answers, the intonation usually falls on *Yes* or *No* and then falls again at the end of the answer.

**C**  38 Listen and repeat.

- |   |                          |
|---|--------------------------|
| 1. <b>A:</b> Is there a post office near here?  | <b>B:</b> Yes, there is. |
| 2. <b>A:</b> Is the bus station on Main Street? | <b>B:</b> No, it isn't.  |
| 3. <b>A:</b> Is the museum on this square?      | <b>B:</b> Yes, it is.    |

**D** In pairs, take turns reading the questions and answers.

- |  |                            |
|--|----------------------------|
| 1. <b>A:</b> Is there a hotel near here?             | <b>B:</b> No, there isn't. |
| 2. <b>A:</b> Is the library next to the museum?      | <b>B:</b> Yes, it is.      |
| 3. <b>A:</b> Is there a tourist office in this town? | <b>B:</b> No, there isn't. |

## Communication

**E** In pairs, answer these questions about your town or city and take notes.

1. Is there a museum? What is it called? Where is it?
2. Is there a park? Where is it?
3. Are there good restaurants? Where are they?
4. What other interesting places for tourists are in your town or city?



## GOAL CHECK Create a Tour

In pairs, create a two-hour tour of your town or city.

1. Choose the places on the tour.
2. Draw a map and put the places on it.
3. Prepare notes about the places (e.g., old? modern? interesting? famous?).
4. Work with another pair and give your tour with the map.

## GOAL Compare Types of Transportation

### Language Expansion: Ground Transportation

**A** Read the website and answer the questions.

- Where do the types of transportation leave from?
- Where does the bus go to?
- How long does a taxi take?
- How much does the subway cost?
- What do you need to rent a car?

#### REAL LANGUAGE

\$4 = *four dollars*  
\$4.50 = *four dollars and fifty cents*

#### Airport Transportation

After your airplane lands at the airport, there are many ways to get downtown.



#### Subway

Take the subway. \$2.50



#### Bus

Take the A100 bus to Central Station. \$4.50



#### Taxi

Take a taxi (about 30 minutes).  
Approximately \$50



#### Car

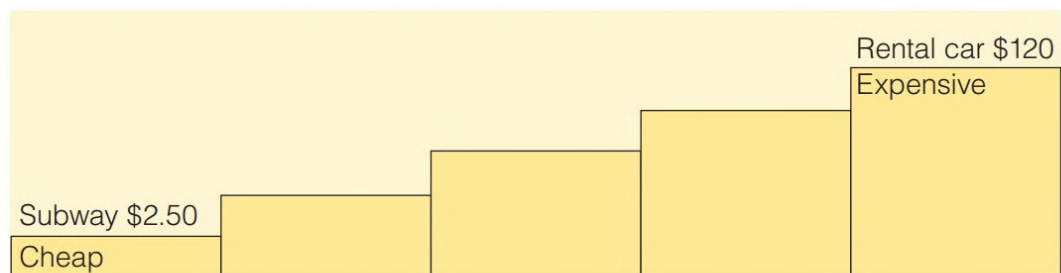
Rent a car. You have to have a passport and driver's license. \$120 a day



#### Train

Take a train. You have to change trains at Midway Station. \$10

**B** In pairs, complete the chart with the costs and types of transportation.



### Grammar

**C** Compare the sentences. Then write the correct number.

- You have to have your passport.
- You have your passport.

**Which sentence means:**

- Your passport is with you now. \_\_\_\_\_
- You need your passport with you at the airport. It's required! \_\_\_\_\_

Have to		
Statement	Question	Short Answer
I / You / We / They <b>have to</b> take a taxi.	<b>Do</b> I / you / we / they <b>have to</b> change trains?	Yes, I / you / we / they <b>do</b> . No, I / you / we / they <b>don't</b> .
He / She <b>has to</b> change buses.	<b>Does</b> he / she <b>have to</b> take a taxi?	Yes, he / she <b>does</b> . No, he / she <b>doesn't</b> .

\*Have to is used to show obligation.

**D** Complete the sentences with the correct form of *have to* or *do*.

- A:** Do we \_\_\_\_\_ take a bus?                      **B:** No, we \_\_\_\_\_ take a train.
- A:** \_\_\_\_\_ I have to change trains?                      **B:** Yes, you \_\_\_\_\_.
- A:** \_\_\_\_\_ Susana have to take the subway?                      **B:** No, she \_\_\_\_\_ rent a car.
- A:** \_\_\_\_\_ he have to go to the meeting?                      **B:** No, he \_\_\_\_\_.

## Conversation

**E**  39 Listen to the conversation. Where does the tourist have to go? How long does it take?

- Tourist:** Excuse me, how do I get to the airport?
- Assistant:** Take the subway. You have to change trains, but it's cheap.
- Tourist:** How long does it take?
- Assistant:** About an hour.
- Tourist:** Oh! But I have to get there by two thirty. And I have four bags!
- Assistant:** Two thirty! In half an hour? OK, you have to take a taxi then. It's expensive, but it's fast.

### SPEAKING STRATEGY

#### Talking about Times and Costs

- How much is it?  
Four dollars.  
It's cheap / expensive.
- How long does it take?  
An hour.  
It's slow / fast.

**F** Practice the conversation in pairs. Switch roles and practice it again. Then change the underlined words and make a new conversation.



## GOAL CHECK Compare Types of Transportation

- You work at a new airport. Complete the *You* column with new times and prices from the airport to downtown (e.g., *bus = 1 hour / \$5.50*).

	You	Your Partner
<b>Bus</b>		
<b>Taxi</b>		
<b>Subway</b>		
<b>Train</b>		

- In pairs, ask about your partner's times and prices. Write the answers in the table.
- Compare your answers. Is your transportation fast or slow? Cheap or expensive?

## D

**GOAL** Plan a Bicycle Day**Reading**

**A** Look at the photo and the title of the article. What day is it? Where are the cars?

**B** Read the article and write the paragraph number (1–3).

- Paragraph \_\_\_\_\_ is about how local people have fun at Ciclovía.
- Paragraph \_\_\_\_\_ is about transportation in Bogotá.
- Paragraph \_\_\_\_\_ is about why Ciclovía is popular.

**C** Look at the groups of words from the article. Delete one word that doesn't belong in each group.

**Countries:** Colombia, Europe, China, New Zealand

**Motor vehicles:** bicycles, cars, taxis, motorcycles

**Vehicles without motors:** bicycles, wheelchairs, buses, skateboards

**Jobs:** fitness instructor, manager, musician, salsa

**Groups of people:** citizens, streets, human beings, Bogotanos

**D** Read the article again and answer the questions.

- What do these numbers refer to in paragraph 1?  
75    9,000    50,000    500,000    1,600,000
- What can you do at a “Fun Stop”?
- Why does Bibiana Sarmiento think Ciclovía is a good idea? Do you agree with her?

✓ **GOAL CHECK**

- Work in pairs. You have to start a Bicycle Way for your town or city. Discuss and decide:
  - What day (or days) is your Bicycle Way?
  - How often is it? (e.g., every week? every month?)
  - How many miles do you close to motor vehicles?
  - How many “Fun Stops” are there? What do people do at them?
- Join another group. Present your plans.

Our Bicycle Way is on ...

We close 50 miles ...





# A City that Bans Cars on Sundays

1 During the work week, the city of Bogotá, Colombia, has 1,600,000 cars, 50,000 taxis, 9,000 buses, and 500,000 motorcycles. But every Sunday, the city closes 75 miles of roads to motor vehicles, so the *Bogotanos* (**citizens** of Bogotá) have to leave their cars at home. Instead, they go on their bicycles, roller skates, scooters, wheelchairs, and skateboards. And they walk!

2 During “Ciclovía” (meaning “Bicycle Way” in English) every Sunday, people bike around the city streets, and, as they bike, there are “Fun Stops.” At one fun stop, you can listen to musicians playing salsa music. At another, there is an aerobics class with a fitness instructor. And there is always cheap, delicious food for sale—“I come for the food!” says one young woman.

3 This year, Ciclovía in Bogotá is 25 years old and it’s still very popular. Bibiana Sarmiento is the manager of Ciclovía and she explains why it’s a good idea: “The Ciclovía is the moment when motor vehicles **make way** for human beings ... citizens **take over** the city’s **public space**.” Now other cities have days like Ciclovía all over the world—from New Zealand to Europe to China.

4 Maybe your town or city already has a special day when people—not cars—control the streets. If it doesn’t, maybe it’s time to start one!

**citizens** people who live in a particular country, city, or town  
**make way** to make room for

**take over** control

**public space** an area for everyone to use

# E

## GOAL Give Advice to Travelers

### Communication

**A** In pairs, take the quiz about rules around the world. Then check your answers at the bottom of the page.

1. In France, do you have to drive on the left or the right?
2. In Japan, do you have to leave a tip at a restaurant?
3. In the UK, do you have to carry ID (e.g., your passport) with you all the time?
4. Do people chew gum in Singapore?
5. When you meet a friend in Rio de Janeiro, how many times do you kiss?
6. In China, do men have to be 20 or 22 to get married?
7. When you have a meeting in the US, do you have to be punctual?

#### WORD FOCUS

**tip** money you give the waiter after your meal

**punctual** on time

**B** In groups, discuss the questions in the quiz for your country (or city).

In my country, you have to drive on the right.

You don't have to leave a tip...

**C** In pairs, prepare a similar quiz for your country. Write four or five questions.

**D** Join another pair and take turns asking and answering your quiz questions.

### Writing

**E** Read the two emails and answer the questions.

1. Why is Luis in Denmark?
2. What places are there in Copenhagen?
3. What's the best way to get around the city?

Hello Lars. How are you? Guess what? I'm in Denmark because I have some meetings for work. I want to visit you in Copenhagen. Are you free?

Best,  
Luis

Hi Luis,

That's great news! Yes, I am free, and you have to spend a few days with me in Copenhagen because it's beautiful. There are lots of museums and art galleries. And it's easy to travel around the city. There are buses, but bicycles are the best way to get around.

Call me at 0045 7996 475 735!

Lars

1. On the right. 2. No. 3. No. 4. No. There is a ban on chewing gum. 5. Twice. But it is different in other parts of Brazil. 6. Men have to be 22. 7. Yes, you do. It's important to be punctual in the US.



**Amagertorv Square  
in Copenhagen**

**F** Read the Writing Skill box. Then underline *and*, *but*, and *because* in the emails.

**WRITING SKILL:** *and, but, because*

Use **and** for extra information.  
 Use **but** to show contrast.  
 Use **because** to give a reason.

**G** Write *and*, *but*, or *because* in these sentences.

1. I'm not at work this week because I am on vacation.
2. Lots of people visit the museum \_\_\_\_\_ the park.
3. Taxis are fast, \_\_\_\_\_ they are expensive.
4. Walk to the train station \_\_\_\_\_ turn right.
5. Kyoto is popular with tourists \_\_\_\_\_ it's beautiful.
6. I'm from Nanjing, \_\_\_\_\_ I live in Shanghai.
7. There's a post office, \_\_\_\_\_ it's closed today.
8. Go to Cafe Royale \_\_\_\_\_ the food is great!



**GOAL CHECK** Give Advice to Travelers

1. Write a reply to this message from a friend in another country.

*Hi! How are you? I have two free days in your city. Do you want to meet?*

Say that you want to meet, and write about:

- why your town / city is a good place to visit.
- good places for tourists (e.g., museums, etc.).
- the best way to get around.

2. Exchange your reply with a partner. Does your partner use *and*, *but*, and *because*?

# VIDEO JOURNAL

## STAR WARS ON THE SUBWAY

**A** Answer the questions in groups

1. Do you watch movies often?
2. Does your town / city have a movie theater? How often do you go?
3. What are some famous movies in your country?
4. Who are some famous actors?
5. What is your favorite movie? What is it about?

**B** Look at the people in costumes from a famous movie. Do you know the movie? What is it about?

**C** Watch part one of the video.

1. Where is Charlie Todd from?
2. What does Improv Everywhere want to make people do?
3. Where does Improv Everywhere perform?
4. Where do they perform *Star Wars*?
5. What do the actors put on?
6. Do they have to wait at the same station?



**D** Watch the second part of the video. Number the actions in the order you see them.

1 Princess Leia waits for the subway train.

The stormtroopers take Princess Leia to the doors.

She reads a book.

Darth Vader gets on the train.

The stormtroopers and Princess Leia get off the train.

Princess Leia and Darth Vader talk to each other.

Stormtroopers get on the train.

**E** Improv Everywhere wants to make people laugh. Do people laugh in the video? What makes you laugh?

**F** In groups, plan another performance for Improv Everywhere.

1. Where do you want to do the performance? On a train? A bus? In the street? A park?
2. Which movie do you want to perform?
3. How many actors do you need? Do they need costumes?

**G** Present your ideas from F to the class.



It's the weekend, and this family in Iraq is having a picnic at Lake Dukan north of the city of Slemani.



Look at the photo and answer the questions.

**1** Where is this family? What are they doing?

**2** What activities do you do in your free time?



### UNIT 7 GOALS

- A. Identify Activities Happening Now
- B. Make a Phone Call
- C. Talk about Abilities
- D. Explain How to Play Something
- E. Interview People

# A

## GOAL Identify Activities Happening Now

### Vocabulary

**A**  41 Match the activities to the correct photos. Then listen and repeat.

- |                 |                  |                 |                 |
|-----------------|------------------|-----------------|-----------------|
| cook dinner     | go to the movies | listen to music | play the guitar |
| read a magazine | shop for clothes | talk to friends | watch TV        |



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



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



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

### REAL LANGUAGE

Some verbs and nouns are often used together: *play the guitar, take a taxi, go to the movies*

**B** Write the verbs from **A** that go with these words.

- |                         |                       |
|-------------------------|-----------------------|
| 1. <u>go</u> to the gym | 5. _____ the piano    |
| 2. _____ lunch          | 6. _____ a movie      |
| 3. _____ a book         | 7. _____ to a podcast |
| 4. _____ for food       | 8. _____ to people    |

**C** How often do you do the activities in **A** and **B**? Write them in the table. Then compare answers with a partner.

I often do this:	I sometimes do this:	I never do this:

## Grammar

Present Continuous			
Statement	Yes / No Question	Short Answer	Wh- Question
I <b>am (not) reading</b> .	<b>Am I reading?</b>	Yes, I <b>am</b> . No, I'm <b>not</b> .	Where <b>am I going?</b>
You / We / They <b>are (not) reading</b> .	<b>Are you / we / they reading?</b>	Yes, you / we / they <b>are</b> . No, you / we / they <b>aren't</b> .	What <b>are you / we / they doing?</b>
He / She <b>is (not) reading</b> .	<b>Is he / she reading?</b>	Yes, he / she <b>is</b> . No, he / she <b>isn't</b> .	What <b>is he / she doing?</b>


\*We use the present continuous to talk about things that are happening at the moment.

**D** Match these sentences to the correct tense (a or b).

1. I'm listening to music. \_\_\_\_\_      2. I often listen to music. \_\_\_\_\_
- a. The present continuous for an activity happening at the moment of speaking  
b. The simple present for regular activities and routines

**E** Unscramble the words to write sentences.

1. the guitar. / is playing / Charlie \_\_\_\_\_  
2. Maria / watching TV. / is not \_\_\_\_\_  
3. Asha / listening to music? / Is \_\_\_\_\_  
4. Jun / What / reading? / is \_\_\_\_\_

**F**  42 Complete the telephone conversation with the correct form of each verb. Then listen and check.

**Dave:** Hi, Mom.

**Mom:** Dave! (1) \_\_\_\_\_ you \_\_\_\_\_ (walk) home now?

**Dave:** No, I'm not.

**Mom:** What (2) \_\_\_\_\_ you \_\_\_\_\_ (do)?

**Dave:** I'm at Paul's. We (3) \_\_\_\_\_ (listen) to music, and we (4) \_\_\_\_\_ (play) video games.

**Mom:** Well, don't be late!

Is she playing the piano?

**G** In pairs, take turns asking and answering questions about the eight photos in **A** on the previous page.

No, she isn't. She's playing the guitar.



## GOAL CHECK Identify Activities Happening Now

In pairs, take turns acting out three activities. Do not speak. Your partner guesses the activity.

You're running!

You're cooking!

# B

## GOAL Make a Phone Call

### Listening

**A** Look at the photos. What are the people doing?



**B** 43 Listen to three telephone conversations. Number the photos (1–3) in the order you hear them. What information helped you number the photos?

**C** 43 Answer the questions. Listen again to check your answers.

1. Are Tracey and Kenny riding bikes? \_\_\_\_\_
2. Why doesn't Kenny want to talk? \_\_\_\_\_
3. Does Kenny say goodbye? \_\_\_\_\_
4. Does Mandy know the caller? \_\_\_\_\_
5. Does she want to talk to him? \_\_\_\_\_
6. Does Mandy want him to call back? \_\_\_\_\_
7. Can Julia hear Ahmed? \_\_\_\_\_
8. Where is Julia? \_\_\_\_\_
9. Is Julia talking to friends? \_\_\_\_\_

### REAL LANGUAGE

Useful telephone expressions:

*Hello, this is...*

*Who's calling /*

*speaking, please?*

*Sorry, but I'm busy.*

*Can I call you back?*

*When is a good time*

*to call?*

*Can you speak up?*

**D** Read the Real Language box. What telephone expressions can you use in these situations?


1. You can't hear someone. \_\_\_\_\_
2. You don't know the caller's name. \_\_\_\_\_
3. You can't talk at the moment. \_\_\_\_\_
4. You're answering the phone. \_\_\_\_\_
5. You want to speak at a different time. \_\_\_\_\_

### PRONUNCIATION: Connected Speech

When speaking, people often connect a word ending in a consonant sound with a word starting with a vowel sound. For example: *Can I leave a message?*  
It sounds like one word, not two.

**E**  44 Listen to the expressions. Notice how some words sound connected.

1. Hello, this\_is Mandy.
2. Can\_I call you back?
3. Can you speak\_up?
4. What\_are you doing?
5. I'm in\_a meeting.

**F**  44 Close your books and listen to the sentences again. How many words do you hear in each sentence? Write them down. (e.g., *What are you doing?* = 4 words.)

## Communication

**G** Look at the chart. Think about where you are and what you are doing at these times. Fill in your information.

Day	Time	Location	Activity
Friday	8:00 a.m.		
	1:00 p.m.		
	10:00 p.m.		
Saturday	7:00 a.m.		
	3:00 p.m.		
	8:00 p.m.		



## GOAL CHECK Make a Phone Call

Choose a day and time from the chart. Role-play a phone call with your partner. Find out their location and activity.

Dialogue bubbles for role-play:

- Green bubble: Hello, who's calling?
- Green bubble: Where are you?
- Green bubble: What are you doing?
- Green bubble: Sorry, can you speak up?
- Yellow bubble: I'm on the train.
- Yellow bubble: I'm going to school.
- Yellow bubble: Can I call you back?

# C

## GOAL Talk about Abilities

### Language Expansion: Sports

**A** Match the sports to the correct photos.

play basketball    play soccer    play tennis    ride a bike  
run    skateboard    ski    swim



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

#### REAL LANGUAGE

We use **play** for competitive sports with a ball: **play tennis / soccer / basketball**

We use **go** for sports with *-ing*: **go swimming / running / skiing**

**B** Answer the questions. Then interview two classmates.

Do you ever ...	Me	Classmate 1	Classmate 2
play soccer?			
go skiing?			
go swimming?			
go running?			
play basketball?			
go skateboarding?			
play tennis?			
go biking?			

Do you ever play soccer?

Yes, sometimes.

No, never.

### Grammar

#### Can for Ability

Statement	Negative	Yes / No Question	Short Answer
I / You / She / He / We / They <b>can</b> swim.	He <b>cannot</b> swim. She <b>can't</b> play guitar.	<b>Can</b> you ski?	Yes, I <b>can</b> . No, I <b>can't</b> .

**C** Write about yourself. Complete the sentences with *can* or *can't*.

1. I \_\_\_\_\_ swim.
2. I \_\_\_\_\_ play soccer.
3. I \_\_\_\_\_ play golf.
4. I \_\_\_\_\_ ski.
5. I \_\_\_\_\_ play tennis.

**D** Complete the conversations.

1. **A:** \_\_\_\_\_ play volleyball?  
**B:** No, I can't, but I \_\_\_\_\_ play soccer.
2. **A:** \_\_\_\_\_ Damien swim?  
**B:** Yes, \_\_\_\_\_.

## Conversation

**E**  45 Listen to the conversation. What can each classmate do?

- Julie:** Hi, Yumi. This is Rosa. It's her first day, but she can speak English very well.
- Yumi:** Hi, Rosa! Welcome.
- Rosa:** Hi, Yumi. How's it going?
- Julie:** So, you both play musical instruments. Rosa can play the guitar.
- Rosa:** Well, I'm learning.
- Yumi:** Great! I can play the piano.
- Rosa:** How well can you play?
- Julie:** She can play very well.
- Rosa:** What about you, Julie? Can you play a musical instrument?
- Julie:** No, I can't.
- Yumi:** But Julie is great at sports. She can ski really well, and she's on the soccer team!

