

Teacher's Book

WORLD ENGLISH Intro

THIRD EDITION

Real People • Real Places • Real Language



National Geographic Learning,
a Cengage Company

World English Intro Teacher's Book
Real People, Real Places, Real Language,
Third Edition

Publisher: Sherrise Roehr

Executive Editor: Sarah Kenney

Senior Development Editor: Margarita Matte

Media Researcher: Leila Hishmeh

Senior Technology Product Manager:

Lauren Krolick

Director of Global Marketing: Ian Martin

Senior Product Marketing Manager:

Caitlin Thomas

Heads of Regional Marketing:

Charlotte Ellis (Europe, Middle East, and Africa)

Kiel Hamm (Asia)

Irina Pereyra (Latin America)

Production Manager: Daisy Sosa

Manufacturing Planner: Mary Beth Hennebury

Art Director: Brenda Carmichael

Operations Support: Hayley Chwazik-Gee

Compositor: MPS Limited

© 2020, 2015, 2010 National Geographic Learning, a part of Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society ®
Marcas Registradas

For permission to use material from this text or product,
submit all requests online at **[cengage.com/permissions](https://www.cengage.com/permissions)**
Further permissions questions can be emailed to
permissionrequest@cengage.com

World English Intro Teacher's Book: 978-0-357-11377-6

National Geographic Learning

200 Pier 4 Boulevard

Boston, MA 02210

USA

Locate your local office at **[international.cengage.com/region](https://www.international.cengage.com/region)**

Visit National Geographic Learning online at **[ELTNGL.com](https://www.eltngl.com)**

Visit our corporate website at www.cengage.com

World English Student Book Walk-Through	T-4
Teaching a Unit of World English	T-8
Unit 1 Friends and Family	2
Unit 2 Jobs around the World	16
Unit 3 Houses and Apartments	30
Unit 4 Possessions	44
Unit 5 Daily Activities	58
Unit 6 Getting Around	72
Unit 7 Free Time	86
Unit 8 Clothes	100
Unit 9 Food	114
Unit 10 Health	128
Unit 11 Making Plans	142
Unit 12 On the Move	156
Grammar Reference	T-170
Credits	T-186
Audio Scripts	T-187
Video Scripts	T-208
Workbook Answer Key	T-213
Writing Program	T-224
Communication Activities	T-237
Grammar Activities	T-250
Grammar Activities Answer Key	T-274

WORLD ENGLISH

THIRD EDITION

New to this Edition

The following new and updated features of *World English*, Third Edition are based on research and consultation with instructors and learners from around the world:

- New and updated content and ideas from sources like **National Geographic** and **TED** feature real people and places to provide meaningful and fascinating springboards for language learning and communication.
- New “**My World**” exercises guide learners to personalize and share their opinions about real-world topics.
- **Extended Writing and Communication** lessons feature writing models and explicit skill instruction to provide increased opportunities for meaningful learner output.
- An extended, optional **Video Journal** section at the end of each unit features amazing video from either National Geographic or TED.
- A new **Grammar Reference** section in the appendix provides additional grammar support and practice while offering flexible instructional opportunities.
- Updated technology includes **My World English Online** for independent practice and the **Classroom Presentation Tool** for in-class support.

UNIT 7 Communication

Look at the photo and answer the questions. 1 What are these people doing? How are they communicating? 2 In what ways do you communicate with your family and friends?

The New Zealand rugby team does a haka, a traditional dance and chant, before its games.

UNIT 7 GOALS

- A. Talk about Personal Communication
- B. Exchange Contact Information
- C. Describe Characteristics and Qualities
- D. Compare Types of Communication
- E. Compare Formal and Informal Communication


- New and updated content and ideas from sources like **National Geographic** and **TED**.

- Each two-page lesson teaches the language and skills needed to achieve **real-world communication goals.**

A GOAL Talk about Personal Communication

Vocabulary


A In groups, read the information about teenagers in the US. Which facts do you think are surprising? Not surprising?



How Teenagers Use Technology in the US

- 72% look at their **smartphone** as soon as they wake up.
- 85% **share photos on social media.**
- 100% who have a smartphone write **text messages,** making it the most popular feature.
- 78% use **internet** search engines to help with school work.
- 41% send their teachers **emails.**
- 45% use the internet almost all the time.
- 90% play **video games** on a computer or a **game console.**
- 61% watch TV shows on the internet, not on a traditional **TV.**

B Match the words in blue to the photos.



C Delete the one verb that cannot be used with the noun.

1. share / take / write a photo
2. watch / text / turn on the TV
3. watch / send / check text messages
4. search / find / use the internet
5. play / download / read video games
6. buy / log on to / use social media

D In pairs, write four sentences using the words in **C.**
I often share photos of my friends on social media.

E Work with another pair. Read each of your sentences in **D,** but do not say the verb. Can the other pair guess the missing verb?

Grammar

Verbs with Direct and Indirect Objects

Subject	Verb	Indirect Object	Direct Object
I	sent	Mike	a photo.
Her parents	bought	her	a smartphone.
I	will give	you	a call.

F Read the sentences and match them to the structure (a or b).

a. Subject + verb + direct object
b. Subject + verb + indirect object + direct object

1. We use the internet. a
2. I left you a voicemail. b
3. They send their friends photos. b
4. My sister plays video games. a
5. I didn't buy him a smartphone. b
6. My grandmother still mails me letters! b

G Unscramble the words to write sentences. Underline the direct objects.

1. sent / a / I / text message / Marco _____
2. gave / My / brother / a / me / video game _____
3. address / me / his / Find / email _____
4. new / Jim / a / smartphone / I / bought _____
5. a / your / mom / Give / call _____

GOAL CHECK Talk about Personal Communication

1. Look at the facts in **A** again. Which sentences are true for you? Rewrite the untrue sentences so they are true for you.
2. In pairs, use your answers in item 1 to tell your partner about how you communicate. Comment on your partner's answers.

88 Unit 7

Communication 89

B GOAL Exchange Contact Information

Listening

A Listen and number a-c in the order you hear them.

a. a radio show b. a conversation c. a voicemail

B Listen again and complete the missing information.

Conversation 1:
Joel's address: _____

Conversation 2:
Telephone number: _____
Text: _____
Social media handle: _____

Conversation 3:
Email: _____
Website: _____

C Below is the contact information of some famous places. Take turns reading each of them aloud in pairs.

1. Avenida Presidente Castelo Branco, Rio de Janeiro, 20271-130, Brazil. Tel. +55 800 062 7222 www.maracana.br email: info@maracana.br
2. 1600 Pennsylvania Ave. NW, Washington DC, 20500, US. Tel. 1 202 456 1111 www.whitehouse.gov email: comments@whitehouse.gov
3. 5 Avenue Anatole France, 75007, Paris, France. Tel. 33 08 92 70 12 39 www.tour-eiffel.fr

PRONUNCIATION: Sentence Stress for Clarification

Clarify numbers and spelling by stressing words or letters, like this:
That was 13, not 30. One three.
Is that P as in Paris or B as in Beijing?

D Listen to these sentences and underline the stressed words or letters.

1. That's fifteen, not fifty.
2. It's A as in apple.
3. It ends in dot org, not dot com.
4. Was that zero zero one or zero zero two?
5. Can you spell your last name?

E Listen again and repeat. Stress the correct words.


F Write your (or made up) contact information in the first column of the chart.

	Me	Classmate 1	Classmate 2	Classmate 3
Name				
Phone number				
Email address				
Mailing address				
Social media handle				

GOAL CHECK Exchange Contact Information

Ask three of your classmates for their contact information. Complete the chart.

What's your email address? My email address is...



In 2016, the opening ceremony for the Olympics was at Maracana Stadium in Rio de Janeiro, Brazil.

90 Unit 7

Communication 91

- Consistent **Goal Check** exercises at the end of each two-page lesson informally and communicatively assess achievement of the language goal.

C GOAL Describe Characteristics and Qualities

Language Expansion: The Senses

A Look at the photos from different countries. Match the comments to the photos.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____
- a. "That smells terrible!" d. "It tastes delicious!"
 b. "He looks very old." e. "This feels soft."
 c. "They sound fantastic!"

Grammar: Sensory Verbs

B Complete the table with these words.

ears feels looks nose smells taste touch

The Five Senses	Parts of the Body	Sensory Verbs
sight	eyes	5. _____
hearing	3. _____	sounds
1. _____	mouth and tongue	tastes
smell	4. _____	6. _____
2. _____	hands and fingers	7. _____

We use sensory verbs to describe the characteristics and qualities of people, animals, and things.

C Underline the five sensory verbs in A. Then answer these questions.

1. What verb form do you normally use with sensory verbs? _____
 2. What type of word usually follows a sensory verb? _____

D Write the sensory verbs in these sentences.

- When I see people rock climbing, I think it _____ very dangerous!
- Turn that music off! It _____ terrible!
- I like your perfume. It _____ nice.
- These french fries _____ too salty.
- I prefer these shoes. They _____ more comfortable.

E In groups, say which sensory verb(s) can be used with each adjective. There may be more than one answer. Then say a new sentence with each adjective and a sensory verb.

beautiful expensive loud polluted sweet
 cold hard noisy smooth tired

Conversation

F Listen to the conversation. Which headphones does Susan prefer? Why?

- Bill:** What do you think of these headphones?
Susan: The black ones? They look OK.
Bill: Do they fit your head? Try them on.
Susan: I think they feel too big.
Bill: Yes, I agree. They look huge! What about those blue ones?
Susan: They look very expensive. But they feel more comfortable.
Bill: How do they sound? Listen to some music with them.
Susan: Wow! They sound amazing!

SPEAKING STRATEGY

Give Your Opinion
 Think it looks / feels / sounds / tastes / smells...
 What do you think about...?
 I don't think I...
 I agree. / I disagree.

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

H Change the underlined words and make a new conversation.

GOAL CHECK
 Describe Characteristics and Qualities

In pairs, take turns talking about the characteristics of four of the following. Then give your opinion about your partner's choices.

- Your favorite piece of technology
- Your favorite dish
- Your favorite type of music
- Your favorite perfume / aftershave
- Your favorite place for a vacation
- Your favorite celebrity

My favorite dish is tacos. I think they taste amazing!



Communication 93

• New **Speaking Strategy** sections provide relevant ways to enhance learner output in the "Conversation" exercises.

• Each Grammar section is enhanced by flexible and additional support and practice in the new **Grammar Reference** section in the Appendix of the Student Book.

• New **My World** exercises guide learners to personalize and share their opinions about real-world topics.

D GOAL Compare Types of Communication

Reading

A Does each type of human communication use the sense of sight, hearing, touch, or more than one?

shaking hands smiling waving
 writing kissing shaking your head
 nodding your head laughing yelling

B Match these sentences to actions in A.

- "I disagree with you."
- "I agree with you."
- "I'm happy to see you."
- "That's so funny!"
- "Nice to meet you."
- "Goodbye."

C MY WORLD Do any of the examples of body language in A have a different meaning in your country? What are some examples of body language used in your country?

D Read the article. Match the words to the definitions.

1. body language a. communication with the body
 2. greet b. feelings
 3. emotions c. do in a similar way
 4. sense of humor d. meet and say "hello"
 5. copy e. ability to have fun

E Are these actions done by humans, elephants, or both? Underline the supporting information in the article.

- Speak with words and language _____ humans
- Spread ears to show anger or aggression _____
- Shake their head to disagree _____
- Shake their head to show they are happy _____
- Touch each other to show their feelings _____
- Laugh _____
- Have a sense of humor _____
- Copy sounds they hear _____

GOAL CHECK

In groups, describe at least one similarity and one difference between the different types of communication in each pair.

- Human / Animal
- Face-to-face / Electronic
- Speaking / Writing
- Social media / Text



Do you speak "elephant"?

As humans, we communicate using the senses of sight, touch, and hearing. We send messages with body language, we greet friends with touch, and we speak using words to show our emotions and ideas. Animals don't communicate in as many ways as humans—for example, they don't have language like we do—but many animals do also use the senses of sight, touch, and hearing. A good example of this is elephant communication.

Like humans, elephants understand each other by looking at each other's body language. To send a message, they use their whole body, or individually their heads, eyes, mouth, ears, trunk, tail, or feet. For example, elephants spread their ears to show anger. And while humans shake their heads to disagree, elephants do this to show they are happy.

As with humans, touch is also very important between elephants. Just like a human mother holds her baby, a mother elephant regularly touches her young calf with her trunk. Elephants also show they are friendly when they touch other elephants. And when they want to have fun, they hold each other by the trunk and pull, like in this photo. Even if they can't laugh like a human, elephants have a great sense of humor.

Elephants have very large ears, which means they can hear other elephants from as far as 2.5 miles away. Like humans, they can also copy sounds and make their own sounds that seem to communicate basic human words and phrases like, "Hello," "I love you," and "Let's go."

So while it's true that humans are amazing at communication, elephants also communicate in ways that we can't, and that's probably true for other animals, too. The next time your pet dog or cat looks at you, touches you, or makes a noise, it's probably trying to tell you something very important!

call young elephant
 pet an animal in your house

- Extended **Writing and Communication** lessons feature writing models and explicit skill instruction.

E GOAL Compare Formal and Informal Communication

Communication

A How often do you use each of the following? Every day, sometimes, or never?
 email letter phone call social media text message

B Which types of communication in **A** would you use in each situation? Fill in the **Me** column.

You want to...	Me	My partner
1. send a photo to your grandparents.		
2. apply for a new job.		
3. keep in touch with friends from Brazil.		
4. send an assignment to your teacher.		
5. invite a friend out tonight.		

C Compare your answers in pairs. Fill in the information for your partner. Give reasons for your answers.

Writing

D Read the information below. Then discuss in pairs if you would use formal or informal writing for each situation in **B**.

WRITING SKILL: Formal and Informal Writing

With **formal writing** (often to people we don't know), we use full sentences and special expressions:
Dear Mr. Smith, I am writing to apply for the job of... Please see my attached resume.

With **informal writing** (often to people we know well), we use shorter sentences and contracted forms. Sometimes we also leave words out.
Hi! I'm having a party. Want to come?

E In pairs, look at the three messages and number them from 1 to 3 (1 = most formal, 3 = least formal). Underline words and phrases that help you decide.

Hi Chen,
 I'm having a party. It's my 18th birthday and my family and friends are meeting at a theme park. It'd be great to see you. The invitation is attached with the time, date, and address. Hope you can come!
 Best,
 Paula

Dear Miss Jones:
 I am writing to request information about art courses at your college. I am a student in Argentina and I would like to study art in your country. Also, could you please send me information about accommodation and prices.
 Best regards,
 Paula Fratelli

Hi! I'm at the theme park. Where r u?

F Match the formal and informal expressions with similar meanings.

1. Dear Miss Jones: _____	a. I want
2. I would like... _____	b. I'm writing to tell you...
3. I'd like to request... _____	c. See you soon.
4. Please see the attached photos. _____	d. Thanks for the invite!
5. I am writing to inform you... _____	e. Can I have... ?
6. I look forward to seeing you. _____	f. Hi Jill!
7. Thank you for inviting me. _____	g. Here are the photos.
8. Best regards, _____	h. Bye for now!

GOAL CHECK
 Compare Formal and Informal Communication

- Write two emails.
 - Write a short formal email (60–70 words) to a travel company. You want information about their vacations next summer. Ask for information about their hotels and prices.
 - Write a short informal email (40–50 words) to a friend. You plan to have a party with family and friends for your parents' wedding anniversary. Invite him or her to the party.
- Exchange emails with a partner. How well does your partner use formal and informal language? Give feedback.

96 Unit 7

Communication 97

- An extended, optional two-page **Video Journal** section at the end of each unit features fascinating video from either National Geographic or TED.

VIDEO JOURNAL

A NEW VIEW OF THE MOON

A People often have similar feelings about these things. How do you feel when you...
 • see the sun rise or set?
 • smell bread in the oven?
 • sit in a traffic jam for an hour?
 • find a spider in your house?
 • see the moon and stars at night?

B In groups, compare your answers in **A**. Did you all have the same feelings? Why?

C Watch the video. Number the things in the order you see them.

<input type="checkbox"/> There is a view of Los Angeles.	<input type="checkbox"/> The man asks people if they want to look.
<input type="checkbox"/> The man takes his telescope outside.	<input type="checkbox"/> A woman says, "You can see the craters!"
<input type="checkbox"/> The man takes his telescope away.	<input type="checkbox"/> A man takes a photo of the moon.
<input type="checkbox"/> A boy tells his brother to look.	

D These phrases show surprise. Check (✓) the phrases you hear in the video. Then watch again and check. As you watch, listen to the intonation.

1. No way!	<input type="checkbox"/>
2. Isn't that awesome?	<input type="checkbox"/>
3. That is so cool!	<input type="checkbox"/>
4. What?	<input type="checkbox"/>
5. Fantastic!	<input type="checkbox"/>
6. I've never seen this before!	<input type="checkbox"/>
7. Really?	<input type="checkbox"/>
8. Isn't that amazing?	<input type="checkbox"/>
9. That is incredible!	<input type="checkbox"/>
10. Wow!	<input type="checkbox"/>

E Listen and repeat. Say the expressions in **D** with surprise and interest.

F Write down three pieces of surprising news to tell a partner. They can be true or untrue. Take turns saying your news and responding with phrases from **D**.

G Read the quote from the video. Do you agree? Why?
"It makes you realize that we are all on a small little planet and we all have the same reaction to the universe we live in. I think there's something special about that. Something unifying. It's a great reminder that we should look up more often."

reaction something you do in a situation
unifying bringing people together
reminder something that helps you remember

Filmmaker Wylie Overstreet stands next to his telescope and looks at the moon.

98

99

Teaching a Unit of World English

Overview

The third edition of **World English** includes new and updated content and ideas from sources like National Geographic and TED, which feature real people and places to provide meaningful and fascinating springboards for language learning and communication.

In this edition, new My World activities guide learners to personalize and share their opinions about real-world topics. Also, a new Grammar Reference in the appendix provides additional grammar support and practice while offering flexible instructional opportunities.

Each unit is divided into five two-page lessons, including newly extended Writing and Communication lessons that feature writing models and explicit skill instruction to provide increased opportunities for meaningful learner output. In addition, an extended, optional Video Journal lesson at the end of each unit features amazing video from either National Geographic or TED.

At the beginning of every lesson, a concrete objective focuses students' attention on what they will be learning. At the end of the lesson, a communicative Goal Check gives students an opportunity to apply what they've learned and lets both teachers and students check student progress.

Unit Opener

Each unit opens with a two-page spread featuring a striking photo. These photos have been chosen both to illustrate the unit theme and to provide material for discussion. Before beginning the unit, students can describe the photo, name things they see in it, and guess when and where the photo was taken. The two discussion questions then lead students into the topic, introducing key concepts and vocabulary.

In this Teacher's Book, an introduction to the unit theme and an overview of the unit are provided to orient the teacher to the scope of the unit and to give additional information that may be useful in discussing the unit theme. Throughout the lesson, Teaching Tips and Listening / Reading / Speaking / Writing Strategy boxes explain the purpose of activities and provide useful information to benefit instruction beyond the textbook. Furthermore, For Your Information boxes contain additional facts about the topics under discussion.

Vocabulary

Lessons A and C both begin with a short exercise presenting lexical items related to the unit theme. In Lesson A, the vocabulary section introduces the core words that students will need to discuss and learn about the unit topic. These are presented in context, with text or pictures to aid students in understanding. After completing the exercises in this section, students have a written record of the meanings of the words, which they can refer to later. The lesson notes in this Teacher's Book contain a Word Bank of supplementary vocabulary that can be used in exercises or taught as enrichment.

Grammar

World English features an explicit grammar syllabus, with individual grammar points tied to the unit theme. Grammar points are taught in Lessons A and C of each unit. They are used together with the vocabulary items in the opening presentation of each lesson, and then explicitly presented in a box with examples, rules, and usage notes.

Controlled practice with each grammar structure is followed by freer production. A variety of exercise types engages students and allows them to develop grammar knowledge in multiple skill areas.

The lesson notes in this Teacher's Book contain a brief summary of each grammar point for teacher reference, as well as an additional Grammar Practice exercise.

In addition, there are grammar worksheets in the back of this Teacher's Book. Each unit has two worksheets, one for each of the grammar points in Lessons A and C.

Listening

Lesson B focuses on building students' listening skills. Students listen to content from a variety of sources, including conversations, radio programs, interviews, lectures, and podcasts, and complete a series of tasks of graded difficulty. Some tasks require them to listen for the gist or main idea, while others ask them to find numbers, details, or further information. Post-listening tasks help students explore and personalize what they've heard.

Audio scripts for all listening activities, including video scripts, can be found in the back of this Teacher's Book.

Pronunciation

The pronunciation component of **World English** emphasizes stress, intonation, reductions, and other features to make learners' English more natural and comprehensible to a wide international audience. Students first learn to recognize a feature of English pronunciation and then to produce it. Examples are presented in the audio recording in the context of the unit theme. Students begin by listening; then, they repeat with the audio recording and practice freer production of the features while interacting with their peers.

Language Expansion

The first part of Lesson C is a Language Expansion activity meant to broaden students' vocabulary around the unit theme by introducing a closely related group of lexical items. These are presented in context and are used immediately in writing and then speaking, giving students more options when doing the Grammar and Conversation activities that follow in Lesson C.

Conversation

Each unit contains example conversations that highlight the vocabulary and grammar of the lesson in a contextualized way while serving as models of natural communication for students. Speaking Strategy boxes accompany conversations to provide relevant ways to enhance learner output.

Reading

Lesson D is centered around a reading passage, which complements the topic of the unit. A wide variety of reading exercises helps increase students' comprehension and build critical thinking skills. The newly added Goal Check in this lesson provides students with an explicit focus for their reading and discussion.

The lesson notes in this Teacher's Book include Reading Strategies that can help students more effectively engage with and understand the passages.

Writing and Communication

In this edition, the extended Writing and Communication lessons provide students with explicit skill instruction and give them opportunities to generate and convey ideas related to the unit theme.

Newly expanded writing exercises provide a fully scaffolded progression from controlled practice to authentic production, using explicit skill explanations and models to guide students.

In contrast to the controlled speaking practice in the Conversation sections, the Communication exercises give freer speaking practice with the structures and vocabulary that students have learned. These carefully designed exercises provide opportunities for personal expression within a controlled field of language so that all students can feel confident of success.

The lesson notes in this Teacher's Book often include expansion activities for further practice related to the lesson goal. For classes where even more practice of free communication is desired, this book also contains 12 Communication Activity Worksheets, which may be photocopied, one for each unit. The activities reinforce the vocabulary and structures from the unit while giving students another opportunity to express their own ideas in English.

This Teacher's Book also contains 12 additional writing worksheets, which may be photocopied. These optional exercises provide students with scaffolded practice that allows them to refine their writing skills.

Video Journal

Each unit of **World English** concludes with an authentic National Geographic video, TED Talk, or Foundations video featuring stories from people and places around the world. Before You Watch exercises present new words that students will hear and give some background information about the video. Students watch the video several times while completing exercises that ask them to identify general themes as well as specific information. They give their responses to the video in After You Watch exercises.

An updated video program features information about each video and on-screen activities for students to complete as they watch.

Additional Student Support Features

Real Language This feature highlights high-frequency expressions from everyday conversations.

Word Focus This feature presents and explains additional vocabulary used in exercises, as well as commonly used collocations.

WORLD ENGLISH **Intro**

THIRD EDITION

Real People • Real Places • Real Language

John Hughes, Author

Martin Milner, Author



National Geographic Learning,
a Cengage Company

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

Publisher: Sherrise Roehr

Executive Editor: Sarah Kenney

Senior Development Editor: Brenden Layte

Media Researcher: Leila Hishmeh

Senior Technology Product Manager:

Lauren Krolick

Director of Global Marketing: Ian Martin

Senior Product Marketing Manager:

Caitlin Thomas

Heads of Regional Marketing:

Charlotte Ellis (Europe, Middle East, and Africa)

Kiel Hamm (Asia)

Irina Pereyra (Latin America)

Production Manager: Daisy Sosa

Manufacturing Planner: Mary Beth Hennebury

Art Director: Brenda Carmichael

Operations Support: Hayley Chwazik-Gee

Cover Image: Trey Ratcliff

Compositor: MPS Limited

© 2020, 2015, 2010 National Geographic Learning, a part of Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society ®
Marcas Registradas

For permission to use material from this text or product,
submit all requests online at cengage.com/permissions
Further permissions questions can be emailed to
permissionrequest@cengage.com

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

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

National Geographic Learning

200 Pier 4 Boulevard
Boston, MA 02210
USA

Locate your local office at international.cengage.com/region

Visit National Geographic Learning online at ELTNGL.com

Visit our corporate website at www.cengage.com

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

AMERICAS

Brazil

Gabriely Billordo, Berlitz, Porto Alegre
Bruna Caltabiano, Caltabiano Idiomas, Sao Paulo
Sophia de Carvalho, Inglês Express, Belo Horizonte
Renata Coelho, 2b English for you, Florianopolis
Rebecca Ashley Hibas, Inglês Express, Belo Horizonte
Cristina Kobashi, Cultivar Escola de Idiomas, Guaratinguetá
Silvia Teles Barbosa, Colégio Cândido Portinari, Salvador

Chile

Jorge Cuevas, Universidad Santo Tomás, Los Angeles

Colombia

Ruben Cano, UPB University, Medellin
Javier Vega, Fundación Universitaria de Popayán, Popayán

Costa Rica

Jonathan Acuna, Centro Cultural Costarricense Americano, San José
Lilly Sevilla, Centro Cultural Costarricense Americano, San José

Mexico

Jose Aguirre, Instituto Tecnológico Superior de Irapuato, Salamanca
Alejandro Alvarado Cupil, Instituto Tecnológico de Minatitlán, Minatitlán
Jhosellin Angeles, ITSOEH, Mixquiahuala de Juárez, Hidalgo
René Bautista, BUAP, Puebla
Imelda Félix, Colegio Cervantes Costa Rica, Guadalajara
Isabel Fernández, Universidad Autónoma de Aguascalientes, Aguascalientes
Andres Garcia, FES Aragon (UNAM), Mexico City
Jessica Garcia, Colegio Cultural, Puebla
Lazaro Garcia, Tecnológico de Toluca, Metepec
Fernando Gómez, Universidad Tecnológica Jalisco, Guadalajara
Alma Gopar, FES Zaragoza (UNAM), Mexico City
Inés Gutierrez, University of Colima, Colima
Jesus Chavez Hernandez, Universidad Aeronáutica en Querétaro, Colón
Cristina Mendez, Instituto Tecnológico Superior de Irapuato, Irapuato
Elena Miotto, UNIVA, Guadalajara
Rubén Mauricio Muñoz Morales, Universidad Santo Tomás, Villavicencio
Maria Rodríguez, Universidad Aeronáutica en Querétaro, Colón
Ana Lilia Terrazas, ICO, Puebla

United States

Amy Fouts, Face to Face Learning Center, Doral, FL
Virginia Jorge, UCEDA International, New Brunswick, NJ
Richard McDorman, Language On, Miami, FL
Sarah Mikulski, Harper College, Palatine, IL
Rachel Scheiner, Seattle Central College, Seattle, WA
Pamela Smart-Smith, Virginia Tech Language and Culture Institute, Blacksburg, VA
Marcie Stone, American English College, Rowland Heights, CA
Colin Ward, Lone Star College-North Harris, Houston, TX
Marla Yoshida, University of California, Irvine, CA

ASIA

Nazarul Azali, UiTM Cawangan Melaka, Alor Gajah
Steven Bretherick, Tohoku Fukushi University, Sendai
Sam Bruce, Soka University, Hachioji
Karen Cline-Katayama, Hokusei Gakuen University and Tokai University, Sapporo
Tom David, Japan College of Foreign Languages, Tokyo
Johnny Eckstein, Soka University, Hachioji
Meg Ellis, Kyoto Tachibana University, Kyoto
Thomas Goetz, Hokusei Gakuen University, Sapporo
Katsuko Hirai, Matsuyama University, Matsuyama
Paul Horness, Soka University, Hachioji
David Kluge, Nanzan University, Nagoya
Stephen Lambacher, Aoyama Gakuin University, Tokyo
Yi-An Lin, National Taipei University of Business, Taipei
Kerry McCatty, Soka University, Hachioji
Gregg McNabb, Shizuoka Institute of Technology, Shizuoka
Collin Mehmet, Matsumoto University, Matsumoto City
Sean Mehmet, Shinshu University, Matsumoto
Lin Mingying, Soka University, Hachioji
Erika Nakatsuka, Soka University, Hachioji
Seiko Oguri, Chubu University, Nagoya
Thomas Nishikawa, Ritsumeikan University, Kyoto
Sean Otani, Tottori University, Tottori
Daniel Paller, Kinjo Gakuin University, Nagoya
Tomomi Sasaki, Ibaraki University, Mito
Mark Shrosbree, Tokai University, Hiratsuka
Brent Simmons, Aichi Gakuin University, Nagoya
Mikiko Sudo, Soka University, Hachioji
Monika Szirmai, Hiroshima International University, Hiroshima
Matthew Taylor, Kinjo Gakuin University, Nagoya
James Thomas, Kokusai Junior College, Tokyo
Asca Tsushima, Soka University, Hachioji
Hui Chun Yu, Macau University of Science and Technology, Macau

Unit	Unit Goals	Grammar	Vocabulary
1 Friends and Family Page 2 	<ul style="list-style-type: none"> • Meet and Introduce People • Spell Names and Words • Describe People • Present Your Family • Give Personal Information 	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 Are you married? <i>Yes, I am. / No, I'm not.</i>	Greetings and Introductions Names and Spelling Adjectives to Describe People Family Members
2 Jobs around the World Page 16 	<ul style="list-style-type: none"> • Identify Jobs • Ask about Jobs • Talk about Cities and Countries • Compare Jobs • Interview People 	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>	Jobs Numbers Cities, Countries, and Continents
3 Houses and Apartments Page 30 	<ul style="list-style-type: none"> • Talk about Rooms • Compare Houses • Say Where Objects Are • Give Your Opinion • Describe Your Home 	<i>There is / There are</i> ; Singular and Plural Nouns There are three bedrooms. Is there a garage? Prepositions of Place: <i>in, on, under, next to, between</i> <i>Your magazine is under your bag.</i>	Places in a Home Furniture and Household Objects
4 Possessions Page 44 	<ul style="list-style-type: none"> • Ask about Possessions • Present a Special Object • Talk about What You Have • Identify Similarities and Differences • Thank Someone for a Present 	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>	Personal Possessions Opinion Adjectives
5 Daily Activities Page 58 	<ul style="list-style-type: none"> • Tell Time • Compare People's Daily Routines • Talk about Activities at Work and School • Present a Report • Give Advice and Instructions 	Simple Present <i>They get up at 7 o'clock.</i> Simple Present Questions and Answers Do you go to class every day? Yes, I do. Adverbs of Frequency: <i>always, sometimes, never</i> <i>I never answer the phone.</i> Imperatives	Daily Activities Telling Time Work and School Activities Time Expressions
6 Getting Around Page 72 	<ul style="list-style-type: none"> • Ask For and Give Directions • Create a Tour • Compare Types of Transportation • Plan a Bicycle Day • Give Advice to Travelers 	Prepositions of Place and Movement Turn left and walk for two blocks. <i>The hotel is across from the park.</i> <i>Go up the stairs.</i> <i>Have to</i> <i>She has to change buses.</i>	Places Around a Town or City Directions Ground Transportation

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	My Name 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	A Contact Job 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>	A Day in the Life of a Lighthouse Keeper 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	Tyler Bikes Across America 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	Around the World in 24 Hours 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 (see above) 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>)	Star Wars on the Subway 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
7 Free Time Page 86 	<ul style="list-style-type: none"> • Identify Activities Happening Now • Make a Phone Call • Talk about Abilities • Explain How to Play Something • Interview People 	Present Continuous <i>I'm not watching TV. I'm reading.</i> <i>Can</i> for Ability <i>He can't play the guitar. He can sing.</i>	Pastimes Sports
8 Clothes Page 100 	<ul style="list-style-type: none"> • Ask about Clothes • Buy Clothes • Express Likes and Dislikes • Talk about Personal Qualities • Describe Your Favorites 	<i>Can / Could</i> for Polite Requests Can I try on these shoes? Object Pronouns <i>I love them! / She hates it.</i>	Colors Clothes Likes and Dislikes
9 Food Page 114 	<ul style="list-style-type: none"> • Order a Meal • Plan a Party • Describe Your Diet • Solve a Problem • Explain How to Do Something 	<i>Some</i> and <i>Any</i> <i>There's some ice cream in the fridge.</i> Count and Non-count Nouns; <i>How much / How many</i> How many oranges do we need? How much chocolate do we have?	Food Meals Containers Quantities Food Groups
10 Health Page 128 	<ul style="list-style-type: none"> • Identify Parts of the Body and Say How You Feel • Ask about Health Problems • Give Advice on Health Remedies • Explain a Process • Describe Healthy Living 	Review of Simple Present <i>My back hurts.</i> <i>Feel, Look + Adjective</i> <i>John looks terrible. I feel sick.</i> <i>Should</i> (for advice) <i>You should take an aspirin.</i>	Parts of the Body Common Illnesses and Health Problems Remedies
11 Making Plans Page 142 	<ul style="list-style-type: none"> • Plan Special Days • Describe a National Holiday • Make Life Plans • Compare Festivals • Invite People 	<i>Be going to</i> <i>What are you going to do?</i> <i>We are going to have a party.</i> <i>Would like to</i> for Wishes <i>I would like to be a doctor.</i>	Special Days and Plans Months of the Year Holidays Professions
12 On the Move Page 156 	<ul style="list-style-type: none"> • Talk about Your Past • Ask about the Past • Describe a Vacation • Compare the Past and Present • Give Biographical Information 	Simple Past <i>We went to the mountains.</i> <i>He moved from San Francisco to New York.</i> Simple Past Questions Was he born in 2001? <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>)	Danny's Challenge 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	A Dress with a Story 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	Berry Road Trip 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	What Makes You Happy? 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	Catching a Hummingbird 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	Leaving Antarctica 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.

Unit Theme

Friends and family are important in most cultures around the world. We usually grow up with family around us, sometimes with only our immediate family of parents and siblings, other times with our extended family, too—grandparents, aunts, uncles, and cousins may live nearby. We make friends at different stages of our life. From kindergarten to the workplace, through traveling and hobbies, we meet people with similar interests to us and we become friends. Our friends and family are an important part of who we are and therefore a topic students need to be able to talk about.

Unit Overview

In this unit, students will learn to use *be* to introduce themselves and others, describe people, and present their families.

Lesson A introduces vocabulary for greetings, and the verb *be* to introduce people. Lesson B focuses on spelling and asking useful classroom questions. In Lesson C, students will use *be* + adjective to describe themselves and other people. Then, in Lesson D, they will read and talk about family and draw their family tree. In Lesson E, students ask and answer questions for personal information, and complete a personal profile with their information. Finally, in the Video Journal, students will watch a video where writer and photographer Taiye Selasi talks about her family and her names.

Friends and Family

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



UNIT 1 GOALS

- Meet and Introduce People
- Spell Names and Words
- Describe People
- Present Your Family
- Give Personal Information

Grammar

Present Tense of *be*
I'm Kim. / They're Maria and Lola.
Be + Adjective
They're young. Is John single?
 Questions with *be* and Short Answers
Are you married?
Yes, I am / No I'm not.

Vocabulary

Greetings and Introductions
 Names and Spelling
 Adjectives to Describe People
 Family Members

Listening

Listening for General Understanding and Specific Information:
 Conversations around School

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

3

About the Photo

These photos were taken by Martin Schoeller, an award-winning German photographer who specializes in portraits of people. He takes photos of people using extreme-close ups to emphasize their facial features. The photos here come from a series of photos Schoeller took for a *National Geographic* magazine story on the changing face of the US. They reflect the diversity of America and of the world.

- Point out the unit theme. Write *family* and *friends* on the board and elicit words students might already know.
- As a class, look at each photo and elicit words students may know. For example, *boy*, *woman*, *blond*. Write them on the board.
- Read the questions aloud and elicit or explain the meaning of *old* and *young*. Answer the questions together. Then, read the caption with the class, explaining vocabulary as needed.
- Go over the unit goals together. For each goal, answer any questions and model or elicit related language. For example, for Goal A, introduce yourself to the group, eliciting the expression *Nice to meet you*. Then, introduce two students to each other. For Goal B, write your first name on the board and spell it for students. Review or introduce the alphabet. For Goal C, use *old / young / long / short / brown / black* to describe yourself, and some students, if appropriate. For Goal D, go back to the family members on the board and describe your family. For Goal E, elicit or explain what personal information is.

Speaking and Pronunciation

Meeting People and Introducing Yourself
 Asking and Answering Questions about Personal Information
 The Alphabet

Reading

A Family of Explorers

Writing

Filling Out Personal Information
 Capital Letters

Video Journal

My Name

In this video from National Geographic Learning, author Taiye Selasi talks about her name, what it means, and how it came to be.

Vocabulary

As a warm-up, walk around the class greeting students and introducing yourself. Use the different formal expressions from the lesson. Encourage students to respond however they can. At this stage, it is not important what they say: *hi*, a smile, or a nod is sufficient!

- A**
- Have students look at the photo on the left. Ask, *Do they know each other? Are they friends? Family?* Do the same for the photo on the right.
 - Point out the words *informal* and *formal*. Help students understand the difference.
 - Play the audio.
 - Direct students to the Real Language box. Point out *Good morning / afternoon / evening*, and explain when they are used. Draw students' attention to the use of *fine* for both formal and informal greetings.
- B**
- If possible, have students stand in two concentric circles facing each other. Model the exercise by standing in the circle and greeting the student in front of you informally.
 - Have students greet the person in front of them. Then, have the inner circle move one space to the right so they can greet the next person in the outer circle. Monitor and help with pronunciation as necessary.
- C**
- Have several students greet you formally. Remind them to change to *Good morning / afternoon / evening* as necessary.
- D**
- Have students look at the photos. Point out the words *informal* and *formal* again. Ask, *Do they know each other?*
 - Play the audio.
- E**
- Have students help you complete the conversation on the board. Then, practice it with a student.
 - In pairs, have students write and practice their own conversation. Provide help as necessary.
- F**
- Model the exercise with two students.
 - Put students into groups of three and assign them roles A, B, or C. Assist as needed.

4 UNIT 1: Friends and Family

A

GOAL Meet and Introduce People

Vocabulary

A 2 Listen and repeat.

Greetings



B Greet your classmates informally.

C Greet your teacher formally.

D 3 Listen and repeat.

Introductions



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

4 Unit 1

Word Bank: Classroom Language

Look at page X / the photo / exercise A.

Make a group of three.

Open your book to page X.

Read the directions.

Work with a partner.

Grammar

Go over the subject pronouns and the different forms of *be* in the first chart. Go through the contractions, relating them to the full forms of *be*. Demonstrate possessive adjectives by pointing to yourself and emphasizing **My name is...**, and to different students and saying, **His / Her / Their name(s) is / are...** Go over the examples in the chart. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

Grammar

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

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


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

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

- Their names are Julie and Les.
- My name is / 's Victor.
- I am / 'm Said.
- We are / 're Rigo and Rosana.
- His name is / 's Arata.
- Your name is / 's Yan-Ching.

H Unscramble the sentences.

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

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

- Donna:** Hi, Nick. How's it going? *Informal phrases: How's it going? Great! And you? this is my friend;*
- Nick:** Great! And you? *Formal phrases: Nice to meet you, Hiroshi. Nice to meet you, too, Donna.*
- 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.

- G**
- Read the example and then do the second sentence together. Write the answer on the board.
 - Have students complete the exercise individually. Then, have them compare with a partner (see Teaching Tip).
 - Review as a class, writing the sentences on the board to check answers.
- H**
- Have students complete the exercise individually.
 - Have students compare answers in pairs, then review them as a class. Write the sentences on the board.
- I**
- Suggest that students write the letter *I* for *informal* or *F* for *formal* next to the phrases as they listen. Play the audio.
 - Review answers as a class.
- J**
- Assign students to groups of three to practice the conversation. Monitor and check correct pronunciation of *is: / ɪz /*.
- K**
- Assign students to new groups to practice the conversation again, this time using their own names. Monitor and assist as necessary.

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.

Friends and Family 5

GOAL CHECK

- Model step 1 with a student. Then, have two students do the same. Model step 2 by introducing your partner to the other pair.
- Assign students to pairs and have them walk around the classroom meeting and introducing each other.
- Monitor and prompt students as necessary.

Teaching Tip: Comparing Answers

Having students compare and discuss their answers with a partner (as suggested in **G**) provides an opportunity for students to check their understanding of a topic in a "safer" context, especially for students who feel less confident. They can clarify doubts and construct understanding with a peer, and then feel more confident about sharing their answers with the whole class.

Grammar: Present Tense of *be*

The verb *be* may be difficult for learners whose languages do not have a similar structure. If necessary, explain that every English sentence must contain a verb and that *be* is a verb: *She is a student*. Explain to students the pronunciation of *is*—/ɪz/ rather than /ɪs/—and that the *s* in *he's* and *she's* is pronounced /z/, but the *s* in *it's* is pronounced /s/. Finally, draw students' attention to the fact that the apostrophe shows there is a missing letter.

Grammar Practice: Present Tense of *be*

Learning each other's names is an important part of group-building at the start of a course. This exercise provides practice of the verb *be* and an opportunity to learn names. Sit with the class in a circle. Begin by saying, *My name is...* The student on your right then says, *Her / His name is..., my name is OR I'm...* The next student says the names of all those who have come before (using complete sentences). If a student forgets a name, he or she begins again with *My name is...* Play until all students have had several turns and have learned most of their classmates' names.

Listening

As a warm-up, have students look at the photo. Ask, *Where are they? Who are they?* Provide vocabulary as necessary. For example, *at school, at a university, students, teachers*. Write students' ideas on the board (see Teaching Tip).


- A**
- Go over the directions. Explain *office* and *university* as needed. Tell students that they don't need to understand everything they hear; they should focus on understanding *where* the people are.
 - Play the audio.
 - Have students compare answers with a partner, then play the audio again.
 - Review answers as a class.
- B**
- Go over the words in the box, eliciting their meaning. Point out the words in the Real Language section.
 - Have students complete the exercise with a partner.
 - Play the audio.
 - Review answers as a class, replaying the audio as needed.
- C**
- Review the alphabet briefly by having students say the letters in items 1–3.
 - Encourage students to complete the names if they think they can.
 - Play the audio and check answers as a class. Write the answers on the board.


Teaching Tip: Eliciting Ideas

When beginning a topic and sequence of exercises, it is important to lead into it by eliciting related ideas, as in the warm-up. This gets students thinking about the topic and activates prior knowledge and vocabulary they already have. At this stage, it is not necessary for students to give "correct" answers. The objective is to prepare them for the exercises, in this case by having them think about *where* when they listen. Thinking about *who* is speaking also helps us understand and guess the context.

B GOAL Spell Names and Words


Listening

- A**  5 Listen to three conversations. Match the conversation (1–3) to the place (a–c).
- In a classroom 2
 - In an office 3
 - At a university 1

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

first last name spell word you your

- What's your last name?
- How do you spell that?
- What's the English word for this?
- Can you repeat that?
- What's your first name?
- How do I spell your name?

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

- R O D R I Q U E Z
- T A B L E
- L I U J U N

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)

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





6 Unit 1

For Your Information: Names Around the World

Customs for names vary greatly. In English-speaking cultures, people commonly have their given name (first name) and one last name (family name). In Asian countries, the family name is often written first. For example, in the Korean name Pak Jin-Ho, the family name is Pak and the given name is Jin-Ho. In Spanish-speaking countries, people usually have both their father's and mother's family names. In the name Celia Cruz Rios, Celia is her given name, Cruz is her father's family name, and Rios is her mother's family name. In Islamic countries, some people use their father's name after their name. In the name Laila Ali Al-Ayubi, Laila is her given name, Ali is her father's name, and Al-Ayubi is her family name.

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

 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.

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.

Friends and Family 7

Speaking Strategy: Pronouncing Letters

Spelling out a word for someone to be able to understand, or asking for the spelling of a word to understand what someone said, are both useful strategies to help students when they are communicating with other people. Therefore, knowing how to say the letters is important. Time should be spent on practicing the letters of the alphabet and helping students with their pronunciation.

Pronunciation

Call on volunteers to spell their first name. Write the names on the board as they spell them, and encourage the class to help if there are difficulties with the letters. Play the audio for students to repeat the alphabet. Repeat as necessary.

- D** • Go over the Speaking Strategy on the student's book page with the class (also see the Speaking Strategy at the bottom of this page).
 - Play the audio. Have students read the conversation as they listen.
 - Play the audio again and have students repeat.

- E** • Have pairs practice the conversation. Monitor and check their pronunciation of the letters.

Communication

- F** • Go over the questions in the table. Complete the table about yourself on the board.
 - Have students complete the exercise. Assist with the spelling of favorite words as necessary.
- G** • Model the exercise by asking a student the questions and writing the answers in the table on the board. Be sure to ask the students to spell their names and favorite word. Note that there are three different questions students can ask: *How do you spell that? How do I spell your name? How do you spell your (first / last) name?*
 - Assign students to groups of three to ask questions and complete their tables. Monitor and assist with spelling as needed.

GOAL CHECK

- Model the exercise by using the information in your table to tell the class about the student you asked the questions in **G**.
- Assign students to new pairs and have them share information about their classmates. Monitor and assist as needed.
- Call on one or two students to tell the class about one of the people in their table.

Language Expansion

As a warm-up, show pictures of people and elicit words to describe them, for example, *brown hair*, *young*, *tall*. Write them on the board.

Point out the lesson title and relate it to the photos of people and to the words on the board.

- A**
- Model the adjectives in the box as students read them.
 - Have students complete the exercise. Encourage them to use classroom dictionaries if available or direct them to student-friendly online dictionaries (see Teaching Tip).
 - Review answers as a class.
 - Go over the information in the Word Focus note.
- B**
- Point to the photos on the left and model the descriptions as students read them.
 - Model the exercise by writing or displaying the sentences on the board and underlining the adjectives in each sentence that describe you.
 - Have students complete the exercise.
 - Call on different students to say their sentences.

Grammar

Go through the statements in the chart, then point to the people in the photos in **A**. Say, *She / He...* and elicit sentences using *is + adjective*. Write them on the board. Go over the questions and short answers in the chart on page 9. Point out how the word order changes for questions. Ask questions about the people in the photos in **A** and elicit short answers. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

- C**
- Point out the sample descriptions. Model the exercise by describing yourself first and then a student.
 - Assign students to pairs. As they talk, monitor and check for correct use of *be + adjective*.
- D**
- Model the exercise by describing someone in the class and having students guess who it is.

C GOAL Describe People

Language Expansion: Adjectives

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

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



1. tall / average / short 2. old / young 3. married / single 4. attractive

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.

WORD FOCUS

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



long black hair



short gray hair



curly red hair



long blond hair



short brown hair

8 Unit 1

Grammar

Be + Adjective

Subject + be + Adjective

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

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

He's tall with short, brown hair.

It's Miguel.

Correct!

- Give students time to think about their description. Use the Word Bank to provide additional vocabulary.
- Depending on your class size, students can either describe the classmate to the whole class or they can work in small groups.

Word Bank: Describing People

divorced	fit
have a beard / mustache	heavy
middle-aged	thin
wear glasses	widowed

Teaching Tip: Using Dictionaries

A dictionary is an important tool for a language learner. As well as finding the meaning of a word, students will be able to see its pronunciation, spelling, collocations, part of speech, any irregular forms, and in-context examples, among other things. However, students need to know that they shouldn't look up every new word, only those that they really can't work out from the context and that are impeding their understanding. Providing opportunities (as in **A**) to practice using a dictionary is time well spent.

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


E Match the questions to the answers.

- Is your friend tall? b a. Yes, she is.
- Is Emma tall? a b. No, he isn't. He's short.
- Are you single? d c. No, they're not. They're young.
- Are your teachers old? c d. 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 ...?

- E** • Have students complete the exercise individually, then compare answers with a partner.
- Review answers as a class.
- F** • Go over the directions and the example as a class.
- Have students complete the exercise individually.
- Review answers as a class, writing the different options on the board.

Conversation

- G** • Have students listen with their books closed first. Tell them to listen for questions. Play the audio, then elicit questions they heard.
- Point out the Speaking Strategy note and model the questions with different students.
- Play the audio again as students read the conversation.
- Have pairs take turns role-playing the conversation.
- H** • Point out the underlined words. Tell students to make a new conversation by replacing them with different ideas.
- Then, with their partner, have them role-play their new conversations.

✓ GOAL CHECK

- Go over the directions. Then show students three photos and elicit questions. Answer them using short answers.
- In pairs, have students talk about the people on their lists or in their photos. Monitor and prompt with questions as needed.

✓ 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.

Friends and Family 9

Grammar: *Be* + Adjective; Questions with *be* and Short Answers

In English, we can use the verb *be* with adjectives to describe people and things. We use subject + *be* + adjective, for example, *She is tall with long hair*. In questions, the word order changes: *Be* + subject + adjective. For example, *Are they married?* When answering, we often use short answers: *No, they're not*.

Grammar Practice: *Be* + Adjective; Questions with *be* and Short Answers

On small pieces of paper, write the words needed to make descriptive statements and questions about people in the class (include yourself). Make several sets. In groups of three or four, have students put the words in order to make correct statements and questions. Write them on the board and have the class help you correct the word order as necessary. Have students ask and answer the questions.

Reading

As a warm-up, write *family* in the middle of the board. Elicit related words, as possible, and create a mind map (see Teaching Tip).

- A** • Have students look at the title (see Reading Strategy). Encourage them to look up the meaning of *explorer*. Have them look at the photo and elicit ideas about where and what the family explores. Provide vocabulary as necessary and write the words on the board.
- Have students read the questions and circle the names. Clarify any vocabulary in the questions.
- Point out the definitions for the words in bold in the article, then have students read the article. Tell them to look for the names they circled in the questions. Encourage students to focus on the information they need to answer the questions and not to worry if they don't understand every word.
- Have students complete the exercise and compare their answers with a partner.
- Review answers as a class, having students show where in the article they found the answers.

Reading Strategy: Pre-reading—Titles, Subheadings, Visuals

Looking at the title before reading an article and predicting what they will read about is an effective strategy for learners. By doing this, they will activate prior knowledge about the topic, as well as any related vocabulary they may already know, and therefore be more prepared when they read. Students should always be encouraged to look at titles, subheadings, and visual elements (such as images or graphs) before they begin reading.

- B** • Have students read the article again, then complete the exercise.
- Review the answers as a class, drawing the family tree on the board.

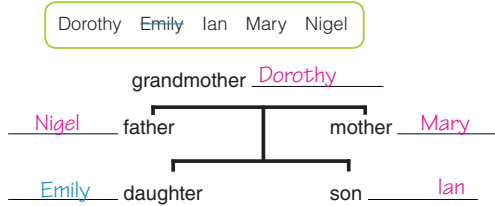
D GOAL Present Your Family

Reading

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

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

B Match the names to the family tree.



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

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

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

D Complete these sentences about Emily's family.

1. Ian is Emily's brother.
2. Mary is Nigel's wife.
3. Dorothy is Mary's mother.
4. Emily is Dorothy's granddaughter.

✓ GOAL CHECK

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

This is my family.

This is my sister. She's ...

10 Unit 1

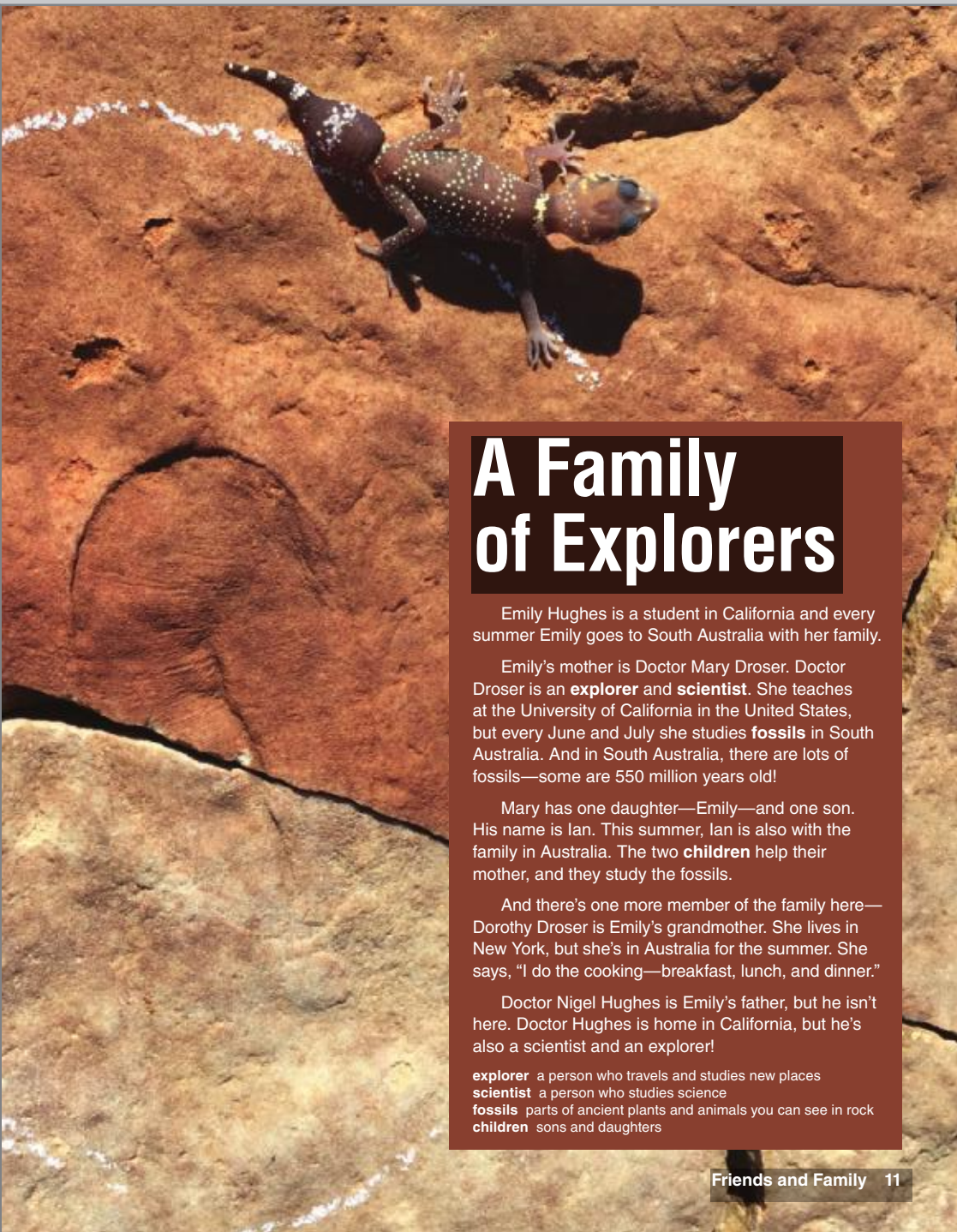


A gecko is next to a fossil of *Dickinsonia*, one of Earth's first animals, in this photo by Dr. Mary Droser.

Teaching Tip: Warm-Ups and Wrap-Ups

The start of a lesson and its ending are important moments. Both moments need to engage students: at the beginning so that they are motivated to participate and develop their language skills; at the end so that they leave motivated by feeling that they learned or improved. For example, in

this lesson, the mind map in the warm-up activates students' prior knowledge of family words in English. If this exercise is revisited to wrap up the lesson, students can feel motivated by seeing they have developed their knowledge.



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

Friends and Family 11

- C** • Have students read the words as they listen.
- Play the audio again and have students repeat.
- Go over steps 1 and 2 as a class, then have students complete the exercise.
- Review answers as a class, writing the two lists on the board, then matching the opposites.
- As time allows, call on different students to spell one of the family words.

Expansion Activity

If your students would like to understand more of the new vocabulary from the article, have them choose 3 or 4 words they think are important and give them time to look them up. Monitor and assist with dictionary use and choosing the right meaning of a word.

- D** • Have students complete the exercise using the family words from **C**.
- Check answers as a class.

✓ GOAL CHECK

- Model this exercise by drawing your family tree on the board and presenting your family to the class. Say, *This is my...; His / Her name is...; He / She is a...;* etc. Write prompts like these on the board for your students as necessary.
- Have students draw their family tree. Then assign students to pairs and have them present their families. Monitor and check for correct use of the verb *be* and family words.
- Have students close their books, then do the family mind map on the board again. Can students now add more words to it than they could at the beginning of the class (see Teaching Tip)?

Communication

As a warm-up, write *personal information* on the board and elicit or provide examples (name, nationality, etc.). Ask, *Where is our personal information?* Show your ID card or something similar as an example. Ask, *When do we need to show / give our personal information?* (Traveling, on social media, etc.)

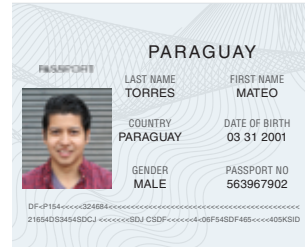
- A** • Say the items as students read. Then, look at each example with the class. What information is on each one? Clarify any vocabulary. Help students with numbers and how we say them (see For Your Information).
- Have students complete the exercise and compare their answers with a partner.
- Review answers as a class, having students explain their answers.
- B** • Go over the directions and the questions with the class.
- Give students time to think about their answers, then have them talk to a partner.
- Compare answers as a class.
- C** • Go over the questions in the box, saying them for students to repeat. Make sure they notice the use of *are* with *interests* and *favorite types of food*. Clarify the verb-noun agreement. Elicit different nationalities, months of the year, etc., to provide examples. Write them on the board.
- In pairs, have students complete the exercise. Monitor and check for correct use of question forms.
- When pairs have finished, call on different students to ask and answer the questions.
- D** • Model the exercise with a student. Ask some of the questions in **C**, then have the student ask you questions.
- In the same pairs, have students ask and answer the questions. Tell them to listen carefully to their partner's answers so they can tell the class about their partner afterwards. Elicit questions they can ask their

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?



a business card



a passport



a social media profile

- 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? date of birth? interests? address? phone number? gender? passport number? job? marital status? favorite types of food?
	are		

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

What's your job?

What are your interests?

partner if they don't understand, and write them on the board (*Can you repeat that, please? How do you spell that?*). Refer students back to Lesson B, exercise **B**, as necessary. Monitor and assist as needed.

- Call on volunteers to tell the class something about their partner.

For Your Information: Saying Numbers

How we say numbers, such as dates and phone numbers, may differ from language to language. Consequently, it's important to help students see how numbers are usually said in English. For example, in **A**, for the date of birth (03/31/2001), we would usually say: *March thirty-first, two thousand and one*, or *the thirty-first of March, two thousand and one*. For the passport number, we would say, *five-six-three, nine-six-seven, nine-oh-two*.

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. My name's Maria.
2. I'm from new york. I'm from New York.
3. asunción is in paraguay. Asunción is in Paraguay.
4. is he english? Is he English?
5. My date of birth is december 1, 1999. My date of birth is December 1, 1999.
6. are you doctor jones? 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?

Friends and Family 13

Teaching Tip: Writing on the Board

Writing or displaying the correct answers on the board is an important part of feedback at the end of accuracy-focused exercises. This visual support allows students to confirm their answers and spelling. When answers are only given orally, some students might misspell or not understand some words. Similarly, when new vocabulary comes up during a lesson, writing it on the board encourages students to participate once they have confirmed what the topic is.

Expansion Activity

Have students use their information in the Goal Check and design a business card. If possible, have them make several cards. Review the greetings and introductions in Lesson A, and the questions in Lesson B and here in exercise **C**. Then, have students mingle in the classroom, introducing themselves and exchanging cards. Prompt them to develop their conversations by asking about interests and favorite foods.

Writing

- E**
- Elicit the alphabet and write the letters (in lower case) on the board as the students call them out.
 - Call on several students to spell their names. Write the names on the board and point out the initial capital letters. Elicit or provide the term *capital letters* and when we use them in English.
 - Go over the information in the chart as a class. For each category, elicit other examples and have students spell them for you to write them on the board. For example, countries: *China, capital C-h-i-n-a*.
- F**
- Do the first sentence together on the board. Then have students complete the exercise individually.
 - Have students compare answers with a partner, then review them as a class. Write the correct sentences on the board as students call them out.



GOAL CHECK

- Go over the profile categories with the class. Then, model the exercise by completing the information about yourself (make a few mistakes with capital letters for students to correct in step 2).
- Point out that students can invent information if they feel more comfortable. Have them complete their profile. Monitor and provide vocabulary for interests and food as needed.
- Model step 2 by having students read your profile and identify problems with missing capital letters. Then, in pairs, have students read each other's profiles and review use of capital letters.
- Call on different students to share something they learned about their partner. See Expansion Activity for further practice.

Video Journal

About the Video

In the first part of this video, people tell us their names and nicknames. Then, in the second and third parts, writer and photographer Taiye Selasi talks about her life, the meaning of her different names, and where her names come from. She explains how her name has changed during her life. Taiye was born in London, UK, to Nigerian and Ghanaian parents, but grew up in Boston, US. She now lives in Rome and Berlin. Thanks to her multinational background and experience, Taiye is interested in identity and what it really means to be “from” somewhere. She studied International Relations and American Studies, and in addition to being a writer and a photographer, Taiye currently gives talks around the world. Her Ted Talk is titled, *Don't ask where I'm from, ask where I'm a local*.

To lead into the topic, introduce the idea of a *nickname*. If you know that some of your students have nicknames, use them as examples. If not, provide an example of someone you know. Explain that nicknames are informal names we use for people. They are often short or adapted versions of one's first name (for example, Samuel—Sammy, Sam; Charles—Charlie). Elicit examples of people students know who have a nickname.

- A** • Have students read the directions and predict what the questions might be.
 - Remind students that they don't need to understand everything they hear. They should just focus on understanding what questions are asked (see Teaching Tip).
 - Play the first part of the video, then review answers as a class.
- B** • Go over the table with the class, pointing out the things students need to listen for.
 - Play part one again. Encourage students to complete the table as they listen.
 - Have students compare answers in pairs, then review them as a class. Replay as necessary if there is any disagreement.

VIDEO JOURNAL MY NAME

- A** Watch Part One of the video. What two questions are asked?
1. What's your name _____? Do you have a nickname _____?

- 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 <u>a</u> | a. is her name now. |
| 2. Eyi <u>d</u> | b. means “first twin” in her mother's language. |
| 3. Taiye <u>b</u> | c. is her middle name. |
| 4. Selasi <u>c</u> | d. means “first twin” in her father's language. |
| 5. Tuakli <u>f</u> | e. is her father's last name. |
| 6. Wosornu <u>e</u> | 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.

- 3 Her mother marries Doctor Williams when she is three.
- 1 Born in London as Eyi Taiye Selasi Tuakli Wosornu.
- 2 Her parents separate when she is one.
- 5 Now her name is Taiye Selasi.
- 4 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 the past? |
| 3. Are the names from other family members? | |

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

My mother's name is ...

My brother's middle name is ...

14

- C** • Have students complete the exercise. As time allows, have them switch partners one or more times to ask several people the questions.



Writer and photographer
Taiye Selasi

15

Teaching Tip: Understanding Authentic Videos

Understanding authentic videos can be very challenging for learners. Therefore, it is important to provide the support they need to make the content accessible. The pre-watching (lead-in to the topic), while-watching (for example, **A** and **B**), and post-watching (**F** and **G**) sequence of exercises ensures the scaffolding students need to be able to understand the main idea and some specific details. Before watching,

students need to be introduced to the topic and some of the vocabulary they may hear. Then, to help them focus and avoid feeling overwhelmed, they need to have a specific, achievable task to do while they watch; for example, in **A**, students focus on the questions asked in the video. The post-watching exercises then focus on students' understanding of specific details and finally on personalization of the topic.

- D** • Have students look at the photo and describe the woman. Prompt with questions as necessary. For example, *Is she tall with short gray hair?* Refer them back to Lesson C as needed. Ask, *What's her name? What's her job?* Point out the caption.
- Have students read the directions and the sentence parts. Clarify vocabulary as needed.
- Play Part Two of the video, then give students time to complete their answers.
- Have students compare answers with a partner, then review as a class. Play the video again if necessary.
- E** • Have students read the directions and the events. Explain that when two people *separate*, it means they are no longer together.
- Play Part Three of the video. Encourage students to write their answers as they listen.
- Replay the video a second time so students can check their answers.
- Check answers as a class.
- F** • Write your complete name on the board and any nicknames people call you. Call on different students to ask you the questions.
- Have students write down their names, then complete the exercise in pairs.
- Call on volunteers to tell the class about their names.
- G** • Model this exercise by telling the class about the names of people in your family. Point out the speech bubbles.
- Assign students to new pairs to complete the exercise.
- Call on volunteers to tell the class about their partner's family.

Unit Theme

We dedicate a large part of our time to our work, so the job we do is an important part of who we are. Consequently, what we do is invariably a topic of conversation when we meet new people, and with our family and friends. In the past, people would often work in the same job or type of job all their working life, but nowadays jobs change more quickly as technology affects how they are done. This means that we need to be more flexible and willing to develop new skills during our working life. Despite the different skills needed in different fields, work is a universal experience that students will share with people around the world, so it is important that they be able to ask and answer questions about jobs and what they involve.

Unit Overview

In this unit, students will talk about jobs and describe cities and countries.

Lesson A introduces vocabulary for jobs, as well as the verb *be* with the indefinite article *a / an* to say what people's jobs are. Lesson B focuses on asking questions about jobs and saying numbers. In Lesson C, students will use *be* + adjective + noun to describe cities and countries. Then, in Lesson D, they will read and talk about jobs around the world. In Lesson E, students interview people to find out where they are from and what they do. Finally, in the Video Journal, students will watch a video about Okotanpe—a contact juggler who performs on the streets of Tokyo.

Jobs around the World

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



16

UNIT 2 GOALS

- Identify Jobs
- Ask about Jobs
- Talk about Cities and Countries
- Compare Jobs
- Interview People

Grammar

Negative Present of *be*;
Indefinite articles
He isn't a doctor. Pat's an artist.
Be + Adjective + Noun
Russia is a big country.

Vocabulary

Jobs
Numbers
Cities, Countries,
and Continents

Listening

Focused Listening
and Listening for
Specific Information:
A Conversation about
the Jobs of Two
National Geographic
Explorers

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

17

About the Photo

This photo shows Dembo “Alex” Sillah, a Gambian refugee living in Como, Italy. When he first arrived, Dembo worked as an intern at a bakery, a job which he loved and hopes to go back to once he has permission to work. He also dreams of returning to The Gambia and setting up a bakery there. The photo is one of a series in a project called *Working Class Heroes* by Italian photographer Gabriele Galimberti. He chose to photograph refugees in jobs they would like to be doing.

- Point out the unit theme. Elicit jobs from students and write them on the board.
- As a class, look at the photo and the caption. Then have students answer the questions with a partner. Provide vocabulary for describing the photo as needed.
- Check answers as a class. Add jobs to the list on the board as students call them out. Leave the list on the board.
- Go over the unit goals together. For each goal, answer any questions and model or elicit related language. For example, for Goal B, point to one of the jobs on the list on the board, and ask, *Is this job interesting? What do you do in this job?* For Goal C, elicit the names of different cities and countries, and adjectives to describe them. For Goal E, elicit questions to find out more about a person. For example, *Where are you from? What’s your job? Is it interesting?*

Speaking and Pronunciation	Reading	Writing
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

Video Journal
<p>A Contact Job</p> <p>In this video from National Geographic, contact juggler Okotanpe shows off his skills in Tokyo, Japan.</p>

Vocabulary

As a warm-up, have students look at the photos in **A** and describe them. Provide vocabulary as needed.

- A**
- Say the words in the box as students read them. Elicit or explain the jobs, providing local examples as possible. For example, for *banker*, give the name of a local bank.
 - Play the audio and check answers as a class. Answer any questions students may have about the jobs.
- B**
- Point out the Word Focus note. Clarify the difference between *inside* and *outside*.
 - Go over the example with the class. Elicit or provide examples for each of the places. For example, give the name of a restaurant or hospital that students are likely to be familiar with.
 - Have students compare answers in pairs. Then, check answers as a class.

Grammar

Introduce the grammar by saying, *I'm a teacher*, and writing it on the board. Underline *I'm* and circle *a*. Then say, *I'm not an artist*, and emphasize the negative form. Write it on the board and underline *I'm not* and circle *an*. Elicit example sentences from students. For example, *I'm a student / doctor / engineer. I'm not a student / doctor / engineer.* Point to the examples on the board and label them *affirmative be* and *negative be*. Then, point out the information in the chart.

Elicit examples about students in the class with *She(s) / He(s) not / isn't*. Remind students that contractions are short forms, and elicit or provide the full forms to check understanding. Finally, go over the information about *a* and *an*, pointing them out in the examples on the board. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

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: artist



3. Oscar: teacher



4. Dae-Jung: chef



5. Jim: taxi driver



6. Hannah: doctor



7. Harvey: banker



8. Sofia: architect

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... *Some answers may vary.*

- in a car? a taxi driver
- in a school? a teacher
- in a hospital? a doctor
- in a restaurant? a chef
- in an office? a banker; an architect; an engineer
- outside? a taxi driver; an engineer

Grammar

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

18 Unit 2

Word Bank: Jobs

accountant	computer programmer
firefighter	government employee
homemaker	nurse
office worker	paramedic
reporter	salesperson

Grammar: Negative Present of *be*; Indefinite Articles

Some students may think that contractions aren't good English. Explain that native speakers generally use contractions in speaking and in informal writing rather than full forms. Using contractions will help them sound more natural in English. Depending on students' language background, the concept of an indefinite or definite article might be hard to understand. You might need to introduce *the* and explain the difference between *a teacher* and *the teacher* to illustrate this concept in English.

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 is a teacher. He is not an architect.
3. Sofia is an architect. She is not a doctor.
4. Dae-Jung is not an engineer. He is a chef.
5. Eun is not a banker. He is 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 an engineer. **T** **F**
3. Dae-Jung is an artist. **T** **F**
4. Eun is not a doctor. **T** **F**
5. Harvey is not an 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.

Mary – teacher; Laura – chef

REAL LANGUAGE

To show surprise, we can say:
 formal ← → 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.

- C** • Play the audio for item 1 to show students what to listen for.
- Play the audio and have students complete the exercise.
- Review answers as a class, replaying the audio as needed.

- D** • Go over the example with the class. Point out that they need to do two things: insert *a* or *an*, and decide if the sentences are *true* or *false*.
- Have students complete the exercise individually, then compare answers with a partner.
- Review answers as a class and have students correct the false sentences. Write the sentences on the board, having students spell the jobs to review the alphabet.

- E** • Write the question on the board. Have students listen with their books closed and answer the question.
- Play the audio again as students read and confirm their answer.
- Point out the expressions for surprise in the Real Language note and have students circle them in the conversation.

- F** • In pairs, have students practice the conversation. Remind them to switch roles and practice a second time. Monitor and check for correct use of contractions with *be*, and *a / an*.

- G** • Model the exercise by having students suggest changes for the underlined words.
- Assign new pairs for these conversations (see Teaching Tip).

GOAL CHECK

- Explain that students are going to play a guessing game to practice the new language. Model the game with a student.
- Assign students to pairs to guess the jobs. Monitor and assist as needed.
- Have students repeat the exercise, choosing different jobs. Encourage them to choose jobs that aren't in **A**. Use the Word Bank to provide additional vocabulary.

Grammar Practice: Negative Present of *be*; Indefinite Articles

Provide or have students find pictures of people doing different jobs. In pairs, have them use the affirmative and negative of *be*, and indefinite articles, to write what each person's job is on individual pieces of paper. They should write complete sentences. For example, *She isn't a firefighter. She's a paramedic*. Have pairs mix up their pictures and sentences for another pair to match them.

Teaching Tip: Pairing Students

When we ask students to work with a partner (as in exercises **F** and **G**), they will often want to work with the same person because they feel comfortable. But it's important to sometimes push them out of their comfort zone, so they have the opportunity to learn with and from people who have different accents, levels of competence, and ways of learning. For some exercises, pair students of a similar level of competence; for others, pair students of different skill levels.

Listening

As a warm-up, write *What...?* and *Is / Are...?* on the board. Elicit questions students know with these words (see Teaching Tip). For example, *What's your name? Is she young?* As necessary, refer students back to Unit 1, Lesson E. Write the questions they suggest on the board.

Teaching Tip: Reviewing and Recycling Language

Reviewing and recycling grammar and vocabulary that students have worked with previously allows them to put it into practice in a new context. The more students use the language, the more they are likely to internalize it. The warm-up exercise in a lesson is often an appropriate moment to do this, as it provides both an opportunity to review previously seen language and prepare students for the content of the lesson.

- A** • Have students look at the photos and describe each person. Ask, *What do you think they do? What are their jobs?* (See Listening Strategy.)

Listening Strategy: Predicting Content

Pre-listening exercises are important to help students prepare for what they are going to listen to. One type of pre-listening exercise is predicting content, as in **A**. By looking at the photos and predicting the answers to the question, students are activating language and thinking about ideas that they might hear. When they listen to the audio, they will be able to confirm or correct their answers, which provides a motivation to listen.

- B** • Go over the information in the boxes. Tell students they are going to hear a conversation about each person in **A**.
 - Encourage students to write their answers as they listen. Play the audio.
 - Have students compare answers in pairs, then replay the audio as necessary. Check answers as a class.
- C** • Give students time to think about their answers. Remind them they need to give reasons for their answers. For example, *Teaching is*

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 Gr abowski	Name: Hannah Reyes Morales
Age: <u>32</u> years old	Age: <u>29</u> years old
Job: <u>Teacher</u>	Job: <u>Photographer</u>
Country: Canada	Country: The Philippines
Is his job interesting? <u>Yes</u> / No	Is her job interesting? <u>Yes</u> / 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

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

interesting. You help people learn.


Provide vocabulary as needed.

- After students have shared opinions, compare answers as a class.
- D** • Say the numbers for students to repeat.
 - As students work in pairs, monitor and check their pronunciation.
 - Say the numbers again as a class and / or one by one.

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.

- six sixteen sixty
- four fourteen forty
- three thirteen thirty
- seven seventeen seventy
- eight eighteen eighty

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

My name's Rafael and I'm (1) 18 years old. I'm a college student. I study science and there are (2) 30 students in my class. I live with my father, my grandmother, and my (3) 3 sisters. My father is a teacher and he's (4) 40 years old. My grandmother is (5) 70 years old. She's a doctor and she still works!

G Complete these sentences about you with a number.

- I'm _____ years old.
- I have _____ brothers and sisters.
- 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

- 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?			

- Tell a partner about your two classmates above.

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

His job is interesting.

Jobs around the World 21

For Your Information: How Old Are You?

This can be a sensitive question in English-speaking cultures. Traditionally, women did not like to say their age, but this is changing. In general, it's not polite for a young person to ask an older person's age in social conversation. You may need to explain this to your students if ages and age differences are commonly discussed in their culture.

Pronunciation

Write *13* and *30* on the board. Say them and help students notice the difference. Have students identify the stressed syllable. Explain syllables and stress by dividing the words and emphasizing the stronger sound: *thir* | teen

- E** • Make sure students understand that they will hear one of the three words in each item.
 - Play the audio and have students complete the exercise individually. Then have them compare with a partner.
 - Check answers as a class.
- F** • Encourage students to write their answers as they listen. Play the audio.
 - Check answers as a class.
- G** • Have students complete the exercise individually.
- H** • Model the exercise by saying the sentences with your numbers and having a student write the numbers on the board.
 - After they have finished, have students check the numbers they wrote with their partner's sentences.

GOAL CHECK

- Have students complete their information. Then, have them move around the classroom to interview other students. Participate in the exercise yourself to complete your table.
- Point out the example in step 2. Model the exercise by telling a student about someone you spoke to. Encourage them to comment on the person's job. Then have him or her tell you about someone they spoke to.
- In pairs, have students talk about the people they interviewed. Tell them they will tell the class about one of the people their partner talked to.
- Call on volunteers to share with the class.

C GOAL Talk about Cities and Countries

Language Expansion

As a warm-up, draw a three-column chart on the board and label the columns *Cities*, *Countries*, and *Continents*. Write the name of the city or town you are in on the board. Elicit or explain which column it goes in. Then point to the *Countries* column and elicit the name of the country you are in. Follow the same steps for another city or town, ideally on a different continent. Finally, move on to continents. Elicit or provide the continent for the first example, then the second.

Have students write down as many cities and countries as they can in 30 seconds. Then, have them combine their lists in pairs. Share lists as a class and complete the chart on the board.

Point out the lesson title. Have students look at the map. Ask, *Which are the continents? The countries? The cities?*

- A** • Point out the words and their definitions in the Word Focus note. Then, have students read the text and answer the questions individually.
- Have students compare answers with a partner, then review them as a class.

- B** • Go over the example with the class. Refer students back to the map in **A** and point out the London office.
- Have students complete the exercise individually, then compare with a partner.
- Check answers as a class.

- C** • Have students complete the exercise individually.
- Check answers as a class by writing them on the board.

