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# WORLD ENGLISH Intro

مرجع زبان ایرانیان

SECOND EDITION

# WORLD ENGLISH **Intro**

**SECOND EDITION**

Real People • Real Places • Real Language

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Rob Jenkins, Series Editor



این مجموعه با لوگوی مرجع زبان ایرانیان  
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## BACKGROUND – LEARNING AND INSTRUCTION

Learning has been described as acquiring knowledge. Obtaining knowledge does not guarantee understanding, however. A math student, for example, could replicate any number of algebraic formulas, but never come to an *understanding* of how they could be used or for what purpose he or she has learned them. If understanding is defined as the ability to use knowledge, then learning could be defined differently and more accurately. The ability of the student to use knowledge instead of merely receiving information therefore becomes the goal and the standard by which learning is assessed.

This revelation has led to classrooms that are no longer teacher-centric or lecture driven. Instead, students are asked to think, ponder, and make decisions based on the information received or, even more productive, students are asked to construct learning or discover information in personal pursuits, or with help from an instructor, with partners, or in groups. The practice they get from such approaches stimulates learning with a purpose. The purpose becomes a tangible goal or objective that provides opportunities for students to transfer skills and experiences to future learning.

In the context of language development, this approach becomes essential to real learning and understanding. Learning a language is a skill that is developed only after significant practice. Students can learn the mechanics of a language but when confronted with real-world situations, they are not capable of communication. Therefore, it might be better to shift the discussion from “Language Learning” to “Communication Building.” Communication should not be limited to only the productive skills. Reading and listening serve important avenues for communication as well.

## FOUR PRINCIPLES TO DEVELOPING LEARNING ENVIRONMENTS

**Mission:** The goal or mission of a language course might adequately be stated as the pursuit of providing sufficient information and practice to allow students to communicate accurately and effectively to a reasonable extent given the level, student experiences, and time on task provided. This goal can be reflected in potential student learning outcomes identified by what students will be able to do through performance indicators.

**World English** provides a clear chart within the table of contents to show the expected outcomes of the course. The books are designed to capture student imagination and allow students ample opportunities to communicate. A study of the table of contents identifies the process of communication building that will go on during the course.

**Context:** It is important to identify what vehicle will be used to provide instruction. If students are to learn through practice, language cannot be introduced as isolated verb forms, nouns, and modifiers. It must have context. To reach the learners and to provide opportunities to communicate, the context must be interesting and relevant to learners’ lives and expectations. In other words, there must be a purpose and students must have a clear understanding of what that purpose is.

**World English** provides a meaningful context that allows students to connect with the world. Research has demonstrated pictures and illustrations are best suited for creating interest and motivation within learners. National Geographic has a long history of providing magnificent learning environments through pictures, illustrations, true accounts, and video. The pictures, stories, and video capture the learners’ imagination and “hook” them to learning in such a way that students have significant reasons to communicate promoting interaction and critical thinking. The context will also present students with a desire to know more, leading to life-long learning.

## **Objectives (Goals)**

With the understanding that a purpose for communicating is essential, identifying precisely what the purpose is in each instance becomes crucial even before specifics of instruction have been defined. This is often called “backward design.” Backward design means in the context of classroom lesson planning that first desired outcomes, goals, or objectives are defined and then lessons are mapped out with the end in mind, the end being what students will be able to do after sufficient instruction and practice. Having well-crafted objectives or goals provides the standard by which learners’ performance can be assessed or self-assessed.

**World English** lessons are designed on two-page spreads so students can easily see what is expected and what the context is. The goal that directly relates to the final application activity is identified at the beginning. Students, as well as instructors, can easily evaluate their performance as they attempt the final activity. Students can also readily see what tools they will practice to prepare them for the application activity. The application activity is a task where students can demonstrate their ability to perform what the lesson goal requires. This information provides direction and purpose for the learner. Students, who know what is expected, where they are going, and how they will get there, are more apt to reach success. Each success builds confidence and additional communication skills.