### SPEAKING STRATEGY

#### Say How Well You Can Do Something

How well can you...?  
I can... well. (✓)  
I can... very / really well. (✓✓)

**F** In groups of three, practice the conversation in **E**. Switch roles and practice it again.

**G** Change the underlined words and make a new conversation.



## GOAL CHECK Talk about Abilities

1. Prepare three *Can you...?* questions about different abilities (e.g., sports, musical instruments, languages, etc.).
2. Interview a partner with your three questions. Find out how well they can do something.

Can you speak Chinese?

Yes, very well.

How well can you play basketball?

3. Join another pair. Tell them about your partner's abilities.

Jose can speak Spanish and English very well.

He can't play a musical instrument, but he can sing!

## D GOAL Explain How to Play Something

### Reading

**A** Look at the photo and read the first paragraph of the article. What are hybrid sports?

**B** Read the article. Circle T for *true* or F for *false*.

1. Football tennis is popular in two countries. T F
2. You can use your hands in football tennis. T F
3. You can watch chess boxing in different countries. T F
4. In chess boxing, you play chess for 11 rounds. T F
5. You have to cycle and juggle in joggling. T F
6. At the World Joggling Championships, there are different races. T F

**C** Match these words from the article to the definitions.

1. competition C
  2. race \_\_\_\_\_
  3. team \_\_\_\_\_
  4. player \_\_\_\_\_
  5. net \_\_\_\_\_
  6. strong \_\_\_\_\_
- a. a person who plays sports
  - b. opposite of *weak*
  - c. an activity between people with a winner
  - d. a competition between runners over a distance
  - e. the thing between players in tennis
  - f. a group of players

**D** Answer these questions in groups.

1. What is the most popular sport in your country?
2. Do you have a favorite athlete or team?
3. Do you ever play sports in competitions?

**E** Read the rules for football tennis. Underline the verb forms.

You need two teams (of two players).  
You can't use your hands.

Then underline the rules for chess boxing and joggling in the article.

### ✓ GOAL CHECK

1. In pairs, choose a sport or game and write two or three rules for it.
2. Join another pair and read your rules. Can you guess the sport or game?





The Dutch National Bossaball Team plays in The Hague, the Netherlands.

# Hybrid Sports

Are you bored with playing the same sports all the time? Try **hybrid** sports! Hybrid sports are games with rules from two or more different sports and activities.

## Football Tennis

This sport is popular in the countries of the Czech Republic and Slovakia, where it started in the 1920s. You need two teams of two players and a net. One team kicks the ball over the net and the other team kicks or heads it back—you can't use your hands.

## Chess Boxing

There are chess boxing competitions and clubs in China, India, Iran, Italy, Russia, Germany, Mexico, Turkey, and the United States. Chess boxers have to be strong and intelligent. There are 11 rounds of 3 minutes. You have to play chess for 6 of the rounds and box for 5.

## Juggling

You can go running, biking, swimming ... and now you can go juggling! You have to run and juggle three or more objects at the same time—you can't drop the objects! At the World Juggling Championships every year, there are races of 100 meters, 400 meters, and 800 meters, with 3, 5, or 7 objects.

If you are interested in more hybrid sports, you can also try bossaball (volleyball, soccer, and gymnastics), disc golf (Frisbee and golf) and headis (table tennis and soccer). Or why not make a new one!

**hybrid** a mixture of two or more things

# E

## GOAL Interview People



In the US, children often go to summer camps. They play lots of sports, do outdoor activities, and have fun.

### Communication

- A** Look at the photo. Where are the children? What are they doing? Do you have summer camps for children in your country? What activities do children do there?
- B** Read the application form for a job. Answer the questions.
1. Where is the job?
  2. Who will you work with?

#### Summer Camp Jobs Application Form

We are looking for young people to work with children at our summer camps. Please answer the questions on this application form.

##### Personal information

Are you over 18 years old? \_\_\_\_\_

When can you start this job? \_\_\_\_\_

##### Education

Do you go to school or college? \_\_\_\_\_

What are you studying? \_\_\_\_\_

##### Work experience

Do you have a job? What is your job title? \_\_\_\_\_

Who are you working for? \_\_\_\_\_

##### Your abilities

Do you have experience with children? \_\_\_\_\_

Can you play any sports? \_\_\_\_\_

Do you have other hobbies or interests? \_\_\_\_\_

**C** You are applying for the summer camp job. Write short answers for the questions on the application form.

**D** In pairs, take turns asking and answering the questions on the application form.

## Writing

**E** Read the Writing Skill box. Then write the questions from the application form in the correct column in the table.

### WRITING SKILL: Question Forms

**Simple present:** *Are you a student? What do you do in your free time?*

**Present continuous:** *Are you studying? What are you studying?*

**Questions with can:** *Can you speak English? What musical instruments can you play?*

Simple Present	Present Continuous	Questions with <i>can</i>

**F** In pairs, choose one of the jobs and write an application form with questions.

- A sports and fitness trainer at a gym
- An assistant at a local preschool
- A tour guide for tourists in your city in the summer



## GOAL CHECK Interview People

Interview a partner. Take turns asking and answering the questions on your application forms from **F**.

# VIDEO JOURNAL

## DANNY'S CHALLENGE

- A** Look at the photo of Danny MacAskill. What is he doing?
- B** Can you do this on your bicycle? Do you do any similar activities? For example, ride a skateboard?
- C** These are some of the reasons that people ride bicycles. Watch the video and circle the reason, or reasons, that Danny rides his bicycle.

for exercise      for fun      for money  
for the challenge      to go to work





**D** Answer the questions about Danny. Then watch the video to check your answers.

1. Where does Danny come from?
2. Where does Danny ride his bike?
3. Do people think Danny is good?
4. What is Danny's challenge?
5. What is easy about riding over the bridge? What is difficult?
6. What is Danny looking for now?

**E** In pairs, watch the video with NO sound and describe what Danny is doing (e.g., *He's riding on a wall, he's riding on one wheel, etc.*).

**F** Match each person with a challenge.

- |                        |                                |
|------------------------|--------------------------------|
| 1. soccer player _____ | a. get better grades           |
| 2. student _____       | b. go faster                   |
| 3. skier _____         | c. learn to play something new |
| 4. musician _____      | d. score more goals            |
| 5. teacher _____       | e. help students pass the test |

**G** Write down two personal challenges. Then work in groups and ask each other about your personal challenges.

# Clothes

The men in this dance group from Johannesburg, South Africa, all wear the same clothes.



Look at the photo and answer the questions:

**1** What are the men wearing?

**2** What colors can you see in the photo?



### UNIT 8 GOALS

- A. Ask about Clothes
- B. Buy Clothes
- C. Express Likes and Dislikes
- D. Talk about Personal Qualities
- E. Describe Your Favorites

# A

## GOAL Ask about Clothes

### Vocabulary

**A**  47 Match the words to the photos. Then listen and repeat the words.

coat    dress  
hat    jacket  
jeans    pants  
scarf    shirt  
shoes    skirt  
socks    sweater  
tie    T-shirt



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



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



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_



13. \_\_\_\_\_



14. \_\_\_\_\_

### WORD FOCUS

**Wear** is the verb you use with clothes.

**B** In pairs, ask and answer the questions.

1. What clothes do you normally wear to work or school? on weekends?
2. What clothes do you never wear?

**C** Look at the pictures. Complete the sentences. Notice the words in **blue**.

1. Ruben is **trying on** \_\_\_\_\_.
2. Lucy is **paying for** the \_\_\_\_\_ **by** credit card.
3. The sales assistant is **showing** her a \_\_\_\_\_.



1



2



3


## Grammar

Can / Could for Polite Requests		
Requests	Affirmative Response	Negative Response
<b>Can</b> I try on these shoes? <b>Can</b> I pay with cash? <b>Could</b> you show me another shirt, please? <b>Could</b> you repeat that?	Of course. Yes, sure.	I'm sorry, but... (give reason) I'm afraid (that)... (give reason)
* <i>Could</i> is more polite than <i>can</i> .		

**D** You are a clothing store customer. Write polite requests for the sales assistant.

- You want to see some shoes. Could you show me some shoes, please?
- You see a sweater and want to try it on. \_\_\_\_\_
- You want to pay by credit card. \_\_\_\_\_
- You want to see some pants. \_\_\_\_\_

## Conversation

**E**  48 Write the missing words in the conversation. Then listen and check.

**Zoe:** I like your dress. I don't have anything nice to wear to the party ...

**Jill:** Maybe you can wear my other dress.

**Zoe:** That'd be great. (1) \_\_\_\_\_ I see it, please?

**Jill:** Sure. Here you are.

**Zoe:** Thanks! (2) \_\_\_\_\_ I try it on?

**Jill:** Yes, of (3) \_\_\_\_\_.

**Zoe:** Sorry, but it doesn't fit. Can I try on a different dress?

**Jill:** I'm (4) \_\_\_\_\_ that I only have two nice dresses and I'm wearing the other one.

**F** Practice two similar conversations in pairs, starting with these phrases.

**Conversation 1:** "I'm cold. I don't have anything warm to wear."

**Conversation 2:** "The airline lost my suitcase. I don't have any extra clothes."

## GOAL CHECK Ask about Clothes

Role-play this conversation in pairs. Then switch roles and repeat the conversation.

**Student A:** You have a job interview, but you don't have any nice clothes.  
Ask Student B for help with some clothes.

**Student B:** Your friend has a problem. Offer some of your clothes.

# B

## GOAL Buy Clothes

### Vocabulary

**A** Look at the photo. Point at and say the colors. Which of the two colors are not in the photo?

black	brown	dark blue	dark green	light blue	light green
orange	pink	purple	red	white	yellow



**B MY WORLD** What color are your clothes today? What is your favorite color for clothes? Where do you normally buy your clothes?

### Listening

#### WORD FOCUS

What size are you?

**S** = small

**M** = medium

**L** = large

**XL** = extra large

**C** 49 Listen to four conversations in a clothing store. Write the answers to the questions in the table.

Conversation	What color?	What clothing?
1	<i>dark blue</i>	<i>tie</i>
2		
3		
4		

**D** 49 In one conversation, the customer does not buy anything. Which conversation? Why doesn't the customer buy anything? Listen to check your answers.


**E** Who says these sentences? The sales assistant (S) or the customer (C)?

1. Can I help you? \_\_\_\_\_
2. I'm looking for a tie. \_\_\_\_\_
3. Do you have any? \_\_\_\_\_
4. I'll take it. \_\_\_\_\_
5. Do you want to pay by cash or credit card? \_\_\_\_\_
6. Could I see some shoes, please? \_\_\_\_\_
7. Do you have anything in light brown? \_\_\_\_\_
8. How much are they? \_\_\_\_\_
9. Can I try on one of those blue jackets? \_\_\_\_\_
10. What size are you? \_\_\_\_\_
11. I'm sorry, we don't have any. \_\_\_\_\_
12. OK, thanks anyway. \_\_\_\_\_
13. I'd like to look at the shirts. \_\_\_\_\_
14. The shirts are \$12 each. \_\_\_\_\_

**F**  49 Listen again and check your answers in D.

**PRONUNCIATION:** *Could you*

We pronounce the full form of *could you* as "kud yu" – /kʊd ju/. The reduced form is "kudyuh" or "kudjuh" – /kʊdʒə/ or /kʊdʒə/. We use the full form in formal speech. The reduced form is more informal.

**G**  50 Listen and check (✓) the box of the form you hear. Then take turns reading the sentences using the reduced forms.

	Full Form	Reduced Form
1. Could you help me, please?	✓	
2. Could you help me, please?		✓
3. Could you bring a large jacket?		
4. Could you bring a large jacket?		
5. Could you repeat that?		
6. Could you repeat that?		

**Communication**

**H** Complete the shopping list.

My shopping list			
Clothes I would like to buy	shoes		
Color	red		
Size	8		
Maximum price	\$50		

 **GOAL CHECK** Buy Clothes

In pairs, role-play buying the clothes in H. First, Student A is the customer and Student B is the sales assistant. Then switch roles.

# C

## GOAL Express Likes and Dislikes

### Language Expansion: Likes and Dislikes

**A** Read the sentences and write the verbs in bold in the table.

1. I **like** pink T-shirts. They're pretty.
2. I **hate** my school uniform! It's ugly!
3. I **don't like** the color green.
4. I **love** shopping for clothes. It's fun!

Likes and dislikes	
😊😊	
😊	like
😞	
😞😞	

**B** Rewrite sentences 1–4 in **A** and make them true for you. Then tell your partner.

### Grammar

Object Pronouns		
Subject Pronouns	Verb	Object Pronouns
I You He She It We They	love(s) like(s) don't / doesn't like hate(s)	<b>me.</b> <b>you.</b> <b>him.</b> <b>her.</b> <b>it.</b> <b>us.</b> <b>them.</b>
<i>I love <b>these green pants</b>. → I love <b>them</b>.      We like <b>pizza</b>. → We like <b>it</b>.</i>		


**C** Underline the correct pronoun to complete the sentence.

1. **A:** Do you want this hat? **B:** No, I hate *it / them*.
2. I'm looking for a new tie. Can you help *I / me*?
3. Your brother is nice. I like *him / her*.
4. She wears those shoes every day. She loves *it / them*!
5. My favorite color is purple. Do you like *it / us*?

The neighborhood of Shibuya in Tokyo, Japan, is a popular place for shopping and fashion.



## Conversation

**D**  51 Chung and Brenda are buying a present for Brenda's brother. Listen and read the conversation. What are they buying? Which soccer team does her brother like?

- Chung:** Does your brother like soccer?  
**Brenda:** Yes, he does. Why?  
**Chung:** Because this store has soccer shirts for famous teams.  
**Brenda:** Great! Let's go in and look at them.  
**Chung:** How about this shirt? I think it's Manchester United.  
**Brenda:** No, he doesn't like them. He loves Juventus.  
**Chung:** OK, so buy him a Juventus shirt. What size is he?

- E** Practice the conversation in pairs. Switch roles and practice it again.  
**F** Practice the conversation again. Pick a different present for a person that you know.

### SPEAKING STRATEGY

#### Make Suggestions

Let's...  
 How about...?  
 OK, so...



## GOAL CHECK Express Likes and Dislikes

1. Complete the first column of the chart with things like clothes, food, sports, activities, and places. Check (✓) the columns to show your likes and dislikes.

	  I love ...	 I like ...	 I don't like ...	  I hate ...
1. jeans				
2. the color red				
3. blue clothes				
4.				
5.				
6.				
7.				
8.				

2. Ask for your partner's opinions about your chart. Write an **x** in the chart for your partner's answers. Then share your answers with the class.

Do you like strawberry ice cream?

Yes, I love it.

I hate strawberry ice cream, but Rafael loves it.

## D GOAL Talk about Personal Qualities

- A** Look at the photos. What colors are her shirts? Which color do you prefer? Why?
- B** Read the article. What is the main message?
- It's important to wear different clothes at work.
  - Colors can change what people think about us.
  - Clothes are more important than colors.
- C** These people don't know what color to wear. Find the best color in the article.
- "I have an interview for a new job tomorrow!" *black*
  - "My friend is a painter, so I have to meet him at a gallery today."
  - "It's my birthday. Let's go to a nightclub!"
  - "What a beautiful day! I feel great!"
  - "I want to go for a walk in the park."
  - "I'm meeting some new people tonight."
- D** Work in pairs. Answer the two questions at the end of the article. Do you think that color is important? Why?
- E** Match the adjectives from the article to the sentences.

creative	friendly	helpful
intelligent	interesting	positive

- Stella does well in school. *intelligent*
- Nick is nice and he loves meeting new people.
- My grandfather tells amazing stories. I love to listen to him.
- They are musicians and they write music.
- Every morning, she's happy and excited.
- Richard is a good sales assistant. He always asks customers, "Can I help you?"

### ✓ GOAL CHECK

In pairs, describe different people you know using the adjectives in **E**. What colors from the article suit the people best? Give reasons and examples.

My sister is very creative. She paints and likes to take photos. Purple suits her.

# What does the color of your clothes say about you?



When you go to work or school, do you think about the colors of your clothes? You might not, but it's important because people have different feelings when they see different colors. For example, look at this woman. In each photo she's wearing the same shirt, but the colors are different. Which color do you think she's very professional? Which color is friendly and fun? Which color makes her look interesting?

**Psychologists** believe that color can change how we feel about a person, so when you choose your clothes, choose the correct color for the correct situation:

Black is a good color for job interviews, because people think you are very professional.

Blue is a friendly color, so when you want to make friends, wear something blue.

Red is good for going out and having fun. Wear red to a party.

Yellow is the color of the sun, and people often wear yellow in the summer. It's a happy and positive color.

Purple makes you look interesting. People think that you are creative and you love art.

Green means you are a helpful person and other people may ask for your help. Maybe you like nature and animals.

So, what color are your clothes today? What do they say about you?

**psychologist** a person who studies the human mind



# E

## GOAL Describe your Favorites

### Communication

**A** Read the directions. Then play the game in small groups.

#### What's your FAVORITE?!

Go to the START square. Take turns flipping a coin. Move 1 square for heads or 2 squares for tails. Answer the question in the square.

**WHAT'S YOUR FAVORITE?!**

**START**

1. What's your favorite sport?

2. Do you like shopping? What is your favorite store?

3. What's your favorite place in your town or city? Why?

4. Do you often go to the movies? What's your favorite movie?

5. What's your favorite possession? What color is it?

6. What's your favorite time of day? Why?

7. What's your favorite meal? Breakfast, lunch, or dinner?

8. What's your favorite room in your house? Can you describe it?

9. Do you like video games? What's your favorite game?

10. Make a question and ask another player. What's your favorite ...?

**FINISH**  
YOU WIN THE GAME

### REAL LANGUAGE

A **stall** is a small shop in a market.

### Writing

**B** Read a descriptive paragraph. What is the writer's favorite place? What are two of the reasons?

My favorite place in my town is the local market. It's open on Tuesdays and Saturdays, and I often go with friends. I like it because there are different clothing stalls and the clothes are very cheap. Also, you can eat food there—it's delicious!



**The Rot Fai Market  
in Bangkok,  
Thailand**

**C** Read about paragraphs. Then underline the topic sentence of the paragraph in **B**.

#### **WRITING SKILL: Paragraphs**

A paragraph has one topic sentence and two or three supporting sentences:

1. Start with your topic sentence: *My favorite ...is...*
2. Write your reason: *I like it because... / I love it because...*
3. Write another reason: *Also,... / I also like it...*

**D** Look at the sentences from a paragraph. Put them in the correct order from 1 to 4.

- \_\_\_ I usually wake up at six o'clock and drink coffee.
- \_\_\_ My favorite time of the day is the morning.
- \_\_\_ Also, I can watch the sunrise from my bedroom window—it's beautiful!
- \_\_\_ It's early, but I love this time of day because it's quiet.



### **GOAL CHECK Describe Your Favorites**

1. Choose one of these topics and write a paragraph.
  - favorite clothes
  - favorite sport
  - favorite time of day
  - favorite place
  - favorite possession
  - favorite time of year
2. Exchange paragraphs with a partner. Is there a topic sentence? How many supporting sentences are there?



**VIDEO** JOURNAL

**A DRESS WITH A STORY**

A woman wears her  
handmade dress in  
Desulo, Sardinia, Italy.



**A** Look at the traditional clothes in the photo. Which country do you think this woman is from?

**B** Does your country have traditional clothes? When do people wear them? What color are they?

**C** Watch the video. Number the actions in the order you see them.

\_\_\_\_\_ A woman is looking at old photos of her parents.

\_\_\_\_\_ Two women are standing together in a red dress and a black dress.

  1   A woman is sewing her dress with a needle.

\_\_\_\_\_ A woman is standing in a dress. She also has a black headscarf.

\_\_\_\_\_ A woman is standing in a red, yellow, blue, and black dress.

\_\_\_\_\_ A woman is looking at the mountains.

**D** Read the sentences from the video and underline the correct words.

1. Sardinia is *an island* / *a country* in the Mediterranean Sea.
2. The middle of the island is *very busy* / *quiet*.
3. Desulo is a *city* / *village* in the mountains.
4. Over the years, the women *make a new* / *change their* dress.
5. When they get married, the dress is *red* / *black*.
6. *The old woman* / *The dress* tells the story of a life.

**E** Watch the video again and check your answers.

**F** Think of three important objects in your life and write them in this table (e.g., a photo of your parents, a special book).

What is the object?	Why is it important in your life?

**G** Work in pairs. Take turns describing your three objects.



*Kamayan* means “by hand” in the Philippines. It refers to eating together with friends and family without plates or utensils.