- D** • Model by saying: *My city is...; My country is...; The continent is...* Have students answer the questions with a partner.
- Share answers as a class. Depending on your group's background, ask: *How many countries do we have here? How many continents?* If students are from the same country, ask: *How many towns or cities do we have here?*

1. Big
2. Washington, DC
3. On four continents
4. Photographers, explorers, and scientists

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

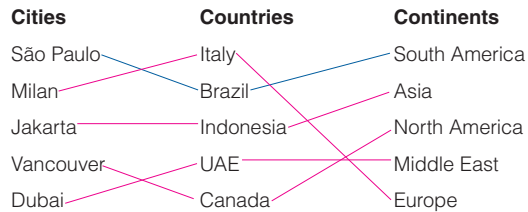
organization a large group of people with one goal

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 South 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.



Word Bank: Adjectives

- | | |
|----------|-----------|
| busy | clean |
| crowded | dangerous |
| dirty | dry |
| friendly | important |
| modern | noisy |
| pleasant | pretty |
| quiet | safe |

Grammar: Be + Adjective + Noun

In contrast to some other languages, English requires that a verb be used with an adjective (*Tokyo is big.*) and with an adjective + noun (*Tokyo is a big city.*). Emphasize to your students that every sentence in English needs a verb, and *be* is a verb. Students should also notice the order of adjectives and nouns in English. The adjective comes before the noun: *Russia is an interesting country.*

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 is a big continent.	Is the United Kingdom a big country?	No, it isn't . It's a small country.
Paris is a beautiful city.	Is Apple a big company?	Yes, it is .

F Match the question to the answer.

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

Conversation

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

Mohamed – Cairo, Chris – Washington, DC

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.

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).

- Model the game by saying a city and awarding points if they get the country and the continent.
- Divide students into groups of four to play the game. Monitor and assist as needed.

Grammar

Introduce the grammar by writing on the board, [*city*] *is a beautiful city*. Help students identify the verb *be*, the adjective, and the noun being described. Go over the examples in the chart. Point out the word order change in questions, and the short answers. Then, elicit adjectives students know and write them on the board. Call on students to make sentences using a city, country, or continent, and *is* + adjective + noun. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

- Clarify vocabulary in the questions.
 - After students compare answers with a partner, review answers as a class, writing them on the board.
- Elicit the questions students need to ask. Write them on the board and say them for students to repeat.
 - Erase the questions and have students ask and answer them with a partner.

Conversation

- Have students listen with their books closed first. Write the question on the board, then play the audio.
 - Have students open their books. Replay the audio as they read and confirm their answers.
 - Have students role-play the conversation.
 - Point out the Speaking Strategy note and model the questions by asking different students.

GOAL CHECK Talk about Cities and Countries

1. Choose a famous person. Write down his or her job, city, country, and continent.
2. 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.

Jobs around the World 23

Grammar Practice: Be + Adjective + Noun

Have students research a country in a different region of the world than the one in which they live. Have them find out about the country's size, capital city, and what continent it is on. Divide the class into small groups and have students present their information to their group using *be* + adjective + noun when appropriate. For example, *Italy is a small country. Rome is the capital city. It is a beautiful city. The continent is Europe. Europe is a big continent.*

- Model the exercise with a student, using the conversation in **H** as a model.
- Assign students to pairs to have their conversations. Monitor and assist as needed.

GOAL CHECK

- Give students time to think of a person and prepare their information. Use the Word Bank to provide additional vocabulary.

Reading

As a warm-up, have students look at the photo and describe what they can see. Provide vocabulary as necessary and write the words on the board (e.g., sewing machine, fabric, table, etc.).

- A** • Have students discuss the question with a partner, then compare answers as a class (see Reading Strategy). Write students' suggestions on the board to come back to after they read.

Reading Strategy: Pre-reading—Predicting

Predicting information that will be in a text, as in **A**, is an effective strategy for learners. By doing this, they will activate prior knowledge about the topic and any related language they already know. This will help them be more prepared when they read. Students should be reminded of strategies like this before they begin reading so that they get into the habit of putting them into practice.

- B** • Go through the questions and encourage students to circle words they think will help them find the answers in the article (key words).
- Point out the definition for the term in bold in the article, then have students read the first paragraph only. Allow them one minute to read and answer the questions so that they stay focused on finding the answers to the questions (see Teaching Tip).
 - Have students compare their answers with a partner before reviewing as a class.
 - Have students point out where in the paragraph they found the answers.
- C** • Go over the questions, clarifying vocabulary as needed. Again, give students a specific, short amount of time to read the second paragraph and answer the questions.
- Check answers as a class.

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.
- What is Alison's job? *She's a photographer.*
 - Where is she from? *New York*
 - Where is her job? *Africa, Asia, South America, and the Middle East.*
 - Are most of her photographs of men? *No, they aren't. Lots are of women and children.*
- C** Read paragraph 2. Where do the women ...
- cook food? *at home*
 - make clothes? *in factories*
 - help people? *in hospitals*
- D** Read paragraph 3. Underline the correct words to complete the sentences.
- Abau *is* / *isn't* from South Sudan.
 - She *makes* / *buys* clothes.
 - 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.

24 Unit 2

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.



Teaching Tip: Timing Reading

Pushing students to read within an established amount of time pushes them to become more fluent readers. If they know they only have a certain amount of time, they are more likely to focus on finding the information they need and not get stuck on trying to understand every word in the text. This is a common issue with students and often leads to frustration when reading. Emphasizing to students that they should read the text in the time specified and focus on answering the specific task may help avoid this frustration and build reading confidence.

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



Jobs around the World 25

Expansion Activity

In pairs, have students research Alison Wright's *Women at Work* photos and choose two or three to compare the jobs the women are doing. Have students use the words in the Goal Check to compare the jobs. Pairs can join to make groups of four and share their photos and comparisons.

For Your Information: Sudan

The Republic of Sudan, usually referred to as *Sudan* or *the Sudan*, is in northeast Africa. Khartoum is the capital city. Sudan is bordered by several countries: Egypt, Eritrea, Ethiopia, South Sudan, the Central African Republic, Chad, and Libya. With an area of 718,723 sq. mi. (1,861,484 sq. km.), Sudan is the third-largest country in Africa. In 2018, its population was estimated to be 43 million.

- D**
- Have students read the third paragraph to complete the sentences.
 - Review the answers as a class, then have students read the complete article. After reading in sections, it is generally a good idea to get students to read the whole article individually to help them solidify their understanding of the text as a whole. After they have read it, clarify any remaining vocabulary questions.
 - Finally, go back to students' predictions in **A**. Ask, *Did anybody predict Sudan?* Elicit what students know about Sudan. For example, *Which continent is it on? What is the capital city?* As appropriate, have students look it up if they don't know (see For Your Information).

✓ GOAL CHECK

- Go over the directions and the table with the class. Explain new phrases, such as *works a lot of hours* and *helps people*, by giving examples. For example, *A teacher prepares classes for her students, gives the classes, and checks homework. A teacher works a lot of hours.*
- Model the exercise by having the class help you complete the column for *photographer*. Note that students may have different opinions about what each job involves or is like. Encourage them to express these different ideas.
- Assign students to pairs and have them talk about the jobs and complete the table.
- For step 2, elicit other jobs and compile a list on the board. Point out the examples in the speech bubbles, then have students compare other jobs. Monitor and assist with vocabulary as needed. See Expansion Activity for further practice.

Communication

As a warm-up, write these prompts on the board: *What / How / Where / Is / Are...?*

Have students write as many questions as they can in one minute using the prompts. Then, have students compare with a partner and combine their lists of questions (see Teaching Tip).

Call on each pair to read their list of questions aloud. Write them on the board and have the class help you correct them as necessary. Point out the lesson title and explain that when we interview a person, we ask them questions.

Teaching Tip: Think-Pair-Share

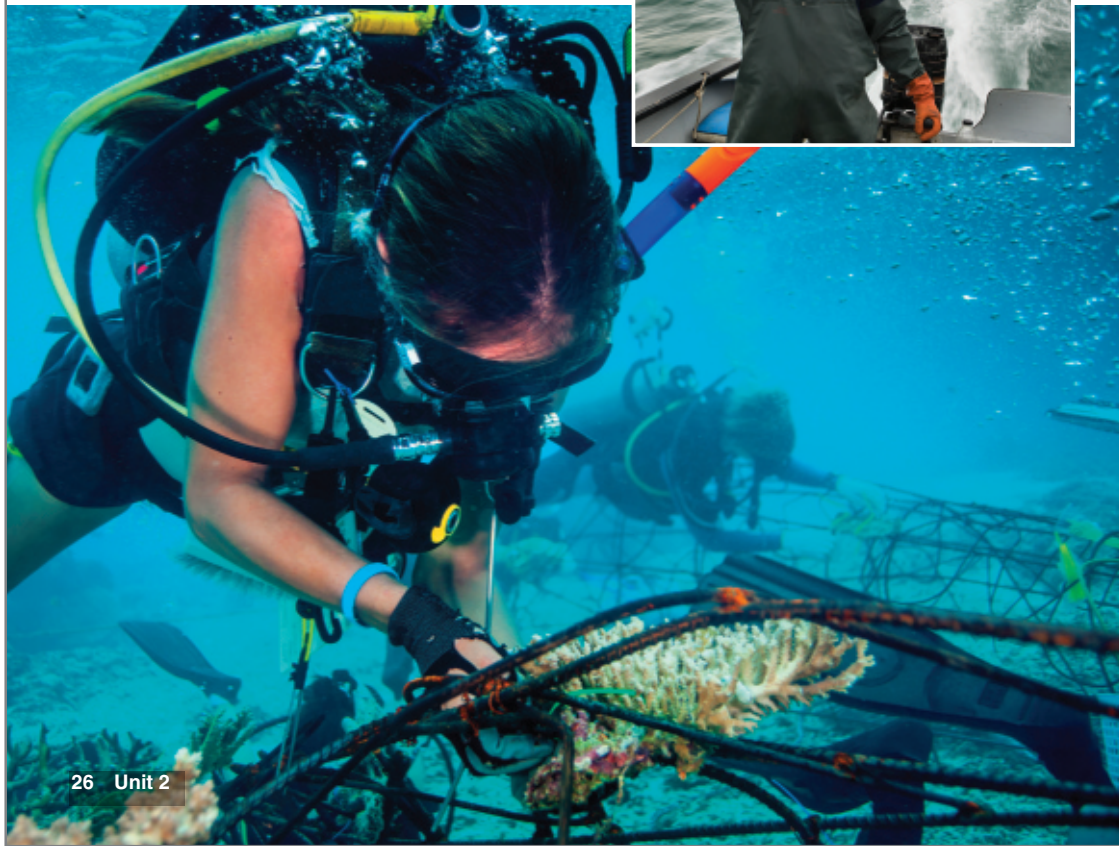
When we use brainstorming to lead into a topic, as in the warm-up, the *think-pair-share* strategy can be helpful. Less confident students may be unsure that they have understood or that their ideas are correct; this strategy gives them the chance to both check their ideas and add to them by combining theirs with their partner's before sharing with the class. Talking to a partner is a safer environment to try out ideas and confirm understanding, and can help boost confidence.

- A** • Encourage students to use classroom dictionaries if available, or direct them to student-friendly online dictionaries to look up jobs they haven't seen in the unit. For example, *nurse, lawyer, computer analyst, office manager.*
- B** • Have students compare their lists and share their opinions. Monitor and assist with vocabulary as needed.
 - Call on several students to share their opinions about different jobs.
- C** • Look at the photos as a class and describe them. Write words students suggest on the board.
 - Point out the questions and have students discuss them with a partner.
 - When pairs have finished, share ideas about the people in the photos and opinions about their jobs as a class.

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?
Intan is from Indonesia, Henry is from the US.
 2. What are their jobs?
A fisherman and a diver
 3. Are they old or young?
Young
 4. Are their jobs interesting?
 5. Are they inside or outside?
Outside



Expansion Activity

Students can categorize the jobs on their lists in **B** into *inside* or *outside*, and then add the specific place where possible. For example, *bank clerk – inside – bank; firefighter – inside and outside – fire station, other buildings, and streets.* Encourage students to use dictionaries to find the names of different workplaces.

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 What's your name?
B: My names Henry My name's Henry.
A: Where are you from Where are you from?
B: Im from the US I'm from the US.
A: Whats your job What's your job?
B: Im a fisherman I'm a fisherman.
A: Is your job easy Is your job easy?
B: No it isnt Its very difficult No, it isn't. It's very difficult.
A: Is it interesting Is it interesting?
B: Yes it is Yes, it is. / 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?

Jobs around the World 27

Writing Skill: Punctuation Marks

Languages may differ in how they use some punctuation marks. For example, depending on students' first and other languages, they may be used to using commas where English prefers a period. Therefore, it is important that students notice how punctuation marks are used in English to be able to use them appropriately when they write. Punctuation needs to be focused on and students should be given opportunities to specifically practice it.

Expansion Activity

In pairs, have students write a conversation. Challenge them to include all five punctuation marks from the Writing Skill chart. Monitor and check correct use of the punctuation marks. Then, have them copy their conversation onto a separate piece of paper without punctuation marks. Have them exchange conversations with another pair and add the punctuation marks. When they have finished, they can check them against the other pair's original.

Writing

- Go over the information in the Writing Skill chart with the class. Have students suggest more examples for each punctuation mark and write them on the board.
- Have students go back to the conversation in **H**, in Lesson C, and circle an example of each of the punctuation marks.
- Note: Here the apostrophe is only presented with contractions, but some students may already be familiar with its use to show possession. There is an example of this use in Lesson D, exercise **B**, question 1: *What is Alison's job?*

- D**
- Have students complete the exercise individually.
 - Check answers as a class, writing or displaying the interview with the punctuation marks added.
- E**
- Have students complete the exercise individually. Then, have them compare their punctuation marks with a partner's.
 - Review answers as a class. Write the correct sentences on the board as students call them out.



GOAL CHECK

- Check understanding of the different steps of the exercise, then give students time to prepare their questions.
- As time allows, have students use their questions to interview someone outside of class (family or friends after school). If that's not possible, have students interview a classmate.
- Remind them to write down what the person says so they can write the conversation (as in **D** and **E**.) after the interview. This can be done in or out of class.
- In class, help students understand that reading each other's work is helpful for them, and have them check the punctuation in their partner's interview.
- Have students make corrections to their interviews as necessary.

Video Journal

About the Video

This video shows Japanese contact juggler Okotanpe demonstrating his skills on the streets of Tokyo, where he's a very popular street performer. Okotanpe describes himself as a performing juggler. As well as his contact juggling, he has created incredible juggling acts involving fire and light. He discovered juggling while traveling in 2000 and has performed in several different countries. Okotanpe is also an accomplished mime artist.

- A**
- Look at the photos as a class and have students say where they think the man is.
 - After students have answered the questions, share answers as a class.
- B**
- Explain *street performer* and elicit or provide other examples. For example, musicians, clowns, and mime artists.
 - Have students answer the questions individually, then compare answers with a partner.
 - Share answers as a class and talk about street performers.
- C**
- Ask students to identify what information they need to pay attention to when they watch the video. For example, the name of a city, the man's job, and where he does it.
 - Play the video. Encourage students to take notes as they watch. Remind them that they don't need to understand everything they hear (see Teaching Tip).
 - Have students compare answers with a partner, then review answers as a class. Replay the video as necessary to clarify answers.

VIDEO JOURNAL

A CONTACT JOB

A Look at the small photo. What's his job? Where is his job? *He's a juggler, he works outside.*



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? *Tokyo*
2. Is Okotanpe a musician? *No, he isn't. He's a contact juggler.*
3. Where is his job? *Outside, on the street*
4. Is it a difficult job? *Yes, it is.*

D What is the difference between a juggler and a "contact juggler"? Where are the balls? *With a juggler, the ball goes into the air. The ball is always on the body with a contact juggler.*

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.



28

Teaching Tip: Understanding Authentic Materials

Understanding authentic videos can be very challenging for learners. Therefore, it is important to remind them that they don't need to understand everything they hear. Tell them that they can use what they understand about the context and visual clues to help them make logical guesses about ideas that they don't fully understand.

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

29

Expansion Activity

Have students think of a street performer they have seen (or look up “street performers” on the internet) and write notes about what he or she does, where they usually perform, and people’s opinions of the performer. Students can then tell the class about the performer. In large classes, students can talk about the street performers in small groups.

- D** • Go over the questions as a class, then have students try to explain the difference. Refer students to the two photos as necessary. Provide vocabulary as needed, writing it on the board.
- E** • Have students work individually to complete the exercise.
 - Play the video again. Give students time to confirm or correct their answers. Check answers as a class.
- F** • Review question forms briefly, eliciting examples from students. For example, *Is it interesting? Where are you from?*
 - Have students write their questions. Encourage them to write more than five if they can. Monitor and assist as needed.
- G** • In pairs, have students carry out their interviews. Monitor and note common mistakes with question forms, *be*, or contractions (see Teaching Tip).
 - Remind students to switch roles so both students have the opportunity to ask their questions.

Teaching Tip: Feedback

When students are carrying out communicative exercises, such as **G**, where the focus is on fluency and getting the message across, it is generally not a good idea to interrupt them to correct their language. As you monitor, note any common mistakes and use them to give feedback after students have completed the exercise (without identifying who made the mistakes). Alternatively, you might use them to prepare an exercise for a future class that will help students notice these mistakes. For example, write or display the statements or questions as they were said on the board, and have the class, or pairs, make the corrections.

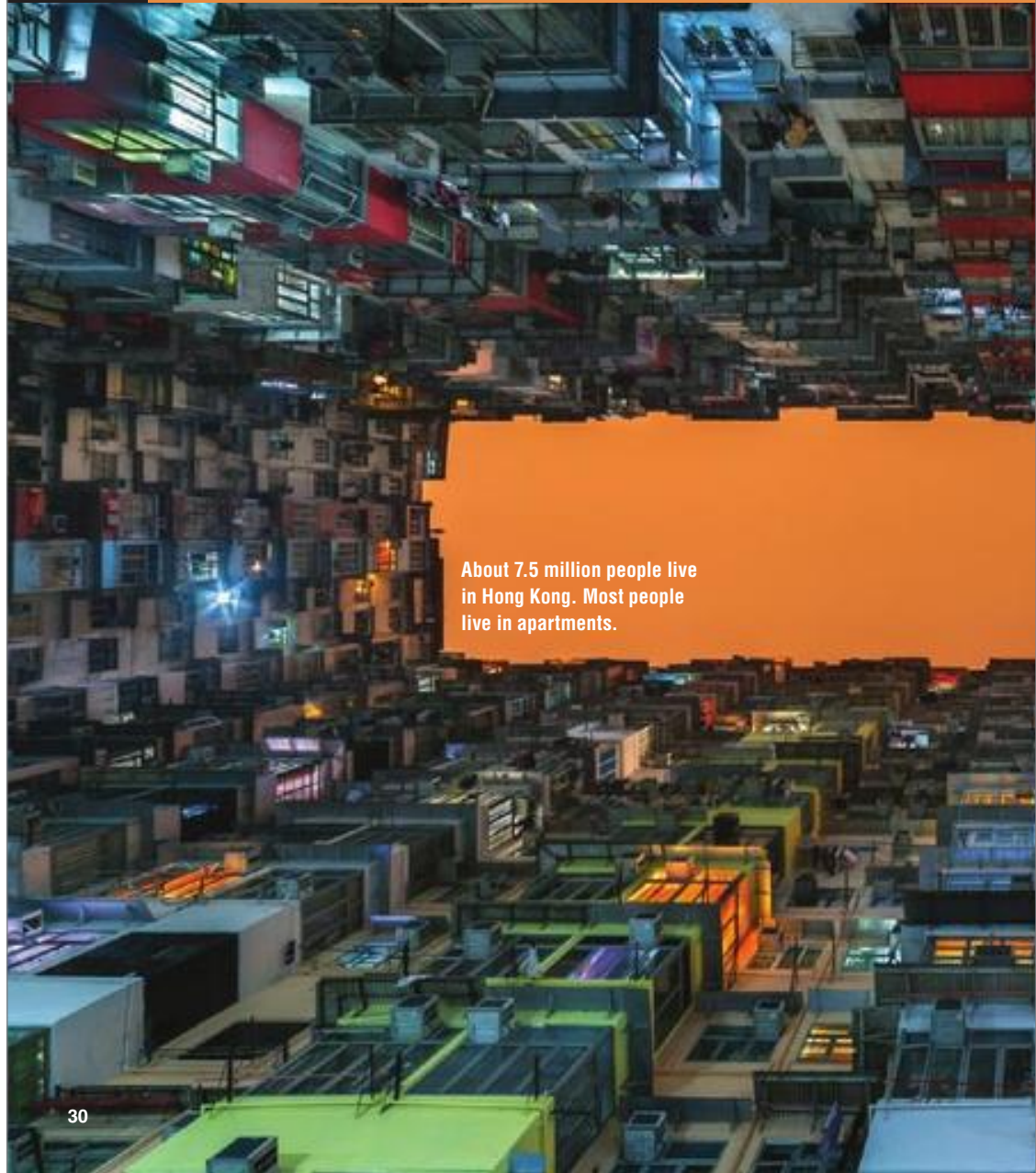
Unit Theme

The houses and apartments we live in are an expression of our culture and our identity. Thus, homes are different around the world. The differences may be in the type of home—a brick house, a wooden cabin, a mobile home, or an apartment building—or in the location of the home—life in a small, rural town will not be the same as life in an apartment downtown in a crowded, capital city. Yet, at the same time, homes all over the world have similarities because of our shared human experience. Usually, home is where we sleep, eat, and share space with our loved ones. Therefore, the concept of home, whether it is a house, an apartment, a yurt, or a boat, is something students generally have in common.

Unit Overview

In this unit, students will learn to talk about houses and apartments and to describe their own homes.

Lesson A introduces vocabulary for the rooms in a house or apartment and the grammar structure *there is / are* to talk about them. Lesson B focuses on comparing houses. Lesson C introduces vocabulary for objects in a house or apartment, and prepositions of place to describe where they are. Then, in Lesson D, students will read and talk about a house for astronauts in Hawaii. In Lesson E, students will describe their own homes. Finally, in the Video Journal, students will watch a video about living in a lighthouse.



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

30

UNIT 3 GOALS	Grammar	Vocabulary	Listening
<ul style="list-style-type: none"> • Talk about Rooms • Compare Houses • Say Where Objects Are • Give Your Opinion • Describe Your Home 	<p><i>There is / There are</i>; Singular and Plural Nouns</p> <p>There are three bedrooms. Is there a garage?</p> <p>Prepositions of place: <i>in, on, under, next to, between</i></p> <p>Your magazine is under your bag.</p>	<p>Places in a Home</p> <p>Furniture and Household Objects</p>	<p>Listening for General Understanding and Specific Details:</p> <p>People Talking about Their Homes</p>

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

31

About the Photo

This photo was taken by award-winning photographer, Andrei Duman. Andrei is known for his travel photography and his use of aerial photography. However, for this photo he had to lie on his back at two o'clock in the morning to get the shot he wanted. With this angle, he captures the enormity of the apartment building and the vast number of people living there. Hong Kong is one of the mostly densely populated places in the world. Consequently, most people live in apartment buildings like these.

- As a class, look at the photo and the caption. Point out the unit theme, then have students answer the questions with a partner. Provide vocabulary for describing the photo as needed, and write it on the board.
- Share answers as a class. Have students compare the apartment buildings in the photo with apartment buildings where they live. For example, ask, *Are the apartment buildings this tall in your city? Are they small or big?*
- Go over the unit goals together. For each goal, answer any questions and model or elicit related language. For example, for Goal A, elicit rooms in a house or apartment, and write them on the board (*kitchen, dining room, etc.*). For Goal C, elicit objects we have in our house (*TV, table, chairs, etc.*). For Goal E, elicit adjectives to describe houses. Then ask, *Do you live in a house or an apartment? Is it big or small? Modern? Old?*

Speaking and Pronunciation

Describing Your Home
Saying Where Things Are
Syllables and Stressed Syllables

Reading

Home Sweet Home?

Writing

Writing a Description of Your Home
and

Video Journal

A Day in the Life of a Lighthouse Keeper

This video from the National Geographic Short Film Showcase follows a day in the life of a lighthouse keeper in Uruguay.

Vocabulary

As a warm-up, write *rooms* on the board and explain that the classroom is a room. Show pictures of different rooms in a house and elicit any words students already know in English. Write them on the board.

- A** • Model the words in the box as students read them. Point to one of the beds in the apartment and say, *bed* while miming sleeping. Elicit the name of the room from the words in the box. Mime eating and say, *I eat in the dining room*.
 - Have students complete the exercise with a partner.
 - Check answers as a class.
- B** • Say each activity as students read, then mime the action.
 - Have students complete the exercise, then compare with a partner.
 - Review answers as a class.
- C** • Point out the Word Focus note and check that students understand the concept of *home*.
 - Model the exercise by having a student ask you the question. Make sure students understand that they can use the vocabulary from **A** and **B** to answer the questions.
 - In pairs, have students talk about their favorite rooms.
 - Call on volunteers to share their answers.

Grammar

Introduce the structure by saying, *There are [X] students in our class*. Write *There is...* and *There are...* on the board and elicit or provide other examples. For example, *There is a board*. *There are [X] chairs*. Go over the examples in the chart. Help students notice the change in the word order for questions and point out that only *there is* has a contracted form. Go through the singular and plural noun forms and explain that we add *-s* when we are talking about more than one. Point to the apartment plan and ask further questions using *Is there / Are there*. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

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



There are three bedrooms and several doors and windows.

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

1. cook food kitchen
2. eat food kitchen / dining room
3. watch TV living room / bedroom
4. sleep bedroom
5. take a bath bathroom
6. put clothes away closet

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, there is . No, there isn't .
There are three bedrooms.	Are there two bathrooms?	Yes, there are . No, there aren't .

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

Word Bank: House / Apartment Areas

- | | |
|-------------|----------|
| attic | basement |
| courtyard | driveway |
| family room | garage |
| home office | pantry |
| patio | |

Teaching Tip: Plural Forms

In general, we add *-s* to the singular form to make nouns plural: *book – books*. However, there are a few exceptions:

If a word ends in *ch*, *sh*, *s*, *x*, or *z*, add *-es*: *watch – watches*

If a word ends in a consonant + *y*, change the *y* to *i* and add *-es*: *party – parties*

If a word ends in *-f*, change the *f* to *v* and add *-es*: *leaf – leaves*

If a word ends in *-fe*, change the *f* to *v* and add *-s*: *life – lives*

Finally, there are some nouns that have irregular plural forms:

person – people

woman – women

child – children

tooth – teeth

man – men

Singular Nouns	Plural Nouns
1 house	2 houses
1 bedroom	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*.

1. There's / There is a kitchen.
2. There are four windows.
3. Is there a living room?
4. Are there two bathrooms?
5. **A:** Are there two dining rooms?
B: No, there aren't / are not. There's one.

E Put the words in the correct order.

1. 's / There / a / dining room. / big There's / There is a big dining room.
2. a / isn't / There / balcony. There isn't a balcony.
3. two / Are / kitchens? / there Are there two kitchens?
4. are / two / bedrooms. / small / There There are two small bedrooms.
5. a / there / Is / hall? Is there a 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) is it a big apartment?

Realtor: Yes. There (2) are three bedrooms.

Client: And bathrooms?

Realtor: There (3) 's one bathroom.

Client: (4) is there a balcony?

Realtor: No, there (5) isn't. But there (6) 's a living room with a big window.

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

GOAL CHECK Talk about Rooms

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

There's a...

There are...

Is there a...

Are there...

Houses and Apartments 33

Grammar: *There is / There are*

There is / There are is used to talk about the existence of items in a particular place. These sentences should include an indication of quantity (*There are ten / many / some books on the table.*) and a reference (explicit or understood) to a place.

There is / There are is not used with proper nouns.

Grammar Practice: *There is / There are*

After completing the Goal Check exercise, have students write at least two statements, as well as two questions and their answers, about their home on separate pieces of paper. After you have checked them, have students cut each one up. In pairs, have students unscramble their partner's statements, questions, and answers and then match the questions to their answers. Tell students to look at their partner's floor plan to check their answers.

- D** • Remind students to use the contracted form where possible. Have them complete the exercise individually.
- Have students compare with a partner, then review answers as a class. Discuss any disagreement as necessary.
- E** • Model the exercise by doing the first item together. Write the sentence on the board.
- Have students complete the exercise individually, then compare with a partner.
- Check answers as a class.

Conversation

- F** • Point out the explanations of *realtor* and *client* in the Word Focus note.
- Have students complete the exercise individually.
- Play the audio and write the correct answers on the board.
- G** • Assign students to pairs to practice the conversation. Monitor and help with the pronunciation of *there is / are* and the new vocabulary as necessary.
- Remind students to change roles and practice again.
- As time allows, have students change partners and practice the conversation again. Encourage them to change some of the information.

GOAL CHECK

- Model this exercise by drawing or displaying a floor plan of your home. Point out the examples. Say one or two sentences about your home (*There's a big kitchen.*), then elicit questions from the class (*Are there two bedrooms?*).
- Have students draw their plans, then assign them to pairs to ask and answer questions about their homes.
- Monitor and prompt students as necessary.

Listening

As a warm-up, review the vocabulary from Lesson A by writing *house / apartment* in a circle in the middle of the board and connecting it to another circle saying *rooms*. Elicit words to create a mind map on the board (see Teaching Tip).

- A**
- As a class, look at the photos and describe them.
 - Explain the meaning of *floor* and *roof* as necessary.
 - Have students complete the table, then compare answers with a partner.
 - Check answers as a class.
- B**
- Point out the information in the Word Focus note. Point to the photos of the houses and ask, *Are there elevators in this house? Are there stairs?*
 - Have students read the directions and the question.
 - Play the audio.
 - Review answers as a class.
- C**
- Depending on the level of your students' understanding, you might choose to play the audio again and encourage students to circle their answers as they listen.
 - Check answers as a class. Replay the audio as necessary.

For Your Information: How Many Bedrooms?

In some countries, houses do not have bedrooms—rooms that are used only for sleeping. For example, in a traditional Korean house, people sleep on mats that are put away in the closet during the day. Floor cushions and low tables are brought out, and the “bedroom” becomes a “living room.”

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? Antonio: right photo
Lily: left photo

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

- Antonio is from Mexico. T F
- His house is old. T F
- The car is in the front yard. T F
- His favorite place is the roof. T F
- Lily is eighty years old. T F
- Her apartment building is different colors. T F
- Lily takes the stairs to her apartment. T F
- Her apartment is big. T F

Teaching Tip: Reviewing Vocabulary

It is important to continuously review new vocabulary to help students remember it. Mind maps are a useful strategy for organizing vocabulary into categories that may help students learn the words more easily. Creating a mind map, as in the warm-up, helps review previously introduced vocabulary, prior to listening, so students are more prepared for what they will hear and may understand more easily. A vocabulary notebook, where they record vocabulary and draw these mind maps or other visual organizers, is a useful tool for students.

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)

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

kitchen 2 stairs 1 floor 1 elevator 4
yard 1 balcony 3 window 2
bathroom 2 roof 1

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.



Houses and Apartments 35

Expansion Activity

This exercise can be done individually or in pairs; students can decide how they would like to work. Depending on their preferences, have them draw or find pictures of two different homes. Drawing gives creative or artistic students the opportunity to use these skills in the language classroom, which they will probably enjoy. Set a time limit for drawing or finding pictures. Give students poster paper to draw or stick pictures on, and have them write at least six sentences comparing their houses. They can share their work by displaying the posters in the classroom.

Pronunciation

Write class and classroom (without the underline, at first) on the board. Say them, then underline the stressed syllable in each one. Say classroom again, pointing to the underlined syllable. Go over the information in the box, then play the audio.

- Encourage students to say the words aloud and underline which syllable they think is stressed.
- Play the audio.
- Check answers as a class, playing the audio again as needed. Write the words on the board, underlining the stressed syllables.
- Play the audio again and have students repeat as a class.
- If you feel your students are confident, repeat the exercise, calling on individuals to say the words.

GOAL CHECK

- Give students a moment to think about their answers. Encourage them to write down some ideas (see Teaching Tip).
- Model the exercise by pointing at the turtle house and saying the example. Elicit a sentence from a student about the other photo.
- Assign students to new pairs and have them compare the houses. Monitor and assist as needed.

Teaching Tip: Preparing for Speaking

Writing notes of their ideas before a speaking exercise is a useful strategy for students. It activates vocabulary and grammar structures they will need so that they will be more prepared. They will therefore feel more confident and able to express their ideas more clearly and fluently when they speak. However, it is important that they don't write whole sentences, just key words and ideas to act as triggers for their speaking, rather than sentences to read aloud.

Language Expansion

As a warm-up, write *classroom furniture and objects* on the board. Point to different objects and elicit or give their names (e.g., *chairs, desks, tables, books, board, clock*). Write the list of objects under the heading on the board. Point out the Language Expansion title and elicit a few examples of household furniture and objects (e.g., *bed, table, chair*).

- A**
- Have students look at the pictures and read the words.
 - Play the audio and have students point to each object as they listen.
 - Play the audio again for students to repeat the words.
 - You could also review the alphabet here by calling on students to spell the words.
- B**
- First, review the rooms by asking, *Where do you eat food? Where do you sleep? Where do you watch TV?*
 - Make sure students understand that some words may go in more than one room.
 - Have students complete the exercise.
 - Review answers as a class, completing the table on the board. Note that some students might have different ideas about where objects typically go in a house.
- C**
- Create flashcards for some (all, if possible) of the objects in **A**. Use these to model the conversation by talking about things in your house. Show the flashcards as you say the objects. For example, *There is a sofa in my living room. There are two armchairs.*
 - In pairs, have students talk about their homes. Monitor and assist as needed.

C

GOAL Say Where Objects Are

Language Expansion: Furniture and Household Objects

A 23 Listen and repeat the words for household objects.



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 sink microwave refrigerator	chair table	bookcase armchair sofa TV coffee table lamp	lamp bed	sink toilet shower

C MY WORLD Answer the questions in pairs.

1. Which furniture and objects are in your home?
2. How many are there?

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

Word Bank: Household Items

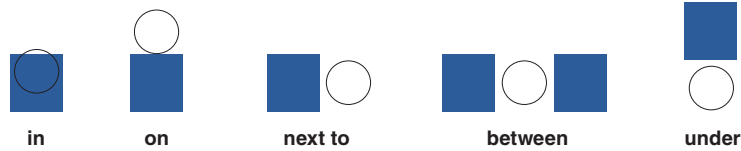
- | | |
|------------|---------|
| ceiling | floor |
| houseplant | mirror |
| nightstand | picture |
| pillow | rug |
| wall | vase |

Grammar: Prepositions of Place

Prepositions are words that express relationships between things. The prepositions in this lesson express relationships of location. Prepositions are often confusing for learners because many of them can be used in several different ways. Also, there is often no logical way of deciding which prepositions to use; we say *on a train*, but *in a car*. Prepositions are also used differently in different languages. It is therefore important to help students notice how prepositions are used in English and to provide plenty of opportunities for practice.

Grammar

Prepositions of Place



D Complete each sentence with a preposition.

- There's food in the refrigerator.
- There's a lamp next to / on the table.
- The armchair is next to the sofa.
- My bedroom is between my parents' bedroom and my sister's bedroom.

Conversation

E 24 Listen to the conversation. Where are Tracey's keys? *Tracey's keys are on the coffee table, next to the lamp*

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.

Grammar

Introduce the grammar by saying where the classroom furniture and objects are. For example, *The chairs are **under** the desks.* *The book is **on** the table.* Emphasize the prepositions of place. Use students' names to give examples with *next to* and *between*. Go through the prepositions in the chart and clarify their meaning. Elicit further examples from students. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

- D**
- Have students complete the exercise individually.
 - Review answers as a class, writing them on the board.

Conversation

- E**
- Have students listen with their books closed first. Write the question on the board. Clarify meaning as necessary.
 - Play the audio again as they read the conversation. Confirm the answer with the class.
 - Point out the Speaking Strategy note and give or elicit more examples with objects in the classroom. For example, *My book is here.* *Her book is there.*
- F**
- Have students practice the conversation with a partner. Monitor and help with pronunciation as necessary. Remind students to switch roles.
 - Point out the underlined words. Direct students' attention to *keys*. Remind them it is a plural noun, so Tracey asks, *Where **are** my keys?* Write *pen* on the board and elicit the correct question. Model the conversation with a student, using *pen* as the lost object.
 - Have pairs make a new conversation by changing the object and the places. Monitor and check for correct use of *is / are* and *here / there*.
 - Call on volunteers to present their new conversation to the class.

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.



Houses and Apartments 37

GOAL CHECK

- Look at the photo as a class. Have students say the objects they can see. Use the Word Bank for additional vocabulary.
- Assign students to new pairs to describe where things are in the room. Monitor and prompt as needed.

Grammar Practice: Prepositions of Place

Have students demonstrate sentences you say with prepositions of place: *The pen is on the book / in the book / next to the book / under the book.* Use objects that all students have with them, such as their textbook, dictionary, cell phone, or wallet. Then divide the class into pairs or groups and have them take turns saying sentences for the other students to demonstrate.

Reading

As a warm-up, write *Planets* on the board. Have students name as many planets as they can. Ask, *Are there houses on the other planets? Are there people on the other planets?*

- A** • As a class, have students look at the photo and describe what they can see. Provide vocabulary as necessary and write students' ideas on the board. For example, *mountains, dirt / soil, round house, astronaut*.
- B** • Explain to students that they should read the article quickly (scan) this first time to find the specific information they need (see Reading Strategy).
- Give students 1–2 minutes to scan the article and complete the exercise.
 - Have students compare answers in pairs, then review them as a class. Have students identify where they found the information in the text.

Reading Strategy: Scanning

Scanning is an effective strategy for learners when they need specific information from a text. It involves reading a text quickly to find specific information. By scanning, students realize they can understand certain things from a text without having to read and understand everything. This can help reading seem less overwhelming. Students should be reminded of strategies like this before they begin reading so that they get into the habit of identifying which strategy is most suited to their reading purpose.

For Your Information: Living on Mars

American journalist Stephen Petranek believes that in the not-too-distant future, humans will be living on Mars. Although the conditions on Mars are not the same as on Earth—it is extremely cold, there is no water on its surface, and there is no oxygen—Petranek is convinced that with modern technology there are ways to make Mars habitable for humans and that we will colonize it in the future. He suggests that people will be traveling to Mars by the middle of the 21st century.

D GOAL Give Your Opinion

Reading

- A** What is in the photo?
- B** Read about the house and complete the information.
- Number of floors: 2
 - Rooms downstairs: kitchen, living room, gym, bathroom
 - Household objects: a stove, a bookcase with books, and board games
 - Number of bedrooms: 6
 - Electricity: Yes / No
 - Internet: Yes / No
- C** Answer the questions.
- Is the house in Hawaii or on Mars? in Hawaii
 - Who lives in the house? six people / astronauts
 - What are the scientists interested in? Is life on Mars difficult for a group of people? Can people live on Mars for a long time?
- D** Find the matching adjectives in the article.
- new modern
 - a color white
 - not big small
 - nice to be in comfortable
 - nice to look at beautiful
- E** Write the opposite adjectives from D.
- big small
 - old modern
 - uncomfortable comfortable
 - ugly beautiful
- 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!

38 Unit 3

- C** • Verify that students understand what is being asked in question 3.
- Have students read the article again, taking their time to understand in more depth. Tell them to underline the answers to the questions (see Teaching Tip).
 - Have students answer the questions, then compare with a partner.
 - Check answers as a class, calling on different students to point out where they found the answers in the text.

Teaching Tip: Underlining When Reading

When students are reading, they are generally looking for specific or general ideas, but it is important that they identify what information they want from a text before they begin reading (What is their reading purpose?). Then, while they are reading, it is helpful for them to underline the parts of the text that provide the information they are looking for. Similarly, it helps you, when you are checking their understanding, if they can identify where in the text the information comes from.

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



Houses and Apartments 39

For Your Information: Mars Habitat in Hawaii

Since 2013, crews of six astronauts have been spending 12-month periods living in a NASA-funded habitat on the side of the mountain Mauna Loa in Hawaii. The two-floor domed structure where they live is only 10 meters (33 feet) in diameter. The living area is about 93 square meters (1000 square feet). It is a small place for six adults to spend a year living together. The environment in this barren, uninhabited area of Hawaii is considered to be similar to that of Mars.

- D** • Remind students that adjectives are words that describe things. Have them read the article again to find adjectives that match the meanings in items 1–5. Encourage students to use dictionaries if necessary.
 - Review answers as a class.
 - Have students create sentences using the adjectives. These could be about the school, the classroom, or their home. Write examples on the board: *The school is modern. My sofa is comfortable.* Then, elicit examples from students.
- E** • Write *opposite* on the board and provide an example with objects in the room. For example, *a big backpack and a small bag / a big book and a small book.*
 - Have students complete the exercise, then compare answers in pairs.
 - Review answers as a class.
- F** • Write *opinion* on the board and elicit or explain its meaning (what you think or believe about something or someone). Give your opinion as a model for students. For example, *I think it's an ugly house.*
 - Have students discuss the questions with a partner. If students themselves don't use *I think...*, that is fine. Focus on monitoring their use of opinion adjectives.
 - Share answers as a class.

✓ GOAL CHECK

- Elicit adjectives to describe houses and other places. Write them on the board.
- Model the exercise by describing your house and another place.
- Assign students to pairs to discuss the different places.
- Call on different students to share their opinion of one of the places.

E GOAL Describe Your Home

Communication

As a warm-up, in pairs, have students list all the vocabulary from the unit they can remember in one minute. Have pairs compare their lists with another pair. Briefly review the alphabet, then compile a list of vocabulary on the board by calling on different students to spell a word for you to add. Alternatively, have students take turns coming to the board and writing words as they are spelled out by their classmates.

- A** • Go over the directions for the first step as a class. Model the exercise by writing the words in your book, in “your house.” Have students do the same.
- Go over the directions for step 2, then point out the examples. Have students ask you, following the example, *Is there a letter in...?* until they find a word. If possible, copy or display the house on the board to help students understand the game. Write the letters in the boxes as students guess them.
- Assign students to pairs and check they understand not to show their house to their partner. Monitor and assist as needed as students play the game.

Teaching Tip: Games in the Classroom

Games can be a useful tool in language learning. They provide moments where students can relax and use the vocabulary or grammar they have been working with in a safe, fun atmosphere. They are likely to feel less concerned about making mistakes and more likely to “play” with the language (try out new concepts) in the context of a game. These moments are a necessary break in the classroom routine, especially after a heavier sequence of exercises such as the reading sequence in Lesson D. What is important to remember, however, is that as well as having an affective goal, games should also have a language objective, as in **A**, where students are reviewing the unit vocabulary.

Communication

A Play this game.

1. 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								

2. 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.

Teaching Tip: Vocabulary

It is helpful for students if you have a section of the board that is always the vocabulary section. For example, every class, draw a line separating the right-hand section of the board and write new words, or words that students need reminding of, there. This also helps you have a tidier board, which in turn helps students, and it models good study skills for them: tidy notes and keeping vocabulary lists.



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

Houses and Apartments 41

Teaching Tip: Sharing Information

We often ask students to share information about their lives through the exercises they carry out in the classroom. It is important that, as teachers, we also participate in this sharing of information. This is beneficial in several ways. By providing your example, you are modeling what you want your students to do. You are also helping establish trust, encouraging engagement, and making a personal connection with your students by sharing information about your life. All of these help create a positive classroom atmosphere, which is beneficial to learning.

Teaching Tip: Peer Feedback

Getting feedback on writing is important. Another person will see things in a text that the writer missed (for example, grammar and spelling mistakes, ideas that are unclear), so the feedback helps students improve their writing. This feedback doesn't have to be from the teacher; it can be from a peer. It is helpful to get students into the habit of peer reviewing, editing their texts, and then writing final versions.

Writing

- B**
- Have students look at the photo and describe the room. For example, *It is a living room and a dining room. There is a table. There are six chairs.*
 - Have students read the directions. Ask, *What word do you underline?* to check understanding and model *underline*.
 - Have students read the text and complete the exercise.
 - Review answers as a class, calling on different students to read the sentences with *and* aloud.
 - Go over the information in the Writing Skill box. Elicit similar sentences to describe the classroom. For example, *It is big and comfortable. There are four windows and a door.*
- C**
- Write the two sentences in item 1 on the board and demonstrate how they need to be changed by eliminating the first period and putting a line through the repeated *The kitchen is*, then adding *and*. Write item 2 on the board and have students show you how it needs to be changed.
 - Have students complete the exercise individually, then compare answers with a partner.
 - Check answers as a class. Write the correct sentences on the board as students call them out.

✓ GOAL CHECK

- Display or write a description of your home on the board (see Sharing Information Tip). Be sure to follow the model in **B**. If possible, show a photo of part of your house.
- Have students write their descriptions. Monitor and assist as necessary.
- Have students exchange their descriptions and give each other feedback (see Peer Feedback Tip).
- If time allows, have students make any corrections necessary, then display the descriptions in the classroom, or have students share them in small groups.

Video Journal

About the Video

In this video, we see a day in the life of a lighthouse keeper. A lighthouse is a tower with a rotating, bright light at the top to guide ships at sea at night. They can be found along every coast in the world. Lighthouses were built at the entryway to harbors, where boats would dock, and on islands, rocky ledges, and reefs so that ships wouldn't crash into them. Lighthouse keepers lived at the lighthouse to make sure there was always a light shining during the night. However, with automatic lighthouses making the job of the lighthouse keeper unnecessary, Leonardo da Costa is one of the last in a dying profession. He mans the lighthouse at Cabo Polonio, a remote coastal area of Uruguay. We see Leonardo carrying out his daily duties that keep the lighthouse machinery working and ships safe out on the ocean. As a warm-up, elicit ideas about unusual places to live. Prompt students with the example of the turtle house in Lesson B. Other examples could be the astronauts' dome in Lesson D, a houseboat, an old airplane or bus, or a converted church. Show photos of unusual houses and elicit descriptions of them.

- A**
- Have students look at the photo and describe what they can see. Provide vocabulary as necessary. For example, *rocks, ocean, lighthouse, buildings*.
 - Have students answer the question with a partner.
 - Share answers as a class.
- B**
- Go over the questions with the class. Clarify vocabulary as necessary.
 - Have students read the text. Encourage them to underline key words.
 - Have students answer the questions, then review answers as a class.
- C**
- Make sure students understand that they only have to pay attention to the rooms and places they can see. At this point, they should not get distracted with details.
 - Play the video.
 - Have students compare their answers with a partner.
 - Review answers as a class.

VIDEO JOURNAL

A DAY IN THE LIFE OF A LIGHTHOUSE KEEPER

- A** Look at the photo of the lighthouse. Why is a lighthouse important? *A lighthouse helps ships at sea. They can see the coast.*
- 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? *In Uruguay*
2. How many people are in the village? *About 100*
3. Why are there tourists in the summer? *There's a national park.*
4. Who is at the lighthouse? *Leonardo da Costa*
5. What is his job? *He's the lighthouse keeper.*

- 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 checked="" type="checkbox"/> Bedroom | <input checked="" type="checkbox"/> Kitchen |
| <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Elevator |
| <input checked="" type="checkbox"/> Yard | <input checked="" 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? *Yes*
2. Is there a bookcase in his bedroom? *No*
3. Are there photos on the wall? *Yes*
4. Are there sinks outside the lighthouse? *Yes*
5. Is there a microwave in the kitchen? *No*
6. Is there a big window on the top of the lighthouse? *Yes*

42

For Your Information: Cabo Polonio

The village of Cabo Polonio sits on an isolated part of the Rocha coastal area of Uruguay; the village can only be reached by truck across the sand dunes that surround it. This part of the Uruguayan coast has many stories of shipwrecks and sunken treasure, including that of the Spanish ship, Polonio, from which the

village takes its name. The lighthouse was built in the 1880s to help ships avoid the dangerous rocky coastline, and it was declared a historic monument in 1976. With the opening of the Cabo Polonio National Park in 2009, the area has become a more popular tourist destination and the lighthouse receives many visitors.

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

- D** • Have students answer the questions from what they can remember.
- Play the video again for students to confirm or change their answers. Encourage them to correct their answers as they watch and note down key words.
- Check answers as a class.

Teaching Tip: Note-taking with Video

To help them focus, it is helpful to suggest students take notes as they watch. They should write down key words (without worrying about spelling) to help them check their understanding afterwards and be able to answer questions more fully. You can model notetaking by writing words or numbers on the board as you watch, and then going through them with students and eliciting or explaining why you chose them. In this video, useful notes would be actions or objects you see. In others, it would be the key words you hear.

- E** • Remind students about the idea of giving opinions. Introduce, *I think...* as a way to express your opinion.
- Give students time to think about their opinion. Make sure they think about **why** they think the job is interesting or boring.
- Assign students to pairs to share their opinions.
- Compare opinions as a class. Survey the class to find out how many people think Leonardo's job is interesting or boring.
- F** • Assign half the class role A and the other half role B.
- Give students time to prepare their questions and answers. Monitor and check for correct use of *here / there* and *there is / are*.
- G** • Assign students to A-B pairs. Explain that they will have their conversation (visitor-Leonardo) as the video plays.
- Play the video again as they speak. Monitor and assist as needed.

- H** • Make sure pairs switch roles, then have them create a new conversation. Provide vocabulary as necessary.
- Play the video again for students to have another conversation.
- Call on volunteers to present their conversation to the class with the video playing.

Unit Theme

We all have possessions—things that we have because we need them or because they give us pleasure. Many of our possessions are part of our daily life (for example, a cell phone or sunglasses), others are not (for example, a painting or a pearl necklace). People around the world consider different things important for different reasons, but however young or old, rich or poor we are, we all have certain possessions that mean a lot to us. These possessions may be special because of their usefulness or because they hold important meanings; maybe they were given to us by someone special or they remind us of a particular event or moment in our life. Students need to have the language to talk about both kinds of possessions, the useful and the personally significant.

Unit Overview

In this unit, students will learn to talk about everyday and special possessions. Lesson A introduces vocabulary for everyday objects and the grammar structure *this / that / these / those* to ask about them. Lesson B focuses on explaining why an object is special to you. Lesson C introduces adjectives to express opinions about the things we have. Then, in Lesson D, students will read and talk about similarities and differences in people’s favorite rooms and possessions. In Lesson E, students will talk about gift-giving and write an email expressing thanks for a gift. Finally, in the Video Journal, students will watch a video about photographer Tyler Metcalfe and his trip across America by bicycle.



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

44

UNIT 4 GOALS

- Ask about Possessions
- Present a Special Object
- Talk about What You Have
- Identify Similarities and Differences
- Thank Someone for a Present

Grammar

Demonstratives
*Are **these** your books? **That** is not your bag.*
 Possession
*It's **Jim's** bag.*
Have, has
*She **has** a phone.*

Vocabulary

Personal Possessions
 Opinion Adjectives

Listening

Listening for Specific Information:
 A Conversation about a Surprising Art Project

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

45

About the Photo

In this photo, we can see Toño the barber in his *peluquería* (barber shop). He has worked in this same shop for over 40 years and, in addition to cutting hair, he loves collecting interesting and unusual objects. From clocks and statues to old televisions and lamps, he has a lot of possessions in one room. When it comes to possessions, people can have very different tastes and styles; some like to have a lot of things, while others like to have only a few possessions. A room like this might seem crowded and uncomfortable for some people, but a room with hardly any personal possessions might seem cold and empty to others.

- As a class, look at the photo and the caption. Point out the unit theme and explain *possessions*. Show examples of some of your possessions, both useful everyday objects and those that have a special meaning to you. Provide vocabulary for describing the photo and write it on the board. Then, have students answer the questions with a partner.
- Share answers as a class.
- Go over the unit goals together. For each goal, answer questions and model or elicit related language. For example, for Goal A, ask students what possessions they have with them and write them on the board (*cell phone, books, etc.*). For Goal C, ask, *Do you have a car? a laptop? a favorite book?* For Goal D, elicit things students have at home and compare them (e.g., *Raquel has a bicycle. Luka has a car.*). For Goal E, discuss presents and ask when we give them.

Speaking and Pronunciation

Talking about Personal Possessions
 Talking about Giving Gifts
 Talking about a Special Object
 /i/ and /I/ Sounds

Reading

My Room

Writing

Short Emails and Messages

Video Journal

Tyler Bikes Across America

This video shows bicyclist and photographer Tyler Metcalfe's journey across the United States—on his bike.

Vocabulary

As a warm-up, write *everyday objects* on the board. Show some of your things, such as your water bottle, pen, or keys. Pointing at items, ask, *What's this? What's that?* Elicit any vocabulary students already know.

- A**
- Have students look at the photos in **A**. Say the words for students to repeat. Encourage them to point at the object in the photos if they can.
 - After they have completed the exercise, call on different students to spell the words for you (or another student) to write on the board.
 - Say an item and have students hold up theirs if they have it with them.
- B**
- Ask students to close their books and write the numbers 1 to 12 in their notebooks. As they say the items with their partner, they should write them down (they don't need to be in the same order as in the book). To make it more fun for students, have pairs raise their hands and/or call out "done" when they have all twelve words.
 - Review the words once more by having the pair who finished first spell each word for you to write it on the board. Then, say it for the class to repeat.
- C**
- Have students look at the photos and review *there is / are*. Ask, *Is there a pen in this bag? Are there water bottles?* Remind students about *is / are* and singular / plural nouns.
 - Model the example with a student while students look at the photos. Point to the bag and the backpack in the photos and say, *These are bags.*
 - Monitor as students talk about the items in each bag. Help with pronunciation as needed.

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. book2. notebook3. makeup4. water bottle5. pen6. headphones7. backpack8. wallet9. phone10. sunglasses11. bus pass12. keys

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



There's a bus pass in this bag.

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

Student B



46 Unit 4

Word Bank: Possessions

bracelet	business card
driver's license	earrings
ID card	laptop
money	necklace
pencil	ring
tablet	watch

Grammar: Demonstratives

In English, *this* and *these* refer to things close to the speaker, while *that* and *those* refer to things farther away from the speaker. This pattern can cause difficulty for students whose language makes different types of divisions, such as near the speaker versus near the listener, or three different degrees of distance rather than two. When teaching *this* and *these*, point out that there are two pronunciation differences: *this* /ðɪs/ has a short /ɪ/ sound and an /s/ ending sound while *these* /ði:z/ has a long /i/ vowel sound and a /z/ ending.

Grammar

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

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

Question	Answer
1. Is this your pen? <i>b/c</i>	a. Yes, they are.
2. Are those your keys? <i>a/d</i>	b. No, it isn't.
3. Are these your glasses? <i>a/d</i>	c. Yes, it is.
4. Is that your dictionary? <i>b/c</i>	d. No, they aren't.

E Complete the questions and answers.

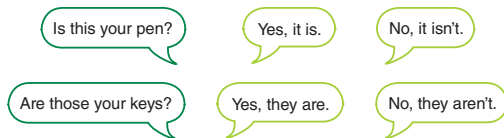
- (far) Are those your glasses? No, they aren't.
- (far) Is that your book? Yes, it is.
- (near) Is this your wallet? No, it isn't / it's not.
- (near) Are these your keys? No, they aren't / they're not.
- (far) Are those your bags? Yes, they are.

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.

- Student 1 asks Student 2 about one object.



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

Possessions 47

GOAL CHECK

- Go over the directions and explain that students are going to play a game to practice the new language.
- As students have been working with a partner looking at the items in their bags in **F**, mix them up to make groups of four.
- Model the game with a group, demonstrating the score-keeping. Nominate a student in each group to keep score.

Grammar Practice: Demonstratives

Have each student come up and put one of their possessions on your desk, such as a key, ring, or watch. Hold each one up and ask the class, *What's this? / What are these?* Have students answer, *That's Aisha's / her dictionary. / Those are Toshi's / his keys.* It doesn't matter if students don't use the possessive 's correctly here, they will be seeing it in the next lesson. Give each possession back to its owner as it is identified.

Grammar

Introduce the grammar by putting the objects in the chart (a bag, books, and pens) on your desk. Model the examples and point to the objects. Encourage students to answer with: *Yes, it... / No, they...* Elicit more questions from students. Have them direct their questions to another student. For example, *Paolo, is that your bag?* (See Teaching Tip.) Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

Teaching Tip: Using Students' Names

Learning and using students' names is important for group-building, as it helps build a sense of community and belonging. These aspects help create an atmosphere that is likely to promote learning. Taking the time to learn and use everyone's names is important for both you and your students.

- D** • Make sure students understand that each question has two possible answers.
 - Have them complete the exercise individually.
 - Review answers as a class.
- E** • Have students complete the exercise individually, then compare answers with a partner.
 - Review answers as a class. Have students do the Grammar Practice exercise as time allows.
- F** • Model the exercise by taking things out of your bag and saying, *This is my... / These are my...*
 - Have students do the same in pairs. Use the Word Bank for additional vocabulary.
 - When students have finished, review *his / her* by pointing and asking, *Is that your...?* Elicit, *No, it's her / his...* Call on different students to point at things from their partner's bag and say, *That's her / his... / Those are his / her...*

Listening

As a warm-up, write *special* on the board. Show the class something that is special to you, for example, a piece of jewelry. Say why it is special, then elicit the meaning of *special*. Ask, *What objects are sometimes special to people?* (pieces of art, photos, a favorite toy, an item of clothing).

- A** • Ask, *What can you see?* Provide vocabulary as needed.
 - Have pairs discuss the question, then compare answers as a class.
- B** • Point out the context: an interview with the artist in the photo. Then play the audio.
 - Discuss as a class whether students' predictions in **A** were similar to what they hear in the interview.
- C** • Tell students to underline key words in each statement (see Listening Strategy). Encourage them to complete any items they think they know the answer to, then replay the audio.
 - Have students compare with a partner. Then review answers as a class, having students correct the false statements.

Listening Strategy: Identifying Key Words

Identifying key words in the statements or questions prior to listening, as suggested in **C**, helps students think about what words they should listen for when they hear the audio. The words they underline will probably be content words (nouns, verbs, adjectives). Paying attention to content words will help them understand more easily because they are the words that carry meaning. Getting into the habit of identifying key words before they listen will also help students in formal exams in the future.

Grammar

Introduce the grammar by having students help you list subject pronouns. Start with *I* and *you*, and elicit the rest. Write them in a column. Add another column: *Possessive adjectives*. Elicit the possessive adjectives, prompting with *my* as necessary. Have students give

B GOAL Present a Special Object



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

WORD FOCUS

Very + an adjective adds emphasis:
 His job is **very interesting**.
 He's **very good at** English.

Listening

- A** In pairs, look at the photo of Hetain Patel. What is the object? *The object is a car.*
- 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. T F
 - 2. Jerome's job is very boring. T F
 - 3. It's Hetain's father's car. T F
 - 4. The car has hands and feet. T F
 - 5. The car is similar to a Transformer robot. T F
 - 6. Their online video is very popular. T F

Grammar

Possession							
Subject Pronoun	I	you	he	she	it	we	they
Possessive Adjective	my	your	his	her	its	our	their
Singular Nouns				Plural Nouns			
Hetain's car				the couple's cars			
the student's house (one student)				the students' house (more than one student)			

examples: *This is my book. That is her water bottle.*

Point to the photo and write on the board, *That is _____ artwork.* Elicit a word to complete the sentence (see Teaching Tip). Go over the examples in the chart. Point out the different position of the apostrophe (') with singular (before the s) and plural nouns (after the s). Have students go back and complete the sentence on the board. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

Teaching Tip: Activating Prior Knowledge

When introducing a new grammar concept, before explaining it yourself or having students read the information in the grammar chart, it is generally a good idea to elicit as much information as possible from students. By first eliciting language students have already seen (possessive adjectives here), we give students a point of reference, or somewhere to "hang" the new knowledge (i.e., possessive 's).

Language Expansion

As a warm-up, have students look at the photos of the two rooms. Point at one and ask, *What room is this? What can you see in this bedroom? And in that one?* Provide vocabulary as necessary and write it on the board.

- A** • Explain *famous* and *love* as necessary. Point out the explanation of *method* in the Word Focus note. Then, have students read the text and answer the questions individually.
 - Have students compare answers with a partner, then review them as a class. Clarify any vocabulary from the text as necessary.
- B** • Read the question as a class and tell students to think about their opinion.
 - After students have discussed their opinions in pairs, survey the class to find out how many students like Marie Kondo's opinion and how many don't.
- C** • Write *adjectives* in a circle in the middle of the board. Create a mind map by eliciting adjectives students already know. Then write *opinion* on the board and have students identify any adjectives that are opinion adjectives.
 - Clarify the meaning of *positive* and *negative*, then have students complete the exercise individually.
 - Review answers as a class.
- D** • Write a list of five of your possessions on the board (leave the list there). Point out the examples and say one or two things about your possessions.
 - Monitor and assist as needed as students share their opinions about possessions. Use the Word Bank for additional vocabulary as necessary.

Grammar

Introduce the grammar by using your list of possessions on the board. Say, *I have a...* Then ask a student, *Do you have a...?* Ask the same student about his or her partner, *Does he / she have a...?*

GOAL Talk about What You Have

A Read about Marie Kondo. Answer the questions.

1. Where is she from?
Japan
2. Why is she famous?
For her book and TV shows
3. What does she love?
A tidy house



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?!

WORD FOCUS

method way of doing something

boring happy
horrible useful

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!

Language Expansion: Opinion Adjectives

C Complete the table with the opinion adjectives.

Positive	Negative
interesting	<i>boring</i>
<i>useful</i>	useless
great	<i>horrible</i>
<i>happy</i>	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 have a cell phone.	I / You / We / They don't have a cell phone.
He / She / It has a laptop.	He / She / It doesn't have a laptop.
Yes / No Questions	Short Answers
Do I / you / we / they have a cell phone?	Yes, I / you / we / they do .
	No, I / you / we / they don't .
Does he / she / it have a laptop?	Yes, he / she / it does .
	No, he / she / it doesn't .

Go through the examples in the chart. Point out the two forms, *have* and *has*, and explain the use of *do* / *don't* and *does* / *doesn't* as auxiliary verbs with verbs other than *be* for negatives and questions. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

Word Bank: Opinion Adjectives

amazing angry
awful comfortable
cool expensive
fantastic horrible
lovely lucky
old pretty
silver

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

1. you / cell phone? Do you have a cell phone? Yes, I do.
2. Alison / big house? Does Alison have a big house? Yes, she does.
3. you / my keys? Do you have my keys? No, I don't.
4. Aki / a laptop? Does Aki have a laptop? Yes, he does.
5. Mario and Dan / Do Mario and Dan have an apartment? No, they don't.

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 lots of clothes?

Hana: No, I don't.

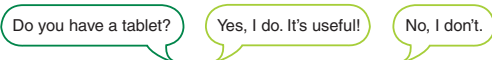
Maria: Are you sure?

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

H Change the underlined words and make a new conversation.

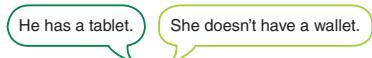
GOAL CHECK Talk about What You Have

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



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

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



SPEAKING STRATEGY

Checking Answers

Do you ...?
Is it ...?
Are they?
Are you sure?

- E** • Make sure students understand the two parts of the exercise by going over the example.
- After students compare answers with a partner, review answers as a class, writing them on the board.
- Have students do the Grammar Practice exercise as time allows.

Conversation

- F** • Have students listen with their books closed first. Write the question on the board, then play the audio.
- Replay the audio as students read and confirm their answer.
- Point out the Speaking Strategy note and have students circle examples in the conversation.
- G** • Assign students to pairs to practice the conversation. Remind them to switch roles.
- H** • Go through the conversation as a class, eliciting other options for the underlined words.
- If you feel your students need a change or need to get up and move, assign them to different partners to create and practice a new conversation.

GOAL CHECK

- Give students time to add two more items to the survey and write their own answers.
- Model the exercise with a student using the examples, then have students carry out their surveys. Assign a time limit so that everyone is ready to move on to step 2 at the same time.
- Point out the examples for step 2 and make sure students understand that they're not going to talk about themselves this time. Have students find a new partner, then monitor and check for correct use of *have / has*.

Grammar: Have, Has

Have is both a lexical verb (a verb for an action, event, or state) and an auxiliary verb. In this unit, it is taught in its basic lexical meaning: to express possession. Help students notice that it only has two forms, *have* (for *I, you, we, and they*) and *has* (for *he / she / it*). Not all languages use auxiliary verbs, so the use of *do / does* for questions and *don't / doesn't* for negative statements may be a difficult concept for some students.

Grammar Practice: Have, Has

Have students write a list of possible possessions. Encourage them to recall items they have seen in the unit and add more ideas of their own. Then, have them survey the class by asking at least 10 people about the objects on their list (*Do you have a cell phone? Yes, I do. / No, I don't.*). Tell them to write down the answers. Finally, have them report what they found out to the class. For example, *Ten people have a cell phone. Seven people don't have a tablet.*

Reading

As a warm-up, write *tidy* and *messy* on the board. Have students look at the photos and give their opinion about each room, *Is it tidy or messy?* Then ask, *Where do you think these two people are from?*

- A**
- Have students look at the photos in more detail and write a list of the items in each room with a partner. Provide vocabulary as needed.
 - Have pairs call out the possessions and write them on the board.
- B**
- Tell students to read the questions and scan the article quickly to find the answers. Ask, *What information are you looking for?* In this case, names of cities or countries, names of jobs (see Teaching Tip).
 - Allow students one minute to read and answer the questions so that they stay focused on finding the answers to the questions.
 - Have students compare their answers with a partner before reviewing as a class. Have students point out where in each paragraph they found the answers. Elicit where Romania and Bolivia are and what students know about these countries.

Teaching Tip: Identifying What You're Looking For

Before reading, it is helpful if students ask themselves what information they need from the text. By identifying this, they know what words or kind of information to look for (for example, names of places or people, numbers, descriptive adjectives). This helps them approach the text with a specific focus and can help them feel less overwhelmed by a long text.

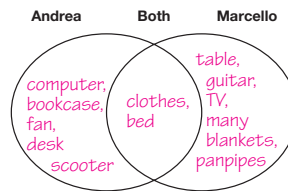
- C**
- Have students read the article again for details. Encourage them to underline any words in the article they don't know, but to keep reading.
 - After they have finished reading, have them look at the words in the box and complete the Venn

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? *John – photographer – South Africa; Andrea – student – Romania; Marcello – musician – Bolivia*
- 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



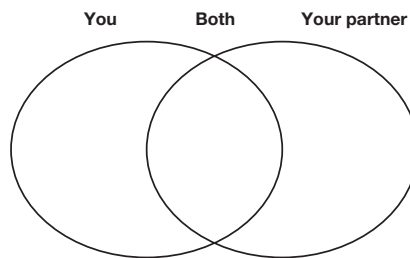
- D** Answer these questions.

- How many people are in John's book? **100**
- How many countries are they from? **55**
- Why does Andrea have a scooter? *For transportation to college*
- Why does she have a fan? *Sometimes it's hot in Bucharest.*
- What are panpipes? *A traditional Andean musical instrument*
- Why does Marcello have lots of blankets? *Usually it's cold at night in La Paz.*

- 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?



52 Unit 4

diagram on the board. Clarify any new vocabulary in the box, using the photos to help you.

- Review the answers as a class by having students call out the objects for you to complete the diagram on the board.

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?

For Your Information: John Thackwray

John Thackwray is an international filmmaker and photographer. Through his work, he aims to raise awareness of human rights and development issues around the world. He began his *My Room Project* in 2010. For this project, he photographs millennials, or people born in the 1980s and 1990s, in their bedrooms. He always takes the photos from above, looking down on the person and the room. More than a thousand subjects from 55 countries have participated.



Possessions 53

- In small groups, you can have pairs share their similarities and differences with the class, but in larger groups, it is usually more effective to have them share with another pair.

Expansion Activity

In pairs, have students research Thackway's *My Room Project* and choose two different photos to compare. Tell students to find the name of each person, their city, and their country, and to identify similarities and differences in their bedrooms and possessions. Students can present the photos and their comparisons in pairs or small groups.

- D** • Tell students to read parts of the text again if they need to.
- Have students compare their answers with a partner, then review them as a class. Have students say where in the text they found the answer.
- Finally, review the vocabulary students underlined while they were reading. Compile a list on the board and, as a class, have students use the context to guess the meaning of each word or phrase (see Reading Strategy).

Reading Strategy: Understanding Vocabulary from Context

In order to be more competent readers, students need to feel comfortable guessing the meanings of new words. One of the key strategies that students can use to help them guess is the context. Students should look at the rest of the sentence and identify the subject(s) and verb(s) to help them guess a word's meaning. Students can also read the preceding and following sentences to gather further clues about the word's meaning.

- E** • Have students find and underline the two questions. Check understanding of the questions, using the Venn diagram in **C** to explain *similarities* and *differences*.
- Have students discuss their answers in pairs, then compare them as a class. Ask, *Are there similarities?* Talk about the idea that although there are a lot of differences, there are also similarities between people from different countries.

✓ GOAL CHECK

- Give students time to think about their favorite room and the things in it.
- Assign students to pairs and have them compare their rooms and possessions and complete the diagram. Monitor and assist as needed.

Communication

As a warm-up, point out the lesson goal. Elicit or have students look up the meaning of *present*. Have them give examples of things that they give as presents. Tell them that, in this lesson, they will talk about when we give presents and how to say thank you when we receive a present.

- A**
- Look at the photo as a class and have students describe what they can see.
 - Read the questions and have students suggest different possibilities for the situation.
- B**
- Clarify understanding of the six events. Have students identify individually when presents are given in their country.
 - Give students time to compare and discuss the question with a partner before sharing answers as a class.
 - Compile a list on the board of where (in which countries) presents are given for each event.
- C**
- Give students time to think about their ideas individually. Encourage them to note down a few ideas and key words.
 - Assign students to groups and give each student a role (see Teaching Tip).
 - As students discuss each situation with their group, monitor and prompt with ideas as necessary.

Teaching Tip: Group Work Roles

When working in small groups (as in **C**), three or four students per group is usually a good number to ensure that everyone stays on task and has the opportunity to participate. It is also helpful sometimes to assign students specific roles when they're working in groups. For example, *organizer* (makes sure everyone participates, that they answer all the questions, and stay on task), *note-taker* (writes notes about their discussion), and *speaker* (tells the class what they talked about).

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?

Expansion Activity

Brainstorm vocabulary for possessions and opinion adjectives. Write two lists on the board. Encourage students to add other related words. In pairs, have students use the vocabulary to talk about the perfect present for different people they know. For example, the perfect present for their mother, for their best friend, or son or daughter. Provide further vocabulary as needed. Remind them about the phrase, *I think...* For example, *I think the perfect present for my best friend is an interesting book.*

Writing

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

- Hi, *From your brother.*
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!)
- Hello everyone! *From your teacher.*
Thanks very much for the chocolates. They're delicious!
See you next week (and your test on Monday is canceled ☺).
- Dear Martin, *From your grandmother (or grandparents)*
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,* _____ *Hello* _____, _____ *Dear...* _____
Thanks: _____ *Thanks* _____, _____ *Thanks very much* _____,
_____ *Thank you so much* _____
Finish: _____ *All the best* _____, _____ *See you next week* _____,
_____ *Love* _____

✓ GOAL CHECK Thank Someone for a Present

- 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.
- Exchange your email with a partner. Which phrases are in the email?

Possessions 55

they will be ready for step 2 at the same time.

- Have students exchange messages with a partner and underline the phrases from **C** and **D** that their partner used. Encourage students to help each other correct any spelling or word-order mistakes.

Teaching Tip: Modeling Texts

Providing your model, as in the introduction to Writing, as well as the models in the book, is useful for students. Being able to see what they are expected to create helps make the goal clearer and seem more achievable. Students can also use the models to provide the building blocks to write their own text. For students of this level, writing a text is a challenging task, so it is important that they get the support that models provide.

Writing

To introduce the topic, write on the board:

Hi _____!

How _____ you?

Thanks for the _____. It _____ useful!

See you at school!

Ask, *What's this?* Elicit email or message as possible. Have students help you complete it. (Leave it on the board.)

- D** Point out that the messages all thank someone for a present. Have students read the messages. Clarify vocabulary as needed.
 - Have students compare answers with a partner, then review them as a class. Have students say how they know who each message is from.
 - Focus students' attention on the language used and have them underline the adjectives that describe the presents.
- E** Have students identify the start, thanks, and finish in your message (from the Writing warm-up) on the board.
 - Remind students to include phrases from all three messages in the table.
 - Review answers as a class.

Writing Skill: Short Emails and Messages

Every language has "rules" about the content and style used for different genres of writing. It is important that students are aware of these differences and become familiar with the appropriate style for different genres. As is introduced here, a thank you note needs an opening, an expression of thanks and a comment about the present, then a closing.

✓ GOAL CHECK

- Give students time to brainstorm ideas for a Thank You email for the present.
- After brainstorming ideas, they are ready to write their message. Remind them to use the texts in **D** to help them. Give students a time limit, so

Video Journal

About the Video

Tyler Metcalfe is a photographer, writer, designer, and digital media producer. He currently works for @Instagram but has worked for National Geographic and also freelances. Through his work, Tyler has traveled the world, but in 2016 he decided to undertake a trip closer to home. He embarked on his American Bike Project, an adventure that entailed cycling across the United States by himself. In this video, we learn about the things Tyler took with him and some of the places he visited on this epic journey.

- A**
- Look at the photo as a class and have students say where the man is and what he's doing. Point out the map and the caption.
 - Answer the question as a class. Remind students how paying attention to images such as maps, graphs, and photos before watching helps activate language and ideas that will help them understand the video more easily.
- B**
- Have students individually brainstorm objects Tyler may have with him. Encourage them to use a dictionary to help them.
 - Compile a list on the board with students' ideas.
- C**
- Say the items on the list so students are familiar with how they sound. Have students use a dictionary for any unknown words on the list. Answer any questions about any of the items (see Teaching Tip).
 - Play the first part of the video. Encourage students to check the items as they watch. Remind them to use visual clues to help them understand.
 - Have students compare answers with a partner, then review answers as a class. Replay the video as necessary to confirm answers.

VIDEO JOURNAL

TYLER BIKES ACROSS AMERICA

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



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

56

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

Teaching Tip: Pre-teaching Vocabulary

When working with video input, students will usually need some vocabulary support. It is important to identify key content words that students might not know but that are important for understanding the topic. These words can then be introduced prior to watching the video. For example, vocabulary can be introduced by having students use dictionaries to find definitions of words they are not familiar with before watching the video, as in **C**.

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

1. a tent? Sometimes there aren't hotels.
2. a raincoat? for when it rains
3. a camping stove to cook food
4. a camera? Tyler's a photographer.

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 <u>c</u> | a. Wyoming |
| 2. a hill <u>e</u> | b. Missouri |
| 3. a train <u>b</u> | c. Virginia |
| 4. Yellowstone National Park <u>a</u> | d. Montana |
| 5. a hotel <u>d</u> | e. Kentucky |
| 6. a ship and the ocean <u>f</u> | 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.

- D**
- Go over the items. Students should be familiar with them by now, but answer any questions as needed.
 - Play Part One again. Encourage students to note key words as they watch (see Teaching Tip).
 - Give students time to complete their answers, then have them compare with a partner.
 - Review answers as a class, replaying Part One of the video as necessary.

Teaching Tip: Note-taking

Writing answers as they watch can be complicated for students, since they will miss information while they are writing a previous answer. To avoid this, students should take notes. Writing down key words they hear will help them answer the questions afterwards. Demonstrate to students how nouns, verbs (actions), and adjectives are key words to pay attention to when they're listening or watching because they carry meaning, and they are usually stressed in a sentence. Writing down these words, even if misspelled, will help them clarify their understanding when they finish watching.

- E**
- Have students look at the map. Ask, *What states is his route in? What cities? Where is the end of his trip?*
 - Play the second part of the video.

- F**
- Go over the items and have students match any they think they already know.
 - Play Part Two of the video again for students to confirm their answers.
 - Have them compare with a partner, then review answers as a class.

- G**
- Go over the directions and the three steps as a class. Assign students to groups of three or four students and assign them roles in the group. Set a time limit for each step and write them on the board (see Teaching Tip).
 - In groups, have students carry out steps 1 and 2. Monitor and help with vocabulary and ideas as needed.

- For step 3, ask each group to join another to present their trip.
- When they have finished, have a spokesperson from each new larger group tell the class about their two trips.

Teaching Tip: Starting and Ending Group and Pair Work

To make group and pair work go smoothly, it's helpful to use clear signals for beginning and ending the task.

Some ideas:

- Write starting and ending times on the board (for example, Group work starts: 10:15. Group work ends: 10:25.).
- Tell your students that group work ends when you clap your hands three times.
- Train your students so that when they see you raise your hand, they will also raise their hands and stop talking. The room will fall silent without you interrupting.

Unit Theme

Many of the activities in our daily routine are universal. Around the world, most people get up, get dressed, have breakfast, and start their day's work—at home, in an office or factory, outdoors, or at school. At the end of the day, they eat dinner and relax, alone or with family and friends. The times people do these things, the type of clothes they wear, how they travel to and from work or school, and the food they eat may differ, but the essential steps we go through every day are similar the world over. Being able to talk about their routines, as well as reflect on changes they might need to make in their daily routines, is useful for students in their everyday conversations. Discussing this theme is also important for understanding similarities and differences amongst people around the world.