## **Tools and Skills**

Once the lesson objective has been identified and a context established, the lesson developer must choose the tools the learner will need to successfully perform the task or objective. The developer can choose among various areas in communication building including vocabulary, grammar and pronunciation. The developer must also choose skills and strategies including reading, writing, listening, and speaking. The receptive skills of reading and listening are essential components to communication. All of these tools and skills must be placed in a balanced way into a context providing practice that can be transferred to their final application or learner demonstration which ultimately becomes evidence of communication building.

**World English** units are divided into “lessons” that each consists of a two-page spread. Each spread focuses on different skills and strategies and is labeled by a letter (A-E). The units contain the following lesson sequence:

- A: Vocabulary
- B: Listening and Pronunciation
- C: Language Expansion
- D: Reading/Writing
- E: Video Journal

Additional grammar and vocabulary are introduced as tools throughout to provide practice for the final application activity. Each activity in a page spread has the purpose of developing adequate skills to perform the final application task.

## **LAST WORD**

The philosophy of **World English** is to provide motivating context to connect students to the world through which they build communication skills. These skills are developed, practiced, and assessed from lesson to lesson through initially identifying the objective and giving learners the tools they need to complete a final application task. The concept of performance is highlighted over merely learning new information and performance comes from communicating about meaningful and useful context. An accumulation of small communication skills leads to true and effective communication outside of the classroom in real-world environments.

## Unit Goals

## Grammar

## Vocabulary

UNIT  
1

## Friends and Family Page 2



- Meet and introduce people
- Identify family members
- Describe people
- Present your family

Present tense *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.**

Greetings and introductions  
 Family members  
 Adjectives to describe people

UNIT  
2

## Jobs Around the World Page 14



- Identify jobs
- Talk about jobs
- Talk about countries
- Compare jobs in different countries

Contractions with *be*: (negative);  
 Indefinite articles  
*He **isn't** a doctor. Pat's **an** artist.*  
*Be + article + adjective + noun*  
*Russia **is a big country.***

Jobs  
 Numbers  
 Words to describe the weather  
 Continents, countries, and cities

UNIT  
3

## Houses and Apartments Page 26



- Identify places in a home
- Describe your house
- Identify household objects
- Compare houses

*There is/There are*  
***There are three bedrooms.***  
***Is there a garage?***  
 Prepositions of place:  
*in, on, under, next to*  
*Your magazine is **under** your bag.*

Places in a home  
 Furniture and household objects

## TED TALKS

Video Page 38 Kent Larson: Brilliant Designs to Fit More People in Every City Video Strategy: Using Visual Cues

UNIT  
4

## Possessions Page 42



- Identify personal possessions
- Talk about other people's possessions
- Buy a present
- Talk about special possessions

Demonstrative adjectives  
*Are **these** your books? **That** is not your bag.*  
 Possessive nouns  
*It's **Jim's** bag.*  
*Have*  
*She **has** a camcorder.*

Personal possessions  
 Electronic products

UNIT  
5

## Daily Activities Page 54



- Tell time
- Talk about people's daily activities
- Talk about what you do at work or school
- Describe a dream job

Simple present tense: statements, negatives, *What time...?* questions, and short answers  
*They **get up** at 7 o'clock. What time **do you start** work?*  
 Adverbs of frequency: *always, sometimes, never*  
*I **never** answer the phone.*  
 Time expressions

Daily activities  
 Telling time  
 Work and school activities  
 Time expressions

UNIT  
6

## Getting There Page 66



- Ask for and give directions
- Create and use a tour route
- Describe transportation
- Record a journey

Prepositions of Place; Imperatives  
***Turn left and walk for two blocks.***  
***The hotel is **across from** the park.***  
*Have to*  
*She **has to** change buses.*