Look at the photo and answer the questions.

1 What food do you see in the picture?

2 What is your favorite food?



### UNIT 9 GOALS

- A. Order a Meal
- B. Plan a Party
- C. Describe Your Diet
- D. Solve a Problem
- E. Explain How to Do Something

# A

## GOAL Order a Meal

### Vocabulary



cereal and milk



eggs



steak



fish



salad



pasta



chicken



fruit juice



coffee



tea



chocolate cake



ice cream

**A** Look at the photos of foods and drinks. Write them in the table. You can write them more than once.

Breakfast (morning)	Lunch or dinner (noon to evening)	Drinks	Desserts

**B** In pairs, write three more food and drink words in the table. Then work with another pair and share your words.

**C** Tell your partner the types of food you like and don't like for breakfast, lunch, and dinner.

What do you like for breakfast?

I like cereal and milk. I hate eggs for breakfast!

### Grammar

#### Some and Any

Statement	Negative	Question
There's <b>some</b> ice cream in the freezer.	We don't have <b>any</b> chicken.	Do you have <b>any</b> chocolate cake?
*We use <i>some</i> for questions with <i>can</i> and <i>could</i> : <i>Can I have <b>some</b> water, please?</i>		


**D** Complete the article with *some* or *any*.

In India, many people don't eat (1) \_\_\_\_\_ meat. They are called *vegetarians*. That means they don't eat (2) \_\_\_\_\_ chicken or (3) \_\_\_\_\_ steak. So, what do vegetarians eat? They have (4) \_\_\_\_\_ great options. At an Indian restaurant, you can order (5) \_\_\_\_\_ delicious fruit juices and enjoy (6) \_\_\_\_\_ wonderful salads and entrees. There are also (7) \_\_\_\_\_ great desserts.

**E** Unscramble the words to make statements and questions from a cafe.

1. you / strawberry / do / have / any / ice cream?  
\_\_\_\_\_
2. any / have / we / don't / strawberry / ice cream.  
\_\_\_\_\_
3. some / I / have / coffee / could / please?  
\_\_\_\_\_
4. I'll / ice / some / have / chocolate / cream.  
\_\_\_\_\_

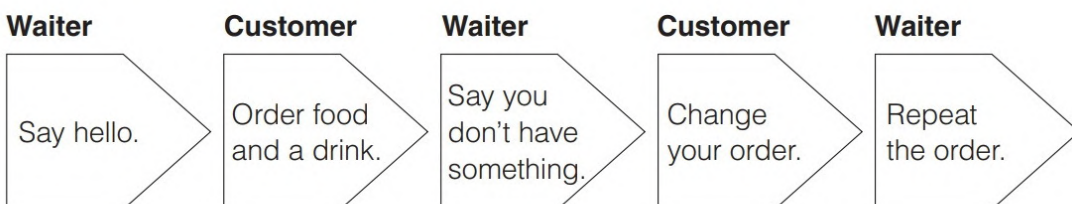
### Conversation

**F**  53 Write the sentences in **E** to complete the conversation. Listen and check your answers. Then practice the conversation in pairs.

**Waiter:** Good evening. What can I get you?  
**Customer:** Hi. (1) \_\_\_\_\_  
**Waiter:** Sure. Milk and sugar?  
**Customer:** Just milk. And (2) \_\_\_\_\_  
**Waiter:** No, sorry, (3) \_\_\_\_\_. We only have chocolate.  
**Customer:** OK, (4) \_\_\_\_\_.  
**Waiter:** So, that's one coffee with milk and one chocolate ice cream.  
**Customer:** That's right. Thank you.

### **GOAL CHECK** Order a Meal

In pairs, role-play a conversation in a cafe between a waiter and a customer. Use the flowchart to plan what to say. Do the role play. Then switch roles and make another conversation.



# B GOAL Plan a Party



## Vocabulary

**A** Write the type of container for each of the foods and drinks. Use the words to the left. What other types of food or drinks can you buy in these containers?

1.	of	fruit juice
2.		ice
3.		milk
4.		cereal



bottle



bag



carton



box

## Listening

**B** 54 Miguel and Diana are planning a party. Listen and complete their notes.

### People

Number of people: \_\_\_\_\_

Number of vegetarians: \_\_\_\_\_

### To buy

\_\_\_\_\_ bottles of soda

\_\_\_\_\_ bottles of fruit juice

1 bag of \_\_\_\_\_

20 \_\_\_\_\_ and buns

10 \_\_\_\_\_ and buns


\_\_\_\_\_ box of veggie burgers


### Dessert

Ellie is making a \_\_\_\_\_ cake.

\_\_\_\_\_ (in freezer)

## PRONUNCIATION: *and*

 55 In speech, we often reduce the word *and* to sound like *n*. Listen to the full form and the reduced form of the phrase *pasta and salad*.

**C**  56 Listen and repeat the phrases. Notice the difference between the full form and the reduced form.

1. soda and water
2. hamburgers and hot dogs
3. cake and ice cream

**D** In pairs, take turns reading the sentences with the reduced form of *and*.

1. How about steak and salad?
2. I think we need milk and eggs.
3. We'll have strawberry and chocolate ice cream.

## Communication

**E** In groups of three, plan a party.

1. Decide how many people to invite and write their names. Are any of these people vegetarian or do they have special diets?

_____	_____
_____	_____
_____	_____
_____	_____

2. Discuss the menu. Write a shopping list below.

Shopping list	
_____	_____
_____	_____
_____	_____
_____	_____

3. What else do you need for a good party?

We can invite Sachin.

Does Sachin eat meat?

No, he's vegetarian.

What else do we need to buy?



## GOAL CHECK Plan a Party

Join another group. Explain your plans for the party.

**GOAL** Describe Your Diet

**Language Expansion: Food Groups**

**A** The Eatwell Plate helps you eat a healthy diet. It shows five food groups and how much to eat of each group. Look at the graph. Do you see any of your favorite foods?



**B** Write two more food words from the graph into these food groups:

Fruit: banana, \_\_\_\_\_, \_\_\_\_\_

Vegetables: potatoes, \_\_\_\_\_, \_\_\_\_\_

Dairy: yogurt, \_\_\_\_\_, \_\_\_\_\_

Protein: beans, \_\_\_\_\_, \_\_\_\_\_

Bread and cereals: pasta, \_\_\_\_\_, \_\_\_\_\_

**C MY WORLD** Think of other types of food in your country. Match them to the chart in **A** and food groups in **B**. Does your country have something like the Eatwell Plate?

**Grammar**

Count and Non-count Nouns; <i>How much / How many</i>	
Count Nouns (plural ending -s)	Non-count Nouns
Count nouns have a singular and a plural: <i>one apple, two apples</i>	Non-count nouns only have a singular form: <i>water, pasta, fish</i>
<b>How many</b> apples do you eat every week? <i>Four or five. / Not many.</i>	<b>How much</b> pasta do you eat a week? <i>A lot! / Not much.</i>

**D** Write the foods from the Eatwell Plate in the correct column.

Count Nouns	Non-count Nouns

**E** Complete these sentences with *how much* or *how many*.

- \_\_\_\_\_ eggs do you eat every week?
- \_\_\_\_\_ meat do you eat a week?
- \_\_\_\_\_ fruit juice do you drink every day?
- \_\_\_\_\_ cookies do you eat every day?
- \_\_\_\_\_ bread do you eat a day?

**F** In pairs, take turns asking and answering the questions in **E**.

## Conversation

**G**  57 Listen to the conversation. Does the patient eat well?

**Doctor:** Tell me about the food you eat. How much fruit do you eat?

**Patient:** I eat an apple every day. Sometimes I have an orange, as well.

**Doctor:** Very good! Do you eat meat?

**Patient:** Yes, I love meat.

**Doctor:** How much meat do you eat?

**Patient:** I eat a big steak every day.

**Doctor:** And vegetables. Do you eat any vegetables?

**Patient:** No, I don't like vegetables.

**H** Practice the conversation in pairs. Switch roles and practice it again.

**I** Change the underlined words and make a new conversation. Make the diet more healthy.

### SPEAKING STRATEGY

#### Giving Positive

#### Feedback

Very good!

Well done!

Good / Great job!

## GOAL CHECK Describe Your Diet

Make a list of the foods you eat on a normal day. Tell a partner about your diet and decide if it is healthy or not. Then join another pair. Tell them about your partner's diet.

# D

## GOAL Solve a Problem

**A** What kinds of fruits and vegetables can you see in the photo? Do they look good to eat? Why?

**B** Read the article. What do these numbers refer to?

5,000: \_\_\_\_\_

1/3: \_\_\_\_\_

2 billion: \_\_\_\_\_

800 million: \_\_\_\_\_

70%: \_\_\_\_\_

30%: \_\_\_\_\_

**C** Read the article again. Circle **T** for *true* or **F** for *false*.

1. The 5,000 people in Union Square throw away their lunch. T F
2. Tristram Stuart wants people to know about food waste. T F
3. Supermarkets want to sell “perfect” food, not “ugly” food. T F
4. Luis Garibaldi exports his mandarin oranges to Peru. T F
5. Tristram thinks there is one solution to the problem. T F

**D MY WORLD** Do you think this is a problem in your country? Why?

### ✓ GOAL CHECK

Role-play a conversation between a TV journalist and Tristram Stuart.

**Student A:** You are the TV journalist. Ask Tristram about the problem of food waste. Use the questions in the article and your own ideas.

**Student B:** You are Tristram Stuart. Answer the journalist’s questions about the problem of food waste, and give solutions. Use information from the article.

What’s the problem of food waste?

It’s a global problem because...





# Food Waste

It's the middle of the day in New York City and 5,000 people are eating lunch in Union Square. This is not a normal lunch, though. National Geographic Explorer Tristram Stuart, and his organization Feedback, make these lunches from food that people throw away. He makes these lunches because he wants people in different cities to know about the problem of **waste**.

## What's the problem?

Food waste is a global problem. The world throws away over a third of its food every year. That's **enough** food for about two billion people. This is a big problem because about 800 million people are **hungry** every day.

## Why do we waste food?

One reason the world wastes food is because supermarkets want to sell "perfect" fruit. For example, Luis Garibaldi is a farmer from Peru. He grows mandarin oranges. He **exports** 70% of his fruit to Europe and North America. Most of the oranges are good to eat, but supermarkets throw away 30% because the fruit is not the perfect color, size, or shape.

## What's the solution?

Tristram thinks there are different solutions. For example, when you go shopping for food, buy fresh food from markets. Don't worry about food with a different shape—ugly food is still good to eat! And don't throw food away—eat all of it.

**waste** thrown away without being used

**enough** the right amount

**hungry** when you need food, but have none

**to export** to sell and transport products to other countries

# E

## GOAL Explain How to Do Something

**A** In pairs, think of five examples of healthy foods and five examples of unhealthy foods. Then compare your lists with another pair's.

**Healthy**

---

---

---

---

---

**Unhealthy**

---

---

---

---

---

**B** Read the “How To” information from a website. What examples does it have of healthy and unhealthy foods?

### How to Have a Healthy Diet

There are lots of ways you can have a healthy diet:

- Eat five types of fruits and vegetables a day, such as potatoes, carrots, apples, lettuce, and bananas.
- Over a third of a healthy diet is food like bread, pasta, and rice.
- Fish is a good example of a healthy food. Eat fish twice a week or more.
- Don't eat lots of foods and drinks with sugar; for example, candy, soda, and ice cream.
- Drink about two liters (or a half a gallon) of water every day.

In the US, people spend over \$32 billion a year on candy.



## Writing

**C** Read the information. Then underline the words and phrases in **B** for giving examples.

### WRITING SKILL: Giving Examples

When we write information, we often give examples:

- *Eat more green vegetables; **for example**, lettuce and broccoli.*
- *Don't eat fast food, **such as** burgers and fries.*
- *Salad **is a good example of** a healthy food.*
- *For breakfast, I eat food **like** cereal, milk, and eggs.*

**D** Write the missing words in these sentences.

1. Running is a \_\_\_\_\_ example \_\_\_\_\_ a healthy exercise.
2. When you study, take regular breaks; for \_\_\_\_\_, go for a walk.
3. I often play sports, \_\_\_\_\_ soccer and tennis.
4. The children like desserts, such \_\_\_\_\_ ice cream and cake.

### WORD FOCUS

#### like

*I **like** vegetables. =  
enjoy*

*Eat more vegetables  
**like** carrots and  
peas. = similar to*

## Communication

**E** Choose one of these “How To” titles in a small group.

- How to Get More Exercise
- How to Have More Free Time
- How to Learn More English
- How to Make a Healthy Meal

**F** Discuss your choice in **E**. Write down four or five ways to do it.



## GOAL CHECK Explain How to Do Something

Write “How To” information for a website. Use your title from **E** and your ideas from **F**. Try to give examples in your writing.



# VIDEO JOURNAL

## BERRY ROAD TRIP



**A** Answer the questions in pairs.

1. Where do you buy your food?
2. Which food is from your country?
3. Which food is from other countries?

**B** Match the words and symbols to the definitions.

- |                             |                              |
|-----------------------------|------------------------------|
| 1. lbs <input type="text"/> | 3. % <input type="text"/>    |
| 2. \$ <input type="text"/>  | 4. mile <input type="text"/> |
- a. It's a type of distance. It equals 1.6 kilometers.
  - b. A pound is a type of weight. It is 453 grams.
  - c. A percentage.
  - d. A dollar is a type of money.

**C MY WORLD** Write answers to the questions.

1. How far is it from your school or place of work to your home?  miles
2. What is your country's currency?
3. How much of your day do you spend at school or work?  %

**D** Watch the video. Number the actions in the order you see them.

- 1 Lots of trucks are driving in different directions.
- The strawberries are in a box. The box is in a case. The case is on a pallet.
- The truck is driving across the US from Watsonville, CA to Washington, DC.
- A person is buying strawberries from a store.
- A man is putting the pallets of strawberries into a truck.
- One driver is sleeping.

**E** Watch the video again in pairs. Student A answers questions 1–6 and Student B answers questions 7–12.



- |  |   |
|--|---|
| 1. How many trucks are on the road every day?<br>_____                       | 7. How much of our food do we transport?<br>_____%              |
| 2. On average, how far can food travel before it's in the store? _____ miles | 8. How many strawberry trucks are there?<br>_____               |
| 3. How many pounds of strawberries are there per box? _____                  | 9. How many pallets are on a truck?<br>_____                    |
| 4. How many cases are there on a pallet?<br>_____                            | 10. How much does it cost to put fuel in the truck?<br>\$ _____ |
| 5. How much do the strawberries on one truck cost? \$ _____                  | 11. How long does the trip take?<br>_____ days                  |
| 6. How many drivers are there? _____   | 12. How many hours can one person drive per day?<br>_____ hours |

**F** Take turns asking your partner their questions. Write down their answers.

**G** Watch the video again. Are your partner's answers correct?

**H** Imagine you are making a similar type of video about your life. Write down ten important facts (numbers, percentages, years, etc.). Then work in pairs and tell your partner about your facts.

People compete in an Aquathlon (swimming and running race) in Manaus, Brazil.



Look at the photo and answer the questions.

1 Is exercise important for your health?

2 What do you do to stay healthy?



### UNIT 10 GOALS

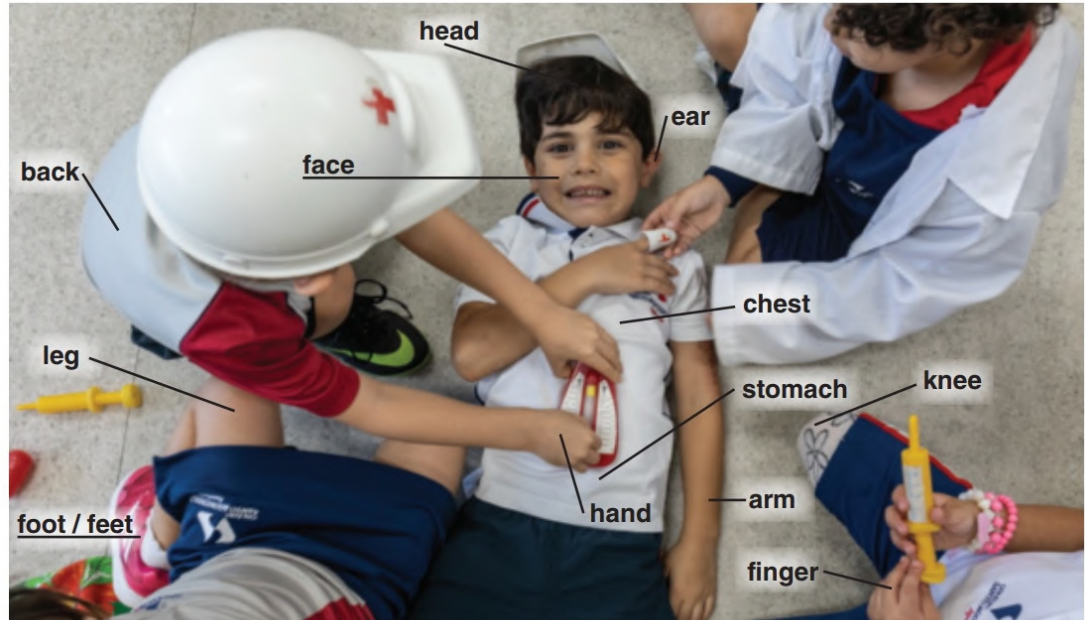
- A. Identify Parts of the Body and Say How You Feel
- B. Ask about Health Problems
- C. Give Advice on Health Remedies
- D. Explain a Process
- E. Describe Healthy Living

# A

## GOAL Identify Parts of the Body and Say How You Feel

### Vocabulary

**A** Look at the photo. What are the kids doing? Did you ever do this when you were young?



**B** 59 Listen and repeat the parts of the body in **A**.

**C** Complete the sentences about the photo with a word from **A**.

1. One "doctor" has a hat on his \_\_\_\_\_.
2. He is checking the other boy's \_\_\_\_\_.
3. The other "doctor" is touching the boy's \_\_\_\_\_.
4. They have shoes on their \_\_\_\_\_.

**D** Work in pairs. One student points at parts of his or her body. The other student says the word for the body part.

### Grammar

Feel, Look + Adjective					
Affirmative	Negative	Yes / No Questions	Short Answers	Information Questions	Answers
I <b>feel</b> great!	Hilary doesn't <b>feel</b> well.	Do you <b>feel</b> OK?	Yes, I do.	How do you <b>feel</b> ?	I <b>feel</b> terrible!
He <b>looks</b> fine.	You don't <b>look</b> well.	Does she <b>look</b> tired?	No, she doesn't.	How is he <b>feeling</b> ?	He <b>feels</b> OK.
*Use an adjective after statements with the verbs <i>look</i> and <i>feel</i> : <i>You look great!</i>					
*You can ask these questions with no difference in meaning: <i>How do you feel?</i> / <i>How are you feeling?</i>					

**E** We often use the adjectives in the box after *feel* and *look*. Write them in the table. Compare your answers in pairs. Then add new words to the table. Share your words with another pair.

fantastic	fine	great	happy	not well
OK	sick	terrible	tired	well

😊	😐	😞
great	OK	terrible

**F** Match the questions to the responses.

- |  |  |
|--|--|
| 1. How do you feel today? _____                  | a. Yes, they do.   |
| 2. Do you feel OK? _____                         | b. I feel great!   |
| 3. Does your teacher look well? _____            | c. No, he doesn't. He looks tired!                                 |
| 4. How do your friends feel? _____               | d. No, I don't. I feel terrible. My stomach hurts and I feel sick. |
| 5. Does everyone in your class look happy? _____ | e. They feel OK.   |

**WORD FOCUS**

*My stomach / head / leg **hurts**.* = when a part of your body doesn't feel well

**G** In pairs, ask each other the questions in **F** and give answers that are true for you.

**REAL LANGUAGE**

We can ask about someone's health by using these questions:

**Formal** ← → **Informal**  
*What's the matter?*    *What's wrong?*    *What's up?*

\**How are you?* is a greeting. We do not normally use it to ask about someone's health.

**H** 60 Write the missing words in the conversation. Then listen and check.

- Boss:** What's the matter, Kim? You (1) \_\_\_\_\_ tired.  
**Kim:** No, I'm not tired, but I don't feel (2) \_\_\_\_\_. My head hurts.  
**Boss:** Oh, no!  
**Kim:** And I (3) \_\_\_\_\_ sick to my stomach. Can I go home?  
**Boss:** Of course. And go see a doctor!

**GOAL CHECK** Identify Parts of the Body and Say How You Feel

Practice three conversations in pairs.

Conversation 1 is in an office. Student A is the boss and asks: "What's the matter?" Student B is an employee whose back hurts, and he or she also feels very tired.

Conversation 2 is in a classroom. Student A is a student and doesn't feel well. His or her head hurts and he or she feels sick. Student B is the teacher and asks: "What's wrong?"