Unit Overview

In this unit, students will learn to talk about their daily routine, their commute, and the activities they do once they're at work or school.

Lesson A introduces vocabulary and the simple present to talk about everyday routines and to tell the time. Lesson B compares daily routines and the times of day people do each activity. Lesson C introduces questions and answers in the simple present and the vocabulary to talk about school and work activities. Then, in Lesson D, students will read and talk about the number of hours a day people spend using screens. In Lesson E, students will write To-Do lists and Do / Don't lists, and give advice and instructions. Finally, in the Video Journal, students will see different times of the day and the activities happening around the world at those times.

Daily Activities



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

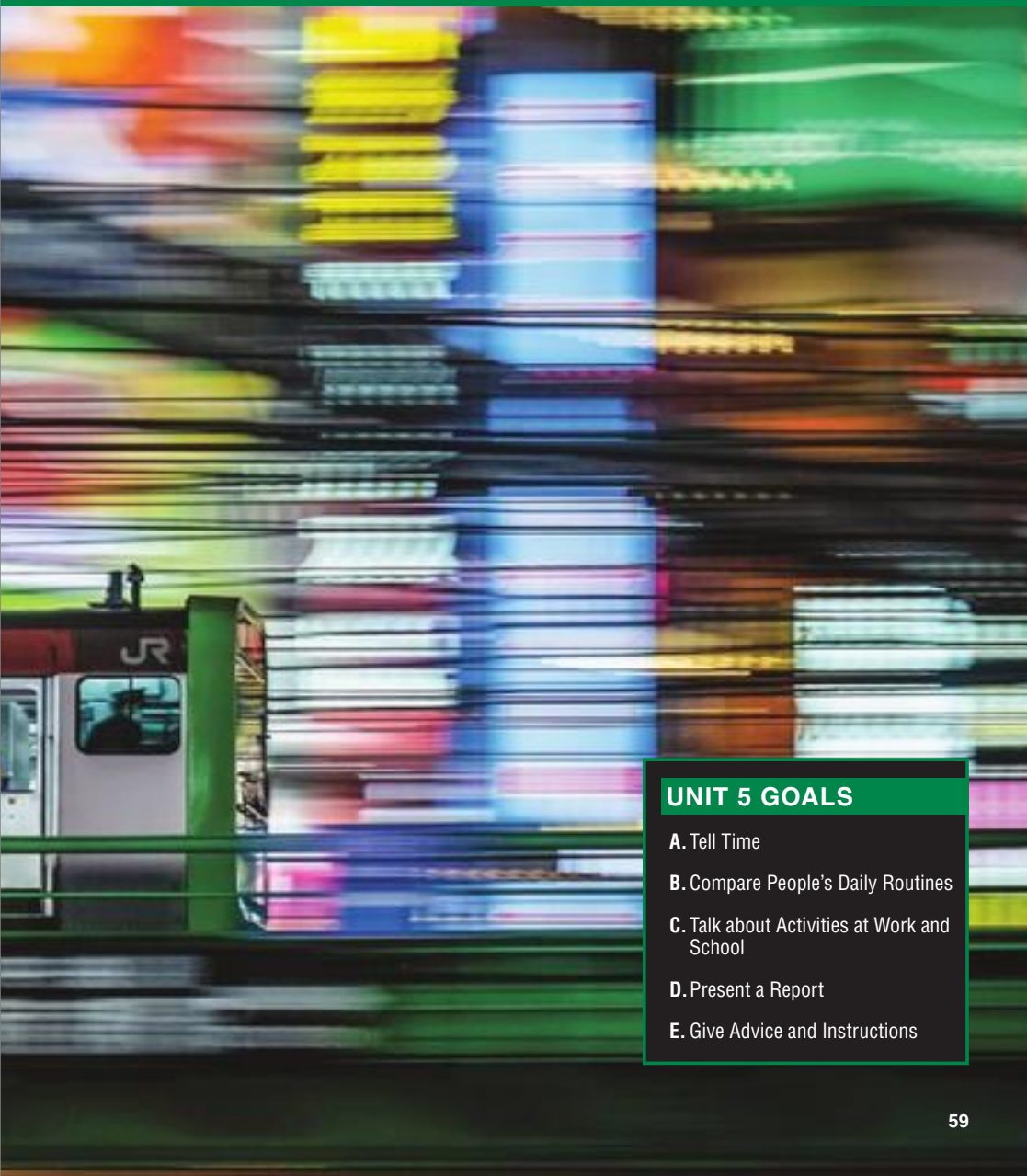
58

UNIT 5 GOALS	Grammar	Vocabulary	Listening
<ul style="list-style-type: none"> • Tell Time • Compare People's Daily Routines • Talk about Activities at Work and School • Present a Report • Give Advice and Instructions 	<p>Simple Present <i>They get up at 7 o'clock.</i></p> <p>Simple Present Questions and Answers Do you go to class every day? Yes, I do.</p> <p>Adverbs of Frequency: <i>always, sometimes, never</i></p> <p><i>I never answer the phone.</i></p> <p>Imperatives</p>	<p>Daily Activities</p> <p>Telling Time</p> <p>Work and School Activities</p> <p>Time Expressions</p>	<p>Listening for General Understanding and Specific Details:</p> <p>A Podcast about the Day of a "Super Commuter"</p>

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

59

About the Photo

In this photo, we see a cross-city train passing through Shinjuku station in Tokyo, Japan, at night. This station is the busiest in the world, with over 3.6 million passengers using it every day. As a transit hub for Tokyo's rail and subway network, it is part of many people's daily commute. These cross-city trains take passengers to the famous Shinkansen bullet train stations, where they can travel to other cities, as well as connect them to express airport trains. This photo was taken by Michael Vong, a photographer whose work has been featured in National Geographic's Your Shot photo community, and 2019 Travel Photo Contest.

- After providing some vocabulary on the board, and discussing the photo, have students answer the questions with a partner.
- Share answers as a class. Tell the class how you travel to and from work every day.
- Point out the unit theme and elicit things students do every day. Compile a list on the board, providing vocabulary as necessary.
- Go over the unit goals together. For each goal, answer questions and model or elicit related language. For example, for Goal A, point to the list of activities on the board and elicit or say times of the day you do different activities, etc.
- Ask students which of the goals sounds most interesting to them, and why.

Speaking and Pronunciation

Asking and Answering Questions about Work or School Activities and Daily Routines
Discussing and Giving Advice
Falling Intonation on Statements and Information Questions

Reading

Screen Time

Writing

Writing a To-Do List
Lists and Notes

Video Journal

Around the World in 24 Hours

This video from National Geographic Learning goes on a journey to see what people are doing around the world at different times of day.

Vocabulary

As a warm-up, draw a clock on the board (and leave it there), and mime *get up*. Say, *I get up at (7 o'clock)*. Write it on the board and say it again. Ask, *What time do you get up?* Encourage students to reply using the sentence on the board. Help with changing the time as necessary.

- A**
- Have students look at the photos in **A**. Say the activities for students to repeat.
 - Point out the example and elicit which activity could be second.
 - Have students put the activities in order according to their daily routine, then compare and discuss it with a partner.
 - Point out the Real Language note and direct students' attention to the use of *the* with *station*, and the absence of *to* with *home*.
- B**
- Briefly review numbers from 1 to 60 with the class. Point to the clock on the board (from the warm-up) and say, *It's (7 o'clock)*.
 - Go over the times in the chart, using the clock on the board for each one. Point out that sometimes there are two ways of saying the time. Have students repeat both ways.
 - Have students complete the exercise individually.
 - Review answers by writing them on the board so students can check spelling.
- C**
- Remind students about routines—*I get up at (7 o'clock)*—and point out the *at* before the time for each activity.
 - Make sure students write the times, not just the numbers.
 - For each item, call on several students to say their sentence.

Word Bank: Daily Activities

clean the house
do (my) homework
feed (my) pet
go to the gym
make lunch / dinner
start / finish class
take a bath
take public transportation to work / school

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. *Answers may vary.*



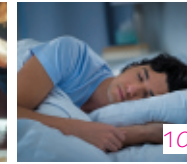
get up



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. *It's twelve thirty. It's half past twelve.*



3. *It's four fifteen. It's a quarter after four.*



4. *It's two forty-five. It's a quarter to three.*



5. *It's ten thirty. It's half past ten.*

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

The simple present is used to talk about regular and habitual events (*I start work at nine o'clock*). It is also used for general statements (*I live in Caracas*), and facts that are always true (*Water freezes at 32 degrees Fahrenheit / 0 degrees Celsius*). Students may have difficulty with the use of the *-s* ending for *he / she*, consequently they need plenty of opportunities to notice and practice it.

Grammar

Simple Present		
Statement	Negative	What time...?
I / You / We / They get up at seven o'clock.	I / You / We / They don't go to work on Saturdays.	What time do I / you / we / they start work?
He / She gets up at seven thirty.	He / She doesn't go to bed at nine thirty.	What time does he / she start work?

*The simple present is used for actions that we do every day.

D Underline the correct verb.

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

Conversation

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

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

Daily Activities 61

Grammar Practice: Simple Present

Have students write as many sentences as they can about things they do regularly (*I take a shower in the morning. I eat lunch at work.*). Remind students to include times in some of their sentences. Then, in pairs, have them take turns reading their sentences. The listener should cross out any sentence that's the same on his or her own list and write down any sentence that's different. Finally, listeners should write sentences about the things their partner does that are different (*He goes to bed late.*).

Teaching Tip: Simple Present -s

Students generally need a lot of practice of the simple present -s ending for *he / she* subjects. A good opportunity for this is after pair work where students have been talking about themselves. To wrap up the exercise, you can have students report their partner's information rather than their own to the class, as suggested in the Goal Check. This pushes students to change pronouns from *I* to *he* or *she*, and to change the verb form correspondingly.

Grammar

Introduce the grammar by saying, *I start work at (8:45)*. Write it on the board. Ask a strong student, *What time do you start work?* Encourage them to respond with *I start... Ask the class, What time does (Ji Yoo) start work?* Write the answer on the board, *Ji Yoo starts work at...* Then write negative statements about you and the same student on the board: *I don't start work at (8:00). Ji Yoo doesn't start work at (8:00)*. Go over the examples in the chart. Direct students to the Grammar Reference in the back of the student's book for additional review and practice as appropriate.

- ### D
- Have students complete the exercise individually.
 - Review answers as a class, pointing out the *-es* ending in *finishes*.
 - Have students circle the third person singular subjects and their simple present *-s* ending to help them notice this form.

Conversation

- ### E
- Before students begin, explain that prepositions are words like *at* and *on*.
 - Have students complete the exercise individually, then compare answers with a partner.
 - Play the audio. Check answers as a class. Have students do the grammar practice exercise if time allows.
- ### F
- Have students practice the conversation in pairs. Remind them to switch roles.
 - Encourage students to have another conversation, changing some of the information. For example, *What time do you have breakfast?*
 - Have volunteers share their conversations with the class.

GOAL CHECK

- Assign students to new pairs to change the classroom dynamic.
- In pairs, have students ask and answer the questions, using the activities in **A**.
- Call on different students to report one of their partner's answers (see Teaching Tip).

Listening

As a warm-up, introduce the verbs *leave* and *get* (see Listening Strategy). Say, *I leave home at (7:45) and I get to work at (8:30)*. Remind students what time you start work. Clarify the meaning by drawing a house on the board with 7:45 above it and an arrow to another building. Write 8:30 above the other building. Ask, *How long do I travel?* Write, *My commute is 45 minutes in the morning*. Ask, *What about you? What time do you leave home? What time do you get to work or school?* Elicit answers from several students.

Listening Strategy: Pre-teaching Vocabulary

Before listening, it is often helpful to pre-teach key vocabulary words that students are not familiar with, as without them, understanding will be even more challenging. Students are familiar with *get* from *get up* in Lesson A, but here *get* is being used with *to* in its meaning of *arrive*, which is a potentially confusing difference for students. As students are familiar with the context of daily activities, these verbs can be introduced through examples related to those given in Lesson A.

- A** • Have students look at the photo and read the caption. Ask, *What can you see?* Provide vocabulary as needed.
- Have pairs discuss the questions, then compare answers as a class.
- B** • Point out the Word Focus notes. Clarify the different forms of *commute* with examples: *I commute to work every day. My commute is an hour and a half. I am a commuter.*
- Clarify the meaning of *podcast* as necessary. Then, have students read the items. Make sure they understand they need to predict what they are going to hear.
- C** • Play the audio. Check answers by having a class discussion on the students' predictions.
- Go back to students' answers to the questions in **A** and confirm whether they were similar to what they heard in the podcast.

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?

- commute to work stays at home leaves home walks to work
 gets to work takes a vacation work on his laptop loves commuting

C 32 Listen and check your answers in **B**.

D 32 Listen again and answer these questions.

- How long is the average commute? a half hour
- What time does Andy leave home? 6 am
- What time does he get to work? 10 am
- What time does he leave work? 4 pm
- What time does he get home? 8 pm
- How many hours long is Andy's commute? 8
- Where does he work? a bank in San Francisco
- How many miles is his commute? 240 miles in total

- D** • Go through the questions briefly with the class. Encourage students to complete any they think they already know, then replay the audio.
- Have students compare with a partner, then review answers as a class.

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.

GOAL CHECK

- Model the examples in the speech bubbles. Call on a student to say something about the two people he or she spoke to.
- Assign students to pairs. Have them tell their partner about the people they interviewed and identify similarities and differences.
- Have volunteers tell the class about the people they interviewed.

Expansion Activity

Out-of-the-classroom exercises can be very motivating for students, as well as providing them with opportunities to practice their English in a different context from that of the classroom. For this topic, you could have your students interview two other people about their daily activities and report back to the class / a partner / a small group, depending on your class size.

- E** • Have students complete the exercise individually.
- Review answers as a class, writing them on the board. Take a class poll to see who has the longest commute (see Teaching Tip).

Teaching Tip: Personalizing

Having students personalize new knowledge by applying it to their own context (as in **E**) helps their learning because the language becomes more meaningful and relevant to them. By applying what they have heard and understood to their own life, students are able to clarify and demonstrate their understanding. My World exercises provide important opportunities for students to personalize what they have learned.

Pronunciation

Introduce the idea of intonation rising and falling by saying, *I leave at 5:30. What time do you leave work?* Write the statement and question on the board and say them again. Help students notice the rising and falling intonation in your voice by drawing arrows over the sentences. Explain that being aware of intonation will help them sound more natural in English.

- F** • Play the audio as students read.
- Replay the audio and have students repeat each example.
- G** • Read through the questions and answers with the class, and have them mark the intonation by drawing arrows above the correct words.
- Have students practice reading the questions and answers in pairs. Walk around, helping with difficulties.
- Call on pairs to read a question and answer to the class.

Communication

- H** • Have students complete the chart with two more questions.
- Ask students to stand up and move around the room to interview two classmates. Remind them to note the answers in their chart.

Language Expansion

As a warm-up, have students look at the photos of the different activities, and describe each one. Remind them of *There is / are* as necessary. For example, *There is a computer. He is at work.* Provide vocabulary as necessary and write it on the board. For example, *airport, suitcase, coffee, lamp.*

- A**
- Elicit the meaning of the words in the box, and ask for a sentence with each one. Encourage students to use a dictionary if necessary.
 - Have students compare answers with a partner, then review them as a class.

- B**
- Introduce or elicit the days of the week and months of the year and write them on the board. Go over the table and help students understand the time expressions by giving examples about yourself (e.g., *I check my email every day. I check my email on Monday, Tuesday, etc. I go to class every week. I go to class on Wednesday and Friday.*).
 - Have students complete the table, then compare answers as a class.

- C**
- Individually, have students compile a list of other activities they do at school or work. Use the Word Bank for additional vocabulary.
 - Remind students to use the time expressions in **B** as they compare and discuss their activities. Monitor and assist as needed.
 - Call on volunteers to tell the class an activity their partner does. Write the activities on the board.

Grammar

Introduce the grammar by asking students questions about the activities they talked about in **C**. For example, *Do you have meetings every day?* Elicit short answers, *Yes, I do. / No, I don't.* Go over the example questions and short answers in the chart. Introduce the adverbs of frequency by pointing out the examples and the percentages. Say, *I always check my email. I check it every day.* Elicit information from students about their activities using adverbs of frequency to describe them. Direct students to the Grammar Reference in the back of the

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. go to class



3. talk to people on the phone



4. travel to other countries



5. write reports



6. take a test



7. text friends



8. meet 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 meet clients every day?	Yes, I / you / we / they do . No, I / you / we / they don't .
Does he / she meet clients every day?	Yes, he / she does . No, he / she doesn't .

Adverbs of Frequency

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

student's book for additional review and practice.

Word Bank: Work and School Activities

do projects do research
get a coffee give a presentation
go for lunch go to the cafeteria / a meeting / the library
go to class have a meeting
present a report take a break
take notes take a quiz / test
talk to teachers

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

1. **A:** Do you meet clients every day? **B:** No, I don't. I never meet clients.
 2. **A:** Does Ali write reports every day? **B:** Yes, he does.
 3. **A:** Do Chris and Diana travel a lot? **B:** Yes, they do.
 4. **A:** Does Rina go to the gym every day? **B:** No, she doesn't. She goes every week.
 5. **A:** Do you check emails every morning? **B:** Yes, we do.

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

Brenda checks her emails in the morning and goes to meetings in the afternoon. She sometimes travels.

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.

- D**
- Do the first item together as a class. Write the answers on the board.
 - Have students complete the exercise individually before comparing answers with a partner.
 - Review answers as a class, writing them on the board.
- E**
- Model the exercise by completing the first two sentences about yourself.
 - When you review the answers as a class, ask students questions to check understanding of the frequency adverbs used. For example, *What time do you wake up on Tuesdays?*

Conversation

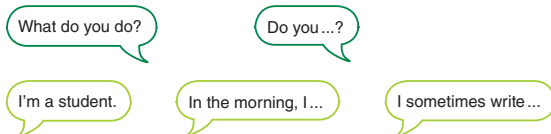
- F**
- Have students listen with their books closed first. Write the questions on the board, then play the audio.
 - Replay the audio as students read and confirm their answers.
 - Point out the information in the Speaking Strategy note and have students underline examples in the conversation.
 - Direct students' attention to the Real Language note and point out the examples in the conversation. Provide further examples to help students understand this use of *like* (e.g., *I do sports like tennis and swimming.*).
- G**
- Have students take turns role-playing the conversation in pairs.

GOAL CHECK

- Go over step one and check understanding. Give students time to write their questions. Encourage them to write at least five questions. Assign a time limit so that everyone is ready to move on to step two at the same time.
- Model step two with a student using the examples.
- Assign students to pairs. Monitor and prompt with question forms as necessary.

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.



Grammar: Simple Present Questions and Answers; Adverbs of Frequency

Students are introduced to simple present questions and short answers with *do / does* and other verbs (they saw *have* in the simple present in Unit 4). In English, *do / don't* and *does / doesn't* function as auxiliary verbs to form questions and negative statements. Not all languages have auxiliary verbs, so the concept may be complicated for some students.

This lesson also introduces *always*, *sometimes*, and *never*. Other common adverbs of frequency include *usually*, *often*, and *occasionally*. All of these adverbs precede the verb, except when the verb is *be*. For example, *I never get up early. I am never on time for class.*

Reading

As a warm-up, have students look at the title and the photo. Ask, *Where are these people? What are they doing?* Help students understand the title and elicit predictions about the article.

- A**
- Assign students to groups of three or four to compile their lists. Provide vocabulary as needed.
 - Have groups call out objects from their lists and write them on the board. Alternatively, have students spell out the objects to make it more challenging.
- B**
- Remind students what kind of words (parts of speech) they need to look for (nouns and verbs).
 - Allow students one minute to read the first paragraph.
 - Check answers as a class.
- C**
- Point to the table and ask, *What kind of information are you looking for?* Clarify the meaning of *survival* and *personal* if necessary. Remind students to underline any words in the article they don't know, but to keep reading.
 - Suggest students write their answers as they read and underline where they are in the text.
 - Review the answers as a class, having students point out where the information is in the text.
 - Finally, review the vocabulary students underlined while they were reading. Compile a list on the board and have students explain any they think they now know the meaning of. Have students look up any remaining words in a dictionary (see Reading Strategy).

Reading Strategy: Dealing with Unknown Words

Encourage students to underline words they don't know in a reading rather than stopping to look each one up in a dictionary. Stopping to look up words often leads to frustration and impedes understanding of a text as a whole. In many cases, the meaning of the word will become clear as students read on. Allow time at the end of each reading sequence for review of any unknown words with the class.

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	8	hours
2. Hours we work and commute	8 to 9	hours
3. Hours for survival activities	3	hours
4. Percentage of personal time with screens in 2007	50	%
5. Percentage of personal time with screens in 2015	70	%
6. Percentage of personal time with screens in 2017	90	%

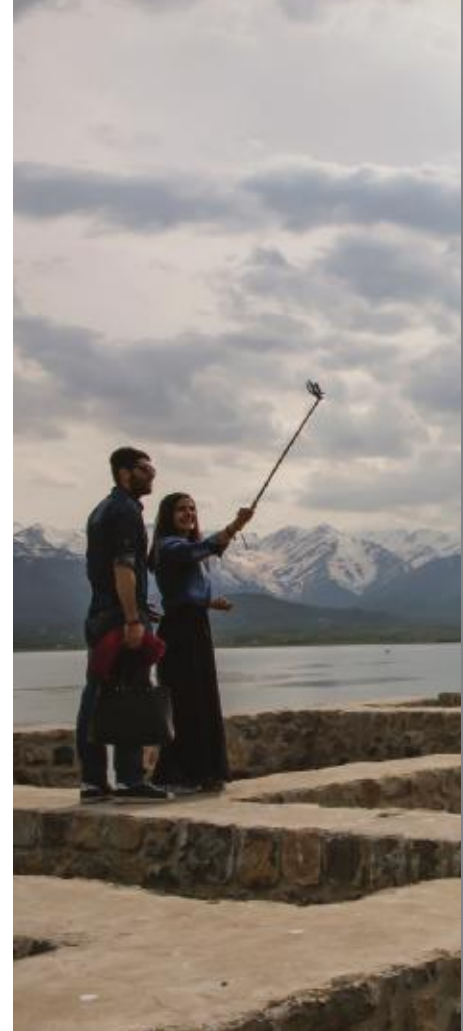
- D MY WORLD** Look at the last paragraph. Adam Alter thinks we need more personal time without screens. Do you agree? Why?
- E** Do a class survey. Interview three people in your class with these questions and write down their answers.
- How many hours do you sleep?
 - How many hours do you work or study and commute?
 - How many hours do you have for survival time?
 - How many hours do you have for personal time?
 - 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?

66 Unit 5

Screen TIME



For Your Information: Adam Alter

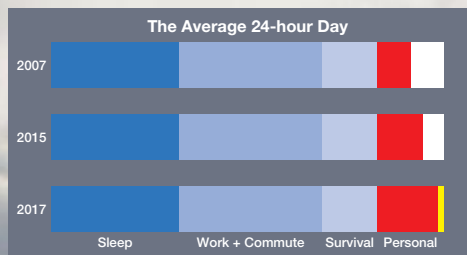
Adam Alter holds a Ph.D. in Psychology and is a professor of both marketing and psychology at New York University. His research has been widely published in academic journals. Alter is also the author of two books: *Irresistible* and *Drunk Tank Pink*, a *New York Times* bestseller. *Irresistible* considers the current addictions to constant smartphone use, video gaming, and online shopping. Alter believes these addictions are having a profound effect on our social behavior.

Expansion Activity

If space allows, students' charts from F can be displayed around the room so students can compare the results of all the surveys. Then, as a class project, create another chart or table with the average for the whole group's results. This can be done on the board or on poster paper and then compared to Alter's results. Have students discuss the group's average time for each of the categories and think about changes they want to make.

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.



Daily Activities 67

- D • Ask students to read the last paragraph again. Point out *agree* in the instructions and introduce *disagree*. Model *I agree / disagree with Alter. I think...* (See Teaching Tip.)
- Give students time to think about their opinion and write notes. Remind them to think of reasons to support their opinion.
- Have pairs discuss the questions, then compare opinions as a class.

Teaching Tip: Discussion Phrases

It is useful to provide students with "chunks" of language that they can use to participate in discussions. These chunks will help them be able to converse and discuss more fluently. For example:

Giving your opinion:

I think...

In my opinion, ...

Asking for an opinion:

What do you think?

Do you agree?

Agreeing:

I agree.

Exactly.

That's true.

I think so, too.

Disagreeing:

I'm not sure about that.

I don't think so.

That's not how I see it.

It depends.

- F • Point out the bar chart in the article. Elicit what it is and what information it gives.
- Explain to students that they are going to use the answers from their survey to make a graphic representation to show the results. Students will need to work out the average from the three numbers they have for each question.

GOAL CHECK

- Go over the directions and the questions with the class.
- Have students present their results to a partner using their chart or table and discuss the questions.
- Call on each pair to say how similar their results were to each other's and to Alter's. Compare results as a class.

- E • Go over the questions and say each one for students to repeat. Remind students about falling intonation at the end of each question. Call on volunteers to say the questions.
- Tell students to write down the answers they get, as they will need them for F. Encourage students to move around the classroom if possible and interview three people they haven't been working with this lesson.
- Monitor and help with question forms as needed.

Writing

As a warm-up, have students look at the photo and describe what they can see. Ask, *Where is he? What do you think he does?* Provide vocabulary as necessary. Have students read the caption. Explain a *to-do list* and show an example by writing your to-do list (use imperatives) for the next day or week on the board. Ask, *What's on your to-do list?* Elicit or prompt students' activities. For example, *do homework, study for the quiz*. Point out the lesson goal and explain the concept of *advice*.

- A**
- Go over the questions and discuss them as a class. Have students raise their hands if they write to-do lists. Ask, *Where do you write your lists? In a notebook? On your phone?*
 - Point to your to-do list on the board and have students identify the verbs, then underline them. Explain that they are instructions.
 - Go over the information in the chart. Elicit further examples from students and write them on the board.

Expansion Activity

For further practice of imperatives and instructions, have students teach each other how to do something. Ask students to share something they are good at by giving advice to someone who wants to try the activity for the first time. It could be something serious or something fun. Give students time to prepare their instructions, providing vocabulary as needed. Then, have students work in pairs, or small groups, to learn how to do different things from each other.

- B**
- Have students complete the exercise individually.
 - Give students time to compare with a partner before reviewing answers as a class.

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?

to help them remember things

GRAMMAR: Imperatives

Affirmative	Negative
Check my email. Answer the questions.	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
- Have lunch at 1:00 with Peter
- (1) Go to 11:00 meeting
- (2) Finish my report

B.

Good luck with your test tomorrow, everyone. Tonight:

- Relax! (3) Don't do any more work.
- Go to bed early! (4) Don't stay up late.
- Sleep for 8 hours!

All the best, Your teacher

68 Unit 5

Writing Skill: Imperatives—Lists and Notes, Advice and Instructions

Imperatives are a reasonably simple way (the form of the verb never changes) for learners to give both advice for problems and instructions on what to do and what not to do in certain situations. Being able to write lists and short practical notes in English is useful for students in various different contexts. For example, to-do lists for themselves and instructions for another person.

C.

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

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

1. instructions to a friend? C
2. advice to some students? B
3. to the writer (not another person)? A

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!

- Turn off your phone at dinner.
- Talk to your family and friends.
- Get some exercise. Go to the gym.

DON'T!

- Don't watch TV all night.
- Don't play computer games for more than two hours a day.
- Don't check work emails at home.

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.

Daily Activities 69

- C • Remind students that when we write we need to think about *who* we are writing to because this affects the style we use.
- Have students complete the exercise. Then review the answers and discuss, as a class, how students know who each text is for. Have them tell you specific words or phrases that are clues.
- D • Point out the Writing Skill chart and go over the information. Clarify any points students do not understand.
- Elicit activities students need to do the following day.
- Have students write their to-do lists individually. Remind them to use both affirmative and negative imperatives. Monitor and assist, providing vocabulary as necessary.
- Assign students to pairs to exchange lists. Ask them to circle the imperatives in their partner's list. Encourage students to check for spelling or other mistakes, as they can help each other improve their writing.
- Call on volunteers to share their to-do list with the class.

Communication

- E • Write *Adam Alter* on the board and elicit who he is and what students can remember about him. Write their ideas on the board.
- Go over the directions and explain that if we *worry* about something, we think it is a problem.
- Have students read the lists, then give them time to think about their answers to the questions before talking to a partner.
- Compare opinions as a class. Ask, *What other advice can you suggest for the lists?*
- F • Go over the topics and clarify vocabulary as needed.
- Assign students to groups of three or four to compile their lists. Monitor and check their use of imperative forms (affirmative and negative) (see Teaching Tip).

Teaching Tip: Group Work

Using the language to interact is essential for students to develop their language skills. In order to promote as much student participation as possible, especially in large classes, it can be useful to have students work in small groups (three or four students is a manageable size), rather than with the whole class. Group work ensures that more students are participating at the same time. Group work may seem noisy and chaotic at times, but it is during these interactions with peers that meaningful learning may take place, as students have the opportunity to try out new vocabulary and grammar.

GOAL CHECK

- Have each group join another and present their Do / Don't lists. If possible, have groups who chose different topics join together.
- Have them discuss whether they agree with each other's advice and instructions. Prompt them to add more advice or instructions to the other group's list if they can.
- Share advice and instructions for each topic as a class.

Video Journal

About the Video

In this video, viewers are taken on a tour of the world in 24 hours. The images show different times of day, in different places, with people doing different things. The scenes highlight what can be seen or done around the world from dawn in Hawaii, to midday in Africa, and finally to a night club in Colombia. The video shows us how life continues, from one day to the next, all over the world. No matter what, the world continues to turn.

Show students a globe or a map of the world and point out the video title. Clarify the meaning of *around the world*. Look at the photo as a class and have students describe it. Provide vocabulary as necessary. Ask, *Where do you think it is? What time is it? Is it day or night?*

- A**
- Review telling the time briefly. Point out the city names and have students say where they are on the map. Then, have students read the information to work out the times. Clarify the meaning of *ahead of* and *behind* as needed.
 - Check answers as a class, writing them on the board.
- B**
- Go over the questions as a class, then have pairs find the times and work out the time differences.
 - Review answers as a class.
- C**
- Explain to students that they're going to take a trip around the world when they watch the video. Go over the names of the different places and elicit the countries or continents (see Teaching Tip).
 - Play the video. Encourage students to take notes as they watch.
 - Give students time to complete the information, then have them compare answers with a partner before reviewing as a class. Replay the video as necessary to confirm answers.

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.

6 am	noon	2 pm	4:30 pm	8 pm
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 5 am
2. Paris 6 am
3. San Francisco 7 am
4. Melbourne 9 am
5. Namibia 12 pm
6. Portland 2 pm
7. Croatia 4 pm
8. Kerala 6 pm
9. Monaco 11 pm
10. Norway 12 am
11. Bogotá 3 am

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

1. On what days is the food market open in Paris? on Thursdays and Sundays
2. What does Melbourne have lots of? commuters
3. What is hot in Namibia? the sun
4. Which meal do you eat in Portland? lunch
5. Who goes home at 6 pm? the fisherman
6. What two things do people spend in Monaco? time and money
7. Is it dark at night in Norway? No, it isn't.
8. In Bogotá, where do people go in the middle of the night? to nightclubs

70

Teaching Tip: Activating Prior Knowledge

As with other listening exercises, when working with video, it is important to activate students' prior knowledge of the topic and any language they already know related to it before viewing. This will help students be more prepared for what they are going to hear and see, and less likely to feel lost when they watch for the first time.

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.

- F**
- Once groups have joined, have the speaker from each group present. The note-taker in each group should take notes about the other group's ideas. Encourage students to ask each other questions and make suggestions.
 - Call on different students to tell the class about the other group's ideas.

Expansion Activity

Have students use their cell phones and actually make their videos. Students can present their videos in class and / or post them on the school's website or course platform. Provide a table for students to complete with the following information while they watch:

- Group*
- Town / City and Country*
- Time of day*
- Activity*

- D**
- Go over the questions with the class, clarifying any vocabulary as necessary. Encourage students to answer any they think they already know.
 - Play the video again. Remind students to take notes as they watch.
 - Give students time to complete their answers, then have them compare with a partner.
 - Review answers as a class, replaying parts of the video as necessary.
- E**
- Go through the directions and the table as a class.
 - Assign students to groups of three or four (see Teaching Tip) and give them roles in the group (for example, organizer, note-taker, and speaker).
 - Before they complete the table, have students brainstorm ideas and compile a list of options for places and activities at different times of day. Help with vocabulary and ideas as needed.
 - Have students complete the table.

Teaching Tip: Techniques for Grouping Students

- Depending on the number of students you want per group, use letters or numbers. For example, number students 1, 2, 3, or 4, then have number 1s form a group, number 2s, etc. This technique allows you to reconfigure groups by having students form new groups with one of each number or letter (1, 2, 3, 4).
- Have students get into a line in the classroom according to birthdays, number of letters in their complete name, or where they live—nearest to furthest from school. Once students have arranged themselves, check their information and position in the line, then pair or group them, starting at one end of the line.

Unit Theme

How we get around—our transportation—is an increasingly important issue around the world. Cities and towns around the world are becoming more and more congested with traffic, and the world’s environment and climate are suffering the consequences of so many gasoline-fueled motor vehicles. More efficient public transportation systems are being developed in many of the world’s cities so that people can get around easily without needing their car. These systems include bike routes and bike share programs, as well as electric trains and buses. Wherever we are, we need to be able to get around, ask for and give directions, and decide which is the best form of transportation for the journey we’re making.

Unit Overview

In this unit, students will learn to talk about transportation and how they get around, as well as to ask for and give directions and travel advice.

Lesson A introduces the vocabulary for places in a city and prepositions of place to be able to ask for and give directions. Lesson B focuses on describing places in a city and creating a city tour. Lesson C introduces *have to* to talk about obligation, and the vocabulary to compare different types of transportation. Then, in Lesson D, students will read and talk about the growing trend of bike days in cities around the world. In Lesson E, students will talk about differences between countries, and write advice for a visitor to their town or city. Finally, in the Video Journal, students will watch a video about an unusual day on the New York subway.

Getting Around



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

72

UNIT 6 GOALS

- Ask For and Give Directions
- Create a Tour
- Compare Types of Transportation
- Plan a Bicycle Day
- Give Advice to Travelers

Grammar

Prepositions of Place and Movement

Turn left and walk for two blocks.

The hotel is **across from** the park.

Go **up** the stairs.

Have to

She **has to** change buses.

Vocabulary

Places Around a Town or City

Directions

Ground Transportation

Listening

Listening for Specific Information: A Walking Tour of Paraty, Brazil

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

About the Photo

In this photo, we see trains and platforms crowded with passengers at Rio de Janeiro's Central Station. Like many big cities around the world, Rio de Janeiro's train services are more than full at peak times. And, as in other cities, transportation is an issue. Moving so many people around the city for work, school, and other activities is challenging. The photo was taken by Brazilian photographer Rogério Reis, whose work often focuses on urban issues such as poverty, minority groups, and public transportation.

- Write *transportation* on the board and brainstorm forms of transportation (e.g., *bike, bus, train, car, subway, plane*).
- Look at the photo and the caption together. Ask, *Do a lot of people travel by train in Rio?* Have students describe the photo.
- Have students answer the questions with a partner, then share answers as a class.
- Explain that *getting around* means how you travel from one place to another in a town / city / country.
- Go over the unit goals together. For each goal, answer any questions and model or elicit related language. For example, for Goal A, elicit *right* and *left, turn*, and any other related vocabulary students are familiar with. For Goal B, elicit the names of places to visit in the town or city you are in. For Goal D, ask, *Are bikes used in our town / city? Do students use bikes to get around?* For Goal E, write *advice* on the board and have students explain what it is and give examples.

Speaking and Pronunciation

Asking for and Giving Directions
 Yes / No Questions and Short Answers
 Quizzing Classmates about Your City or Country

Reading

A City that Bans Cars on Sundays

Writing

Writing a Reply to a Message
 Describing What to Do in Your City
 Connectors (*and, but, because*)

Video Journal

Star Wars on the Subway

This video features Improv Everywhere—a group of performers who try to make people laugh and have fun in public places—performing the movie *Star Wars*... on the subway.

Vocabulary

As a warm-up, have students look at the map and say what it is and what they can see. Introduce the words *street*, *avenue*, and *block*. To activate any prior knowledge students might have, point to one or two places (for example, the train station and the park) and ask, *What do you do here?*

- A**
- Divide the class into groups of three. Give each student a letter (A, B, or C). Then, assign items 1–4 to A students, 5–8 to B students, and so on. Each student is responsible for matching the activities to the places for their items.
 - Students should then collaborate to complete the exercise, confirming each student's suggestion (see Teaching Tip). Remind them of the useful phrases, *I think it's...; I agree.*
 - Review answers as a class. Check understanding by asking questions (*What do you do at a museum? Is there a museum in our city / town?*).

Teaching Tip: Collaborative Exercises

Sometimes, having students work together to complete an exercise is useful. First, collaboration provides more opportunities for students to use English, as they have to explain their part of the exercise to their group. Second, it changes the classroom dynamic. Students get used to the classroom routine and the sequence of each unit, so sometimes it is good to do things a little differently.

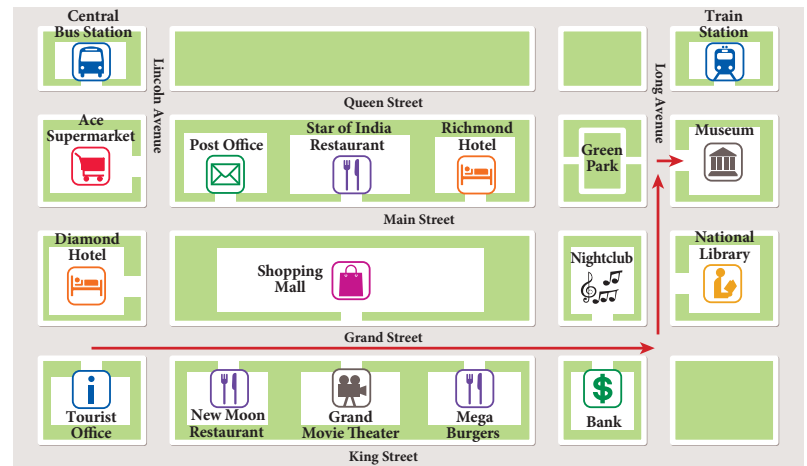
- B**
- Point to different places on the map and elicit examples (e.g., *What restaurants do we have downtown? What movie theater do you go to?*).
 - Point out the example. Then, model the exercise by saying somewhere you go and why (emphasize the use of *because* and your reason to help students notice it).
 - Have students talk about places they go to with a partner.
 - Compare answers as a class.

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 Ace Supermarket
2. Ask for information about the town tourist office
3. Eat a meal (3 places) Star of India Restaurant, New Moon Restaurant, Mega Burgers
4. Look at old objects museum
5. Read a book National Library
6. Stay the night (2 places) Diamond Hotel, Richmond Hotel
7. Watch a movie Grand Movie Theater
8. Send mail post office
9. Get some money bank
10. Go shopping for clothes shopping mall
11. Relax outside Green Park
12. Go dancing nightclub
13. Take transportation (2 places) Central Bus Station, train station



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!

Word Bank: Places in Cities

bus stop	cafe
city hall	department store
drugstore	hospital
newsstand	office building
parking lot	square
subway station	

Grammar: Prepositions of Place and Movement

Prepositions are words that express relationships between things. Here, students learn prepositions that express relationships of location and movement. Prepositions can be confusing for students because many of them can be used in several different ways, and there is often no logical way of deciding which ones to use. Therefore, it can be helpful for students to learn them in categories according to use. For example, prepositions for giving directions, as seen in this unit.

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

- C** • Point out the arrows on the map.
- Play the audio twice as students follow the directions on the map.
- Go over the questions and phrases in the Real Language note. Elicit examples. Ask, *How do I get to the shopping mall? Is the supermarket near here?*

Grammar

Grammar

Introduce the grammar by pointing at the map and asking, *Where is the museum?* Elicit *It's across from the train station.* Elicit further examples about places on the map. Explain the difference between prepositions of place and movement. If possible, take students somewhere in your school where you can have them *go into / out of* a room, *walk up / down* stairs, *go across* the hall / *down* the corridor (see Teaching Tip). Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

- D** • Have students complete the exercise individually.
- Review answers as a class by playing the audio again and having students stand up when they hear the prepositions of place (see Teaching Tip).

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 <i>to be</i> .
---	--

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) near here?
Local: Yes, it's (2) on Grand Street. From the train station, go right on Queen Street and then turn left onto Long Avenue. Walk (3) down Long Avenue for two blocks. Go (4) across Grand Street to the bank. It's (5) on the corner. Turn right and walk one block. The movie theater is on the next block (6) between 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.

Teaching Tip: Movement in the Classroom
 Sometimes, providing opportunities for movement can be beneficial to students and their learning. During any sequence of exercises, physical movement can help students “wake up” and refocus. For students whose preferred way of learning is kinesthetic, movement may also help with learning specific language items.

GOAL CHECK

- Have students look at the map and write down three places they want to go to.
- Assign students to A-B pairs. Make sure students understand where they are on the map.
- Monitor and assist as students give each other directions.

Grammar Practice: Prepositions of Place and Movement

In pairs, have students ask for and give directions to places in the school (for example, the main office, the library, other classrooms, restrooms) from their classroom. Then have them think about places near the school and ask for or give directions from the school to each place. Use the Word Bank for additional vocabulary as needed.

- E** • Tell students they're going to read some directions. Have them complete the exercise individually, then compare answers with a partner.
- Review the answers as a class, having students follow the route on the map with their finger.

Listening

As a warm-up, look at the photo and ask, *Is it a town or a city? Is it old or modern? Where do you think it is?* Provide vocabulary as necessary.

- A**
- Have students look at the map. Point out the streets and say their names. Ask, *Is there a train station? Are there restaurants?* For yes answers, have students call out the name of the place on the map. Elicit or explain the meaning of *travel agency*, *vegetarian*, and *seafood*.
 - Tell students to listen and circle the places on the map. Play the audio.
 - Have students compare answers in pairs, then review as a class. Play the audio again as needed. See Expansion Activity for further practice.

Expansion Activity

Have students mark the route of the tour on the map as they listen. Remind them to listen for specific names and places that will help them. This is a good way of checking that the sequence of directions was understood. It may be challenging for students, as sometimes they won't be able to put a section of the tour on the map until they have listened further. They may have to make logical guesses or infer information that is not stated directly in order to understand. These are things that students will have to do in real-life situations.

- B**
- Go over the statements with the class. Clarify any unknown vocabulary. Students may not be familiar with the difference between a *letter* and a *postcard*. Show examples if possible.
 - Play the audio. Remind students to underline their answers as they listen.
 - Have students compare answers with a partner, then review them as a class. Play the audio again as necessary to clear up any differences of opinion.

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

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

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

Getting Around 77

Teaching Tip: Choice

When possible, giving students a choice in the activities they do gives them an opportunity for autonomy and control in their learning, and can serve to motivate them. Students might base this decision on what they like doing, or which option they think will be easiest or quickest, or they might base it on what they feel they need to practice more (for example, writing versus speaking in English). Either way, what is important is that it was their choice.

Expansion Activity

As a follow-up to the Goal Check exercise, there are several things pairs could do (see Teaching Tip):

1. Design and make a poster advertising their tour.
2. Design and create a brochure with information about their tour.
3. As possible, outside of school, students can video themselves giving the tour.

Have students present their final project to the class.

Pronunciation

Review the idea of *intonation*—how our voice rises and falls as we speak. Say, *Is there a hotel in Paraty? Yes, there is.* Write the question and answer on the board and say them again. Draw arrows on the question and answer to show the intonation (rising at the end of the question; falling on *Yes* and *there is*). Explain that being aware of intonation will help them sound more natural in English.

- C**
- Play the audio as students read the examples.
 - Replay the audio and have students repeat each example.
 - Call on pairs of students to say each item. Help with intonation as needed.
- D**
- Have students practice saying the questions and answers with a partner. Walk around, helping pairs with any difficulties. Make sure they switch roles so that both students practice the questions and answers.
 - Call on student pairs to read a question and answer to the class.

Communication

- E**
- Go over the questions as a class, clarifying any unknown vocabulary.
 - Make sure students understand they're talking about their town or city this time. Give them time to think about their answers and write a few notes.
 - Have students discuss in pairs, using the questions to guide them. Monitor and assist as needed.
 - Call on volunteers to tell the class about the places in their partner's description.

GOAL CHECK

- Go over the steps as a class.
- Assign students to pairs and have them brainstorm a list of possible places for the tour.
- Have students carry out steps 2 and 3. Monitor and provide vocabulary as needed.
- Have pairs join to make groups of four, then carry out their tours.

Language Expansion

As a warm-up, write *airport* on the board and have students explain what it is and what people do there. Ask, *How do people travel to and from the airport?* Prompt with suggestions as needed (e.g., *Walking? By taxi?*).

- A** • Have students read the questions. Check understanding. Have them answer individually.
 - In pairs, have students compare answers. Then, check as a class. Answer any vocabulary questions.
 - Ask, *Is airport transportation cheap or expensive? Fast or slow?* Elicit students' opinions.
- B** • Point out *cheap* and *expensive* and the two corresponding prices.
 - Have students use the information in **A** to complete the chart, then compare answers as a class.
 - Survey the class to find out which form of transportation students prefer. Say each form and have students raise their hands.
- C** • Individually, have students complete the exercise. Encourage them to use dictionaries as necessary to help them understand *required*.
 - Have students compare and discuss their answers with a partner.
 - Tell students that they will confirm their answers after studying the grammar chart (see Teaching Tip).

Teaching Tip: An Inductive Approach

When working with new vocabulary or grammar, we often present and explain it to students, and then have them practice it. However, it is also a good idea to have students work out the meaning and use of the new language themselves, as they do in **C**. Students can work out the "rules" themselves and then practice the new structures. This is called an inductive approach and can be a good way of introducing new language that is not too complicated.

GOAL Compare Types of Transportation

Language Expansion: Ground Transportation

A Read the website and answer the questions.

1. Where do the types of transportation leave from?
The airport
2. Where does the bus go to?
Central Station
3. How long does a taxi take?
About 30 minutes
4. How much does the subway cost?
\$2.50
5. What do you need to rent a car?
Your passport and driver's license

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

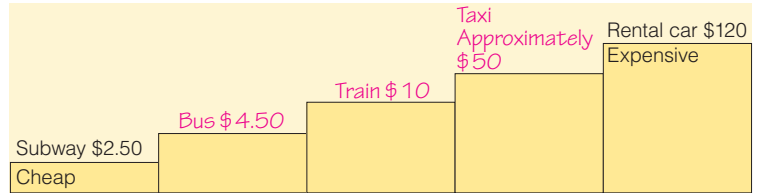
Rent a car. You have to have a passport and driver's license. \$120 a day



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.

1. You have to have your passport.
2. You have your passport.

Which sentence means:

- a. Your passport is with you now. 2
- b. You need your passport with you at the airport. It's required! 1

Grammar

Introduce the grammar by saying, *We have some rules in our school.* Elicit or provide an example: *You have to go to class every day.* Elicit more examples and write them on the board. Explain that we use *have to* for rules and obligations. Direct students' attention to the chart and remind them of the two forms of *have* and the use of *do / does* for questions and *do / don't / does / doesn't* in short answers. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

Word Bank: Using Transportation

bus stop	fare
line	rush hour
schedule	stop
subway station	ticket
transfer	transit pass

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

*Have to is used to show obligation.

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

- A:** Do we have to take a bus? **B:** No, we have to take a train.
- A:** Do I have to change trains? **B:** Yes, you do.
- A:** Does Susana have to take the subway? **B:** No, she has to rent a car.
- A:** Does he have to go to the meeting? **B:** No, he doesn't.

Conversation

E 39 Listen to the conversation. Where does the tourist have to go? How long does it take?
the airport, about an hour

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
Bus		
Taxi		
Subway		
Train		

- 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?

Getting Around 79

- D** • Elicit the different forms of *have* and *do*. Refer students to the chart as necessary.
- Have students complete the exercise individually before comparing answers with a partner.
- Review answers as a class, writing them on the board.

Conversation

- E** • Write the questions on the board. Have students close their books, then play the audio.
 - Replay the audio as students read and confirm their answers.
 - Point out the information in the Speaking Strategy note and have students underline the examples in the conversation. This helps them notice how the language is used in context.
- F** • Have students take turns role-playing the conversation in pairs. Set a time limit so everyone is ready at the same time to move on to the next step.
 - Point out the underlined words and phrases and elicit other possible options. Model a new conversation with the class. For example, say, *Excuse me, how do I get to the museum?* Elicit a response from the class and continue the conversation.
 - Have students create new conversations with a different partner. Monitor and assist as needed.
 - Call on volunteers to present their conversation to the class.

GOAL CHECK

- Go over the directions and check understanding. Give students time to complete their column. Complete the column yourself on the board.
- Model the exercise with a student by asking, *How much is the bus?* and *How long does it take?* Complete the table with the student's information.
- In pairs, have students ask each other about their transportation and complete the second column in the table. Monitor and assist as necessary.
- Ask different students, *Is your partner's transportation fast or slow? Is it cheap or expensive?*

Grammar: Have to

Have to is one way to express obligation in English. It is more common and less formal than *must*, and is used in all tenses. *Don't / Doesn't have to* expresses a lack of necessity:

We have to hand in our homework. Our teacher checks it.

We don't have to hand in our notebooks. Our teacher doesn't check them.

Grammar Practice: Have to

What are the rules in your class? Have students work with a partner to write as many rules as they can with *have to* and *don't have to* (e.g., *We have to speak English with our partners.*). Call on student pairs to read their lists to the class, then discuss any interesting "rules" you hear. With a partner or in small groups, have students think of other places where there are rules and write a list using *have to*. For example, at an airport, at school, at the library, at a hospital.

Reading

As a warm-up, brainstorm ways people get around a city. Compile a list on the board. For example, *walking, bicycle, subway, train, tram, bus, car, taxi*. Ask individual students, *In your city, is the subway cheap? ... are taxis expensive? ... are buses slow?* Leave the list of city transportation on the board.

- A**
- Look at the photo as a class and describe it.
 - Point out the title and explain that *bans cars* means cars can't go there.
 - Have students answer the questions with a partner.
 - Confirm answers as a class.
- B**
- Tell students that the first time they read they don't need to worry about understanding detail; they only need to skim the text to understand the main idea of each paragraph (see Reading Strategy).
 - Allow students one minute to skim the paragraphs and identify the main ideas.
 - Have students compare answers with a partner, then review answers as a class.

Reading Strategy: Skimming

Skimming is an effective strategy for learners to understand the main ideas of a text without reading it in detail. By skimming, students realize they can get the gist of a text without understanding the entire thing. This can help reading seem less overwhelming. Skimming is also a good study skill in general, as it helps students identify the parts of a long text that they might want to read more carefully.

- C**
- Go over the example. Ask, *Why is Europe incorrect in this group?*
 - Have students complete the exercise with a partner.
 - Review the answers as a class, having students say why each word is incorrect.

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? *It's Sunday. The city bans cars on Sundays, so there aren't any cars.*

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

- Paragraph 2 is about how local people have fun at Ciclovía.
- Paragraph 1 is about transportation in Bogotá.
- Paragraph 3 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.

1. What do these numbers refer to in paragraph 1?
 miles of roads, buses, taxis, motorcycles, cars
 75 9,000 50,000 500,000 1,600,000

- What can you do at a "Fun Stop"?
Listen to musicians playing salsa, do an aerobics class, eat delicious food
- Why does Bibiana Sarmiento think Ciclovía is a good idea? Do you agree with her?
Because motor vehicles make way for human beings. Citizens take over the public space.

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 ...



For Your Information: Bogotá's Ciclovía

The *Ciclovía* has now been running for several decades. During that time, it has grown and evolved and is used by more than 1.3 million people every Sunday. Jorge Mauricio Ramos, who managed the *Ciclovía* for 10 years, believes it is part of Bogotá's cultural heritage. The *Ciclovía* has led people to see the streets of Bogotá in a completely different way. Having the weekly freedom of the *Ciclovía* helps children see that streets are not just for cars and buses; they are for people, too.



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

Getting Around 81

- D • Go over the questions and have students underline key words. Tell them that this time they are going to read the article for details. Point out the definitions at the end of the text to help them with new vocabulary.
- Give students time to read and answer the questions. As students finish, have them compare answers with someone else who has already finished (see Teaching Tip).
- Review answers as a class, having students point out where in the text they found each answer. Call on different students to share their opinions about the *Ciclovía*.

Teaching Tip: Fast Finishers

Students don’t all read at the same speed, so invariably some students will finish exercises before others. It is therefore a good idea to have a task for students who finish first so that they stay focused and don’t distract others who are still reading. One simple way of dealing with this (that involves no extra preparation) is to have them quietly find someone else who has also finished, compare answers, and help each other with any unknown vocabulary.



GOAL CHECK

- Go over the questions in step 1 with the class and check understanding.
- Assign students to pairs and have them brainstorm their ideas for each question.
- After they have brainstormed, have them write the information down in a clear and attractive manner to present their plan to another pair. If possible, have students create a poster that presents their Bicycle Way plan.
- Point out the examples in step 2, then have pairs join to make groups of four and present their plans to each other. See Expansion Activity for further practice.

Expansion Activity

Prepare a chart with the names of each pair from the Goal Check in one column and columns for students to write notes about each Bicycle Way plan: *Day / Days*; *How often*; *Number of Miles*; *Fun Stops*. Display the plans around the classroom for students to look at and take notes to complete the chart. Students can then read their notes and vote for the best plan. Have students explain why they think the plan they chose is the best.

Communication

As a warm-up, review *have to* and *rules*. Ask, *What rules are there in this school / city / country?* For example, *You have to be punctual. You have to separate your trash.* Point out the lesson goal. Explain that if someone is coming to visit your school / city / country, you need to give them advice about the rules.

- A**
- Go over the questions and check understanding.
 - Assign students to pairs.
 - Give students 3 to 5 minutes to discuss and answer the questions with their partner.
 - Have students check their own answers. Ask, *Which rules are surprising or unusual?*
- B**
- As a class, discuss the first question, relating it to the country you are in. Ask, *Do we drive on the right or the left here?*
 - Assign students to groups of three or four to discuss the questions. Have them identify which rules are the same and different in their country and explain any differences. Tell them that someone from each group will be called on to tell the class what they talked about.
 - Call on one student in each group to report their conclusions to the class (see Teaching Tip).

Teaching Tip: Numbered Heads Technique

For the feedback stage of group work, the numbered heads technique can be useful as it ensures that students don't know who will be called upon to report back to the class. In this way, they are more likely to pay attention to the group's discussion as they know they may have to tell the class about it. After assigning groups, number each member of the group. Then, when getting each group's response, randomly choose a number. The person in the group with that number is responsible for responding.

- C**
- Assign students to pairs to create their quiz. Monitor and check their questions. Provide vocabulary as needed.

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.

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

- Why is Luis in Denmark?
Because he has some meetings for work
- What places are there in Copenhagen?
Museums and art galleries
- What's the best way to get around the city?
On a bicycle

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. 5. There is a ban on chewing gum. 6. Twice. But it is different in other parts of Brazil. 7. Yes, you do. It's important to be punctual in the US.

- Encourage students to write more questions if they can.

- D**
- Have pairs join and ask each other the questions from their quizzes.
 - When they have finished, call on different pairs to ask you a question from their quiz.
 - If you are from a different country, you could also prepare a quiz for them about your country.

Writing

- E**
- Have students look at the photo and describe the city. Ask, *Where is this?* Point out the caption as necessary.
 - Have students look at the emails quickly and tell you who lives in Copenhagen.
 - Go over the questions, then have students read the emails.
 - Review answers as a class. Review numbers by asking, *What's Lars's phone number?*



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.

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

GOAL CHECK Give Advice to Travelers

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

Getting Around 83

- Remind students to use the message from Lars in **E** as a model when they write their reply.
- Finally, have students exchange messages and give each other feedback. Encourage them to help each other with other aspects, too, such as the ideas they want to express, spelling, and grammar.

Teaching Tip: Brainstorming Before Writing

Whenever possible, it is helpful to give students some time to prepare and plan their ideas before writing. This can be done by having them talk about the topic with a partner or by having them brainstorm ideas and write down key words and phrases, as in the Goal Check. This gives students a starting point when they begin writing their text, so it is less overwhelming.

- F**
- Have students underline *and*, *but*, and *because* in the emails.
 - Go over the explanations in the Writing Skill box. Write on the board:
Take the subway downtown _____ it is fast.
You have to take the subway _____ a bus to get to the airport.
Trains are fast and comfortable, _____ they are expensive.
Elicit the answers from the class.

Writing Skill: and, but, because

Coherence is an important part of any text, so it is important that students know how to connect ideas within sentences. We do this with words that act as signals to the reader, such as *and*, *but*, and *because*. They tell the reader what to expect and so facilitate understanding. In this case, they show whether it is additional information (*and*), contrasting information (*but*), or a reason or explanation (*because*). These words help organize the text by making it coherent.

- G**
- Go over the example and check understanding of *because* by asking questions. For example, *Where is the person? Is she at work? Why isn't she at work?*
 - Have students complete the exercise, then compare answers with a partner.
 - Review answers as a class, asking questions to confirm understanding. For example, *Are taxis fast and cheap?*

GOAL CHECK

- Go over step 1 and make sure students understand that the message is to them and that they are going to reply.
- Go back to the emails and point out the second one, the reply.
- Have students brainstorm ideas and write notes for each item in step 1 before they write their message (see Teaching Tip).

Video Journal

About the Video

In this video, iconic *Star Wars* characters Princess Leia and Darth Vader (and his stormtroopers) appear on the New York City subway. In the subway car, they reenact the first scene between Princess Leia and Darth Vader in the original *Star Wars* movie, and Princess Leia is arrested and removed from the train by the stormtroopers, much to the other passengers' surprise.

This scene is a performance by Improv Everywhere, which creates different kinds of performances to carry out in public places. Since starting in 2001, Improv Everywhere has carried out many "missions" involving tens of thousands of "undercover agents." The scenes they create are staged in a wide variety of public places, such as streets, parks, stations, and stores. The aim is to make people laugh and enjoy a moment of entertainment.

- A** • Write *movies* on the board and elicit students' favorite characters. Write them on the board. Ask, *Why do you like them?* Prompt students to use *because* in their answers.
- Assign students to groups of three or four; give them roles as necessary (for example, organizer, note-taker, and speaker). Monitor and assist with understanding of the questions.
 - Have the group speakers share answers, and compare them as a class.
- B** • Look at the photo together and ask, *Are these characters familiar to you?*
- Answer the questions as a class.
- C** • Go through the questions as a class. Explain *perform*, *put on*, and *wait* as needed.
- Play Part One of the video. Encourage students to take notes as they watch.
 - Give students time to complete their answers, then have them compare with a partner. Play Part One again for students to double-check their answers before reviewing answers as a class.
 - Replay the video as necessary to confirm answers.

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?
New York City
2. What does Improv Everywhere want to make people do?
Laugh and think about their daily lives in public places
3. Where does Improv Everywhere perform?
In public places
4. Where do they perform *Star Wars*?
On the subway
5. What do the actors put on?
Costumes
6. Do they have to wait at the same station?
No, they don't.



Teaching Tip: Note-taking

Taking notes as they watch is a useful strategy for students. These notes can help them clarify their understanding afterwards. They shouldn't worry about correct spelling; what is important is noting key words and ideas as they hear them. It is easy to get lost when listening in English and taking notes can help students both stay focused while listening and be able to check key ideas at the end that they might otherwise forget.

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.

4 The stormtroopers take Princess Leia to the doors.

2 She reads a book.

5 Darth Vader gets on the train.

7 The stormtroopers and Princess Leia get off the train.

6 Princess Leia and Darth Vader talk to each other.

3 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.

D

- Go through the actions, then play Part Two of the video.
- Encourage students to try to write the numbers as they watch.
- Review answers as a class.
- Play parts one and two together for students to confirm their understanding of the topic as a whole. Clarify that Improv Everywhere is a group of people who do the performances for fun.

E

- Have students read and discuss the questions with a partner. Monitor and provide vocabulary as needed.
- Tell the class what makes you laugh, then call on volunteers to say what makes them laugh.
- See Expansion Activity for further practice.

Expansion Activity

Have students research other Improv Everywhere performances. Tell them to watch three and choose the one they think is the best or funniest to tell the class about. The research can be done in or out of class depending on time and resources. Once students have chosen one to talk about, have them tell a partner, a small group, or the whole class, depending on which is most appropriate for your class size. Students should say where the performance takes place, what happens, how many actors there are, and if there are costumes.

F

- Go over the questions with the class.
- Give students the option to work in the same groups as in **A**, or to make new groups. Point out the name of the group, Improv Everywhere, and ask students to give their group a name.
- Monitor and help with ideas as students plan their performance.

G

- Create a table with five columns: *name*; *where*; *movie*; *actors*; *costumes*. Have each group present their performance plan to the class. Students should complete the table as they listen to each group's plan.
- See Expansion Activity for further practice.



85

Expansion Activity

Depending on your students, the context of the school, and whether it would be appropriate, you could have students adapt their plan from **F** and do their performance at school. It could take place during recess in a corridor, the cafeteria, or the library. In order to do this, have groups plan their performances with more details, choose a location at school, decide what the dialog will be, and practice the performance.

Unit Theme

In many parts of the world, working hours are gradually becoming shorter; eight-hour days are changing to six-hour days, the five-day week may change to a four-day week. Whatever their workday schedule, people have some free time. Some of the activities they pursue in their free time are the same as those enjoyed by previous generations: spending time with family and friends, relaxing at home, watching movies, or playing sports. Others are new and based on technological changes: following social media, playing video games with online opponents around the world, or binge-watching series on the internet. Although there will be some local differences, many of the activities we do in our free time, and the hobbies we have, are shared by people around the world.

Unit Overview

In this unit, students will learn to talk about their free time and the activities they do for leisure.

Lesson A introduces the vocabulary for free-time activities and the present continuous to be able to talk about activities happening at the moment of speaking. Lesson B focuses on words and expressions for making a phone call. Lesson C introduces *can* to express ability and the vocabulary to talk about different sports. Then, in Lesson D, students will read and talk about hybrid sports and the rules for different games and sports. In Lesson E, students will write questions for a job application form and carry out an interview. Finally, in the Video Journal, students will watch Danny MacAskill, a bike rider who likes biking challenges.

Free Time



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

86

UNIT 7 GOALS

- Identify Activities Happening Now
- Make a Phone Call
- Talk about Abilities
- Explain How to Play Something
- Interview People

Grammar

Present Continuous
I'm not watching TV. I'm reading.
 Can for Ability
He can't play the guitar. He can sing.

Vocabulary

Pastimes
 Sports

Listening

Listening for Specific Information: Telephone Conversations in Different Contexts

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

87

About the Photo

Lake Dukan is a large reservoir that is a popular destination for vacations and day trips during the warm season. Local families, tourists, and students head there from the nearby city to enjoy their free time. The photo was taken by Russian photographer Yuri Kozyrev, who has focused on documenting the different sides of conflict around the world. He has received many international awards for his work. His aim is to raise awareness about critical issues such as migration and climate change.

- Write *free time* on the board and elicit an explanation of what it is. As necessary, prompt with the questions, *What do you do when you are at school / work? What do you do when you are not at school / work?*
- Have students answer the questions with a partner, then share answers as a class. Compile a list of the group's free-time activities.
- Go over the unit goals, answering any questions and modeling or eliciting related language. For example, for Goal A, refer students to the list of activities on the board and ask, *Are you (watching a movie) now? What are you doing?* Elicit or prompt *studying / talking / learning*. For Goal B, elicit what we say when we introduce ourselves on the phone in English (i.e., *Hello, this is...*). For Goal C, elicit the names of several sports and games. For Goal E, write *questions* on the board and elicit *Wh-* question words, *do* and *does*, and *are* and *is*. Have students call out a question and have another student answer it.

Speaking and Pronunciation

Having a Phone Conversation
Asking and Answering Questions to Fill out an Application Form and Do a Job Interview
Connected Speech

Reading

Hybrid Sports

Writing

Writing a Job Application Form
Question Forms (simple present, present continuous, questions with *can*)

Video Journal

Danny's Challenge

This video from National Geographic shows stunt cyclist Danny MacAskill as he does tricks on the streets of Edinburgh, Scotland.

Vocabulary

As a warm-up, have students look at the photos. Elicit any activities that students already know. Point at different photos and ask, *Do you do this in your free time? What about this?* Have students raise their hands if they do the activity in their free time.

- A** • Have students write their answers. Then play the audio, having students repeat each activity.
- Review parts of speech with students by writing *have*, *book*, and *interesting* on the board. Have students identify which one is an adjective, a verb, and a noun. Then, ask students to underline the verb in each activity. For example, go to the movies.

- B** • Point out the information in the Real Language note. Elicit other expressions students know with *go*, *play*, or *take*. For example, *go home*, *play soccer*, *take a shower*.
- Point out the example. Make sure students understand that these are different activities that use the verbs in **A**.
- Have students complete the exercise and compare answers with a partner. Check answers as a class. Explain that knowing the nouns that a verb is often used with is a useful way of broadening vocabulary knowledge.

- C** • Briefly review the adverbs of frequency. Write on the board *0%*, *50%*, and *80%* and have students match them to the adverbs *often*, *sometimes*, and *never*.
- Copy the table onto the board and write a few items in the columns about yourself. Then, have students work individually.
- Assign pairs to compare how often they do the activities.
- Review answers as a class and find out what the most and least popular activities are.

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. go to the movies



2. watch TV



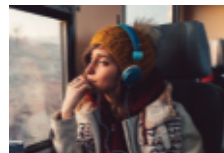
3. play the guitar



4. read a magazine



5. shop for clothes



6. listen to music



7. cook dinner



8. talk to friends

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. <u>play</u> the piano |
| 2. <u>cook / go to</u> lunch | 6. <u>watch</u> a movie |
| 3. <u>read</u> a book | 7. <u>listen</u> to a podcast |
| 4. <u>shop</u> for food | 8. <u>talk / listen</u> 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:

Word Bank: Activities

- clean the house
- go to a concert
- hang out with friends
- paint a picture
- play video games
- text friends
- watch a series / an episode

Grammar: Present Continuous

The present continuous is used to talk about things that are happening at the moment of speaking: *I'm watching a movie right now*. It contrasts with the simple present, which is used to talk about habits and facts: *I always watch movies on the weekend*. Depending on students' language background, the use of *be* as an auxiliary verb may seem unusual and they may forget to use it. It is important to help them notice it by, for example, having them circle the forms of *be* in the exercises and in their examples. Point out the spelling rule for verbs ending in consonant-vowel-consonant: *running*, *swimming*.

Grammar

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

*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. a 2. I often listen to music. b

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

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

Dave: Hi, Mom.

Mom: Dave! (1) Are you walking (walk) home now?

Dave: No, I'm not.

Mom: What (2) are you doing (do)?

Dave: I'm at Paul's. We (3) 're listening (listen) to music, and we (4) 're playing (play) video games.

Mom: Well, don't be late!

Is she playing the piano?

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

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

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!

Free Time 89

Grammar Practice: Present Continuous

In pairs, have students write at least four statements, including negatives and affirmatives, and at least three questions. Monitor and check for accuracy. Then, have students write their sentences on larger pieces of paper and cut them up, so they have one or two words per small paper. Have pairs exchange scrambled sentences and unscramble them. To make the exercise more exciting, if appropriate, allow one student in each group to use their cell phone stopwatch to see which pair can unscramble the fastest.

Teaching Tip: Getting Feedback

When getting feedback or wrapping up exercises, it is a good idea to say a student's name at the end of your question. Or, when having students ask questions, allow them to ask the question before nominating another student to answer it (as suggested in **G**). By doing this, students will be encouraged to pay attention to questions because they won't know who will be called upon to answer. If students already know who has to answer, they may not pay attention.

Grammar

Introduce the grammar by pointing at each photo in **A** and asking, *What are they doing? Is he watching TV / cooking dinner?* Elicit short answers: *Yes, he is. / No, he isn't.* Model the negative by saying, *He / she is not (watching a movie).* Review the form of *be* for each subject pronoun in the chart. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

D • Have students complete the exercise individually.

- Review answers as a class. Call on students to say something about themselves using both tenses. For example, *I'm practicing English. I always do my homework.* Write their examples on the board and have the class help correct them as necessary.

E • Have students complete the exercise, then compare with a partner.

- Review answers as a class. Have students do the Grammar Practice exercise as time allows.

F • Have students complete the conversation.

- Play the audio, then review answers as a class.
- Ask questions to confirm understanding. For example, *Is Dave at home? Where is Dave? What is he doing?*

G • Model the exercise with a student, using the examples.

- Assign students to pairs to ask and answer questions.
- Call on students to point to a photo and ask a question. Nominate students randomly to answer (see Teaching Tip).

GOAL CHECK

- Model the exercise by miming an activity for the class to guess.
- Assign students to pairs. Remind them that the person doing the activity can't say anything. Monitor and check for the correct use of *You're + -ing* form of the verb.
- Call on volunteers to mime an activity for the class to guess.

Listening

As a warm-up, introduce the topic of phone calls by asking, *When / Why do you make phone calls?* For example, to say hello to family or friends, to ask for information about something, or to make an appointment. Provide vocabulary as necessary. You can also ask questions with adverbs of frequency: *How often do you make phone calls? How often do you call your mom / dad / best friend? Who do you talk to on the phone every day / week?*

- A** • Discuss the photos as a class. Prompt students to use the present continuous to describe what the people in each photo are doing. For example, *This man is writing. That man is using his phone.*
- B** • Go over the directions, then play the audio. Remind students to write their answers as they listen.
- Review answers as a class. Have students explain what information in the conversations helped them match the photos (see Listening Strategy).

Listening Strategy: Identifying Context

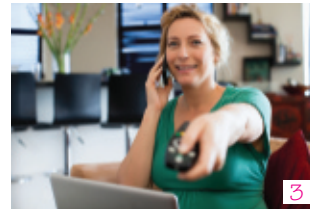
When listening, understanding the situation and where the speakers are is very helpful for students' comprehension. As they listen, certain words or expressions will help them figure out who is speaking and where they are, as in **B**. Having a context then helps them make sense of what and who they're listening to, and they can more easily make logical guesses about words or ideas that they don't hear or understand. Students will be more effective listeners if they get into the habit of thinking about the context of an audio exercise before, during, and after listening.

- C** • Have students answer the questions before they listen.
- Replay the audio and confirm answers. Where possible, ask follow-up questions (e.g., for item 3, ask, *What does Kenny do?*; for item 4, ask, *How do you know?*).
- D** • Say the expressions in the Real Language note and have students repeat them.

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.

- Are Tracey and Kenny riding bikes? No, they are driving.
- Why doesn't Kenny want to talk? Because he's driving, and it's dangerous.
- Does Kenny say goodbye? No, he doesn't.
- Does Mandy know the caller? No, she doesn't.
- Does she want to talk to him? No, she doesn't.
- Does Mandy want him to call back? No, she doesn't.
- Can Julia hear Ahmed? No, she can't.
- Where is Julia? She's at home.
- Is Julia talking to friends? No, she's watching TV.

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

- You can't hear someone. Can you speak up?
- You don't know the caller's name. Who's calling / speaking, please?
- You can't talk at the moment. Sorry, but I'm busy. / Can I call you back?
- You're answering the phone. Hello, this is ...
- You want to speak at a different time. Can I call you back? / When is a good time to call?

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?

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.

- Have students match the expressions to the situation individually, then compare with a partner (see Teaching Tip).
- Review answers as a class.

Pronunciation

Point to the third photo in **A**, and ask, *Where is Julia?* Elicit, *She's at home.* Write it on the board and say it. Ask, *Which two words sound like one word?* Repeat as necessary, then link *She's_at* on the board. Go over the explanation in the box and answer any questions.

Teaching Tip: Useful Expressions

As we have seen before, it is helpful for students to learn chunks of language for specific situations, rather than just isolated words. Useful expressions, such as those in **D** for using the phone, help students broaden their vocabulary and be more fluent in communicative situations. At this level, students don't need to understand the grammar of these expressions (for example, the use of the modal *can*, which students may not be familiar with yet, or the phrasal verb *speak up*); they only need to understand the meaning of the expression as a whole.

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.

Free Time 91

Teaching Tip: Error Correction

Some students may express the desire to be corrected whenever they make a mistake. Explain to students that in some exercises you will correct them immediately, but that in others, where you want them to focus on speaking fluently, as in the Goal Check, you will wait until the end to give them feedback. At the end, write examples of common errors you noticed on the board and have students correct them. This can be done as a whole class in pairs, or in small groups: what is important is that students themselves work out how they should have said something.

Expansion Activity

For further practice of the present continuous, students can use their charts in **G** to find people who do the same activities at the same time and on the same day. Write on the board, *It's ___ o'clock on (Saturday)*. Then, write *What...* and elicit the question, *What time is it?* Tell students one of the times from the chart and have them mingle in the classroom asking and answering to find people they have activities in common with.

- E** • Play the audio and have students read the items as they listen.
- Replay the audio and have students repeat each statement or question.
- F** • Ask students to close their books. Tell them to write down the number of words in each statement or question they hear. Play the audio.
- Review answers as a class. Play the audio again as necessary.

Communication

- G** • Review how to say times aloud and have students ask you, *What are you doing at (eight o'clock) on Saturday?* Then repeat for the other five times in the chart, completing the chart for yourself on the board.
- Have students complete their charts. Provide vocabulary for different activities as necessary.

GOAL CHECK

- Model the example by standing back to back with a student and having them “call” you. Use information from your chart to answer.
- Have students form pairs with someone they haven't worked with in the past. If space allows, have them sit back to back to make their calls. Alternatively, if appropriate, have students use their phones to call each other.
- Monitor and prompt students to continue their conversations. Note any common difficulties with the use of the present continuous and give feedback at the end of the exercise, or develop an error correction exercise to use next class (see Teaching Tip).

Language Expansion

As a warm-up, write *sports* in a circle in the middle of one section of the board. Elicit any sports students already know in English and create a mind map. It doesn't matter if there are only a few words in the map (or even none!); students can add to it after **A** and during the lesson.

- A**
- Have students complete the exercise individually, then compare answers with a partner. Encourage them to use a dictionary for new words.
 - Check answers as a class. Say each sport and have students repeat.
 - Encourage students to add any new sports to the mind map on the board.
- B**
- Go over the information in the Real Language note. Point out the list of activities and their verbs in the chart.
 - Explain that *ever*, in the question, means "at any time." Have students complete the chart with their own answers. Make sure they use adverbs of frequency.
 - Have students interview two people to complete the chart.
 - Call on students to tell the class about one or two activities their partner does.

Grammar

Introduce the grammar by using information about students' abilities from the chart in **B**. For example, *(Lev) can ski. I can't ski.* Ask a student, *Can you ski?* Prompt with the short answer, *Yes, I can. / No, I can't.* Repeat for several other activities in the chart. If you feel your students are comfortable with the new structure, elicit examples from them. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

Word Bank: Sports

- | | |
|--------------|-------------|
| baseball | basketball |
| boxing | car racing |
| diving | ice hockey |
| martial arts | rowing |
| surfing | waterskiing |
| windsurfing | wrestling |

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. swim



2. play soccer



3. run



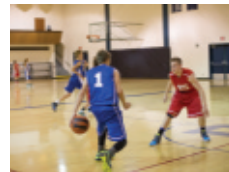
4. skateboard



5. play tennis



6. ride a bike



7. play basketball



8. ski

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 can swim.	He cannot swim. She can't play guitar.	Can you ski?	Yes, I can . No, I can't .

Grammar: Can for Ability

English has several ways to express ability, including *can*, *know how to*, and *be able to*.

Can is the most general and simplest expression of ability. (*I can play the piano. I can run one mile in six minutes. I can meet you at ten o'clock.*)

Can is pronounced /kən/ at the end of a statement (e.g., *Yes, I can.*). In *can't*, the /ə/ sound is shorter. *Can* usually becomes /kən/ in questions and affirmative statements because it is not stressed (e.g., *Can I help you?* and *We can do that.*).

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

- I _____ swim.
- I _____ play soccer.
- I _____ play golf.
- I _____ ski.
- I _____ play tennis.

D Complete the conversations.

- A:** Can you play volleyball?
B: No, I can't, but I can play soccer.
- A:** Can Damien swim?
B: Yes, he can.

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!

Rosa can speak English and play the guitar. Yumi can play the piano. Julie can ski and play soccer.

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

- Prepare three *Can you...?* questions about different abilities (e.g., sports, musical instruments, languages, etc.).
- 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?

- 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!