City landmarks  
 Directions  
 Ground transportation

## TED TALKS

Video Page 78 Karen Bass: Unseen Footage, Untamed Nature

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
<p>Listening for general understanding and specific information</p> <p>People describing their families</p>	<p>Talking about your family</p> <p>The /r/ sound</p>	<p><b>National Geographic:</b></p> <p>"Families around the World"</p>	<p>Writing sentences to describe your family</p>	<p><b>National Geographic:</b></p> <p>"Animal Families"</p>
<p>Focused listening</p> <p>People describing their jobs</p>	<p>Asking for and giving personal information</p> <p>Numbers</p> <p>Contractions with <i>be</i></p>	<p><b>National Geographic:</b></p> <p>"Different Farmers"</p>	<p>Writing a paragraph to describe a person's job</p>	<p><b>National Geographic:</b></p> <p>"A Job for Children"</p>
<p>Listening for general understanding and specific details</p> <p>People talking about their houses</p>	<p>Describing your house</p> <p>Final -s</p>	<p><b>TED TALKS</b></p> <p>"Kent Larson: Brilliant Designs to Fit More People in Every City"</p>	<p>Writing descriptions of houses</p> <p>Writing Strategy: Topic Sentence</p>	<p><b>National Geographic:</b></p> <p>"A Very Special Village"</p>
<p>Listening for specific information</p> <p>People proving ownership</p>	<p>Talking about the personal possessions of others</p> <p>/i/ and /ɪ/ sounds</p>	<p><b>National Geographic:</b></p> <p>"Jewelry"</p>	<p>Summarizing a class survey</p> <p>Using commas</p>	<p><b>National Geographic:</b></p> <p>"Uncovering the Past"</p>
<p>Listening for general understanding and specific details</p> <p>Describing a photographer's work</p>	<p>Asking and answering questions about work or school activities</p> <p>Falling intonation on statements and information questions</p>	<p><b>TED TALKS</b></p> <p>"Karen Bass: Unseen Footage, Untamed Nature"</p>	<p>Writing a job description</p>	<p><b>National Geographic:</b></p> <p>"Zoo Dentists"</p>
<p>Listening for specific information</p> <p>Radio ad for a tour</p>	<p>Ask for and give directions</p> <p><i>Yes/No</i> questions and short answers</p>	<p><b>National Geographic:</b></p> <p>"Journey to Antarctica"</p>	<p>Writing a travel itinerary</p>	<p><b>National Geographic:</b></p> <p>"Volcano Trek"</p>

**Unit Goals**

**Grammar**

**Vocabulary**

**UNIT 7** Free Time Page 82



- Identify activities that are happening now
- Make a phone call
- Talk about abilities
- Talk about sports

Present continuous tense  
*I'm not watching TV. I'm reading.*  
*Can* for ability  
*He can't play the guitar. He can sing.*

Pastimes  
 Games and sports

**UNIT 8** Clothes Page 94



- Identify and shop for clothes
- Buy clothes
- Express likes and dislikes
- Learn about clothes and colors

*Can/Could* (for polite requests)  
*Can I try on these shoes?*  
 Likes and dislikes  
*I love your sweater! She hates pink.*

Colors  
 Clothes

**UNIT 9** Eat Well Page 106



- Order a meal
- Plan a party
- Describe your diet
- Talk about a healthy diet

*Some* and *any*  
*There's some ice cream in the fridge.*  
*How much/How many*  
*How many oranges do we need?*  
*How much chocolate do we have?*

Food types  
 Meals  
 Quantities  
 Count/non-count nouns

**TED TALKS** Video Page 118 Ron Finley: A Guerilla Gardener in South Central L.A. Video Strategy: Using Visual Cues

**UNIT 10** Health Page 122

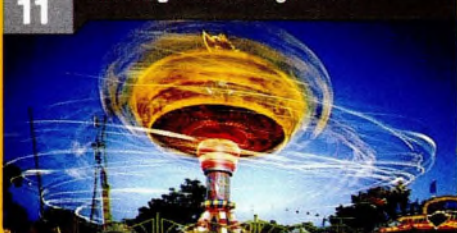


- Identify parts of the body to say how you feel
- Ask about and describe symptoms
- Identify remedies and give advice
- Describe how to prevent health problems

Review of simple present tense  
 My back **hurts**.  
*Look + adjective Feel + adjective*  
 John **looks** terrible. I **feel** sick.  
*Should* (for advice)  
 You **should** take an aspirin.