Conversation 3 is in a cafe. Student A thinks Student B doesn't look well, but Student B feels great. Student B explains why.

# B

## GOAL Ask about Health Problems

### WORD FOCUS

We can say *I have a stomach**ache** / head**ache** / tooth**ache** or My stomach / head / tooth **hurts**.*

### Vocabulary

**A** Match the symptoms to the health problems. You can use the symptoms more than once.

#### Symptoms

- a. backache
- b. fever
- c. your arm hurts
- d. headache
- e. sore throat
- f. cough
- g. your knee hurts
- h. your tooth hurts

#### Problems



1. cold: \_\_\_\_\_



2. flu: \_\_\_\_\_



3. toothache \_\_\_\_\_



4. car accident: \_\_\_\_\_

### Listening

### REAL LANGUAGE

**Something is going around** means a lot of people have the same symptoms at the moment.


**B** 61 Listen to two conversations between patients and doctors. Make notes in the table.


Conversation	Health Problem	Symptoms
1.		
2.		

**C** 61 The doctor asks a lot of questions. Listen again and check (✓) the questions you hear.

- |                         |                                     |                             |                          |
|-------------------------|-------------------------------------|-----------------------------|--------------------------|
| 1. What's the problem?  | <input checked="" type="checkbox"/> | 8. What can I do for you?   | <input type="checkbox"/> |
| 2. What's the matter?   | <input type="checkbox"/>            | 9. How do you feel?         | <input type="checkbox"/> |
| 3. What hurts?          | <input type="checkbox"/>            | 10. Does it hurt a lot?     | <input type="checkbox"/> |
| 4. Can you move it?     | <input type="checkbox"/>            | 11. Do you have a fever?    | <input type="checkbox"/> |
| 5. Where does it hurt?  | <input type="checkbox"/>            | 12. Does your stomach hurt? | <input type="checkbox"/> |
| 6. Does your head hurt? | <input type="checkbox"/>            | 13. Can you explain?        | <input type="checkbox"/> |
| 7. Anything else?       | <input type="checkbox"/>            | 14. Do you need medicine?   | <input type="checkbox"/> |

## PRONUNCIATION: Sound and Spelling

 62 Sometimes words can have the same vowel sound, but different spellings for the vowel. For example: *leg – head*

**D**  63 Listen to the words. Then match the words on the right to the words on the left with the same vowel sound.

ache            cough            flu  
head            knee            throat

me            new            note  
off            said            take

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**E**  64 Listen and check your answers in **D**.

## Communication

**F** Role-play the following situations.

### Situation 1

**Student A:** You are a doctor. Ask your patient how he or she feels.

**Student B:** You are the patient. You have a cough, a headache, and a fever. Tell the doctor how you feel.

### Situation 2

**Student B:** You are a dentist. Ask your patient how he or she feels.

**Student A:** You are the patient. You have a toothache. Tell the dentist how you feel.

Where does it hurt?

This tooth here.

Does it hurt a lot?

Yes, when I eat or drink something hot!



## GOAL CHECK Ask about Health Problems

1. You need to go to the doctor. Write down your health problems and symptoms.
2. Work in pairs. Using your ideas in part 1, take turns being the patient and the doctor and role-play the situation.

**GOAL** Give Advice on Health Remedies**Language Expansion:** Remedies

go to bed



see a doctor



lie down



see a dentist



take some cough medicine



take some pain reliever

**A** Answer the questions. Use the phrases above.

1. What do you do when you have a headache?  
\_\_\_\_\_
2. What do you do when you have a very bad backache?  
\_\_\_\_\_
3. What do you do when you have a cough?  
\_\_\_\_\_
4. What do you do when you have a toothache?  
\_\_\_\_\_
5. What do you do when you have a fever?  
\_\_\_\_\_

**B MY WORLD** Do you know other remedies for any of the problems in **A**?  
For example: *When I have a cough, I drink tea with honey and lemon.*

**Grammar**

<b>Should (for advice)</b>				
Statement	Negative	Yes / No Question	Short Answers	Wh- Question
You <b>should</b> go to bed. He <b>should</b> take some cough medicine.	He <b>shouldn't</b> go to work today.	<b>Should</b> I see a doctor?	Yes, you <b>should</b> . / No, you <b>shouldn't</b> .	What <b>should</b> I do?
*We use <i>should</i> to ask for or give advice.				

**C** In pairs, make nine sentences using the words in the table.

For healthy teeth, you	should shouldn't	go to bed at the same time every night.
		eat a lot of candy.
		play sports.
For a healthy heart, you		go to the dentist every six months.
		eat fruit and vegetables.
		play games on your phone before bed.
To sleep well, you		drink coffee late at night.
		brush your teeth after meals.
		eat a lot of fast food.

**D** Match the questions and the answers.

- |   |   |
|---|---|
| 1. I feel sick. Should I see a doctor? _____      | a. You should take some pain reliever.  |
| 2. I have a headache. What should I do? _____     | b. He should see a dentist.             |
| 3. Mike has a toothache. What should he do? _____ | c. She should take some cough medicine. |
| 4. Should Uzra see a doctor? _____                | d. Yes, you should.                     |
| 5. Claudia has a cough. What should she do? _____ | e. No, she shouldn't.                   |

## Conversation

**E**  65 Listen to the conversation. What does Casey think Brenda should do?

**Casey:** Hi. What's up, Brenda?

**Brenda:** I don't feel well.

**Casey:** Oh, no! That's too bad.

**Brenda:** I think I have the flu. What should I do?

**Casey:** I think you should go home and go to bed.

**Brenda:** Do you think I should see a doctor?

**Casey:** No, I don't think so.

### SPEAKING STRATEGY

#### Showing Sympathy

Oh, no!

That's too bad!

I'm sorry about that.

**F** Practice the conversation in pairs. Switch roles and practice it again.

**G** Change the underlined words and make a new conversation.



## GOAL CHECK Give Advice on Health Remedies

In pairs, read the situations and discuss what advice to give to each person.

1. A friend spends all day watching TV and playing video games. He never goes out, and he often gets sick.
2. Someone at work has a backache and cannot stand up for more than a few minutes.
3. Your teacher often works late and only sleeps 5–6 hours a night. Today she has a sore throat and a fever.

# D

## GOAL Explain a Process

**A** Look at the photo. What do you think the drone is doing? What do you think is in the box?

**B** Read the article and check your ideas in **A**. Then match a–c to the correct paragraph.

- Paragraph \_\_\_\_\_ is about how drones deliver medicine.
- Paragraph \_\_\_\_\_ is about the problem for doctors in Rwanda.
- Paragraph \_\_\_\_\_ is about how technology can save lives.

**C** Circle **T** for *true* or **F** for *false*.

- Rwanda is in West Africa. T F
- The entire country has good roads. T F
- Doctors have a new way to get medicine. T F
- Zipline is a type of hospital. T F
- Drones are faster than trucks. T F
- Zipline doesn't deliver in any other countries. T F

**D** The article says the drones are an “example of how technology can be positive and important in our lives.” In groups, think of three more types of technology that are positive and important. Present your ideas to the class.

**E** Read paragraph 2 again. What are the four stages of the process? Underline the words and phrases that introduce each stage. For example: *First of all*,

### ✓ GOAL CHECK

In pairs, choose one of the processes and list its stages.

- Making an appointment to see your doctor
- Sending a package by mail
- Using an app on your smartphone

Join another pair and describe the process using the introductory words and phrases you underlined in **E**.





# A Life-Saving DELIVERY

- 1 Rwanda is a small country in central East Africa. A lot of its people live in rural areas, and often there aren't good roads to the villages. Because transportation is a problem, doctors in Rwanda often cannot get medicine for their patients. But now they have a high-tech solution.
- 2 Zipline is a drone service that delivers medicine. Zipline doesn't use cars and trucks. Its drones can quickly deliver medicine over mountains and forests and across rivers. The process is simple. First of all, when a hospital in Rwanda needs medicine, the doctor sends a text message to Zipline. Next, Zipline puts the medicine into a small red box with a parachute. Then, the drone flies to the hospital and, finally, it drops the box to the ground.
- 3 Zipline's drones are a good example of how technology can be positive and important in our lives. The drones can make 500 deliveries per day, and the average flying time is 30 minutes (by truck it's about 5 hours). The drone can fly almost 50 miles in a trip. As a result, Zipline is also now delivering in Ghana and, in the future, it plans to deliver in other countries, including rural parts of the United States.

## E

**GOAL** Describe Healthy Living**Communication**

- A MY WORLD** Do you know a person who is old and healthy (e.g., a grandparent)? Why do you think they are healthy?
- B** Look at this list of activities for a long and healthy life. Which activity do you think is the most important? Which do you think is the least important?
- Get regular exercise
  - Eat a lot of fruit and vegetables
  - Get 7–8 hours of sleep every night
  - Have close friends and face-to-face contact
  - Breathe clean air
  - Take time to relax
- C** Work in small groups. Discuss your opinions in **B**.
- D** Read the text. What is Susan Pinker’s answer to **B**? Do you agree with her?

According to psychologist Susan Pinker, there are different activities for a long and healthy life. First, healthy people eat a lot of fruit and vegetables. In addition, they don’t smoke, and they also get regular physical exercise. Finally, she thinks that you should have close friends and face-to-face contact—those are the most important things for a long and healthy life.

Spending time with close friends can lead to a long and healthy life. Do you think these women in China will live long lives?



## Writing

- E** Read about sequencing and adding information. Then underline examples of sequencing and adding language in the paragraph in **D**.

### WRITING SKILL: Sequencing and Adding Information

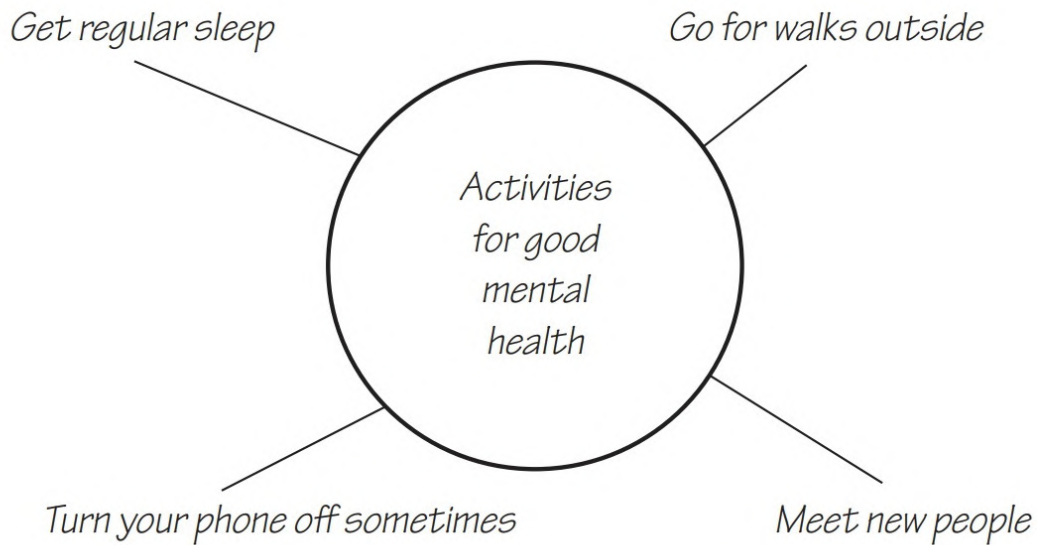
When we write information in a paragraph, we often use:

- **sequencing language:** First, / Second, / Finally,
- **adding language:** Also, / They also ... / In addition,

- F** Write the missing word in the sentences.

1. To have a healthy heart, people should exercise daily. They should \_\_\_\_\_ eat a lot of vegetables.
2. A walk in the park is good for your health. \_\_\_\_\_, it's relaxing to go outside. Second, you get exercise.
3. When you have the flu, you should stay in bed. In \_\_\_\_\_, you should take medicine.

- G** Look at a student's plan for a paragraph about mental health. She has four ideas for the topic. Can you think of any more ideas? Add them to the plan.



### WRITING STRATEGY

Before you write an information paragraph, it's useful to plan first. One way to plan is to use graphic organizers like the one in **G**.



### GOAL CHECK Describe Healthy Living

1. Use the plan in **G** and write a paragraph starting with this topic sentence:  
*There are different activities for good mental health.*
2. Exchange your paragraph with a partner. Does your partner's paragraph use language for sequencing and adding information?

# VIDEO JOURNAL

## WHAT MAKES YOU HAPPY?

**A** Look at the photo. How happy are these people? Score them from 0 to 10 (0 = not happy, 10 = happy).



0 1 2 3 4 5 6 7 8 9 10

**B** In groups, discuss what makes people happy. Look at the reasons and put them in order from 1 (most important) to 8 (less important).

\_\_\_\_\_ Good health

\_\_\_\_\_ Family and friends

\_\_\_\_\_ A good economy

\_\_\_\_\_ Physical exercise

\_\_\_\_\_ Good schools and education

\_\_\_\_\_ A green environment

\_\_\_\_\_ Sunny weather

\_\_\_\_\_ A job and hard work

**C MY WORLD** What things in **B** make you happy? What else makes you happy? Tell a partner.

**Families play on the beach at sunset at Playa Flamingo, Costa Rica.**



**D** Watch the video. Check (✓) the reasons for happiness in each country.

	Costa Rica	Denmark	Singapore
1. Good health	✓		
2. A green environment			
3. A good education			
4. Sunny weather			
5. A good economy			
6. Family and friends			
7. A job and hard work			

**E** Circle **T** for *true* or **F** for *false*.

1. People from 140 countries answered the poll questions. T F
2. Seven or above means you are very happy. T F
3. People from different countries have similar answers to the questions. T F
4. Costa Rica has beautiful beaches. T F
5. People don't have much money in Denmark. T F
6. In most countries, people think physical health is very important. T F

**F** Watch the video again and check your answers in **E**.

**G** In small groups, write seven or eight questions about happiness. For example:  
*How important is physical exercise? Does sunny weather make you happy?*

**H** Exchange your questions with another group and answer their questions.



# Making Plans

People walk down a colorful alley in Athens, Greece.



Look at the photo and answer the questions.

1 What are these people doing?

2 What are your plans for the weekend?



## UNIT 11 GOALS

- A. Plan Special Days
- B. Describe a National Holiday
- C. Make Life Plans
- D. Compare Festivals
- E. Invite People

# A

## GOAL Plan Special Days

### Vocabulary

**A** Match the special days to the photos. Which days are every year?

an anniversary      a birthday      a graduation  
a new job      a new year      a wedding



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



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



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

### WORD FOCUS

You can talk about plans with these verbs: *plan to*, *want to*.

*I **plan to** have a party for my birthday.*

*My parents **want to** go out for dinner.*

**B MY WORLD** Think about you and your family. Which special days do you plan to celebrate this year?

**C** In pairs, read about the special days and decide how to celebrate them. Complete the sentences with phrases from the box and your own ideas.

cook a special meal      give a present      go out to eat      go to the movies  
have a party      invite family to the house      make a cake      send a card

- For my best friend's birthday, I always \_\_\_\_\_.
- On my mom and dad's anniversary, they always \_\_\_\_\_.
- My sister's college graduation is this year. We plan to \_\_\_\_\_.
- John has a new job, so tonight we want to \_\_\_\_\_.
- Every New Year's Day, I meet friends and we \_\_\_\_\_.

**D** Tell a partner what you do on your birthday.

What do you do on your birthday?

I normally ...

This year, I plan to ...

## Grammar

Be going to			
Statement	Negative	Yes / No Question	Wh- Question
I <b>am going to</b> have a party.	We <b>are not going to</b> have a big meal.	<b>Are you going to</b> go to the movies?	What <b>is</b> he <b>going to</b> do? When <b>are</b> we <b>going to</b> go?
*We use <i>be going to</i> for making plans. *We also use these time expressions: <i>tomorrow, next Saturday / week / year.</i>			

**E** Complete the conversations. Use *be going to* and the words in parentheses. Then practice the conversations in pairs.

- A:** What \_\_\_\_\_ (you) do for your birthday?  
**B:** I \_\_\_\_\_ have a BIG party! People are going to give me presents.
- A:** \_\_\_\_\_ (you) have a barbecue this weekend?  
**B:** No, we \_\_\_\_\_ go to the movies.
- A:** Where \_\_\_\_\_ (Courtney and Min) go on New Year's Eve?  
**B:** They \_\_\_\_\_ go to Punta Cana and relax on the beach.

**F** Complete these sentences with your own plans.

- After class, I'm going to \_\_\_\_\_.
- This weekend, I'm going to \_\_\_\_\_.
- Next month, I'm going to \_\_\_\_\_.

**G** Work in pairs. Use *be going to* to ask your partner questions about their plans in **F**.

What are you going to do after class?

I'm going to meet some friends.

Are you going to go to the movies this weekend?

No, I'm not. I'm...



### GOAL CHECK Plan Special Days

- In groups, choose a special day. For example, New Year's Eve or a graduation. Decide:
  - what you are going to do.
  - where it is going to be.
  - who you are going to invite.
- Join another group and present your plans.

# B

## GOAL Describe a National Holiday



**On New Year's Eve in New York City, people often celebrate in Times Square. The Chinese New Year is later in the year.**

### REAL LANGUAGE

Cardinal Numbers	Ordinal Numbers
1: one	1st: first
2: two	2nd: second
3: three	3rd: third
20:	20th:
twenty	twentieth
31:	31st:
thirty-one	thirty-first

\*See page 184 for more information.

### Vocabulary

- A** 🔊 67 Number the months in the correct order. Then listen and check.
- January    July    September    May    December    February
- April    October    November    March    June    August

- B** 🔊 68 Match the dates to the special days and holidays. Then listen and check. Notice how we say the dates.

- |                        |                                  |
|------------------------|----------------------------------|
| 1. March 3rd _____     | a. Valentine's Day               |
| 2. February 14th _____ | b. Independence Day in Bolivia   |
| 3. April 22nd _____    | c. Halloween                     |
| 4. May 1st _____       | d. Girl's Day in Japan           |
| 5. August 6th _____    | e. Earth Day                     |
| 6. October 31st _____  | f. Labor Day (in many countries) |


- C** In pairs, say the dates for these special days.

- Your birthday
- New Year's Day
- Independence Day or a national holiday in your country

### Listening

- D** 🔊 69 Listen to two conversations. Write the dates you hear.

1. New Year's Eve in the US is on \_\_\_\_\_.
2. This year, the New Year in China starts on \_\_\_\_\_.
3. Independence Day in the US is on \_\_\_\_\_.
4. Independence Day in Brazil is on \_\_\_\_\_.

**E**  69 Listen again and answer the questions.

1. Why isn't Linda going to Times Square?
2. What is she going to do?
3. What is Chen going to do?
4. What is Tom going to do during the day?
5. What is he going to do at night?
6. What time is he going to leave?

**PRONUNCIATION: *Be going to* (Reduced Form)**

In everyday speech, *going to* often sounds like "gunna." This change does not happen in writing.

Full: /gouɪŋ tu/    Reduced: /gənə/

**F**  70 Listen and check (✓) the correct column.

	Full Form	Reduced Form
1. We're going to have a party.	✓	
2. We're going to have a party.		✓
3. I'm going to go to Paris.		
4. I'm going to go to Paris.		
5. They're not going to come.		
6. They're not going to come.		

**G** Practice the conversations in pairs. Use the reduced form of *be going to*.

**A:** What are you going to do this weekend?

**B:** I'm going to go to the beach.

**A:** Are you going to go to Kim's party?

**B:** No, I'm going to stay home on Sunday.



**GOAL CHECK Describe a National Holiday**

Answer the questions in the table with your own information. Then work in groups of three. Ask your classmates the questions and complete the table.

	You	Classmate 1	Classmate 2
What is your favorite holiday in your country?			
What date(s) is it going to be on this year?			
What are you going to do?			

**C****GOAL** Make Life Plans**Language Expansion:** Professions**A** Read about Laura. What is her life plan?

This is Laura. Someday she would like to go to space. She loves science, and she's going to be an astronaut when she graduates from college.

**B** Match the professions (1–6) to the people (a–f).

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

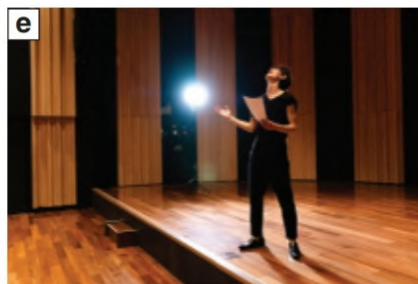
2. lawyer \_\_\_\_\_

3. musician \_\_\_\_\_

4. software engineer \_\_\_\_\_

5. actor \_\_\_\_\_

6. teacher \_\_\_\_\_



**C MY WORLD** Put the six professions in **B** in order from most (1) to least (6) interesting. Then compare your ideas in pairs. Do you agree? Why?