Free Time 93

Grammar Practice: *Can* for Ability

Say, *He can fly. He can jump over buildings. Who is he?* (Superman) If students can't guess, let them ask questions with *Can he...?* until they find the answer. Give students time to write a similar description for an animal or person. Divide the class into groups and have students read their descriptions for the group to guess. Have each group choose a description for the class to guess.

- Have students carry out their interviews in pairs. Monitor and assist as necessary.
- Finally, have pairs join to make groups of four, and share their partner's information.
- Call on volunteers to share with the class.

- C** • Individually, have students complete the exercise.
• Call on students to share one of their sentences. Ask questions to check the use of *can* / *can't*.

- D** • Have students complete the exercise individually before comparing answers with a partner.
• Review answers as a class, writing them on the board. Model the conversation with a student and help students notice how the pronunciation of *can* varies, depending on whether it is a question or an answer.

Conversation

- E** • Have students close their books. Then write the question on the board. Explain that there are three speakers, then play the audio.
• Have students open their books. Replay the audio as students read and confirm their answers.
• Point out the information in the Speaking Strategy note and have students underline the examples in the conversation.
- F** • Have students take turns role-playing the conversation in groups of three.
• Monitor and assist with the use and pronunciation of *can*.
- G** • Point out the underlined words and phrases, and elicit other possible options (e.g., *Great! I can skateboard*).
• Have students create new conversations in their groups. Monitor and assist as needed.

GOAL CHECK

- For step 1, elicit a couple of questions with *can* and write them on the board. Give students time to write their questions. Set a time limit, so students will be ready for step 2 at the same time.
- For step 2, model the exercise with a student, asking them your three questions and how well they can do the activities.

Reading

As a warm-up, show images of people juggling and boxing, as well as playing chess, frisbee, and table tennis. Elicit or provide the name of each sport and write it on the board. Ask questions about these sports. For example, *Do you play chess? Can you juggle? What do you need to play table tennis?* Write vocabulary on the board as it comes up. For example, *ball, net, gloves, board (game).*

Reading Strategy: Pre- / While- / Post-Reading

Reading long texts can be challenging for learners at this level. Therefore, it is important to provide the support needed to make the content accessible. The sequence of pre-reading warm-up, while-reading (**A** and **B**), and post-reading (**C**—Goal Check) exercises provides the scaffolding students need to be able to understand the article. Before reading, students need to be introduced to the topic and some of the vocabulary they may find. Then, to help them focus and avoid feeling overwhelmed, they need specific, achievable tasks to do while they read. For example, in **A**, students read only the first paragraph to identify the main idea of the article. The post-reading exercises then focus on students' understanding of specific details and, finally, on personalization of the topic.

- A**
- Look at the photo as a class and ask, *What are they doing? What is the article about?*
 - Have students read the title and the first paragraph, then answer the question.
 - Discuss the answer as a class.
- B**
- Have students guess the answers before they read. Then, remind them to underline words they don't know while they read, but to keep on reading.
 - Have students check their predictions and then compare answers with a partner.
 - Review answers as a class.
- C**
- Have students find each word in the article and circle it.
 - Have students complete the exercise, then compare with a partner.

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? *games with rules from two or more different sports and activities*

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

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

C Match these words from the article to the definitions.

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

D Answer these questions in groups.

- What is the most popular sport in your country?
- Do you have a favorite athlete or team?
- 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

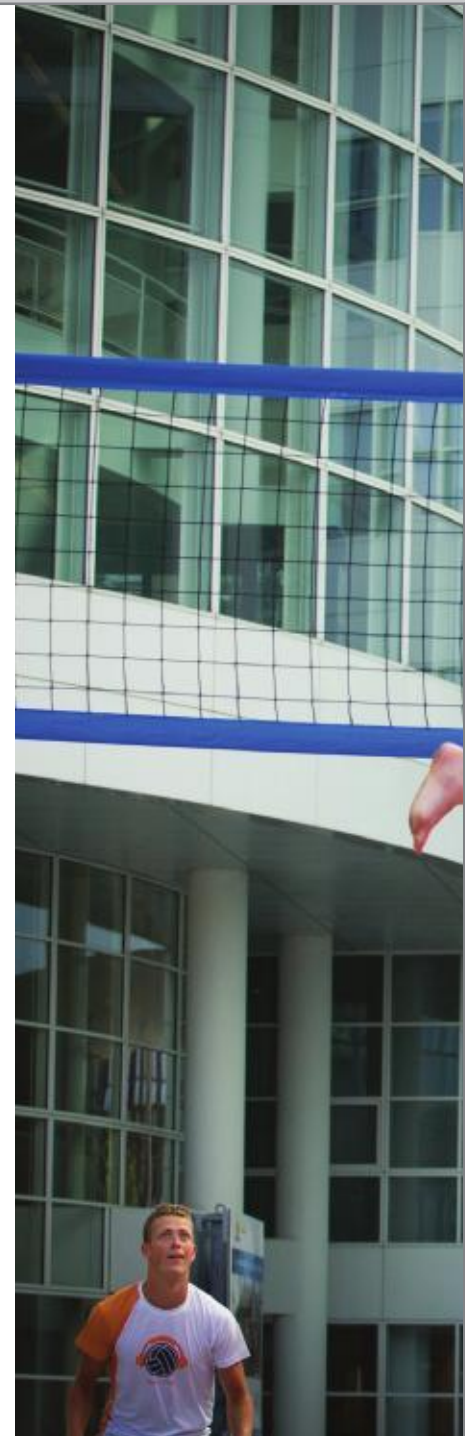
- In pairs, choose a sport or game and write two or three rules for it.
- Join another pair and read your rules. Can you guess the sport or game?

94 Unit 7

- Review the answers as a class.
- Finally, check if students still have any underlined words (from their first reading, in **B**) that they don't understand. Write them on the board and, as a class, clarify the meaning by looking at the context.

For Your Information: Bossaball

Bossaball was invented by Filip Eyckmans, a Belgian tennis player and soccer fan with a passion for music. Eyckmans has lived in Spain for many years and is a frequent traveler to Brazil. In Bossaball, he has succeeded in combining his love of sports and music: bossaball is a mixture of volleyball, soccer, gymnastics, and capoeira, accompanied by upbeat music. All together, it creates an energetic and fun experience for both spectators and players. It is played on an inflatable court with a trampoline in the middle on each side of the net.





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

Free Time 95

Expansion Activity

Have students choose one of these options:

1. Research a sport they have never played. Have them find out:
 - where the game originated
 - what countries it is played in
 - what equipment is needed
 - where it is played (court, field, etc.)
 - what the rules are
2. Individually or with a partner, create a new hybrid sport. Have them decide:
 - the name of the new sport
 - the equipment needed
 - where it is played
 - the rules

Have students present the sport they researched or their hybrid sport in small groups, or to the whole class, depending on the class size.

- D** • Go over the questions and clarify any vocabulary as necessary.
- Assign students to small groups (see Teaching Tip). Monitor and prompt further conversation as needed.
- Call on one member of each group to share what they talked about with the class.

Teaching Tip: Grouping Students

Changing interaction patterns in the middle of a class (as suggested in **D**) provides a good opportunity to get students up and moving to energize them after a dense activity such as reading. There are various techniques to group them randomly. One effective method is to count students off into groups after having them line up according to birthdays, distance from their home to school, or number of letters in their full name. First, elicit the question(s) students need to ask (*When's your birthday? What day in (month)? Where do you live?*). Then, have students arrange themselves in order (January to December, nearest to farthest from school, etc.).

- E** • Go over the directions and examples. Remind students what *rules* are, if necessary.
- Have students find the rules for chess boxing and juggling.
- Review the answers as a class, having students say where in the text the rules are.



GOAL CHECK

- Assign students to pairs and have them choose a sport and write the rules. Provide vocabulary as needed. For example, *hit / kick / catch the ball, score points, bat / racket*. Monitor and check the rules.
- Have pairs join to form groups of four for step 2. Remind them not to say the sport, only the rules for the other pair to guess.
- Have each pair choose one of the sports for the class to guess.
- See Expansion Activity for further practice.

Communication

As a warm-up, point out the lesson goal and review the meaning of *interview* (students saw the word in Unit 5, Lesson B). Ask, *When do we go to an interview?* Explain that when we want a job, we have an interview. Elicit questions that someone might ask at an interview. Write prompts on the board as needed: *Can you...? Do you...?* Write students' ideas on the board. Tell students about a job interview experience you have had.

Teaching Tip: Sharing Stories in the Classroom

In our daily lives, we all tell stories about things that have happened to us. These may be small or big incidents, or funny, sad, or strange experiences. We listen and engage with people through stories. Sharing a story related to the lesson topic can be a good way to engage students and help their understanding of the topic. You can keep stories simple, so students can understand, as well as ask comprehension questions. For example, *Where am I? Who do I speak to? Am I happy?*

- A** • Look at the photo and the caption as a class. Explain *camp* and *outdoor* as necessary.
- Have students discuss the questions with a partner.
- Share answers as a class.
- B** • Point out the application form and explain that when you want a job, you often have to complete an application form with your information before you have an interview.
- Have students read the application form and answer the two questions.
- Review answers as a class. Clarify any unknown vocabulary from the form.

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? *It's at a summer camp.*
 2. Who will you work with? *Children*

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? _____

96 Unit 7

Writing Skill: Question Forms

How questions are formed in English can be challenging for some students. It is therefore important to provide opportunities for students to focus on how questions are formed in different tenses and with modal verbs (here, *can*). The process of noticing them in the application form and categorizing them in the table is useful to help students internalize the structures.

- C** • Have students complete the application form individually. Monitor and provide vocabulary as needed.
- Encourage students to add details to their answers if they can.
- D** • Assign students to pairs to carry out the job interviews. Have them take turns being the applicant. Monitor and assist as needed.

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 can
Are you over 18 years old?	What are you studying?	When can you start this job?
Do you go to school or college?	Who are you working for?	Can you play any sports?
Do you have a job?		
What is your job title?		
Do you have experience with children?		
Do you have other hobbies or interests?		

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**.

Free Time 97

Writing

- E**
- Elicit *Wh-* question words and other question forms (for example, *Are / Is...? Do / Does...? Can...?*), and write them on the board. Elicit example questions and add them to the board.
 - Go over the information in the Writing Skill box, reviewing the three question forms. Then, have students identify them in their example questions on the board.
 - Model the exercise by asking students to identify the tense of the first question in the application form and writing it in the correct column.
 - Have students complete the exercise with a partner.
 - Review answers as a class by having students complete the table on the board (see Teaching Tip).
- F**
- Elicit ideas about what each job involves. For each job, ask, *What do you do in this job? Where do you work? Is it indoors or outdoors?* Write students' ideas on the board.
 - Have students choose one of the jobs and create the application form with a partner. Assist and provide vocabulary as needed. Make sure each student has a copy of the form, as they will need it for the Goal Check.



GOAL CHECK

- Assign students to new pairs to carry out their interviews.
- As time allows, have students interview several of their classmates. When they have finished, have them decide which applicant gets the job.

Teaching Tip: Checking Answers

There are many ways to check students' answers to exercises, all with advantages and disadvantages.

- Teacher reads the answers aloud, students check their work—the fastest way, but requires the least amount of student involvement.
- Teacher calls on students to give their answers—also fast, but may make some students anxious.
- Students correct each other's work—gives students more responsibility, but they may miss some of the mistakes.
- Volunteers each write the answer to one question on the board—gives the class an opportunity to work with common errors, but uses a lot of time.
- Teacher corrects outside of class—an opportunity for detailed feedback, but takes time.

It's a good idea to use a variety of different techniques for checking answers during your classes.

Video Journal

About the Video

In this video, we see Danny MacAskill, a famous stunt bike rider. Danny was born in 1985 on the Isle of Skye, in Scotland, and has been riding since he was about 12. He does street stunt bike riding, and became popular when he released a video on the internet in 2009 showing his skills with his bike—jumping, spinning, and flipping around the city of Edinburgh. Since that video, Danny has become hugely popular both on the internet and in live performances, with 450 million views on YouTube and regular live shows across Europe and other parts of the world.

- A** • Have students look at the photo and say where Danny is and what he's doing. Write vocabulary on the board. Introduce *safe* and *dangerous*, and ask, *Is this safe or dangerous?*
- Point out the video title and explain *challenge* (see Teaching Tip).

Teaching Tip: Visual Support

It is important to remind students to use visual support both before viewing (for example, the title and photo here) and while they are watching. Before viewing, the visuals help students activate prior knowledge and prepare for what they are going to see. While viewing, what they see in the video can help them make logical guesses about the meaning of unfamiliar words. Encourage students to write down *wh-* question words (*where, who, what, when, why*) before they watch and take notes as they watch. The answers to these questions may help them understand the context and what is happening when the language is proving difficult.

- B** • Have students discuss the questions with a partner. Provide vocabulary for other activities as necessary. For example, *inline skating, roller skating, ice skating*.
- Survey the class to find out if anyone can do tricks on a bicycle, ride a skateboard, or skate.

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



98

- C** • Go over the directions and the phrases in the box with the class. Remind them of the meaning of *for fun* (refer them back to the video in Unit 6, *Improv Everywhere*, where the actors do their performances *for fun*).
- Play the video. Encourage students to take notes as they watch.
- Have students compare answers with a partner. Then, review the answers as a class.

For Your Information: Stunt Bike Riding

Stunt bike riders do acrobatics while riding their bikes. They do wheelies (lifting one wheel and balancing on the other one), spins, jumps, and even flips. But they don't just do these things riding along the ground. They jump up onto objects like walls and fences; jump from one object to another; go down and up steps; and spin and flip at the same time. It is an exciting sport, but it can also be dangerous. Riders have to wear helmets to protect their heads. Most riders wear elbow and knee pads, too.

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

1. Where does Danny come from?
Edinburgh, Scotland
2. Where does Danny ride his bike?
Anywhere—walls, stairs, bridges
3. Do people think Danny is good?
Yes
4. What is Danny's challenge?
To ride over a bridge, but on the bridge itself.
5. What is easy about riding over the bridge?
What is difficult? *Riding up the bridge is easy. Riding down the other side is difficult.*
6. What is Danny looking for now?
His next challenge

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 <u> a </u> | b. go faster |
| 3. skier <u> b </u> | c. learn to play something new |
| 4. musician <u> c </u> | d. score more goals |
| 5. teacher <u> e </u> | e. help students pass the test |

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

- D**
- Have students read the questions and answer them with the information they remember from the video. Explain that *looking for now* means *want to do next*.
 - Replay the video for students to confirm their answers.
 - Review answers as a class.
- E**
- Assign students to pairs and have them sit facing each other. One of them should have their back to the screen.
 - With the sound off, play the video again for the student watching to explain it to their partner, who can't see (see Teaching Tip).
 - Play the video again with everyone watching, pausing for students to say what Danny is doing.

Teaching Tip: Video Viewing Techniques

The technique used here of viewing without sound can also be used at the beginning of a video viewing sequence. Students can watch the video in sections without the sound and create the dialog with a partner. They then watch it with the sound and compare their dialog with the original. Alternatively, play the video with only the sound the first time (no image) and have students guess *where, who, and what* is happening.

- F**
- Go over the directions, then have students complete the exercise individually.
 - Review answers as a class. Ask, *Do you have any of these challenges?*
- G**
- Go over the directions and tell the class two personal challenges you currently have. For example, *learn another language and start going to an exercise class*.
 - Give students time to decide on their challenges and write down some key words to help them explain. Tell students to think about why they want to do those things. Monitor and provide vocabulary as needed.

- Assign students to groups of three or four and have them talk about their personal challenges. Monitor and prompt with questions as necessary to encourage students to give more details and explain their reasons.
- Call on volunteers to share one of their personal experiences with the class.

Expansion Activity

Have students create questions to interview Danny MacAskill. Monitor and check for correct question form and tense use. Students can role-play their interviews in pairs, taking turns as the interviewer. Tell them they can guess or invent answers they don't know. You could also choose the six or ten best questions and have the class write an email to Danny via his website asking him the questions.

Unit Theme

Clothes are part of our everyday world. Our ideas of what is fashionable are influenced by what we see in stores when we shop and the media and marketing all around us. What we choose to wear expresses our personality, as well as our cultural values and our position in society. Even when wearing school and work uniforms, individuals usually find a way to personalize clothes to express themselves: rolling up sleeves, wearing a scarf or a pin, or adding something small gives the uniform a personal touch. Clothes are an important part of every culture, and there will be both differences and similarities in what people wear from culture to culture. The clothes we wear say something about who we are and what is important to us.

Unit Overview

In this unit, students will learn to talk about clothing and colors, as well as express likes and dislikes.

Lesson A focuses on the vocabulary for items of clothing and *can / could* to make polite requests. Lesson B introduces colors and useful expressions for shopping for clothes. Lesson C focuses on using *love, like, hate*, and object pronouns to talk about likes and dislikes. Then, in Lesson D, students will read and talk about how colors affect how people feel. In Lesson E, students will describe their favorite things, from objects and food to favorite times of day. Finally, in the Video Journal, students will watch a video about the traditional dress of women in Sardinia, Italy.

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



100

UNIT 8 GOALS

- Ask about Clothes
- Buy Clothes
- Express Likes and Dislikes
- Talk about Personal Qualities
- Describe Your Favorites

Grammar

Can / Could for Polite Requests
Can I try on these shoes?
 Object Pronouns
 I love **them!** / She hates **it**.

Vocabulary

Colors
 Clothes
 Likes and Dislikes

Listening

Listening for Specific Details: Listening to People Shopping for 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

101

About the Photo

In this photo, we see members of the Rea Iktetsa Pantsula dance group from Soweto, Johannesburg, South Africa. The photo was taken by Chris Saunders, an African photographer whose work has been described as vibrant and experimental. This photo is part of a project to document the Pantsula dance form. Pantsula began in the Sophiatown jazz culture of the 1950s, but has become the main expression of youth culture in South African townships. Pantsula is considered a narrative dance form because the dancers tell stories through their dance.

- Write *clothes* on the board and elicit the meaning. Elicit words students already know related to clothes. Write them on the board. Introduce the verb *wear*. Write it on the board and say, *I'm wearing ___ today.*
- Look at the photo as a class. Ask, *What do you think these men do? Where are they?*
- Have students answer the questions with a partner, then share answers as a class. Clarify vocabulary in the caption as necessary.
- Go over the unit goals together. For Goal A, refer students to the words on the board. For Goal B, ask students how often they buy clothes and where they go to buy them. For Goal C, write *like* and *don't like* on the board and elicit things students like and dislike. For Goal E, elicit favorite sports and foods.

Speaking and Pronunciation

Describing Clothes
 Shopping
 Describing Likes and Dislikes
 Playing a Game about Your Favorite Things
Could you

Reading

What does the color of your clothes say about you?

Writing

Writing about Favorites
 Paragraphs

Video Journal

A Dress with a Story

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.

Vocabulary

As a warm-up, point at what you're wearing and say what you usually wear to work. For example, *I usually wear jeans and a shirt to work.* Encourage students to say what they're wearing if they can. If they only say the items of clothing, that's fine.

- A** • Have students look at the photos and the words in the box. Tell them they can use their dictionaries as necessary to help them match the words to the items of clothing.
- Play the audio for students to confirm their answers. Have them repeat the words.
- Point to items randomly and have students call out the word.

- B** • Remind students of the verb *wear* and point out the Word Focus note. Write your example from the warm-up on the board, and add more information (e.g., *Sometimes, I wear a jacket and a scarf or tie.*). Then, tell the class something you never wear (e.g., *I never wear a hat.*). Write it on the board.
- In pairs, have students ask and answer the questions.
- Call on students to tell the class about their partner. Remind them to change *wear* to *wears* as necessary. Write an example with *he* or *she* on the board to help them.

- C** • Write *shopping* on the board and have students explain what you do when you go shopping. Explain that the sentences in **C** are related to shopping.
- Have students complete the sentences with words from **A**.
- Review answers as a class. Have students explain *sales assistant*. Then ask, *Where does a sales assistant work? What does he or she do?* Write *try on*, *pay for by credit card / cash*, and *show* on the board in your vocabulary section. Have students mime their meaning.

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. shirt



2. dress



3. jacket



4. jeans



5. shoes



6. pants



7. sweater



8. tie



9. hat



10. skirt



11. socks



12. coat



13. T-shirt



14. scarf

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** shoes.
2. Lucy is **paying for** the jacket / coat **by** credit card.
3. The sales assistant is **showing** her a shirt.



1



2



3

Word Bank: Clothes

baseball cap	boots
gloves	leggings
mittens	raincoat
sandals	shorts
sneakers	suit
sweatpants	sweatshirt
uniform	vest

Grammar: Can / Could for Polite Requests

We use *can / could* + base verb when we want to ask for permission to do something (*Can I try on this shirt, please?*) or when we want somebody to do something for us (*Could you get me a bigger size, please?*) Using *can / could* with *please* softens a request and makes it sound more polite.

Grammar

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

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. Can / Could I try on this sweater, please?
- You want to pay by credit card. Can / Could I pay by credit card, please?
- You want to see some pants. Can / Could you bring me some pants, please?
Can / Could I see some pants, please?

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) Can I see it, please?
Jill: Sure. Here you are.
Zoe: Thanks! (2) Could I try it on?
Jill: Yes, of (3) course.
Zoe: Sorry, but it doesn't fit. Can I try on a different dress?
Jill: I'm (4) afraid 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.

Clothes 103

Use the Word Bank for additional vocabulary. Monitor and assist as needed.

- After pairs have practiced both roles, call on volunteers to present their conversation to the class.

Grammar Practice: Can / Could for Polite Requests

Explain to students that they can use *Can / Could* to make polite requests in the classroom, too, such as when they need a piece of paper or don't understand something. (*Could you give me a piece of paper / say that again, please?*) Elicit examples of requests students or teachers make during class and write a couple on the board. Have students work with a partner to role-play a classroom situation with a polite request. Call on pairs to present their role play to the class.

Grammar

Introduce the grammar by making requests to students. For example, *Can you show me your book, please?* *Could I look at your work, please?* Write one of the questions on the board and have students ask you. Model the affirmative and negative responses for both questions. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

- D**
- Go over the directions, explaining *customer* as necessary. Ask, *What does the customer want? What does he or she ask the sales assistant?*
 - Have students complete the exercise individually.
 - Have students compare answers with a partner and then review answers as a class.

Conversation

- E**
- Have students read the conversation. Then ask, *Who are Zoe and Jill?* (friends or sisters probably) *What does Zoe need?* (something nice to wear to the party) *Can she wear Jill's dress to the party?* (no)
 - Have students complete the exercise. Then, play the audio so they can confirm their answers.
 - Review answers as a class.
- F**
- Check understanding of each situation.
 - Model the exercise with the class by beginning the conversation with the first situation and having them respond.
 - In pairs, have students create new conversations. Monitor and assist as needed.
 - Call on volunteers to present one of their conversations to the class.

GOAL CHECK

- Check understanding of each role.
- Assign students to new pairs so they have to work with someone different. Explain that first, one of them will be A and the other B, and then they should switch. Give students time to think about what they want to say.

Vocabulary

As a warm-up, with students' books closed, do a mind map for *colors* on the board. Point to things in the classroom and elicit any colors students already know.

- A**
- Say the colors in the box and have students repeat them.
 - Have students do the exercise with a partner.
 - Review answers as a class and have students point out something *brown* and something *white* in the classroom, as possible.
 - Point at each color in the photo and randomly call on students to say the color.
- B**
- Share your answers to the questions with the class. Remind students of the meaning of *favorite*.
 - Have students discuss the questions with a partner.
 - Call on students to tell the class one of their partner's answers.

Listening

- C**
- Point out the information in the Word Focus note. Check that students understand the question *What size are you?*
 - Point out the example in the table. Play the audio for conversation 1. Ask, *What information do you need to listen for? The general idea or specific details?* (See Listening Strategy.)
 - Remind students to write their answers in the table as they listen. Play the rest of the audio.
 - Have students compare with a partner, then replay the audio.
 - Review answers as a class.
- D**
- Have students read the questions and clarify anything they do not understand. In pairs, have students complete the exercise.
 - Replay the audio, then check answers as a class.

B GOAL Buy Clothes

Vocabulary

- A** Look at the photo. Point at and say the colors. Which two colors are not in the photo? *white, brown*

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

- 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	<i>light brown</i>	<i>shoes</i>
3	<i>blue</i>	<i>jacket</i>
4	<i>white</i>	<i>shirt</i>

- 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. *Conversation 3; the store doesn't have the right size*

WORD FOCUS

What size are you?

S = small

M = medium

L = large

XL = extra large

Listening Strategy: Identifying a Listening Purpose

Remind students that they can use different strategies to help them understand when listening. Before they listen, they should decide whether they need to focus on the main idea or on specific details (as in **C**). If they know what kind of information they are listening for, they can focus on that and not worry about understanding every word. It is important to help students see that they can understand both main ideas and specific details even if there are words they don't know. In real-life situations, such as when listening to the news, sometimes we listen for main ideas to get a general idea of what's in the news; but on other occasions, we want specific details about a certain news story. In each case, what we pay attention to when we listen will be different.

E Who says these sentences? The sales assistant (S) or the customer (C)?

- Can I help you? S
- I'm looking for a tie. C
- Do you have any? C
- I'll take it. C
- Do you want to pay by cash or credit card? S
- Could I see some shoes, please? C
- Do you have anything in light brown? C
- How much are they? C
- Can I try on one of those blue jackets? C
- What size are you? S
- I'm sorry, we don't have any. S
- OK, thanks anyway. C
- I'd like to look at the shirts. C
- The shirts are \$12 each. S

F 49 Listen again and check your answers in E.

PRONUNCIATION: Could you

We pronounce the full form of *could you* as "kud yu" – /kud ju/. The reduced form is "kudyuh" or "kudjuh" – /kudjə/ or /kudʒə/. 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.

Clothes 105

Write them on the board and have students say who says each one, the *sales assistant* or the *customer*.

- Depending on how confident your students seem with the new language, you can either erase the information on the board, or leave it as prompts: erase parts of each question or statement, or leave the examples as they are (see Teaching Tip).
- In pairs, have students role-play buying the items on their list. Monitor and provide help as needed.
- Call on volunteers to present their conversation to the class.

Teaching Tip: Prompts

Some students need more time to digest new language than others. Therefore, in some production exercises, (spoken or written), it is a good idea to provide some level of scaffolding by providing students with prompts to help them produce more fluently, as suggested in the Goal Check. You can vary the level of support by eliciting the language needed and writing it on the board, but then deleting it before they begin, or by deleting just parts of it. For example, *Do you have...? Could I ...? Do you want to pay...?* You can also leave the full examples on the board.

- Do the first item as a class. Say the question and have the class say who says it. Write 1. S on the board.
- Have students complete the exercise individually, then compare with a partner.

- Replay the audio for students to confirm their answers.
- Review answers as a class. Answer any questions students might have about the conversation.

Pronunciation

Write *Could you...?* on the board. Using the reduced form, say, *Could you show me that jacket, please?* Then, say it again using the full form. Ask, *Do they sound the same?* Say them again and help students hear the difference. Ask, *Which one is more formal?* Explain to students that in fast, casual speech, native English speakers often put words together and pronounce them in a reduced form. Emphasize that this is not incorrect English, and that it will help students sound more natural. It will also help comprehension when they hear the reduced form. Go over the explanation in the box and answer any questions.

- Explain that students will hear each question twice. Play the audio.
- Have students compare answers with a partner. Then, replay the audio for students to check any items they aren't sure about.
- Review answers as a class. Have students practice saying the questions using the reduced form. Monitor and help with pronunciation as needed.

Communication

- Explain *shopping list* as needed. Model the exercise by completing the second column in the list for yourself.
- Have students complete their shopping lists. Provide vocabulary as necessary.

GOAL CHECK

- Write on the board, *sales assistant* and *customer*. Elicit the language for shopping for clothes students have seen in the lesson. For example, *I'm looking for a _____. What size are you?*

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? *a shirt; Juventus*

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...

Conversation

D • Have students listen with their books closed first. Write the questions on the board. Tell students there are two speakers and they are shopping. Then play the audio.

• Have students open their books. Replay the audio as students read and confirm their answers. Ask a few questions to check understanding (e.g., *Who do you think Brenda and Chung are? Brother and sister? Friends? What are they shopping for?*).

• Point out the information in the Speaking Strategy note and have students underline the examples in the conversation.

• Finally, have students circle the object pronouns in the conversation. For each one, have students say what it refers to. For example, *Let's go in and look at them*. = soccer shirts (*this store has soccer shirts for famous teams*).

E • Have students take turns role-playing the conversation in pairs.

• Monitor and assist with pronunciation as needed.

F • Have pairs decide who they want to buy a present for.

• Give students time to prepare their conversation. Provide vocabulary as necessary, and remind students to use the expressions to make suggestions.

• Have pairs practice their new conversations. Monitor and assist as needed.

• Call on volunteers to present their conversation to the class.

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.

Clothes 107

- Model step 2 with a student, asking him or her about some of the items on your list.
- In pairs, have students carry out their interviews. Monitor and assist as necessary.
- Finally, point out the example comparing opinions (*I hate strawberry ice cream, but Rafael loves it*). Write on the board, *I hate... but... and We both...*
- Have students share one of their comparisons with the class.

Grammar Practice: Object Pronouns

In pairs, have students write a conversation between a sales assistant and a customer. Tell them to use object pronouns when they can. Monitor and check for correct use of object pronouns. Then, have students write their conversation on another piece of paper, but without the object pronouns. Have pairs exchange conversations and add the missing object pronouns. If students want to, have them act out their conversation for the class.

GOAL CHECK

- Go over the chart. Elicit more ideas for the first column. These can be things (*dogs, pop music*) or verbs with *-ing* (*cooking, skiing*). Give students a set amount of time to complete the column individually. Use the Word Bank for additional vocabulary. Then, have students identify whether they like or dislike each item on their list.

Reading

As a warm-up, elicit adjectives to describe people. Remind students that adjectives tell you about something or someone. If necessary, write a couple of sentences on the board and have students identify the adjectives: *Lou has long, dark hair. Jay is handsome.* Have students call out adjectives to describe people, and write them on the board. If students only suggest adjectives that provide physical descriptions, prompt them to recall or look up ones that describe personalities (e.g., *happy, friendly, serious, fun, intelligent*). Point out the lesson goal and explain *personal qualities*. Use adjectives and describe some of the qualities of students in the class to clarify. For example, *Vlad is always happy. Cecy is friendly.*

- A** • Have students discuss the questions with a partner.
- Compare answers as a class. Provide vocabulary as necessary to help students explain their preference.
- B** • Have students read the three options and underline key words. Ask, *How are you going to read the article? What kind of information are you looking for?* This encourages students to think about the best strategy to use (See Reading Strategy).
- Have students skim the article to understand the main idea. Remind them to underline words they don't know, but to keep on reading.
 - Review the answer as a class.

Reading Strategy: Identifying a Reading Purpose

Remind students that when they read they can use different strategies to help them understand. Before they read, they should decide whether they need to understand the main idea, as in **B**, or specific details. If they know what kind of information they are reading for, they can focus on that and not worry about understanding every word. It is important to help students see that they can understand both main ideas and specific details even if there are words they don't know in a text.

D GOAL Talk about Personal Qualities

- A** Look at the photos. What colors are her shirts? Which color do you prefer? Why? *red, blue, black*
- 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." *purple*
 - "It's my birthday. Let's go to a nightclub!" *red*
 - "What a beautiful day! I feel great!" *yellow*
 - "I want to go for a walk in the park." *green*
 - "I'm meeting some new people tonight." *blue*
- 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. *friendly*
 - My grandfather tells amazing stories. I love to listen to him. *interesting*
 - They are musicians and they write music. *creative*
 - Every morning, she's happy and excited. *positive*
 - Richard is a good sales assistant. He always asks customers, "Can I help you?" *helpful*

✓ 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.

108 Unit 8

What does the color of your clothes say about you?



- C** • Have students identify what kind of information they are looking for when they read this time (details).
- Have students read the article again, more carefully this time, then complete the exercise individually.
 - Have students compare with a partner, then review the answers as a class.

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 makes you think she's very professional? Which color is friendly and fun? Which color makes her look interesting or intelligent?

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



Clothes 109

Teaching Tip: Encouraging the Use of English

A common challenge in monolingual classes is motivating students to use only English in group and pair work, as in the Goal Check. Depending on where you are, the classroom may be your students' main opportunity to speak in English and put into practice the grammar and vocabulary they have been working with. Here are some approaches to consider to help promote the use of English during pair and group work:

- Explain the rationale for using only English. Explain to students, *We learn to speak English by speaking English. We have to use the new words.*
- Establish a clear policy. For example, tell students, *It's OK to ask questions in (native language), but for all other things we have to try to use only English.*
- Use English for instructions and classroom management. This way, students get used to hearing English and become familiar with certain words and expressions that they will likely be able to apply in other situations, too.

- D** • Have students find the questions at the end of the text. Tell them to answer those questions and then discuss the questions in the directions for **D** in pairs.
 - Monitor and prompt further conversation as needed.
 - Call on pairs to share what they talked about with the class.
- E** • Have students find each adjective in the article and circle it.
 - Have students complete the exercise individually, then compare with a partner. Encourage them to reread parts of the article, if necessary, to clarify meaning.
 - Review answers as a class.
 - Finally, check if students still have any underlined words (from their first reading, in **A**) that they don't understand. Write the words on the board and have students who understand them explain the meanings to the class; or, have students use dictionaries to find the meaning. Remind them to make sure that they have the right meaning for the context.

✓ GOAL CHECK

- Read the example. Then, provide an example about someone you know—if possible, make it about someone from the school that your students know. For example, another teacher or an assistant.
- Give students time to think about their family and friends and choose three people to describe. Tell them to write notes and key words to describe them. Provide vocabulary as needed.
- Encourage students to help each other decide which color fits each person best, based on the description. Monitor and prompt further conversation with questions.

Communication

As a warm-up, give students one minute to write a list of their favorite things (anything that comes to mind: food, place, book, movie, etc.). Then have them walk around the classroom comparing lists until they find at least one person who shares one or more favorites with them. Have them make groups of three or four with the people they have something in common with. (These will be their groups for **A**.)

Teaching Tip: Varying Interaction Patterns

In general, students regularly work individually and in pairs during a sequence of lessons. Although we encourage them to work with different partners, they often work mostly with the same person. It is therefore helpful sometimes to vary the routine and interaction patterns and provide opportunities for students to interact with a larger number of people in large or small groups. Listening and speaking to a wider variety of people exposes students to different levels of competency. This is beneficial because students often consolidate their understanding when they work with a peer who has already understood the topic.

- A**
- Make sure each group has a coin. Explain the meaning of *heads* and *tails* in this context.
 - Quickly go through the questions on the game board, clarifying vocabulary as needed. Tell students they need to include details in their answers.
 - Have students play the game in the groups formed in the warm-up. Monitor and prompt students to say as much as possible.

Writing

- B**
- Have students look at the photo on the next page. Ask, *Is this a store?* Elicit or explain *market*. Ask, *What can you buy here?* Provide vocabulary as necessary to help students describe the photo.

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.



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? *The writer's favorite place is the local market because there are clothing stalls and delicious food.*

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!

110 Unit 8

- Point out the explanation in the Real Language note and point to the stalls in the photo.
- Have students read the paragraph and answer the questions.
- Review the answers as a class. Ask, *When / How often is the market open? Who does the writer go to the market with?*

Teaching Tip: Paragraphs

Up to this point, students have focused on writing at the sentence level. In this unit, they will begin putting sentences together to form a cohesive paragraph. Identifying the parts of a paragraph (as in **C**) will help them notice how a paragraph is organized. The topic sentence is the key starting point for a clear paragraph in English. It tells the reader explicitly what the paragraph is about. The following sentences—the supporting sentences—explain the topic sentence. Helping students understand this structure will help them write an effective paragraph.



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.

- 2/3 I usually wake up at six o'clock and drink coffee.
- 1 My favorite time of the day is the morning.
- 4 Also, I can watch the sunrise from my bedroom window—it's beautiful!
- 2/3 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?

Clothes 111

- Have students write their paragraph. Set a specific amount of time so that everyone can move on to step 2 at the same time.
- For step 2, tell students that they can help each other write better. Have them exchange paragraphs and identify its parts. Encourage them to help each other with aspects such as spelling and clarity of ideas.
- As time allows, have students rewrite their paragraphs, taking into account their partner's feedback.

Teaching Tip: The Writing Process

Modeling the steps of the writing process, as in the Goal Check, is important to help students really understand and see how the steps lead a writer to produce an effective text. Seeing you go through the process, and then going through the steps—brainstorming, planning, will help students get into the habit of writing texts in this way.

- C**
 - Go over the information in the Writing Skill box. Answer any questions.
 - Individually, have students identify the topic sentence and reasons in the paragraph in **B**.
 - Review answers as a class. Write the sentences on the board and identify them.
- D**
 - Explain to students that the sentences are all from one paragraph. Have them put them in order individually.
 - Have students compare answers with a partner and then review them as a class. Write the complete paragraph on the board. Ask, *What is the topic sentence? Why is the morning his or her favorite time of day? What does he or she like to do in the morning?* (See Teaching Tip.)

Teaching Tip: Checking Understanding

When students are asked directly, *Do you understand? Is that clear?*, they may sometimes say they do, even when they don't, in order to avoid feeling embarrassed. It is therefore important to check understanding by having students demonstrate it. You can do this by asking questions that ask more indirectly about the language and concepts, as in **D**. By answering these correctly, students show that they have understood.

GOAL CHECK

- Model step 1 by writing *brainstorm* at the top of the board. Choose your topic and write it (e.g., *My favorite time of year: fall*). Have students suggest reasons you like fall. Add key words and phrases under your topic (e.g., *colors, cooler, sound of the leaves*).
- Have students choose their topic and brainstorm ideas in their notebooks.
- Write your paragraph on the board and ask, *What's my topic sentence?* Remind students to use the paragraphs in **B** and **D** to help them. Then ask, *Why is fall my favorite time of year? What are my reasons?* Have students read your supporting sentences aloud.

Video Journal

About the Video

In this video, we learn about the traditional dress still worn by older women in Desulo, a small village in the mountains of Sardinia, an island in the Mediterranean Sea. The women in Desulo made these dresses when they were young adults. They have added embroidery, fabric, and colors as their lives have progressed. In this way, the dresses tell the story of each woman's life. The dresses are reversible; they have an elaborately decorated side for special occasions and a plain side for daily use. The dresses are the same basic style from village to village on the island, but each community has its own particular style for how the dress is decorated, and for the headscarf and apron that are often worn with it.

- A** • Have students look at the photo and describe the woman. Prompt with questions as needed. For example, *Is she old or young? Is her hair short? How does she feel? What is she wearing?* (See Teaching Tip.)
- Have students discuss the question as a class. Tell students they will find out where she's from when they watch the video.
- Point out the title and elicit ideas about what it means and what the video is about.

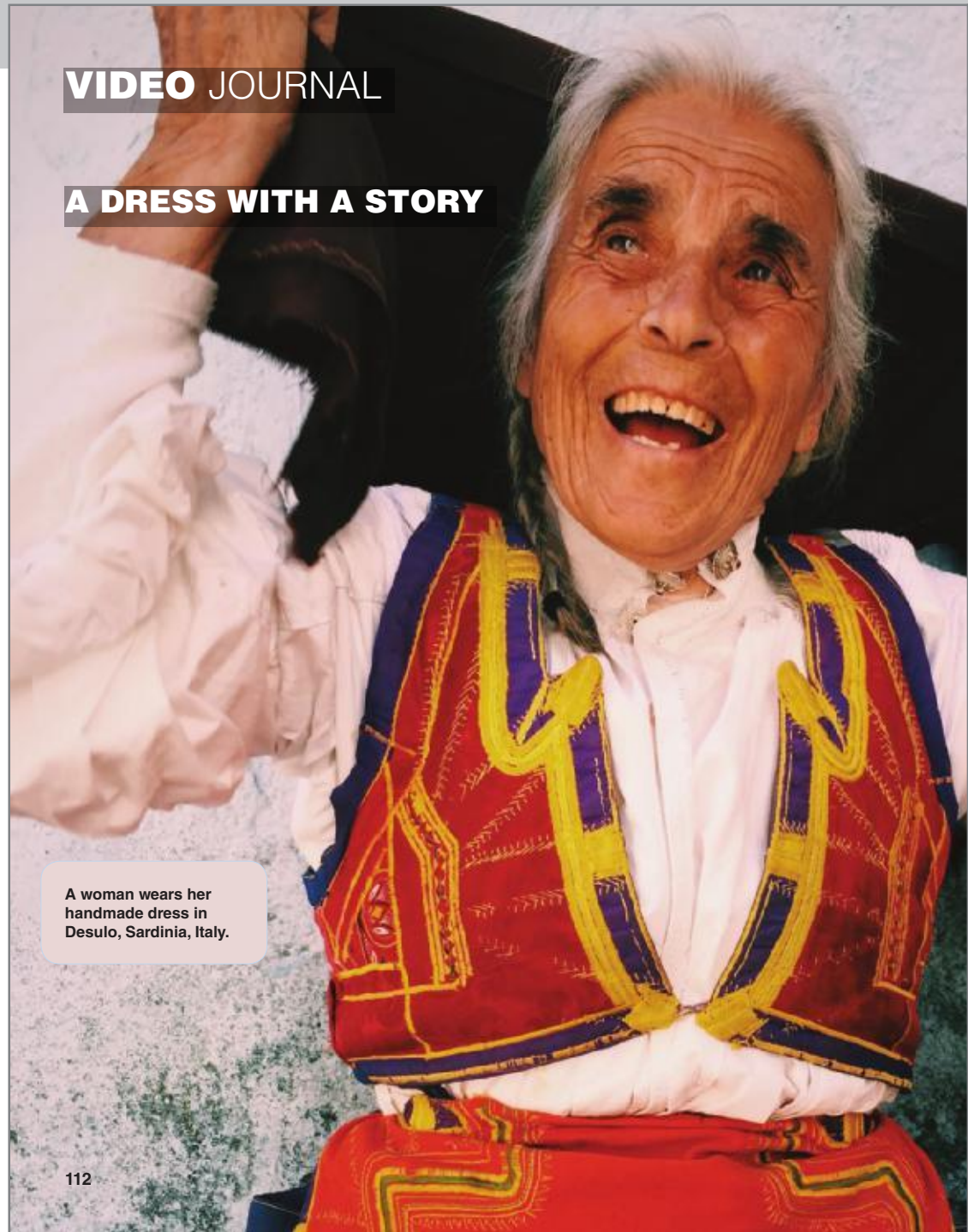
Teaching Tip: Using Visual Context

When viewing (in or out of class), remind students to look at what is happening around the person who is talking in a video: where the person is, what objects or other people there are, what the other people are doing. Noticing these aspects will help students understand the context of what they are listening to, and therefore help them understand what is being said. It will also help them guess the meaning of words they hear but are unfamiliar with.

- B** • Go over the questions and have students discuss them with a partner. Provide vocabulary as necessary.

VIDEO JOURNAL

A DRESS WITH A STORY



A woman wears her handmade dress in Desulo, Sardinia, Italy.

112

- Share answers as a class and have students describe traditional dress in their country. If your students are from the same country, you could have them think about whether there are different regional costumes.

For Your Information: Sardinia

Sardinia is the second-largest island in the Mediterranean Sea. It is part of Italy, but has some domestic autonomy. It is a rugged, mountainous island with many areas of untouched nature and beautiful sandy beaches. Given its natural beauty, it is a popular European tourist destination. Sardinia is also home to mysterious ancient ruins from the Nuragic civilization. These unique constructions were built using large blocks of stone around a central cone-shaped tower. These unusual towers are considered to have communicated strength and power. The site at Barumini, in the southern province of Cagliari, is a UNESCO World Heritage Site.



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.

5 A woman is looking at old photos of her parents.

4 Two women are standing together in a red dress and a black dress.

1 A woman is sewing her dress with a needle.

3 A woman is standing in a dress. She also has a black headscarf.

2 A woman is standing in a red, yellow, blue, and black dress.

6 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.

113

- C** • Have students read the items. Demonstrate the meaning of *sewing* and *headscarf* through mime. Have students underline key words in the sentences that they should listen or watch for.
 - Play the video and have students complete the exercise individually. Then, have them compare answers with a partner.
 - Review answers as a class. Refer back to **A** and have students confirm where the woman in the photo is from.
- D** • Make sure students understand that each sentence is from the video.
 - Have students read the sentences and complete the exercise individually, then compare answers with a partner.
- E** • Play the video again for students to confirm their answers in **D**.
 - Review answers as a class.
 - Ask the class, *Why are the dresses important to these women? Are these dresses similar to, or different from, traditional costumes in your country?* See Expansion Activity for further practice.

Expansion Activity

Have students write a paragraph describing a traditional costume from their country. Help them brainstorm ideas and plan first. Remind them to start with a topic sentence to introduce the costume, then write two or three supporting sentences describing it and explaining its significance. If necessary, give students time to do research on the internet and find photos to show when they present the costume. Students can then present the costumes to the whole class or in small groups.

- G** • Describe each of your objects and explain why each one is important. If possible, bring the objects, or photos of them, to class.
 - Assign students to pairs to talk about their objects. Monitor and prompt further conversation by asking questions. Encourage students to ask questions, too.
- Call on students to tell the class about one of their partner's objects. Alternatively, have pairs join to form groups of four, share their objects, and then choose the most interesting one to tell the class about.

- F** • Copy the table onto the board and complete it with three objects that are important to you. Then, tell the class about those objects.
 - Give students time to think about their objects and complete the table. Monitor and help with ideas and vocabulary as needed. Write the words on the board to help other students.

Unit Theme

Culture and geography define the kind of food we eat. Moreover, even within any given culture, our food choices will differ according to economics, scientific information, and personal preferences. Nowadays, there is increased research and information about health and nutrition, which has led to debate about what the healthiest diet might be. In some parts of the world, more and more people are turning to vegetarian or vegan diets. They do this not only as a health choice, but also as an environmental choice. Whatever the reasons for our food choices, our diet is part of our lifestyle. This unit looks at food from both the health and pleasure angles, and considers the issue of food waste.

Unit Overview

In this unit, students will learn to talk about food and diets, and to explain how to do something.

Lesson A introduces the vocabulary for different types of foods and drinks, and *some* and *any* to talk about food and order a meal. Lesson B focuses on expressions needed to plan a party. Lesson C introduces the vocabulary for describing diets, and *how much* / *how many* to talk about quantities with count and non-count nouns. Then, in Lesson D, students will read and talk about the problem of food waste. In Lesson E, students will explain how to achieve something for a “How To” website. Finally, in the Video Journal, students will find out about the incredible journey behind the seemingly simple products we buy at the store.



Kamayan means “by hand” in the Philippines. It refers to eating together with friends and family without plates or utensils.

114

UNIT 9 GOALS	Grammar	Vocabulary	Listening
<ul style="list-style-type: none"> • Order a Meal • Plan a Party • Describe Your Diet • Solve a Problem • Explain How to Do Something 	<p><i>Some and Any</i> <i>There's some ice cream in the fridge.</i></p> <p>Count and Non-count Nouns; <i>How much / How many</i> How many oranges do we need? How much chocolate do we have?</p>	<p>Food Meals Containers Quantities Food Groups</p>	<p>Listening for Specific Details: Conversation to Confirm a Shopping List for a Party</p>

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

About the Photo

This photo was taken by Hawaii-based photographer Mieko Horikoshi. Mieko has won a Foodelia International Photography award for her work. In the photo, we see traditional food from the Philippines. This kind of spread is called *kamayan*, which is the Tagalog word for “by hand.” This traditional meal is communal, so everybody eats from the same dishes without plates or utensils. The banana leaves on the table serve as both mats and plates, and the food is eaten by hand.

- Write *eat* and *drink* on the board and elicit their meaning. Brainstorm any words students already know related to these verbs. Depending on the words mentioned, you could then have students categorize them into, for example, *food*, *drink*, *fruit*, *vegetable*, *hot*, and *cold*. Leave the words on the board.
- Point to the photo and ask, *Do you like this food?* Clarify any vocabulary from the caption.
- Have students answer the questions with a partner, then share answers as a class.
- Go over the unit goals. Answer any questions and model or elicit related language. For example, for Goal A, refer students to the words on the board from the brainstorming at the beginning of this sequence. For Goal B, write *party* on the board and elicit when students have parties and what they eat at them. For Goal E, write the numbers 1 to 4 on the board and have students explain how to make a cup of coffee or something similar that is easy. Write each step next to a number, according to the sequence.

115

Speaking and Pronunciation

Planning a Party
Talking about Your Diet
Discussing a “How To” List
And

Reading

Food Waste

Writing

Writing a “How To” List
Giving Examples

Video Journal

Berry Road Trip

This video from National Geographic shows the journey that strawberries take from farm to customer, and the resources that this journey requires.

Vocabulary

As a warm-up, elicit any *food* or *drink* vocabulary students already know and write it on the board. Tell students what you usually eat and drink for breakfast, lunch, or dinner. Show photos, if possible, of the kind of foods and drinks you eat and drink on a regular workday.

- A** • Say the names of the foods and drinks and have students repeat.
 - Check understanding for each of the categories in the table.
 - Have students complete the table, then review answers as a class. Complete the table on the board.
- B** • In pairs, have students think of more items for each category. Use the Word Bank for additional vocabulary as needed.
 - Have pairs join to form groups of four and compare their lists.
 - Call on each group to call out an item to add to the table on the board from **A**.
- C** • Ask, *What do I usually drink in the morning? What do I usually have for breakfast?* Note that these questions should be related to the information you shared in the warm-up.
 - Elicit how we express likes and dislikes in English. Refer students back to Unit 8, Lesson C, if necessary.
 - Have students discuss their preferences for each meal in pairs. Monitor and assist as necessary.
 - Call on students to tell the class about their partner's preferences.

Grammar

Introduce the grammar by pointing at the photos in **A** and saying, for example, *There's some pasta. There are some eggs. There aren't any sandwiches or tortillas.* Ask, *Is there any rice? Are there any mangos?* Go over the information in the chart and explain that *any* is generally used in negative statements and questions. Point out that in polite requests with *could / can*, we use *some*, but that *some* is generally used in affirmative statements. Elicit further example statements and questions from students. Write them on the board as

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. *Answers will vary.*

Breakfast (morning)	Lunch or dinner (noon to evening)	Drinks	Desserts
cereal and milk eggs	steak fish salad pasta chicken	fruit juice coffee tea	chocolate cake ice cream

- 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 some ice cream in the freezer.	We don't have any chicken.	Do you have any chocolate cake?

*We use *some* for questions with *can* and *could*: *Can I have some water, please?*

they are called out and have the class help make corrections as necessary. Direct students to the Grammar Reference in the back of the student's book for additional practice.

Word Bank: Meals

Breakfast: fruit, oatmeal / porridge, pancakes, toast, waffles, yogurt
Lunch / Dinner: beans, beef, ham, lamb, peas, potatoes, rice, soup
Drinks: iced tea, lemonade, smoothie, soda, (mineral) water
Desserts: brownies, cookies, pie

D Complete the article with *some* or *any*.

In India, many people don't eat (1) any meat. They are called *vegetarians*. That means they don't eat (2) any chicken or (3) any steak. So, what do vegetarians eat? They have (4) some great options. At an Indian restaurant, you can order (5) some delicious fruit juices and enjoy (6) some wonderful salads and entrees. There are also (7) some great desserts.

E Unscramble the words to make statements and questions from a cafe.

- you / strawberry / do / have / any / ice cream?
Do you have any strawberry ice cream?
- any / have / we / don't / strawberry / ice cream.
We don't have any strawberry ice cream.
- some / I / have / coffee / could / please?
Could I have some coffee, please?
- I'll / ice / some / have / chocolate / cream.
I'll have some chocolate ice cream.

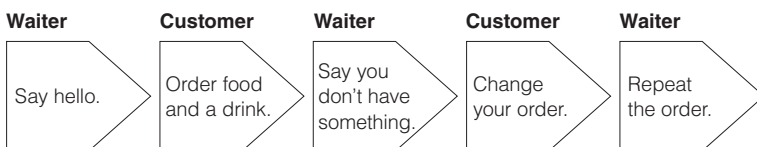
Conversation

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) Could I have some coffee, please?
Waiter: Sure. Milk and sugar?
Customer: Just milk. And (2) do you have any strawberry ice cream?
Waiter: No, sorry, (3) we don't have any strawberry ice cream. We only have chocolate.
Customer: OK, (4) I'll have some chocolate ice cream.
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.



Food 117

Grammar: *Some* and *Any*

Generally, *some* is used in affirmative sentences and *any* is used in questions and negatives. *Some* is also used in requests with *can* and *could*. However, although it is not presented here, it is also possible to use *some* in questions that are offers. Native speakers generally use *some* when they anticipate an affirmative answer: *Do you want some ice cream?* They use *any* when they anticipate a negative answer: *Do you want any more ice cream, or should I put it away?*

Grammar Practice: *Some* and *Any*

In pairs or small groups, have students create a quiz for their classmates to practice *some* and *any*. Tell them to create at least two exercises. For example, a fill-in-the-blank or unscramble exercise, or a conversation to complete. Remind them to use affirmative and negative statements, questions, and requests with *can* and *could*. Monitor and check for accuracy. Have each pair or group create their answer key. Have them exchange and complete each other's quizzes.

- D** • Encourage students to guess new words from the context as they read the paragraph.
- Have students complete the exercise individually, then compare answers with a partner.
- Review answers as a class.
- Check comprehension of the content by asking questions. For example, *What do vegetarians eat? Do they eat steak? Are there desserts at an Indian restaurant?*
- E** • Remind students of the cafe setting, then have them complete the exercise individually.
- Have students compare answers with a partner, then review answers as a class. Have them identify who would say each one: customer or waiter.

Conversation

- F** • Make sure students understand that they need to use the questions and statements from **E** to complete the conversation.
- Play the audio, then review answers as a class.
- Have students circle *some* and *any* and explain why each one is used.
- Have students take turns role-playing the conversation in pairs.

GOAL CHECK

- Go over the flow chart with the class.
- In new pairs, tell them that one student will be the waiter and the other the customer. When they have finished, remind them that they should switch roles and create a new conversation. Give students time to think about what they want to say and remind them to use the conversation in **F** as a model. Refer them back to the food in their tables in **A** and use the Word Bank for additional vocabulary. Monitor and assist as needed.
- After pairs have practiced both roles, call on volunteers to present their conversation to the class.

B GOAL Plan a Party

Vocabulary

As a warm-up, have students look at the photo and describe what they see. List the items on the board. For example, *hamburgers, hot dogs, buns, cheese slices, (bowl of) chips*. Ask, *Do you like hamburgers? Hot dogs?* Point out the lesson goal and say, *Sometimes we eat hamburgers and hot dogs at a party. What do you eat at a party?* Remind students of the meaning of *party*, if needed.

Teaching Tip: Using Visuals as an Aid

Pre-teaching key vocabulary that will help students understand the topic of the listening is helpful. Using the photo, you can introduce key words students will need to understand in the audio. This way, students are more prepared for what they are going to hear. Pre-teaching vocabulary provides opportunities for success, and experiencing success is important for students to stay motivated in language learning.

- A** • Point out the pictures of the containers and say the names for students to repeat.
- Have students complete the table.
- Review answers as a class, completing the table on the board. Add their suggestions for other types of food and drink for each container to the table (e.g., *bottle of soda / water / milk; bag of rice / chips / sugar; carton of juice / soup; box of cookies*).

Listening

- B** • Ask, *Who's planning a party?* Have students look at the notes. Make sure they understand that they need to complete the notes about the party (see Listening Strategy). Remind them of the meaning of *vegetarian* and explain *veggie burgers*.
- Remind students to try to complete the notes as they listen. Play the audio.
- Have students compare with a partner, then replay the audio.
- Review answers as a class.



bottle



bag



carton



box

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.	bottle	of	fruit juice
2.	bag		ice
3.	carton		milk
4.	box		cereal

Listening

B 54 Miguel and Diana are planning a party. Listen and complete their notes.

People

Number of people: 12

Number of vegetarians: 2

To buy

12 bottles of soda

4 bottles of fruit juice

1 bag of ice

20 hamburgers and buns

10 hot dogs and buns

1 box of veggie burgers

Dessert

Ellie is making a chocolate cake.

ice cream (in freezer)


Listening Strategy: Note-Taking


Through completing the notes in **B**, students see a model of note-taking. Note-taking is a useful strategy for students when they are taking international exams, listening to a talk, lecture, or class, or attending a meeting in English. Taking notes while listening can help students be more effective listeners. As they listen, writing down key words, numbers, and names will usually help them be able to answer questions or discuss the topic afterwards. They should be encouraged to take notes when they are reading, preparing a presentation or a written product, or simply while in class.

Word Bank: Party Food

- | | |
|---------------------|--------------|
| cheese and crackers | cheesecake |
| cold cuts | corn chips |
| dip | peanuts |
| popcorn | potato chips |
| pretzels | punch |
| sandwiches | |

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.

Food 119

Teaching Tip: Helping Groups Finish at the Same Time

A common situation with group work exercises is that one group completes the task long before the others—or long after. Here are some approaches you can take with a group that finishes too quickly:

- Confirm that they have understood the task and completed all the steps correctly.
- Give them additional questions or steps.
- Have the group prepare a written report of their ideas, answers, etc.

With a group that finishes too slowly:

- Tell them to omit parts of the task.
- Take over briefly as discussion leader to help them move along.
- Set a time limit. Tell them, *I'll ask for your answers in five minutes.*

Pronunciation

Write *I like _____ and _____* on the board. Elicit two foods or drinks and complete the sentence. Point to *and* and say the full form, then say the complete sentence using the reduced form. Ask, *Does and sound the same?* Repeat the sentence, first saying the full and then the reduced form. Go over the explanation in the box and answer any questions. Play the audio.

- C**
- Have students only read the sentences as they listen the first time.
 - Play the audio again for students to repeat the items.

- D**
- Have students practice in pairs. Monitor and assist with pronunciation.
 - Say each item and have the class repeat together.

Communication

- E**
- Go over each step as a class and answer any questions.
 - Monitor and assist students as needed. Help groups keep on task so that they are ready for the Goal Check exercise (see Teaching Tip). Use the Word Bank for additional vocabulary as necessary.

GOAL CHECK

- Match groups to share their party plans. Tell students that from the two parties, they need to choose one. They will then present their plan to the class and explain why they chose that party.
- As necessary, assign a time-keeper, an organizer, and a reporter to ensure that the exercise is carried out efficiently. Monitor and assist, or prompt with questions, as needed.
- Call on each group (or the reporter if you assigned roles) to present one of the party plans to the class and say why they chose that one.

Language Expansion

As a warm-up, write *diet* on the board and elicit what it means (the food you eat) as a class. Tell students about the food you eat on a normal day and ask, *Is my diet healthy?* Ask students, *Is your diet healthy? Why? Why not?*

- A** • Say the names of the different foods for students to repeat.
 - Ask, *Is your favorite food here?* Call on students to say the food.
 - Elicit expressions to talk about likes and dislikes (*I love / like / don't like / hate*). Ask several students, *Do you like (fish)?* Have students talk about the foods on the Eatwell Plate with a partner.
- B** • Write the food groups on the board and go over the examples.
 - Have students add to the food groups. Then, complete the chart on the board as a class.
- C** • Discuss the question as a class. Give students time to think about their answers and add foods in **A** and **B**.
 - As a class, share answers. Identify similarities and differences between foods in different countries.

Grammar

Introduce the idea of *count nouns* (apples, oranges, hamburgers) and *non-count nouns* (coffee, tea, water). Point to the Eatwell Plate and ask, *How many apples are there? How much cheese is there?* Point out that you can't say *one cheese, two cheeses*; you need to say *a piece of cheese* to make it countable. Go over the examples in the chart and answer any questions. Point out the answers to the *how much / many* questions. Direct students to the Grammar Reference in the back of the student's book for additional practice.

Word Bank: Fruit and Vegetables

- | | |
|-------------|-------------|
| avocados | blueberries |
| celery | cherries |
| green beans | mangos |
| melons | papayas |
| peaches | pineapples |
| spinach | squash |
| yams | zucchini |

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; How much / How many

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>
How many apples do you eat every week? <i>Four or five. / Not many.</i>	How much pasta do you eat a week? <i>A lot! / Not much.</i>

Grammar: Count and Non-count Nouns; How much / How many

Count nouns are things that can be divided into separate units: *one potato, two potatoes*.

Non-count nouns are things that you can't divide into units: *water, bread*.

For many non-count nouns, there are units that make them count nouns. For example, *a glass of water, two slices of bread*. This concept may be hard for some students, depending on their language background. When asking about quantities, students need to think about whether an item is countable or not; we use *how many* with count nouns and *how much* with non-count.

Grammar Practice: Count and Non-count Nouns; How much / How many

Explain to students that you are going to say foods and drinks and they need to call out *how many* or *how much* depending on whether it is count or non-count. Alternatively, include movement and have students stand up for count nouns and sit down for non-count, or move to the left side of the classroom for count and to the right for non-count. In your list, be sure to include some non-count with an expression for units. For example, *a bottle of soda, a slice of cheese*.

D Write the foods from the Eatwell Plate in the correct column.

Count Nouns			Non-count Nouns		
mushrooms	onions	potatoes	broccoli	spaghetti	chicken
cucumbers	oranges	granola	lettuce	tuna	cheese
peppers	apples	bars	bread	fish	milk
carrots	grapes				
tomatoes	bananas				

E Complete these sentences with *how much* or *how many*.

1. How many eggs do you eat every week?
2. How much meat do you eat a week?
3. How much fruit juice do you drink every day?
4. How many cookies do you eat every day?
5. How much 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.

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.

Food 121

GOAL CHECK

- Review the idea of *diet*. Have students write a list of what they eat on a normal day. Use the Word Bank for additional vocabulary.
- In pairs, have students compare what they eat and decide if their diets are healthy or not.
- Have pairs join to form groups of four. Each student tells the group about their partner's diet. Monitor and assist or prompt with questions as needed.

- Call on each group to say who has the healthiest diet in their group. As a class, discuss what kinds of food are in a healthy diet.

- D** • Have students complete the exercise individually.
- Review answers as a class by having students come to the board and write the foods in two columns.
- E** • Individually, have students complete the exercise.
- Review answers as a class, writing them on the board.
- F** • Refer students back to the grammar chart and point out the answers to the questions with *how much* and *how many*.
- Have a student ask you the first question. Ask, *Are eggs countable? How can I answer? (a number / a lot / not many)*. Ask, *How much water do you drink every day? Is water count or non-count? Elicit possible answers (a glass / a bottle or a lot / not much; non-count)*.
- In pairs, have students ask and answer the questions.
- Call on several students to share one of their partner's answers with the class.

SPEAKING STRATEGY

Giving Positive Feedback
 Very good!
 Well done!
 Good / Great job!

Conversation

- G** • Have students listen with their books closed first. Write the question on the board. Tell students there are two speakers, a doctor and a patient. Then, play the audio.
- Replay the audio as students read and confirm their answer. Ask a few questions to check understanding. For example, *What does the doctor ask about? (the patient's diet) How much fruit does the patient eat? Is the patient a vegetarian?*
- H** • Have students take turns role-playing the conversation in pairs.
- Monitor and assist as needed.
- I** • Look at the underlined words and have the class suggest possible changes to make the diet healthier. Encourage them to use different expressions to give positive feedback from the Speaking Strategy note.
- Give pairs time to prepare their conversation. Monitor and check for correct use of count and non-count nouns.
- Call on volunteer pairs to present their conversation to the class.

Reading

As a warm-up, elicit the names of various fruits and vegetables. Write them on the board. Ask, *Where do you buy fruits and vegetables? Do you always eat everything you buy? Do you sometimes have to throw some away?* Elicit or explain the meaning of *throw away*. Point out the lesson goal and ask, *What do you think the article is about?*

- A** • Have students look at the photo and name the fruits and vegetables. Check any that are on the list on the board and add any that aren't.
- Discuss the questions as a class.
- B** • Have students read the numbers. Ask, *How are you going to read the article? What kind of information are you looking for?* This encourages students to think about what strategy to use.
- Point out the word gloss (see Reading Strategy), then have students scan the article to find the numbers and what they refer to. Remind them not to worry about words they don't understand at this point. Set a time limit so that students scan quickly for the information they need.
 - Have students compare answers with a partner, then review them as a class.

Reading Strategy: Using the Vocabulary Gloss

It is useful to draw students' attention to glossed words before they read. This helps them realize there is vocabulary support and shows them which words are there. In this way, when they come across the words in the text, they are more likely to go back to the gloss to help them understand. It is also important to return to the words after students have read them in context to check their understanding (as suggested in **C**).

D GOAL Solve a Problem

Reading

- 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: The number of people eating lunch in Union Square.
- 1/3: The world throws away over 1/3 of its food.
- 2 billion: That's enough food for 2 billion people.
- 800 million: 800 million people are hungry every day.
- 70%: Luis exports 70% of his mandarin oranges.
- 30%: Supermarkets throw away 30% of them.
- C** Read the article again. Circle **T** for true or **F** for false.
- The 5,000 people in Union Square throw away their lunch. T F
 - Tristram Stuart wants people to know about food waste. T F
 - Supermarkets want to sell "perfect" food, not "ugly" food. T F
 - Luis Garibaldi exports his mandarin oranges to Peru. T F
 - 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 ...

122 Unit 9



Expansion Activity

Have students research Tristram Stuart on the internet and find out more about him and his organization Feedback. Give them these questions to guide them:

- Where is Tristram from?
- Where does Feedback work?
- What is the *Feed the 5000* lunch?
- What are the titles of his books?

Suggest students search for information using the following:

- Tristram Stuart National Geographic
- Tristram Stuart TED Talk: The Global Food Waste Scandal. (Students can watch his TED Talk with closed captions or subtitles.)

After students have done their research, have them compare the information they found in pairs or small groups.



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 food **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

Food 123

✓ GOAL CHECK

- Point out the example. Make sure students understand they are going to role-play a TV journalist and Tristram.
- Give students time to prepare their questions and ideas in pairs. Remind them to use the information in the article to help them. Monitor and provide vocabulary as needed.
- Give students time to practice and then call on volunteer pairs to present their role play to the class.

- C** • Have students read the statements and answer any they think they already know. Tell them to read the article more slowly this time to focus on understanding details. Remind them to use the gloss and to underline any other words they can't guess from the context.
- Have students complete the exercise individually, then compare with a partner.
- Review the answers as a class, having students correct the false statements.
- Have students underline the glossed words in the article. Ask questions to check their understanding (e.g., *Do you waste something when you use it? There are ten students here. I have seven apples. Do I have enough apples for everyone?*) (See Teaching Tip).

Teaching Tip: Vocabulary Cards

As well as the vocabulary presented in lessons, new words come up every class. To help students remember and use these new vocabulary items, it is a good idea to constantly review them in short warm-up, wake-up, or wrap-up exercises. One way of doing this is to build up a set of vocabulary cards. These cards can then be used for reviewing vocabulary at the beginning, during, or end of class. For example:

- Distribute the cards and, either individually or in pairs, have students come up with an example sentence or question using the word on their card.
 - Give pairs six words each and have them test each other on the definition of each word.
 - Use the cards as "exit tickets." Students have to say a sentence or question using the word on their card before they leave the classroom.
- D** • Read the questions as a class. Give students time to think about their ideas, then have them discuss the questions with a partner.
 - Share answers as a class and talk about possible solutions if students think there is food waste in their country.

As a warm-up, have students look at the photo and describe what they can see. Review colors with the different candies. Provide vocabulary for different types of candy if students are interested: *lollypop*, *hard candy*, *gummy candy*, *licorice*. Ask, *Do you like candy? How much candy do you eat in a week? What's your favorite candy?*

- A**
- Assign students to pairs and give them one minute to complete their lists.
 - Have pairs join to form groups of four and compare their lists. If you want to make this more exciting for students, have them give themselves a point for each food they have on their list that the other pair doesn't have. Foods that both pairs have get zero points. Which pair has the most points?
 - Compile a class list on the board.
- B**
- Point out the lesson goal and elicit or clarify what it means. Ask, *Do you sometimes look on the internet to learn how to do something? Give an example of a "How To" website you have used. Elicit examples from students.*
 - Have students read the information and answer the question.
 - Ask other questions to check understanding. For example, *How often do we need to eat fish? How much water do we need to drink every day?*

Writing

- C**
- Go over the information in the Writing Skill box. Answer any questions. Point out the Word Focus note and help students understand these two uses of *like*; they are already familiar with *like* as a verb to express preferences, here they are seeing it as a preposition that shows similarity.
 - Individually, have students identify the words and phrases for giving examples in **B**.
 - Review answers as a class. Write the sentences on the board and identify them.
 - In pairs, have students go back to their lists in **A** and create sentences

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 food:
potatoes, carrots,
apples, lettuce,
bananas, bread,
pasta, rice, and fish
Unhealthy food:
candy, soda, and ice
cream

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.



124 Unit 9

giving examples (e.g., *Fish is a good example of a healthy food. Don't drink drinks with a lot of sugar, such as soda.*).

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 good example of a healthy exercise.
2. When you study, take regular breaks; for example, go for a walk.
3. I often play sports, like soccer and tennis.
4. The children like desserts, such as 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.

- D**
- Have students complete the exercise individually.
 - Review answers as a class, answering any questions.

Communication

- E**
- Go over the “How To” titles and answer any questions as a class.
 - Have groups discuss the titles and choose the one they want to work with. Try to encourage groups to choose different titles as possible so there is variety in the class.
- F**
- Have groups brainstorm ideas related to the title they chose in **E**. Monitor and assist as needed, providing the necessary vocabulary for each topic.
 - Encourage students to write more than four or five ideas if they can.

Teaching Tip: Differentiate

In order to attend to the different levels of ability in any one class, it is sometimes useful to differentiate the amount we ask different students to complete in an exercise. Groups that are working faster can be encouraged to do more than the minimum that is asked for. Similarly, in exercises that have questions to answer, answering all of them may be too challenging for some students in the time available, so if you tell everyone to answer at least four questions, those students will achieve the goal, while others who can do more may do so.

✓ GOAL CHECK

- Assign students, in each group, roles to keep them focused on the task.
- Refer students back to the model “How To” website in **B**.
- Monitor and assist as needed, reminding students to use the phrases for giving examples.
- Depending on available resources, have students create an electronic version of their “How To” information, or have them create a poster. (see Teaching Tip).

Teaching Tip: Sharing Students' Work

When students produce written work, it is important that they actually have an “audience” for their texts, that somebody reads their ideas (ideally, not only their teacher). When students know that their product will be read by their classmates, students from other classes, or other teachers, they are likely to push themselves to use their “best” English; they will focus on communicating their ideas both fluently and accurately. There are several ways, their work can be shared:

- Create an electronic presentation to display or upload to a class website.
- Make large posters to display around the class.
- Post students' papers around the classroom walls and allow time for students to walk around and read their classmates' work.
- Photocopy students' papers into a class magazine or newspaper and make a copy for each student.



Food 125

Video Journal

About the Video

In this video, we learn about the distance traveled by a lot of the produce we find on the shelves of our local stores and supermarkets. Two National Geographic reporters, Daniel Stone and Spencer Millsap, follow a truck full of strawberries from the field where they grew in California to the store in Washington, D.C. where they would be sold. They wanted to understand the reality behind the fact that around 70 percent of US fruits and vegetables are transported hundreds of miles by truck to their final destination. It's a reality that as consumers we probably aren't aware of when we buy our fruits and vegetables. Through this video, we learn the numbers behind these mammoth distribution trips.

- A**
- As a class, look at the photo and the video title. Explain the concept of a *road trip*. Ask, *Do you like strawberries? Do strawberries grow in your country? When you buy strawberries, where do they come from?*
 - Have students discuss the questions with a partner.
 - Share answers as a class.
 - Finally, have students predict what the video is about. Write their ideas on the board and leave them there until the end of the video sequence.
- B**
- Have students try to work out the meanings individually, then compare their answers with a partner.
 - Review answers as a class and clarify the new vocabulary, such as *pound*, *weight*, and *percentage*.
- C**
- Go over the questions and clarify vocabulary as necessary.
 - Have students answer the questions individually. Tell them the numbers in items 1 and 3 don't need to be exact.
 - Have students share their answers with two or three people sitting near them.
 - Ask, *Who lives nearest / farthest from school / work? How many different currencies do we have in the class? Who spends the most time at school / work?*

VIDEO JOURNAL

BERRY ROAD TRIP



- A** Answer the questions in pairs.
- Where do you buy your food?
 - Which food is from your country?
 - Which food is from other countries?
- B** Match the words and symbols to the definitions.
- lbs **b**
 - \$ **d**
 - % **c**
 - mile **a**
- 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.
- How far is it from your school or place of work to your home? _____ miles
 - What is your country's currency? _____
 - 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.
 - 2 The strawberries are in a box. The box is in a case. The case is on a pallet.
 - 4 The truck is driving across the US from Watsonville, CA to Washington, DC.
 - 6 A person is buying strawberries from a store.
 - 3 A man is putting the pallets of strawberries into a truck.
 - 5 One driver is sleeping.
- E** Watch the video again in pairs. Student A answers questions 1–6 and Student B answers questions 7–12.

126

- D**
- Have students read the actions. Answer any questions.
 - Play the video. Remind students to try to answer as they watch.
 - Have students compare answers as a class. Play the video again, if necessary, to clear up any differences of opinion.

For Your Information: Food by the Numbers

This video is part of a series of National Geographic short videos called Food by the Numbers. The creators of this series want to demonstrate how numbers related to the food we eat are a powerful tool to help us understand the story behind the foods we choose. As well as food transportation, the series presents interesting and often surprising statistics about agriculture, foodborne illness, food culture, the future of food, food and fuel, and more.



- | | |
|---|--|
| 1. How many trucks are on the road every day?
<u>2.6 million</u> | 7. How much of our food do we transport?
<u>70</u> % |
| 2. On average, how far can food travel before it's in the store? <u>5,120</u> miles | 8. How many strawberry trucks are there?
<u>590</u> |
| 3. How many pounds of strawberries are there per box? <u>1</u> | 9. How many pallets are on a truck?
<u>26</u> |
| 4. How many cases are there on a pallet?
<u>108</u> | 10. How much does it cost to put fuel in the truck?
\$ <u>900</u> |
| 5. How much do the strawberries on one truck cost? \$ <u>90,000</u> | 11. How long does the trip take?
<u>3</u> days |
| 6. How many drivers are there? <u>2</u> | 12. How many hours can one person drive per day?
<u>11</u> 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.

percentage of hours a day / week you spend in class, number of years you have been a teacher, percentage of your life you have been a teacher, distance from your home to work).

Have students ask you questions to find out what the different numbers refer to.

- Give students time to think of facts about their lives and work out the numbers. Monitor and assist as needed.
- Assign students to new pairs to talk about their life in numbers.

- Have volunteers share interesting or surprising numbers about their partner's life. See Expansion Activity for further practice.

Expansion Activity

If possible, have students create videos or an infographic showing their life in numbers. Have them share their videos or infographics with you first, so you can develop a worksheet or table for students to complete as they watch their classmates' videos. Show the videos or infographics in class and have students complete the worksheet or table.

- E** • Go over the directions, then assign half the class Student A, and the other half Student B. Have students read their questions (A or B) in the box. Answer any questions.
- Remind students to focus on the answers to their questions. Note: if your students are easily distracted, have them cover the questions they don't need to answer with a piece of paper. Play the video again.
- Give students time to finish writing their answers before moving on to **F**.
- F** • Have students form A-B pairs to ask and answer their questions. Tell students that by the end of this conversation they should have answers to all the questions.
- Monitor and make sure students are listening and writing the answers and not simply copying what their partner wrote.

Teaching Tip: Making Video Content Accessible

Understanding all the information in a video is challenging for students. One way to help them is to divide the questions between students (as in **E**); in this way, students are likely to be less overwhelmed and can focus on understanding their part well. Managing the video content in this way also provides an opportunity for an information-gap-type communicative exercise. These exercises are valuable in the learning process as they give students a genuine reason to understand the information they have and a genuine reason to communicate. They need to share information that their partner doesn't have (the information gap), so they need to push themselves to understand fully and to express themselves clearly.