Parts of the body  
 Common illnesses  
 Remedies

**UNIT 11** Making Plans Page 134



- Plan special days
- Describe holiday traditions
- Make life plans
- Express wishes and plans

*Be going to*  
*What are you going to do?*  
*We are going to have a party.*  
*Would like to* for wishes  
*I would like to be a doctor.*

Special plans  
 American holidays  
 Professions

**UNIT 12** On the Move Page 146



- Use the simple past
- Give biographical information
- Describe a move
- Discuss migrations

Simple past tense  
*We went to the mountains.*  
*He moved from San Francisco to New York.*

Verbs + prepositions of movement  
 Preparing to move

**TED TALKS** Video Page 158 Derek Sivers: Weird or Different?



Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
<p>Listening for specific information</p> <p>Telephone conversation</p>	<p>Have a phone conversation</p> <p>/j/ and /tʃ/ sounds</p> <p><i>Can</i> and <i>can't</i></p>	<p><b>National Geographic:</b></p> <p>"Soccer—The Beautiful Game"</p>	<p>Writing sentences about your abilities</p>	<p><b>National Geographic:</b></p> <p>"Danny's Challenge"</p>
<p>Listening for specific details</p> <p>Listening to people shopping for clothes</p>	<p>Describing people's clothes</p> <p><i>Could you</i></p>	<p><b>National Geographic:</b></p> <p>"Chameleon Clothes"</p>	<p>Writing about what people are wearing</p>	<p><b>National Geographic:</b></p> <p>"Traditional Silk-Making"</p>
<p>Listening for specific details</p> <p>Conversation to confirm a shopping list</p>	<p>Planning a dinner</p> <p><i>And</i></p>	<p><b>TED TALKS</b></p> <p>"Ron Finley: A Guerilla Gardener in South Central L.A."</p>	<p>Writing sentences about eating habits</p> <p>Writing Strategy: Self-Correct</p>	<p><b>National Geographic:</b></p> <p>"Slow Food"</p>
<p>Listening for general understanding and specific details</p> <p>Describing symptoms to a doctor</p>	<p>Describing symptoms and illnesses; giving advice</p> <p>Sentence stress</p>	<p><b>National Geographic:</b></p> <p>"Preventing Disease"</p>	<p>Writing a paragraph on disease prevention</p>	<p><b>National Geographic:</b></p> <p>"Farley, the Red Panda"</p>
<p>Listening for general understanding and specific details</p> <p>American holiday traditions</p>	<p>Talking about celebrating holidays</p> <p><i>Be going to</i> (reduced form)</p>	<p><b>TED TALKS</b></p> <p>"Derek Sivers: Keep Your Goals to Yourself"</p>	<p>Writing about one's plans for the future</p>	<p><b>National Geographic:</b></p> <p>"Making a Thai Boxing Champion"</p>
<p>Listening for general understanding and specific details</p> <p>Biographies of famous immigrants</p>	<p>Discussing moving</p> <p><i>-ed</i> endings</p>	<p><b>National Geographic:</b></p> <p>"Human Migration"</p>	<p>Writing a vacation postcard</p>	<p><b>National Geographic:</b></p> <p>"Monarch Migration"</p>

# Friends and Family

Around the world, people have friends and family that come from many different age groups and backgrounds.

Look at the photos,  
answer the questions:

1 Do these people look like  
anyone you know?

2 Are these people young  
or old?



### UNIT 1 GOALS

1. Meet and introduce people
2. Identify family members
3. Describe people
4. Present your family

# A GOAL 1: Meet and Introduce People

## Vocabulary

**A** 2 Listen and repeat.

### Greetings

<p><b>Informal</b></p> <p>Hi! How's it going?</p> <p>Great! And you?</p> <p>Fine. OK. So-so.</p>	<p><b>Formal</b></p> <p>Good morning. How are you?</p> <p>Fine, thank you. And how are you?</p> <p>Good afternoon. Good evening.</p>
--	--

**B** Greet your classmates informally.

**C** Greet your teacher formally.

**D** 3 Listen and repeat.

### Word Focus

4 The English 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

### Introductions

<p><b>Formal</b></p> <p>Hi. I'm Elsa.</p> <p>(Hello.) Pleased to meet you. My name's Alan.</p>	<p><b>Informal</b></p> <p>This is my friend Hussein.</p> <p>Nice to meet you, Hussein.</p> <p>Nice to meet you, too.</p>
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### Real Language

We sometimes spell our names for people.