## Grammar

Would like to for Wishes			
Statement	Yes / No Question	Short Answer	Wh- Question
I <b>would like to</b> be a nurse.	<b>Would</b> you <b>like to</b> study engineering?	Yes, I <b>would</b> .	What <b>would</b> you <b>like to</b> be?
Danny <b>would like to</b> study law.	<b>Would</b> you <b>like to</b> be a nurse?	No, I <b>wouldn't</b> .	

**D** Write the wishes and plans. Add one of your own.


### Wish

- I would like to be an actor.
- Leo would like to be a doctor.
- \_\_\_\_\_
- We would like to see the fireworks.
- \_\_\_\_\_
- \_\_\_\_\_

### Plan

- I am going to study acting.
- \_\_\_\_\_
- I am going to study information technology.
- \_\_\_\_\_
- They are going to study music.
- \_\_\_\_\_

## Conversation

**E**  71 Listen to the conversation. What would Carol like to be? How is she going to do it?

- Father:** So, Carol, you're 18 years old today. What are you going to do with your life?
- Carol:** I'd like to get married and have children.
- Father:** What? Not so fast!
- Carol:** Just kidding! I'd like to become a lawyer.
- Father:** Really?
- Carol:** Yes, seriously. I'm going to study law in college.

### SPEAKING STRATEGY

#### Being Serious and Not Serious

Being serious: *I'm serious. / I'm not joking. / Seriously!*  
 Not being serious: *Just kidding! / I'm joking!*

**F** Practice the conversation in pairs. Switch roles and practice it again.

**G** Change the underlined words and make a new conversation.



## GOAL CHECK Make Life Plans

- Answer the questions.
  - What would you like to be in the future? (e.g., a doctor)
  - How are you going to do it? (e.g., go to college, work in a hospital)
- Work in groups. Tell each other about your life plans.

# D

## GOAL Compare Festivals

**A** Do you have these four seasons in your country? Which months are in each season?

spring      summer      fall      winter

**B** Read the article. Which festival is in ...

March? \_\_\_\_\_

April? \_\_\_\_\_

May? \_\_\_\_\_

**C** Match the words from the article to their definition.

- |                    |                              |
|--------------------|------------------------------|
| 1. ancient _____   | a. a lot of different colors |
| 2. colorful _____  | b. very old                  |
| 3. beautiful _____ | c. large groups of people    |
| 4. crowds _____    | d. nice to look at           |

**D** Read the article again. Check (✓) the sentences that are true for each festival.

	Las Mayas	Cherry Blossom	Holi
1. It's in the spring.	✓	✓	✓
2. It's always on the same date.			
3. It's more than one day.			
4. Flowers are very important.			
5. The festival has many colors.			
6. There are large crowds.			
7. There is music at the festival.			
8. It is in one country.			

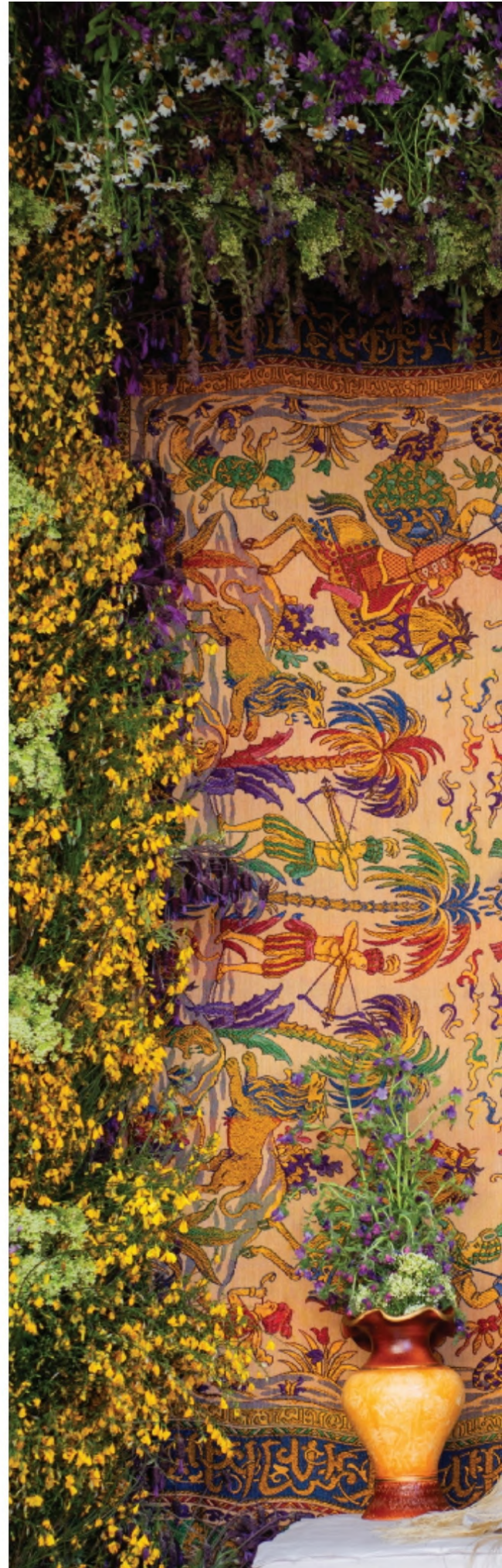
**E** Compare the three festivals in pairs.

1. What is similar about the festivals? What is different?
2. Which festival would you like to go to? Why?



### GOAL CHECK

1. Think of a festival in your country. Make notes about...
  - its time of year / dates.
  - its length (one day? a week?).
  - what people can see at the festival.
  - what is most important. Music? Color? Flowers?
2. Work in groups. Describe and compare your festivals. What is similar? What is different?



# Spring Festivals

After a long, dark winter, everyone feels happy when it's spring. So, many people around the world plan festivals to celebrate the beginning of this season.

## Festival of Las Mayas: Spain

Every year on May 2nd, there is a festival in the town of Colmenar Viejo. "Las Mayas" is an ancient festival. Local families make **altars** with colorful flowers. On each altar, a girl between the ages of 7 and 11 years old sits in a beautiful dress for two hours. Bands play music and crowds of people walk past.

## The Cherry Blossom Festival: Japan

Cherry blossoms are Japan's national flower, so Japanese people celebrate them with a festival in the spring. In April, people come to look at the beautiful, pink flowers. In the afternoons and evenings, they sit under the trees with friends and enjoy food, drinks, and music.



## Holi: India and Nepal

Around the middle of March, people in India and Nepal celebrate the **arrival** of spring. The festival lasts for one night and one day. People sing and dance around fires at night. Then, the next day, hundreds of people throw different-colored powders and water at each other.



**altar** a platform or table, for religion  
**arrival** the time when something begins

A girl sits on her altar during Las Mayas.

# E

## GOAL Invite People

### Writing

- A** Do you ever give or receive invitations? What are the invitations for?
- B** Read the three invitations. Which invitations are to one person? Which is an invitation to a lot of people?

Dear Laura,

My parents are going to celebrate their 25th Wedding Anniversary on March 27th. The family would like to invite you to this special day. The celebration is going to be at our house and starts at 6 pm. Looking forward to hearing from you.

Best wishes,  
Ana

Hi!

I'm going to go out for dinner after my graduation on April 18th. I'm going out with friends. Would you like to come? We're going to meet outside the school at 7.

Bye!

### Summer Festival

This summer, our town is going to be 200 years old!  
Come and celebrate this anniversary at 2 pm on Saturday, August 1st, in the park.  
There's going to be music, dancing, food, and drinks.  
Everyone is welcome!

People watching fireworks in Montreal, Canada, for the city's 375th anniversary. Many cities have celebrations or festivals on anniversaries.



**C** Read the invitations again and make notes in the table.

What is it?	Wedding Anniversary		
Date?			
Time?			
Place?			
Any other information? (e.g., music, food)			

**D** Read about more and less formal writing. Then underline examples of more and less formal writing in the three invitations. Which invitation is the most formal?

#### WRITING SKILL: More Formal and Less Formal Writing

##### More formal writing

- We often use: *Dear...* and *Best wishes*
- We normally use complete sentences with no contracted forms: *I would like to invite you to...* / *We are going to...*
- We don't use exclamation points.

##### Less formal writing

- We use: *Hi!* and *Bye!*
- We often use short sentences with contracted forms: *I'd like to invite you...* / *We're going to...*
- We often use exclamation points.

## Communication

**E** Work in groups. Choose one of the situations. Discuss your plans and make notes in the table.

- Your school is fifty years old this year. Plan an anniversary celebration.
- Your company is seventy-five years old. Plan an anniversary party for the staff.
- Your town is three hundred years old. Plan a weekend of activities in the local park.

What is the event?	
When is it?	
At what time?	
Where is it?	
Other information? (e.g., music, food)	



### GOAL CHECK Invite People

1. Decide how you are going to invite people to your event in **E** (a letter, an email, an ad, etc.). Write an invitation using your notes in the table.
2. Exchange invitations in pairs. How formal is your partner's invitation?

# VIDEO JOURNAL

## CATCHING A HUMMINGBIRD

**A** Do you ever take photos? Do you photograph animals such as birds?

**B** Read about hummingbirds and answer these questions.

1. How big are they?
2. Why are they intelligent?
3. Why is it difficult to see them?
4. How can scientists study hummingbirds?

**C** Watch the first part of the video and answer the questions.

1. Who is Anand Varma?
2. What would he like to do for this project?
3. Does he need a special camera for this project?

**D** Underline the correct word. Then watch again to check your answers.

1. Anand often works with *other photographers / scientists*.
2. Taking photographs of animals is *easy / difficult*.
3. Anand *needs to / doesn't need to* plan each photograph.
4. First, he's going to prepare his *studio / office*.
5. Nowadays, cameras are much better than in the *past / present*.
6. The *rain / fog* machine shows how a hummingbird moves.
7. The hummingbird is in a *plastic / metal* box with rain.

**E** Watch the second part of the video. Number the actions in the order you see them.

- The hummingbird is flying through fog.
- The hummingbird is using its forked tongue.
- Rain is falling on the hummingbird.
- The hummingbird is shaking the water off itself.

**F** What adjectives describe hummingbirds? Make a list. Compare your ideas in pairs.

Hummingbirds are very small. Most are about 3–5 inches long. They are intelligent because their brain is big for their size. And they are very fast, so it's difficult to see them. But now, using special cameras, scientists can study how hummingbirds move.

**G** In pairs, think of an animal or natural place in your country. Make a plan to photograph and video the animal or place.

- Why do you want to photograph this animal or place?
- What are you going to take with you? Make a list of items.
- When are you going to do this?

**H** Join another pair and tell them about your plans in **G**.



UNIT  
**12**

# On the Move



**Kristina Khudi and her family are part of the Nenets people of the Siberian Arctic in Russia. The Nenets live in tents and move 800 miles a year with their reindeer.**

Look at the photo and answer the questions.

1 Where is Kristina from?

2 How far does she move every year?



### UNIT 12 GOALS

- A. Talk about Your Past
- B. Ask about the Past
- C. Describe a Vacation
- D. Compare the Past and Present
- E. Give Biographical Information

# A

## GOAL Talk about Your Past

### Vocabulary

**A** Match the verbs in the box to the photos.

arrive get go leave live move return stay visit



1. \_\_\_\_\_ in a city



2. \_\_\_\_\_ to work



3. \_\_\_\_\_ at a hotel



4. \_\_\_\_\_ to a new house



5. \_\_\_\_\_ from a trip



6. \_\_\_\_\_ at the station



7. \_\_\_\_\_ home



8. \_\_\_\_\_ my friends



9. \_\_\_\_\_ home from work

**B** Circle the correct verb.

- The train from Seoul *arrives* / *stays* here at midnight.
- Phil is leaving Boston and he's *moving* / *arriving* to New York this week.
- How long are you *going* / *staying* at this hotel?
- Children *go* / *visit* to school at eight o'clock in the morning.
- When does Marta *go* / *return* from her vacation in Brazil?
- On the weekends, I always *visit* / *leave* my grandparents for dinner.

**C** Write a verb to complete the questions. Then ask and answer the questions in pairs.

- Where do you live \_\_\_\_\_?
- When do you \_\_\_\_\_ to school / work in the morning? When do you \_\_\_\_\_ home?
- When you go on vacation, where do you normally \_\_\_\_\_? In a hotel?

## Grammar

**D** Compare the sentences. Which is about the present? Which is about the past?

1. Last year, I left San Francisco and I moved to Tokyo.
2. Now, I live in an apartment and I work in Mexico City.

Simple Past		
Regular Verbs	Irregular Verbs	was / were
I <b>worked</b> in New York. / I <b>didn't work</b> in Tokyo. She <b>lived</b> in London. / She <b>didn't live</b> in Berlin.	You <b>went</b> to Mexico City. / You <b>didn't go</b> to Buenos Aires. He <b>got</b> home at nine. / He <b>didn't get</b> home at ten.	I <b>was</b> born in 1999. / I <b>wasn't</b> born in 2000. They <b>were</b> born in Beijing. / They <b>weren't</b> born in Shanghai.
*Add <i>-ed</i> to regular verbs. Use <i>didn't</i> + base form for the negative.	*See list of irregular verbs on page 185.	*The verb <i>to be</i> has two past forms: ( <i>It/he/she/it</i> ) <i>was</i> and ( <i>you/we/they</i> ) <i>were</i> .

**E** Complete the sentences with the simple past of the verb in parentheses.

1. My family and I \_\_\_\_\_ (move) to a new city last year.
2. Last night, I \_\_\_\_\_ (not go) to my English class. I visited a friend.
3. In Mongolia, my brother \_\_\_\_\_ (stay) in a tent for one month.
4. My mother \_\_\_\_\_ (live) in Rome for two years.
5. He \_\_\_\_\_ (leave) at 9 o'clock this morning.

**F** 73 Complete the information about two famous people who moved to different countries. Write the verbs in the simple past. Then listen and check.

be      go      live      move

Albert Einstein (1) was born in Germany in 1879. In 1895, he (2) \_\_\_\_\_ to school in Switzerland. After college, he (3) \_\_\_\_\_ in Switzerland for 28 years, and then he (4) \_\_\_\_\_ to the US in 1933.

leave      move      not stay      return

When she was 12, Salma Hayek (5) \_\_\_\_\_ Mexico and went to school in the US. A few years later, she (6) \_\_\_\_\_ to Mexico and became an actress. But Salma (7) \_\_\_\_\_ in Mexico. In 1991, she (8) \_\_\_\_\_ to Hollywood and became famous around the world.

### REAL LANGUAGE

We often use these time expressions with the simple past.  
*I was born in 2002.*  
**Last year**, she moved to Beijing.  
*They stayed in Mexico for seven days.*  
**Yesterday**, I went to the movies.

### WORD FOCUS

Say years like this:  
1879 = *eighteen seventy-nine*  
2001 = *two thousand and one*  
2019 = *two thousand nineteen*



## GOAL CHECK Talk about Your Past

1. Choose three important years in your life. Write each year and what happened.
2. Work in pairs. Tell your partner an important year, but do not say why it's important. Your partner guesses the reason.

In 1999, you were born.

No.

You went to your first school.

Yes, correct!


# B

## GOAL Ask about the Past

### Listening

**A**  74 Listen to an interview with Dr. Chris Thornton. Underline the correct words in his profile.

Name	Chris Thornton		
Current city	(1) <i>Washington, DC</i> / <i>New York City</i>		
Place of birth	(2) <i>Washington, DC</i> / <i>New York City</i>		
Subject studied in college	(3) <i>Archaeology</i> / <i>Art history</i>		
Countries worked in	(4) <i>South Africa</i> / <i>Peru</i> Iran	Hungary Oman	Cyprus
Work in Oman	He studied the (5) <i>buildings</i> / <i>language</i> and objects of (6) <i>ancient</i> / <i>modern</i> people.		

**B**  75 Read the information and listen to the verbs from the interview. Check (✓) the correct column.

	/d/	/t/	/ɪd/
1. traveled			
2. visited			
3. wanted			
4. studied			
5. worked			
6. liked			

#### PRONUNCIATION: -ed Endings

When simple past verbs end in *-ed*, they can have three ending sounds: /d/ (moved), /t/ (talked), or /ɪd/ (started).

**C**  76 In pairs, practice saying the sentences. Then listen and check the *-ed* sounds.


- Last year, I traveled to Brazil.
- We wanted to go out last night.
- They studied English in school.
- You lived in Wuhan.
- I worked there in 2015.
- We liked all the food.

Dr. Chris Thornton is the director of the ancient site of Bat in Oman.



## Grammar

Simple Past Questions	
<i>Was / Were</i>	<b>Short Answers</b>
<b>Was</b> he <b>born</b> in 2001?	Yes, he <b>was</b> . / No, he <b>wasn't</b> .
<b>Were</b> they <b>born</b> in the US?	Yes, they <b>were</b> . / No, they <b>weren't</b> .
<i>Wh- Questions</i>	<b>Short Answers</b>
Where <b>did</b> you <b>live</b> ?	In Muscat.
When <b>did</b> you <b>study</b> archaeology?	In 2005.
How long <b>did</b> you <b>stay</b> in the country?	Six months.

**D**  74 Write the missing words to complete the simple past questions and answers. Then listen to the interview with Chris again and check your answers.

- A:** \_\_\_\_\_ you born here?

**B:** No, I \_\_\_\_\_. I \_\_\_\_\_ born in New York City.
- A:** \_\_\_\_\_ you leave home?

**B:** In 1997.
- A:** \_\_\_\_\_ you work?

**B:** I \_\_\_\_\_ in South Africa, Hungary, Cyprus, Iran, and Oman.
- A:** \_\_\_\_\_ you \_\_\_\_\_ to Oman?

**B:** From 2007 to 2015, I went to Oman every winter.
- A:** \_\_\_\_\_ you do there?

**B:** We \_\_\_\_\_ the buildings and objects of ancient people.

## Communication

**E** In pairs, look at the information about Albert Einstein and Salma Hayek in Lesson A.

**Student A:** Write four simple past questions about Albert Einstein.

**Student B:** Write four simple past questions about Salma Hayek.

Take turns asking and answering your questions.



### GOAL CHECK Ask about the Past

- Write a list of simple past questions. Use these words and your own ideas.
 

When / born?	When / leave?	What subjects / study?
Where / born?	Where / move to?	When / go to college?
Where / your family live?	What school / go to?	What / do there?
- Interview a partner about his or her past. Write down his or her answers.
- Work with a different partner. Use your notes from 2 and describe your first partner's past.

He was born in ...

Her family moved in ...

# C

## GOAL Describe a Vacation

### Language Expansion: Going on Vacation

**A** Look at the phrases and think about your last vacation. Check (✓) the actions you did. Put an (x) on the actions you didn't do.



take a bus



get a passport



eat out



buy tickets



pack your bag



go to the beach



stay with family or friends



buy sunglasses

### WORD FOCUS

Note these irregular simple past forms:  
 buy – bought  
 eat – ate  
 get – got  
 go – went  
 take – took

**B** In pairs, say the actions in **A** that you did or didn't do. Use the simple past. Then make a list of other things you did on your last vacation and tell your partner.

I took a bus to Samaná.

I didn't stay with family. I stayed in a hotel.

### Grammar

#### Simple Past

##### Yes / No Questions

**Did** you **buy** the tickets?  
**Did** she **get** a new passport?  
**Did** they **go** to the beach?

##### Short Answers

Yes, I **did**. / No, I **didn't**.  
 Yes, she **did**. / No, she **didn't**.  
 Yes, they **did**. / No, they **didn't**.

**C** Complete the sentences.

- A:** \_\_\_\_\_ take a train? **B:** Yes, I did.
- A:** Did you \_\_\_\_\_ in a hotel? **B:** No, I didn't. I stayed with friends.
- A:** Did \_\_\_\_\_ a new passport? **B:** No, I \_\_\_\_\_. I already had one.
- A:** Did \_\_\_\_\_ take a plane? **B:** No, they \_\_\_\_\_. They took a bus.
- A:** \_\_\_\_\_ buy tickets? **B:** No, she \_\_\_\_\_.

- D** In pairs, ask *Yes / No* questions about your partner's last vacation using the phrases in **A**.



## Conversation

- E** 77 Listen to the conversation. Where did Liana go on vacation? Did she have a good time?

**David:** Hi, Liana! How was your vacation? Did you have a good time?  
**Liana:** Yes, I did. It was so relaxing!  
**David:** Where did you go?  
**Liana:** To Bali.  
**David:** Great! Was it hot?  
**Liana:** Yes, it was, so we went to the beach every day!  
**David:** Was the food good? Did you eat out?  
**Liana:** It was very good. We ate at the night markets a lot. The restaurants were good, too!

### SPEAKING STRATEGY

#### Checking Information

Did you ...?  
Was it ...?  
Were there ...?