- G** • Play the video again for students to confirm their answers.
- Review answers as a class and answer any questions about the video.
- Finally, point to their predictions from the start of the lesson on the board and ask, *Are they right?*
- H** • Model this exercise by writing some numbers on the board about your life (e.g., *number of students you have, number of different classes,*

Unit Theme

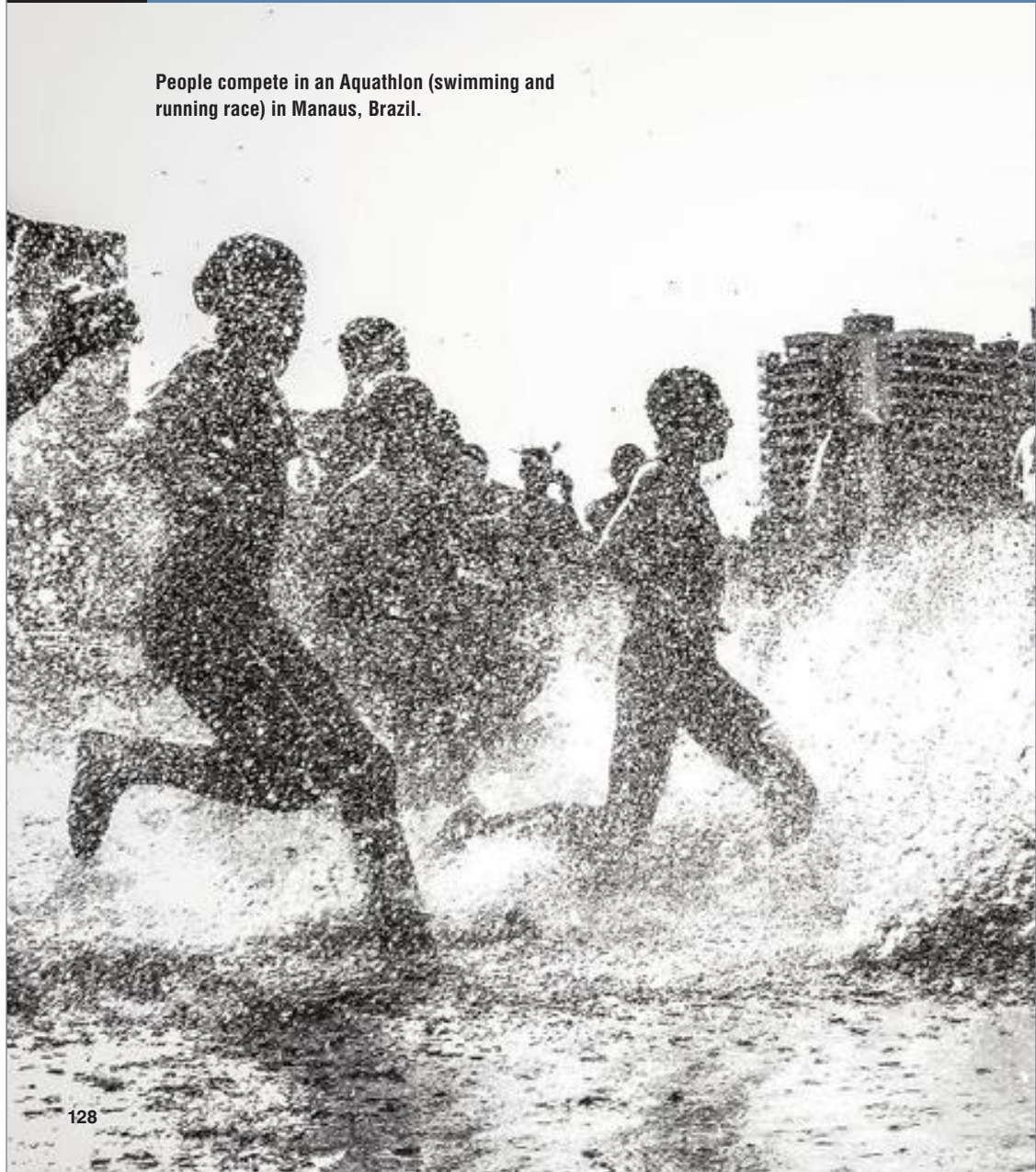
The human body is the same all over the world, but people’s experiences with health and illness vary widely, both among individuals and among cultures. Nowadays, people are much more aware of their own health and their role in taking care of it through diet and physical activity. Although medicine has made huge advances and commercial medicines are more and more widely available, traditional remedies and treatments, such as homeopathy and acupuncture, have also regained popularity in recent years in some parts of the world. Health is a universal topic, so being able to talk about health and related issues is important for students.

Unit Overview

In this unit, students will learn to talk about health problems and remedies, and give advice.

Lesson A introduces the vocabulary for parts of the body and *look / feel* + adjective to talk about how they feel. Lesson B focuses on asking about health problems. Lesson C introduces the vocabulary for remedies and *should* + verb to give advice. Then, in Lesson D, students will read about a process and learn to explain the steps in a process. In Lesson E, students will describe healthy living. Finally, in the Video Journal, students will find out how people in different parts of the world measure how happy they are.

People compete in an Aquathlon (swimming and running race) in Manaus, Brazil.



128

UNIT 10 GOALS

- Identify Parts of the Body and Say How You Feel
- Ask about Health Problems
- Give Advice on Health Remedies
- Explain a Process
- Describe Healthy Living

Grammar

Review of the Simple Present
*My back **hurts**.*
Feel, Look + Adjective
*John **looks** terrible. I **feel** sick.*
Should (for advice)
*You **should** take an aspirin.*

Vocabulary

Parts of the Body
 Common Illnesses and Health Problems
 Remedies

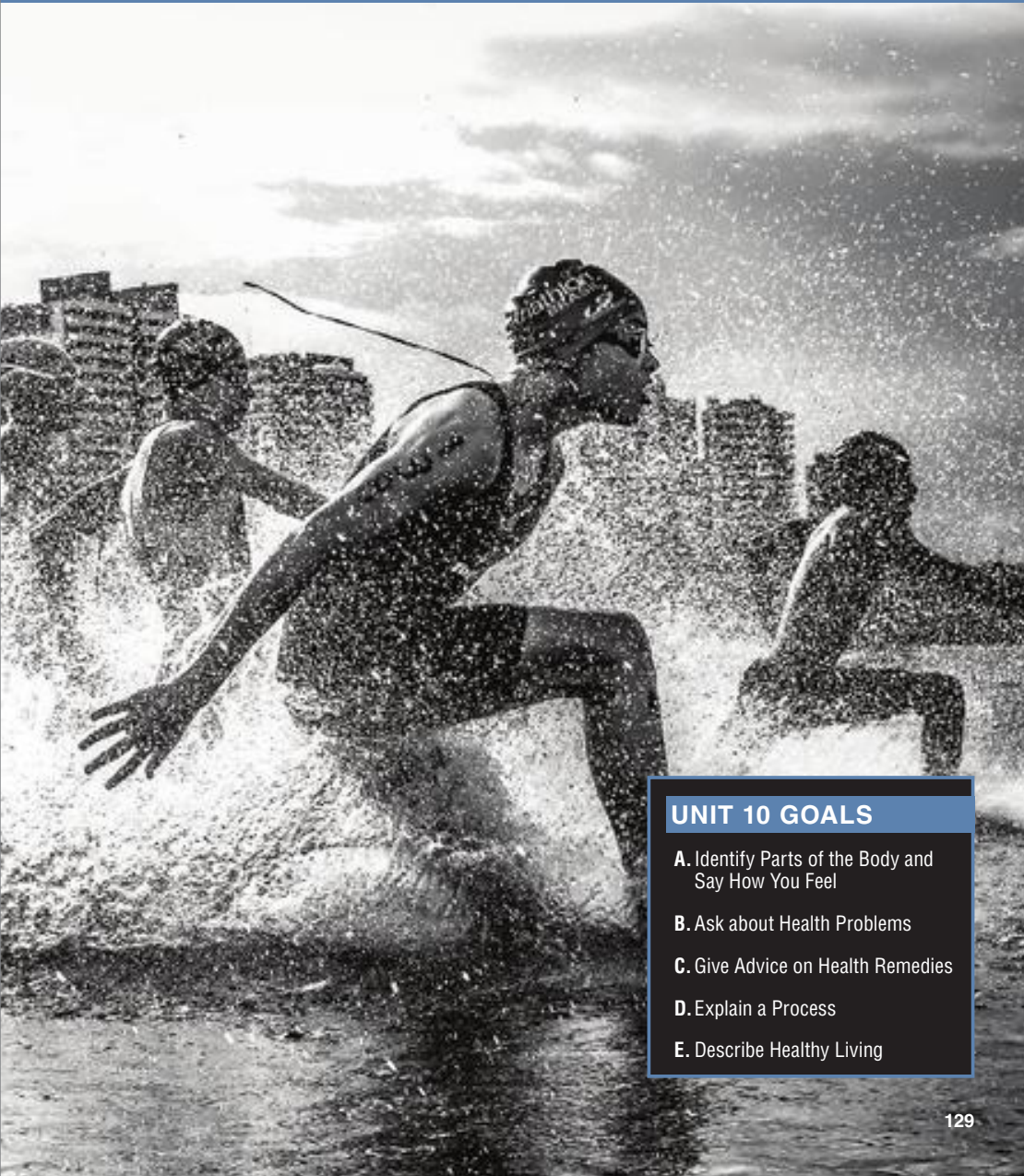
Listening

Listening for General Understanding and Specific Details: Describing Symptoms to a Doctor

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

129

About the Photo

This photo was taken by Brazilian photographer, Wagner Araujo. Wagner is both an outdoor sportsman (triathlete, Ironman finisher, and marathon runner) and a sports photographer. As an athlete himself, he understands the feelings and emotions of those participating in the contests he photographs. This photo, which won the National Geographic Traveler magazine photo contest in 2013, shows participants running into the Rio Negro in the Brazilian Aquathlon championship.

- Point out the unit title and ask, *What do you think of when you see the word health?* Write students' ideas on the board.
- Look at the photo as a class. Ask, *Where are they? What are they doing?* Point out the caption and clarify vocabulary.
- Have students answer the questions with a partner, then share answers as a class.
- Go over the unit goals together. For each goal, answer any questions and model or elicit related language. For example, for Goal A, elicit parts of the body students know and adjectives to describe feelings (e.g., *OK, great, happy, fine*). For Goal B, point to your head or stomach and elicit or provide, *I have a headache / stomachache*. For Goal C, mime a headache and ask, *What can I do?* For Goal D, elicit the steps for participating in a race like the one in the photo. Write *First, ...* on the board, then help students complete the idea (e.g., *First, you have to prepare / work hard / do a lot of exercise.*). Continue with *Then* (e.g., *Then, you need to register or sign up for the event.*).

Speaking and Pronunciation

Describing Symptoms and Illnesses
 Giving Advice
 Talking about How to Live a Long and Healthy Life
 Sound and Spelling

Reading

A Life-Saving Delivery

Writing

Writing a Paragraph about Mental Health
 Sequencing and Adding Information

Video Journal

What Makes You Happy?

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.

Vocabulary

As a warm-up, draw the outline of a person on one side of the board. Elicit any body parts students can already name. Leave the body on the board and have students add to it at the end of the lesson.

- A** • Look at the photo and discuss the questions as a class.
 - Take the opportunity to review clothes (shorts, skirt, T-shirt, sneakers).
- B** • Have students read the body parts as they listen. Then, replay the audio for them to repeat each word.
 - Point to the body on the board and have students call out the names of parts of the body.
- C** • Have students complete the exercise individually, then compare answers with a partner.
 - Review answers as a class.
- D** • In pairs, have students practice naming the parts of the body. Encourage them to carry out the exercise with their books closed.
 - Monitor and assist with pronunciation as needed.

Grammar

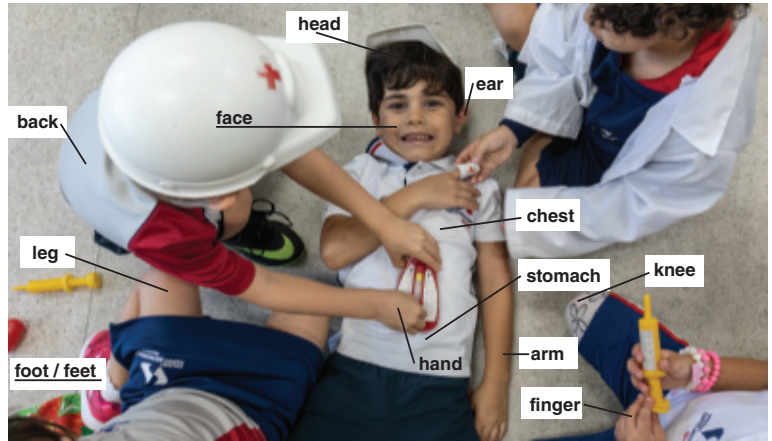
Introduce the grammar with a brief review of the simple present. Elicit a sentence in the simple present. Write it on the board. Then, elicit the negative, Yes / No question, and short answer of the sentence. Write them on the board as well. Then, elicit adjectives to describe feelings. For example, *fine, bad, great, tired, well*. Write them on the board and have students categorize them into positive and negative feelings. Say, *I feel great today!* Ask several students, *How do you feel?* Go over the information in the chart and point out the position of the adjective with *feel* or *look*. Make sure students understand that *How are you feeling?* and *How do you feel?* have the same meaning. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

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 head.
 2. He is checking the other boy's stomach.
 3. The other "doctor" is touching the boy's finger / hand.
 4. They have shoes on their feet.
- 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 feel great!	Hilary doesn't feel well.	Do you feel OK?	Yes, I do.	How do you feel ?	I feel terrible!
He looks fine.	You don't look well.	Does she look tired?	No, she doesn't.	How is he feeling ?	He feels 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>					

Teaching Tip: Categorizing

Categorizing new vocabulary is a good strategy to help students remember the new words. You can have students categorize words that come up during a class, as suggested in the grammar introduction, or you can have them categorize words within a topic (e.g., sports—sports that use a ball, sports that don't use a ball; team sports, individual sports). This kind of vocabulary exercise can be done as a warm-up, wake-up, or wrap-up.

Word Bank: Parts of the Body

- | | |
|--------|---------|
| ankles | bones |
| brain | eyes |
| heart | kidneys |
| liver | lungs |
| mouth | muscles |
| neck | nose |

- 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. *Answers may vary.*

fantastic	fine	great	happy	not well
OK	sick	terrible	tired	well

😊	😐	😞
great	OK	terrible
happy, fantastic	well, fine	sick, not well, tired

- F** Match the questions to the responses.

- | | |
|---|--|
| 1. How do you feel today? <u>b</u> | a. Yes, they do. |
| 2. Do you feel OK? <u>d</u> | b. I feel great! |
| 3. Does your teacher look well? <u>c</u> | c. No, he doesn't. He looks tired! |
| 4. How do your friends feel? <u>e</u> | d. No, I don't. I feel terrible. My stomach hurts and I feel sick. |
| 5. Does everyone in your class look happy? <u>a</u> | e. They feel OK. |

- G** In pairs, ask each other the questions in **F** and give answers that are true for you.

- H** Write the missing words in the conversation. Then listen and check.

Boss: What's the matter, Kim? You (1) look tired.
Kim: No, I'm not tired, but I don't feel (2) well. My head hurts.
Boss: Oh, no!
Kim: And I (3) feel sick to my stomach. Can I go home?
Boss: Of course. And go see a doctor!

WORD FOCUS

My stomach / head / leg hurts. = when a part of your body doesn't feel well

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.

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.

- After pairs have practiced, call on volunteers to present one of their conversations to the class.

Grammar: Feel, Look + Adjective

Feel and *look* are stative verbs—verbs that describe states and feelings, not actions. Other stative verbs are *know*, *like*, *love*, *seem*, and *understand*. They link the subject to additional information about the subject and are not usually used in continuous tenses. We use the stative verbs *feel* and *look* with adjectives to describe symptoms when talking about health. For example, *You look hot*, *do you have a fever?* *Do you feel okay?* *You don't look well.*

- Say the adjectives for students to repeat.
- Point out the faces and the examples. Have students complete the table individually, then compare answers with a partner.
- In pairs, have students add more adjectives to each column. Allow students to use dictionaries if needed.
- Have pairs join to form groups of four and compare their lists.
- Compile a list for each column on the board as a class.

- Point out the information in the Word Focus note and mime, *My stomach / head / leg hurts*.
- Have students complete the exercise individually, then compare answers with a partner.
- Review answers as a class.

- Assign students to new pairs, and have them take turns asking and answering the questions. Monitor and assist, as needed.

- Have students read and complete the conversation. Ask, *Who feels sick? What's the matter?*
- Play the audio, then review answers as a class.
- Go over the information in the Real Language note. Remind students about formal and informal language and make sure they understand that *How are you?* can't be used in this context.

GOAL CHECK

- Go over each situation with the class and answer any questions.
- Assign students to pairs and give them time to write down their ideas for each conversation. Remind them to use the conversation in **H** as a model to create their three conversations.
- Have students practice the conversations. Encourage them to try to have the conversations without reading them. Monitor and assist with pronunciation and the use of *feel* and *look*. Remember not to interrupt a conversation to give feedback, but to wait until they have finished.

Vocabulary

As a warm-up, say, *I don't feel well.*

Review the parts of the body and the verb *hurt* by miming pain in different parts of your body. Elicit your ailments from the class. For example, *Your head / stomach / back / foot hurts.* Introduce *I have a headache / stomachache*, then go over the Word Focus note.

- A** • Point out the pictures of the sick people. Ask, *What's the matter?* for each one and elicit ideas from students.
- Say the symptoms and have students repeat them. Point out the /f/ sound in *cough*.
- Have students complete the exercise individually. Make sure they understand they can put more than one symptom (a–h) for each problem (1–4).
- Review answers as a class and clarify vocabulary as needed.

Listening

- B** • Go over the table and make sure students understand the context of the conversations. Point out the information in the Real Language note. Provide an example to help students understand the expression.
 - Ask, *What kind of information do you need to listen for? The general idea or specific details?*
 - Remind students to try to complete the notes as they listen. Play the audio.
 - Have students compare with a partner, then replay the audio.
 - Review answers as a class.
- C** • Have students read the questions, then play the audio again.
 - Have students compare answers with a partner, then review as a class.
 - Replay the audio, pausing as necessary to clarify.

B GOAL Ask about Health Problems

WORD FOCUS

We can say *I have a stomachache / headache / toothache* or *My stomach / head / tooth hurts*.

REAL LANGUAGE

Something is going around means a lot of people have the same symptoms at the moment.

Vocabulary

- A** Match the symptoms to the health problems. You can use the symptoms more than once. *Answers may vary.*

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: e, f



2. flu: b, f



3. toothache h



4. car accident: a, c, d, g, h

Listening

- B** 61 Listen to two conversations between patients and doctors. Make notes in the table.

Conversation	Health Problem	Symptoms
1.	<i>a bicycle accident</i>	<i>right knee hurts, headache, right foot hurts</i>
2.	<i>a cold</i>	<i>cough, fever, sore throat, stomachache</i>

- 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 checked="" type="checkbox"/> |
| 2. What's the matter? | <input type="checkbox"/> | 9. How do you feel? | <input type="checkbox"/> |
| 3. What hurts? | <input checked="" type="checkbox"/> | 10. Does it hurt a lot? | <input type="checkbox"/> |
| 4. Can you move it? | <input checked="" type="checkbox"/> | 11. Do you have a fever? | <input checked="" type="checkbox"/> |
| 5. Where does it hurt? | <input type="checkbox"/> | 12. Does your stomach hurt? | <input type="checkbox"/> |
| 6. Does your head hurt? | <input checked="" type="checkbox"/> | 13. Can you explain? | <input checked="" type="checkbox"/> |
| 7. Anything else? | <input checked="" type="checkbox"/> | 14. Do you need medicine? | <input type="checkbox"/> |


Listening Strategy: Post-listening

A useful strategy for students is to cultivate post-listening strategies and skills. For example, they can use the supplied audio clips to practice summarizing what they heard, or to exploit the recordings in other ways such as noticing how the speakers

express themselves (new words or expressions, intonation, reduced forms, etc.). Encourage students to make the most of listening opportunities to absorb as much as possible from the speakers.

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

ache take
head said
throat note
cough off
knee me
flu new

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.

Health 133

that this time they are not going to prepare their conversations; this time it will be more spontaneous.

- Tell the A students they are the doctors first and have them begin with a greeting and a question to find out the patient's symptoms.
- Monitor and assist as needed, prompting with questions. Remind students to switch roles.
- Call on volunteer pairs to present one of their conversations to the class.

Expansion Activity

Students can discuss with a partner or a group which health problems from the Goal Check exercise are serious and which are not serious. Tell them to decide which problems you should and shouldn't go to the doctor for, and why. They can then compare answers with the class and explain their reasons.

Pronunciation

With their books closed, elicit the symptoms students heard in the listening and have them spell the words out for you to write on the board. Point at and say *cough* and ask how it sounds (like *off*). Repeat for *sore* and point at the door. Have students spell *door* for you to write it on the board. Help students notice that the sound is the same, but the spelling is different. Play the audio.

- D**
- Have students only read as they listen the first time.
 - Play the audio again for students to match the words with the same sounds.
 - Have students compare answers with a partner.
- E**
- Replay the audio. Then confirm the answers as a class.
 - Play the audio again and have the class repeat each word.
 - Have students test each other in pairs by taking turns saying each pair of words for their partner to spell.

Communication

- F**
- Go over both situations as a class and clarify as necessary.
 - Model the examples with a student as the doctor. Mime your symptoms as you tell the doctor about them.
 - Elicit the questions the doctor can ask to start the conversation. For example, *Good afternoon, (name). How do you feel? / What's the matter? / What's the problem?*
 - Give students time to plan their conversations and then have them practice. Monitor and assist as needed. Make sure students switch roles so they practice both the doctor's and the patient's role.

GOAL CHECK

- Have students do step 1 individually. Provide additional vocabulary as necessary.
- Assign half the class as Student A, and the other half as Student B. Have students make A-B pairs. Tell them

Language Expansion

Introduce the topic by looking at the photos as a class. Ask questions to activate the vocabulary students have been working with. For example, *What's this man doing? How does he feel? What's the matter? What's this?* Write students' ideas on the board. For example, *He feels bad. She has a headache.* Point out that the photos all show *remedies*. Elicit or explain the meaning of *remedy*. Say the phrase for each photo for students to repeat.

- A**
- Ask, *What do you do when you're tired?* Elicit answers (e.g., *I lie down, I go to bed (early).*).
 - Have students complete the exercise individually.
 - Have students take turns asking and answering the questions with a partner, then review answers as a class.
- B**
- Write on the board: *take some cough medicine.* Ask, *Is this the only remedy when you have a cough? What other things can you do?* Elicit ideas from students and write them on the board (e.g., *drink a special tea, eat honey*).
 - Give students time to think about their answers. Tell them to think of different remedies for at least three of the problems in **A**. Monitor and assist as needed. Use the Word Bank for additional vocabulary.
 - Have students share their answers with a partner, then compare remedies as a class. Compile a list of alternative remedies for each problem on the board.

Grammar

Introduce *should* for advice by saying, *I feel terrible. I have a fever.* Model *should* by asking, *What should I do? Should I take some medicine? Should I see a doctor?* Go through the examples of statements, negatives, and questions in the chart, pointing out that the form of *should* never changes (it is the same for all subjects; *I, you, he, she*, etc.) and the verb is always in the base form. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

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. *Answers may vary.*

- What do you do when you have a headache?
Lie down, take some pain reliever
- What do you do when you have a very bad backache?
Lie down, take some pain reliever
- What do you do when you have a cough?
Take some cough medicine
- What do you do when you have a toothache?
Take some pain reliever, see a dentist
- What do you do when you have a fever?
Go to bed, see a doctor

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

Should (for advice)

Statement	Negative	Yes / No Question	Short Answers	Wh- Question
You should go to bed. He should take some cough medicine.	He shouldn't go to work today.	Should I see a doctor?	Yes, you should . / No, you shouldn't .	What should I do?

*We use *should* to ask for or give advice.

Word Bank: Remedies

drink tea / hot water / orange juice
eat spicy food / chicken soup
go to bed early
put a cold cloth on your forehead
take a bath in warm / cool water
take vitamin C / garlic pills

Grammar: Should (for advice)

The modal *should* + base form of the verb is used for asking for and giving recommendations, suggestions, and advice: *Should I take some pain reliever? No, you shouldn't. You should see a doctor first.* Native speakers often use the word *maybe* at the beginning of the advice to sound less direct. *Maybe* softens the advice and makes it more polite: *Maybe you should go home.*

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? <u>d</u> | a. You should take some pain reliever. |
| 2. I have a headache. What should I do? <u>a</u> | b. He should see a dentist. |
| 3. Mike has a toothache. What should he do? <u>b</u> | c. She should take some cough medicine. |
| 4. Should Uzra see a doctor? <u>e</u> | d. Yes, you should. |
| 5. Claudia has a cough. What should she do? <u>c</u> | e. No, she shouldn't. |

Conversation

E 65 Listen to the conversation. What does Casey think Brenda should do?
Casey thinks Brenda should go home and go to bed.

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.

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.

- A friend spends all day watching TV and playing video games. He never goes out, and he often gets sick.
- Someone at work has a backache and cannot stand up for more than a few minutes.
- Your teacher often works late and only sleeps 5–6 hours a night. Today she has a sore throat and a fever.

Health 135

Teaching Tip: Indirect Language for Politeness

In English-speaking cultures, being very direct is often not considered polite. Consequently, we tend to soften our responses, requests, and suggestions in some situations to avoid being too direct. For example:

Maybe *you should see a doctor.*

Perhaps *you should take some pain reliever.*

In **G**, have students practice being less direct by using *maybe* and *perhaps* with their advice.

GOAL CHECK

- Go over the situations and check understanding.
- Assign students to pairs to discuss what advice to give each person. Monitor and assist with ideas as needed.
- Have pairs of students join another pair and share their advice.
- Call on each group to say if they had similar or different advice for each situation. As a class, discuss and decide on the best advice for each situation.

- C** Model the exercise by eliciting a sentence for *For healthy teeth, you...* Write it on the board.
- Have students make the remaining sentences with a partner.
- Review answers by calling on each pair to say one of their sentences.
- D** Individually, have students complete the exercise.
- Review answers as a class by calling on one student to ask the question, then on another student to answer it.

Conversation

- E** Have students listen with their books closed first. Write the question on the board. Tell students there are two speakers. Then, play the audio.
- Replay the audio as students read and confirm their answer. Ask a few questions to check understanding (e.g., *What's the matter with Brenda? What advice does Casey give her?*).
- Point out the information in the Speaking Strategy note and have students circle the examples in the conversation.
- F** Assign students to pairs to practice the conversation. Remind them to switch roles.
- Monitor and assist as needed.
- G** Look at the underlined words and have the class suggest possible changes to the conversation.
- Give pairs time to prepare their conversation, then have them practice. Monitor and check for correct use of *should* / *shouldn't* (see Teaching Tip).
- Call on volunteer pairs to present their conversation to the class.

Reading

As a warm-up, write *drone* on the board and show pictures of drones if possible. Elicit or explain what a drone is. Ask, *Do you see drones here in this city / town?*

- A**
- Have students look at the photo and describe what is happening. Provide vocabulary as necessary, such as *fly*, *drop*, and *parachute*.
 - Have students discuss the questions with a partner. Tell them they will check their answers after they read.
- B**
- Point out the title and explain *delivery*. Provide an example that is relevant to students, such as pizza delivery or package delivery.
 - Go over the paragraph ideas and elicit or explain where Rwanda is.
 - Ask, *How are you going to read the article? Are you looking for main ideas or specific details?*
 - Have students read the article and complete the exercise.
 - Have students compare answers with a partner, then review them as a class. Ask, *Were your answers in A correct?*
- C**
- Have students read the statements and answer any they think they already know. Tell them to read the article more slowly this time, and focus on understanding details. Remind them to underline any words they can't guess from the context.
 - Have students complete the exercise individually, then compare with a partner.
 - Review the answers as a class. Have students point out where the information is in the article and correct the false statements.
 - Elicit any words students have underlined and write them on the board. Clarify their meaning with help from students and context.

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?
The drone is delivering medicine in the box.
- B** Read the article and check your ideas in A. Then match a–c to the correct paragraph.
- Paragraph 2 is about how drones deliver medicine.
 - Paragraph 1 is about the problem for doctors in Rwanda.
 - Paragraph 3 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. *Possible answers: MRI scanner, cell phones, X-ray machines, satellites*
- 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.

136 Unit 10

Teaching Tip: Vocabulary Lists

It is helpful to provide opportunities for students to review vocabulary they have seen in order to help them remember it. One way of doing this is to have students brainstorm a list of words they can remember from recent reading, listening, and video exercises, as well as from vocabulary sections. They can then test each other with the words on their list by taking turns asking their partner to spell, define, and provide an example sentence for words on their list. Compile a group list of words they thought of on the board at the end.

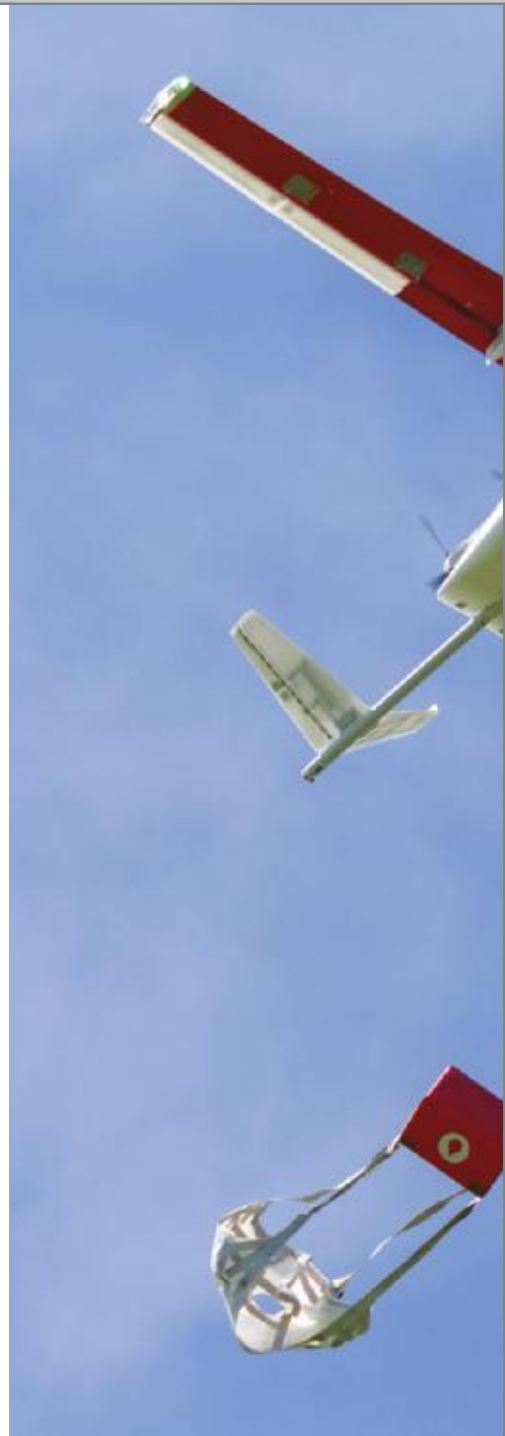
Expansion Activity

In pairs, students can research (or suggest) how drones can (or should) be used in disaster situations, (per style) such as fires, floods, and earthquakes. For example:

Drones should take food and water to people after an earthquake.

Drones can check if there are people alive in a building.

Pairs can present their ideas in small groups or to the whole class. In this kind of exercise, it is a good idea to sometimes give students a choice about working alone or with a partner.





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.

Health 137

Teaching Tip: Filler Exercises

Sometimes students finish exercises faster than you had planned for. Here are some ways to make good use of those few extra minutes at the end of a lesson:

- **The Blackboard Game** (if you have filled the board with vocabulary and other notes): Have a volunteer sit with his or her back to the board. Students take turns giving definitions of words on the board. When the volunteer says the correct word, you step up and erase it. The game ends when all the words are erased.
- **Error Quiz**: Write 10 incorrect sentences that you have seen in students' work. Have students work with a partner to correct as many as they can in 5 minutes. When the time is up, ask the class for corrections and rewrite the sentences.
- **Spelling Practice**: Dictate 10 to 15 words that students find difficult and have them write them down. Let them compare answers with a partner. Then, give the correct answers.

- D** • Assign students to groups of three or four to complete the exercise. If necessary, brainstorm other types of technology to provide students with some ideas to get started. Assign roles to group members, as needed.
- Monitor and make sure groups are able to explain why they think the new technologies they chose are important and positive.
- Depending on the size of your class, each group can present their three ideas to the whole class, or you can put groups together to present to each other.
- On the board, compile a list of the technologies presented and have the class discuss and decide which technology is the most positive and important.
- E** • Point out the lesson goal and ask, *What process do you learn about in the article?*
- Have students complete the exercise. Ask them to underline the steps of the process in the text and write the words and phrases that introduce each stage.
- Review answers as a class. Write the words and phrases on the board.
- Have students close their books. Then, as a class, have them explain the process using the words and phrases on the board to introduce each step.

✓ GOAL CHECK

- Go through the directions with the class, then assign students to pairs.
- Give pairs time to choose the process they want to describe and to list its stages. Monitor and provide vocabulary as needed.
- Have pairs join to form groups of four and describe their processes to each other. Prompt them to use the introductory words.

Communication

As a warm-up, have students look at the photo and describe what they can see. Ask, *How do these women feel? Do they look happy? Healthy?* Write on the board, *healthy diet*, and elicit examples of food and drink for a healthy diet. Ask, *What is healthy living?* Point out the lesson goal. Elicit an explanation of healthy living or activities related to healthy living. For example, *a healthy diet, exercise, sleeping well.*

- A**
- Depending on the size of your class, discuss the questions as a class or have students discuss them in pairs and then share answers as a class. If possible, provide an example of someone you know first. Tell the class who the person is, how old he or she is, and why you think he or she is healthy.
 - As students suggest ideas for why the old person is healthy, write them on the board.
- B**
- Go through the list of activities and confirm understanding. List the numbers 1 to 6 on the board, write *most important* next to number 1, and *least important* next to number 6. Explain to students that they are going to decide the order of importance of the activities.
 - Have students go through the activities and decide their order of importance individually.
- C**
- Assign students to groups of three or four.
 - Remind students about phrases they can use to give their opinion and agree or disagree with someone (see Unit 5, page 67). Write some on the board as prompts.
 - Have students discuss their opinions about the importance of the activities for healthy living. Monitor and prompt with questions to help students keep the discussion going.
 - Compare opinions as a class and vote on which activities are the most and least important. Write them on the board.

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?

She thinks that close friends and face-to-face contact are the most important things.

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.



138 Unit 10

- D**
- Have students read the text.
 - Ask questions to check understanding (e.g., *What does Susan Pinker do? / What's her job? What activities from **B** does Pinker mention? Does she mention any activities that aren't in **B**?*) (See Teaching Tip.) Then, have students answer the question, *What activity does she say is the most important for healthy living?*
 - Clarify vocabulary as needed.

Teaching Tip: Checking Understanding

When students read any text, even if it is not specifically for reading-skills practice, it is important to focus on understanding. Sometimes, students will simply find the answer needed for the exercise, which might be an example of specific grammar they're working on, a vocabulary item, or specific information (as in **D**), without understanding the whole context of the text. Asking further comprehension questions, as suggested in **D**, or having students explain the topic or main ideas are ways of checking understanding of a text.

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

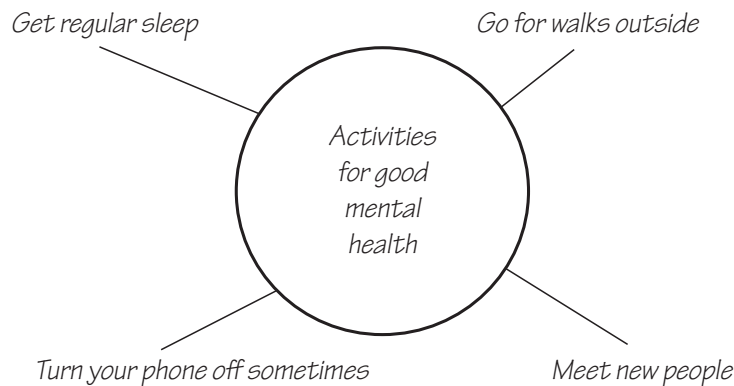
When we write information in a paragraph, we often use:

- **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 also eat a lot of vegetables.
2. A walk in the park is good for your health. First, it's relaxing to go outside. Second, you get exercise.
3. When you have the flu, you should stay in bed. In addition, 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**.

Writing

- E** • Elicit the process students read about in Lesson D. Write on the board, *Zipline*. Ask, *What happens first in the Zipline process?* Write on the board, *First, ...; Second, ...; and Finally, ...*. Have the class complete the sentences. Add, *Zipline also...* and ask, *Does Zipline only deliver medicine in Rwanda?* Have students complete the concluding sentence. Underline the sequencing words and ask, *What do these words tell us or show?* Then, underline also and explain that it shows more information.

- Answer any questions about the Writing Skill box.
 - Individually, have students identify the examples of sequencing and adding words / phrases in **D**.
 - Review the examples as a class.
- F** • Have students complete the exercise individually.
- Review answers as a class, clarifying as necessary.
- G** • Explain the meaning of *mental health*. Have students read the Writing Strategy note, then copy the graphic organizer onto the board. Explain what an information paragraph is. Ask, *What is the topic of the paragraph? What are the ideas about the topic?*
- Elicit other activities for good mental health from the class and add them to the graphic organizer (e.g., *spend time with friends, make time to relax*).

✓ 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?

Health 139

Teaching Tip: Using Graphic Organizers to Plan Writing

Planning before beginning a writing task is an important step for students. During this stage, they activate the language they need and organize their ideas, which will help them write more coherently. Using a graphic organizer helps students visualize their main topic and the ideas they will use to explain and support that topic. Some students respond better to visual planning (as in **G**) than to written planning (e.g., writing notes). It is important to demonstrate different strategies for planning writing.

✓ GOAL CHECK

- Write *topic sentence* on the board and explain that every paragraph has a topic sentence that introduces the main idea of the paragraph; it tells the reader what the paragraph is about. Have students underline the topic sentence in **D** (*According to psychologist Susan Pinker, ...*).
- Have students write their paragraphs using the graphic organizer as their plan. Make sure they start with the topic sentence given. Monitor and assist as needed, reminding students to use the words and phrases for sequencing and adding information.
- Have students exchange paragraphs with a partner. Remind them about helping each other improve their writing by giving helpful feedback. Provide questions to guide them (e.g., *Are there any spelling or grammar mistakes? Does the paragraph use any words or phrases for sequencing or adding information?*).
- Have students help each other make any corrections.

Video Journal

About the Video

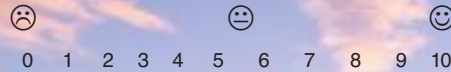
What makes people happy differs from one culture to another, and from one person to another. In this video, we see the results of a survey carried out every year by the American company Gallup to measure happiness around the world. This video presents the results of the survey and provides insights into how different aspects of life are considered important, in terms of their effect on happiness, and what we can do to be happier in our own lives.

- A**
- As a class, look at the photo and have students describe what they can see. Ask, *Where are these people? What are they doing? How do they feel? How do you know?*
 - Go over the happiness scale and have students give the people a score.
- B**
- Go through the items and clarify the meaning of *a good economy* (a stable financial situation) and *a green environment* (clean air, recycling programs, green transportation).
 - Elicit discussion phrases and write them on the board.
 - Assign students to groups to discuss the items and rank them from most to least important. Monitor and assist or prompt discussion as needed.
 - Have groups share their ranking lists (depending on the number of groups, you could have a student from each group write their list (1–8) on the board). Compare lists and discuss them as a class. Can the class agree on one final ranking list?
- C**
- Give students time to think about their ideas, then have them discuss their answers with a partner.
 - Call on students to tell the class something that makes their partner happy. Write anything that is not on the list in **B** on the board.

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).



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.

140

For Your Information: The Gallup Poll and The World Happiness Report

The Gallup World Poll was created in 2005. It conducts surveys in more than 160 countries. These countries include 99% of the world's adult population. The Poll includes more than 100 questions, both global and region-specific. By asking the same questions every year to people in different countries, Gallup can track trends in the data they gather and make

comparisons between countries. Since 2012, the Gallup World Poll has been a major source of data for the Sustainable Development Solutions Network's (a United Nations Global Initiative) World Happiness Report. This report is used by governments around the world to think about ways to increase happiness and well-being in their country.

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.

D

- Go over the table and say the names of the three countries. If possible, show where each country is on a map of the world. Answer any questions.

- Play the video. Remind students to try to answer as they watch.
- Have students compare answers with a partner. Play the video again, if necessary.
- Review answers as a class.

E

- Have students read the statements. Clarify vocabulary as needed.
- Have students choose their answers.

F

- Play the video again.
- Review answers as a class, having students correct the false statements.

G

- Elicit question words and write them on the board (*where, how, when, do / does, etc.*).
- Assign students to groups of three or four and have them read the directions and example questions. Give students roles, if appropriate, to ensure everyone participates.
- Monitor and assist as groups write their questions.
- For groups that are quicker, encourage them to write 10 questions.

H

- Have groups exchange questionnaires and answer the questions.
- Discuss the questions and answers as a class.
- Have students identify things they should do to be happier and more relaxed. Encourage them to write down specific goals to achieve this (e.g., *I should put my cell phone in another room when I am with my family. I should visit my grandmother more often.*).

Expansion Activity

Have groups write their questions in a clearer questionnaire format with a title and instructions. They can make copies and survey other classes. Show students examples of other questionnaires to help them with the design. After they have administered their questionnaire, they can analyze the results and present them to the class.

Unit Theme

Many students learn English with an eye to the future. English has become a common language for communication between people from different non-English speaking countries. Therefore, students may hope to use their new language to get a job, to interact with foreign colleagues, or to travel internationally. In addition, they may need a certain level of English to enter higher education in their own country, or to study abroad. Alternatively, they may just want to learn English to gain access to a broader range of information and entertainment. For any of these objectives, learning English is intimately linked with goals and plans—and in this unit students will explore and express their own.

Unit Overview

In this unit, students will learn to talk about long- and short-term plans. Lesson A introduces the vocabulary for special days and *be going to* + verb to talk about future plans. Lesson B focuses on describing national holidays. Lesson C introduces the vocabulary for life plans and *would like* + verb to express wishes. Then, in Lesson D, students will read and talk about different festivals from around the world and in their own country. In Lesson E, students will look at the language of invitations and write one of their own. Finally, in the Video Journal, students will find out how a photographer plans a complicated photo and video shoot of a hummingbird.

People walk down a colorful alley in Athens, Greece.



142

UNIT 11 GOALS	Grammar	Vocabulary	Listening
<ul style="list-style-type: none"> • Plan Special Days • Describe a National Holiday • Make Life Plans • Compare Festivals • Invite People 	<p><i>Be going to</i> <i>What are you going to do?</i> <i>We are going to have a party.</i></p> <p><i>Would like to for Wishes</i> <i>I would like to be a doctor.</i></p>	<p>Special Days and Plans Months of the Year Holidays Professions</p>	<p>Listening for General Understanding and Specific Details: Holiday Traditions</p>

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

143

About the Photo

This photo was taken by award-winning Jordanian photographer Muhammed Muheisen. Most of Muhammed's work has been as a photojournalist, documenting major events around the world. His particular area of interest over the last decade has been the refugee crisis across Asia, Europe, and the Middle East. He is also the founder of the Everyday Refugees Foundation. The photo we see here portrays a lighter scene: weekend visitors and locals enjoying a day in the center of Athens, Greece. In Greece, Sunday is considered a day of rest and relaxation and many people plan their day around a trip downtown.

- Point out the unit title and ask, *What are plans? What do we plan?* Elicit or explain examples of plans we make (e.g., *weekend plans, vacation plans, what / where we want to study*).
- Look at the photo as a class and have students describe what they can see.
- Have students answer the questions with a partner, then share answers as a class.
- Go over the unit goals together. Answer questions and model or elicit related language. For example, for Goal A, elicit special personal days in our lives (e.g., *birthday, wedding, graduation*). For Goal B, provide an example of a national holiday and elicit further examples. For Goal C, introduce the idea of life plans (e.g., *higher education studies, career plans, moving to another city*). For Goal E, elicit the meaning of *invite*, and introduce the idea of an invitation. Ask, *When do we give invitations?*

Speaking and Pronunciation

Talking about Celebrating Holidays
 Talking about Life Plans
 Inviting People to Events
Be going to (Reduced Form)

Reading

Spring Festivals

Writing

Writing an Invitation
 More Formal and Less Formal Writing

Video Journal

Catching a Hummingbird

This video from National Geographic follows photographer Anand Varma as he plans a project to film a hummingbird, and then shows the beautiful result.

Grammar

Be going to			
Statement	Negative	Yes / No Question	Wh- Question
I am going to have a party.	We are not going to have a big meal.	Are you going to go to the movies?	What is he going to do? When are we going to 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 are you going to (you) do for your birthday?
B: I 'm / am going to have a BIG party! People are going to give me presents.
- A:** Are you going to (you) have a barbecue this weekend?
B: No, we 're / are going to go to the movies.
- A:** Where are Courtney and Min going to (Courtney and Min) go on New Year's Eve?
B: They 're / are going to 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**.

Help students understand the idea of the future. Go through the examples in the chart and clarify as necessary. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

- E** • Have students complete the conversations, then compare with a partner.
 - Review answers as a class. Point out the use of *be going to go* in conversations 2 and 3. The repetition of forms of *go* may seem strange to students and they may omit *go*. Make sure they understand that they need to include it as the main verb.
 - Assign pairs to practice the conversations. Monitor and assist with pronunciation as necessary.
- F** • Elicit activities students are going to do after class and write the verbs on the board.
 - Have students complete the exercise. Monitor and check for the correct form of the verb after *be going to*.
- G** • Refer students back to the question forms in the grammar chart. Point out that they can ask *Yes / No* questions by starting the questions with *Are / Is*, or they can ask *Wh-* questions.
 - Model the example with a student.
 - Assign new pairs to ask and answer questions about their plans in **F**. Monitor and assist as needed.
 - Call on students to share one of their partner's plans.

✓ 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.

Making Plans 145

Grammar: *Be going to*

English uses a variety of structures to talk about future time. One of them is *be going to*, which is used to talk about plans and intentions. It is also used informally for making predictions. One common error is omitting the *be* verb. Help students notice that we always need *am / is / are + going to + verb*. Additionally, students will often hear "gunna." Explain that this is only used in spoken English, and that we always write *going to*.

Grammar Practice: *Be going to*

Have students take a piece of paper and make seven columns with the days of the week at the top. Tell them this is their "calendar" for next week. Then have them write an activity (real or imaginary) for five of the seven days (such as see a movie, study English, etc.). Have students work with a partner to plan an activity that they want to do together (such as have a coffee). They should not look at their partner's calendar; they should ask and answer questions to find a day they can get together. Model sentences like, *I'm going to do the laundry on Monday night.* and *What are you going to do on Tuesday night?* When they have finished, call on students to tell about what they are going to do with their partner and when.

✓ GOAL CHECK

- Go over the steps, then assign students to groups. Give them roles, if necessary.
- Have students develop their plans. Remind them that they are going to present the plan to another group, so they need to be clear. Monitor and prompt with ideas.
- Put groups together to share their plans.
- Call on a member of each group to tell the class something they liked about their partner group's plan.

Vocabulary

As a warm-up, look at the photos as a class and have students describe them. Ask, *What are they celebrating?* Point out the lesson goal and explain that New Year's Day is a national holiday in the US. Tell the class that on national holidays people don't usually have to work and schools are closed so people can celebrate.

- A**
- Go over the Real Language note. Review cardinal numbers with the class by having them count up to an appropriate number.
 - Elicit ordinal numbers by asking about the date. Write it on the board and say the matching cardinal number.
 - Have students write the numbers, then play the audio.
 - Review answers as a class.
 - Say the months in order, for students to repeat.

- B**
- Have students look at the special days and holidays and match them to the dates. Tell them to guess if they don't know.
 - Play the audio, then review answers as a class.
 - Play the audio again, pausing for students to repeat the dates.

- C**
- Have students write the dates for each special day in their books. Model how we say dates: *My birthday is on March 8th. Independence Day is on September 16th.*
 - Have students tell a partner their dates.
 - Call on students to share one of their dates.

Listening

- D**
- Have students read the sentences, then play the audio.
 - Review answers as a class.
 - Play the audio again and have students repeat the dates as a class.

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.



Vocabulary

- A** 🔊 67 Number the months in the correct order. Then listen and check.
- 1 January 7 July 9 September 5 May 12 December 2 February
4 April 10 October 11 November 3 March 6 June 8 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 <u>d</u> | a. Valentine's Day |
| 2. February 14th <u>a</u> | b. Independence Day in Bolivia |
| 3. April 22nd <u>e</u> | c. Halloween |
| 4. May 1st <u>f</u> | d. Girl's Day in Japan |
| 5. August 6th <u>b</u> | e. Earth Day |
| 6. October 31st <u>c</u> | 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.

- New Year's Eve in the US is on December 31st.
- This year, the New Year in China starts on January 25th.
- Independence Day in the US is on the 4th of July / July 4th.
- Independence Day in Brazil is on September 7th.

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.

Listening Strategy: Listening for Detail

When listening for details, students need to listen for words related to the details they need. To do this, they need to first identify what kind of information they need. For example, they might need to listen for place names, or keywords related to specific ideas, numbers, or dates. The strategy needs to be modeled in class so that students get into the habit of identifying what they need to listen for.

Teaching Tip: Post-Listening

It is important for students to cultivate post-listening strategies and skills. For example, they can use the supplied audio clips to practice summarizing what they heard, or they can note how the speakers express themselves (new words or expressions, intonation, reduced forms, etc.). Encourage students to make the most of listening opportunities by having them do follow-up exercises. For example, here, have students summarize the topic of each conversation in **D**, note new words and expressions they heard, or comment on intonation and pronunciation.

E 69 Listen again and answer the questions.

1. Why isn't Linda going to Times Square? *There are too many people. It's so busy.*
2. What is she going to do? *Stay home with her family. Have a meal. Watch TV.*
3. What is Chen going to do? *Go to a party.*
4. What is Tom going to do during the day? *Have a barbecue with his family.*
5. What is he going to do at night? *Go downtown with friends and watch the fireworks.*
6. What time is he going to leave? *(about) Eight o'clock.*

PRONUNCIATION: Be going to (Reduced Form)

In everyday speech, *going to* often sounds like "gunna." This change does not happen in writing.

Full: /gouŋtə 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?			

Making Plans 147

- E**
- Go over the questions and clarify vocabulary as necessary.
 - Play the audio, then have students compare answers with a partner.
 - Review answers as a class, playing the audio again if necessary.

Pronunciation

Ask students what they are going to do to celebrate the New Year or Independence Day (or other national holidays they mentioned in **C**). Write one or two answers on the board, then say them aloud, first using the full form, then using the reduced form. Ask, *Do they sound the same?* Help students notice the difference between the two forms. Go over the information in the box. Remind Students that although we say "gunna," we don't write it.

Teaching Tip: Pronunciation vs. Spelling

Students who have acquired some English from being exposed to a lot of spoken language may find it hard not to write "gunna." It is therefore important to give them plenty of opportunities for written and spoken practice with *be going to* + verb.

- F**
- Go over the items, then play the audio.
 - Have students compare answers with a partner, then play the audio again.
 - Review answers as a class.
- G**
- Model the conversations with a student, using the reduced form of *going to*.
 - Assign students to pairs to practice the conversations.
 - Encourage students to use their own ideas in the conversations.
 - Call on several pairs to model one of the conversations.

✓ GOAL CHECK

- Go over the table and clarify as needed.
- Have students complete the first column with their answers. Provide vocabulary as needed.
- Assign students to groups of three to ask and answer the questions and complete the table. Alternatively, have them stand up and move around the classroom to find two classmates to ask.
- Call on several students to share information from their table. See Expansion Activity for further practice.

Expansion Activity

As a follow-up, students can write a description of the national holiday they talked about in the Goal Check. Provide some extra questions to guide them:
 What's the name of the holiday?
 What is it for? / What does it celebrate?
 How do people usually celebrate?
 Students can share their descriptions with the class by posting them around the classroom for everyone to read.

Language Expansion

Introduce the topic by writing *life plans* on the board. Elicit or explain what this refers to. Ask, *What kinds of things are in your life plans? What do you want to do in the future?* Elicit ideas and write them on the board (e.g., study, travel, get a job, buy a car / house, have children). Review professions with the class by having students create a mind map.

- A**
- Look at the photo together. Ask, *How old is she? Does she have a job?*
 - Have students read and complete the exercise individually.
 - Review the answer as a class. Ask, *Is it an interesting job? Is it easy?*
- B**
- Point to each photo and ask, *What's he / she doing?* Then, have students match the professions to the photos.
 - Have students share their answers with a partner, then review as a class.
- C**
- Model the exercise by asking, *Which profession is the most interesting?* and having students explain the reasons for their answers.
 - Have students rank the professions individually, then compare and discuss their reasons with a partner.
 - Compare rankings as a class. Compile a list on the board. Can the class agree on the most and least interesting profession?

Grammar

Introduce the grammar point by saying, *I would like to be a musician. What would you like to do? Would you like to be a (profession from B)?* Encourage students to answer with *I would like to....* Explain that *would like to* means *want to*, but it is more polite because it is less direct. Use the examples in the chart to point out that the form of *would like to* never changes (it is the same for all subjects; *I, you, he, she*, etc.) and the following verb is always in the base form. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

C GOAL Make Life Plans

Language Expansion: Professions

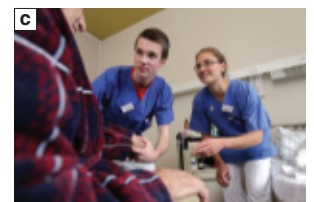
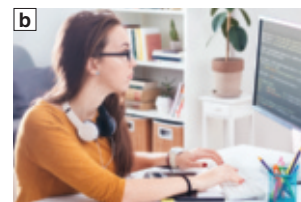
- A** Read about Laura. What is her life plan? *She would like to go to space. She is going to be an astronaut.*

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 c 2. lawyer a 3. musician d
4. software engineer b 5. actor e 6. teacher f



148 Unit 11

Word Bank: Professions

business person	designer
doctor, nurse, etc.	educator / teacher
engineer	farmer
government worker / politician	member of the military
scientist	technology specialist

Grammar: *Would like to* for Wishes

Would like to is considered slightly more polite and “softer” than *want to* in expressing a desire. In some languages and cultures, saying, *I want....*, is not considered impolite, but in English it can come across as being too direct. Like other modal verbs, such as *can*, *could*, and *should*, *would* never changes its form. Similarly, it is always followed by the base form of the verb—in this context, *like*. *Like* is always followed by *to* + infinitive. It is used with the base form of the verb.

- 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 would like to be a nurse.	Would you like to study engineering?	Yes, I would .	What would you like to be?
Danny would like to study law.	Would you like to be a nurse?	No, I wouldn't .	

- D** Write the wishes and plans. Add one of your own. *Answers will vary.*

Wish	Plan
1. <u>I would like to be an actor.</u>	I am going to study acting.
2. Leo would like to be a doctor.	<u>He is going to study medicine.</u>
3. <u>I would like to be a software engineer.</u>	I am going to study information technology.
4. We would like to see the fireworks.	<u>We are going to leave at seven o'clock.</u>
5. <u>They would like to be musicians.</u>	They are going to study music.
6. <u>Answers will vary.</u>	<u>Answers will vary.</u>

Conversation

- E** Listen to the conversation. What would Carol like to be? How is she going to do it? *She'd like to be a lawyer. She's going to study law in college.*

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.

- 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.

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!*

- D**
- Point out that sometimes students are going to write the wish (*would like to*) and sometimes the plan (*be going to*).
 - Have students complete the exercise individually, then compare answers with a partner.
 - Review answers as a class.

Conversation

- E**
- Have students listen with their books closed first. Write the questions on the board. Then, play the audio.
 - Replay the audio as students read and confirm their answers. Ask a few questions to check understanding (e.g., *When's Carol's birthday? Why is her father surprised? Why does he say, "What? Not so fast!"*)
 - Point out the information in the Speaking Strategy note and help students understand that Carol is not serious (see Teaching Tip).
 - Have students take turns role-playing the conversation in pairs.
 - Give pairs time to prepare their conversation, then have them practice. Point out that they can use expressions from the Speaking Strategy note. Monitor and check for correct use of *would like to* and expressions for being serious or not serious.
 - Call on volunteer pairs to present their conversation to the class.

GOAL CHECK

- Model the exercise by telling students about your life plans. Encourage them to ask you questions.
- Give students time to think about their ideas and write some notes.
- Assign students to small groups to compare and discuss their life plans. Monitor and assist or prompt with ideas, if needed.
- Call on each group to say something about the different life plans they talked about. Prompt with questions as needed (e.g., *What was the most interesting / surprising / unusual wish / plan?*).

Teaching Tip: Humor in English

Humor is different in every culture, so it is important to make sure that jokes or funny situations are clarified for students if necessary, as suggested in **E**. In the conversation, from the father's response to Carol's wish, we can infer that he doesn't want her to get married and have children yet. Carol knows this, so she makes a joke. However, this might not be considered funny or appropriate in another culture and could therefore be confusing for students. Always be sure to check students' understanding of language or references that may be understood differently by different students.

Reading

As a warm-up, elicit the celebrations and holidays students have talked about during this unit (e.g., graduation, wedding, New Year). Write their ideas on the board. Introduce the word *festival* and explain that it is one or several special day(s)—sometimes related to a religious event—with social activities, food, or ceremonies. If possible, show images of a local festival or of various festivals (there are many harvest, flower, and light festivals around the world, for example).

Teaching Tip: Linking Topics

It is not always obvious to students how the lessons and topics within a unit are connected, but it is helpful for their learning to see that they are. Recalling previous topics, as suggested in the warm-up, helps students see how what they are learning about is all related. It also helps set the context of this lesson. Whenever you can, refer back to previous topics and language (vocabulary and grammar) as you move through the lessons and units of the book.

- A** • Say the seasons for students to repeat. Elicit or explain the meaning of *season*, if necessary.
- Have students answer the questions with a partner.
 - Discuss answers as a class.
- B** • Point out the title and have students describe the photo.
- Have students read the question and identify what kind of information they need to look for.
 - Review the answers as a class.
- C** • Say the words for students to repeat, then have them skim the article to find the words and underline them.
- Remind them to read the whole sentence and use the context to help them understand the meaning.
 - Have students complete the exercise individually, then compare with a partner.
 - Review answers as a class. See Expansion Activity for further practice.

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? Holi
- April? the Cherry Blossom Festival
- May? Festival of Las Mayas

- C** Match the words from the article to their definition.

- | | | |
|--------------|----------|------------------------------|
| 1. ancient | <u>b</u> | a. a lot of different colors |
| 2. colorful | <u>a</u> | b. very old |
| 3. beautiful | <u>d</u> | c. large groups of people |
| 4. crowds | <u>c</u> | 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?

150 Unit 11

Expansion Activity

To work on their vocabulary skills, have students work in pairs to choose four or five more words from the text and write definitions. With the words and definitions, have them create an exercise like **C** and exchange exercises with another pair. After matching the words and definitions, students can write sentences using the words. An alternative way of doing this exercise is to create it with synonyms instead of definitions.



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.

Making Plans 151

✓ GOAL CHECK

- Model the exercise by having the class help you write notes about one of the spring festivals. Use the prompts to write notes on the board.
- Give students time to write their notes. Monitor and provide vocabulary as needed.

- Assign students to groups to talk about the festivals they chose. Monitor and make sure students talk about similarities and differences.
- Have each group choose one of the festivals to tell the class about.

- D** • Have students read the sentences and check the ones they think they know.
- Have students read the article again more carefully to understand the details of each festival (see Reading Strategy). Remind them to underline any new vocabulary.
- Have students compare answers with a partner, then review as a class.
- Write any words students are still not sure about on the board. As a class, clarify the meaning of each one, using the context to help.

Reading Strategy: Inferring

When reading about a new topic, many learners will have to infer information. Inference is when a student uses facts (both previously known and presented in the reading), as well as their own logic and reasoning, to answer a question or understand a passage. Learning how to make inferences will allow readers to understand reading passages more thoroughly and interact directly with the knowledge they are being presented with. For example, in **D**, students need to decide whether large crowds attend each festival. In the case of the Cherry Blossom Festival, the text only refers to *people*, so students need to infer that a *crowd* is a large number of people.

- E** • Have students read the questions and write notes for their answers before they discuss them with a partner (see Teaching Tip).
- As students work in pairs, monitor and prompt further conversation with questions.
- Share answers as a class.

Teaching Tip: Venn Diagrams

Venn diagrams are a helpful visual organizer for students to clarify their understanding of similarities and differences between items, people, and places they have read about. Students can use a three-circle Venn Diagram to identify the similarities and differences between the three spring festivals in **E**. Model the Venn diagram by drawing it on the board and having students tell you one or two pieces of information about the three festivals to add to it.

Writing

As a warm-up, have students look at the photo. Ask, *What are they celebrating?* *Do you have celebrations like this in your city?* Have students tell the class about any event like the one in the photo that they have been to.

- A**
- Write on the board, *invite* – *invitation*. Have students identify which one is the noun and which one is the verb and explain what an *invitation* is.
 - Have students discuss the questions in pairs briefly, then share answers as a class.

Teaching Tip: Think-Pair-Share

When we ask students to answer discussion questions, the *think-pair-share* strategy can be helpful. Some students don't feel comfortable speaking in English in front of the class; they may be shy or lack confidence in their English, or they may worry that they haven't actually understood the topic or questions correctly. With the *think-pair-share* strategy, first they think about the question(s) and their answer(s) individually, which gives them the opportunity to activate language and knowledge. Then they share their ideas with a partner, where they can check if they have understood the task correctly. These two steps can help boost their confidence before finally sharing with the class.

- B**
- Have students read the invitations and answer the questions individually.
 - Review answers as a class, then discuss the style of each invitation. Ask, *What differences are there in the invitations?* Students might identify language differences (e.g., *Dear* / *Hi* / no greeting; questions / imperatives) or style differences (e.g., the letter font, the text organization).

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? *The first and second are to one person. The third is to lots 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!

People watching fireworks in Montreal, Canada, for the city's 375th anniversary. Many cities have celebrations or festivals on anniversaries.

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!



152 Unit 11

Writing Strategy: Peer Reviewing

Peer review is an excellent way for students to help each other improve their writing. The Goal Check provides the key aspect for students to look out for in this piece of writing (formal / informal). In cases where a checklist or questions are not supplied, get your students into the habit of creating a checklist of their own. For example:

- Are there any spelling mistakes?
- Are there any grammar mistakes?
- Is (the Writing Skill topic) covered?

C Read the invitations again and make notes in the table.

What is it?	Wedding Anniversary	Graduation Dinner	Summer Festival
Date?	March 27th	April 18th	August 1st
Time?	6 pm	7 pm	2 pm
Place?	their house	outside school	the park
Any other information? (e.g., music, food)	(None)	(None)	music, dancing, food, and drinks

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?
The first 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?

Making Plans 153

- C**
- Remind students about using visual organizers to help them understand topics, and point out the table.
 - Have students read the invitations again and complete the table, then compare with a partner.
 - Review the information as a class by having students help you complete the table on the board.
- D**
- Refer students back to the differences they identified in the three invitations. Focus on *Dear* and *Hi*, and ask, *What is the difference between these two? Why does this invitation use Dear? And this one Hi?* Go over the information in the Writing Skill box and answer any questions.
 - Have students underline the specific examples of formal and informal writing in the invitations and answer the question.
 - Review answers as a class.

Teaching Tip: More Formal and Less Formal Writing

When writing, it is very important that students identify the purpose of what they are writing and who it is for. The answers to these two questions determine the style they need to use and the language choices they need to make as they write. Understanding the differences between more and less formal writing styles will help students write more naturally and in an appropriate manner for the occasion.

Communication

- E**
- If you have been using grouping techniques recently, this might be an opportunity to let students form groups themselves. Set a minimum and maximum number of members.
 - Check understanding of the three situations. Give students a time limit to choose their situation and complete the table.
 - Monitor and assist as needed. Prompt with ideas if students are having difficulty.

GOAL CHECK

- Point out the options suggested in the directions and elicit other ideas students might have (a poster, an animated invitation). Remind them to think about the style of their invitation (more or less formal) and choose the appropriate style and language.
- Have students write their invitations individually. Monitor and assist as needed.

- Have students exchange invitations with a partner. Remind them about helping each other improve their writing by giving helpful feedback.
- In their pairs, have students help each other make any corrections.

Video Journal

About the Video

In this video, we learn about the planning behind filming the world's smallest bird—the hummingbird. Anand Varma is a photographer who specializes in science photography, particularly of animals. Hummingbirds have been filmed in the past, but Anand wanted to see how much filming could be improved with today's modern, high-speed cameras. The film involved a lot of preparation, and the result of his planning is a stunning film that helps scientists and non-scientists understand the hummingbird and its movements.

- A**
- Before having students open their books, show the class a photo of a hummingbird. Ask, *What do you know about this bird? Do they have them in your country? Do you think it is easy or difficult to take a photo like this?*
 - In pairs, have students discuss the questions.
 - Survey the class to find out how many students consider themselves photographers and how many take photos of animals.
- B**
- Have students read the questions before they read the text.
 - Have students compare with a partner, then review answers as a class.
 - Ask, *What information was new, surprising, or interesting for you?*
- C**
- Have students read the questions before you play the first part of the video.
 - Review answers as a class.
- D**
- Have students complete the exercise individually.
 - Play the video again. Remind students to check their answers as they watch.
 - Review answers as a class. Play the video again, if necessary, to clear up any differences of opinion.

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? *They're very small—about 3–5 inches long.*
 2. Why are they intelligent? *Their brain is big for their size.*
 3. Why is it difficult to see them? *They are very fast.*
 4. How can scientists study hummingbirds? *They use special cameras.*
- C** Watch the first part of the video and answer the questions.
1. Who is Anand Varma? *A science photographer*
 2. What would he like to do for this project? *Photograph and film a hummingbird*
 3. Does he need a special camera for this project? *Yes, he does.*
- 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.
- 2 The hummingbird is flying through fog.
 - 1 The hummingbird is using its forked tongue.
 - 3 Rain is falling on the hummingbird.
 - 4 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.

154

Teaching Tip: Closed Captions

When using video in the classroom, it is helpful sometimes to use the closed captions to provide students with extra support. Being able to read as they listen can help students understand the content more easily and therefore feel less frustrated if the level of language is challenging. Encourage students to use this strategy whenever they are watching videos outside of class. Suggest that they watch the first time with captions, and the second without.

For Your Information: Hummingbirds

Hummingbirds are native to North and South America and there are about 330 different kinds. The hummingbird gets its name from the sound its wings make because they beat so fast. They are the smallest migrating bird and, unlike other birds, they usually travel alone rather than in flocks. Despite their small size, they can fly up to 800 kilometers (more than 500 miles) in one trip. They are also the only bird that can fly backwards. Hummingbirds are guided to the nectar they eat by the colors of the flowers, and they can eat up to double their body weight in a day. Hummingbird eggs are similar in size to a coffee bean and the female generally lays only two eggs.

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**.



155

- E**
- Have students read the actions. Clarify vocabulary as needed.
 - Play the second part of the video.
 - Have students compare answers with a partner, then review as a class.

- F**
- Write *adjective* on the board and elicit examples of adjectives. Write a few on the board to help students remember what kind of words adjectives are.
 - Give students 30 seconds to write their list.
 - Have students compare their list with a partner, then give them another 30 seconds to think of more adjectives together.
 - Compile a list on the board.

- G**
- In pairs, have students choose an animal or place and brainstorm ideas first.
 - Have them create the plan to present to another pair. Encourage them to use a visual organizer for their plan. Monitor and assist as needed, making sure they can explain the reasons for their planning decisions.

- H**
- Have pairs join to form groups of four. Tell them to present their plan and explain what they are going to do, not simply show it to the other pair.
 - Monitor and prompt with questions as necessary. Tell each group that they need to choose one of the plans to present to the class.
 - Call on each group to present one plan and explain why they chose it. Make sure the whole group participates, not just the pair who created the plan.

Teaching Tip: Reviewing Adjectives and Other Parts of Speech

As a fun, fast warm-up, wake-up, or wrap-up, write the alphabet on the board in columns with space to write next to each letter. Ask students to do the same in their notebook. Give students one minute to write one adjective for as many letters as possible (for example, *attractive*, *bright*, *cute*, etc.). Then, compile a class list on the board. Which letters did they find the most adjectives for? Which letters on the board don't have an adjective? This exercise can also be carried out with nouns and verbs.

Expansion Activity

To share students' plans with the whole class, display them around the classroom. Tell students they need to read them and decide which one is the most interesting, and which one is going to be the most difficult to do. Ask questions about each plan as you go around and encourage students to do the same. Students in each pair should take turns standing next to their plan and answering questions.

Unit Theme

We live in a world where we are increasingly on the move. Every day, countless people around the world move to new cities or countries to pursue better opportunities. People move for work or education, or because they are forced to leave their homes due to difficult situations. As people move and make changes in their lives, they have new experiences that expand their horizons. We all have a past to tell, as well as knowledge and experiences to share and learn from. This unit will provide students with the opportunity to talk about past experiences and compare the past and present in both personal and global terms.

Unit Overview

In this unit, students will learn to talk about the past, and to compare the past and the present.

Lesson A introduces the vocabulary for movements in our lives, and the simple past to talk about these movements and actions. Lesson B focuses on asking and answering questions about the past. Lesson C introduces the vocabulary for describing vacations, and *Yes / No* questions to ask about the past. Then, in Lesson D, students will read and talk about how lost animal habitats can lead to wild animals sharing cities with humans. In Lesson E, students will use time expressions and linking words to give biographical details. Finally, in the Video Journal, students will learn about Dion Poncet, one of very few people to have been born in Antarctica, and the worrying changes he has seen there in recent years.



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.

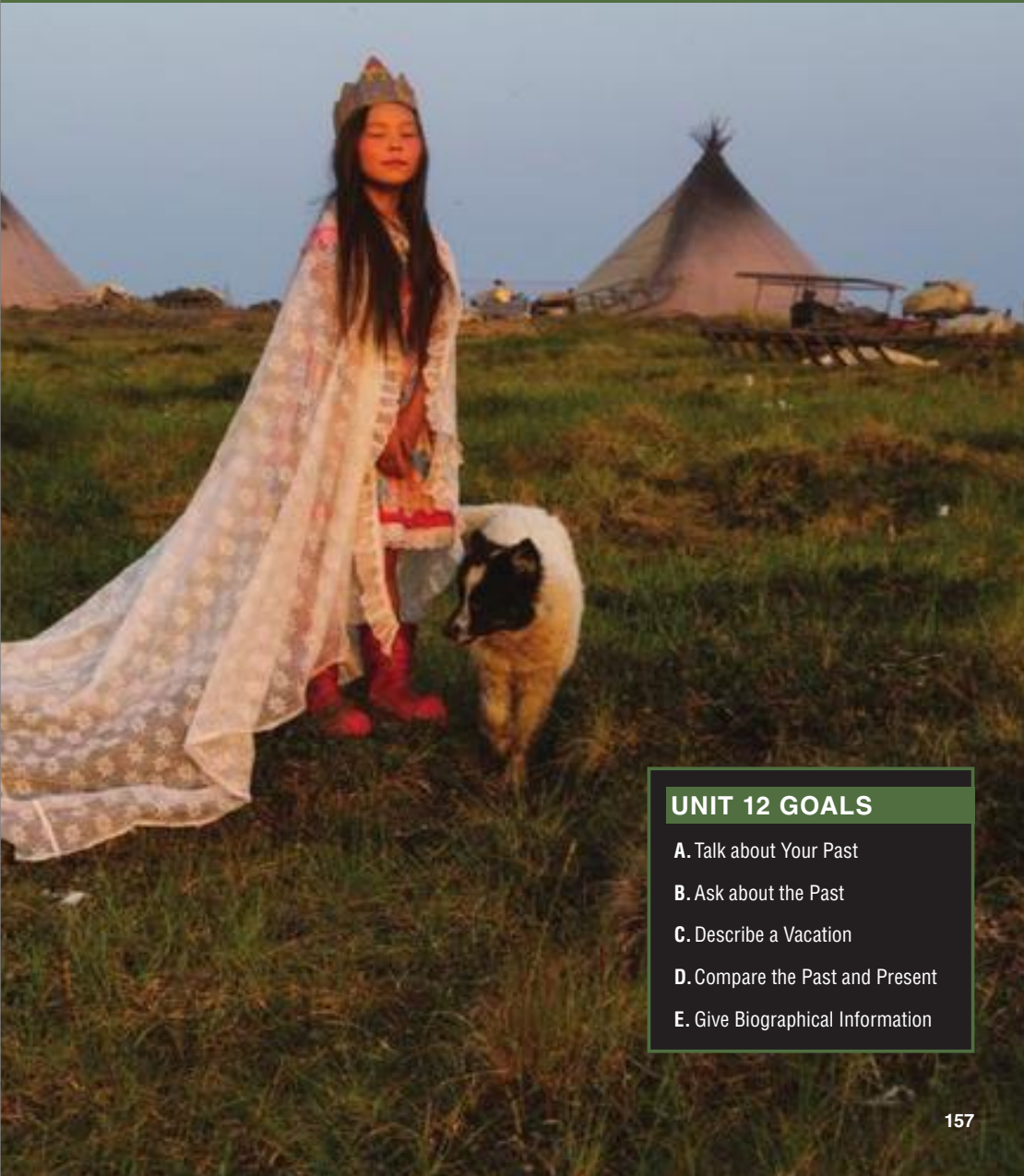
156

UNIT 12 GOALS	Grammar	Vocabulary	Listening
<ul style="list-style-type: none"> • Talk about Your Past • Ask about the Past • Describe a Vacation • Compare the Past and Present • Give Biographical Information 	<p>Simple Past <i>We went to the mountains.</i> <i>He moved from San Francisco to New York.</i></p> <p>Simple Past Questions <i>Was he born in 2001?</i> <i>Where did you live?</i></p>	<p>Verbs + Prepositions of Movement Going on Vacation</p>	<p>Listening for General Understanding and Specific Details: An Interview with Archaeologist Chris Thornton</p>

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

157

About the Photo

In this photo, we see a young Nenets girl pretending to be a princess. The photo was taken by Russian photographer Evgenia Arbugaeva while she was traveling with the Nenets on the Yamal Peninsula in the Russian Arctic. Evgenia migrated with them for *National Geographic* magazine to record the impact of the expanding natural gas industry on their traditional lifestyle.

- Have students describe the photo. Provide vocabulary as needed, such as *tent* and *grass*. Ask, *How does it look?* Elicit adjectives to describe the place (e.g., *quiet*, *lonely*, *cold*).
- Point out the caption and show the class where the Siberian Arctic is on a map.
- Have students answer the questions with a partner, then share answers as a class.
- Go over the unit goals, answering any questions and eliciting any related language students may know. For example, for Goal A, elicit any verbs students know related to movement (e.g., *go*, *leave*, *visit*). For Goal B, ask several students, *When were you born?* For Goal C, write *vacation* on the board and elicit any related words students already know. For Goal E, talk about somebody famous that students are familiar with; say when and where they were born, where they lived, and where they worked.

Speaking and Pronunciation

Describing a Vacation
Giving Biographical Information
-ed Endings

Reading

Humans and
Animals on the Move

Writing

Writing a
Biography
Time Expressions
and Linking Words

Video Journal

Leaving Antarctica

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.

Vocabulary

As a warm-up, write on the board, *I start work / school at _____. I get home at _____. Have students copy and complete the sentences about themselves. Ask several students, What time do you leave home to go to work / school? What time do you leave work / school?*

- A**
- Look at the photos as a class and have students describe what is happening or what they see in each one.
 - Say the verbs in the box for students to repeat.
 - Have students complete the exercise individually, then compare answers with a partner.
 - Review answers as a class.
 - Ask a few questions to practice the verbs (e.g., *Do you visit your friends? Do you go on business trips?*)

- B**
- Have students complete the exercise individually, then compare answers with a partner.
 - Review answers as a class, writing the verbs on the board so students can confirm they have the correct answers.

- C**
- Have students complete the questions individually.
 - Review answers as a class.
 - Model the second part of the exercise by asking a student the first question. Then, ask a follow-up question. For example, *Do you live in an apartment or a house? Is it near your work / school?* Elicit possible follow-up questions for the other questions and write them on the board.
 - In pairs, have students ask and answer the questions.
 - Call on students to tell the class about one of their partner's answers.

Grammar

Introduce the grammar by telling students a little bit about yourself (e.g., *I live here in (city / town). I lived in (city / town / country) before. I work at this school now. In (city / town / country), I worked at (name).*)

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. live in a city



2. go to work



3. stay at a hotel



4. move to a new house



5. return from a trip



6. arrive at the station



7. leave home



8. visit my friends



9. get 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 go to school / work in the morning? When do you get / return home?
- When you go on vacation, where do you normally stay ? In a hotel?

158 Unit 12

Write your story on the board after you have said it. Have students read it and identify the verbs. Ask, *What is different about the verbs?* Elicit which actions are in the present and which were in the past. Go over the information in the chart. Draw students' attention to *didn't* and compare it with *doesn't* in the present. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

Grammar: Simple Past

Have students work individually to write three sentences about themselves using the past tense verbs they have learned. Collect the papers, read each student's sentences to the class, and have them guess who wrote the sentences. Ask follow-up questions about any interesting statements. If your class is very large, divide students into groups. In each group, collect the sentences and redistribute them in the group. Each student reads the sentences they received, and the group guesses who wrote them.

Grammar

D Compare the sentences. Which is about the present? Which is about the past?