—How do you spell that?

—Sam: S-A-M.

**E** Introduce yourself to your classmates. Spell your name for them.

**F** Role-play with a partner. One of you is the teacher. One of you is the student. Introduce yourself formally to your teacher. Use your last name.

**G** Work in groups of three. Practice introducing each other.

## Grammar: Present tense *be*

Subject pronoun	<i>Be</i>	
I	<b>am</b>	
You	<b>are</b>	Kim.
He/She	<b>is</b>	
We	<b>are</b>	Lucas and Ed.
They	<b>are</b>	Maria and Claudia.

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

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

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

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

**B** Unscramble the sentences.

- Ron. name My is My name is Ron.
- Leila. is name Her \_\_\_\_\_
- is name Mr. Aoki. His \_\_\_\_\_
- Tim. Their Jan names are and \_\_\_\_\_

**C** Write the sentences again. Use contractions.


- He is Ruben. He's Ruben.
- I am Diego. \_\_\_\_\_
- You are Rebecca. \_\_\_\_\_
- They are Ashley and Hana. \_\_\_\_\_

### Real Language

When we introduce ourselves formally, we sometimes use our last name as well.

Hello. My name's Peter Derby.

## Conversation

**A**  5 Listen to the conversation.

**Donna:** Hi, Nick. How are you?

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

**Nick:** Great. And you?

**Donna:** Nice to meet you, Hir . . . sorry?

**Donna:** Fine.

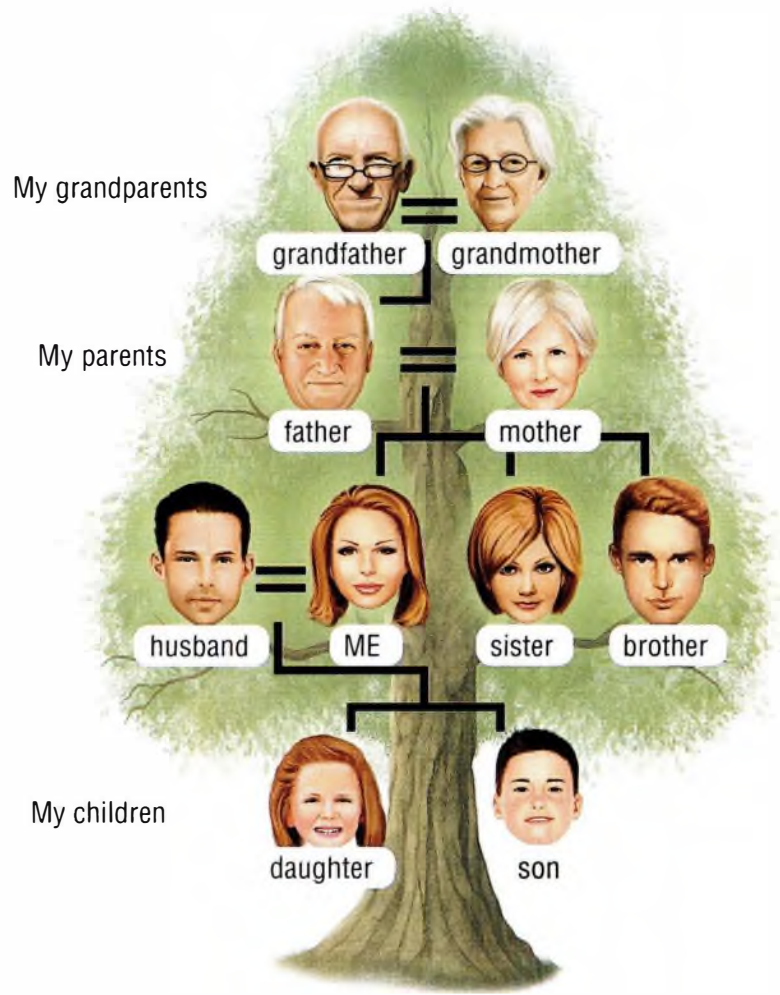
**Hiroshi:** It's Hiroshi. H-I-R-O-S-H-I. Nice to meet you, Donna.