- F** Practice the conversation in pairs. Switch roles and practice it again.
- G** Change the underlined words and make a new conversation.



## GOAL CHECK Describe a Vacation

1. Prepare a short description of your last vacation using some of these phrases and your own ideas.
  - For my last vacation, I went to ...
  - I went with ...
  - We traveled by ...
  - We stayed ...
  - Every day, we ...
  - My favorite part of the vacation was ...
2. In pairs, take turns describing your vacation. Then ask your partner follow-up questions about his or her vacation.



# D

## GOAL Compare the Past and Present

**A** Look at the words. Which things do you normally see in the city? Which don't you normally see in the city?

birds      busy traffic      fields      garbage cans  
lots of people      skyscrapers      streets      wild animals

**B** Look at the photo. Where is Mumbai? Why do you think the leopard is walking in the city? Discuss in pairs. Read the article and check your answers.

**C** Read the article again. Which sentences were true in the past? Which are true in the present?

- |   |             |                |
|---|-------------|----------------|
| 1. Four billion people live in cities.                              | <b>Past</b> | <b>Present</b> |
| 2. Wild animals had to move because cities grew.                    | <b>Past</b> | <b>Present</b> |
| 3. There are fewer rural areas.                                     | <b>Past</b> | <b>Present</b> |
| 4. Some wild animals learn to live in cities.                       | <b>Past</b> | <b>Present</b> |
| 5. People believed that wild animals only lived in the countryside. | <b>Past</b> | <b>Present</b> |

**D MY WORLD** Answer the question at the end of the article. Tell the class your answer.

## ✓ GOAL CHECK

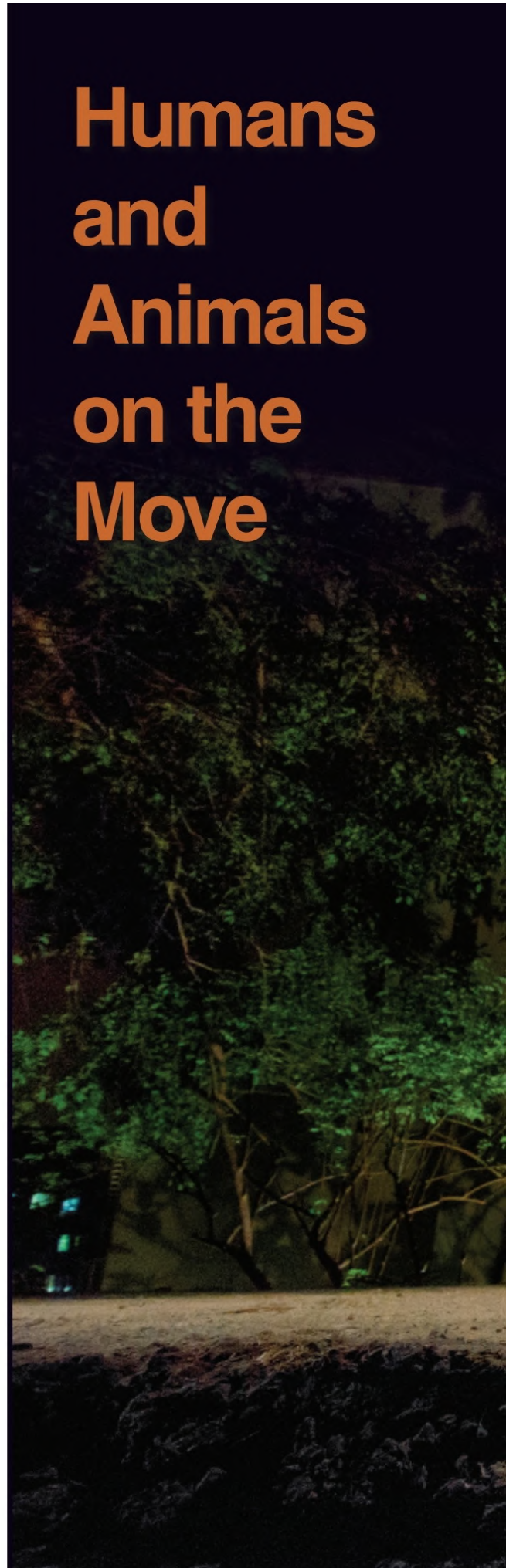
- Discuss each topic in groups. Write one or two sentences for each topic that compare the past and the present.
  - Transportation
  - School
  - Work and free time
  - Food and health
  - Animals and the environment

### Example:

Transportation: *In the past, people walked and rode bikes to work. Now, most people drive cars or take public transportation.*

- Join another group and compare your ideas for each of the topics.

# Humans and Animals on the Move



In the last century, more and more people moved to cities. By 2005, more people lived in cities than outside of them. Today, over four billion people live in cities. That's about 55% of the world's population! And experts think the numbers will grow in the future.

As cities grew in the last century, most wild animals had to move further away into more **rural** areas. But now that is changing. There are fewer **rural** areas left, so as modern cities are growing, some animals are learning to live in the city **instead of** moving away. Take this leopard (see photo). She is living in Mumbai, India, one of the biggest cities in the world!

Like other cities around the world, Mumbai is a busy, noisy place. It doesn't look like a safe place for wild animals, but it is home for many **species**. After all, there is free food in the garbage cans, and tall buildings are good homes for birds. And late at night, when we are sleeping, animals can move freely around our streets.

We once believed that wild animals only lived in the countryside. Now we know that isn't true. So, what animals are living near you?

**rural** in the country, outside of cities and towns  
**instead of** as a replacement for something  
**species** types of animals



Leopards live in Sanjay Gandhi National Park in Mumbai, India.

# E

## GOAL Give Biographical Information

### Communication

#### For example:

*It's in China.*

(5 points)

*It's in many different places.*

(4 points)

*It's very old.*

(3 points)

*It's over 13,000 miles long.*

(2 points)

*More than 10 million people visit it each year.*

(1 point)

(Answer: *It's the Great Wall of China.*)

#### A Play a guessing game. Follow these rules:

1. Work in teams. Each team writes five sentences about a famous place or person.
2. Join another team. Read your first sentence. The other team guesses the answer. If the other team guesses correctly after the first sentence, they win 5 points. If they guess incorrectly, read the next sentence (and the other team can win 4 points). Keep reading sentences until the other team guesses the answer. Take away 1 point for each new sentence.
3. Each team joins a new team and repeats the game. Try to play with all the teams in your class and win the most points!

### Writing

#### B A student is going to write a short biography about the woman in the photo. Read the student's notes about the woman's life.

Mae C. Jemison, First African American woman in space

October 17, 1956: was born

1959: her family moved to Chicago

Age 16: won a scholarship and went to Stanford University—Wanted to be a scientist. Studied chemical engineering

1981: became a Doctor of Medicine

1987: became a NASA astronaut

September 12, 1992: flew to space on the Endeavor space shuttle

September 20, 1992: returned to Earth

March, 1993: left NASA

Today: has her own company

#### C Read about time expressions and linking words. Then complete the student's biography using time expressions and linking words from the box.

#### WRITING SKILL: Time Expressions and Linking Words

When you write about the past, you can use these time expressions and linking words:

- **Time expressions:** In 1966, ... / In the twentieth century, ... / On May 1st, 2001, ...
- **Two events at the same time:** When ... / During ... / At that time, ... / At the same time, ...
- **One event after another:** Later, ... / Then, ... / After that, ... / Next, ...

after	at that time	eight days later	in 1987
later	three years later	when she was sixteen	

#### WRITING STRATEGY

##### Research Your Writing

Sometimes, you need to find out information (e.g., dates and facts) before you start writing. Always check that the information is true and correct.

Mae C. Jemison was the first African American woman in space. She was born on October 17, 1956. (1) Three years later, her family moved to Chicago. (2) \_\_\_\_\_, she won a scholarship and went to Stanford University. (3) \_\_\_\_\_, she wanted to be a scientist and she studied chemical engineering. (4) \_\_\_\_\_, in 1981, she became a Doctor of Medicine. Mae also had another dream, and (5) \_\_\_\_\_, she became a NASA astronaut. (6) \_\_\_\_\_ years of training, Mae flew into space on the Endeavor space shuttle on September 12, 1992, and (7) \_\_\_\_\_, she returned to Earth. She left NASA in 1993, and today she has her own company.



**Mae C. Jemison was the first African American woman in space.**

**D** You are going to write a biography:

1. Choose a famous person or someone you know well.
2. Think about what information you need about the person.
3. Where can you find the information? Check (✓) the places below.
 

1. Interview the person <input type="checkbox"/>	5. Watch videos and movies <input type="checkbox"/>
2. Read books about history <input type="checkbox"/>	6. Search the internet <input type="checkbox"/>
3. Look at old photographs <input type="checkbox"/>	7. Interview other people (e.g., someone who knows the person) <input type="checkbox"/>
4. Read newspaper or magazine articles <input type="checkbox"/>	8. What other ways? _____

**E** Tell a partner about your answers in D.

**✓ GOAL CHECK Give Biographical Information**

1. Take notes about your person and write the biography.
2. Exchange your biography with a partner and read theirs. Did your partner use time expressions and linking words?

# VIDEO JOURNAL

## LEAVING ANTARCTICA

**A** Look at the photograph of Antarctica. Say three words to describe it.

**B** Work in pairs. Can you answer these questions about Antarctica?

1. Is Antarctica a country or a continent?
2. Is the North Pole or South Pole there?
3. Is it smaller or bigger than Australia?

**C** Watch the video. Check (✓) the things you see.

1.  Dion Poncett in a house
2.  Dion when he was 11 years old
3.  Dion and his brothers in the snow
4.  Boys on a ship and a whale in the ocean
5.  Dion with his mother
6.  Lots of other people
7.  Some land with no snow
8.  A fishing ship
9.  A ship with tourists

Melting ice off the coast of Antarctica

**D** Watch the video again. Underline the correct verbs.

1. Dion was / wasn't born in Antarctica.
2. His father was / wasn't French.
3. Dion's mother was / wasn't French.
4. His parents had / didn't have three daughters.
5. Their three sons grew up / didn't grow up in Antarctica.
6. Dion went / didn't go to school.
7. Sally Poncet was / wasn't a scientist.
8. She studied / didn't study birds.
9. In 2018, Dion sold / didn't sell his boat.

**E** Work in pairs. Student A is a journalist and Student B is Dion. Ask and answer the questions using information from the video.

1. Where did you grow up?
2. What did your parents do?
3. Did you go to school?
4. Why do you love Antarctica?
5. Why did you sell your boat and move away?
6. How do you feel about the changes in Antarctica?  
Is it important to stop these changes?

**F** Work in groups. You are going to make a video about the past in your town or city.

Discuss and make notes about:

- which old buildings and places you can show in the video.
- who you can interview about the past. Write five questions for them.
- which changes you can show in the video (e.g., new buildings, more people).

Work with another group and present your plans for the video.

# Grammar Reference

## UNIT 1

### Lesson A

#### Present Tense of *be*

Subject Pronoun	Be	
I	<b>am</b>	Sam.
You	<b>are</b>	
He / She / It	<b>is</b>	
We	<b>are</b>	Sam and Sara.
They	<b>are</b>	

#### Contractions with *be*

<b>I'm</b>	Sam.
<b>You're</b>	
<b>He's / She's / It's</b>	
<b>We're</b>	Sam and Sara.
<b>They're</b>	

#### Possessive Adjectives

<b>My</b>	name is	Sam.
<b>Your</b>	name is	Sara.
<b>His</b>	name is	Alex.
<b>Her</b>	name is	Ana.
<b>Its</b>	name is	Max.
<b>Our</b>	names are	Yuki and Laura.
<b>Their</b>	names are	Alex and Ana.

#### A Underline the correct form of *be*.

1. I am / is a teacher.
2. She is / are a teacher.
3. We is / are teachers.
4. They am / are students.
5. This am / is my friend, Julia.

#### B Write the sentences with contractions.

1. He is Ruben. He's Ruben.
2. I am Diego. \_\_\_\_\_
3. You are Rebecca. \_\_\_\_\_
4. They are Ahmet and Omar.  
\_\_\_\_\_

#### C Write the possessive adjectives to complete the conversation.

**Jill:** Pleased to meet you. (1) \_\_\_\_\_ name's Jill.

**Ellie:** Hi, I'm Ellie.

**Jill:** Are you here with friends?

**Ellie:** Yes, I'm with two friends. (2) \_\_\_\_\_ names are Hussein and Lucas. And you?

**Jill:** I'm with my husband. (3) \_\_\_\_\_ name is Jose.

### Lesson C

#### Be + Adjective

Subject	Be	Adjective
I	<b>am</b>	single.
You	<b>are</b>	tall.
He	<b>is</b>	handsome.
She	<b>is</b>	young and short.
We	<b>are</b>	married.
They	<b>are</b>	old.

#### Questions with *be*

#### Short Answers

<b>Are</b>	you	married?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
<b>Is</b>	he / she / it	old?	Yes, he / she / it <b>is</b> .	No, he / she / it <b>isn't</b> . No, he / she / it <b>is not</b> .
<b>Are</b>	they	tall?	Yes, they <b>are</b> .	No, they're <b>not</b> . No, they <b>aren't</b> .

\*With *yes* short answers, don't use contractions:

Yes, I *am*. ~~Yes, I'm~~.  
Yes, she *is*. ~~Yes, she's~~.

#### D Write the correct form of *be*, and the opposite adjective.

1. I'm tall and my friend is short.
2. They're young and we \_\_\_\_\_.
3. She's single and he \_\_\_\_\_.
4. Bill is short with long hair and Sheila \_\_\_\_\_ with \_\_\_\_\_ hair.

#### E Complete the conversation. Use contractions where possible.

**A:** Hi! How's it going?

**B:** Great! And you?

**A:** I'm fine. Are you here with Carol?

**B:** No, I (1) \_\_\_\_\_. Carol is at home.

**A:** (2) \_\_\_\_\_ you and Carol married now?

**B:** Yes, we (3) \_\_\_\_\_. Are you and Nigel married?

**A:** No, we (4) \_\_\_\_\_.

**B:** Is Nigel here?

**A:** No, he (5) \_\_\_\_\_. I'm here with a friend.

## UNIT 2

### Lesson A

#### Negative Present of *be*

Subject Pronoun	<i>be</i> + not	
I	<b>am not</b>	from Peru.
You / We / They	<b>are not</b>	
He / She / It	<b>is not</b>	

#### Contractions with *be* + *not*

I'm not			from China.
You / We / They <b>aren't</b>	OR	You're / We're / They're not	
He / She / It <b>isn't</b>		He's / She's / It's not	

**A** Write these sentences with contractions.

- I am not married. I'm not married.
- We are not from Egypt. \_\_\_\_\_
- It is not a big country. \_\_\_\_\_
- They are not 50 years old. \_\_\_\_\_
- He is not a grandfather. \_\_\_\_\_

**B** Write the negative present form of *be*. Use contractions.

- A:** Is Fatima an artist?  
**B:** No, she \_\_\_\_\_.
- A:** Are David and Maria married?  
**B:** No, they \_\_\_\_\_.
- A:** Are you single?  
**B:** No, I \_\_\_\_\_.
- A:** Is this car from Spain?  
**B:** No, it \_\_\_\_\_.

#### Indefinite Articles (*a* / *an*)

We often use *a* / *an* with a person's job or occupation:  
*a teacher, a student, an artist, an engineer*

- Use *a* before a word starting with a consonant sound:  
*a teacher, a student*

- Use *an* before a word starting with a vowel sound:  
*an artist, an engineer*
- Don't use *a* / *an* with plurals:  
*teachers* (not *a teachers*)

**C** Write *a*, *an*, or – (no article).

- He's \_\_\_\_\_ waiter.
- She's \_\_\_\_\_ musician.
- Bill is \_\_\_\_\_ engineer.
- Sue is \_\_\_\_\_ artist.
- They're \_\_\_\_\_ architects.
- Nigella and Vanessa are \_\_\_\_\_ students.
- I'm \_\_\_\_\_ nurse.
- Aran is \_\_\_\_\_ architect.
- We're \_\_\_\_\_ taxi drivers.
- I'm not \_\_\_\_\_ student, I'm \_\_\_\_\_ teacher.

### Lesson C

#### *Be* + Adjective + Noun

##### Statements

Subject + <i>be</i>	Adjective	Noun
China <b>is</b>	a big	country.
Africa and Asia <b>are</b>	big	continents.
Microsoft <b>isn't</b>	a small	company.
Amazon and Alibaba <b>aren't</b>	small	companies.

\*The article comes before the adjective in singular sentences.

Questions				Answers
<i>Be</i>	Subject	Adjective	Noun	
<b>Is</b>	China	a big	country?	Yes, it <b>is</b> .
<b>Are</b>	Africa and Asia	big	continents?	Yes, they <b>are</b> .
<b>Is</b>	Microsoft	a small	company?	No, it <b>isn't</b> .
<b>Are</b>	Amazon and Alibaba	small	companies?	No, they <b>aren't</b> .

**D** Unscramble the sentences and questions.

- China / Is / a / country? / big  
\_\_\_\_\_
- big / The / is / a / country. / United States  
\_\_\_\_\_

- is / a / Russia / country. / cold  
\_\_\_\_\_
- Is / hot / Saudi Arabia / a / country?  
\_\_\_\_\_
- country? / small / Belize / Is / a  
\_\_\_\_\_

**E** Answer the questions.

- Is Mexico a cold country?  
*No, it isn't. It's a hot country.*
- Is Chile a big country?  
\_\_\_\_\_
- Is Vietnam a hot country?  
\_\_\_\_\_
- Is the UK a small country?  
\_\_\_\_\_
- Is Egypt a wet country?  
\_\_\_\_\_

## UNIT 3

### Lesson A

There is / There are		
Statement	Question	Answers
There is a bathroom.	Is there a bathroom?	Yes, <b>there is</b> . No, <b>there isn't</b> .
There are two bathrooms.	Are there two bathrooms?	Yes, <b>there are</b> . No, <b>there aren't</b> .

**A** Write the correct form of *be* to complete the conversation.  
My apartment is small. There (1) \_\_\_\_\_ four rooms. There (2) \_\_\_\_\_ a kitchen with a table and four chairs. There (3) \_\_\_\_\_ a living room with a sofa and a TV. There (4) \_\_\_\_\_ two bedrooms and there (5) \_\_\_\_\_ a bathroom between them. The apartment is on the tenth floor. There (6) \_\_\_\_\_ a balcony, but there are a lot of windows.

**B** Use the words to write questions about somebody's house.  
1. bathroom / upstairs  
*Is there a bathroom upstairs?*





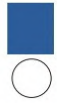
- swimming pool / backyard  
\_\_\_\_\_
- stairs / your house  
\_\_\_\_\_
- garden / front yard  
\_\_\_\_\_
- three bedrooms / your house  
\_\_\_\_\_
- closet / bedroom  
\_\_\_\_\_

Singular Nouns	Plural Nouns
1 house 1 bathroom	2 houses 2 bathrooms
With most nouns, add -s at the end of the word to make it plural: house → houses bedroom → bedrooms With some nouns ending with the letters s, y, and o, add -es. With nouns that end in y, we also replace the y with an i. bus → buses city → cities potato → potatoes Some plural nouns are irregular: man → men child → children person → people	

- C** Write the plural form.
- apartment \_\_\_\_\_
  - teacher \_\_\_\_\_
  - university \_\_\_\_\_
  - school \_\_\_\_\_
  - tomato \_\_\_\_\_
  - child \_\_\_\_\_
  - bus \_\_\_\_\_
  - woman \_\_\_\_\_

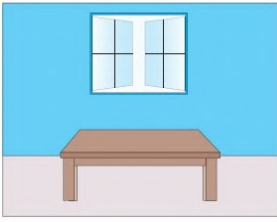
### Lesson C

Use prepositions of place to say where a person, object, or place is.

Prepositions of Place				
				
in	on	next to	between	under

**D** Complete the sentences with a preposition.

1.



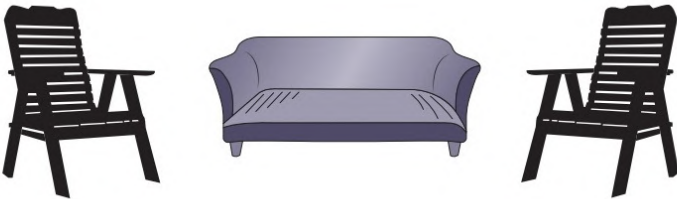
The table is \_\_\_\_\_ the window.

2.



Your books are \_\_\_\_\_ my bag.

3.



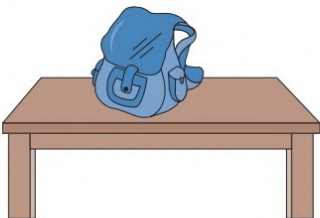
The sofa is \_\_\_\_\_ two chairs.

4.