- Last year, I left San Francisco and I moved to Tokyo. *the past*
- Now, I live in an apartment and I work in Mexico City. *the present*

Simple Past

Regular Verbs	Irregular Verbs	was / were
I worked in New York. / I didn't work in Tokyo. She lived in London. / She didn't live in Berlin.	You went to Mexico City. / You didn't go to Buenos Aires. He got home at nine. / He didn't get home at ten.	I was born in 1999. / I wasn't born in 2000. They were born in Beijing. / They weren't 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>llhe/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.

- My family and I moved (move) to a new city last year.
- Last night, I didn't go (not go) to my English class. I visited a friend.
- In Mongolia, my brother stayed (stay) in a tent for one month.
- My mother lived (live) in Rome for two years.
- He left (leave) at 9 o'clock this morning.

F 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) went to school in Switzerland. After college, he (3) lived in Switzerland for 28 years, and then he (4) moved to the US in 1933.

leave move not stay return

When she was 12, Salma Hayek (5) left Mexico and went to school in the US. A few years later, she (6) returned to Mexico and became an actress. But Salma (7) didn't stay in Mexico. In 1991, she (8) moved to Hollywood and became famous around the world.

GOAL CHECK Talk about Your Past

- Choose three important years in your life. Write each year and what happened.
- 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!

On the Move 159

- In pairs, have students guess each other's reasons. Monitor and assist, checking for correct use of the simple past.
- Call on volunteers to share one of their partner's important years.

Grammar: Simple Past

The simple past is used to talk about actions that were completed in the past. Irregular verbs are those that don't follow the *-ed* ending rule in forming the simple past, and so must be learned individually. Learning them in groups that are similar (*teach-taught, catch-caught, sell-sold, tell-told, buy-bought, bring-brought, think-thought*) and practicing with flashcards (verb on one side, simple past form on the other) can be a good way to do this. Tell students that if they are unsure about a verb, dictionaries usually have a list of irregular verbs in the back, and they have a list in their book on page 185.

Teaching Tip: Lesson Pace

As we work through the units of the book with our students, we tend to develop a natural pace which reflects both our character and the group's character. However, it is usually to everybody's benefit to modify the pace during any one lesson. Varying the pace is likely to promote learning as students need that variety to stay focused and engaged. Some activities should be short, dynamic, and not overly challenging, while others will be denser, longer, and more challenging.

- D**
- Have students underline the verbs in each sentence and answer the questions individually.
 - Review answers as a class.

- E**
- Have students complete the sentences individually. Point out that *leave* is irregular, and refer students to page 185.
 - Review answers as a class.

- F**
- Go over the information in the Word Focus note and say the years for students to repeat.
 - Write *Albert Einstein* and *Salma Hayek* on the board and elicit what students know about them. Encourage them to use verbs in the simple past if they can.
 - Have students complete the paragraphs, then play the audio.
 - Review answers as a class and answer any questions. Ask a few comprehension questions to introduce question forms, which they will see in the next lesson (e.g., *Where was Einstein born? When did Einstein move to the US?*).

GOAL CHECK

- Model the exercise by writing three important years in your life on the board. Point out the example conversation. Have students guess what happened in each year by saying sentences in the simple past.
- Give students time to write their three years and what happened in each one.

Listening

As a warm-up, have students look at the photo of the archaeological site and Dr. Thornton. Ask, *Where is this? What does he do?* Have students predict what they will learn about the place and Dr. Thornton, and what specific words they might hear in the audio. Write their ideas on the board. Leave them there to refer back to at the end of the listening exercises.

Listening Strategy: Summarizing

It is generally beneficial for students to do something with the information they have heard so that they don't simply focus on completing the exercises in the book. Summarizing what they heard is a useful post-listening strategy. Summarizing pushes students to analyze what they understood, clarify ideas, and explain those ideas. Through this process, they demonstrate a deeper understanding.

- A**
- Go over the information in the profile and say the places and school subjects so students know how they sound before they listen.
 - Play the audio. Remind students to try to choose their answers as they listen.
 - Have students compare answers with a partner. Then play the audio again.
 - Review answers as a class.

Pronunciation

Write *moved*, *talked*, and *wanted* on the board. Underline the *-ed* endings. Say each one and ask, *Does the -ed ending sound the same?* Repeat the verbs and help students notice the differences. Go over the explanation in the box and clarify as needed. Write the correct sound next to each verb on the board.

- B**
- Check that students understand the table and what they have to do, then play the audio.
 - Have students compare answers with a partner, then replay the audio.
 - Review answers as a class, completing the table on the board.
 - Point to verbs in the table and call on students to say them.

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) <u>Washington, DC</u> / <u>New York City</u>		
Place of birth	(2) <u>Washington, DC</u> / <u>New York City</u>		
Subject studied in college	(3) <u>Archaeology</u> / <u>Art history</u>		
Countries worked in	(4) <u>South Africa</u> / <u>Peru</u>	Hungary	Cyprus
	Iran	Oman	
Work in Oman	He studied the (5) <u>buildings</u> / <u>language</u> and objects of (6) <u>ancient</u> / <u>modern</u> 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.



160 Unit 12

Teaching Tip: Pronunciation of -ed Endings

Show students how the sound that comes before the *-ed* ending determines how we say the ending. After /d/ and /t/, the *-ed* sound is /ɪd/ (*decided*, *wanted*); after other voiced sounds, the *-ed* sound is /d/ (*lived*, *played*); after other unvoiced sounds, the *-ed* sound is /t/ (*stopped*, *washed*). To understand the difference between voiced and unvoiced, have students put two fingers at the bottom of their neck and say /v/ and then /p/. They will feel the vocal cords vibrate with /v/ (voiced), but will feel no vibration with /p/ (unvoiced).

- C**
- In pairs, have students take turns saying the sentences.
 - Play the audio for students to check their pronunciation.
 - Play the audio again and have students repeat each sentence.

Grammar

Simple Past Questions	
Was / Were	Short Answers
Was he born in 2001?	Yes, he was . / No, he wasn't .
Were they born in the US?	Yes, they were . / No, they weren't .
Wh- Questions	Short Answers
Where did you live ?	In Muscat.
When did you study archaeology?	In 2005.
How long did you stay 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:** Were you born here?
B: No, I wasn't. I was born in New York City.
- A:** When did you leave home?
B: In 1997.
- A:** Where did you work?
B: I worked in South Africa, Hungary, Cyprus, Iran, and Oman.
- A:** When did you go to Oman?
B: From 2007 to 2015, I went to Oman every winter.
- A:** What did you do there?
B: We studied 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...

On the Move 161

GOAL CHECK

- Go over the question prompts and elicit possible questions. Write a few on the board to help students get started.
- Give students time to write their list of questions. Tell students to write at least eight questions. Monitor and assist as needed.
- In pairs, have students carry out their interviews. Make sure they write notes for the answers. Remind them to ask follow-up questions whenever they can.
- Have students switch partners. Make sure they understand that they're not going to interview this person; they're going to tell them about the person they interviewed before.

Grammar

Introduce the grammar by asking questions about Dr. Thornton from the information in **A** (e.g., *Was Chris born in Washington, DC? Where was he born? What did he study in college?*). Write the questions on the board. Ask, *What do you see? How do we make questions in the simple past?* Underline *was* and *did* in the questions. Write, *Where do you live?* and *How are you?* on the board. Help students see the connection between *do / does* in the simple present and *did* in the simple past, and between *is / are* and *was / were*.

- D**
- Have students complete the interview individually, then compare with a partner.
 - Play the audio for students to confirm their answers. Review answers as a class.

Communication

- E**
- Assign half the class to role A and the other half to role B.
 - Monitor and assist students as needed. Check that they are forming their questions correctly.
 - In A-B pairs, have students take turns asking and answering their questions.

Teaching Tip: Speaking for Exams

In international exams such as IELTS, students will have to both speak individually for a certain amount of time about a specific topic (usually 1–2 minutes) and maintain a conversation for a certain amount of time. With this in mind, even at Intro level, students should be provided with opportunities to practice speaking with a specific minimum time limit. In pairs, give students topics to choose from and then talk to their partner about spontaneously for at least a minute. Similarly, pairs can choose topics to talk about together and time themselves to see how long they can successfully keep the conversation going for.

Language Expansion

As a warm-up, create a mind map on the board around the word *vacation*. Ask, *What do you think of when you see this word?* Use the *think-pair-share* technique. First, have students brainstorm ideas individually. Then have them share with a partner. Finally, have them call out ideas for you to add to the mind map. Prompt with questions as necessary (e.g., *What do you need to do before you go? What do you need to take with you? What do you need to plan?*). Leave the mind map on the board for students to refer to in **B** and **D**.

- A**
- Look at the photos and say each phrase with the class.
 - Check and put an “x” on the items for yourself and tell students about your last vacation. Then, ask a few students, *Where did you go on your last vacation? When did you go? Did you take a bus?*
 - Have students complete the exercise individually. Ask, *Do you want to add any new items to the mind map?*
- B**
- Point out the Word Focus note and say the simple past forms for students to repeat.
 - Model the example with a student. Point out the irregular past form of *took*.
 - In pairs, have students talk about what they did and didn’t do from **A**.
 - Call on students to share something their partner did.

Grammar

Introduce the *Yes / No* questions and short answers by asking students about the actions they talked about in **A** and **B**. For example, *Did you get a passport?* Elicit, *Yes, I did. / No, I didn’t.* Continue with more questions. If your students seem confident with the structure, elicit questions from them and answer them yourself or choose students to answer. Go over the examples in the chart and clarify as needed. Direct students to the Grammar Reference in the back of the student’s book for additional review and practice.

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.

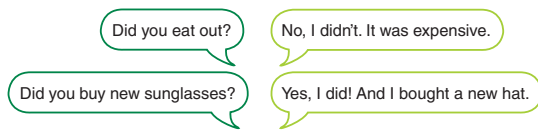
- A:** Did you take a train? **B:** Yes, I did.
- A:** Did you stay in a hotel? **B:** No, I didn’t. I stayed with friends.
- A:** Did you get a new passport? **B:** No, I didn’t. I already had one.
- A:** Did they take a plane? **B:** No, they didn’t. They took a bus.
- A:** Did she buy tickets? **B:** No, she didn’t.

- C**
- Have students complete the exercise individually, then compare answers with a partner.
 - Review answers as a class, writing the answers on the board.

Word Bank: Vacations

get a visa
 go on a cruise
 go to an art gallery / a museum
 rent a bike / a car / an apartment / a house
 take a tour
 travel by car / plane / train / boat

- D** In pairs, ask *Yes / No* questions about your partner's last vacation using the phrases in **A**.



Conversation

- E** Listen to the conversation. Where did Liana go on vacation? Did she have a good time? *Liana went to Bali. Yes, she had 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

- 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 ...
- In pairs, take turns describing your vacation. Then ask your partner follow-up questions about his or her vacation.

We went to Krabi. We stayed with my grandparents.

Was it ...?

Did you ...?

On the Move 163

- Review the question prompts in the Speaking Strategy note and remind students to use them to ask each other follow-up questions. In pairs, have students describe their vacations using their notes to help them. Monitor and assist as needed.

Grammar: Simple Past *Yes / No* Questions; Short Answers

Yes / No questions and short answers in the simple past follow the same format as the simple present ones. The only change is in the verb form: *do* is still used as the auxiliary verb, but in this case in its simple past forms *did* and *didn't*. For example, *Did you buy a ticket? Yes, I did. / No, I didn't.*

- D**
- Use the examples to model the exercise with a student. Point out the extra information after the short answer in each example. Tell students to do the same in their conversations. Encourage them to refer to the mind map to help them. Use the Word Bank for additional vocabulary.
 - Have students ask and answer questions in pairs. Monitor and ask questions to prompt further conversation as needed.
 - Call on volunteers to tell the class about something their partner did or didn't do on their last vacation.

Conversation

- E**
- Have students listen with their books closed first. Write the questions on the board, then play the audio.
 - Replay the audio as students read and confirm their answers. Ask a few questions to check understanding. For example, *Why did Liana like Bali? Did she like the food? Where did she eat usually?*
 - Point out the information in the Speaking Strategy note and have students circle the examples in the conversation.
- F**
- In pairs, have students practice the conversation. Remind them to switch roles.
 - Monitor and assist as needed.
- G**
- Look at the underlined words and have the class suggest possible changes.
 - Give pairs time to prepare their conversation and then have them practice. Monitor and check for correct use of simple past questions and answers.
 - Call on volunteer pairs to present their conversation to the class.



GOAL CHECK

- Go over the prompts as a class and clarify as needed. Give students time to write some notes about their last vacation with the help of the prompts. Use the Word Bank for additional vocabulary.

Reading

As a warm-up, point out the lesson goal and elicit things that are different now from how they were in the past. Prompt with ideas, if needed. For example, suggest that students think about travel / transportation, communication, education, or cities. Ask, *How are cities different now? How is transportation different?* Write students' ideas on the board.

- A**
- Go through the words in the box and check understanding. Explain new vocabulary, such as *skyscrapers*, by giving examples.
 - Discuss the questions as a class.
- B**
- Have students look at the photo and the caption, then discuss the questions with a partner.
 - Tell students to skim the article to get the main idea.
 - Compare answers as a class.
 - Have students explain why the leopard is walking in Mumbai.
- C**
- Have students read the statements. Clarify any unknown vocabulary. Tell them to read the article more slowly this time to focus on understanding details. Remind them to use the glosses and to underline any other words they can't guess from the context.
 - Have students complete the exercise individually, then compare with a partner. Encourage them to use a graphic organizer to show what happened in the past and what happens now according to the information in the article (see Reading Strategy).
 - Review the answers as a class, having students identify where in the article they found the information. Encourage them to explain why the statement refers to the past or to the present.
 - Have students underline the glossed words in the article. Ask questions to check their understanding. For example, *What are some rural areas near this city? Name some species of animals that live in the jungle.*
 - Have students call out any words they are still not sure about. Write them on the board and clarify their meaning with help from the class.

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. | Past | Present |
| 2. Wild animals had to move because cities grew. | Past | Present |
| 3. There are fewer rural areas. | Past | Present |
| 4. Some wild animals learn to live in cities. | Past | Present |
| 5. People believed that wild animals only lived in the countryside. | Past | Present |

- 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.

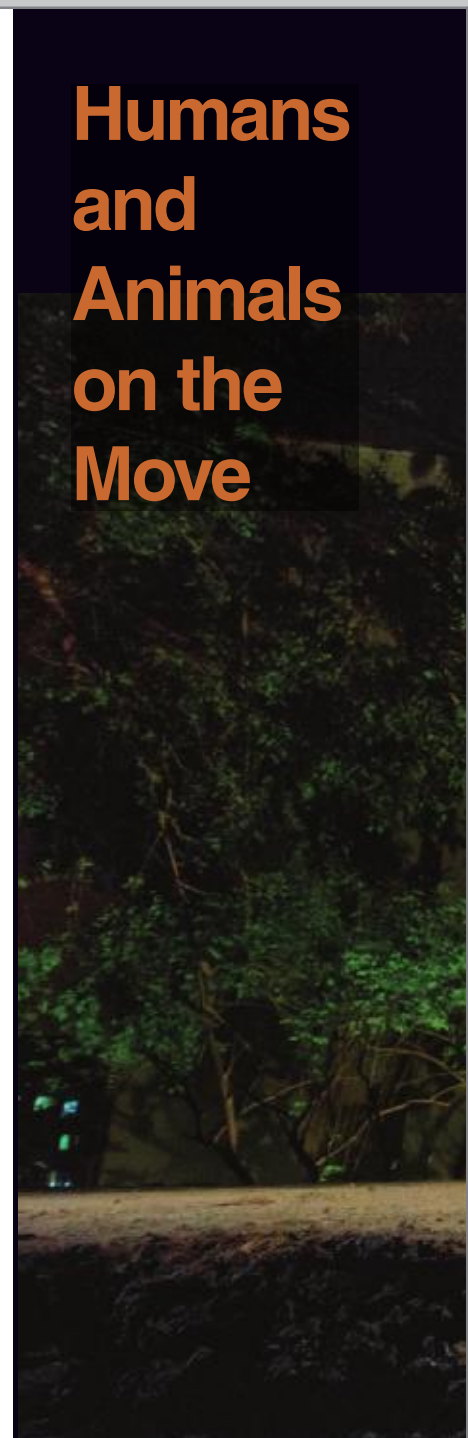
164 Unit 12

Reading Strategy: Extensive Reading

To help students develop their reading skills in general, it is important to encourage them to read texts other than those in the book simply for enjoyment. Providing access to other reading material through a small class or school library or by suggesting other reading sources can help students achieve this. This extensive reading can be carried out both outside of class and at strategic points during a lesson or sequence of lessons as a break from the intensive reading they do in Lesson D.

- D**
- Read the question as a class. Give students time to think about animals where they live. Encourage them to use a dictionary if they are not sure of any animal names.
 - Have students call out their answers. Write them on the board. As a class, discuss the possible problems and benefits (see For Your Information) of having these animals in cities and towns, and possible solutions to the problems.

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

A leopard is walking across a dirt path at night. The background is dark with some lights from buildings and trees, suggesting an urban environment. The leopard's fur is spotted and rosetted.

Leopards live in Sanjay Gandhi National Park in Mumbai, India.

On the Move 165

✓ GOAL CHECK

- Go over the topics and answer any questions. Point out the example.
- Assign students to groups of three or four to carry out the first step. Set a time limit to ensure all groups are ready to move on to the second step at the same time. Monitor and provide additional vocabulary as needed. If you notice that some groups are slower, suggest that they choose three or four of the topics to focus on.
- Have groups join to compare their ideas. Number each student in these new groups so you can use the numbered heads technique for students to share their ideas.
- Say a number, for example, *three*, and have person number 3 in each group share one of their ideas. Repeat for each topic, choosing a different number each time to ensure everyone in each group participates. Summarize each idea on the board, writing the verbs in the simple past and simple present.

For Your Information: Stray Dogs, Leopards, and Rabies Control

Stray dogs are a huge problem in India; the number is estimated at 30 million. A report published in 2014 suggested that about 100,000 of them live in Mumbai. Surprisingly, the wild leopards living in the Sanjay Gandhi National Park are indirectly providing a solution. A study published in 2018 found that leopards kill approximately 1,500 stray dogs a year in the park. This has some positive consequences: it saves the Indian government money, as it reduces the number of dogs that need to be sterilized in the government program; and perhaps most importantly for locals, according to statistics, it prevents 1,000 dog bites and, as a result, 90 possible rabies cases each year.

Teaching Tip: Continual Reassurance and Support

Reading and understanding new texts is a vital skill in language learning. Students at all levels, but especially beginner level, may feel overwhelmed by the articles in Lesson D, so continue to remind them that their ability will always improve with practice. Support students in their reading by providing plenty of scaffolding steps—techniques and strategies that will aid their comprehension. For this reading, students could draw a diagram to visually organize the chain of causes and effects in the article and show how they link together. Some of these points might be: people move to the cities – cities grow – fewer rural areas – animals learn to live in cities – they eat from garbage cans.

Communication

As a warm-up, write *Famous People* and *Famous Places* as two titles on the board. Elicit names of people and places and write them under each title. Ask, *What do you know about (place / person)? Where is (place)? Is it an old place? Where was (person) born?* Elicit any facts students know about the people and places on the board. Point out the lesson goal and tell the class that the facts they shared are biographical information. Leave the list on the board.

- A**
- Have students close their books and tell them they're going to play a game. Tell them you're thinking of a famous place. Model the game using the example. Read each sentence until they guess the place, then tell them how many points they scored.
 - Answer any questions about how to play the game, then assign students to teams of four. Have them choose a person or a place and write their five sentences. Provide vocabulary as needed.
 - Have each team join another and begin the game. Monitor and assist as needed.
 - Continue playing until they have all played against each other or until you think it is sufficient.

Writing

- B**
- Have students look at the photo. Ask, *Where is this woman? What's her job?* Elicit answers from students. Provide vocabulary as necessary.
 - Go over the directions as a class and check understanding of *biography* and what the notes are for. Ask, *Why did the student write these notes? What is he or she going to do?*
 - Ask other questions to check understanding of the content of the notes (e.g., *Why is the woman in the photo famous? When was she born?*).
- C**
- Go over the information in the Writing Skill box. Clarify the meaning of each word and expression with examples related to the past (e.g., *During the vacation, I went to Lima to see some friends. At the same time, I visited my aunt.*).

GOAL Give Biographical Information

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.*)

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.

166 Unit 12

Communication

- 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 Endeavour 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	

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) When she was sixteen, she won a scholarship and went to Stanford University. (3) At that time, she wanted to be a scientist and she studied chemical engineering. (4) Later, in 1981, she became a Doctor of Medicine. Mae also had another dream, and (5) in 1987, she became a NASA astronaut. (6) After years of training, Mae flew into space on the Endeavour space shuttle on September 12, 1992, and (7) eight days later, she returned to Earth. She left NASA in 1993, and today she has her own company.

- Individually, have students complete the exercise.
 - Have students compare answers with a partner, then review them as a class. Have students explain their choices.
- D**
- Have the class choose one person from the list of famous people on the board. Tell them you're going to

write a biography about that person. Ask, *What information do I need for a biography?* List a few ideas on the board (e.g., *date of birth, moves, studies*).

- Have students complete steps 1 to 3 individually.



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?

On the Move 167

- Once students have completed their notes, have them write the biography. Remind them to follow the text about Mae in **C** as a model. Monitor and check for correct use of the simple past, time expressions, and linking words as they write.
- Have students exchange biographies with a partner. Remind them to give helpful feedback. Tell them to circle the time expressions and linking words.
- In their pairs, have students help each other make any corrections.

For Your Information: Mae Jemison

Before becoming the first African American woman astronaut, Jemison was already a very accomplished person. After studying at Stanford University and then Cornell University Medical College, Jemison was a practicing physician for several years before joining the Peace Corps. When she joined NASA, Jemison was one of only 15 people chosen from approximately 2000. Her medical background was fundamental to her work on the Endeavour since she was the science mission specialist, conducting experiments on weightlessness and motion sickness. Jemison continues to be an active public speaker, promoting science and technology as well as the arts. She also leads the 100-Year-Starship program, which aims to make space a reality for as many people as possible.

- E**
- In pairs, have students compare answers.
 - Call on students to tell the class who they chose and what information they need (see Teaching Tip).

Teaching Tip: Scaffolding

If you feel your students need more support before writing their biography, another appropriate scaffolding stage would be to have students help you write a biography of the person you discussed when modeling exercise **D**. Have the class tell you what to write, and guide them with questions (e.g., *What information comes next? Do we need a time expression here?*). Encourage them to review grammar and spelling and provide you with corrections.

✓ GOAL CHECK

- Tell students they're going to find out about their person (this research stage can be done in or out of class).
- Refer students back to the notes in **B** as a model, and have them write notes about the person they chose in **D**. Monitor and assist, providing vocabulary as needed.

Video Journal

About the Video

In this video, we meet Dion Poncett, who until recently was captain of the ship *Hans Hansson*, which took people on trips around Antarctica. Dion was an extremely unique captain and expedition leader because he knew Antarctica better than most. He was born on a sailboat in the harbor of South Georgia Island, and spent his childhood sailing around Antarctica. Through this video, we learn about the changes Dion has seen happening in Antarctica: the ice and snow cover are receding, the land is drying up due to climate change, and commercial fishing is leaving the local wildlife without food. These changes both sadden and worry Dion. The Antarctica of his childhood is gone, and people don't realize how important Antarctica is for the rest of the planet.

- A**
- Give students the instruction before they open their books. Tell them to write down the first three words they think of when they look at the photo.
 - Call on students to share their three words by writing them on the board.
- B**
- Have students discuss the questions with a partner. Tell them to guess the answers if they're not sure.
 - Review answers as a class.
- C**
- Go over the list and clarify any unknown vocabulary.
 - Play the video. Remind students to try to answer as they watch.
 - Have students compare answers with a partner. Play the video again as necessary.
- D**
- Go over the sentences and clarify any unknown vocabulary.
 - Encourage students to identify key words to listen for in each sentence.
 - Play the video again. Remind students to answer as they watch.
 - Have students compare answers with a partner, then review as a class. Call on students to say each sentence to practice simple past pronunciation.

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?
Continent
 2. Is the North Pole or South Pole there?
South Pole
 3. Is it smaller or bigger than Australia?
Bigger (twice the size)
- 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

168

For Your Information: The Antarctic Treaty

Antarctica is the only continent in the world that does not have a native people. Over time, various countries had staked claims on it, which led to the need for a treaty. To protect the area, the Antarctic Treaty was signed in 1956, in the US. It was originally signed by twelve countries, but now has 54 signatories. The treaty established that Antarctica could only be used for peaceful purposes. Protecting the Antarctic environment became more explicit with the addition of the Protocol on Environmental Protection in 1991. With the protocol, Antarctica was designated a natural reserve devoted to peace and science. All activities related to mining natural resources are prohibited by the protocol. However, as Dion makes clear, the treaty has fallen short in terms of the wildlife in Antarctica. The land is protected by the treaty, but not the sea. This has led to overfishing, and the animals that depend on the sea for their food are suffering the consequences.

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.

- E**
- Go through the questions with the class. Remind students about follow-up questions to keep a conversation going and point out that it's okay to guess what Dion's answers would be if the information wasn't in the video.
 - In pairs, assign students A / B roles. Monitor and assist as needed. Encourage students to give more than one-word answers.
 - If time allows and students are enjoying the role play, have them switch roles and repeat the exercise. Encourage them to think of new questions to ask.
 - Call on volunteers to present their conversation to the class. See Expansion Activity for further practice.

Expansion Activity

In groups, students can role-play a news program about the problems the Antarctic is facing. Possible roles:

Host

Journalist (who has been researching the problem)

Environmental specialist

Dion Poncett

Students can research the topic further or base the discussion on what they have learned from the video and their own knowledge. Give groups time to plan and prepare before practicing. Monitor and assist as needed. Have each group role-play their news program for the class.

- F**
- Go over the directions and check understanding of the exercise.
 - Brainstorm one or two ideas for each item (old buildings, people, changes) to help students get started.
 - Set a reasonable time limit for the planning stage, then assign students to groups of three or four. You might want to give them roles to ensure that all three points are discussed and that they have a finished plan to present at the end. Monitor and assist as needed. Groups can decide how they want to present their plan: (clarification follows) it could be just from their notes or they might want to create a poster with a visual organizer.
 - Have each group join another to present their plans.

Teaching Tip: Self-Evaluation

It is always useful to have students spend some time reflecting on the progress they have made and their goals for future learning. One way to do this is by having them fill out a questionnaire in English and then (if time permits) having a brief meeting with each student to discuss his or her answers. Depending on your group, students could also discuss their answers to the questionnaire in pairs. Here are some possible questions you could ask:

- How much have you improved in these areas? Speaking / Listening / Writing / Reading / Vocabulary / Grammar (Write "a lot," "some," or "a little.")
- Which exercises in class helped you the most?
- Which exercises didn't help you?
- What will you do differently in your next class?

Grammar Reference

UNIT 1

Lesson A

Present Tense of be

Subject Pronoun	Be	
I	am	Sam.
You	are	
He / She / It	is	
We	are	Sam and Sara.
They	are	

Contractions with be

I'm	Sam.
You're	
He's / She's / It's	
We're	Sam and Sara.
They're	

Possessive Adjectives

My	name is	Sam.
Your	name is	Sara.
His	name is	Alex.
Her	name is	Ana.
Its	name is	Max.
Our	names are	Yuki and Laura.
Their	names are	Alex and Ana.

A Underline the correct form of be.

- I am / is a teacher.
- She is / are a teacher.
- We is / are teachers.
- They am / are students.
- This am / is my friend, Julia.

B Write the sentences with contractions.

- He is Ruben. He's Ruben.
- I am Diego. I'm Diego.
- You are Rebecca. You're Rebecca.
- They are Ahmet and Omar. They're Ahmet and Omar.

C Write the possessive adjectives to complete the conversation.

Jill: Pleased to meet you. (1) My name's Jill.

Ellie: Hi, I'm Ellie.

Jill: Are you here with friends?

Ellie: Yes, I'm with two friends. (2) Their names are Hussein and Lucas. And you?

Jill: I'm with my husband. (3) His name is Jose.

Lesson C

Be + Adjective

Subject	Be	Adjective
I	am	single.
You	are	tall.
He	is	handsome.
She	is	young and short.
We	are	married.
They	are	old.

Questions with be

Questions with be			Short Answers	
Are	you	married?	Yes, I am .	No, I'm not .
Is	he / she / it	old?	Yes, he / she / it is .	No, he / she / it isn't . No, he / she / it is not .
Are	they	tall?	Yes, they are .	No, they're not . No, they aren't .

*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.

- I'm tall and my friend is short.
- They're young and we are / 're old.
- She's single and he is / 's married.
- Bill is short with long hair and Sheila is / 's tall with short 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) 'm not. Carol is at home.

A: (2) Are you and Carol married now?

B: Yes, we (3) are. Are you and Nigel married?

- A:** No, we (4) 're not / aren't.
- B:** Is Nigel here?
- A:** No, he (5) isn't / 's not. I'm here with a friend.

UNIT 2

Lesson A

Negative Present of <i>be</i>		
Subject Pronoun	<i>be</i> + not	
I	am not	from Peru.
You / We / They	are not	
He / She / It	is not	

Contractions with <i>be</i> + not				
I'm not		from China.		
You / We / They aren't	OR			You're / We're / They're not
He / She / It isn't				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. We aren't from Egypt. / We're not from Egypt.
- It is not a big country. It isn't a big country. / It's not a big country.
- They are not 50 years old. They aren't 50 years old. / They're not 50 years old.
- He is not a grandfather. He isn't a grandfather. / He's not a grandfather.

B Write the negative present form of *be*. Use contractions.

- A:** Is Fatima an artist?
B: No, she isn't / 's not.
- A:** Are David and Maria married?
B: No, they aren't / 're not.
- A:** Are you single?
B: No, I 'm not.
- A:** Is this car from Spain?
B: No, it isn't / 's not.

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 a waiter.
- She's a musician.
- Bill is an engineer.
- Sue is an artist.
- They're – architects.
- Nigella and Vanessa are – students.
- I'm a nurse.
- Aran is an architect.
- We're – taxi drivers.
- I'm not a student, I'm a teacher.

Lesson C

Be + Adjective + Noun

Statements		
Subject + <i>be</i>	Adjective	Noun
China is	a big	country.
Africa and Asia are	big	continents.
Microsoft isn't	a small	company.
Amazon and Alibaba aren't	small	companies.

*The article comes before the adjective in singular sentences.

Questions				Answers
<i>Be</i>	Subject	Adjective	Noun	
Is	China	a big	country?	Yes, it is .
Are	Africa and Asia	big	continents?	Yes, they are .
Is	Microsoft	a small	company?	No, it isn't .
Are	Amazon and Alibaba	small	companies?	No, they aren't .

D Unscramble the sentences and questions.

- China / Is / a / country? / big
Is China a big country?
- big / The / is / a / country. / United States
The United States is a big country.

- is / a / Russia / country. / cold
Russia is a cold country.
- Is / hot / Saudi Arabia / a / country?
Is Saudi Arabia a hot country?
- country? / small / Belize / Is / a
Is Belize a small country?

E Answer the questions.

- Is Mexico a cold country?
No, it isn't. It's a hot country.
- Is Chile a big country?
Yes, it is.
- Is Vietnam a hot country?
Yes, it is.
- Is the UK a small country?
Yes, it is.
- Is Egypt a wet country?
No, it isn't. It's a dry country.

UNIT 3

Lesson A

There is / There are		
Statement	Question	Answers
There is a bathroom.	Is there a bathroom?	Yes, there is . No, there isn't .
There are two bathrooms.	Are there two bathrooms?	Yes, there are . No, there aren't .

A Write the correct form of *be* to complete the conversation.

My apartment is small. There (1) are four rooms. There (2) is a kitchen with a table and four chairs. There (3) is a living room with a sofa and a TV. There (4) are two bedrooms and there (5) is a bathroom between them. The apartment is on the tenth floor. There (6) isn't a balcony, but there are a lot of windows.

B Use the words to write questions about somebody's house. *Answers may vary.*

- bathroom / upstairs
Is there a bathroom upstairs?

- swimming pool / backyard
Is there a swimming pool in the backyard?
- stairs / your house
Are there stairs in your house?
- garden / front yard
Is there a garden in your front yard?
- three bedrooms / your house
Are there three bedrooms in your house?
- closet / bedroom
Is there a closet in your bedroom?






Singular Nouns	Plural Nouns
1 house 1 bathroom	2 houses 2 bathrooms
<p>With most nouns, add -s at the end of the word to make it plural: house → houses bedroom → bedrooms</p> <p>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</p> <p>Some plural nouns are irregular: man → men child → children person → people</p>	

C Write the plural form.

- apartment apartments
- teacher teachers
- university universities
- school schools
- tomato tomatoes
- child children
- bus buses
- woman women

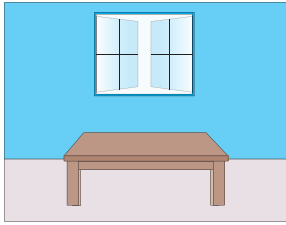
Lesson C

Use prepositions of place to say where a person, object, or place is.

Prepositions of Place				
				
in	on	next to	between	under

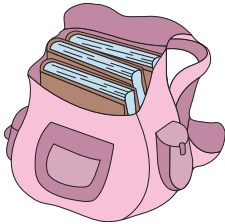
D Complete the sentences with a preposition.

1.



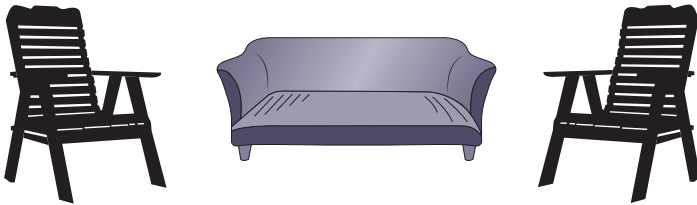
The table is under the window.

2.



Your books are in my bag.

3.



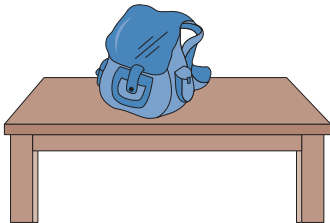
The sofa is between two chairs.

4.



The lamp is next to the TV.

5.



Your bag is there. It's on the table.

UNIT 4

Lesson A

Demonstratives

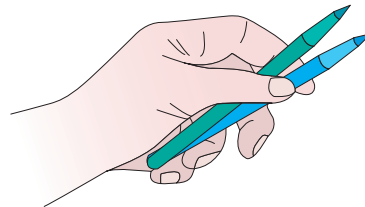
	Singular	Plural
Near	This is your pen. Is this your dictionary?	These are not my books. Are these your sunglasses?
Far	That is your bag. Is that your notebook?	Those are not my dogs. Are those your bags?

*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.

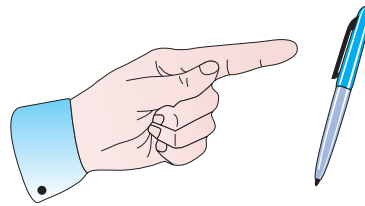
this pen that pen these pens those pens

1.



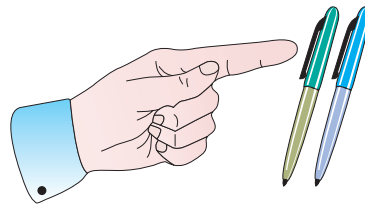
these pens

2.



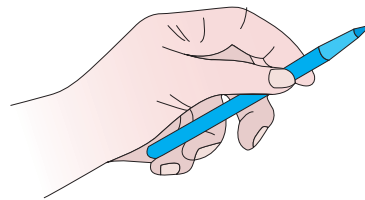
that pen

3.



those pens

4.



this pen

B Write *this*, *that*, *these*, or *those* to complete the sentences.

- There's a red car over there. Is that car yours?
- It's right here. This bag is Michael's.
- Are these your books on this bookcase?
- Those 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) her husband. They have two children. (3) Their names are Karina and Juan.

A: Are those (4) your parents?

B: Well, that's my mother and that's my stepfather. (5) His 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.

1. car / Joe / is / old.

Joe's car is old.

2. Vicky / these / are / pens.

These are Vicky's pens.

3. Andrew / birthday / tomorrow. / is

Andrew's birthday is tomorrow.

4. hair / is / Laura / long.

Laura's hair is long.

5. Kate / friends. / Lucas and Chen / are

Lucas and Chen are Kate's friends.

6. parents / it / is / my / house.

It is my parents' house.

Lesson C

Have, Has

Statements	Negative
I / You / We / They have a phone. He / She / It has food.	I / You / We / They don't have a phone. He / She / It doesn't have food.
Yes / No Questions	Short Answers
Do I / you / we / they have a phone? Does he / she / it have food?	Yes, I / you / we / they do . No, I / you / we / they don't . Yes, he / she / it does . No, he / she / it doesn't .

E Complete the sentences with *have* or *has*.

- Jaime has a new laptop.
- Do you have a cell phone?
- I don't have an interesting book.
- Does Lee have a TV?
- Sofia has 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	start	work at nine o'clock.
He / She / It	starts	

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	start	work at nine o'clock.
He / She / It	doesn't		

Wh- Questions

What	do	I / you / we / they	do?
What time			start work?
When	does	he / she / it	leave work?
Where			live?

A Write the verb in the correct form.

- He plays (play) the piano.
- I don't study (not study) math.
- Where do they live (live)?
- Mark watches (watch) TV every day.
- He doesn't work (not work) in this office.
- What time does she finish (finish)?
- Eliza studies (study) English in college.
- They don't commute (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
Elena does not start work at eight o'clock.
- at one thirty. / have lunch / We
We have lunch at one thirty.
- morning. / I / every / take a shower
I take a shower every morning.
- work / finishes / at five o'clock. / Paolo
Paolo finishes work at five o'clock.
- at night. / starts work / My father
My father starts work at night.

Time Expressions with the Simple Present

on + days and dates	at + times	in + the + times of the day
on Sunday(s)	at five o'clock	in the morning
on weekdays	at noon / midnight	in the afternoon
on weekends	at lunchtime	in the evening
	at night (time)	

C Write on, at, or in.

- The meeting is at noon.
- I work at night, so I go to bed in the morning.
- There's a party on Saturday.

- We go to the gym in the evening, after work.
- Do you finish work at five o'clock?
- On weekends, he visits his parents.

Lesson C

Simple Present Questions

Do	I you we they	live like have	in Brazil? soccer? a laptop?
Does	he she it		

Short Answers

Yes,	I / you / we / they	do.
	he / she / it	does.
No,	I / you / we / they	don't.
	he / she / it	doesn't.

D Match the questions to the answers.

- Do you go to the gym every day? c
 - Do Luis and Felipe live on the same street? a
 - Does your mother travel a lot? d
 - Do they go to bed at ten? e
 - Does the train leave at nine? b
- a. Yes, they do. Their houses are next to each other.
b. Yes, it does.
c. No, I don't. I go about twice a week.
d. Yes, she does. She often travels to Hong Kong for work.
e. No, they don't.

E Complete the conversation with the correct form of do.

- A:** (1) Do you live in the city?
B: No, I (2) don't. I live in the countryside. My family has a house there.
A: Oh, (3) do you have any children?
B: Yes, two. A boy and a girl.
A: (4) Do they like it?
B: My daughter (5) does. She loves the countryside. But my son (6) doesn't.

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)
She sometimes plays soccer.
- I don't watch TV. (never)
I never watch TV.
- My father gets up at five o'clock on weekdays and weekends. (always)
My father always gets up at five o'clock.
- His car is always at the garage. It doesn't work. (never)
His car is always at the garage. It never works.

Lesson E

Imperatives	
Affirmative	Negative
Turn your phone on. Stop at the red light!	Don't run! Don't work 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.	

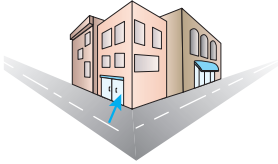
G Match 1–5 to a–e.

- Get up! c
 - Stop the car! d
 - Don't play computer games all the time. a
 - Meet me at 5:00. e
 - Open your books. b
- 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.

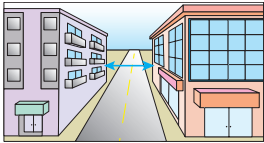
UNIT 6

Lesson A

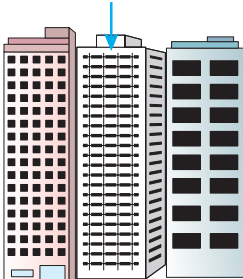
Prepositions of Place



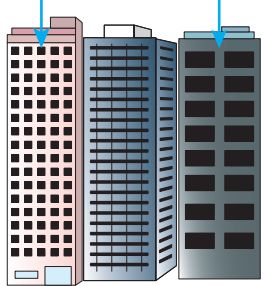
on (the corner of)



across (from)



between (two buildings)



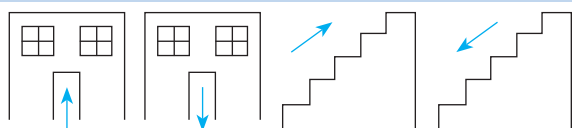
near

*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.*

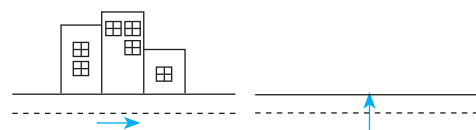
A Match the two halves of the sentences.

- My house is at d
 - I'm on b
 - The bank is across e
 - Your hotel is between a
 - Is the airport near c
- 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) into the building and take the elevator. Get (2) out of the elevator on the fifth floor. Walk (3) down 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) down / along High Street. Drive two blocks and then go (5) across Wimbourne Road at the intersection. Drive one more block and my school is on the left. Go in and walk (6) up the stairs to the second floor. My classroom is there.

Lesson C

Have to

Statements and Negatives

I You We They	have to don't have to	rent a car.
He She	has to doesn't have to	

*Use *have to* to talk about obligation. Use *don't have to* to talk about no obligation to do something.

Yes / No Questions

Do	I / you / we / they	have to	take a taxi?
Does	he / she		

Short Answers

Yes,	I / you / we / they	do.
	he / she	does.
No,	I / you / we / they	don't.
	he / she	doesn't.

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*. Answers may vary.

- Dan doesn't have any money.
He has to go to the bank.
- It's 3:00, and your train leaves at 3:30.
I have to leave.
- Mohamed goes to sleep at 10:00, and it's 9:30.
He has to get ready for bed.
- I have a toothache.
You have to go to the dentist.
- Ann's phone is five years old.
She has to get / buy a new phone.

E Write the correct form of *do* and *have* in these conversations.

- A:** You have to turn right at the traffic light.
B: But I have 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: Do we have to pay for parking?
A: No, we don't.
- A:** Where's Nigella?
B: She has to work late.
A: Does she often have to work late?
B: Yes, she does.

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		
Are	you / they	working?
Is	he / she / it	

Short Answers		
Yes,	I	am.
	he / she / it	is.
	you / we / they	are.
No,	I	'm not.
	he / she / it	isn't.
	you / we / they	aren't.

Wh- Questions			
What	are	we / you / they	doing?
Where	is	he / she / it	going?

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 're going (go) to the movies.
2. She 's playing (play) the guitar.
3. I 'm running (run) for the bus!
4. Michael 's cooking (cook) dinner.
5. I 'm not sleeping (not sleep). I'm awake.
6. Lucia isn't working (not work) this week. She's on vacation.
7. They aren't taking (not take) a taxi. It's too expensive.
8. It isn't raining (not rain). It's sunny.

B Write the correct form of *be*.

- A: Hi, (1) are you coming?
 B: Where are you?
 A: I (2) 'm / am standing outside the movie theater.
 B: Oh, no! Sorry, I forgot. I'm doing my homework. My teacher wants it tomorrow. (3) is Pedro going as well?
 A: No, he (4) isn't. He (5) 's / is doing his homework, too!

C Make questions in the present continuous.

1. Who / call? Who's calling?
2. What / you / do? What are you doing?
3. Where / he / go? Where's / Where is he going?
4. Why / they / shop? Why are they shopping?
5. Dan / play / tennis? Is Dan playing tennis?

D Match these answers to the questions in C.

- a. They don't have any food. 4
- b. Yes, he is. 5
- c. It's Christine. 1
- d. To the gym. 3
- e. I'm watching the soccer game. 2

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	can can't	ski.

Can is a modal verb. There is no *-s* form with *he / she / it*.
He can ski. ✓
~~*He cans ski.*~~ ✗

Questions		
Can	I / you / he / she / it / we / they	ski?

Short Answers		
Yes,	I / you / he / she / it / we / they	can.
No,	I / you / he / she / it / we / they	can't.

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) Can you play the guitar?
B: No, I (2) can't, but I can sing well.
 (3) Can you play the song "All You Need Is Love"?

A: No, sorry, I (4) can't. I don't know it.
- A:** What languages (5) can you speak?
B: I (6) can speak Chinese, Spanish, and English.
A: Wow! I can speak English and Spanish, but I (7) can't 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

Can I try it on, please?	Could you pass the salt, please?
Can you repeat that?	Could you say that again?
Can I help you?	Could you show me another?
Can I have the sugar, please?	Could 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

Of course.
Yes.
Sure.

Negative Response

I'm sorry, but... (give reason).
I'm afraid that... (give reason).

A Write requests with the words given.

- Can / try on / this sweater / please?
Can I try on this sweater, please?
- Could / spell / that / please?
Could you spell that, please?
- Can / say / that / again?
Can you say that again?
- Could / pass / the / milk, / please?
Could you pass the milk, please?
- Can / show / another dress?
Can you show me another dress?
- Could / have a hamburger / please?
Could I have a hamburger, please?
- Can / have / cup of coffee / please?
Can I have a cup of coffee, please?
- Could / help me?
Could you 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		me.
You	love(s)	you.
He	like(s)	him.
She	(don't /	her.
It	doesn't) like	it.
We	hate(s)	us.
They		them.

*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 She likes him.
- don't / I / them / like I don't like them.
- do / like / you / me? Do you like me?
- my friend / it / hates My friend hates it.
- them / are / we / meeting We are meeting them.
- doesn't / us / like / Sheila Sheila doesn't like us.

D Complete the conversations with object pronouns.

- A:** Do you like your new car?
B: I love it!
- A:** Can you help me / us / them?
B: Sure. What's the problem?
- A:** Do you know Rachel and Jim?
B: Yes, I know them very well.
- A:** I'm walking to the restaurant now. Is Susana meeting us, too?
B: Yes, she's already here.

UNIT 9

Lesson A

Some and Any		
Statement	Negative	Question
There's some milk in the fridge.	We don't have any soda.	Do you have any 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) any meat?
B: No, we have (2) some in the fridge. It's chicken.
A: OK. What about vegetables? Do we have (3) any?
B: We need (4) some potatoes. Oh, and can you get me (5) some bottles of water?
A: How many?
B: Six, please. Also, we don't have (6) any 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</i> . <i>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: How many trains are there to London today?	We use <i>how much</i> to ask about non-count nouns: How much coffee 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) many people are coming?
B: Twenty, I think.
- A:** Do we have everything? How (2) much soda is there?
B: Ten bottles, so that's fine. Don't worry!
- A:** I'm not! How (3) many sandwiches are there?
B: About one hundred!
- A:** Wow! How (4) much money are we spending on this party?!

E Write the question for each answer. Start each question with *How much* or *How many*.

- How many boxes of chocolates are there?
There are three boxes of chocolates.
- How much pasta is there?
Not much! I can buy some more pasta.
- How many brothers do you have?
I have three brothers.
- How much orange juice do we have?
We only have one bottle, so can you buy some more orange juice?
- How many friends do you have in your class?
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	feel / don't feel look / don't look	well. tired.
He / She / It	feels / doesn't feel looks / doesn't look	sick. happy.

Yes / No Questions

Do	I / you / we / they	feel	tired?
Does	he / she / it	look	happy?

Short Answers

Yes, I do .	No, you don't .
Yes, he does .	No, she doesn't .

Information Questions

How do you feel ?	Fine, thanks.
How is he feeling ?	He's fine.

*You can ask these questions with no difference in meaning: *How do you feel?* / *How are you feeling?*

A Match the two halves of the sentences.

- The two brothers feel g
 - Do you e
 - Sasha doesn't a
 - You d
 - How are f
 - How do b
 - Does c
- 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.

- A:** Do you feel OK?
B: Yes, I do.
- A:** How is Melanie?
B: She doesn't feel well.
- A:** How do you feel / are you feeling?
B: I feel terrible.
- A:** What's the matter?
B: I don't feel well.

Lesson C

Should (for advice)		
Affirmative and Negative		
I / You / He / She / It / We / They	should	take the medicine.
	shouldn't	go to work today.
<p>*We use <i>should / shouldn't</i> to ask for and give advice. *<i>Should</i> is a modal verb.</p> <ul style="list-style-type: none"> It has no third-person -s with <i>he / she / it</i>: <i>He should go. He shouldn't go.</i> Don't use the auxiliary <i>do</i> with <i>should</i>: <i>You shouldn't go. You don't should go.</i> Don't use <i>to</i> before the next verb: <i>You should go. You should to go.</i> 		

Yes / No Questions	Short Answers
Should I go to bed?	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? d
 - I have a headache. What should I do? a
 - Nelson has a toothache. What should he do? b
 - Should Uzra see a doctor? e
 - Hilary has a cough. What should she do? c
- 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 should go back to bed.
- He has a bad toothache, so he should go to the dentist.
- Sally has a fever, so she shouldn't go to school today.
- My headache is terrible. I should 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.
We shouldn't eat junk food.
- Bill should s go to bed.
Bill should go to bed.
- Do I should take this medicine?
Should I take this medicine?
- No, you don't should.
No, you shouldn't.

UNIT 11

Lesson A

Be going to			
Statements			
I	am 'm	going to	go out for dinner. have a barbecue. go to the movies.
He She It	is 's		
You We They	are 're		
<p>*Use <i>be going to</i> to talk about making plans. *We often use <i>be going to</i> with these time expressions: <i>tomorrow, next Sunday / week / year.</i></p>			

Negatives			
I	am not 'm not	going to	have a party. meet my friends. celebrate the anniversary.
He She It	is not isn't		
You We They	are not aren't		

Yes / No Questions			Short Answers	
Are	you	going	have a party?	Yes, I am . / No, I 'm not .
Is	he	to		Yes, he is . / No, he isn't .

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? d
- Is she going to come tonight? b
- Why are they going to have a party? c
- Are Miles and Irina going to get new jobs? e
- Are you going to take a vacation? a

- 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 're going to buy (buy) some new clothes.
- Ella is going to meet (meet) Ken at the cafe.
- They aren't going to celebrate (not celebrate) her birthday.
- He isn't going to go (not go) to college.
- Is he going to have (have) a party?
- What are you going to do (do)?
- Are we going to take (take) the bus?

Lesson C

Would like to for Wishes

Affirmative and Negative

I / You / He / She / It / We / They	would / 'd wouldn't	like to	study English in college.
-------------------------------------	--------------------------------------	----------------	---------------------------

*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.
I would like to be a musician.
- Helen / like / What / would / to be?
What would Helen like to be?

- to be / Would / you / a / doctor? / like
Would you like to be a doctor?
- Deng / medicine. / would / to / study / like
Deng would like to study medicine.
- What / like / to be? / would / you
What would you like to be?

D Write *would* or *wouldn't* to complete the conversation.

- A:** What (1) would 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) Would you like to go around the world?
B: No, I (3) wouldn't. I (4) would / 'd like to spend a long time in one country and learn about it.

E Circle the mistake in each sentence and rewrite it.

- She would s like to have a party.
She would like to have a party.
- We don't would like to see that movie.
We wouldn't like to see that movie.
- I would o like to go out this evening.
I would like to go out this evening.
- Do you would like to come to my birthday?
Would you like to come to my birthday?

UNIT 12

Lesson A

Simple Past

Statements

I / You / He / She / It / We / They	lived moved went left	in London in 2000. to Lima last month. to the movies yesterday. school three years ago.
-------------------------------------	--	--

*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	didn't	live	in London in 2000.
		move	to Lima last month.
		go	to the movies yesterday.
		leave	school two years ago.
*Use <i>didn't</i> for negative sentences in the simple past.			

Was / were		
The verb <i>to be</i> is irregular in the simple past.		
I / He / She / It	was	born in 1966.
You / We / They	were	a doctor / doctors.
Negative		
I / He / She / It	wasn't	born in 1966.
You / We / They	weren't	a doctor / doctors.

A Change the sentences to the simple past.

- I live in Amsterdam.
I lived in Amsterdam.
- They arrive at 10.
They arrived at 10.
- I go to my English class.
I went to my English class.
- He is a teacher.
He was a teacher.
- She studies mathematics.
She studied mathematics.
- We don't travel by train to Paris.
We didn't travel by train to Paris.
- I buy my clothes at that shop.
I bought my clothes at that shop.
- My friends and I aren't busy.
My friends and I weren't busy.
- This computer doesn't work.
This computer didn't work.
- Pamela and Mike don't like my cooking.
Pamela and Mike didn't like my cooking.

B Correct the spelling mistakes in these regular verbs.

- studied studied
- stoped stopped
- visited visited
- liveed lived
- moveed moved

C Complete this table of irregular verbs.

Present	Past
1. sell	<u>sold</u>
2. <u>take</u>	took
3. has	<u>had</u>
4. go	<u>went</u>
5. <u>get</u>	got
6. <u>do</u>	did

Cardinal Numbers

- one
- two
- three
- four
- five
- six
- seven
- eight
- nine
- ten
- eleven
- twenty
- twenty-one
- twenty-two

Ordinal Numbers

- 1st first
- 2nd second
- 3rd third
- 4th fourth
- 5th fifth
- 6th sixth
- 7th seventh
- 8th eighth
- 9th ninth
- 10th tenth
- 11th eleventh
- 20th twentieth
- 21st twenty-first
- 22nd twenty-second

Lesson B

Simple Past Questions

Was / Were Questions		
Was	I / he / she / it	a student / students?
Were	you / we / they	
Short Answers		
Yes,	I / he / she / it	was.
	you / we / they	were.
No,	I / he / she / it	wasn't.
	you / we / they	weren't.

Wh- Questions

What did you do?	I went to the movies.
When were you born?	In 2001.
Where did you live?	I lived in California.
How long did you study there?	I studied for 3 years.

D Unscramble the words.

- arrive at / when / did you / school / ?
When did you arrive at school?
- home / you / did / leave / why / ?
Why did you leave home?
- your friends / at / were / the cafe / ?
Were your friends at the cafe?
- in / did / how long / you live / Bangkok / ?
How long did you live in Bangkok?
- did / work / they / where / ?
Where did they work?
- Michael / the party / was / at ?
Was Michael at the party?

E Write the missing words to complete the conversation.

- A:** (1) *Were* you born in Canada?
B: No, I (2) *wasn't*. I (3) *was* born in Syria, but my parents moved to France.
A: How long (4) *did* you stay in France?
B: Twelve years. But then I left France when I (5) *was* 18 to study in the US.
A: (6) *When* did you come to Canada?
B: I (7) *came* about five years ago.

Lesson C

Yes / No Questions

Did I / you / he / she / it / we / they **go** to college?

Short Answers

Yes, I / he / she / it / you / we / they **did**.

No, I / he / she / it / you / we / they **didn't**.

F Complete the questions and answers with *did* or *didn't*.

- A:** *Did* they have a goodbye party?
B: Yes, they *did*. It was fun!
- A:** *Did* you sell the house?
B: No, we *didn't*.
- A:** *Did* Ian buy the tickets?
B: Yes, he *did*. Well, he bought the train tickets, but he *didn't* buy the bus tickets.
- A:** *Did* she get a visa?
B: No, she *didn't*. She *didn't* 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

Credits

PHOTO

Cover Photo: Martin Roemers/Panos Pictures

2: (c) Martin Schoeller/AUGUST Image, LLC; 3: (tl) (bl) (rc) Martin Schoeller/AUGUST Image, LLC; 4: (tl) Jupiterimages/Photo.com/Thinkstock, (tr) Ron Chapple Stock/Alamy, (bl) © Stuart Jenner/Shutterstock.com, (br) Bananastock/360/Getty Images; 6: (bl) © iStockphoto.com/Aldo Murillo, (bc) Hill Street Studios/blend Images/Getty Images, (br) © iStockphoto.com/j-ezlo; 7: (rc) jf/Cultura/Getty Images; 8: (tl) © iStockphoto.com/Gisele, (tlc) © iStockphoto.com/Vetta Collection/naphalina, (tr) Henglein and Steets/Cultura/AGE Fotostock, (tr) Tim Robbins/Mint Images Limited/Alamy; 9: (br) Radius Images/Corbis; 10–11: (c) David Alan Harvey/National Geographic Creative; 10: (inset) Peter Menzel Photography; 12: (tl) (tc) (tr) Martin Schoeller/AUGUST Image, LLC; 13: (c) Jed Weingarten/National Geographic Creative, (tr) Michael Nichols/National Geographic Creative, (rc) © iStockphoto.com/EcoPic, (br) © iStockphoto.com/skynesher, (br) © iStockphoto.com/Nealtpmclimion; 14–15: (c) China Daily Information Corp/Reuters; 16: (tr) © iStockphoto.com/selimaksan, (trc) Craig Ferguson/Lonely Planet Images/Getty Images, (tlc) © Peter Close/Shutterstock.com, (tr) © Kzenon/Shutterstock.com, (blc) © iStockphoto.com/Casarsa, (blc) © iStockphoto.com/Gelpi, (br) © iStockphoto.com/Pinopic, (br) Nicholas Cope/Stone/Getty Images; 17: (tr) picturegarden/Photolibary/Getty Images; 18: (tl) © iStockphoto.com/bonnie Jacobs, (lc) © mangostock/Shutterstock.com, (bl) steve cicero/Flame/Corbis; 19: (tr) Emil Von Maltitz/Oxford Scientific/Getty Images; 20: (lc) © iStockphoto.com/c-foto, (c) © iStockphoto.com/gioadventures, (bl) © iStockphoto.com/michelleigibson, (bc) © iStockphoto.com/traveler116; 21: (tc) Audun Bakke Andersen/Flickr/Getty Images; 22–23: (c) James P. Blair/National Geographic Creative; 23: (tr) David Alan Harvey/National Geographic Creative; 24: (tc) Mauricio Handler/National Geographic Creative, (tl) Steve Winter/National Geographic Creative, (lc) Joel Sartore/National Geographic Creative; 25: (tc) Darlyne A. Murawski/National Geographic Creative; 26–27: (c) Courtesy Alexander Heilner; 29: (tr) Urbanmyth/Alamy; 30: (tl) Jaak Nilson/Spaces Images/Corbis, (tr) Simon Battersby/Image Source/Getty Images, (lc) © Rcpphoto/Shutterstock.com, (rc) © PeterG/Shutterstock.com; 31: (bl) © Thierry Maffei/Shutterstock.com, (br) Image Source/Getty Images; 32: (tr) © iStockphoto.com/simonkr, (trc) © James Marvin Phelps/Shutterstock.com, (tc) © iStockphoto.com/c-foto, (trc) © iStockphoto.com/adventtr, (tr) © iStockphoto.com/s-cphoto, (lc) © iStockphoto.com/tatniz, (lc) © iStockphoto.com/blackwaterimages, (c) © iStockphoto.com/Auris, (rc) © iStockphoto.com/claylib, (bl) © iStockphoto.com/deliormanli, (bc) © iStockphoto.com/eyecrave, (br) © iStockphoto.com/tiler84; 33: (tl) © iStockphoto.com/CostinT, (tlc) © Juriah Mosin/Shutterstock.com, (tc) Stockbyte/Thinkstock, (trc) © iStockphoto.com/Chuck Schmidt, (tr) © iStockphoto.com/Tracey Newman, (lc) © iStockphoto.com/Chuck Schmidt, (rc) © Rodenberg Photography/Shutterstock.com; 35: (c) Sheryl Lanzel/TED, (tr) Reed Kaestner/Corbis; 36: (t) Xu Xiaolin/Corbis; 37: (tc) Claudio Camanini/Flickr Select/Getty Images, (br) © Dan Clausen/Shutterstock.com; 38: (tl) © Jason Cox/Shutterstock.com, (tr) © Sean Nel/Shutterstock.com, (c) © Photographe.eu/Shutterstock.com, (rc) © blinka/Shutterstock.com, (b) © Elena Tälberg/Shutterstock.com; 39: (t) Sheryl Lanzel/TED, (bl) WALTER ZERLA/Corbis, (bc) Sheryl Lanzel/TED, (tr) TED; 40: (t) © IR Stone/Shutterstock.com; 42–43: (c) Reed Young/Reedyoung.com; 44: (tl) © iStockphoto.com/klikk, (tlc) © iStockphoto.com/JLGutierrez, (trc) AbleStock.com/Thinkstock, (tr) © iStockphoto.com/WendellandCarolyn, (lc) © iStockphoto.com/Floortje, (c) © Ian 2010/Shutterstock.com, (c) © iStockphoto.com/DarrenMower, (rc) © patpitchaya/Shutterstock.com, (bl) © iStockphoto.com/polusvet, (blc) © Nastya22/Shutterstock.com, (br) © joic/Shutterstock.com, (br) © iStockphoto.com/Artzone; 45: (tr) Jupiterimages/Pixland/Thinkstock, (tr) © iStockphoto.com/borisyanov, (rc) © iStockphoto.com/cotesebastian, (tr) © iStockphoto.com/cynoclub, (br) © iStockphoto.com/Anna bryukhanova; 46: (tl) Danita Delimont/Gallo Images/Getty Images; 47: (tc) Ira block/National Geographic Creative, (rc) © iStockphoto.com/Jamesbowyer; 48: (1) vetkit/iStock/360/Getty Images, (2) © iStockphoto.com/Rouzes, (3) © iStockphoto.com/Nicolae Socaciu/marlanu, (4) © iStockphoto.com/4X-image, (5) Oleksiy Mark/iStock/360/Getty Images, (6) ekipaj/iStock/360/Getty Images, (7) © iStockphoto.com/Infografic, (8) Lusoimages/iStock/360/Getty Images; 49: (br) Raul Touzon/National Geographic Creative; 50–51: (rc) Sylvain Savolainen /Cosmos/Redux; 50 or 51: Krista Rossow/National Geographic Creative; 52: (tc) Pete Ryan/National Geographic Creative, (lc) Lisa B./Flame/Corbis; 53: (tc) © iStockphoto.com/Nomadsoul1, (tr) O. Louis Mazzatenta/National Geographic Creative, (trc) B Christopher/Alamy, (rc) Buddy Mays/Encyclopedia/Corbis, (br) © Koroleva Katerina/Shutterstock.com, (br) © iStockphoto.com/samgrandy, (bl) © iStockphoto.com/wwing, (blc) © iStockphoto.com/DNY59, (bc) Jakub Vacek/Dreamstime.com, (br) © iStockphoto.com/pjohnson1; 54–55: (c) RANDY OLSON/National Geographic Creative; 56: (tl) © iStockphoto.com/digitalskillet, (tlc) chris warren/CW Images/Alamy, (tr) ©

iStockphoto.com/RoyalFive, (tr) © iStockphoto.com/MLenny, (bl) © iStockphoto.com/CharlesKnox, (blc) © iStockphoto.com/Diane Labombarbe, (br) © iStockphoto.com/Leontura, (br) © iStockphoto.com/monkeybusinessimages; 58: (tc) Joel Sartore/National Geographic Creative, (tlc) Joel Sartore/National Geographic Creative, (lc) Joel Sartore/National Geographic Creative; 59: (tr) John W Banagan/Photographer's Choice/Getty Images; 60: (tl) © iStockphoto.com/skymesher, (tlc) © iStockphoto.com/Michael DeLeon, (trc) © Andresr/Shutterstock.com, (tr) © Dallas Events Inc/Shutterstock.com, (bl) © Junial Enterprises/Shutterstock.com, (blc) © iStockphoto.com/Alina555, (br) Fotosearch/Asiastock/AGE Fotostock, (br) Jamie Grill/blend Images - JGI/brand X Pictures/Getty Images; 61: (tr) John W Banagan/Photographer's Choice/Getty Images; 63: (c) James/Duncan/Davidson/TED, (tr) Mark Daffey/Lonely Planet Images/Getty Images; 64: (t) brian Skyum/Alamy, (c) C. Douglas Peebles/Douglas Peebles Photography/Alamy; 65: (tc) Phiilip Pound/Alamy, (tr) © Johan Swanepoel/Shutterstock.com, (trc) © iStockphoto.com/GomezDavid, (rc) © iStockphoto.com/GlobalStock, (br) © iStockphoto.com/Roberto A Sanchez, (br) © iStockphoto.com/Chagin; 66–67: (c) Sungjin Kim/National Geographic Creative; 69: (rc) Pawel Libera/Robert Harding World Imagery/Alamy; 70: (tc) Oliver Lopez Asis/Moment/Getty Images; 71: (rc) Images&Stories/Alamy; 72: (tl) © Tumpungato/Shutterstock.com, (lc) Jupiterimages/liquidlibrary/Thinkstock, (bl) © iStockphoto.com/amrphphoto, (c) Frank Short/E+/Getty Images, (tr) Fuse/Getty Images, (rc) © Robert Pernel/Shutterstock.com; 73: (tr) Gavin Hellier/Alamy; 74: (b) Frank Hurley/Royal Geographic Society; 74–75: (rc) Frans Lanting Studio/Alamy; 76: (tc) Chris Hepburn/Digital Vision/Getty Images, (rc) Marina BW/Moment Open/Getty Images; 77: (tc) Paul Souders/Digital Vision/Getty Images, (rc) © iStockphoto.com/barsik; 78: (tl) © Andrey Zyk/Shutterstock.com, (rc) © sukuyaki/Shutterstock.com, (tr) © ILYA AKINSHIN/Shutterstock.com, (rc) © Lonely Walker/Shutterstock.com, (b) © aragami12345/Shutterstock.com; 79: (t) (c) (tr) TED, (t) James Duncan Davidson/TED; 82–83: (c) PAUL NICKLEN/National Geographic Creative; 84: (tl) © iStockphoto.com/Lisa-blue, (tlc) © arek_malang/Shutterstock.com, (trc) © Toranico/Shutterstock.com, (tr) © iStockphoto.com/digitalskillet, (bl) © iStockphoto.com/TMSK, (blc) Xpacifica/National Geographic Creative, (br) © iStockphoto.com/Deklofenak, (br) © iStockphoto.com/IvonneW; 85: (tc) RANDY OLSON National Geographic Creative; 86: (tl) Kumar Srisikandan/Alamy, (tr) poba/Vetta/Getty Images, (lc) © Peter Kim/Shutterstock.com, (rc) Cavan Images/Iconica/Getty Images; 87: (br) Gunnar Berning/Bongarts/Getty Images; 88: (tl) © Light Poet/Shutterstock.com, (tlc) © iStockphoto.com/isitsharp, (trc) © iStockphoto.com/lightpix, (tr) © Alan C. Heison/Shutterstock.com, (bl) © iStockphoto.com/Sportstock, (blc) © iStockphoto.com/pappamaat, (br) © iStockphoto.com/Ina Peters, (br) © Galina Barskaya/Shutterstock.com; 90–91: (rc) Aung Pyae Soe; 92: (tc) Christoph Jorda/LOOK Die Bildagentur der Fotografen GmbH/Alamy; 93: (tc) Harry Borden/Contour by Getty Images/Getty Images; 94: (c) J Carrier/Redux; 96: (tl) © Elnur/Shutterstock.com, (bl) © Elnur/Shutterstock.com, (c) © iStockphoto.com/lepas, (tr) © Karkas/Shutterstock.com, (rc) © iStockphoto.com/stocksnapper, (bl) © sagir/Shutterstock.com, (bc) © terekhov igor/Shutterstock.com, (br) © Ljupco Smokovski/Shutterstock.com, (cl) © Roman Sigaev/Shutterstock.com, (rc) Roman Sigaev/Alamy, (tr) Tibor Bognar/Photonostop/Canopy/Corbis; 98: (tl) Bill Lyons/Alamy, (tr) Jose Luis Pelaez Inc/blend Images/Alamy, (bl) Glow Image, (br) UpperCut Images/AGE Fotostock; 100: (rc) Eye-Stock/Alamy, (2) © iStockphoto.com/popovaphoto, (3), (4) © Karkas/Shutterstock.com, (5) © Karina Bakalyan/Shutterstock.com, (tr) Greg Dale/National Geographic; 101: (rc) James And James/Stockbyte/Getty Images; 102: (c) Chris Johns/National Geographic Creative; 103: (tr) Harold Lee Miller/Corbis; 104: (t) Asia Images/Getty Images, (b) Robb Kendrick/National Geographic Creative; 105: (t) Peter Ryan/National Geographic Creative, (b) © July Flower/Shutterstock.com; 106–107: (c) Courtesy Peter Menzel; 108: (tl) © iStockphoto.com/Minute, (tlc) © iStockphoto.com/Jan Gottwald, (trc) © iStockphoto.com/joecicak, (tr) © iStockphoto.com/scorpion56, (l) © Timmary/Shutterstock.com, (lc) © iStockphoto.com/kivoart, (rc) © iStockphoto.com/jabiru, (r) © iStockphoto.com/Magone, (bl) © iStockphoto.com/muratoc, (blc) © iStockphoto.com/Kasiam, (br) © iStockphoto.com/katra, (br) © Olga Lyubkina/Shutterstock.com; 109: (tr) Jorge Fajl/National Geographic Creative; 110: (tl) © iStockphoto.com/lurii, (tlc) © iStockphoto.com/karandaev, (lc) © iStockphoto.com/BackyardProduction, (blc) © iStockphoto.com/Oktay Ortakcioglu, (bl) © iStockphoto.com/Roel Smart/smartsstock; 111: (bl) Mikael Dubois/Johnér Images/Alloy/Corbis; 113: (rc) Dadan Ramdani/National Geographic Creative; 117: (c) Jupiterimages/Photolibary/Getty Images, (tr) © iStockphoto.com/mrPliSkin, (rc) © iStockphoto.com/lissart, (br) © iStockphoto.com/wojciech_gajda, (br) © iStockphoto.com/monkeybusinessimages; 114: (t) Andrey Zyk/Shutterstock.com; 115: (c) James Duncan Davidson/TED, (tr) 145/Eunice Harris/Ocean/Corbis; 116: (t) © Alexander Rath/Shutterstock.com; 119: (c) (bl) James Duncan Davidson/TED, (rc) (br) TED; 121: (top) Ambient Images Inc./Alamy; 122–123: (c) Xpacifica/National Geographic Creative; 124: (tc) © iStockphoto.com/Fredgoldstein, (tr) © iStockphoto.com/Comptine,

(bl) © iStockphoto.com/DRB Images, (bc) Paul bradbury/OJO Images/Getty Images, (br) © iStockphoto.com/Xalanx; 125: (r) David White/Alamy; 126: (t) Alex treadway/National Geographic Creative; 127: (t) Ton Keone/Corbis, (bl) Chris Collins/Corbis, (br) Baerbel Schmidt/Getty Images; 128: (tl) © iStockphoto.com/Digitalskillet, (tc) © iStockphoto.com/Svetikd, (tr) © iStockphoto.com/Owasyx, (bl) Josep Lago/Getty Images, (bc) © iStockphoto.com/Lartist, (br) © iStockphoto.com/Podfoto; 129: (tl) Orenzo Menendez/National Geographic Creative; 130: (b) Paula bronstein/Getty Images; 131: (c) Karen Kasmauski/Alamy; 132: (t) Cory Richards/National Geographic; 133: (t) Gerry Ellis/Minden Pictures; 134: (c) David Bowman/National Geographic Creative; 136: (t) Collegiate Images/Getty Images, (1) LWA/Dann Tardif/blend Images/Alamy, (2) Robert Nicholas/OJO Images/Getty Images, (3) brand New Images/Getty Images, (4) ©Monkey Business Images/Shutterstock.com, (5) © Lucky Business/Shutterstock.com; 137: (r) © Fototehnik/Shutterstock.com; 138: (t) PETER FOLEY/epa/Corbis, (cl) © iStockphoto.com/DenGuy, (c) blend Images - Ariel Skelley/brand X Pictures/Getty Images; 139: (b) Andre Vogelaere/Getty Images; 140: (tl) © iStockphoto.com/Rich Legg, (tc) Cory azdemir/Getty Images, (tr) © Bikeriderlondon/Shutterstock.com, (bl) © iStockphoto.com/Keithpix, (bc) © Maureen plainfield/Shutterstock.com, (br) AFP/Getty Images; 141: (tr) AUL TOUZON/National Geographic Creative; 143: (t) Steve Silver/AGE Fotostock, (c) James Duncan Davidson/TED, (tr) ICH REID/National Geographic Creative; 144: (t) BILL HATCHER/National Geographic Creative; 146–147: (c) JOEL SARTORE/National Geographic Creative; 149: (r) Pete Ryan/National Geographic Creative; 150: (tl) Alfred Eisenstaedt/Time & Life Pictures/Getty Images, (tr) Michael tran/FilmMagic/Getty Images, (bl) Everet Kennedy brown/epa/Corbis, (br) Lisa blumenfeld/Getty Images; 151: (tr) Patrick CHAPUIS/Gamma-Rapho/Getty Images, (br) JENS SCHLUETER/AFP/Getty Images; 152: (tl) moodboard/brand X Pictures/Getty Images, (tlc) © iStockphoto.com/NoDerog, (tr) Cavan Images/Iconica/Getty Images, (tr) nikikon/iStock/360/Getty Images, (bl) Jupiterimages/Photos.com / 360/Getty Images, (blc) © iStockphoto.com/Livingpix, (br) © Peter Baxter/Shutterstock.com, (br) Alan Powdrill/Getty Images; 153: (b) Sasha Gulish/Comet/Corbis; 154: (c) Nadeem Khawar/Getty Images, (t) KAREN KASMAUSKI/National Geographic Creative; 156: (b) Michael Marquand/Lonely Planet Images/Getty Images, (c) MATT PROPERT/National Geographic Creative, (t) DESIGN PICS INC/National Geographic Creative; 157: (t) © Melinda Favver/Shutterstock.com; 158: (1) Media for Medical/Universal Images Group/Getty Images, (2) JOHN EASTCOTT AND YVA MOMATIUK/National Geographic Creative, (3) Cultura Asia/Gary Norman/Taxi Japan/Getty Images, (4) Chip Somodevilla/Getty Images, (5) WILLIAM ALBERT ALLARD/National Geographic Creative; 159: (t) James Duncan Davidson/TED, (bl) (blc) (br) (r) TED; 161: (t) Jonathan Irish/National Geographic Society/Corbis; T-225: © (top) photog/Shutterstock.com, (middle left) Onizu3d/Shutterstock.com, (middle center) 24Novembers/Shutterstock.com, (middle right) VikaRayu/Shutterstock.com, (bottom) Africa Studio/Shutterstock.com; T-230: © maraga/Shutterstock.com; T-239 (tc) (bc) Kinga/Shutterstock.com; (tr) (br) AJR_photo/Shutterstock.com; T-241 (c1) LuckyDesigner/Shutterstock.com; (cr1) Michael Kraus/Shutterstock.com; (cl2) vasabi/Shutterstock.com; (cr2) Jin young-in/Shutterstock.com; (bl1) highviews/Shutterstock.com; (br) Gordana Sermek/Shutterstock.com; (bl2) L Mirror/Shutterstock.com; T-242 (tc) (bc) DedMityay/Shutterstock.com; (tr) (br) Bo1982/Shutterstock.com; T-244 (tl) Altin Osmanaj/Shutterstock.com; (tc) Pressmaster/Shutterstock.com; (tr) bokan/Shutterstock.com; T-246 javi_indy/Shutterstock.com; T-247 (tl) ESB Professional/Shutterstock.com; (tr) Gorynvd/Shutterstock.com; (c) Rocketclips, Inc./Shutterstock.com; (bl) amenic181/Shutterstock.com; (br) Iakov Filimonov/Shutterstock.com; T-248 (tl) G-Stock Studio/Shutterstock.com; (tr) Yakobchuk Viacheslav/Shutterstock.com; (c) ESB Professional/Shutterstock.com; (rc) Tzido Sun/Shutterstock.com; (bl) anyavanova/Shutterstock.com; (br) Travelerpix/Shutterstock.com; T-249 (tc) (bc) Nong/Shutterstock.com; (tr) Ijansempoi/Shutterstock.com; T-255 (tr) photog/Shutterstock.com; (cl) JuneJ/Shutterstock.com; (c) AlexRoz/Shutterstock.com; (rc) Prostock-studio/Shutterstock.com; (br) Karlowac/Shutterstock.com.

ILLUSTRATION

6: Ted Hammond/Illustration Online; 8: Kenneth Batelman; 20: National Geographic Maps; 25: Bob Kayganich/Illustration Online; 28: (top) Kenneth Batelman, (bottom) Patrick Gnan/Illustration Online; 32: Patrick Gnan/Illustration Online; 36: Patrick Gnan/Illustration Online; 44: Kenneth Batelman; 48: Kenneth Batelman; 56: Nesbitt Graphics, Inc.; 58: Kenneth Batelman; 68: Kenneth Batelman; 70: National Geographic Maps; 77: Bob Kayganich/Illustration Online; 81: Kenneth Batelman; 97: Keith Neely/Illustration Online; 110, 112: Bob Kayganich/Illustration Online; 124: Ralph Voltz/Illustration Online; 126: Kenneth Batelman; 148: Ted Hammond/Illustration Online; 156: Kenneth Batelman.