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

**C**  Practice the conversation again. Use your own names.

**D**  **GOAL CHECK**  Meet and introduce people

Work in pairs. Find another pair and introduce each other.



### Listening

**A** 6 Listen to Carlos introduce his family. Point to the people and animals.



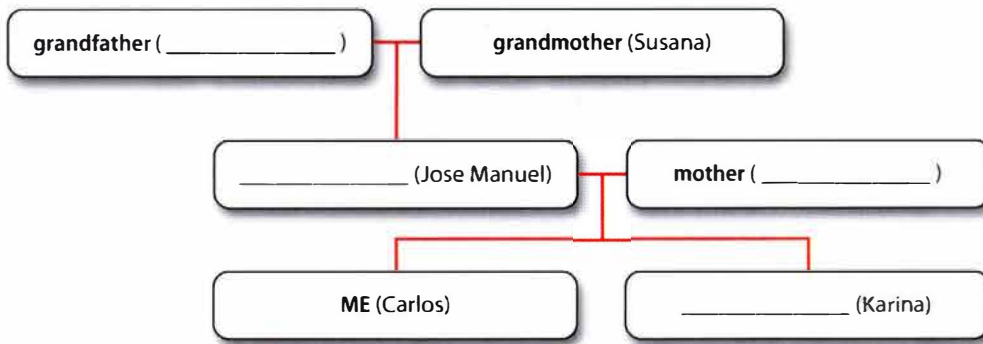
**B** 6 Listen again. Circle **T** for *true* and **F** for *false*.

Carlos says:

- |   |   |          |
|---|---|----------|
| 1. This is my grandfather. His name is Pedro.         | <input checked="" type="radio"/> <b>T</b> | <b>F</b> |
| 2. This is my sister. Her name is Karina.             | <b>T</b>                                  | <b>F</b> |
| 3. This is my grandmother. Her name is Elena.         | <b>T</b>                                  | <b>F</b> |
| 4. This is my father. His name is Jose Manuel.        | <b>T</b>                                  | <b>F</b> |
| 5. These are our cats. Their names are Lucy and Lulu. | <b>T</b>                                  | <b>F</b> |

**C** Correct any *false* sentences. Take turns to read all the sentences to a partner.

**D** Fill in the blanks in Carlos's family tree.



**E** Complete the sentences.

1. Karina is Jose Manuel's daughter.
2. Jose Manuel is Elena's \_\_\_\_\_.
3. Susana and Pedro are Carlos's \_\_\_\_\_.
4. Karina is Carlos's \_\_\_\_\_.
5. Karina's parents are \_\_\_\_\_ and \_\_\_\_\_.

## Pronunciation: The /r/ sound

**A** **7** Underline the letter *r*. Listen to the /r/ sound and repeat the word.

father    sister    Rick    Robert Brown  
 mother    brother    Rose    Mary Brown

**B** Take turns reading the words to a partner.

## Communication

**A** Draw your own family tree.

**B** Describe your family tree to a partner.

**C** **GOAL CHECK** **Identify family members**

Bring some family photos to class. Introduce your family to your classmates.

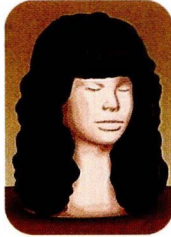


**This is my grandmother.  
 Her name is Aiko.**

irLanguage.com

Language Expansion: Adjectives

He is tall with short black hair.



▲ curly black hair



▲ straight gray hair



▲ wavy red hair



▲ straight blond hair



▲ curly brown hair



▲ short tall



▲ old young



▲ married single



▲ attractive

**A** Now describe yourself.

I am \_\_\_\_\_ with \_\_\_\_\_ hair.