The lamp is \_\_\_\_\_ the TV.

5.



Your bag is there. It's \_\_\_\_\_ the table.

## UNIT 4

### Lesson A

#### Demonstratives

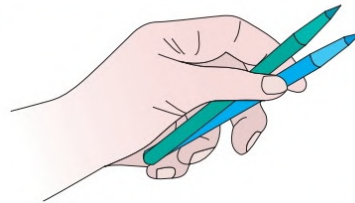
	Singular	Plural
<b>Near</b>	<b>This</b> is your pen. Is <b>this</b> your dictionary?	<b>These</b> are not my books. Are <b>these</b> your sunglasses?
<b>Far</b>	<b>That</b> is your bag. Is <b>that</b> your notebook?	<b>Those</b> are not my dogs. Are <b>those</b> your bags?

\*Use *this* and *these* + noun to talk about things close to the speaker. Use *that* and *those* for things far from the speaker.

**A** Match the words to the four pictures.

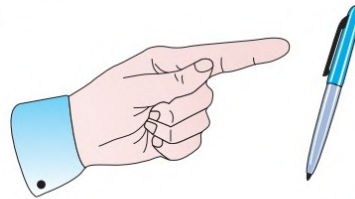
this pen    that pen    these pens    those pens

1.



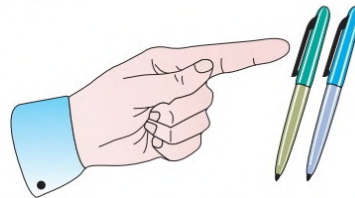
\_\_\_\_\_

2.



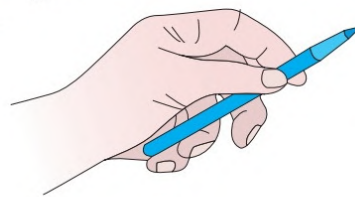
\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

**B** Write *this*, *that*, *these*, or *those* to complete the sentences.

- There's a red car over there. Is \_\_\_\_\_ car yours?
- It's right here. \_\_\_\_\_ bag is Michael's.
- Are \_\_\_\_\_ your books on this bookcase?
- \_\_\_\_\_ sunglasses are at my house.

## Lesson B

### Possessive Adjectives

Subject Pronoun	I	you	he	she	it	we	they
Possessive Adjective	my	your	his	her	its	our	their

\*Use possessive adjectives to talk about objects, people, and places.

**My** name is John. *Those are **her** books.*  
 What's **your** name? ***Our** house is here.*  
 That's **his** car. ***Their** daughter is a teacher.*

\*Possessive adjectives have only one form for both singular and plural: **his** brother → **his** brothers

**C** Use possessive adjectives to complete the conversation.

**A:** What's that?

**B:** It's a photo of (1) my family. This is my sister and (2) \_\_\_\_\_ husband. They have two children. (3) \_\_\_\_\_ names are Karina and Juan.

**A:** Are those (4) \_\_\_\_\_ parents?

**B:** Well, that's my mother and that's my stepfather. (5) \_\_\_\_\_ name is Leon.

### Possessive Nouns

Singular Nouns	Plural Nouns
Sheila's car the student's house (one student)	the men's pens the students' house (more than one student)

\*Talk about people + possessions with the possessive 's. Add -s to a name: *Jim's house*

With plural nouns ending in s, put the apostrophe after the s: *my parents' house, the students' books*

\*The possessive 's is not a contraction of is:  
*Antonio's from Brazil. = Antonio is from Brazil.*  
*This is Antonio's car. = The car is Antonio's possession.*

**D** Put the words in order and add the possessive 's.

- car / Joe / is / old.  
\_\_\_\_\_
- Vicky / these / are / pens.  
\_\_\_\_\_
- Andrew / birthday / tomorrow. / is  
\_\_\_\_\_
- hair / is / Laura / long.  
\_\_\_\_\_
- Kate / friends. / Lucas and Chen / are  
\_\_\_\_\_
- parents / it / is / my / house.  
\_\_\_\_\_

## Lesson C

### Have, Has

Statements	Negative
I / You / We / They <b>have</b> a phone. He / She / It <b>has</b> food.	I / You / We / They <b>don't have</b> a phone. He / She / It <b>doesn't have</b> food.
Yes / No Questions	Short Answers
Do I / you / we / they <b>have</b> a phone? Does he / she / it <b>have</b> food?	Yes, I / you / we / they <b>do</b> . No, I / you / we / they <b>don't</b> . Yes, he / she / it <b>does</b> . No, he / she / it <b>doesn't</b> .

**E** Complete the sentences with *have* or *has*.

- Jaime \_\_\_\_\_ a new laptop.
- Do you \_\_\_\_\_ a cell phone?
- I don't \_\_\_\_\_ an interesting book.
- Does Lee \_\_\_\_\_ a TV?
- Sofia \_\_\_\_\_ sunglasses.

## UNIT 5

### Lesson A

#### Simple Present

Use the simple present to talk about:

- daily activities and routines: *Every day, I start work at nine o'clock.*
- permanent situations: *She lives in San Francisco.*

#### Statement

I / You / We / They	<b>start</b>	work at nine o'clock.
He / She / It	<b>starts</b>	

#### Spelling Rules

- Add -s to most verbs after *He / She / It*:  
*start* → *starts*, *work* → *works*
- Add -es after verbs ending with -s, -sh, or -ch: *finish* → *finishes*, *watch* → *watches*
- With verbs that end in -y, replace the y with an i and add -es: *study* → *studies*

#### Negative

I / You / We / They	don't	<b>start</b>	work at nine o'clock.
He / She / It	doesn't		

### Wh- Questions

What	do	I / you / we / they	<b>do?</b>
What time			<b>start work?</b>
When	does	he / she / it	<b>leave work?</b>
Where			<b>live?</b>

### A Write the verb in the correct form.

- He plays (play) the piano.
- I don't study (not study) math.
- Where \_\_\_\_\_ they \_\_\_\_\_ (live)?
- Mark \_\_\_\_\_ (watch) TV every day.
- He \_\_\_\_\_ (not work) in this office.
- What time \_\_\_\_\_ she \_\_\_\_\_ (finish)?
- Eliza \_\_\_\_\_ (study) English in college.
- They \_\_\_\_\_ (not commute) on weekends.

### B Unscramble the words.

- get / up / I / at / six thirty.  
I get up at six thirty.
- does not / at eight o'clock. / Elena / start work  
\_\_\_\_\_
- at one thirty. / have lunch / We  
\_\_\_\_\_
- morning. / I / every / take a shower  
\_\_\_\_\_
- work / finishes / at five o'clock. / Paolo  
\_\_\_\_\_
- at night. / starts work / My father  
\_\_\_\_\_

### Time Expressions with the Simple Present

on + days and dates	at + times	in + the + times of the day
<b>on</b> Sunday(s)	<b>at</b> five o'clock	<b>in</b> the morning
<b>on</b> weekdays	<b>at</b> noon / midnight	<b>in</b> the afternoon
<b>on</b> weekends	<b>at</b> lunchtime	<b>in</b> the evening
	<b>at</b> night (time)	

### C Write on, at, or in.

- The meeting is \_\_\_\_\_ noon.
- I work \_\_\_\_\_ night, so I go to bed \_\_\_\_\_ the morning.
- There's a party \_\_\_\_\_ Saturday.

- We go to the gym \_\_\_\_\_ the evening, after work.
- Do you finish work \_\_\_\_\_ five o'clock?
- \_\_\_\_\_ weekends, he visits his parents.

## Lesson C

### Simple Present Questions

<b>Do</b>	I you we they	<b>live like have</b>	in Brazil? soccer? a laptop?
<b>Does</b>	he she it		

### Short Answers

Yes,	I / you / we / they	<b>do.</b>
	he / she / it	<b>does.</b>
No,	I / you / we / they	<b>don't.</b>
	he / she / it	<b>doesn't.</b>

### D Match the questions to the answers.

- Do you go to the gym every day? \_\_\_\_\_
  - Do Luis and Felipe live on the same street? \_\_\_\_\_
  - Does your mother travel a lot? \_\_\_\_\_
  - Do they go to bed at ten? \_\_\_\_\_
  - Does the train leave at nine? \_\_\_\_\_
- Yes, they do. Their houses are next to each other.
  - Yes, it does.
  - No, I don't. I go about twice a week.
  - Yes, she does. She often travels to Hong Kong for work.
  - No, they don't.

### E Complete the conversation with the correct form of do.

- A:** (1) \_\_\_\_\_ you live in the city?  
**B:** No, I (2) \_\_\_\_\_. I live in the countryside. My family has a house there.  
**A:** Oh, (3) \_\_\_\_\_ you have any children?  
**B:** Yes, two. A boy and a girl.  
**A:** (4) \_\_\_\_\_ they like it?  
**B:** My daughter (5) \_\_\_\_\_. She loves the countryside. But my son (6) \_\_\_\_\_.

## Adverbs of Frequency

Use adverbs of frequency to talk about how often you do something.

always = 100% I **always** get up at seven o'clock.

sometimes = 50% He **sometimes** eats eggs for breakfast.

never = 0% She **never** goes to bed before midnight.

### Word order and sometimes

Usually, the adverb of frequency is between the subject and the verb:

He **always** / **sometimes** / **never** eats eggs for breakfast.

You can also put *sometimes* at the beginning or the end of the sentence with no change in meaning:

**Sometimes**, he eats eggs for breakfast.

He eats eggs for breakfast **sometimes**.

**F** Rewrite the sentences with the adverb of frequency.

- Every day, he goes to school at nine. (always)  
He always goes to school at nine.
- She plays soccer once a week or once a month. (sometimes)  
\_\_\_\_\_
- I don't watch TV. (never)  
\_\_\_\_\_
- My father gets up at five o'clock on weekdays and weekends. (always)  
\_\_\_\_\_
- His car is always at the garage. It doesn't work. (never)  
\_\_\_\_\_

## Lesson E

### Imperatives

Affirmative	Negative
<b>Turn</b> your phone on. <b>Stop</b> at the red light!	<b>Don't run!</b> <b>Don't work</b> too hard.

\*Use the imperative form of a verb to:  
Give instructions: **Turn** the computer **on**. **Turn off** the music.  
Give advice: **Don't work** too hard. **Be** nice to him.  
Give orders: **Stop! Go! Be quiet!**  
Give directions: **Turn** left. **Go** straight ahead.

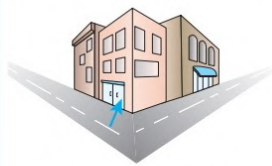
**G** Match 1–5 to a–e.

- Get up! \_\_\_\_\_
  - Stop the car! \_\_\_\_\_
  - Don't play computer games all the time. \_\_\_\_\_
  - Meet me at 5:00. \_\_\_\_\_
  - Open your books. \_\_\_\_\_
- a. It's bad for you.                      d. The light is red.  
b. And do Exercise F.                  e. And don't be late!  
c. It's time for school.

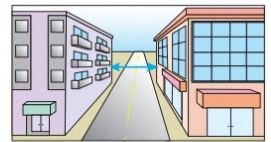
## UNIT 6

### Lesson A

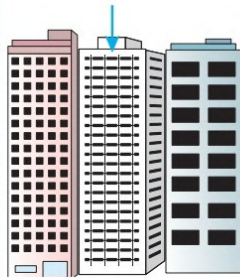
#### Prepositions of Place



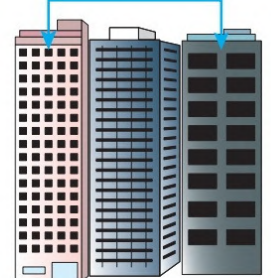
on (the corner of)



across (from)



between (two buildings)



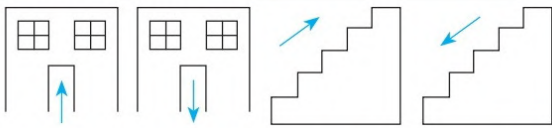
near

\*Use prepositions of place to say where a person or object is.  
\*Prepositions of place are often after the verb *be*.  
\*Use *at* with addresses: *It's **at** 100 Washington Avenue.*

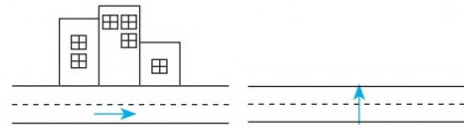
**A** Match the two halves of the sentences.

- My house is at \_\_\_\_\_
  - I'm on \_\_\_\_\_
  - The bank is across \_\_\_\_\_
  - Your hotel is between \_\_\_\_\_
  - Is the airport near \_\_\_\_\_
- a. the park and the shopping mall.  
b. the corner of Parkwood Road and Coventry Road.  
c. here?  
d. 51 Parkwood Road.  
e. from the library.

## Prepositions of Movement



go **into**    go **out of**    walk **up**    walk **down**



drive **down / along**    go **across**

\*Use prepositions of movement to say the direction of movement. Prepositions of movement are used after verbs like *walk, run, drive, move, fly, go,* and *travel*.

### B Write the correct prepositions.

**A:** How do I get to your office?

**B:** Go (1) \_\_\_\_\_ the building and take the elevator. Get (2) \_\_\_\_\_ the elevator on the fifth floor. Walk (3) \_\_\_\_\_ the hallway. My office is on the right.

**A:** How do I get to your school?

**B:** Turn right at the train station and drive (4) \_\_\_\_\_ High Street. Drive two blocks and then go (5) \_\_\_\_\_ Wimbourne Road at the intersection. Drive one more block and my school is on the left. Go in and walk (6) \_\_\_\_\_ the stairs to the second floor. My classroom is there.

## Lesson C

### Have to

#### Statements and Negatives

I	<b>have to</b>	rent a car.
You		
We	<b>don't have to</b>	
They		
He	<b>has to</b>	
She		
	<b>doesn't have to</b>	

\*Use *have to* to talk about obligation. Use *don't have to* to talk about no obligation to do something.

#### Yes / No Questions

<b>Do</b>	I / you / we / they	<b>have to</b>	take a taxi?
<b>Does</b>	he / she		

#### Short Answers

Yes,	I / you / we / they	<b>do.</b>
	he / she	<b>does.</b>
No,	I / you / we / they	<b>don't.</b>
	he / she	<b>doesn't.</b>

### C Underline the correct form of *have to*.

- Airplane pilots *have to / don't have to* wear uniforms.
- Drivers in the US *have to / don't have to* drive on the right side of the road.
- It's free, so Pablo *has to / doesn't have to* pay any money.
- When you rent a car, you *have to / don't have to* show your driver's license.
- Yuki *has to / doesn't have to* clean her bedroom. It's messy!
- Do / Does* you have to take the subway every day?

### D Write sentences using *have to*.

- Dan doesn't have any money.  
He has to go to the bank.
- It's 3:00, and your train leaves at 3:30.  
\_\_\_\_\_
- Mohamed goes to sleep at 10:00, and it's 9:30.  
\_\_\_\_\_
- I have a toothache.  
\_\_\_\_\_
- Ann's phone is five years old.  
\_\_\_\_\_

### E Write the correct form of *do* and *have* in these conversations.

- A:** You \_\_\_\_\_ to turn right at the traffic light.  
**B:** But I \_\_\_\_\_ to stop because it's red.  
**A:** Yes, but when it's green, turn right... OK, it's green.
- A:** OK, you can park here.  
**B:** \_\_\_\_\_ we \_\_\_\_\_ to pay for parking?  
**A:** No, we \_\_\_\_\_.
- A:** Where's Nigella?  
**B:** She \_\_\_\_\_ to work late.  
**A:** \_\_\_\_\_ she often \_\_\_\_\_ to work late?  
**B:** Yes, she \_\_\_\_\_.

# UNIT 7

## Lesson A

### Present Continuous

#### Statements and Negatives

I	'm 'm not	listening to music.
He / She / It	's isn't	
You / We / They	're aren't	

\*Use the present continuous to talk about actions that are happening at the moment of speaking.

#### Yes / No Questions

<b>Are</b>	you / they	working?
<b>Is</b>	he / she / it	

#### Short Answers

Yes,	I	<b>am.</b>
	he / she / it	<b>is.</b>
	you / we / they	<b>are.</b>
No,	I	<b>'m not.</b>
	he / she / it	<b>isn't.</b>
	you / we / they	<b>aren't.</b>

#### Wh- Questions

<b>What</b>	<b>are</b>	we / you / they	<b>doing?</b>
<b>Where</b>	<b>is</b>	he / she / it	<b>going?</b>

#### Spelling Rules

- Most verbs, add *-ing* to the end: *play* → *playing*, *go* → *going*, *watch* → *watching*
- Verbs ending in a consonant + *e*: *have* → *having*, *come* → *coming*
- Double the final consonant on some verbs: *shop* → *shopping*, *run* → *running*, *swim* → *swimming*

### A Write the verb in the present continuous.

1. We \_\_\_\_\_ (go) to the movies.
2. She \_\_\_\_\_ (play) the guitar.
3. I \_\_\_\_\_ (run) for the bus!
4. Michael \_\_\_\_\_ (cook) dinner.
5. I \_\_\_\_\_ (not sleep). I'm awake.
6. Lucia \_\_\_\_\_ (not work) this week. She's on vacation.
7. They \_\_\_\_\_ (not take) a taxi. It's too expensive.
8. It \_\_\_\_\_ (not rain). It's sunny.

### B Write the correct form of *be*.

**A:** Hi, (1) \_\_\_\_\_ you coming?

**B:** Where are you?

**A:** I (2) \_\_\_\_\_ standing outside the movie theater.

**B:** Oh, no! Sorry, I forgot. I'm doing my homework. My teacher wants it tomorrow. (3) \_\_\_\_\_ Pedro going as well?

**A:** No, he (4) \_\_\_\_\_. He (5) \_\_\_\_\_ doing his homework, too!

### C Make questions in the present continuous.

1. Who / call? Who's calling?
2. What / you / do? \_\_\_\_\_
3. Where / he / go? \_\_\_\_\_
4. Why / they / shop? \_\_\_\_\_
5. Dan / play / tennis? \_\_\_\_\_

### D Match these answers to the questions in C.

- a. They don't have any food. \_\_\_\_\_
- b. Yes, he is. \_\_\_\_\_
- c. It's Christine. \_\_\_\_\_
- d. To the gym. \_\_\_\_\_
- e. I'm watching the soccer game. \_\_\_\_\_

## Lesson C

### Can

#### Can for Ability

Use *can* to talk about ability: *I can play soccer. She can play tennis very well.*

#### Statement and Negative

I / You / He / She / It / We / They	<b>can</b> <b>can't</b>	ski.
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*Can* is a modal verb. There is no *-s* form with *he / she / it*.

*He can ski.* ✓

*He cans ski.* ✗

#### Questions

<b>Can</b>	I / you / he / she / it / we / they	ski?
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#### Short Answers

Yes,	I / you / he / she / it / we / they	<b>can.</b>
No,	I / you / he / she / it / we / they	<b>can't.</b>

#### Can for Rules

You can also use *can / can't* to talk about rules:

*You can kick the ball. You can't use your hands.*

### Can + Adverbs of Manner

Use *can* + adverbs of manner to talk about how you do something:

She **can** play the piano (very) **well**.

He **can** run (very) **fast**.

**How well can** she play?

**How fast can** he run?

### E Write *can* or *can't* to complete the conversations.

- A:** (1) \_\_\_\_\_ you play the guitar?  
**B:** No, I (2) \_\_\_\_\_, but I can sing well.  
 (3) \_\_\_\_\_ you play the song "All You Need Is Love"?

**A:** No, sorry, I (4) \_\_\_\_\_. I don't know it.
- A:** What languages (5) \_\_\_\_\_ you speak?  
**B:** I (6) \_\_\_\_\_ speak Chinese, Spanish, and English.  
**A:** Wow! I can speak English and Spanish, but I (7) \_\_\_\_\_ speak Chinese.

### F Underline the correct words.

- We can ski, but we *can* / *can't* skateboard.
- Yes, I *can* / *can't*.
- In soccer, you *can* / *can't* use your hands.
- Leo can't swim *very well* / *not very well*.
- No, I *can* / *can't*.
- In basketball, you *can* / *can't* kick the ball.

## UNIT 8

### Lesson A

#### Can / Could for Polite Requests

<b>Can</b> I try it on, please?	<b>Could</b> you pass the salt, please?
<b>Can</b> you repeat that?	<b>Could</b> you say that again?
<b>Can</b> I help you?	<b>Could</b> you show me another?
<b>Can</b> I have the sugar, please?	<b>Could</b> you call me a taxi, please?

\*You can use *can* or *could* for polite requests. *Could* is more formal than *can*.

\*In English, we often add "please" at the end of the request because it is more polite.

\**Can* and *could* are modal verbs. Do not use the auxiliary verb *do* with modal verbs in questions:

*Can you repeat that, please?* ✓

*Do you can repeat that, please?* ✗

Affirmative Response	Negative Response
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Of course. Yes. Sure.	I'm sorry, but... (give reason). I'm afraid that... (give reason).
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### A Write requests with the words given.