Unit 1

 2

A: Hi! How's it going?

B: Great! And you?

A: OK!

A: Good morning. How are you?

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

 3

1

A: Hi, Asif. This is my friend, Emily.

B: Hello, Emily. My name's Asif.

C: Hi, Asif. How's it going?

2

A: Hello, my name's Elsa.

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

A: Nice to meet you, too, Alan.

 4

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.

 5

1

A: Good morning. My name's Karina. I'm a new student.

B: Hi Karina. Nice to meet you. My name's Ms. Kelly. Welcome to the university.

A: It's great to be here!

B: OK, what's your last name, Karina?

A: Rodriguez.

B: How do you spell that?

A: R-O-D-R-I-G-U-E-Z.

B: OK. Your name is here. Thanks.

2

A: Excuse me, Mrs. Jones?

B: Yes, Lin.

A: What's the English word for this?

B: It's a table. You spell it T-A-B-L-E.

A: Sorry, can you repeat that?

B: Sure, T-A-B-L-E.

A: Thank you.

3

A: Hello, I'm Mr. Jun.

B: My name's Hussein. Can I help you?

A: It's my first day at work.

B: Oh, welcome to the company! What's your first name?

A: My first name is Liu and my last name is Jun.

B: Nice to meet you, Liu.

A: Nice to meet you, Hussein.

B: How do I spell your name?

A: It's Liu, L-I-U, and Jun is J-U-N. I'm from China.

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

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.

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!

9 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!

🎧 10

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

Unit 2

🎧 11

1. Jane is an engineer.
2. Eun is an artist.
3. Oscar is a teacher.
4. Dae-Jung is a chef.
5. Jim is a taxi driver.
6. Hannah is a doctor.
7. Harvey is a banker.
8. Sofia is an architect.

🎧 12

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

🎧 13

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.

🎧 14

1

A: What's his name?

B: This is Joe Grabowski.

A: Joe Gra...?

B: Grabowski. That's G-R-A-B-O-W-S-K-I.

A: He's young. How old is he?

B: He's 32 years old.

A: What's his job?

B: He's a teacher from Canada. He loves his job. It's interesting.

2

A: What's her name?

B: Hannah Reyes Morales.

A: How old is she?

B: She's 29 years old.

A: Is she a photographer?

B: Yes, she is. She's a photographer from the Philippines.

A: Is her job interesting?

B: Yes, it's very interesting because she travels around the world.

 15

1. sixty

2. fourteen

3. thirty

4. seven

5. eighteen

 16

A: My name's Rafael and I'm eighteen years old. I'm a college student. I study science and there are thirty students in my class. I live with my father, my grandmother, and my three sisters. My father is a teacher and he's forty years old. My grandmother is seventy years old. She's a doctor and she still works!

 17

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.

 18

Women at Work

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.

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.

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.

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.

Unit 3

19

Realtor: What about this apartment?

Client: Is it a big apartment?

Realtor: Yes, there are three bedrooms.

Client: And bathrooms?

Realtor: There's one bathroom.

Client: Is there a balcony?

Realtor: No, there isn't. But there's a living room with a big window.

20

1

A: Hi, my name's Antonio and I'm from Mexico. My home is near Mexico City in a place called San Buenaventura. I live with my parents and brother in a new house. In fact, all the houses in San Buenaventura are new. They are different colors. My house is white. There are two floors. There's a front yard with our car. There are four windows in the front and there is a door on the side and in the back. Inside, there's a kitchen and a dining room, and a living room with a TV. Upstairs, there are three bedrooms. My favorite place is the roof. There isn't a balcony, but I can sit on the roof in the evening and relax.

2

B: Hello, I'm Lily and I'm eighteen years old. I live in an apartment in Singapore with my mother. There are millions of people in Singapore, so there are lots of new apartments. My apartment building is different colors and it's very big. There are twenty floors and we live on the tenth floor. Luckily, there's an elevator! Our apartment is small, with two bedrooms. Sometimes, in the evening, I sit on the balcony and watch the city.

21

house

bedroom

apartment

22

kitchen stairs floor elevator yard

balcony window bathroom roof

23

lamp

chair

TV

table

armchair

stove

refrigerator

bookcase

sofa

microwave

coffee table

shower

sink

bed

toilet

24

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.

25

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?

Unit 4

26

A: Today on the world art podcast we talk about Hetain Patel. I'm with art professor Jerome Molina. Hi, Jerome.

B: Hi, it's nice to be here.

A: Thanks for being on the show. Now, where is Hetain from?

B: He's from England.

A: What's his job?

B: He's an artist.

A: You learn about a lot of artists. Is art professor an interesting job?

B: Yes, it is. Very interesting! I love it!

A: I have a photo of Hetain. Where is this?

B: It's at his parents' house.

A: Is that him with an old car?

B: Yes, it is. It's his car and it's special in his life. It's his first car!

A: But it isn't a car, now. Look at its hands and feet!

B: [laughs] No, it isn't. Let me explain. Hetain likes Transformers. Transformers are robots—they're in movies. So, this is his car as a Transformer. There's a video of him and his father online with the car. It's very popular—there are 32 million views!

27

/ɪ/ “ih” - it, six, kitchen

/i/ “ee” - be, three, teacher

28

these, its, he’s, live

this, these, its, eats, his, he’s, live, leave

29

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?

30

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?

Unit 5

31

Abel: What time do you get up?

Marco: I get up at seven thirty on weekdays.

Abel: And on the weekend?

Marco: At about ten o’clock.

Abel: And what time do you go to bed?

Marco: On weekdays, I go to bed at about nine-thirty, but on weekends, I go to bed late at night!

32

A: Every day thousands of people commute to work by car, train, and bus. The average commute in the US is about a half hour a day, but for people in many big cities, it’s even longer. For some people, it’s over an hour-and-a-half. Each way! These people are the super commuters.

Take Andy Ross, for example. He’s a super commuter. Every day, he leaves home at 6 o’clock in the morning. On the train, he starts work on his laptop. Then, he gets to work at 10 o’clock. He leaves his office at 4 o’clock in the afternoon and gets home at about 8 o’clock. In total, Andy travels 240 miles to and from work, and he spends 8 hours commuting every day.

So why does Andy do it? He works in a bank in downtown San Francisco, California, and he loves his job. But houses in San Francisco are expensive, so he lives 120 miles away in the city of Auburn. For Andy and thousands of other people, super commuting is no longer super—it's just their daily routine.

33

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.

34

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!

35

Screen Time

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?

Unit 6

36

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.

37

A: Good morning everyone. Welcome to this tour of Paraty. My name's Amanda and I'm your tour guide today. So, we are in Matriz Square and it's in the middle of the historic city of Paraty. The buildings are very old and very beautiful, so there are no cars or buses in this part of the city. OK, let's take a right on this street, Rua Dona Geralda...

There are lots of hotels and restaurants on this street. There's a theater on the left. If you walk past it toward the water, you can take a boat tour in the afternoon. It's a good way to relax. But let's take a right down here to another square. There's a famous art museum here. The Museum of Sacred Art. OK, turn right and walk along Rua Santa Rita...

OK, we're near Matriz Square again. It's 2 blocks away. Before we finish, are there any questions?

B: Yes. Is there a post office near here? I want to send a postcard.

A: Yes, there is. Turn right here and the post office is on the corner of the street. Does anyone else want to send a postcard? Yes? OK, let's go inside, then.

38

1.

A: Is there a post office near here?

B: Yes, there is.

2.

A: Is the bus station on Main Street?

B: No, it isn't.

3.

A: Is the museum on this square?

B: Yes, it is.

39

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.

40

A City that Bans Cars on Sundays

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!

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.

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.

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!

Unit 7

41

1. go to the movies
2. watch TV
3. play the guitar
4. read a magazine
5. shop for clothes
6. listen to music
7. cook dinner
8. talk to friends

42

Dave: Hi, Mom.

Mom: Dave! Are you walking home now?

Dave: No, I'm not.

Mom: What are you doing?

Dave: I'm at Paul's. We're listening to music and we're playing video games.

Mom: Well, don't be late!

43

1

A: Hi Kenny, what are you doing?

B: Hi Tracey, I'm driving. Can I call you back?

A: Sorry, can you repeat that?

B: I said I'm driving. Can I call you back?

A: I'm driving, too. It's OK. We can talk.

B: No, it's dangerous.

A: Don't worry. It's not dangerous. Kenny? Kenny?

2

A: Hello, this is Mandy. Can I help you?

B: Hello, is that Mandy Cruz?

A: Yes, it is. Who's calling?

B: Hello, I'm calling from the company Systems CV and we work with businesses . . .

A: [interrupting] Look, I'm really sorry but I'm in a meeting right now.

B: Well, can I call you back? When is a good time to call?

A: Next week, next month, next year . . .

3

A: Hello?

B: Hi, Julia. What's happening?

A: Sorry, can you speak up? I can't hear you.

B: Where are you?

A: I'm at home.

B: Are you with friends?

A: No, I'm watching TV.

B: Well, turn it down!

 44

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.

 45

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!

 46

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!

Unit 8

47

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

48

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. Can I see it, please?

Jill: Sure. Here you are.

Zoe: Thanks! Could I try it on?

Jill: Yes, of course.

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

Jill: I'm afraid that I only have two nice dresses and I'm wearing the other one.

49

1

A: Good afternoon. Can I help you?

B: Yes, I'm looking for a tie. Do you have any?

A: Yes, we do. What about this one?

B: Hmm, no, do you have anything dark blue? It's for work.

A: Yes, of course. How about this one?

B: Yes. Very nice. I'll take it.

A: Do you want to pay by cash or credit card?

B: Credit card.

2

A: Hi. Can I help you?

B: Sure. Could I see some shoes, please?

A: No problem. What color?

B: Do you have anything in light brown?

A: Yes. What about these?

B: OK! Cool! How much are they?

A: Normally they're \$46, but the sale price is \$29.99.

B: Great. I'll take them!

3

A: Hi! Can I try on one of those blue jackets?

B: Sure. What size are you?

A: I think I'm a medium.

B: Here you are. How is it?

A: A little small.

B: I'm sorry, we don't have any large jackets in blue. I have one in black.

A: Oh no! OK, thanks anyway.

B: Sorry!

4

A: Excuse me, could you help me, please? I'd like to look at the shirts.

B: Of course. Any particular color?

A: It's for school, so white please. For a 10-year-old.

B: Let me see. Yes, here we are.

A: OK. I'll take three please.

B: The shirts are \$12 each. That's \$36 in all.

A: Okay. Here's \$40.

B: And \$4 change. Thank you very much.



1. Could you help me, please?
2. Couldjuh help me, please?
3. Could you bring a large jacket?
4. Couldjuh bring a large jacket?
5. Couldjuh repeat that?
6. Could you repeat that?

51

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?

52

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 makes you think she's very professional? Which color is friendly and fun? Which color makes her look interesting or intelligent?

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?

Unit 9

53

Waiter: Good evening. What can I get you?

Customer: Hi. Could I have some coffee, please?

Waiter: Sure. Milk and sugar?

Customer: Just milk. And do you have any strawberry ice cream?

Waiter: No, sorry, we don't have any strawberry ice cream. We only have chocolate.

Customer: OK, I'll have some chocolate ice cream.

Waiter: So, that's one coffee with milk and one chocolate ice cream.

Customer: That's right. Thank you.

54

Miguel: OK, so how many people do we have for the party?

Diana: I think about 12 people will come.

Miguel: Right. So, we need some drinks.

Diana: Yes, get 12 bottles of soda.

Miguel: Only 12? Some people could drink more.

Diana: Yeah, and some people don't like soda. So, how about 12 bottles of soda and 4 bottles of fruit juice?

Miguel: OK. And what about the food?

Diana: Wait a minute. We need some ice. One bag, I think.

Miguel: OK, one bag of ice.

Diana: Now, food. I think we need hamburgers and hot dogs. Do we have any hamburgers?

Miguel: No, we don't. So, we need, say, 20 hamburgers and buns.

Diana: OK. Let me see. Anything else?

Miguel: Hot dogs?

Diana: Oh yes, 10 hot dogs. And buns. Oh wait! Two people are vegetarians. We don't have any food for them!

Miguel: Well, the supermarket has boxes of veggie burgers. They're burgers for vegetarians.

Diana: Perfect! Buy a box of those.

Miguel: Right. What about dessert?

Diana: My friend Ellie is making a big chocolate cake.

Miguel: So, we'll have chocolate cake and ice cream. There's some ice cream in the freezer so we don't need to buy any.

Diana: Great.

 55

pasta and salad

pasta 'n' salad

 56

1. soda and water

soda 'n' water

2. hamburgers and hot dogs

hamburgers 'n' hot dogs

3. cake and ice cream

cake 'n' ice cream

 57

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.

 58

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 food 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.

Unit 10

 59

face
head
ear
chest
stomach
knee
finger
arm
hand
foot / feet
leg
back

 60

Boss: What's the matter, Kim? You look tired.

Kim: No, I'm not tired, but I don't feel well. My head hurts.

Boss: Oh, no!

Kim: And I feel sick to my stomach. Can I go home?

Boss: Of course. And go see a doctor!

 61

1

A: Good morning, Doctor.

B: Oh, dear! What's the problem?

A: I had a bicycle accident.

B: I see. So, what hurts?

A: Well, my right knee hurts.

B: Hmm. Can you move it?

A: Yes, but very slowly.

B: Right. And does your head hurt?

A: Yes, I have a very bad headache.

B: That isn't good. Anything else?

A: Yes, my right foot hurts when I walk.

B: OK. First of all, I think you need an X-ray for the knee and the foot. And you need something for your head.

2

A: Good morning, what can I do for you?

B: Good morning, Doctor. I have a cough, and I don't feel well.

A: I see. Do you have a fever?

B: Yes, I think I do. And a sore throat.

A: Maybe you have a cold. Something is going around. A lot of people have colds right now.

B: Yes, lots of my friends aren't at school because they have bad colds.

A: But you also said you have other symptoms. Can you explain?

B: Well, I also have a stomachache. I can't eat anything. I can only drink water.

A: Oh, no! OK, I think I need to examine you.

 62

leg

head

 63

ache

cough

flu

head

knee

throat

me

new

note

off

said

take

 64

ache – take

head – said

throat – note

cough – off

knee – me

flu – new

65

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.

66

A Life-Saving Delivery

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.

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.

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.

Unit 11

67

January, February, March, April, May, June, July, August, September, October, November, December

68

Girl's Day in Japan is on March third.

Valentine's Day is on February fourteenth.

Earth Day is on April twenty-second.

Labor Day in many countries is on May first.

Independence Day in Bolivia is on August sixth.

Halloween is on October thirty-first.

69

1

A: So, Linda, what are you going to do for New Year's Eve?

B: Well, I'm not going to go to Times Square this year.

A: Why?

B: Because there are too many people. It's so busy!

A: So, what are you going to do?

B: I'm going to stay home with my family. We're going to have a meal and then watch TV at midnight. What are you going to do, Chen?

A: Well, in China we don't celebrate New Year's Eve on December thirty-first. But some American friends want me to go to their party, so I'm going there.

B: Really? When do you celebrate the New Year in China?

A: It changes each year. This year it starts on January 25th, and it lasts about ten days.

B: Wow! Ten days? That sounds like fun.

2

A: Hey, Tom. Why isn't there class next Thursday?

B: Because it's the 4th of July. That's Independence Day in the US, so we have a national holiday. During the day, my family is going to have a barbecue. What are you going to do for the holiday, Maria?

A: I don't know. In Brazil, our Independence Day is on September seventh, so I don't have any plans.

B: Well, my friends and I are going to go downtown and watch the fireworks at night. Do you want to come with us?

A: Sure! What time?

B: We're going to leave at about eight o'clock. OK?

A: Great!

B: In fact, why don't you join my family for our barbecue as well?

1. We're going to have a party.

2. We're gunna have a party.

3. I'm gunna go to Paris.

4. I'm going to go to Paris.

5. They're not going to come.

6. They're not gunna come.

70

71

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.

72

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.

Unit 12

73

Albert Einstein was born in Germany in 1879. In 1895, he went to school in Switzerland. After college, he lived in Switzerland for 28 years, and then he moved to the US in 1933.

When she was 12, Salma Hayek left Mexico and went to school in the US. A few years later, she returned to Mexico and became an actress. But Salma didn't stay in Mexico. In 1991, she moved to Hollywood and became famous around the world.

74

A: Hello, and today I'm talking to Doctor Chris Thornton at the National Geographic Society. Thanks for calling in.

Chris: It's nice to be here.

A: So, Chris, you live in Washington, DC, but were you born here?

Chris: No, I wasn't. I was born in New York City.

A: When you were a child, did your family travel a lot?

Chris: Yes, we did. Every year we traveled to England. We visited my grandparents.

A: When did you leave home?

Chris: In 1997. I wanted to study archaeology in college, so I studied the subject here in the US and also in the UK.

A: And how often do you travel for work now?

Chris: Well, I still travel a lot for my job. I'm very lucky. And in the past, I also lived and worked in different countries.

A: Where did you work?

Chris: I worked in South Africa, Hungary, Cyprus, Iran, and Oman.

A: Did you have a favorite country?

Chris: No, I didn't. I liked them all. Though Oman is a special country for me.

A: When did you go to Oman?

Chris: From 2007 to 2015, I went to Oman every winter.

A: What did you do there?

Chris: I worked with a team of archaeologists, and we studied the buildings and objects of ancient people. These people lived there over 4000 years ago.

A: Wow!

75

1. traveled
2. visited
3. wanted
4. studied
5. worked
6. liked

76

1. Last year, I traveled to Brazil.
2. We wanted to go out last night.
3. They studied English in school.
4. You lived in Wuhan.
5. I worked there in 2015.
6. We liked all the food.

77

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!

78

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 4 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?

Video Scripts

Unit 1

My Name

What's your name?

Person 1: My name is Ousseini Namadou.

Person 2: My name is Crispin Zavala.

Person 3: My name is Inês Correia Duarte Fontoura. My last name is Correia Duarte Fontoura. My mom's name is very, very, very big. It's Amélia da Conceição Amália Correia Duarte Fontoura. And then my father's name is Manuel Jose Ferreira Fontoura.

Person 4: My name is Herman van der Muelen.

Person 5: My name is Maria Isabel Garcia Martinez.

Person 6: My name is Adria Sogues.

Do you have a nickname?

Person 1: Yes, Chaz.

Person 2: I don't. Actually, I don't.

Person 3: The Hermanator.

Person 4: My nickname is Maribel.

Taiye Selasi: My name is Taiye Selasi. Now, when I was born, my parents named me Eyi Taiye Selasi Tuakli Wosornu. *Eyi* means *first twin* in my father's language, Ewe from Ghana. *Taiye* means *first twin* in my mother's language, Yoruba from Nigeria. Selasi, my middle name, is an Ewe name. Tuakli is my mother's surname, or last name. Wosornu is my father's surname. In West Africa, it is common for children to have many names. One of my cousins has ten names. In Portugal, where I live, it is also common for people to have four or five names.

I was born in London as Eyi Taiye Selasi Tuakli Wosornu. But my parents separate when I am one. When I am three years old, my mother marries a man named Doctor Williams. And so, for a time, my name is Eyi Williams. Years later, my mother and my stepfather Doctor Williams separate and my name changes again. Eyi Wosornu.

But I always loved my names in my mother's language. Taiye and Tuakli. My mother's name is Juliet Tuakli. My father's name is Lade Wosornu. My sister's name is Yetsa Tuakli-Wosornu.

My sister and I have the same surname—Tuakli Wosornu. Our mother's surname, Tuakli, and our father's surname, Wosornu, together. It is lovely, but it is very long.

Now I am a writer and I have a new name, a shorter one. My first name, Taiye, and my middle name, Selasi. That is how I became Taiye Selasi. My name is Taiye Selasi.

Unit 2

A Contact Job

Narrator: This is the city of Tokyo, Japan. There are more than 13 million people here. It's a big city, and people are very busy. But they always stop in the street for this man! His name is Okotanpe and he's a contact juggler.

In contact juggling, the ball is always on your body. You move it in your hands, along your arms, back to your hands, and around your body. It's amazing!

Is the ball soft? No, it isn't. It's hard plastic.

It's fascinating to me. It's part magic act, part mime, and part standard juggling. Is it easy? No, it isn't! It's very difficult and Okotanpe works many hours every day.

Okotanpe works all over Tokyo. It's interesting for the people on the street, and Okotanpe is very popular.

How many balls are there? One? Two? Three? Four?

When you are in Tokyo, look out for Okotanpe!

Unit 3

A Day in the Life of a Lighthouse Keeper

Unit 4

Tyler Bikes Across America

Narrator: So, Tyler Metcalfe is on his American Bike Project. It's a long trip, so what does he have with him? Well, first of all, a bicycle, obviously. And a helmet—that's very important.

He also has 4 bicycle bags—two in the front of his bike and two in the back. Then, all his other possessions are in the bags.

He has a lot of things, like a sleeping bag and a small tent.

Sometimes he's in a hotel, but sometimes there aren't hotels on the trip.

Some clothes, like socks and pants, and bike shirts and shorts, and a raincoat—for when it rains!

...a camping stove for cooking food. He doesn't have much food with him because there are stores on the road. He can buy food and cook it.

...a good camera—Tyler's a photographer. And, finally, maps for all the places he'll go! Now, let's watch him pack!

Unit 5

Around the World in 24 Hours

Narrator: It's time to get up and look at the volcanoes in Hawaii. What a beautiful way to start the day!

Paris: Is it breakfast time? On Thursdays and Sundays, there's a big food market in Paris. Let's buy some coffee and bread!

San Francisco: San Francisco has more than 670 outdoor stairways! It's a great place for exercise.

Melbourne: Melbourne is a busy city with lots of commuters. Luckily, there are quiet parks to relax in.

Namibia: It's noon in a National Park in Namibia. The sun is very hot. Take a bottle of water!

Portland: I'm hungry. Let's have lunch in Portland.

Croatia: Time to relax after lunch. Croatia has perfect beaches and the ocean is blue.

Kerala: It's a beautiful sunset in Kerala in India. This fisherman goes home.

Monaco: Expensive cars are outside the Monte Carlo casino in Monaco. It's easy to spend time—and money—here.

Norway: It's midnight in Norway, but it isn't dark. Go outside and look at the green northern lights.

Bogotá: It's the middle of the night, but not everyone sleeps. Go to an exciting nightclub in Bogotá until the morning!

Unit 6

Star Wars Subway Car

Narrator: This is Charlie Todd. He runs Improv Everywhere in New York City. Improv Everywhere is a group of people who perform in public places. They also record their performances and you can watch them online. They have over 500 million views! Improv Everywhere wants to make people laugh and think about their daily lives.

One of their most popular videos is when they perform part of the movie *Star Wars* on a subway train. The video is short, but Improv Everywhere need a lot of time to prepare. Let's take a look. First of all, the actors put on their costumes. Next, they have to wait at different stations. And while they wait, there is also time to listen to music and watch another performer! Until finally, Improv Everywhere is ready to perform *Star Wars* on a subway.

Unit 7

Danny's Challenge

Narrator: This is Danny MacAskill. He comes from Edinburgh, in Scotland. Today, he's riding his bicycle around Edinburgh. But he isn't riding his bicycle on the streets! Danny is riding on walls, stairs—in fact, he's riding anywhere he wants!

Now, he's riding on one wheel—and he's riding backwards! And up and down walls.

Danny was a mechanic, but he's so good on a bicycle that he's now a professional stunt rider.

People come to watch Danny do tricks on his bicycle.

Man: He's really impressive.

Narrator: People like watching Danny—he's very good. Can you jump from the wall to the mailbox? No, but Danny can. Even on his bicycle.

Danny says that he's looking for more difficult places to ride his bicycle. And today he plans to ride over this bridge. Not on the road, but on the bridge itself. It's a challenge. A difficult challenge. He tries many times, and at last he gets onto the bridge. Now he's riding up the bridge, but Danny has a problem. Riding up the bridge is easy, but it's difficult to ride down the other side. Slowly, slowly, and at last he is safe on the other side of the bridge.

Now, he's looking for his next challenge.

Unit 8

A Dress with a Story

Narrator: Sardinia is an island in the Mediterranean Sea. It is part of the country of Italy. It's a beautiful place and the coastal towns are busy with people and tourists. But in the middle of the island, it's very quiet. There are mountains with small villages. Desulo is one of these villages.

Desulo is a very traditional place and sometimes you can see the older women in a special dress. In the past, all of the women only had one dress. They got it when they were a teenager and over the years, they changed the dress and added new colors. Only a few women still wear these dresses today.

Every piece of the dress, and all of the different colors, are about the women's lives. When they get married, the dress is red and beautiful. And some of these women, when they are a widow, make the dress black.

This woman has photos of her parents. In the photos, her mother and other women are also wearing the same type of dress. When she looks at their dresses, she says she can see the story of their lives. And so, she knows that after she dies, people can look at her dress and remember the story of her life.

Unit 9

Berry Road Trip

Narrator: Where does your food come from? The other side of town? The other side of the country? From another country?

In the United States, there are more than 2.6 million trucks on the road every day. And we transport 70% of our food on trucks. Food can travel an average 5,120 miles before it's in a supermarket.

Let's take a trip on a truck transporting strawberries. We begin at some strawberry fields in Watsonville, California. There are 590 trucks—all with strawberries. There is one pound of strawberries per box. 8 boxes per case. 108 cases per pallet. And 26 pallets per truck. The berries on one truck are worth \$90,000!

The truck drives across the US. It has to stop for fuel—that costs \$900 each stop. It's 3,200 miles to Washington, DC. The trip takes three days with two drivers. Each driver can drive and then sleep. Each person can drive 11 hours a day. This happens every day.

So, the next time you go to your local store and buy strawberries, think about the distance they traveled to be there!

Unit 10

What Makes You Happy?

Narrator: Can you measure happiness? Is it possible?

In a global poll about happiness, people from 140 countries answered questions about their happiness. How do you measure this? Smiley face emojis? Hugs?

Here's the first question: How happy are you?

You answer with a number from 0 to 10. 0 is not happy. 10 is very happy. If you choose 7 or above... You're thriving! Way to go!

But different people from different countries can answer this question in different ways. For example, for people from Latin American countries—being happy is very important. So, they often answer the questions with high scores, every day!

And why are they happy? In Costa Rica, being healthy and having a green environment equals happiness. People also think education is important. Costa Rica also has a beautiful, natural landscape—so people are relaxed.

Let's go across the ocean to Europe. Denmark is one of the happiest countries. Why? Well, people in Denmark are happy because they have good hospitals and good schools as well as a good economy—so people have money.

Now let's go to Asia and visit Singapore. Singapore has values like harmony, respect, and hard work. People here think being with family and friends is important.

How can we increase happiness? Well, this is more difficult to answer. In most countries, people think physical health is very important for happiness. So, maybe the answer is to go to your local park. Go there and get more exercise, ride a bike, or go running...

How do you measure happiness? What makes you happy?

Unit 11

Catching a Hummingbird

Narrator: How did photographer Anand Varma capture this incredible footage?

Anand is a science photographer, and he loves taking photographs of animals. But this is very difficult, so he needs to plan very carefully.

For this project, Anand would like to film a hummingbird. Hummingbirds are very small and fast, so he uses special equipment. First, he's going to prepare his studio. And he's going to use a special camera. Fortunately for Anand, modern cameras are much better than in the past.

Caption: This hummingbird was filmed in 1941 on a 16MM camera.

Narrator: This film of a hummingbird is from 1941.

Caption: DSLR Camera filmed in 2015

Narrator: This is with a more modern camera.

Caption: 4K Camera, 2,000 frames per second

Narrator: And this is with Anand's camera.

Caption: But getting the shot wasn't easy.

Caption: This shot of the forked tongue required special miniature glass dishes to be hand-made.

Narrator: To photograph the long tongue of the hummingbird, Anand needs to use small glass dishes.

Caption: A fog machine was custom built to visualize the bird's aerodynamics.

Narrator: To photograph how hummingbirds move, Anand needs a special fog machine.

And to photograph how hummingbirds fly in the rain, he's going to use this plastic box. The hummingbird is inside the box and water falls on it. When Anand watches the hummingbird in slow motion, he can see what the bird does.

Now, we can see, too.

Unit 12

Leaving Antarctica

Narrator: This is Antarctica. It's a cold and beautiful place. And famous for its wildlife.

Dion Poncett is the captain of a ship called the *Hans Hansson*. Dion was born in Antarctica.

This is Dion when he was 11 years old. His father was French and sailed his boat around the world. Dion's mother was from Australia and for years, the family sailed around Antarctica.

They had three children—all sons—and Dion was the first. The boys grew up in Antarctica.

Dion didn't go to school, but his mother knew all about the different animals in the region and she taught her children about them.

Sally Poncett was a scientist and an explorer. In particular, she studied birds.

All his life, Dion loved his home in Antarctica, but now the continent is changing. There is less water on the land. It is dry in many places. There is less snow and ice.

The animals on the land are safe from humans. But there is a lot of fishing in the sea. So, the animals on land don't have enough food.

After this video, in 2018, Dion sold his boat and moved away because his home—Antarctica—is changing.

Workbook Answer Key

Unit 1: Friends and Family

Lesson A

A

1. how's 3. my 5. Hi 7. Nice
2. thanks 4. name 6. you

B

1. formal 3. informal 5. informal
2. informal 4. formal 6. formal

C

1. is 3. is 5. is
2. are 4. am 6. are

D

1. His name's Ang. 3. She's Monserrat. 5. My name's Martin.
2. They're Dara and Leo. 4. I'm Asha. 6. We're Jade and Hiromi.

Lesson B

A

1. at a university 3. in a classroom 5. formal
2. Xavi 4. Singh 6. Geoffrey

B

1. F; 2. F; 3. T; 4. F; 5. T; 6. F

C

1. MARTHA 3. CHONGAN 5. XIANG
2. (Mr.) JOHNSON 4. HAYES 6. (Mr. and Mrs.) GULLIVER

Lesson C

A

1. C; 2. A; 3. E; 4. D; 5. B

B

1. Are; 2. Are; 3. Is; 4. Are; 5. Is; 6. Is

C

1. No, they're not/they are not. 4. Yes, she is.
2. Yes, he is. 5. No, he isn't/is not.
3. Yes, they are. 6. No, she isn't/is not.

Lesson D

A

1. B; 2. D; 3. A; 4. C

B

1. Seung 3. Adam 5. Tanisha
2. Marcia 4. Joo Mi 6. Tomás

C

1. D; 2. F; 3. A; 4. E; 5. C; 6. B

D

1. Darsha 3. Jintao 5. Divya 7. Shona
2. Mateo 4. Tomás 6. Seung

Lesson E

A

1. F; 2. C; 3. A; 4. E; 5. B; 6. D

B

1. Divya is from India. 5. She is Mrs. Kim.
2. His name is Mr. Perez. 6. Today is Tuesday.
3. Our family is from Korea. 7. My date of birth is June 2, 2001.
4. Her name is Shona.

C

Answers will vary. Sample answers:
Fine, thanks. / Sofia Contreras. / No, I'm not. I'm from Venezuela. / No, they're not. / My favorite food is sushi.

D

Answers will vary. Sample answer:
Her name is Ritika. She's from India. She is young. She is short with long, brown hair. She is single.

REVIEW

A

1. C; 2. D; 3. F; 4. E; 5. B; 6. A

B

1. are; 2. His; 3. Her; 4. am/'m; 5. Is; 6. Their

C

Answers will vary. Sample answers:

1. She is old/attractive and attractive/old with long, gray hair.
2. He is young/handsome and handsome/young with short, black hair.

D

1. isn't; 2. are; 3. isn't / He's; 4. I am; 5. isn't / She's; 6. she is

VIDEO

A

Answers will vary.

B

1. F; 2. F; 3. T; 4. T; 5. F; 6. T

C

Mother: Selasi; Tuakli
Father: Eyi; Taiye; Wosornu
Stepfather: Williams

D

1. Ewe 3. Tuakli 5. Lade
2. Nigeria 4. Juliet 6. Yetsa

Unit 2: Jobs around the World

Lesson A

A

1. d; 2. g; 3. f; 4. b; 5. c; 6. a; 7. e

B

1. an; 2. a; 3. X; 4. a; 5. X; 6. an

C

1. She isn't tall. / She's not tall. 4. I'm not a student.
2. They aren't old. / They're not old. 5. He isn't a banker. / He's not a banker.
3. She isn't an artist. / She's not an artist. 6. We aren't sisters. / We're not sisters.

D

1. Are; aren't; is 2. is; Is; isn't 3. Are; 'm not; 'm; Is

Lesson B

A

1. Demian 2. Jorge 3. Inu

B

	How old are you?	Where are you from?	Is it interesting?
1. Jorge	x		
2. Inu	x	x	
3. Demian	x	x	x

C

1. e; 2. c; 3. a; 4. f; 5. b; 6. d

D

1. thirteen 3. forty 5. sixty-six
2. twenty-eight 4. fifty-three 6. one hundred and eighty

Lesson C**A**

1. China 3. North America 5. Canada
2. London 4. Jakarta 6. Africa

B

1. c; 2. c; 3. b; 4. c; 5. b; 6. a

C

1. e; 2. d; 3. f; 4. b; 5. a; 6. c

D

1. Is Buenos Aires a small city? No, it isn't./No, it's not.
2. Is Rome a beautiful city? Yes, it is.
3. Are Amazon and Google big companies? Yes, they are.
4. Is Mr. Cox an old teacher? Yes, he is.
5. Are Ecuador and Uruguay big countries? No, they're not./No, they aren't.

Lesson D**A**

dog walker; safari guide; vet; zookeeper

B

Job: Safari guide/field guide/guide
Company: National Geographic's Safari Live
Inside or outside? outside
Which continent? Africa
Animals in the bush: elephants, lions, rhinoceroses

C

1. Yes, it is. 3. No, she isn't. 5. Yes, he is. 7. Yes, it is.
2. Yes, it is. 4. Yes, they are. 6. No, it isn't.

D

1. She's from Port Elizabeth./She's from South Africa. 4. He's from Pretoria./He's from South Africa.
2. Her last name is McCurdy. 5. His last name is Winterboer.
3. Her favorite animals are elephants. 6. Answers may vary: Yes, it is./No, it isn't.

Lesson E**A**

My new job is great! I'm a teacher in a school. The school isn't in my hometown. Now I'm in São Paulo. It's a big city. Is your job interesting? There are 10 punctuation marks to add.

B

1. Mexico City 3. outside 5. amazing
2. artist 4. inside 6. painting

C

Answers will vary. Sample answers:

1. What is your job? 4. Is it a big company?
2. Is your job outside or inside? 5. Where is your job?
3. What's the name of the company?

D

Answers will vary. Sample answers:

1. I'm an architect. 4. No, it isn't. It's a small, family company. I work with my father.
2. I work inside and outside.
3. The name is Avery Inc. 5. I work in Dubai.

REVIEW**A**

1. c; 2. d; 3. f; 4. a; 5. b; 6. e

B

1. isn't / 's not 3. aren't / 're not 5. isn't / 's not
2. 'm not / am not 4. isn't / 's not 6. 're not / aren't

C

1. Seoul 3. Chile 5. Africa
2. Australia 4. Cairo 6. Belgium

D

1. Moscow is a big city. 4. Monaco is a small country.
2. A doctor is an interesting job. 5. A teacher isn't a popular job.
3. Tristan is a new student. 6. French is a difficult language.

VIDEO**A**

Answers will vary. Sample answers:

1. Yes, it is. / No, it isn't. 2. Yes, it is. / No it isn't.

B

1. big 2. interesting 3. popular 4. hard 5. difficult

C

1. T; 2. F; 3. F; 4. T; 5. F; 6. F

D

1. are 3. young 5. isn't
2. name 4. is 6. Tokyo

Unit 3: Houses and Apartments

Lesson A**A**

1. door 2. balcony 3. kitchen 4. bathroom 5. hall

B

1. apartment 3. closets 5. windows
2. bedrooms 4. balcony 6. dining room

C

1. There are 3. Are there 5. is there 7. there isn't
2. there's 4. there are 6. Is there

D

Answers will vary. Sample answers:

1. Are there three bedrooms? Yes, there are. / No, there aren't.
2. Is there a balcony? Yes, there is. / No, there isn't.
3. Is there a hall? Yes, there is. / No, there isn't.
4. Are there two bathrooms? Yes, there are. No, there are.

Lesson B**A**

	Number 1	Number 2	Number 3
two bedrooms		X	
three bathrooms	X		
a garden		X	X
an elevator	X		
a dining room			X
lots of windows			X

B

1. F; 2. T; 3. T; 4. F; 5. F; 6. T

C

1. Yes, it is. 6. No, they aren't.
2. There are three. 7. There are six bedrooms.
3. Yes, there is. 8. There are two floors.
4. No, it isn't. 9. Yes, there is.
5. There are two bathrooms.

Lesson C

A

- | | | |
|-----------------|-------------|------------------|
| 1. sofa | 5. bed | 9. chair |
| 2. armchair | 6. bookcase | 10. stove |
| 3. coffee table | 7. lamp | 11. refrigerator |
| 4. TV | 8. table | 12. microwave |

B

- | | | |
|-------------------|-----------------|--------------|
| 1. sink | 3. toilet | 5. bookcases |
| 2. chairs / table | 4. refrigerator | |

C

- | | | |
|------------|-------------------|--------------------|
| 1. a lamp | 3. a bed | 5. flowers/TV/vase |
| 2. a stove | 4. a coffee table | 6. a bag |

D

- | | |
|--------------------------------------|---|
| 1. The lamp is on the coffee table. | 4. The stairs are between the kitchen and the hall. |
| 2. Your keys are under the sofa. | 5. Your book is in the bookcase. |
| 3. The bathroom is next to the hall. | |

Lesson D

A

Answers will vary. Sample answers:

- | | |
|--------------------------------|--------------------------------------|
| 1. Yes, it is. / No, it's not. | 3. Yes, they are. / No, they're not. |
| 2. There are 7. | |

B

- | | | |
|----------|--------------|-----------|
| 1. small | 3. \$500,000 | 5. is |
| 2. are | 4. aren't | 6. aren't |

C

	an average American house	a tiny home
size (square feet)	2,960	100–400
cost (\$)	500,000	57,000–69,000
number of bedrooms	2–3	1
number of bathrooms	2	1

D

- | | | |
|---------------|---------------------|-----------------------|
| 1. cars | 3. yard | 5. upstairs |
| 2. California | 4. Washington State | 6. dining room / yard |

Lesson E

A

- | | | |
|------------|------------|--------------|
| 1. big | 4. books | 7. bathroom |
| 2. there's | 5. next to | 8. showers |
| 3. lamp | 6. in | 9. There are |

B

Answers will vary. Sample answers:

- | | |
|---|---|
| 1. There are three bedrooms <u>and</u> two bathrooms. | 4. The armchairs are beautiful <u>and</u> comfortable. |
| 2. There is a sofa <u>and</u> a coffee table. | 5. My apartment is on the second floor <u>and</u> it's big. |
| 3. The kitchen is big <u>and</u> modern. | |

C

Answers will vary. Sample answers:

- | | |
|--|--|
| 1. There is a table and a chair next to the window. | 3. There is a big bed. |
| 2. There is an armchair between the window and the TV. | 4. There is a bathroom with a shower. |
| | 5. There is a lamp next to the closet. |
| | 6. There are three lamps. |

D

Answers will vary.

REVIEW

A

1. b; 2. e; 3. a; 4. c; 5. d

B

- | | | | |
|--------------|-----------------------|----------------|--------------|
| 1. are there | 3. there is / there's | 5. Is there | 7. there are |
| 2. there are | 4. there is / there's | 6. there isn't | |

C

- | | | | |
|------------|----------|------------------|---------------|
| 1. between | 2. under | 3. on in next to | 4. in between |
|------------|----------|------------------|---------------|

D

- | | | | |
|-----------|----------|------------|--------------|
| 1. floors | 3. door | 5. garden | 7. bathrooms |
| 2. hall | 4. sofas | 6. kitchen | 8. sink |

VIDEO

A

- 3; 1; 5; 4; 2

B

- | | | | | |
|-----------|---------|----------------|-------|------------|
| 1. aren't | 2. lamp | 3. on the roof | 4. is | 5. kitchen |
|-----------|---------|----------------|-------|------------|

C

1. T; 2. F; 3. T; 4. T; 5. T; 6. F; 7. F

D

Answers will vary. Sample answers:

- | | |
|-------------------------------------|---------------------------------|
| 1. The lighthouse is old. | 3. Da Costa's job is important. |
| 2. The lighthouse isn't comfortable | 4. Da Costa's job isn't easy. |

Unit 4: Possessions

Lesson A

A

1. d; 2. e; 3. c; 4. f; 5. b; 6. c

B

- | | | |
|-----------|---------------|-----------|
| 1. wallet | 3. sunglasses | 5. pen |
| 2. phone | 4. notebook | 6. makeup |

C

- | | | |
|----------|----------|----------|
| 1. this | 3. These | 5. This |
| 2. those | 4. That | 6. these |

D

- | | | |
|----------|----------|---------|
| 1. these | 3. that | 5. this |
| 2. Those | 4. These | 6. That |

Lesson B

A

- | | |
|-----------------------|----------------------|
| 1. Will Self's | 3. Hannah Weiland's |
| 2. Renni Eddo-Lodge's | 4. Angela Hartnett's |

B

- | | | |
|----------------------------|----------------------------|---------------|
| 1. typewriter / coffee pot | 3. DogDog | 5. DogDog |
| 2. headphones | 4. typewriter / coffee pot | 6. headphones |

C

- | | | |
|---------------------|--------------------|--------------|
| 1. are | 3. Italy | 5. old |
| 2. fashion designer | 4. Angela Hartnett | 6. beautiful |

Lesson C

A

- | | | |
|---------------|--------------------|---------------------|
| 1. great / P | 3. useless / N | 5. horrible / N |
| 2. boring / N | 4. interesting / P | 6. water bottle / P |

B

- | | | |
|-------------|----------------|------------|
| 1. happy | 3. interesting | 5. useless |
| 2. horrible | 4. sad | 6. great |

C

1. c; 2. a; 3. d; 4. f; 5. b; 6. e

D

- | | | | |
|-----------------|---------------|---------------|-----------------|
| 1. has | 3. don't have | 5. don't have | 7. doesn't have |
| 2. doesn't have | 4. have | 6. has | |

Lesson D

A

radios, TV, clothes, toys, refrigerator, washing machine, dryer

B

- | | |
|------------------------------------|------------------------------------|
| 1. The Wu family | 4. The Ukita family |
| 2. The Wu family, The Ukita family | 5. The Wu family, The Ukita family |
| 3. The Wu family | 6. The Ukita family |

C

1. He's a photojournalist.
2. No, it isn't. It's from 1995.
3. No, they don't.
4. Their favorite object is the TV.
5. No, it isn't.
6. Their favorite object is a special ring.

D

Answers will vary. Sample answers:

1. There are a lot of clothes, shoes and toys in my house.
2. There are only four people in my house.
3. It has three bedrooms.
4. Yes, I do.
5. Yes, I have two TVs in my house.
6. I have a washing machine, but I don't have a dryer.
7. No, I don't.

Lesson E**A**

9 capital letters to add/4 periods/2 commas/1 exclamation mark/1 apostrophe:

Hi **D**ad,
Thanks so much for the new laptop. **I**t's very useful. **C**ollege is great. **M**y teachers are nice.

See you soon!

Love,

Erick

B

3; 6; 5; 4; 1; 2

C

1. a camera
2. for my birthday
3. my grandmother
4. It's great and useful.
5. Dear Grandma
6. See you soon

D

Dear Grandma,
 Thank you so much for the camera for my birthday. It's great and very useful.
 See you soon,
 Jin-soo

REVIEW**A**

1. These are Nicole's keys.
2. This is my sister's backpack.
3. These are Mr. Hayashi's pens.
4. These are Darren's sunglasses.
5. This is Do-yun's camera.
6. This is my friend's water bottle.

B

a. this; b. isn't; c. Michelle's; d. His; e. those; f. aren't; g. That's

C

1. d; 2. f; 3. a; 4. b; 5. e; 6. c

D

1. have
2. Does have
3. don't have
4. has
5. Do have
6. doesn't have

VIDEO**A**

1. Yes, it is.
2. His helmet is important.
3. He has four.
4. Yes, he does.
5. No, he doesn't.
6. He is a photographer.

B

5; 3; 6; 2; 7; 1; 4

C

checked boxes: a horse, a store, yellow flowers, a train, mountains, a hotel, ships, water

D

Where to start?	in Austria
Countries/Cities to visit?	Austria, Germany, Hungary, Slovakia
Where to finish?	in Austria
How many days?	7 nights
Stay in hotels or in a tent?	hotels
List what to take:	a bicycle gloves raincoat water bottle clothes camera a helmet sunglasses

Unit 5: Daily Activities

Lesson A**A**

1. It's nine fifteen. / It's a quarter after nine.
2. It's eight thirty. / It's half past eight.
3. It's six forty-five. / It's a quarter to seven.
4. It's eleven o'clock.
5. It's two forty-five. / It's a quarter to three.
6. Answers may vary.

B

Answers will vary. Sample answers:

1. I get up at six o'clock.
2. I take a shower at a quarter after six.
3. I have breakfast at a quarter to seven.
4. I go to work/college/school at a quarter past seven.
5. I have lunch at half past one.
6. I go to bed at half past ten.

C

1. do have
2. don't get
3. takes
4. have
5. Does go
6. start

D

1. get
2. starts / finishes / goes
3. take
4. has / gets

Lesson B**A**

Answers will vary. Sample answers:

1. They start at seven o'clock or eight o'clock.
2. They start work at eight o'clock or nine o'clock.
3. Yes, they do.
4. I get up at six o'clock.
5. Yes, I do.

B

1. f; 2. d; 3. e; 4. a; 5. c; 6. b

C

1. are
2. two hours and thirty minutes
3. Mexico City
4. are
5. nine o'clock
6. Pamela

Lesson C**A**

1. d; 2. c; 3. a; 4. f; 5. b; 6. g; 7. e

B

1. Do Simon and Elena travel? Yes, they do. / Does Nikita travel? No, she doesn't.
2. Do Simon and Elena meet clients? No, they don't. / Does Nikita meet clients? Yes, she does.
3. Do Simon and Elena talk to people? Yes, they do. / Does Nikita talk to people? Yes, she does.

C

1. I sometimes check my email.
2. Jennifer texts her friends every day.
3. My sister never goes to the gym.
4. The students take a test every month.
5. We always go to class.
6. I talk to my family on the phone every weekend.

D

Answers will vary. Sample answers:

1. Does he meet clients every day?
2. Does he travel?
3. Does he always talk to people at work?
4. Does he text his friends at work?
5. Does he start work at nine o'clock?
6. Does he have lunch in his office?

Lesson D**A**

Answers will vary.

B

1. T; 2. F; 3. F; 4. T; 5. F; 6. F

C

1. weekdays
2. in America
3. to the bathroom
4. use screens
5. watch TV
6. Always

D

1. 43; 2. 6; 3. 3; 4. 2011; 5. 95; 8

Lesson E

A

- We **don't** work on weekends.
- I have English class **at** nine thirty.
- Jesse **goes** to college with his friends.
- What time **do** you start work?
- Nuria **doesn't** have lunch in her office.
- My father **takes** a shower every day.

B

- check / finish
- finish / check
- text / meet
- don't have meet
- talk
- don't go

C

- have
- don't go
- Go
- Use
- Take
- Don't be

D

Answers will vary. Sample answers:

- Relax for an hour at night.
- Don't have screen time.
- Take a warm shower.
- Write a to do list.
- Go to bed at the same time every day.
- Don't go to bed late.

REVIEW

A

- f; 2. e; 3. b; 4. c; 5. d; 6. a

B

- doesn't go
- gets
- has
- doesn't have
- goes
- finish
- go
- takes
- goes

C

- Do
- don't
- does
- Does
- Do
- don't
- Does
- doesn't

D

- d; 2. f; 3. f; 4. a; 5. c; 6. b

VIDEO

A

- 3; 7; 8; 2; 6; 5; 1; 4

B

- 5 am
- get up
- Paris
- have breakfast
- 7 am
- San Francisco
- 2 pm
- have lunch
- 6 pm
- go home

C

- in Paris
- in Kerala
- in Melbourne
- Kerala
- green
- relax

Unit 6: Getting Around

Lesson A

A

- e; 2. f; 3. a; 4. d; 5. c; 6. b

B

- museum
- station
- bank
- restaurant
- hotel
- library

C

- business
- old
- museum
- new
- seafood
- expensive

Lesson B

A

church; restaurants; market; museums; parks; shopping malls

B

- Yes, there is.
- Yes, there is.
- No, it isn't.
- No, he doesn't.
- No, it isn't.
- Yes, it is.

C

- on business
- old
- museum
- new
- seafood
- expensive

Lesson C

A

- bus
- taxi
- subway
- train
- rental car

B

- No, it isn't. (It's expensive.)
- Yes, you do. (You have to change two times.)
- Yes, there is.
- Yes, she does.
- No, it's not. (It's slow.)
- Yes, it is.
- No, you don't.

C

- has to
- has to
- have to
- has to
- have to
- has to

Lesson D

A

- garden
- restaurant
- museum
- museum
- concert hall

B

- F; 2. F; 3. T; 4. T; 5. F; 6. F

C

- c; 2. e; 3. f; 4. a; 5. b; 6. d

D

Answers will vary.

Lesson E

A

- and
- because
- and
- and
- but
- because

B

- A taxi is fast, but it is expensive.
- You have to go now because the train leaves in one hour.
- You have to walk along Green Street and turn left at the post office.
- Take your driver's license because you have to rent a car at the airport.
- I like my city, but there's a lot of traffic.

C

Answers will vary. Sample answer:

Hi Mariana,

Great news you are in Tokyo! Ueno is a good place to go. Do you know it? There's a big park and there are four museums. They are interesting. The food on the street near there is good and it's not expensive. Take the subway to Shimbashi station. Go out of the station and it's not far to the Tokyo Tower. Remember your camera because the views of the city are great! The Hama Rikuyu gardens near there are beautiful, too. If you have time, go to visit the Senso-ji Temple. It's very old.

My number is 080-1234-7732.

See you soon,

Kyle

REVIEW

A

- restaurants
- supermarket
- shopping mall
- movie theater
- nightclubs
- train station
- parks

B

- d; 2. a; 3. f; 4. c; 5. b; 6. e

C

- have to
- has to
- have to
- has to
- has to
- have to

D

- Does Jan have to change trains?
- Do they have to take the 19 bus?
- Does Mr. Pereira have to be there at 9 o'clock?
- Do you have to go to the supermarket?
- Does he have to get up early?
- Do people have to have a driver's license here?

VIDEO

A

- performers
- public places
- scenes
- subway
- costumes
- Star Wars

B

- scenes
- Star Wars
- costumes
- performers
- public places
- subway

C

1. often 3. 500 million 5. Princess Leia
2. long 4. Princess Leia 6. take

D

Answers will vary. Sample answers:

1. Yes, I do. 5. Yes, they do sometimes.
2. Yes, it is. 6. It's different.
3. Yes, they do, but they don't in my city. 7. No, they're not.
4. They perform in the street.

Unit 7: Free Time

Lesson A**A**

1. f; 2. d; 3. g; 4. c; 5. a; 6. b; 7. e

B

1. No, he isn't. 3. No, I'm not. 5. Yes, I am.
2. Yes, they are. 4. Yes, she is. 6. No, they're not.

C

1. cooks 3. doesn't play 5. Is he talking
2. are going 4. shop 6. watch

D

Answers will vary.

Lesson B**A**

Conversation 1: Debra, Caroline
Conversation 2: Mr. Williams, Esther Serrano
Conversation 3: Alek, Mrs. Kim

B

- 1.a. Caroline 2.a. Esther Serrano 3.a. Alek
1.b. Debra 2.b. Mr. Williams 3.b. Cindy

C

1. T; 2. F; 3. F; 4. F; 5. F; 6. T

D

1. R; 2. R; 3. R; 4. C; 5. R; 6. C; 7. C

Lesson C**A**

1. soccer 2. basketball 3. swimming 4. skateboard 5. tennis 6. skiing

B

1. go 2. plays 3. play 4. go 5. rides 6. goes

C

1. Can you play tennis? 4. Can you ride a bike?
2. Can your parents swim well? 5. Can you play the piano?
3. Can you skateboard? 6. Can you cook well?

D

Answers will vary. Sample answers:

1. Yes, I can. 3. No, I can't. 5. No, I can't.
2. Yes, they can. 4. Yes, I can. 6. No, I can't.

Lesson D**A**

Answers will vary. Sample answers:

1. Yes, I do. 4. basketball, volleyball, American
2. I play tennis and volleyball. football
3. soccer and tennis (only correct answer)

B

What is the name of the sport?	oină	sepak takraw	bandy
Where do they play it?	Romania	Southeast Asia	Russia
How many players in a team?	11	4	11

C

1. No; 2. No; 3. Yes; 4. No; 5. No; 6. Yes

D

1. Yes, you can. 3. No, you can't. 5. No, you can't.
2. Yes, it is. 4. Yes, you do. 6. No, it isn't.

Lesson E**A**

1. b; 2. d; 3. e; 4. c; 5. f; 6. a

B

1. are you doing 4. Do you play / Can you play
2. can you play 5. Do you run / Can you run
3. Do you often play 6. Are you reading

C

Answers will vary. Sample answers:

1. Do you often play sports? 4. Do you have experience with adults?
2. Can you play soccer? 5. Can you work weekends?
3. Do you have experience with children? 6. When can you start?

D

Answers will vary.

REVIEW**A**

1. go 5. is cooking
2. am reading/'m reading 6. talks
3. are shopping/'re shopping 7. is watching/'s watching
4. doesn't play 8. are listening/'re listening

B

1. ride 4. skiing, swimming 7. food, clothes
2. swim 5. soccer, basketball 8. a book, a magazine
3. TV, a movie 6. your friends, music

C

1. can't play 4. can't hear 7. can't cook
2. can go 5. can skateboard 8. can't go
3. Can you play 6. Can he speak

VIDEO**A**

1. actors; circus performers; magicians; skateboarders; stunt drivers

B

1. No, he isn't. 2. Yes, he does. 3. No, he doesn't. 4. Yes, he is. 5. Yes, they do.

C

1. e; 2. f; 3. d; 4. b; 5. a; 6. c

D

1. backwards 3. down 5. slowly
2. on 4. difficult 6. dangerous/difficult

Unit 8: Clothes

Lesson A**A**

1. hat 4. pants 7. jeans 10. skirt
2. scarf 5. shoes 8. coat
3. jacket 6. T-shirt 9. sweater

B

1. f; 2. c; 3. a; 4. e; 5. b; 6. d

C

1. Do 3. them 5. Could 7. of course
2. I'm afraid 4. jackets 6. it

Lesson B**A**

Clothes: scarves, dresses, jeans, T-shirts, coats, sweater
Colors: red, black, dark blue, white, purple

B

1. c; 2. a; 3. c; 4. b; 5. a; 6. b

C

1. F; 2. T; 3. F; 4. F; 5. T; 6. F

D

1. This pink sweater is nice. 4. Can you show me some red dresses?
 2. I'm looking for a white shirt. 5. Do you have anything in light blue?
 3. Do you have any dark green coats? 6. Can I try on these black shoes?

Lesson C**A**

1. like / love 3. don't like / hate 5. hate
 2. like / love 4. like 6. love

B

1. them; 2. it; 3. them; 4. her; 5. it; 6. him

C

1. I like her. 3. I love it. 5. I love it.
 2. I don't like/hate them. 4. I don't like/hate them. 6. I like him.

D

Answers will vary.

Lesson D**A**

Answers will vary.

B

1. b; 2. b; 3. c; 4. c; 5. a

C

1. a and d; 2. b; 3. c; 4. c; 5. a and c

D

1. T; 2. F; 3. F; 4. F; 5. F; 6. T

Lesson E**A**

1. d; 2. a; 3. e; 4. b; 5. f; 6. c

B

Answers will vary. Sample answers:

1. (a) blue; (b) it's a friendly color; (c) black; (d) it's very dark
 2. (a) basketball; (b) soccer; (c) it's boring
 3. (a) my bed; (b) I sleep there.

C

Your favorite day/room/city:	Saturday
Reason 1 why you like it:	I don't have to get up early. I don't work on weekends.
Reason 2 why you like it:	I go to the movies with my friends or spend time with my family.

D

Answers will vary. Sample answer:

My favorite day of the week is Saturday. I love this day because I don't have to get up early. On weekdays I get up at 6 o'clock, but on Saturday I often get up at 10 o'clock. I also like this day because I spend time with my family. I sometimes go to the movies with my friends, too.

REVIEW**A**

1. socks; 2. jeans; 3. hat; 4. skirt; 5. tie; 6. coat

B

1. c; 2. f; 3. a; 4. b or a; 5. d; 6. e

C

1. Can I 5. I like her.
 2. I like 6. I love Real Madrid. or They're not my favorite team.
 3. I love them.
 4. Could / Can you

D

1. I don't like it. 4. I don't like her. 6. I hate it.
 2. I hate it. 5. I hate them. I like 7. I don't like him / her.
 3. I don't like them. her / him.

VIDEO**A**

1. island 3. tourists / people 5. women
 2. Italy 4. village

B

red; white; yellow; blue; black; green

C

1. beautiful 3. busy
 2. quiet traditional 4. special traditional

D

1. F; 2. F; 3. F; 4. F; 5. T; 6. T; 7. T

E

Answers will vary.

Unit 9: Food**Lesson A****A**

1. eggs 4. steak 7. cream
 2. juice 5. salad
 3. coffee 6. chocolate

B

1. ice cream 3. pasta 5. eggs
 2. fruit juice 4. salad 6. cereal and milk

C

1. Could I have some strawberry ice cream? / Do you have any strawberry ice cream?
 2. I want some dessert. / I don't want any dessert.
 3. Do you have any cereal?
 4. We don't have any milk. / We have some milk.
 5. Can he have some pasta with his chicken?
 6. Do they want any coffee?

D

1. any 3. some 5. some
 2. some 4. any 6. any

Lesson B**A**

cake; ice cream; salad; soda; steaks; veggie burgers

B

1. 10 4. 2 7. chocolate 10. ice
 2. 3 5. salad 8. ice cream
 3. steaks 6. veggie burgers 9. soda

C

1. Dad 3. making 5. have some
 2. vegetarians 4. is some 6. laptop

D

1. ice 3. milk 5. eggs
 2. burgers 4. juice 6. cereal

Lesson C**A**

1. Carrots, Mushrooms, Peppers 3. Apples, Bananas, Grapes 5. Peas, Broccoli, Lettuce
 2. Beans, Eggs, Beef 4. Yogurt, Butter, Milk 6. Rice, Pasta, Couscous

B

1. spaghetti / pasta 4. egg 7. milk 10. mushrooms
 2. bread 5. banana 8. lettuce 11. broccoli
 3. apple 6. cheese 9. tomato

C

1. much 3. many 5. many
 2. much 4. much 6. many

C

- | | | |
|-------------|----------------|--------------|
| 1. sick | 3. sore throat | 5. touch |
| 2. terrible | 4. normally | 6. shouldn't |

D

Answers will vary. Sample answers:

- | | |
|--------------------------|--|
| 1. No, I don't. | 4. I don't go to work. I stay in bed. |
| 2. Yes, I do. | 5. You should lie down. You should see the doctor. |
| 3. I take pain reliever. | |

Lesson E**A**

1. First / Second / Finally
2. Also
3. How to spend time away from work to have a healthy life
4. the first sentence

B

Topic	Idea 1 about the topic	Idea 2 about the topic
How to sleep well	go to bed at the same time every night	don't use a screen before bed
Activities to help you relax	walk or read outside in a park or garden	don't check your phone for twenty minutes or one hour
How to eat a healthy diet	don't eat in restaurants often	drink two to three liters of water every day

C

Answers will vary.

D

Answers will vary.

REVIEW**A**

- | | | | |
|---------|----------|-------------|------------|
| 1. feet | 3. chest | 5. backache | 7. fingers |
| 2. face | 4. head | 6. knee | |

B

1. f; 2. a; 3. e; 4. b; 5. d; 6. c

C

- | | |
|---|---|
| 1. To be healthy, you shouldn't eat unhealthy snacks. | 4. For fresh food, you should go shopping in local markets. |
| 2. What should I do? | 5. Should I see the doctor? |
| 3. To have a happy boss, you shouldn't arrive late. | 6. To not have back problems, you should do exercise. |

D

- | | | |
|--------------|--------------|--------------|
| 1. should | 4. shouldn't | 7. should |
| 2. shouldn't | 5. should | 8. shouldn't |
| 3. should | 6. should | 9. should |

VIDEO**A**

- | | |
|---|---------------------------------|
| 1. happiness / how happy people are / what makes people happy | 4. No, they don't. |
| 2. 140 | 5. in Latin America |
| 3. numbers 1–10 | 6. happiness is important there |

B

Costa Rica: good health; the green environment

Denmark: education; the country's economy

Singapore: family and friends; harmony

C

- | | |
|----------------------------------|----------------------------------|
| 1. Can you measure happiness? | 4. How do you measure happiness? |
| 2. How happy are you? | 5. What makes you happy? |
| 3. How do we increase happiness? | |

D

Answers will vary.

Unit 11: Making Plans

Lesson A**A**

- | | | |
|-------------|---------------|----------------|
| 1. wedding | 3. graduation | 5. anniversary |
| 2. birthday | 4. new job | 6. new year |

B

- | | | |
|----------|----------|-------------|
| 1. makes | 3. go to | 5. give |
| 2. have | 4. send | 6. inviting |

C

- | | | |
|-------------------|---------------------|---------------------|
| 1. are going to | 3. am / 'm going to | 5. am / 'm going to |
| 2. isn't going to | 4. is / 's going to | 6. aren't going to |

D

- | | |
|--|---|
| 1. Are we going to eat hamburgers for lunch? | 4. Is he going to cook dinner tonight? |
| 2. When are we going to have a barbecue? | 5. Are you going to invite everyone in the class? |
| 3. When are you going to go to the doctor? | 6. Is the party going to start at 9 pm? |

Lesson B**A**

1. c; 2. a; 3. c; 4. a; 5. b; 6. a

B

- | | | |
|-------------------|-------------------|--------------------|
| 1. isn't going to | 3. isn't going to | 5. aren't going to |
| 2. are going to | 4. are going to | 6. are going to |

C

Answers will vary.

Lesson C**A**

1. d; 2. f; 3. b; 4. c; 5. e; 6. a

B

- | | | |
|-----------|----------------------|-------------|
| 1. nurse | 3. musician | 5. teachers |
| 2. lawyer | 4. software engineer | 6. actor |

C

- | | |
|--|--|
| 1. I would like to work with children. | 4. Would you like to go to Tokyo? |
| 2. Where would you like to study? | 5. Leo wouldn't like to travel alone. |
| 3. Would they like to see the fireworks at New Year? | 6. What would you like to do on your birthday? |

D

- | | |
|---|--|
| 1. Irina / She is going to study engineering. | 4. Irina / She would like to travel to Africa. |
| 2. Irina / She is going to get a summer job. | 5. Irina / She would like to buy a car. |
| 3. Irina / She isn't going to spend a lot of money. | 6. Irina / She would like to take a cooking class. |

Lesson D**A**

DJs, guitars; R&B; jazz; blues; soul; electronic

B

- | | | | |
|--------------|----------------|-------------------|---------------------|
| 1. in London | 3. Glastonbury | 5. in Switzerland | 7. Tomorrowland |
| 2. two days | 4. in June | 6. two weeks | 8. in Boon, Belgium |

C

- | | | |
|---------------------------|---------------------------|----------------|
| 1. Field Day | 4. Montreux Jazz Festival | 7. Glastonbury |
| 2. Montreux Jazz Festival | 5. Glastonbury | |
| 3. Glastonbury | 6. Tomorrowland | |

D

Answers will vary. Sample answers:

- | | |
|--|---|
| 1. Yes, I do. | 4. Glastonbury. |
| 2. I normally listen to music in the car or when I cook. | 5. Because there are a lot of different types of music. |
| 3. No, I don't. | |

Lesson E

A

- | | | | |
|-------------|---------|---------------------------|-----------------|
| 1. barbecue | 4. Bye | 7. March 17 th | 10. Best wishes |
| 2. house | 5. Dear | 8. Park Avenue | |
| 3. Saturday | 6. 60 | 9. 6 pm | |

B

1. e; 2. c; 3. d; 4. a; 5. b

C

- | | | | |
|-----------------------------------|---------------|----------|----------|
| 1. Sunday, April 21 st | 3. 5 pm | 5. music | 7. games |
| 2. 10 am | 4. Lotus Park | 6. food | |

D

Answers will vary. Sample answer:

Hi!

There's a Spring Festival on Sunday. It's going to be at Lotus Park. I'm going to meet Kiera and Charlie there at 11 am. Would you like to come with us? There's going to be music and food.

Bye!

REVIEW

A

- | | | |
|---------------|------------|----------------|
| 1. graduation | 3. wedding | 5. birthday |
| 2. job | 4. year | 6. anniversary |

B

1. d; 2. a; 3. e; 4. c; 5. f; 6. b

C

- | | | |
|-------------|-----------|----------------------|
| 1. nurse | 3. lawyer | 5. software engineer |
| 2. musician | 4. actor | 6. teacher |

D

- | | | |
|------------------------|-------------------------|-------------------------|
| 1. is going to study | 3. aren't going to cook | 5. wouldn't like to be |
| 2. Are you going to go | 4. would like to buy | 6. Would you like to go |

VIDEO

A

- | | | |
|---------------------------------|----------|-------|
| 1. is a science
photographer | 3. moves | 6. is |
| 2. inside | 4. box | |
| | 5. rain | |

B

6; 1; 4; 2; 3; 5

C

- | | | |
|--------------------|------------|------------|
| 1. easy | 3. special | 5. slow |
| 2. black and white | 4. fast | 6. amazing |

D

Answers will vary. Sample answers:

- | | |
|--|---|
| 1. No, it isn't. | 4. Yes, I would. |
| 2. Honeybees move fast, and they are very small. | 5. I would like to see how the honeybee flies, eats, and moves. |
| 3. Yes, you do. | |

Unit 12: On the Move

Lesson A

A

1. d; 2. e; 3. b; 4. f; 5. c; 6. a

B

1. arrived 2. go 3. arrives 4. move 5. returned 6. gets

C

- | | |
|---------------------------------|---|
| 1. Monica returned on Monday. | 4. I got home by bus. |
| 2. I went to school at 7:30 am. | 5. Kenji arrived on April 9 th . |
| 3. He didn't get to work early. | 6. We didn't live in a big city. |

D

- | | | |
|----------|----------------|-------------|
| 1. was | 3. studied | 5. returned |
| 2. moved | 4. didn't stay | 6. got |

Lesson B

A

2; 6; 1; 5; 3; 4

B

1. F; 2. F; 3. F; 4. T; 5. T; 6. F

C

1. When did Goodall go to Tanzania?
2. What did Goodall study?
3. Where did Goodall study the chimpanzees?
4. How long did she spend with the chimpanzees?
5. What was the name of one chimpanzee?
6. When did National Geographic show Goodall's movie?

D

- | | | |
|----------------|---------------------|---------------------|
| 1. 1960 | 3. in the mountains | 5. after five years |
| 2. chimpanzees | 4. Flint | |

Lesson C

A

- | | | | | | |
|---------|---------|-------|--------|--------|--------|
| 1. take | 2. stay | 3. go | 4. get | 5. buy | 6. eat |
|---------|---------|-------|--------|--------|--------|

B

1.c; 2.a; 3. f; 4. e; 5. d; 6. b

C

- | | | |
|-----------------|------------------|----------------------|
| 1. Yes, he did. | 3. No, I didn't. | 5. No, they didn't. |
| 2. Yes, I did. | 4. Yes, she was. | 6. No, they weren't. |

D

- | | |
|---|---|
| 1. Did Akira study for the English test?
Yes, she did. | 3. Did she buy the movie tickets? No, she didn't. |
| 2. Did she go to the supermarket? Yes, she did. | 4. Did she text Rita? No, she didn't. |
| | 5. Did she check emails? Yes, she did. |

Lesson D

A

Answers will vary.

B

1. F; 2. T; 3. NIT; 4. T; 5. F; 6. NIT

C

1. didn't use 2. often 3. can 4. university 5. many 6. work

D

- | | | |
|-----------|--------------|------------------|
| 1. easy | 3. important | 5. useful / easy |
| 2. useful | 4. difficult | 6. important |

Lesson E

A

- | | | | |
|---------|----------|-----------|------------|
| 1. was | 3. went | 5. got | 7. started |
| 2. left | 4. moved | 6. stayed | |

B

in 1934; in 1960; Five years later; for ten more years

C

Answers will vary.

D

Answers will vary.

REVIEW

A

- | | | |
|-------------------------|----------------|-------------------|
| 1. to work | 3. my friends | 5. at the station |
| 2. to a small apartment | 4. from Dublin | 6. at a hotel |

B

- | | | |
|------------------------|--------------|--------------------------|
| 1. lived | 3. didn't go | 5. was |
| 2. didn't leave / left | 4. got | 6. visited / didn't work |

C

1. b; 2. e; 3. a; 4. f; 5. d; 6. c

D

- | | |
|------------------------------|------------------------------------|
| 1. Were you born in a city? | 4. Did she buy any new sunglasses? |
| 2. Did they buy the tickets? | 5. Did you eat out a lot? |
| 3. How was your vacation? | 6. Was it hot there? |

VIDEO

A

1. F; 2. T; 3. F; 4. F; 5. F; 6. T

B

- | | | |
|------------------------|---------------|----------------------|
| 1. <i>Hans Hansson</i> | 3. two | 5. Yes, he loved it. |
| 2. Australia | 4. Antarctica | 6. In 2018 |

C

- | | | |
|--------------------|------------------------------|---------------------------|
| 1. The animals are | 3. the animals in Antarctica | 5. birds |
| 2. an explorer | 4. dry | 6. Antarctica is changing |

D

Answers will vary.

Writing Program

World English, Third Edition features extended writing instruction and practice across all components. Complete lessons in the Student's Book and printed Workbook contain explicit skill instruction and writing models to give students a chance to reflect on the English they have learned and to develop an indispensable academic skill. Furthermore, the Writing and Communication lesson in the *World English* Online Workbook guides students through the planning, writing, and revising stages of process writing. The following Writing Program is designed for teachers seeking additional practice that is closely aligned with the theme of each unit.

Unit	Writing Tasks	Language Focus
Unit 1 Describe Your Family	<ul style="list-style-type: none"> Use <i>be</i> in a conversation. Draw and describe family members. 	<p><i>Hi, my name is Michael.</i></p> <p><i>This is Toby. He is my brother.</i></p>
Unit 2 Describe a Country	<ul style="list-style-type: none"> Answer questions about yourself. Write sentences about countries. 	<p><i>No, I'm not a doctor.</i></p> <p><i>Brazil is a large country.</i></p>
Unit 3 Describe a Room	<ul style="list-style-type: none"> Finish sentences about a house and an apartment. Write sentences about a room. 	<p><i>There are three bedrooms in my house.</i></p> <p><i>There is a lamp on the table.</i></p>
Unit 4 A Short Story	<ul style="list-style-type: none"> Finish sentences about possessions. Write questions with <i>have</i>. Finish sentences in a story. 	<p><i>There is a watch in the purse.</i></p> <p><i>Does Hanna have keys in her purse?</i></p>
Unit 5 Daily Schedule	<ul style="list-style-type: none"> Write sentences about a person's schedule. Write sentences about one's own daily routine. 	<p><i>Jillian gets up at 7:30 every morning.</i></p> <p><i>I do homework at 6:30 every evening.</i></p>
Unit 6 Museum Tour	<ul style="list-style-type: none"> Answer questions with <i>have to</i>. Finish a paragraph about a tour. 	<p><i>Do you have to arrive before 9:00 am?</i></p> <p><i>No, you don't.</i></p> <p><i>Our tour started at 11:00.</i></p>
Unit 7 Showing Contrasts	<ul style="list-style-type: none"> Write sentences about what's happening now. Show contrasts with <i>but</i>. 	<p><i>Right now, people are playing sports outside.</i></p> <p><i>Anita can't swim, but Peter can.</i></p>
Unit 8 Likes and Dislikes	<ul style="list-style-type: none"> Write sentences about what people are wearing. Write opinions about clothes and colors. 	<p><i>My brother is wearing brown pants and a white shirt.</i></p> <p><i>I like pink and yellow.</i></p>
Unit 9 Restaurant Conversation	<ul style="list-style-type: none"> Answer questions about favorite foods. Use <i>and</i> to connect ideas in a conversation. 	<p><i>I like mangos and strawberries.</i></p> <p><i>Could I have spaghetti and meatballs?</i></p>
Unit 10 Letters of Advice	<ul style="list-style-type: none"> Give advice to people with health problems using <i>should</i> and <i>should not</i>. 	<p><i>I have a terrible toothache.</i></p> <p><i>What should I do?</i></p> <p><i>You should see a dentist.</i></p>
Unit 11 Letter to a Millionaire	<ul style="list-style-type: none"> Write answers to questions about your plans for the future. Write a letter about your wishes for the future. 	<p><i>I'm going to go shopping tomorrow.</i></p> <p><i>I would like to travel to China.</i></p>
Unit 12 Past Timeline	<ul style="list-style-type: none"> Write sentences about past events. 	<p><i>Kayo got her passport in 2004.</i></p>

UNIT 1 Friends and Family

Describe Your Family

A Read the conversation. Complete the conversation with *is*, *am*, or *are*.

Michael: Hi, my name _____ Michael.

Anna: Hi, Michael. Nice to meet you. I _____ Anna.

Michael: Nice to meet you, too. _____ you in my English class?

Anna: Yes, I am. We _____ in the same math class, too.

Michael: That's great!

B Practice the conversation with a partner.

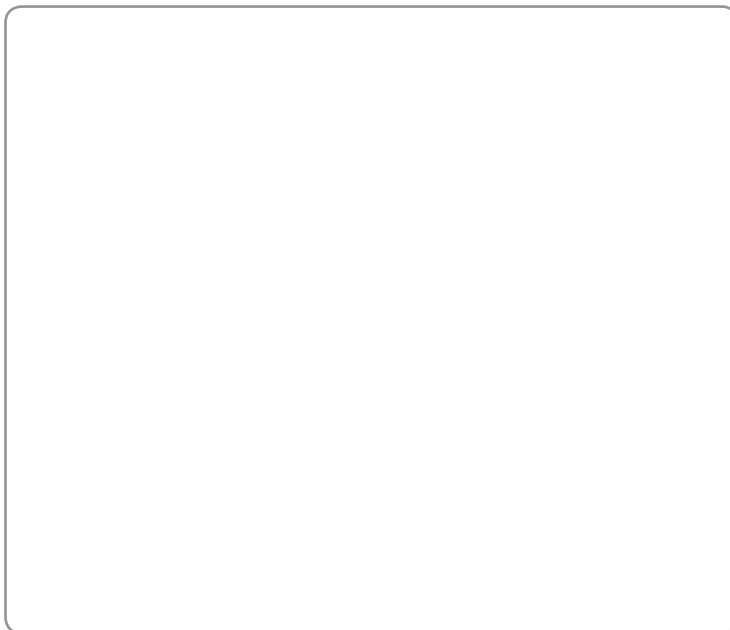
C Write about your family members. Draw pictures, then fill in the blanks. Use real names and words from the boxes.

Example:

This is Toby. He is my brother.

He is young with straight black hair.

family members	adjectives	hair types
grandmother grandfather sister brother mother father daughter son	tall short handsome pretty old young	curly wavy straight brown red black blond



This is _____ . He / She is my _____ .

He / She is _____ with _____ hair.

This is _____ . He / She is my _____ .

He / She is _____ with _____ hair.

This is _____ . He / She is my _____ .

He / She is _____ with _____ hair.

D Show your pictures to a classmate. Say the sentences about your family members.

UNIT 2 Jobs around the World

Describe a Country

A Write answers that are true for you. Use *I'm* or *I'm not*.

Example: Are you a doctor? Yes, I'm a doctor. or No, I'm not a doctor.

Questions	Answers
1. Are you from Brazil?	
2. Are you a student?	
3. Are you an artist?	
4. Are you married?	
5. Are you from a small country?	
6. Are you an interesting person?	

B Ask and answer the questions with a partner.

C Complete each sentence with an adjective from the box. There may be more than one correct answer.

cold dry hot large small wet

1. Japan is a _____ country.
2. The United Kingdom is a _____ country.
3. Chile is a _____ country.
4. Korea is a _____ country.
5. The United States is a _____ country.
6. Russia is a _____ country.

D Read about Brazil. Then write a similar paragraph about Argentina.

Brazil is a large country. It's in South America. Brasília is in Brazil. It's the capital city.

UNIT 3 Houses and Apartments

Describe a Room

A Read about a house. Complete the paragraph with words from the box.

are armchair is next to sofas

There (1) _____ three bedrooms in my house. There (2) _____ a big yard, too.
There are two (3) _____ in the living room, and there is one (4) _____. The kitchen
is (5) _____ the living room.