**B** With a partner, take turns to describe yourself. Then describe your classmates. Use the verb *be* with adjectives and the word *with* to describe hair.

I am young with straight black hair.

David is tall with curly black hair.

**C** Describe a student to the class. The class guesses who you are describing.

Grammar: *Be* + adjective

Subject + <i>be</i> + 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 black curly hair.

Questions with *be* and short answers

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

Real Language

When we want to call someone *attractive*, we usually say *handsome* for a man, and *pretty* for a woman.



**A** Match the questions and the answers.

**Questions**

1. Is your brother tall? b
2. Are your brothers married? \_\_\_\_\_
3. Is Emma tall? \_\_\_\_\_
4. Is your brother single? \_\_\_\_\_
5. Are your mother and father old? \_\_\_\_\_


**Answers**

- a. Yes, she is.
- b. No, he isn't. He's short.
- c. Chen is married. Lee isn't.
- d. No, they're not.
- e. No, he isn't. He's married.


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

1. Q: Is she short \_\_\_\_\_?  
A: No, she isn't. She's tall.
2. Q: \_\_\_\_\_?  
A: No, she isn't. She is short with blond hair.
3. Q: Is Alicia attractive?  
A: \_\_\_\_\_.
4. Q: \_\_\_\_\_?  
A: Yes, she is. Her husband's name is Marco.


## Conversation

**A**  Listen to the conversation.

- Ana:** Who's this in the photo?      **Ana:** Is he married?  
**Carol:** It's my brother.              **Carol:** Yes, he is.  
**Ana:** What's his name?              **Ana:** Too bad!  
**Carol:** Richard.

**B**  Practice the conversation with a partner. Switch roles and practice it again.

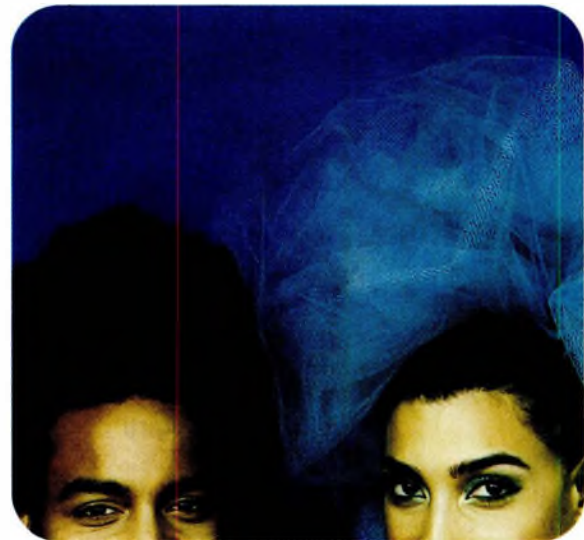
**C**  Change the underlined words and make a new conversation.

**D**  Take turns asking your partner questions about himself/herself. Then, introduce your partner to the class.

**This is Salma. That's S-A-L-M-A. She is young with curly brown hair.**

**E**  **GOAL CHECK**  Describe people

Describe three people to your partner. They can be people you know or celebrities.



## Reading

- A** Look at the pictures. Guess the family relations.

This man is married to this woman.

Now read and check your guesses.

- B** Complete the sentences with the words from the box.

mother long son  
five pretty black

- Rose is the \_\_\_\_\_ of Bao.
- Minh has \_\_\_\_\_ hair.
- Trang and Thuy are \_\_\_\_\_.
- Bachau and Mishri have \_\_\_\_\_ children.
- Guddi and Aarti have \_\_\_\_\_ hair.
- Anil is the \_\_\_\_\_ of Bachau.