- Can / try on / this sweater / please?  
\_\_\_\_\_

- Could / spell / that / please?  
\_\_\_\_\_

- Can / say / that / again?  
\_\_\_\_\_

- Could / pass / the / milk, / please?  
\_\_\_\_\_

- Can / show / another dress?  
\_\_\_\_\_

- Could / have a hamburger / please?  
\_\_\_\_\_

- Can / have / cup of coffee / please?  
\_\_\_\_\_

- Could / help me?  
\_\_\_\_\_

### B Check (✓) the polite or correct response.

- Can I try on a blue shirt?  
 No, you can't.       I'm sorry, but we don't have blue.
- Could I pay by cash, please?  
 Yes, of course.       Yes, you do.
- Can you help me this afternoon?  
 I'm afraid that I'm busy.       No, I can't.
- Could you say that again?  
 Yes, sure.       Yes, course.

### Lesson C

#### Object Pronouns

Subject Pronoun	Verb	Object Pronoun
I		<b>me.</b>
You	love(s)	<b>you.</b>
He	like(s)	<b>him.</b>
She	(don't / doesn't) like	<b>her.</b>
It	hate(s)	<b>it.</b>
We		<b>us.</b>
They		<b>them.</b>

\*Object pronouns come after the verb and replace a noun:

*I like pizza.* → *I like **it**.*

*Bill loves Gill.* → *Bill loves **her**.*

*He works with Chen and Joan.* → *He works with **them**.*

*Can you help me and my friend?* → *Can you help **us**?*

*Do you like Rafael?* → *Do you like **him**?*

**C** Put the words in the correct order.

- likes / she / him \_\_\_\_\_
- don't / I / them / like \_\_\_\_\_
- do / like / you / me? \_\_\_\_\_
- my friend / it / hates \_\_\_\_\_
- them / are / we / meeting \_\_\_\_\_
- doesn't / us / like / Sheila \_\_\_\_\_

**D** Complete the conversations with object pronouns.

- A:** Do you like your new car?  
**B:** I love \_\_\_\_\_!
- A:** Can you help \_\_\_\_\_?  
**B:** Sure. What's the problem?
- A:** Do you know Rachel and Jim?  
**B:** Yes, I know \_\_\_\_\_ very well.
- A:** I'm walking to the restaurant now. Is Susana meeting \_\_\_\_\_, too?  
**B:** Yes, she's already here.

## UNIT 9

### Lesson A

#### Some and Any

Statement	Negative	Question
There's <b>some</b> milk in the fridge.	We don't have <b>any</b> soda.	Do you have <b>any</b> fruit juice?

We use *some* and *any* before a noun to talk about quantities:  
*There are **some** onions in the cupboard.* = an amount (e.g., two or more)  
*There aren't **any** onions in the cupboard.* = no amount (i.e., zero)

We normally use *some* in positive statements and *any* with negatives and questions. But we can also use *some* with requests with *can* / *could*:

**Can / Could** I have **some** water, please?

You can also use *some* and *any* without a noun when you know what the person is talking about:

- A:** Is there any milk?  
**B:** Yes, there is some in the fridge. (*some* = some milk)  
**A:** Can I have an apple?  
**B:** Sorry, but I don't have any. (*any* = any apples)

**A** Underline the correct word.

- There are *some* / *any* vegetables in this bowl.
- I don't have *some* / *any* fruit. Let's go to the store.

- Does she have *some* / *any* water bottles?
- They have *some* / *any* exams this week.
- Can I have *some* / *any* chocolate cake?
- The supermarket doesn't have *some* / *any* butter today.
- Do you need *some* / *any* eggs?
- There isn't *some* / *any* bread. Sorry!

**B** Write *some* or *any* to complete the conversation.

- A:** I'm going to the supermarket. Do we need (1) \_\_\_\_\_ meat?  
**B:** No, we have (2) \_\_\_\_\_ in the fridge. It's chicken.  
**A:** OK. What about vegetables? Do we have (3) \_\_\_\_\_?  
**B:** We need (4) \_\_\_\_\_ potatoes. Oh, and can you get me (5) \_\_\_\_\_ bottles of water?  
**A:** How many?  
**B:** Six, please. Also, we don't have (6) \_\_\_\_\_ ice.

### Lesson C

#### Count Nouns and Non-count Nouns

Count Nouns (plural ending -s)	Non-count Nouns
Some nouns are countable. You can count them and they can become plural. They have a singular and plural form: <i>chair</i> → <i>chairs</i> , <i>carrot</i> → <i>carrots</i> , <i>pen</i> → <i>pens</i>	Other nouns are non-count. You cannot count them, and they are always singular: <i>rice</i> , <i>water</i> , <i>information</i>
Count nouns take singular and plural verbs: <i>The apple is red. The apples are red.</i>	Non-count nouns only take a singular verb: <i>The water is hot.</i>

**C** Check (✓) *count* or *non-count* for the nouns.

	Count	Non-count
1. time		✓
2. house		
3. book		
4. ice		
5. car		
6. key		
7. water		
8. salt		
9. train		
10. coffee		

How many / How much	
How many + Count Nouns	How much + Non-count Nouns
We use <i>how many</i> to ask about plural count nouns: <b>How many trains</b> are there to London today?	We use <i>how much</i> to ask about non-count nouns: <b>How much coffee</b> do you want?
*We use <i>how much / how many</i> to ask about quantities.	

**D** Write *many* or *much* to complete the conversation.

**A:** How (1) \_\_\_\_\_ people are coming?

**B:** Twenty, I think.

**A:** Do we have everything? How (2) \_\_\_\_\_ soda is there?

**B:** Ten bottles, so that's fine. Don't worry!

**A:** I'm not! How (3) \_\_\_\_\_ sandwiches are there?

**B:** About one hundred!

**A:** Wow! How (4) \_\_\_\_\_ money are we spending on this party?!

**E** Write the question for each answer. Start each question with *How much* or *How many*.

1. *How many boxes of chocolates are there* \_\_\_\_\_?

There are three boxes of chocolates.

2. \_\_\_\_\_?

Not much! I can buy some more pasta.

3. \_\_\_\_\_?

I have three brothers.

4. \_\_\_\_\_?

We only have one bottle, so can you buy some more orange juice?

5. \_\_\_\_\_?

I have three friends in my class.

## UNIT 10

### Lesson A

#### Feel, Look + Adjective

We use an adjective after the verbs *look* and *feel*:

*You look **great!***

*They feel **terrible!***

We often use these adjectives after *look* and *feel*: *great, happy, fantastic, OK, well / not well, terrible, sick, tired*

Affirmative and Negative		
I / You / We / They	<b>feel / don't feel</b> <b>look / don't look</b>	well. tired.
He / She / It	<b>feels / doesn't feel</b> <b>looks / doesn't look</b>	sick. happy.

Yes / No Questions			
<b>Do</b>	I / you / we / they	<b>feel</b>	tired?
<b>Does</b>	he / she / it	<b>look</b>	happy?

Short Answers	
Yes, I <b>do</b> .	No, you <b>don't</b> .
Yes, he <b>does</b> .	No, she <b>doesn't</b> .

Information Questions	
<b>How</b> do you <b>feel</b> ?	Fine, thanks.
<b>How</b> is he <b>feeling</b> ?	He's fine.
*You can ask these questions with no difference in meaning: <i>How do you feel?</i> / <i>How are you feeling?</i>	

**A** Match the two halves of the sentences.

1. The two brothers feel \_\_\_\_\_

2. Do you \_\_\_\_\_

3. Sasha doesn't \_\_\_\_\_

4. You \_\_\_\_\_

5. How are \_\_\_\_\_

6. How do \_\_\_\_\_

7. Does \_\_\_\_\_

**a.** feel well.

**b.** you feel?

**c.** she look tired?

**d.** don't look well.

**e.** feel OK?

**f.** you feeling?

**g.** sick.

**B** Complete the sentences.

1. **A:** Do you feel OK?

**B:** Yes, I \_\_\_\_\_.

2. **A:** How is Melanie?

**B:** She doesn't \_\_\_\_\_ well.

3. **A:** How \_\_\_\_\_?

**B:** I feel terrible.

4. **A:** What's the matter?

**B:** I don't \_\_\_\_\_ well.

## Lesson C

### Should (for advice)

#### Affirmative and Negative

I / You / He / She / It / We / They	<b>should</b>	take the medicine.
	<b>shouldn't</b>	go to work today.

\*We use *should* / *shouldn't* to ask for and give advice.

\**Should* is a modal verb.

- It has no third-person -s with *he / she / it*: *He should go. He shouldn't go.*
- Don't use the auxiliary *do* with *should*: *You shouldn't go. You don't should go.*
- Don't use *to* before the next verb: *You should go. You should to go.*

#### Yes / No Questions

**Should** I go to bed?

#### Short Answers

Yes, you **should**. / No, you **shouldn't**.

#### Wh- Questions

What **should** I do?  
Where **should** I go?

### C Match the questions and answers.

- I feel sick. Should I see a doctor? \_\_\_\_\_
  - I have a headache. What should I do? \_\_\_\_\_
  - Nelson has a toothache. What should he do? \_\_\_\_\_
  - Should Uzra see a doctor? \_\_\_\_\_
  - Hilary has a cough. What should she do? \_\_\_\_\_
- You should take some pain relievers.
  - He should see a dentist.
  - She should take some cough medicine.
  - Yes, you should.
  - No, she shouldn't.

### D Write *should* or *shouldn't* to complete the advice.

- You look tired. You \_\_\_\_\_ go back to bed.
- He has a bad toothache, so he \_\_\_\_\_ go to the dentist.
- Sally has a fever, so she \_\_\_\_\_ go to school today.
- My headache is terrible. I \_\_\_\_\_ take more pain relievers.

### E Circle the mistake in each sentence and rewrite it.

- You should to see the doctor.  
You should see the doctor.

- We don't should eat junk food.  
\_\_\_\_\_

- Bill shoulds go to bed.  
\_\_\_\_\_

- Do I should take this medicine?  
\_\_\_\_\_

- No, you don't should.  
\_\_\_\_\_

## UNIT 11

### Lesson A

#### Be going to

##### Statements

I	<b>am</b> <b>'m</b>	<b>going to</b>	go out for dinner. have a barbecue. go to the movies.
He She It	<b>is</b> <b>'s</b>		
You We They	<b>are</b> <b>'re</b>		

\*Use *be going to* to talk about making plans.

\*We often use *be going to* with these time expressions:  
*tomorrow, next Sunday / week / year.*

#### Negatives

I	<b>am not</b> <b>'m not</b>	<b>going to</b>	have a party. meet my friends. celebrate the anniversary.
He She It	<b>is not</b> <b>isn't</b>		
You We They	<b>are not</b> <b>aren't</b>		

#### Yes / No Questions

<b>Are</b>	you	<b>going</b>	have a party?	Yes, I <b>am</b> . / No, I <b>'m not</b> .
<b>Is</b>	he	<b>to</b>		Yes, he <b>is</b> . / No, he <b>isn't</b> .

#### Wh- Questions

**What** are you **going to** do tomorrow?  
**Where** are you **going to** celebrate?

### A Match the questions to the answers.

- Where are they going to live? \_\_\_\_\_
- Is she going to come tonight? \_\_\_\_\_
- Why are they going to have a party? \_\_\_\_\_
- Are Miles and Irina going to get new jobs? \_\_\_\_\_
- Are you going to take a vacation? \_\_\_\_\_

- No, I'm not. Not this year.
- Yes, she is.
- Because it's their anniversary.
- In a house near Monterrey.
- Yes, they are.

**B** Complete the sentences using *be going to* and the verb.

- I 'm going to learn (learn) a new language.
- You \_\_\_\_\_ (buy) some new clothes.
- Ella \_\_\_\_\_ (meet) Ken at the cafe.
- They \_\_\_\_\_ (not celebrate) her birthday.
- He \_\_\_\_\_ (not go) to college.
- \_\_\_\_\_ he \_\_\_\_\_ (have) a party?
- What \_\_\_\_\_ you \_\_\_\_\_ (do)?
- \_\_\_\_\_ we \_\_\_\_\_ (take) the bus?

### Lesson C

#### Would like to for Wishes

##### Affirmative and Negative

I / You / He / She / It / We / They	<b>would / 'd</b> <b>wouldn't</b>	<b>like to</b>	study English in college.
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\*We use *would like to* to talk about wishes for the future.

\*In everyday English, we contract *would*: *I'd like to study English*.

\**Would* is a modal verb.

- It has no third-person -s with he / she / it: *He would like... / He wouldn't like...*
- Don't use the auxiliary *do* with *would*: *You wouldn't like. / You don't would like.*

##### Yes / No Questions

**Would** you **like to** be a teacher?

##### Short Answers

Yes, I **would**. / No, I **wouldn't**.

##### Wh- Questions

What **would** you **like to** do next?  
Where **would** you **like to** go?

##### Answers

I'd **like to** play soccer.  
I'd **like to** go to the movies.

**C** Unscramble the words.

- to be / a / would / like / I / musician.

- Helen / like / What / would / to be?

- to be / Would / you / a / doctor? / like

- Deng / medicine. / would / to / study / like

- What / like / to be? / would / you

**D** Write *would* or *wouldn't* to complete the conversation.

**A:** What (1) \_\_\_\_\_ you like to do when you leave school?

**B:** I'm going to travel for a year, then go to college.

**A:** That's interesting. (2) \_\_\_\_\_ you like to go around the world?

**B:** No, I (3) \_\_\_\_\_. I (4) \_\_\_\_\_ like to spend a long time in one country and learn about it.

**E** Circle the mistake in each sentence and rewrite it.

- She woulds like to have a party.

- We don't would like to see that movie.

- I would to like to go out this evening.

- Do you would like to come to my birthday?

## UNIT 12

### Lesson A

#### Simple Past

##### Statements

I / You / He / She / It / We / They	<b>lived</b> <b>moved</b> <b>went</b> <b>left</b>	in London in 2000. to Lima last month. to the movies yesterday. school three years ago.
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\*Use the simple past to talk about completed actions and events in the past.

\*Verbs in the simple past have one form: *I lived, you lived, he lived, she lived*

#### Regular Verbs

Spelling rules for regular verbs in the simple past:

- Add *-ed* to most verbs ending with a consonant: *worked, stayed, started*
- Change *y* to *i* with two-syllable verbs ending in *y*: *study* → *studied*

- Add *-d* to verbs ending in *e*: *live* → *lived*, *move* → *moved*
- Double the final letter with some verbs ending in a vowel + consonant: *stop* → *stopped*

### Irregular Verbs

Some verbs are irregular. Do not add *-ed* in the simple past. Irregular verbs include:

<i>buy</i> – <i>bought</i>	<i>do</i> – <i>did</i>	<i>drive</i> – <i>drove</i>
<i>eat</i> – <i>ate</i>	<i>get</i> – <i>got</i>	<i>give</i> – <i>gave</i>
<i>go</i> – <i>went</i>	<i>have</i> – <i>had</i>	<i>leave</i> – <i>left</i>
<i>make</i> – <i>made</i>	<i>meet</i> – <i>met</i>	<i>see</i> – <i>saw</i>
<i>sell</i> – <i>sold</i>	<i>take</i> – <i>took</i>	<i>wear</i> – <i>wore</i>

### Negatives

I / You / He / She / It / We / They	<b>didn't</b>	<b>live</b>	in London in 2000.
		<b>move</b>	to Lima last month.
		<b>go</b>	to the movies yesterday.
		<b>leave</b>	school two years ago.

\*Use *didn't* for negative sentences in the simple past.

### Was / were

The verb *to be* is irregular in the simple past.

I / He / She / It	<b>was</b>	born in 1966.
You / We / They	<b>were</b>	a doctor / doctors.
<b>Negative</b>		
I / He / She / It	<b>wasn't</b>	born in 1966.
You / We / They	<b>weren't</b>	a doctor / doctors.

### A Change the sentences to the simple past.

- I live in Amsterdam.  
I lived in Amsterdam.
- They arrive at 10.  
\_\_\_\_\_
- I go to my English class.  
\_\_\_\_\_
- He is a teacher.  
\_\_\_\_\_
- She studies mathematics.  
\_\_\_\_\_
- We don't travel by train to Paris.  
\_\_\_\_\_
- I buy my clothes at that shop.  
\_\_\_\_\_
- My friends and I aren't busy.  
\_\_\_\_\_
- This computer doesn't work.  
\_\_\_\_\_
- Pamela and Mike don't like my cooking.  
\_\_\_\_\_

### B Correct the spelling mistakes in these regular verbs.

- studied studied
- stoped \_\_\_\_\_
- visited \_\_\_\_\_
- liveed \_\_\_\_\_
- moveed \_\_\_\_\_

### C Complete this table of irregular verbs.

Present	Past
1. sell	_____
2. _____	took
3. has	_____
4. go	_____
5. _____	got
6. _____	did

### Cardinal Numbers

- one
- two
- three
- four
- five
- six
- seven
- eight
- nine
- ten
- eleven
- twenty
- twenty-one
- twenty-two

### Ordinal Numbers

- 1<sup>st</sup> first
- 2<sup>nd</sup> second
- 3<sup>rd</sup> third
- 4<sup>th</sup> fourth
- 5<sup>th</sup> fifth
- 6<sup>th</sup> sixth
- 7<sup>th</sup> seventh
- 8<sup>th</sup> eighth
- 9<sup>th</sup> ninth
- 10<sup>th</sup> tenth
- 11<sup>th</sup> eleventh
- 20<sup>th</sup> twentieth
- 21<sup>st</sup> twenty-first
- 22<sup>nd</sup> twenty-second

## Lesson B

### Simple Past Questions

#### Was / Were Questions

<b>Was</b>	I / he / she / it	a student / students?
<b>Were</b>	you / we / they	students?

#### Short Answers

Yes,	I / he / she / it	<b>was.</b>
	you / we / they	<b>were.</b>
No,	I / he / she / it	<b>wasn't.</b>
	you / we / they	<b>weren't.</b>

#### Wh- Questions

<b>What</b> did you do?	I went to the movies.
<b>When</b> were you born?	In 2001.
<b>Where</b> did you live?	I lived in California.
<b>How long</b> did you study there?	I studied for 3 years.

**D** Unscramble the words.

- arrive at / when / did you / school / ?  
\_\_\_\_\_
- home / you / did / leave / why / ?  
\_\_\_\_\_
- your friends / at / were / the cafe / ?  
\_\_\_\_\_
- in / did / how long / you live / Bangkok / ?  
\_\_\_\_\_
- did / work / they / where / ?  
\_\_\_\_\_
- Michael / the party / was / at / ?  
\_\_\_\_\_

**E** Write the missing words to complete the conversation.

- A:** (1) Were you born in Canada?  
**B:** No, I (2) \_\_\_\_\_. I (3) \_\_\_\_\_ born in Syria, but my parents moved to France.  
**A:** How long (4) \_\_\_\_\_ you stay in France?  
**B:** Twelve years. But then I left France when I (5) \_\_\_\_\_ 18 to study in the US.  
**A:** (6) \_\_\_\_\_ did you come to Canada?  
**B:** I (7) \_\_\_\_\_ about five years ago.

**Lesson C**

Yes / No Questions

<b>Did</b>	I / you / he / she / it / we / they	<b>go</b>	to college?
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Short Answers

Yes,	I / he / she / it / you / we / they	<b>did.</b>
No,	I / he / she / it / you / we / they	<b>didn't.</b>

**F** Complete the questions and answers with *did* or *didn't*.

- A:** \_\_\_\_\_ they have a goodbye party?  
**B:** Yes, they \_\_\_\_\_. It was fun!
- A:** \_\_\_\_\_ you sell the house?  
**B:** No, we \_\_\_\_\_.
- A:** \_\_\_\_\_ Ian buy the tickets?  
**B:** Yes, he \_\_\_\_\_. Well, he bought the train tickets, but he \_\_\_\_\_ buy the bus tickets.
- A:** \_\_\_\_\_ she get a visa?  
**B:** No, she \_\_\_\_\_. She \_\_\_\_\_ need one.

**Common Irregular Verbs**

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
begin	began	begun	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
buy	bought	bought	put	put	put
come	came	come	read	read	read
do	did	done	ride	rode	ridden
drink	drank	drunk	run	ran	run
drive	drove	driven	say	said	said
eat	ate	eaten	see	saw	seen
feel	felt	felt	send	sent	sent
get	got	gotten	sit	sat	sat
give	gave	given	sleep	slept	slept
go	went	gone	speak	spoke	spoken
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hurt	hurt	hurt	tell	told	told
know	knew	known	think	thought	thought
leave	left	left	throw	threw	thrown
let	let	let	understand	understood	understood
lose	lost	lost	write	wrote	written

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