B Read about an apartment. Complete the paragraph with words from the box.

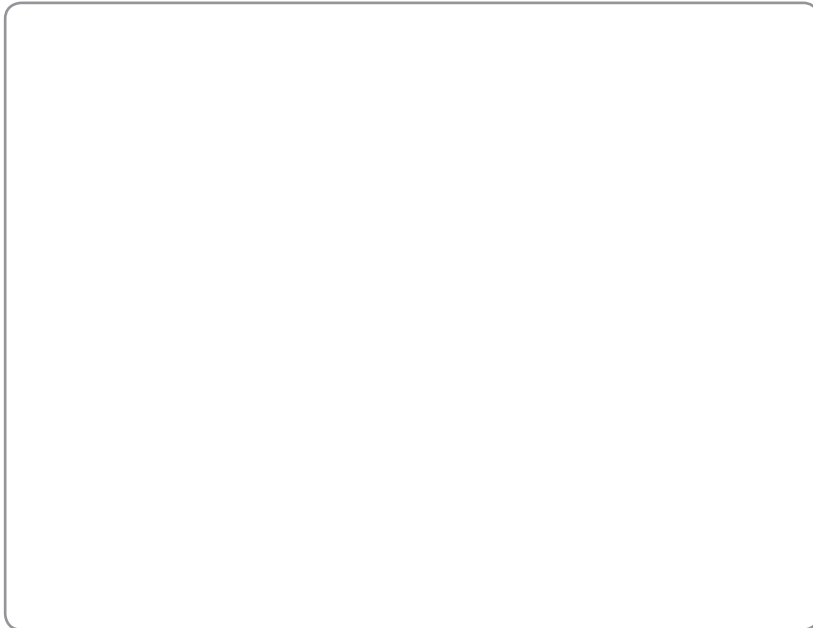
is lamps microwave small

I live in a (1) _____ apartment. There is a refrigerator and a (2) _____ in the
kitchen. There (3) _____ a table next to the bed. There are two (4) _____ in the
apartment.

C Draw one room in your house or apartment. Then, write sentences about the room. Use *there is / there are* and some of the words in the boxes.

in next to on under

bed bookcase chair lamp refrigerator sofa stove table TV



D Show your picture to a partner. Say your sentences.

UNIT 4 Possessions

A Short Story

A Read about Esra's purse. Complete the paragraph with *there is* or *there are*.

Esra has many things in her purse. (1) _____ keys to her apartment.

(2) _____ glasses because Esra doesn't see well.

(3) _____ a watch in the purse, too.

B Read about Bill's backpack. Complete the paragraph with *there is* or *there are*.

Bill has many things in his backpack. (1) _____ pens and a

notebook for class. (2) _____ a book in the backpack, too.

(3) _____ a cell phone in the backpack because Bill likes to call his friends.

C Write questions with *have*.

1. Esra / keys? *Does Esra have keys in her purse?* _____

2. Esra / cell phone? _____

3. Esra / glasses? _____

4. Bill / book? _____

5. Bill / wallet? _____

6. Bill / pens? _____

D Ask and answer the questions with a partner.

E Read the story. Complete the paragraph with words from the box.

are have is keys there wallet we

Bill doesn't remember things. Esra remembers everything. This morning, Bill asked Esra, "Where are my (1) _____?" So Esra asked, (2) "_____ your keys on the coffee table?" Bill looked on the coffee table, but there were no keys there. Then, Bill asked Esra, "Do you (3) _____ my wallet?" And Esra said, "No, I don't. (4) _____ your wallet in the bedroom?" But (5) _____ was no wallet in the bedroom. Finally, Bill asked Esra, "Do (6) _____ have any eggs? I'm hungry!" Bill opened the refrigerator. In the refrigerator, there were some eggs, and some keys, and Bill's (7) _____! So, Esra asked Bill, "Why are your keys and your wallet in the refrigerator?" And Bill said, "I don't remember."

UNIT 5 Daily Activities

Daily Schedule

A Look at Jillian's schedule.

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 get up	7:30 get up	7:30 get up	7:30 get up	7:30 get up
9:00 start work	9:00 start work	9:00 start work	9:00 start work	9:00 start work
12:30 have lunch	12:30 have lunch	12:30 have lunch	12:30 have lunch	12:30 have lunch
	3:00 finish work		3:00 finish work	
5:00 finish work		5:00 finish work		5:00 finish work
11:00 go to bed	11:00 go to bed	11:00 go to bed	11:00 go to bed	11:00 go to bed

B Use the words below to write sentences about Jillian's schedule.

- get up / every morning Jillian gets up at 7:30 every morning.
- start work / every day _____
- have lunch / every day _____
- finish work / Tuesdays and Thursdays _____
- finish work / Mondays, Wednesdays, and Fridays _____
- go to bed / every night _____

C Compare your sentences with a partner.

D What do you do every day? Complete the schedule with your information.

Monday	Tuesday	Wednesday	Thursday	Friday

E Write sentences about your schedule.

- _____
- _____
- _____
- _____
- _____
- _____

UNIT 6 Getting Around

Museum Tour

A Read about a tour.

Historic Village Tour

- Tours every day from 10:00 am until 4:00 pm
- Tickets: \$14 for adults and \$9 for seniors over 65 years old
- No children under 12 years old
- Bus transportation to the village
- Cameras allowed
- No food inside the homes

B Write answers to the questions.

1. Do you have to arrive before 9:00 am? No, you don't.
2. Do you have to arrive before 4:00 pm? _____
3. Do you have to pay \$20 for the tour? _____
4. Do you have to be 12 years old or older? _____
5. Do you have to walk to the village? _____
6. Do you have to leave your camera on the bus? _____

C Ask and answer the questions with a partner.

D Read the paragraph. Complete the paragraph with words from the box.

a across afternoon at for to

My Tour of the Historic Village

Last week, I went on a very interesting tour. Our tour started (1) _____ 11:00 in the morning. I'm only 35 years old, so I had to pay \$14 (2) _____ my ticket. We took (3) _____ bus to a historic village. The buildings were hundreds of years old! I really liked the lawyer's home. It was huge! And it was (4) _____ the street from the blacksmith's. The tour ended at 1:30 in the (5) _____. There was one bad thing about the tour. You have (6) _____ leave your food on the bus when you go inside the buildings, so I was pretty hungry at the end.

UNIT 7 Free Time

Showing Contrasts

A What's happening right now? Make a check ✓ next to those things.

- | | |
|--|---|
| <input type="checkbox"/> It's raining. | <input type="checkbox"/> People are playing sports outside. |
| <input type="checkbox"/> I'm doing a worksheet. | <input type="checkbox"/> I'm sitting in a chair. |
| <input type="checkbox"/> The sun is shining. | <input type="checkbox"/> Someone is cooking. |
| <input type="checkbox"/> I'm listening to music. | <input type="checkbox"/> I'm talking on the telephone. |
| <input type="checkbox"/> My teacher is working. | <input type="checkbox"/> I'm studying English. |

B Write sentences about what is happening or what is not happening.

- | | |
|---|---|
| 1. <u>Right now, I'm doing a worksheet.</u> | 2. <u>It's not raining at the moment.</u> |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

C You can connect two short sentences with *but*. Writers do this to show a contrast.

Example: *Right now, people are playing sports outside, but I'm sitting in a chair.*

These people have different abilities. There is a check ✓ next to things each person can do.

Lin		Fernando	
✓ draw	✓ play the guitar	draw	play the guitar
✓ play golf	cook	play golf	✓ cook
ski	swim	✓ ski	✓ swim

Write sentences with *but*.

Examples: *Lin can play the guitar, but Fernando can't. Lin can't swim, but Fernando can.*

- _____
- _____
- _____
- _____
- _____
- _____

UNIT 8 Clothes

Likes and Dislikes

A What are you wearing? What are other people wearing? Write sentences with words from the boxes.

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

beige orange black pink blue purple brown red gray white green yellow

1. My brother is wearing brown pants and a white shirt.
2. I am wearing...
3. _____
4. _____
5. _____
6. _____

B Say your sentences to a partner.

C What do you like to wear? Write words for clothes in the columns.

clothes I love	clothes I like	clothes I dislike	clothes I hate

Now complete the paragraph below. Use the plural form (*dresses, shoes, etc.*).

I have some strong opinions about clothes. For example, I like (1) _____ and (2) _____. And I really love (3) _____. On the other hand, I dislike (4) _____ and (5) _____. And I really hate (6) _____. They're the worst!

D Which colors do you like and dislike? Write sentences about your opinions.

UNIT 9 Food

Restaurant Conversation

A What are your favorites? Complete with answers that are true for you.

1. What are your favorite fruits?	1. I like _____ and _____.
2. What are your favorite vegetables?	2. I like _____ and _____.
3. What are your favorite drinks?	3. I like _____ and _____.
4. What are your favorite breakfast foods?	4. I like _____ and _____.
5. What are your favorite desserts?	5. I like _____ and _____.

B Ask and answer the questions with a partner.

C Read the sentences below. Notice how writers use the word *and* to connect two or more ideas. Notice the commas in the sentences.

Two ideas: My favorite fruits are mangos and strawberries.

Three ideas: Could I have soup, salad, and fish?

Four ideas: We need to buy pasta, soda, ice cream, and cake.

D Complete the sentences in the conversation. Use your own ideas.

Larry: This looks like a nice restaurant.

Paula: It is nice. The food is good, too.

Larry: What should I have?

Paula: Well, the (2 ideas) _____ are both very good.

Waiter: Are you ready to order?

Paula: Yes, could I have (3 ideas) _____ ?

Waiter: No problem. And for you, sir?

Larry: Could I have (2 ideas) _____ ?

Waiter: Very good. Anything else?

Larry: Well, I'll probably want dessert later. Do you have any desserts?

Waiter: Yes, we have (4 ideas) _____ .

Larry: Those sound good. I'll decide after I eat.

Waiter: Very good. Thank you.

Larry & Thank you.

Paula:

UNIT 10 Health

Letters of Advice

A Read about Chelsea's health problems.

Dear Dr. Millham,
My name is Chelsea. I have a terrible toothache. My mouth is very red inside, and I might have a fever, too. What should I do?

Now read the doctor's letter to Chelsea.

Dear Chelsea,
You should take an aspirin. That will help the toothache and the fever. Then, you should see a dentist. You shouldn't wait. See a dentist today.

B Write a similar letter to each person below.

Dear Dr. Millham,
My name is Ryan. I think I have a cold. I'm coughing and coughing, and I also have a fever. What should I do?

Dear Dr. Millham,
My name is Lucinda. Everything hurts today! I have a bad headache. I have a backache, too. What should I do?

Dear Dr. Millham,
My name is Mi Young. I don't feel very well. Nothing hurts, but I'm very tired. What should I do?

UNIT 11 Making Plans

Letter to a Millionaire

A Write answers to the questions. What are your plans?

- | | |
|---|-------------------------------|
| 1. What are you going to do tomorrow? | 1. <i>I'm going to</i> _____. |
| 2. What are you going to do next week? | 2. _____. |
| 3. What are you going to do next month? | 3. _____. |
| 4. What are you going to do next year? | 4. _____. |

B Ask and answer the questions with a partner.

C Read the letter. Why does the writer use *would like*?

Dear Mom and Dad,

Can you believe it? My birthday party is going to be next weekend! Thank you for having a party for me. If you don't mind, I would like to bring my friend Ayumi to the party. She's really nice, and I think you're going to like her. I would also like Mom to make her special lemon cake. (Would you do that, Mom?) It's my favorite!

See you soon,

Maria

D What are your wishes for your future? On the back of this paper, write several things you would like to do in your life:

Example: *I would like to travel to Asia.*

Imagine this: There is a very rich person. This person wants to make someone's wishes come true! Write a letter to him or her about things you would like to do. (If you're lucky, the millionaire might decide to pay for everything!)

Dear Millionaire,

There are several things I would like to do in my life. First, I would like to _____

_____ Thank you, for reading my letter.

Sincerely,

UNIT 12 On the Move

Past Timeline

A Look at the dates and events on the timeline.

Kayo's Years in Australia

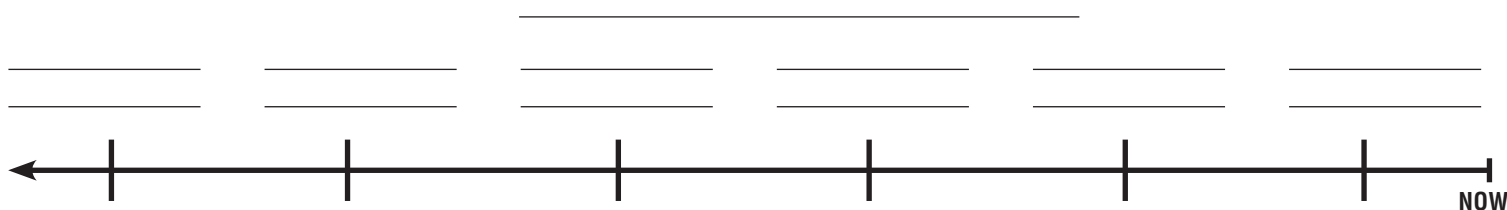


Fill in each blank with the simple past form of the verb. Then circle **T** for *True* or **F** for *False*.

- | | | |
|--|----------|----------|
| 1. Kayo _____ (get) her passport in 2004. | T | F |
| 2. Kayo _____ (go) to visit Australia in 2007. | T | F |
| 3. Kayo _____ (move) to Melbourne in 2007. | T | F |
| 4. In 2009, Kayo _____ (buy) a house. | T | F |
| 5. In 2012, Kayo _____ (sell) her house. | T | F |
| 6. In 2014, Kayo _____ (return) to Japan. | T | F |

B Practice saying the sentences with a partner.

C Make a new timeline about events in the past. Use your own information or imagine the information.



D Write sentences about your timeline. Use the simple past.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Communication Activities

Unit	Communication Goals	Language Focus
UNIT 1 Friends and Family	<ul style="list-style-type: none"> Describe a person 	<i>She / He's young, with straight _____ hair.</i> <i>His / Her name is _____.</i>
UNIT 2 Jobs around the World	<ul style="list-style-type: none"> Asking for and giving personal information Talking about jobs Talking about countries 	<i>What's your name? How old are you?</i> <i>Where are you from?</i>
UNIT 3 Houses and Apartments	<ul style="list-style-type: none"> Describing a house 	<i>What's in the big bedroom?</i> <i>There are two beds.</i>
Unit 4 Possessions	<ul style="list-style-type: none"> Talking about the personal possessions of others 	<i>These earrings look cool.</i> <i>She already has earrings. What about this necklace?</i> <i>It's ugly! Look at this desk lamp . . .</i>
UNIT 5 Daily Activities	<ul style="list-style-type: none"> Asking and answering questions about work activities 	<i>What time do you start work?</i> <i>What time do you finish work?</i>
UNIT 6 Getting Around	<ul style="list-style-type: none"> Asking for and giving directions 	<i>You are in the _____.</i> <i>Cross _____ Avenue.</i> <i>Walk two blocks and _____.</i> <i>Turn left/right and _____.</i>
UNIT 7 Free Time	<ul style="list-style-type: none"> Talking about abilities 	<i>Can you speak _____?</i> <i>Can you play the piano?</i>
UNIT 8 Clothes	<ul style="list-style-type: none"> Describing peoples' clothes 	<i>He's wearing _____.</i> <i>What's his name?</i> <i>How do you spell it?</i>
UNIT 9 Food	<ul style="list-style-type: none"> Planning a dinner 	<i>Could we have some soda, please?</i> <i>How many bottles do you want?</i>
UNIT 10 Health	<ul style="list-style-type: none"> Describing symptoms and illnesses; giving advice 	<i>What's the matter?</i> <i>You should . . .</i>
UNIT 11 Making Plans	<ul style="list-style-type: none"> Expressing wishes and plans 	<i>He would like to . . .</i> <i>She's going to . . .</i>
UNIT 12 On the Move	<ul style="list-style-type: none"> Talking about people moving from place to place 	<i>When did he leave _____?</i> <i>How long _____?</i> <i>Where did he live in _____?</i>

UNIT 1 Friends and Family



A Describe one of the people in the picture. Your partner has to guess the person's name.

Student A: He's tall, with straight black hair.

Student B: His name is Jason.

UNIT 2 Jobs around the World

Student A

Ask and answer questions to fill in the information.

		
Name:		Rafael
Age:		48
Single / Married:		married
Country:		Argentina
City:		Buenos Aires
Job:		teacher
Interesting / boring:		interesting

Student B

Ask and answer questions to fill in the information.

		
Name:	Maya	
Age:	30	
Single / Married:	married	
Country:	Russia	
City:	Moscow	
Job:	banker	
Interesting / boring:	boring	

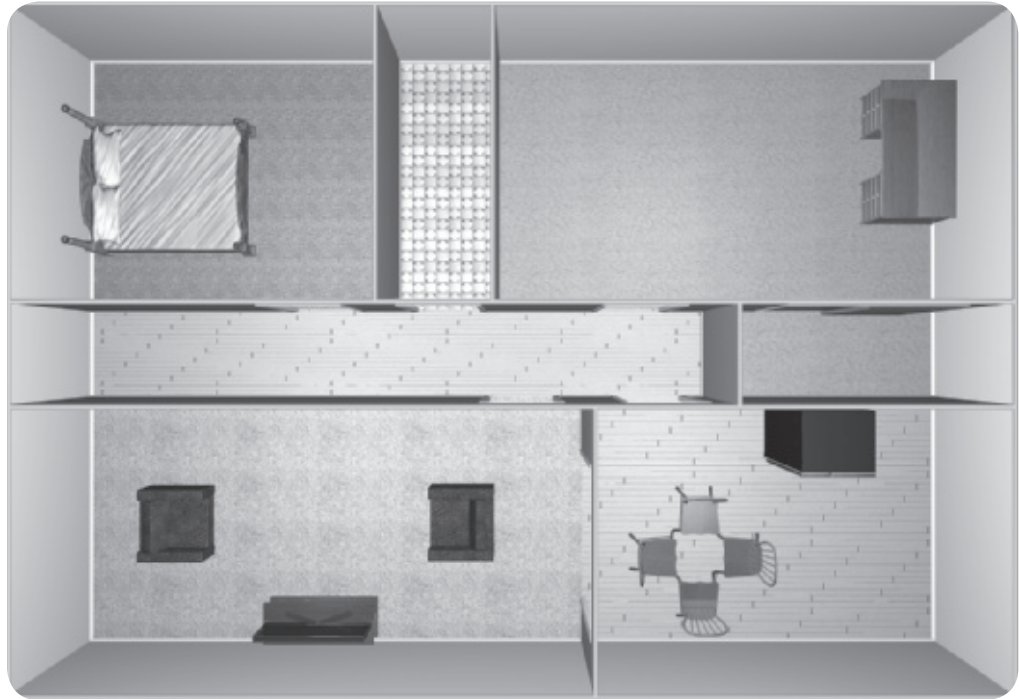
UNIT 3 Houses and Apartments

Student A

Talk to your partner. Ask and answer questions to complete the drawing.

What's in the big bedroom?

There is one bed.

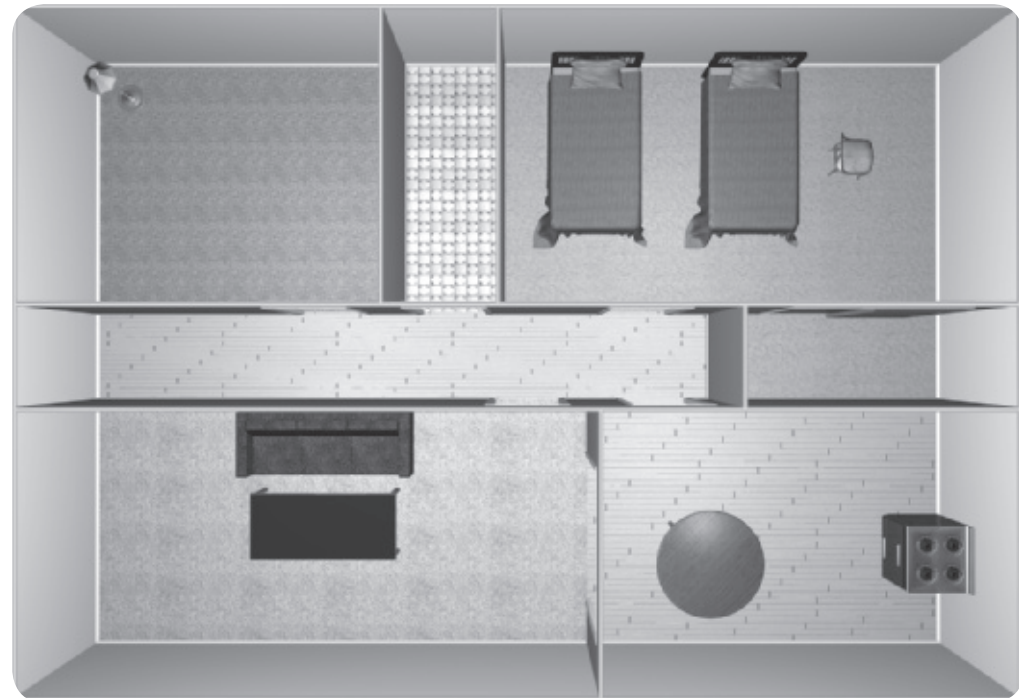


Student B

Talk to your partner. Ask and answer questions to complete the drawing.

What's in the big bedroom?

There are two beds.



UNIT 4 Possessions

A Your teacher will give you the names of two classmates. Look at the webpage in **B** and choose a present for each person.

1. Name:	Present:
2. Name:	Present:

B Tell the class about the presents you chose.

These earrings look cool.

She already has earrings. What about this necklace?

It's ugly! Look at this desk lamp...



Lily's present is a watch.



UNIT 5 Daily Activities



Student A

Ask and answer questions with a partner to fill in the information. Are these good jobs?

		
Name:	Nathan	
Job:		baker
Get up:	4:00 pm	
Start work:	10:00 pm	
Have lunch:		8:15 am
Finish work:	4:30 am	
Go to bed:		6:30 pm

Student B

Ask and answer questions with a partner to fill in the information. Are these good jobs?

		
Name:		Amanda
Job:	radio announcer	
Get up:		2:00 am
Start work:		3:00 am
Have lunch:	1:45 am	
Finish work:		11:30 am
Go to bed:	9:00 am	

UNIT 6 Getting Around

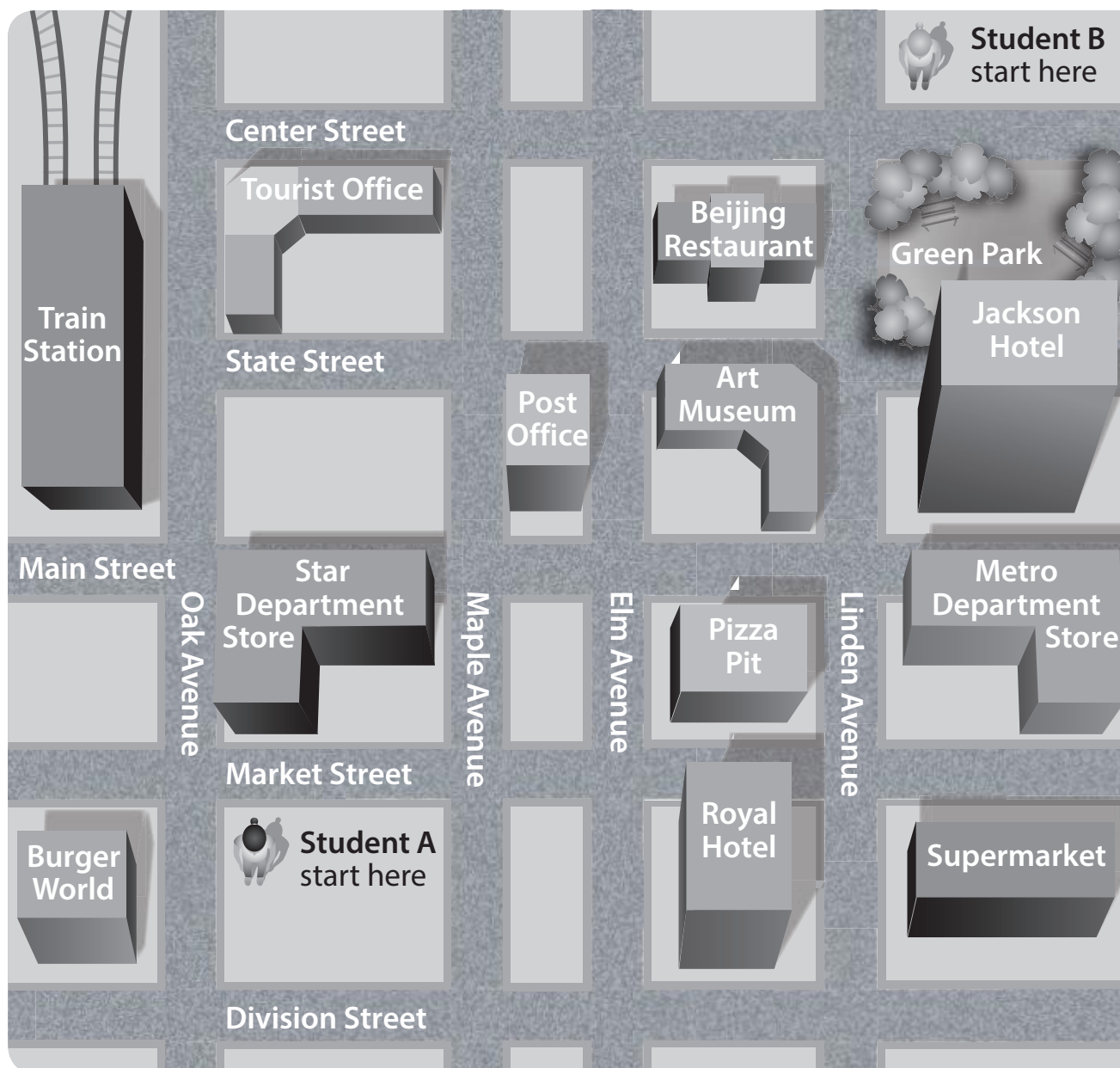
Look at the map. Ask your partner for directions to these places.

Student A

1. the tourist office
2. the art museum
3. Beijing Restaurant

Student B

1. the train station
2. the post office
3. Burger World



UNIT 7 Free Time

Ask and answer questions. Find a classmate who can do these things and write their name in the chart.



Who can . . .	Name
1. speak two languages	
2. cook _____ (food)	
3. ice skate	
4. play the piano	
5. draw	
6. swim	
7. play _____ (sport)	
8. run fast	
9. play the guitar	
10. sing	

UNIT 8 Clothes

Student A

Listen to your partner's descriptions. Write the missing names.



He's wearing _____.

What's his name?

How do you spell it?

Student B

Listen to your partner's descriptions. Write the missing names.



He's wearing _____.

What's his name?

How do you spell it?

UNIT 9 Food

A You and your group are planning a dinner for a special day.

1. Choose a special day: _____

2. Write the menu here.

Foods: _____

3. Write the drinks here.

Drinks: _____

4. What time does your dinner start? What time does it end?

5. What clothes do people wear for your dinner?

B Tell the class about your dinner.



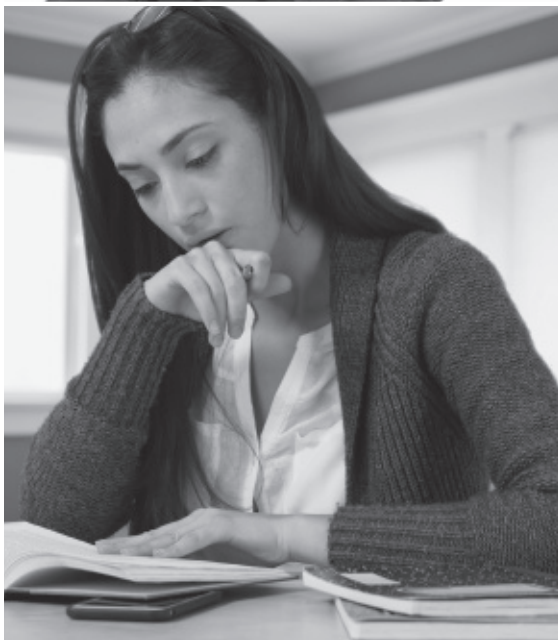
UNIT 10 Health

Work with a partner to make conversations. Give advice to these people:

1. He feels tired all the time.
2. She feels nervous about the test.
3. He can't sleep.
4. She has a very bad cold.
5. He can't understand his English class.

What's the matter?

You should . . .



UNIT 11 Making Plans

Look at the pictures. In pairs, talk about each person's goals and plans. Use your ideas.

He would like to ...



She's going to ...



UNIT 12 On the Move



Student A

- A** Ask and answer questions to fill in the information.
- B** With your partner, decide which person has a more interesting life.

		
Name:	Samuel	Ray
Born in:		1990
Home country:		The Philippines
Left his home country:		2010
Destination:		Australian College of Medicine and Science (Australia)
Migrated to:		Saudi Arabia (2013)
Moved to:		Riyadh, to work in a hospital as an X-ray technician

Student B

- 1** Ask and answer questions to fill in the information.
- 2** With your partner, decide which person has a more interesting life.

		
Name:	Samuel	Ray
Born in:	1990	
Home country:	Nigeria (Africa)	
Left his home country:	2010	
Destination:	Oxford University (UK)	
Migrated to:	Canada (2016)	
Moved to:	Vancouver, to work in a bank	

Unit 1 Friends and Family

Lesson A: Present Tense of *be*

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

1. How are you?
2. I _____ Yuina.
3. My name _____ Arjun.
4. We _____ classmates.
5. Lisa and Manuel _____ students.

B Circle the correct form of the verb *be*.

1. My name (am | **is**) Jack.
2. How (are | is) you?
3. I (am | is) a student.
4. She (are | is) Paola.
5. We (are | is) John and Feng.

C Write the sentences again. Use contractions with *be*.

1. My name is Jing. My name's Jing.
2. Sarah is my classmate. _____.
3. We are students. _____.
4. They are David and Louis. _____.
5. You are Carlos. _____.

D Match the sentences with the same meaning.

- | | |
|--------------------------------------|--|
| 1. You are Roberto. <u>d</u> | a. She's Anna. |
| 2. They are teachers. _____ | b. Their names are Isabel and Victor. |
| 3. She is Anna. _____ | c. My name is Cristina. |
| 4. They are Isabel and Victor. _____ | d. Your name is Roberto. |
| 5. I am Cristina. _____ | e. They're teachers. |

E Write the correct possessive adjective.

1. He is a student. His name is Justin.
2. I'm Ivan. _____ name is Ivan.
3. They are students. _____ teacher is Mrs. Hernandez.
4. _____ name is Kia. She is my friend.
5. You are Hiroto. _____ name is Hiroto.

Lesson C: Questions with *be* and Short Answers

A Unscramble the statements and questions.

1. are / The / students / young The students are young
2. handsome / is / My / brother _____
3. are / We / married _____
4. you / single / Are _____?
5. she / attractive / Is _____?

B Circle the correct form of the verb *be*.

1. You (are | is) pretty.
2. We (are | is) married.
3. I (am | is) tall.
4. She (are | is) old.
5. They (are | is) handsome.

C Use the words to write sentences. Use the verb *be* with adjectives and the word *with* to describe hair.

1. she / tall / straight red hair She is tall with straight red hair
2. they / young / curly blond hair _____
3. he / short / curly gray hair _____
4. Anita / tall / wavy black hair _____
5. Teng / young / straight black hair _____

D Match the questions and the answers.

- | | |
|---------------------------------|---------------------------|
| 1. Is Miguel single? <u>d</u> | a. Yes, they are. |
| 2. Are you tall? _____ | b. Yes, she is. |
| 3. Are they married? _____ | c. No, she is single. |
| 4. Is Mariam young? _____ | d. Yes, Miguel is single. |
| 5. Is her sister married? _____ | e. No, I am short. |

E Fill in the blanks with a question.

- | | |
|-------------------------|--|
| 1. Q: <u>Is he old?</u> | A: No, he isn't. He's young. |
| 2. Q: _____ | A: Yes, she is. Her husband's name is Jorge. |
| 3. Q: _____ | A: No, they aren't. They're single. |
| 4. Q: _____ | A: No, she isn't. She is old. |
| 5. Q: _____ | A: No, he is not. He's tall. |

Unit 2 Jobs around the World

Lesson A: Negative Present of *be*; Indefinite Articles

A Fill in the blanks with the negative form of *be*.

1. Elsa is a student. She isn't a teacher.
2. Hao is a chef. He _____ a taxi driver.
3. You are a teacher. You _____ a banker.
4. They're students. They _____ artists.
5. I'm a doctor. I _____ an engineer.

B Make the sentences negative.

1. She's a student. She isn't a student.
2. I'm a doctor. _____.
3. They are artists. _____.
4. We're teachers. _____.
5. You're an architect. _____.

C Unscramble the sentences.

1. are / Julia and Carlos / doctors / not Julia and Carlos are not doctors _____.
2. not / teacher / a / He's _____.
3. students / aren't / We _____.
4. an / You / engineer / not / are _____.
5. chefs / not / They're _____.

D Circle *a* or *an*.

1. Larry isn't (a | an) engineer.
2. Yeeun is (a | an) student.
3. I'm not (a | an) taxi driver.
4. You're (a | an) doctor.
5. Ava isn't (a | an) artist.

E Complete the sentences with negative contractions with *be*, and an indefinite article, if needed.

1. Ali 's not / isn't a doctor.
2. They _____ architects.
3. You _____ student.
4. I _____ teacher.
5. We _____ taxi drivers.

Lesson C: *Be* + Adjective + Noun

A Unscramble the sentences.

1. is / a / Canada / country / big Canada is a big country
2. a / dry / Indonesia / hot / country / is _____
3. Ecuador / small / is / country / a _____?
4. country / is / a / Iceland / cold _____
5. wet / is / country / Ireland / a _____?

B Answer the questions.

1. Is Brazil a big country? Yes, it is.
2. Is Egypt a wet country? _____
3. Is China a small country? _____
4. Is Malaysia a hot country? _____
5. Is Russia a cold country? _____

C Write the statements as questions.

1. The United States is a big country. Is the United States a big country?
2. Venezuela is a hot country. _____
3. Asia is a big continent. _____
4. England is a wet country. _____
5. The UAE is a hot, dry country. _____

D Match the questions and the answers.

- | | |
|--|--|
| 1. Is Paraguay a big country? <u>c</u> | a. No, it isn't. It's a dry country. |
| 2. Is India in Asia? _____ | b. No, it isn't. It's a wet country. |
| 3. Is Morocco a wet country? _____ | c. No, it isn't. It's a small country. |
| 4. Is Belgium a dry country? _____ | d. No it isn't. It's a cold country. |
| 5. Is Canada a hot country? _____ | e. Yes, it is. |

E Unscramble the sentences.

1. wet / a / Costa Rica / hot, / country / is Costa Rica is a hot, wet country
2. is / Russia / country / a / dry / cold, _____
3. continent / a / Australia / big, / is / dry _____
4. a / is / hot / small, / country / Yemen _____
5. small, / wet / a / Ireland / country / is _____

Unit 3 Houses and Apartments

Lesson A: *There is / There are*; Singular and Plural Nouns

A Circle *There is* or *There are*.

1. (There is | There are) two bedrooms.
2. (There is | There are) a swimming pool.
3. (There is | There are) stairs.
4. (There is | There are) a bathroom upstairs.
5. (There is | There are) a car in the garage.

B Complete the sentences with *there is* or *there are*.

1. Upstairs, there are three bedrooms.
2. _____ a swimming pool in the backyard.
3. Downstairs, _____ a bathroom.
4. _____ three closets.
5. _____ a kitchen downstairs.

C Unscramble the statements and questions.

1. two / there / apartment / the / bedrooms / Are / in Are there two bedrooms in the apartment ?
2. garage / Is / a / there _____?
3. a / There / bathroom / is / small _____.
4. are / There / downstairs / two / closets _____.
5. garden / a / there / Is _____?

D Write the statements as questions.

1. There is a big kitchen. Is there a big kitchen?
2. There are cars in the garage. _____
3. There is a bathroom downstairs. _____
4. There are three bedrooms upstairs. _____
5. There is a swimming pool in the backyard. _____

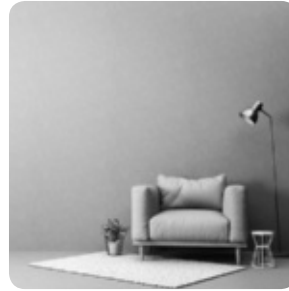
E Write answers to the questions. Use the prompts in parentheses.

1. Is there a closet in the bathroom? (no) No, there isn't.
2. Are there three bedrooms in your house? (yes) _____.
3. Is there a garden in the backyard? (no) _____.
4. Are there stairs? (no) _____.
5. Is there a car in the garage? (yes) _____.

Lesson C: Prepositions of Place

A Look at the picture. Complete the sentences with *in*, *on*, *under*, or *next to*.

1. The book is on the table.
2. The lamp is _____ the bookcase.
3. The laptop is _____ the table.
4. The laptop is _____ the book.
5. The chair is _____ the table.
6. The books are _____ the bookcase.



B Look at the pictures. Complete the sentences with *in*, *on*, *under*, or *next to*.

1. The lamp is next to the chair.
2. The table is _____ the umbrella.
3. The pencils are _____ the cup.
4. The chairs are _____ the table.
5. The table and chairs are _____ the patio.

C Look at the picture. Circle **T** for *True* or **F** for *False*. Rewrite false sentences to make them true.

- | | | |
|-----------------------------------|----------------------------------|----------|
| 1. The glasses are on the book. | <input checked="" type="radio"/> | F |
| 2. The lamp is under the book. | <input type="radio"/> | F |
| 3. The book is under the glasses. | <input type="radio"/> | F |
| 4. The lamp is next to the book. | <input type="radio"/> | F |
| 5. The glasses are on the lamp. | <input type="radio"/> | F |



Unit 4 Possessions

Lesson A: Demonstratives

A Circle the correct demonstrative adjective to complete the sentence.

1. Is (this | those) your phone?
2. (That | These) are my books.
3. Are (these | this) your keys?
4. (That | Those) is my phone.
5. (That | These) is not your backpack.

B Unscramble the statements and questions.

1. keys / not / These / your / are These are not your keys
2. Is / notebook / this / your _____?
3. my / That's / phone _____.
4. not / Those / my / are / glasses _____.
5. your / dictionary / Is / this _____?

C Match the questions and answers. There is more than one right answer.

- | | |
|-------------------------------------|---------------------|
| 1. Are these your pens? <u>c, d</u> | a. Yes, it is. |
| 2. Is this my backpack? _____ | b. No, it isn't. |
| 3. Are those your keys? _____ | c. No, they aren't. |
| 4. Is that your notebook? _____ | d. Yes, they are. |

D Complete the sentences with the correct demonstrative adjective. Use the clues.

- | | |
|--|--|
| 1. Are (near) <u>these</u> your books? | 3. (far) _____ book is a dictionary. |
| No, (far) <u>those</u> are my books. | No, (near) _____ book is a dictionary. |
| 2. (far) _____ are your keys. | 4. Is (near) _____ your notebook? |
| No, (near) _____ are my keys. | No, (far) _____ is my notebook. |

E Cross out the word that does not complete the sentence.

1. (That | This | ~~Those~~) is my necklace.
2. Are (that | these | those) your books?
3. (That | These | This) is my laptop.
4. (That | These | Those) are your pens.
5. Is (that | this | those) your backpack?

Lesson C: Possession; *Have, Has*

A Write the correct possessive form of the noun.

1. That is Jamal's (Jamal) mother.
2. The book is in _____ (Ploy) bag.
3. This is _____ (Ana and Jane) classroom.
4. The _____ (students) homework is on the desk.
5. The _____ (passengers) bags are in the bus.

B Circle the correct form of the verb *have*.

1. Ulli (has | have) a laptop in her bag.
2. I (has | have) a tablet in my bag.
3. You don't (has | have) an MP3 player.
4. She (has | have) a DVD player.
5. We (has | have) keys to the apartment.

C Complete the sentences with *have* or *has*.

1. My teacher has a laptop.
2. Ali and Tran _____ new smartphones.
3. We _____ MP3 players.
4. He _____ headphones.
5. I _____ a tablet in my backpack.

D Write the sentences again. Make them negative.

1. Ri has a new watch. Ri doesn't have a new watch _____.
2. Kia and Juana have bracelets. _____.
3. You have a cell phone. _____.
4. I have a book. _____.
5. She has rings. _____.

E Write questions with *have*.

1. Javi / notebook? Does Javi have a notebook _____?
2. you / keys? _____?
3. teacher / dictionary? _____?
4. they / big house? _____?
5. he / cell phone? _____?

F Write short answers to the questions.

1. Does he have glasses? (no) No, he doesn't _____.
2. Do they have laptops? (yes) _____.
3. Do you have a big apartment? (no) _____.
4. Do we have keys to the house? (no) _____.
5. Does she have a watch? (yes) _____.

Unit 5 Daily Activities

Lesson A: Simple Present

A Complete the sentences. Use the verbs in parentheses.

1. Jorge and Linda have dinner (have dinner) at six o'clock.
2. Farah _____ (take a shower) every morning.
3. We _____ (start work) at nine o'clock in the morning.
4. Kira _____ (get up) at six o'clock every morning.
5. Isabel _____ (have lunch) every day.

B Write the sentences. Make them negative.

1. They finish work at five o'clock. They don't finish work at five o'clock
2. We eat lunch at one o'clock. _____
3. Tina takes a shower in the evening. _____
4. I get up at seven thirty every morning. _____
5. She takes a nap on Sunday afternoon. _____

C Complete the questions. Use the verbs in parentheses.

1. What time do you get up (you / get up) in the morning?
2. What time _____ (Carlos / start work) every day?
3. What time _____ (they / have lunch)?
4. What time _____ (she / go to bed) on Saturday?
5. What time _____ (we / have dinner) in the evening?

D Write the questions for the responses.

1. Ali gets up at nine o'clock on Sunday. What time does Ali get up on Sunday ?
2. She finishes work at four thirty. _____ ?
3. I start work at seven o'clock every day. _____ ?
4. He goes to bed at eleven o'clock. _____ ?
5. They have lunch every day at twelve thirty. _____ ?

E Complete the exchanges with questions.

1. A: What time do you get up in the morning ? B: I get up at eight o'clock in the morning.
2. A: _____ B: Eben takes a nap at four o'clock in the afternoon.
3. A: _____ B: Carmen finishes work at three o'clock.

Lesson C: Simple Present Questions and Answers; Adverbs of Frequency

A Complete the sentences with the verb in parentheses.

1. Elena goes to the bank (go to the bank) every day.
2. Ivan _____ (travel) every week.
3. Anika and Neel _____ (go to meetings) every day.
4. Eva _____ (meet clients) every day.
5. Leon _____ (make photocopies) every week.

B Write short answers to the questions. Use the cues in parentheses.

1. Does Ana talk to people on the phone? (no) No, she doesn't.
2. Do we go to meetings every day? (yes) _____.
3. Do they meet clients every week? (yes) _____.
4. Does he go to the bank every afternoon? (no) _____.
5. Do they travel every week? (yes) _____.

C Complete the sentences with *always*, *sometimes*, or *never*.

1. Valeska checks her email every morning. She always checks her emails.
2. They don't meet clients. They _____ meet clients.
3. I go to the bank every morning. I _____ go to the bank.
4. We write reports every year. We _____ write reports.
5. You talk to people on the phone every day. You _____ talk to people on the phone.

D Unscramble the statements and questions.

1. sometimes / goes / to / Louis / meetings Louis sometimes goes to meetings.
2. never / travel / they _____.
3. every / you / week / write reports / do _____?
4. my / every / evening / boss / checks / her / email _____.
5. Kia / does / make photocopies / day / every _____?

E Write the sentences as questions.

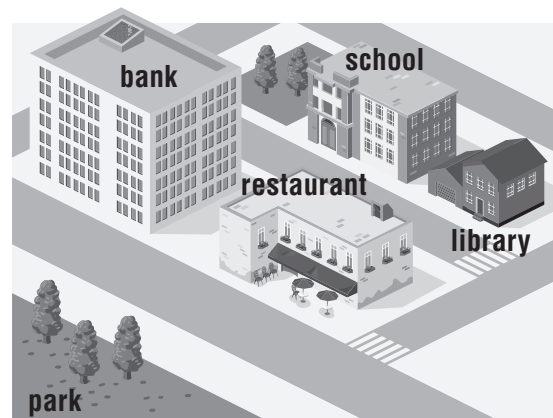
1. Dan goes to the bank every week. Does Dan go to the bank every week?
2. You make photocopies every day. _____?
3. Teng works on Saturdays. _____?
4. They talk to people on the phone every afternoon. _____?
5. She writes reports on Fridays. _____?

Unit 6 Getting Around

Lesson A: Prepositions of Place and Movement

A Look at the map. Complete each sentence with *on the corner of*, *across from*, or *between*.

- The restaurant is on the corner of
Main Street and Oak Street.
- The restaurant is _____
the park and the library.
- The library is _____
the restaurant.
- The bank is _____
the park.
- The school is _____
the bank and the library.



B Use the map and complete each sentence with *turn left*, *turn right*, or *cross*.

- To walk to the bank from the restaurant, turn right.
- To walk to the library from the front of the restaurant, _____.
- To get to the park from the bank, _____ the street.
- To get to the restaurant from the school, _____.
- To get to the bank from the library, _____ the street and _____.

C Write each phrase as an affirmative and a negative imperative sentence.

- | | Affirmative imperative | Negative imperative |
|----------------------|---------------------------|---------------------------------|
| 1. go to the library | <u>Go to the library.</u> | <u>Don't go to the library.</u> |
| 2. walk to school | _____ | _____ |
| 3. cross Elm Street | _____ | _____ |
| 4. turn left | _____ | _____ |
| 5. stop | _____ | _____ |

Lesson C: *Have to*

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

1. I have to buy a ticket for the train.
2. Do you _____ pay for the shuttle bus? No, it's free.
3. Amina _____ take a taxi to the airport.
4. _____ I _____ change trains?
5. _____ James _____ go to the meeting?

B Write each statement as a question.

1. Tam has to rent a car. Does Tam have to rent a car _____?
2. They have to take a bus to the subway station. _____?
3. We have to buy bus tickets. _____?
4. Diego has to travel by train to the meeting. _____?
5. You have to go to the meeting at 10 am. _____?

C Match the questions and answers.

- | | |
|--|---------------------------|
| 1. Do you have to study on weekends? <u>C</u> | a. Yes, she does. |
| 2. Does Shumi have to write a report? _____ | b. No, he doesn't. |
| 3. Do your classmates have to take notes in class? _____ | c. Yes, I do. |
| 4. Do we have to write complete sentences? _____ | d. Yes, they do. |
| 5. Does Miguel have to walk to school? _____ | e. Yes, we do. |

D Write statements using *have to* and the words below.

1. Keiko / study / test Keiko has to study for a test _____.
2. Eli / take the bus / to school _____.
3. We / write reports / at work _____.
4. You / do your homework / tonight _____.
5. Cora and Lucy / cook dinner / Saturday _____.

E Write questions using *do* and *have to* and the words below.

1. Zara / study / this afternoon Does Zara have to study this afternoon _____?
2. you / finish / your homework / tonight _____?
3. Van / walk home / from school _____?
4. Eva / make dinner / for her family _____?
5. they / change trains / at Park Street Station _____?

Unit 7 Free Time

Lesson A: Present Continuous

A Write the sentences in the present continuous.

1. She watches TV. *She is watching TV* _____.
2. He reads the newspaper. _____.
3. My mother cooks dinner. _____.
4. I go to the movies. _____.
5. They shop at the mall. _____.

B Write questions using the present continuous and the words below.

1. Jose / go for a walk *Is Jose going for a walk* _____ ?
2. they / watch TV _____ ?
3. Milan / play guitar _____ ?
4. you / study English _____ ?
5. Ada / do homework _____ ?

C Write responses to the questions using the present continuous and the words below.

1. What are you doing? (read / book) *I'm reading a book* _____.
2. What is she doing? (write / report) _____.
3. What are they doing? (go for a walk) _____.
4. What are you doing? (shop) _____.
5. What is he doing? (listen to / music) _____.

D Write short answers to the questions.

1. Are you studying for the test? (yes) *Yes, I am* _____.
2. Is he watching TV? (no) _____.
3. Are they going to the movies? (no) _____.
4. Are we going for a walk? (yes) _____.
5. Is she cooking eggs? (yes) _____.

E Write answers to the questions using the cues.

1. Where are they going? (school) *They're going to school* _____.
2. What are you doing? (work) _____.
3. Where is Vera going? (movies) _____.
4. What is your sister doing? (shop) _____.
5. What are they doing? (study) _____.

Lesson C: *Can* for Ability

A Match the questions and answers.

- | | |
|------------------------------------|--------------------------|
| 1. Can you play tennis? <u> b </u> | a. Yes, they can. |
| 2. Can he ride a bike? _____ | b. No, I can't. |
| 3. Can they play soccer? _____ | c. Yes, we can. |
| 4. Can Isla play golf? _____ | d. Yes, he can. |
| 5. Can we swim in the pool? _____ | e. No, she can't. |

B Write statements using *can* or *can't* and the cues below.

- Noor / swim (no) Noor can't swim _____.
- We / play volleyball (yes) _____.
- My sister / ride a bike (no) _____.
- We / play golf / today (no) _____.
- They / ski (yes) _____.

C Write questions using *can* and the words below.

- you / ride a bike Can you ride a bike _____?
- they / ice skate _____?
- John / play tennis _____?
- Nasir / play soccer _____?
- Sonja and Sarah / ski _____?

D Write short answers to the questions.

- Can Ravi swim? (yes) Yes, he can _____.
- Can they play volleyball? (yes) _____.
- Can Iman play tennis? (yes) _____.
- Can you ice skate? (no) _____.
- Can we play soccer? (no) _____.

E Complete the conversations with *can* or *can't*.

- A:** _____ Can you _____ play golf?
B: No, I _____, but I _____ play tennis.
- A:** _____ Anita ride a bike?
B: Yes, she _____, but she _____ swim.
- A:** _____ they ski?
B: Yes, they _____ ski.

Unit 8 Clothes

Lesson A: *Can / Could* for Polite Requests

A Unscramble the polite requests.

- try / on / can / the / jackets / red / I *Can I try on the red jacket* _____?
- I / buy / blue / can / the / please / hat, _____?
- yellow / the / could / I / skirt / try / on _____?
- you / I / can / help _____?
- me, / you / can / please / help _____?

B Match the parts of the polite requests.

- | | |
|---|-------------------------------|
| 1. Can you help me <i>e</i> _____ | a. this dress, please? |
| 2. Can I pay for the sweater with _____ | b. black pants? |
| 3. Could I try on _____ | c. a credit card? |
| 4. Could you bring the _____ | d. size 8? |
| 5. Can I see a _____ | e. , please? |

C Write the polite requests using *can / could*.

- You want to try on the red coat. *Can / Could I try on the red coat, please* _____?
- You want to see some blue ties. _____?
- You want to try on the black jacket. _____?
- You want the sales assistant to bring you a size 10. _____?
- You want to pay by credit card. _____?

D Write polite requests using *can / could* and the words below.

- try on / blue dress *Can / Could I try on the blue dress* _____?
- pay by / credit card _____?
- you / help me _____?
- you / bring / red shirt _____?
- try on / size 7 _____?

Lesson C: Object Pronouns

Name	Love 😊😊	Like 😊	Don't like 😞	Hate 😞😞
Jackie	new clothes	red socks	brown shoes	black clothes
Ai	books	the color pink	white jackets	volleyball
Ridwan	hats	T-shirts	the color orange	credit cards
Paulo	soccer	jeans	ties	white socks

A Look at the chart. Complete the sentences.

- Jackie doesn't like brown shoes.
- Ridwan _____ hats.
- Paulo _____ jeans.
- Ai _____ volleyball.
- Ridwan _____ T-shirts.

B Look at the chart. Complete the conversations.

- Ai:** Jackie, do you like new clothes?
Jackie: Yes, I love new clothes!
- Ridwan:** Paulo, do you like soccer?
Paulo: Yes, I _____ it.
- Jackie:** What clothes do you like, Ridwan?
Ridwan: I _____ T-shirts.
- Paulo:** Ai, do you like volleyball?
Ai: No, I _____ it.
- Ridwan:** Paulo, do you like red ties?
Paulo: No, I _____ ties.

C Answer the questions. Use the cues.

- A:** Do you like the color green?
B: 😊😊 Yes, I love it!
- A:** Do you like speaking English?
B: 😊 _____
- A:** Do you like skirts?
B: 😞 _____
- A:** Do you like hats?
B: 😞😞 _____
- A:** Do you like white clothes?
B: 😞 _____

Unit 9 Food

Lesson A: *Some* and *Any*

A Circle *any* or *some*.

1. We don't have (any | some) milk.
2. There is (any | some) steak for dinner.
3. Do you have (any | some) ice cream?
4. Do we have (any | some) eggs?
5. Could I have (any | some) fish, please?

B Complete the statements and questions with *any* or *some*.

1. Could I have some tea, please?
2. There's _____ fruit juice in the refrigerator.
3. No, we don't have _____ salad.
4. Please buy _____ chicken at the store.
5. Do you have _____ pasta?

C Unscramble the words to write statements and questions.

1. refrigerator / fish / in / the / some / there's There's some fish in the refrigerator.
2. have / do / eggs / any / you _____?
3. juice / fruit / I / any / have / don't _____.
4. some / could / please / have / cereal / and / milk, / I _____?
5. for / chocolate / cake / some / there's / dessert _____.

D Look at the food and the imperative *ask* or *order*. Write a question to ask about or order the food. Use *any* or *some*.

Example: **chicken** (ask): Do you have any chicken?
(order): Could I have some chicken, please?

1. **coffee** (order): _____
2. **chocolate cake** (ask): _____
3. **fish** (ask): _____
4. **salad** (order): _____
5. **fruit juice** (ask): _____

E Complete the conversation with *any* or *some*.

Monica: Carly, at the store, can you buy (1) some tea and (2) _____ milk? Oh, and cereal. We don't have (3) _____ cereal.

Carly: OK.

Monica: Can you also buy (4) _____ eggs? We don't have (5) _____.

Carly: OK, Monica. Can I have (6) _____ money to pay for the food?

Monica: No, I don't have (7) _____!

Lesson C: Count and Non-count Nouns; *How much / How many*

A Circle *how much* or *how many* to complete the sentence.

1. (How much | How many) ice cream do you eat every week?
2. (How much | How many) milk does the baby drink every day?
3. (How much | How many) bottles of milk does the baby drink every day?
4. (How much | How many) yogurt do we need?

B Complete the sentences. Use *How much* or *How many*.

1. How much coffee do you drink every day?
2. _____ apples do you eat every week?
3. _____ water do you drink every day?
4. _____ eggs do you eat for breakfast?
5. _____ vegetables do you eat every day?

C Complete the conversations with *How much* or *How many*.

1. **A:** How much meat do vegetarians eat? **B:** None! Vegetarians don't eat any meat!
2. **A:** _____ vegetables do vegetarians eat? **B:** Vegetarians eat a lot of vegetables.
3. **A:** _____ rice do we have? **B:** We don't have any rice.
4. **A:** _____ milk do you have? **B:** I have two cartons.
5. **A:** _____ bags of beans do you have? **B:** I don't have any beans.

D Complete the conversation with *how much* and *how many*.

Mother: We need rice and tomatoes.

Diane: (1) How much rice and (2) _____ tomatoes?

Mother: Two bags of rice and four tomatoes.

Diane: (3) _____ butter do we have?

Mother: We don't have any butter. But we have some eggs.

Diane: So, (4) _____ butter do we need?

Mother: One stick of butter. And we need carrots.

Diane: OK. (5) _____ carrots do we need?

Mother: Three. That's all.

E Write questions asking about the food someone eats. Use *how much* or *how many* and the words below.

1. lettuce / eat / week How much lettuce do you eat every week _____ ?
2. potatoes / eat / week _____ ?
3. tea / drink / every day _____ ?
4. candy / eat / day _____ ?
5. eggs / eat / week _____ ?

Unit 10 Health

Lesson A: Review of Simple Present; *Feel, Look* + Adjective

A Match the questions and responses.

- | | |
|--|----------------------|
| 1. Do you feel OK? <u>d</u> | a. No, she doesn't. |
| 2. How do you feel? _____ | b. No, I don't. |
| 3. Does Kim look tired? _____ | c. I feel fine. |
| 4. Does Martin have a stomachache? _____ | d. Yes, I feel fine. |
| 5. Do you have a fever? _____ | e. Yes, he does. |

B Unscramble the questions.

1. feel / do / tired / you Do you feel tired _____?
2. you / OK / do / feel _____?
3. do / you / how / feel _____?
4. are / feeling / you / how _____?
5. sick / does / look / he _____?

C Complete the sentences with the words given.

- | | |
|--|----------------------------|
| 1. My mother (feel, not) <u>doesn't feel</u> well. | 4. I (feel) _____ fine. |
| 2. Robin (feel) _____ fine today. | 5. Cal (look) _____ tired. |
| 3. You (look, not) _____ well. | |

D Rewrite the sentences as negative.

1. I feel sick. I don't feel sick. _____.
2. Juan feels great. _____.
3. You look tired. _____.
4. Cristina looks sick. _____.
5. He feels tired. _____.

E Complete the *Yes / No* questions and answers.

- | | |
|---|--------------------------|
| 1. A: <u>Do you feel OK</u> _____? | B: Yes, I do. |
| 2. A: Does he look tired? | B: Yes, _____. |
| 3. A: Do you _____ sick? | B: No, _____. |
| 4. A: _____ look sick? | B: Yes, she does. |
| 5. A: _____ feel tired? | B: Yes, I do. |

Lesson C: *Should* (for advice)

A Match the statements with the advice.

- | | |
|---|---|
| 1. I have a cough. What should I do? <u>e</u> | a. He should see a dentist. |
| 2. Marie is tired. What should she do? _____ | b. You should take some pain reliever. |
| 3. Abdi has a toothache. What should he do? _____ | c. She should go to bed. |
| 4. I have a headache. What should I do? _____ | d. She should see a doctor. |
| 5. She has a fever. What should she do? _____ | e. You should take some cough medicine. |

B Unscramble the statements and questions.

- see / I / dentist / should / a Should I see a dentist _____?
- some / you / take / should / pain reliever _____.
- today / go to / Dan / school / shouldn't _____.
- shouldn't / you / no, _____.
- she / what / should / do _____?

C For each statement, give advice about what the person *should* and *shouldn't* do.

1. Jorge has a sore throat.

He should take some cough medicine
He shouldn't see a dentist

2. I have a fever.

3. She has a toothache.

4. My classmate has a headache.

5. You have the flu.

Unit 11 Making Plans

Lesson A: *Be going to*

A Complete the sentences. Use the words in parentheses and *be going to*.

1. What is he going to (he) do after school today?
2. _____ (you) have a family meal on Sunday?
3. _____ (they) go to the movies tonight.
4. _____ (we) study for the test.
5. I'm tired. _____ (I) go to bed.

B Make the sentences negative.

1. Liz is going to the movies with me. Liz is not going to the movies with me.
2. Will's family is having a big meal. _____.
3. They are going to have a barbecue on Sunday. _____.
4. We are going to have a party on Friday night. _____.
5. You are going to a game tonight. _____.

C Write the statements as questions.

1. We are going to have a party. Are we going to have a party _____?
2. They are going to have a family meal. _____?
3. Hafa is going to go to Miami. _____?
4. Milo is going to have a birthday party on Saturday. _____?
5. We are going to go to a soccer game. _____?

D Complete the conversations. Use the cues in parentheses and *be going to*.

1. **A:** What are you going to (you) do tonight?
B: I'm going to go to the movies.
2. **A:** What _____ (he) do this afternoon?
B: He is _____ go to a barbecue with friends.
3. **A:** What _____ (they) do on Sunday?
B: They _____ have a family meal.
4. **A:** When _____ (she) have a party?
B: She _____ have a party on Saturday.
5. **A:** Where _____ (you) go on vacation?
B: I _____ go to the beach.

Lesson C: *Would like to* for Wishes

A Write short answers to the *Yes / No* questions.

1. Would you like to be a teacher? (yes) Yes, I would.
2. Would you like to study medicine? (no) _____.
3. Would you like to be an actor? (no) _____.
4. Would you like to study music? (yes) _____.
5. Would you like to be a nurse? (yes) _____.

B Complete the statements and questions with *would like to*.

1. My sister would like to study law.
2. I _____ be a doctor.
3. They _____ study acting.
4. _____ (you) be a lawyer?
5. _____ (James) study education?

C Use the words to write sentences with *would like to* and *be*.

1. Adana / nurse Adana would like to be a nurse _____.
2. Sara / actor _____.
3. Ranjan / teacher _____.
4. medical students / doctors _____.
5. music students / musicians _____.

D Write questions using *would like to* and the words given.

1. you / study law Would you like to study law _____?
2. you / be a software engineer _____?
3. you / study information technology _____?
4. your son / be a teacher _____?
5. your daughter / be a nurse _____?

E Complete the questions and answers with *would* or *would like to*.

1. **A:** What would you like to be?
B: I _____ be an actor.
2. **A:** (you) _____ study engineering?
B: Yes, I _____.
3. **A:** What (Jason) _____ study?
B: Jason _____ study music.

Unit 12 On the Move

Lesson A: Simple Past

A Write the sentences in the simple past.

1. They go to school at 8 am. *They went to school at 8 am* _____.
2. I return from school at 2 pm. _____.
3. The students arrive early. _____.
4. He leaves work at 5 pm. _____.
5. We come from Canada. _____.

B Complete the sentences with the simple past of the verb in parentheses.

1. Leo lived (live) in Canada for two years.
2. The homework assignment _____ (be) difficult.
3. They _____ (go) to the library after school.
4. Maria _____ (move) from Madrid to Buenos Aires.
5. We _____ (stay) in a big hotel in Miami.

C Write the sentences in the negative.

1. We arrived on time. *We didn't arrive on time.* _____.
2. He went home after class. _____.
3. I was in Chile for two years. _____.
4. They did their homework. _____.
5. You lived in a big apartment. _____.

D Match the questions and answers.

- | | |
|---|----------------------------------|
| 1. Did your flight arrive on time? <u>C</u> | a. I left at 4 o'clock. |
| 2. Did you live in Toronto? _____ | b. No, I stayed in my apartment. |
| 3. Did you move to a new house? _____ | c. No, it was late. |
| 4. What time did you leave school? _____ | d. In 2009. |
| 5. When did you go to Germany? _____ | e. No, I lived in Ottawa. |

E Unscramble the questions.

1. to / did / Florida? / When / you / come *When did you come to Florida?* _____
2. did / What / leave / work? / they / time _____
3. you / Germany? / long / did / How / stay / in _____
4. after / did / do / class? / What / you _____
5. he / last / go / did / night? / Where _____

Lesson C: Simple Past Questions

A Write the statements as simple past questions.

1. They left the library. Did they leave the library?
2. He sold his car. _____
3. He bought a bicycle. _____
4. Karen stopped the car. _____
5. Bill got tickets for the soccer game. _____

B Match the questions and answers.

- | | |
|--|-------------------|
| 1. Did the flight leave on time? <u>d</u> | a. Yes, I did. |
| 2. Did you sell your house? _____ | b. Yes, they did. |
| 3. Did Marcos come to class yesterday? _____ | c. Yes, she did. |
| 4. Did they have a good time? _____ | d. Yes, it did. |
| 5. Did Li get a new phone? _____ | e. No, he didn't. |

C Complete the short answers in the simple past.

- | | |
|--|--|
| 1. Did you get a new passport? Yes, <u>I did</u> . | 4. Did Ivan pack his suitcase? Yes, _____. |
| 2. Did Barbara buy the tickets online? Yes, _____. | 5. Did your sister get a new job? No, _____. |
| 3. Did they have a party? No, _____. | |

D Complete the questions and answers.

- | | |
|--|---------------------------------|
| 1. A: <u>Did she</u> pack her books? | B: Yes, <u>she did</u> . |
| 2. A: _____ sell your car? | B: Yes, _____. |
| 3. A: _____ close their bank account? | B: No, _____. |
| 4. A: _____ do your homework? | B: Yes, _____. |
| 5. A: _____ you get a passport? | B: No, _____. |

E Read the paragraph and answer the questions. Use short answers.

Marta and Fredi are married. Last month, they moved from São Paulo, Brazil, to New York, US. They packed their suitcases and sold the car. They rented their house. They didn't sell it. Marta's family had a going-away party for them. They left São Paulo because they got new jobs in New York.

1. Did Marta and Fredi come from Argentina? No, they didn't.
2. Did they sell the car? _____.
3. Did they sell the house? _____.
4. Did they have a going-away party? _____.
5. Did they get new jobs in New York? _____.

GRAMMAR ACTIVITIES Answer Key

UNIT 1 FRIENDS AND FAMILY

Lesson A

- A.** 2. am or 'm 3. is / 's 4. are 5. are
B. 2. are 3. am 4. is 5. are
C. 2. Sarah's my classmate. 3. We're students. 4. They're David and Louis.
5. You're Carlos.
D. 2. e 3. a 4. b 5. c
E. 2. My 3. Their 4. Her 5. Your

Lesson C

- A.** 2. My brother is handsome. 3. We are married. 4. Are you single? 5. Is she attractive?
B. 2. are 3. am 4. is 5. are
C. 2. They are young with curly blond hair. 3. He is short with curly gray hair. 4. Anita is tall with wavy black hair. 5. Teng is young with straight black hair.
D. 2. e 3. a 4. b 5. c
E. 2. Is she married? 3. Are they married? 4. Is she young? 5. Is he short?

UNIT 2 JOBS AROUND THE WORLD

Lesson A

- A.** 2. 's not or isn't 3. 're not or aren't 4. 're not or aren't 5. 'm not
B. 2. I am / 'm not a doctor. 3. They are / 're not artists. 4. We are / 're not teachers.
5. You are / 're not an architect.
C. 2. He's not a teacher. 3. We aren't students. 4. You are not an engineer. 5. They're not chefs.
D. 2. a 3. a 4. a 5. an
E. 2. 're not or aren't 3. 're not or aren't 4. 'm not a 5. 're not or aren't

Lesson C

- A.** 2. Indonesia is a hot, dry country. 3. Is Ecuador a small country? 4. Iceland is a cold country. 5. Is Ireland a wet country?
B. 2. No, it isn't. It's a dry country. 3. No, it isn't. It's a big country. 4. Yes, it is. 5. Yes, it is.
C. 2. Is Venezuela a hot country? 3. Is Asia a big continent? 4. Is England a wet country? 5. Is the UAE a hot, dry country?
D. 2. e 3. a 4. b 5. d
E. 2. Russia is a cold, dry country. 3. Australia is a big, dry continent. 4. Yemen is a small, hot country. 5. Ireland is a small, wet country.

UNIT 3 HOUSES AND APARTMENTS

Lesson A

- A.** 2. There is 3. There are 4. There is 5. There is
B. 2. There is 3. there is 4. There are 5. There is
C. 2. Is there a garage? 3. There is a small bathroom. 4. There are two closets downstairs. 5. Is there a garden?
D. 2. Are there cars in the garage? 3. Is there a bathroom downstairs? 4. Are there three bedrooms upstairs? 5. Is there a swimming pool in the backyard?
E. 2. Yes, there are. 3. No, there isn't. 4. No, there aren't. 5. Yes, there is.

Lesson C

- A.** 2. on / in 3. on 4. next to 5. next to 6. in
B. 2. under 3. in 4. next to 5. on
C. 2. F – The lamp is next to the book. 3. T 4. T 5. F – The glasses are on the book.

UNIT 4 POSSESSIONS

Lesson A

- A.** 2. These 3. these 4. That 5. That
B. 2. Is this your notebook? 3. That's my phone. 4. Those are not my glasses.
5. Is this your dictionary?
C. 2. a, b 3. c, d 4. a, b
D. 2. Those; these 3. That; this 4. this; that
E. 2. that 3. These 4. That 5. those

Lesson C

- A.** 2. Ploy's 3. Ana and Jane's 4. students' 5. passengers'
B. 2. have 3. have 4. has 5. have
C. 2. have 3. have 4. has 5. have
D. 2. Kia and Juana don't have bracelets. 3. You don't have a cell phone. 4. I don't have a book. 5. She doesn't have rings.
E. 2. Do you have keys? 3. Does the teacher have a dictionary? 4. Do they have a big house? 5. Does he have a cell phone?
F. 2. Yes, they do. 3. No, I don't. 4. No, we don't. 5. Yes, she does.

UNIT 5 DAILY ACTIVITIES

Lesson A

- A.** 2. takes a shower 3. start work 4. gets up 5. has lunch
B. 2. We don't eat lunch at one o'clock. 3. Tina doesn't take a shower in the evening.
4. I don't get up at seven thirty every morning. 5. She doesn't take a nap on Sunday afternoon.
C. 2. does Carlos start work 3. do they have lunch 4. does she go to bed 5. do we have dinner
D. 2. What time does she finish work? 3. What time do you start work every day?
4. What time does he go to bed? 5. What time do they have lunch every day?
E. 2. What time does Eben take a nap in the afternoon? 3. What time does Carmen finish work?

Lesson C

- A.** 2. travels 3. go to meetings 4. meets clients 5. makes photocopies
B. 2. Yes, we do. 3. Yes, they do. 4. No, he doesn't. 5. Yes, they do.
C. 2. never 3. always 4. sometimes 5. always
D. 2. They never travel. 3. Do you write reports every week? 4. My boss checks her email every evening. 5. Does Kia make photocopies every day?
E. 2. Do you make photocopies every day? 3. Does Teng work on Saturdays? 4. Do they talk to people on the phone every afternoon? 5. Does she write reports on Fridays?

UNIT 6 GETTING AROUND

Lesson A

- A.** 2. between 3. across from 4. across from 5. between
B. 2. turn left 3. cross 4. turn left 5. cross; turn right
C. 2. Walk to school. / Don't walk to school. 3. Cross Elm Street. / Don't cross Elm Street. 4. Turn left. / Don't turn left. 5. Stop. / Don't stop.

Lesson C

- A.** 2. have to 3. has to 4. Do; have to 5. Does; have to
B. 2. Do they have to take a bus to the subway station? 3. Do we have to buy bus tickets? 4. Does Diego have to travel by train to the meeting? 5. Do you have to go to the meeting at 10 am?
C. 2. a 3. d 4. e 5. b

- D.** 2. Eli has to take the bus to school. 3. We have to write reports at work. 4. You have to do your homework tonight. 5. Cora and Lucy have to cook dinner on Saturday.
- E.** 2. Do you have to finish your homework tonight? 3. Does Van have to walk home from school? 4. Does Eva have to make dinner for her family? 5. Do they have to change trains at Park Street Station?

UNIT 7 FREE TIME

Lesson A

- A.** 2. He is reading the newspaper. 3. My mother is cooking dinner. 4. I am going to the movies. 5. They are shopping at the mall.
- B.** 2. Are they watching TV? 3. Is Milan playing the guitar? 4. Are you studying English? 5. Is Ada doing homework?
- C.** 2. She is writing a report. 3. They are going for a walk. 4. I'm shopping. 5. He is listening to music.
- D.** 2. No, he isn't. 3. No, they aren't / they're not. 4. Yes, we are. 5. Yes, she is.
- E.** 2. I'm working. 3. She's going to the movies. 4. She's shopping. 5. They're studying.

Lesson C

- A.** 2. d 3. a 4. e 5. c
- B.** 2. We can play volleyball. 3. My sister can't ride a bike. 4. We can't play golf today. 5. They can ski.
- C.** 2. Can they ice skate? 3. Can John play tennis? 4. Can Nasir play soccer? 5. Can Sonja and Sarah ski?
- D.** 2. Yes, they can. 3. Yes, she can. 4. No, I can't. 5. No, we can't.
- E.** 1. can't; can 2. Can; can; can't 3. Can; can

UNIT 8 CLOTHES

Lesson A

- A.** 2. Can I buy the blue hat, please? 3. Could I try on the yellow skirt? 4. Can I help you? 5. Can you help me, please?
- B.** 2. c 3. a 4. b 5. d
- C.** 2. Can / Could I see some blue ties, please? 3. Can / Could I try on the black jacket, please? 4. Can / Could you bring a size 10, please? 5. Can / Could I pay by credit card, please?
- D.** 2. Can / Could I pay by credit card? 3. Can / Could you help me? 4. Can / Could you bring a red shirt, please? 5. Can / Could I try on a size 7, please?

Lesson C

- A.** 2. loves 3. likes 4. hates 5. likes
- B.** 2. love 3. like 4. hate 5. don't like
- C.** 2. Yes, I like it. *or* Yes, I like speaking English. 3. No, I don't like them. *or* No, I don't like skirts. 4. No, I hate them. *or* No, I hate hats. 5. No, I don't like them. *or* No, I don't like white clothes.

UNIT 9 FOOD

Lesson A

- A.** 2. some 3. any 4. any 5. some
- B.** 2. some 3. any 4. some 5. any
- C.** 2. Do you have any eggs? 3. I don't have any fruit juice. 4. Could I have some cereal and milk, please? 5. There's some chocolate cake for dessert.
- D.** 1. Could I have some coffee, please? 2. Do you have any chocolate cake? 3. Do you have any fish? 4. Could I have some salad, please? 5. Do you have any fruit juice?
- E.** 2. some 3. any 4. some 5. any 6. some 7. any

Lesson C

- A.** 2. How much 3. How many 4. How much
- B.** 2. How many 3. How much 4. How many 5. How many
- C.** 2. How many 3. How much 4. How much 5. How many
- D.** 2. how many 3. How much 4. how much 5. How many
- E.** 2. How many potatoes do you eat every week? 3. How much tea do you drink every day? 4. How much candy do you eat every day? 5. How many eggs do you eat every week?

UNIT 10 HEALTH

Lesson A

- A.** 2. c 3. a 4. b 5. d
- B.** 2. Do you feel OK? 3. How do you feel? 4. How are you feeling? 5. Does he look sick?
- C.** 2. feels 3. don't look 4. feel 5. looks
- D.** 2. Juan doesn't feel great. 3. You don't look tired. 4. Cristina doesn't look sick. 5. He doesn't feel tired.
- E.** 2. he does 3. feel; I don't 4. Does she 5. Do you

Lesson C

- A.** 2. c 3. a 4. b 5. d
- B.** 2. You should take some pain reliever. 3. Dan shouldn't go to school today. 4. No, you shouldn't. 5. What should she do?
- C.** *Answers will vary. Possible answers:* 2. You should go to bed.; You should not take any cough medicine. 3. She should see a dentist.; She should not see a doctor. 4. He / She should take some pain reliever.; He / She shouldn't see a doctor. 5. You should go to bed; You shouldn't go to school.

UNIT 11 MAKING PLANS

Lesson A

- A.** 2. Are you going to 3. They are going to 4. We are going to 5. I'm going to
- B.** 2. Will's family is not having a big meal. 3. They are not going to have a barbecue on Sunday. 4. We are not going to have a party on Friday night. 5. You are not going to a game tonight.
- C.** 2. Are they going to have a family meal? 3. Is Hafa going to go to Miami? 4. Is Milo going to have a birthday party on Saturday? 5. Are we going to go to a soccer game?
- D.** 2. is he going to; he is going to 3. are they going to; are going to 4. is she going to; is going to 5. are you going to; am going to

Lesson C

- A.** 2. No, I wouldn't. 3. No, I wouldn't. 4. Yes, I would. 5. Yes, I would.
- B.** 2. would like to 3. would like to 4. Would you like to 5. Would James like to
- C.** 2. Sara would like to be an actor. 3. Ranjan would like to be a teacher. 4. Medical students would like to be doctors. 5. Music students would like to be musicians.
- D.** 2. Would you like to be a software engineer? 3. Would you like to study information technology? 4. Would your son like to be a teacher? 5. Would your daughter like to be a nurse?
- E.** 1. would like to 2. Would you like to; would 3. would Jason like to; would like to

UNIT 12 ON THE MOVE

Lesson A

- A.** 2. I returned from school at 2 pm. 3. The students arrived early. 4. He left work at 5 pm. 5. We came from Canada.
- B.** 2. was 3. went 4. moved 5. stayed

C. 2. He didn't go home after class. 3. I wasn't in Chile for two years. 4. They didn't do their homework. 5. You didn't live in a big apartment.

D. 2. e 3. b 4. a 5. d

E. 2. What time did they leave work? 3. How long did you stay in Germany? 4. What did you do after class? 5. Where did he go last night?

Lesson C

A. 2. Did he sell his car? 3. Did he buy a bicycle? 4. Did Karen stop the car? 5. Did Bill get tickets for the soccer game?

B. 2. a 3. e 4. b 5. c

C. 2. she did 3. they didn't 4. he did 5. she didn't

D. 2. Did you; I did 3. Did they; they didn't 4. Did you; I did 5. Did; I didn't

E. 2. Yes, they did. 3. No, they didn't. 4. Yes, they did. 5. Yes, they did.