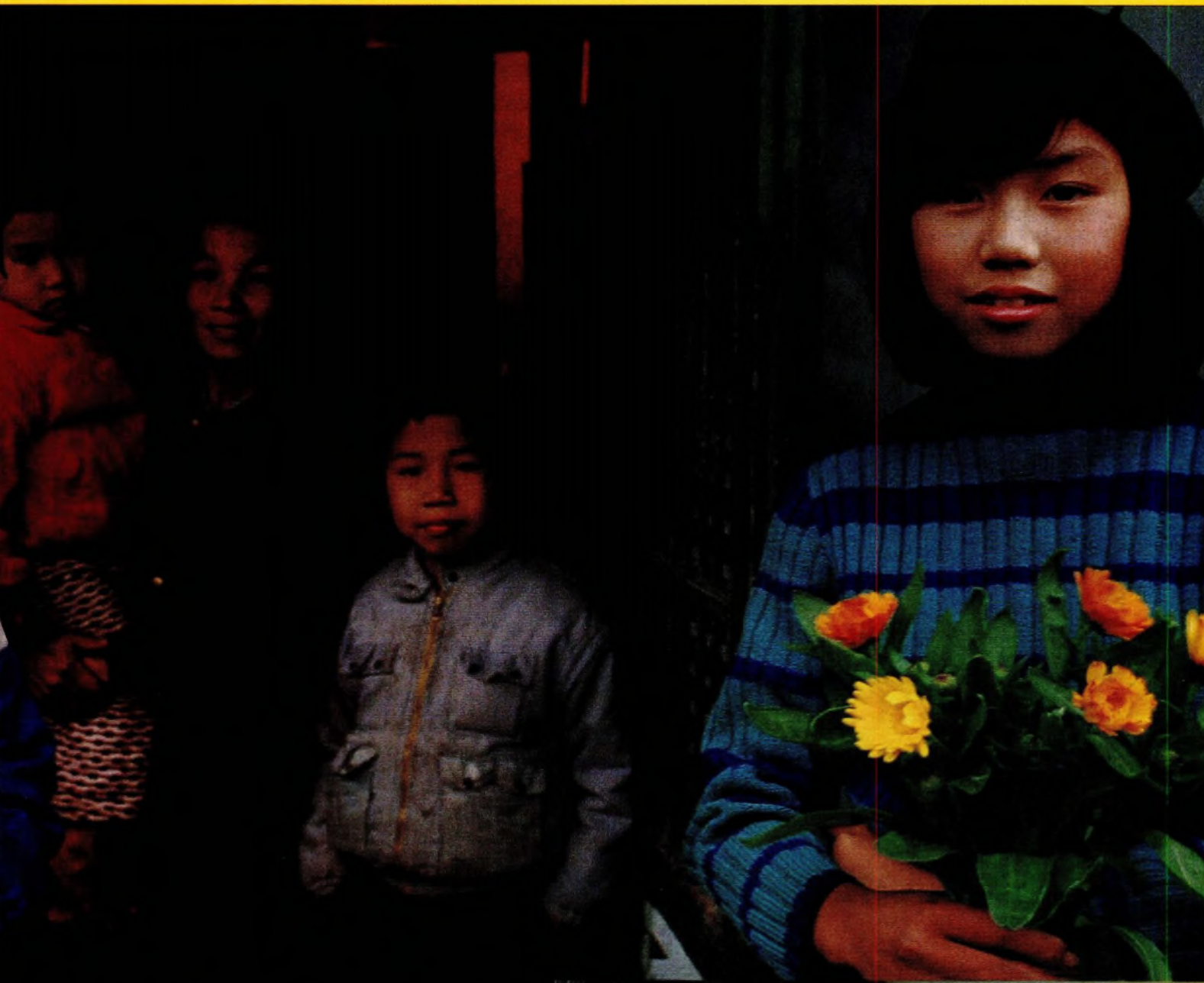
- C** Circle the correct answers.

- Her father is Anh Hoang.
  - Thuy
  - Seema
- His wife is Mishri.
  - Anh
  - Bachau
- Her brother is Bao.
  - Trang
  - Guddi
- Guddu is the brother of
  - Minh
  - Anil
- Their mother is Rose.
  - Thuy and Bao
  - Guddi and Aarti



# FAMILIES AROUND THE WORLD

This is the Hoang family. Let's start with the parents, Anh and Rose Hoang. They are married and have two sons and their names are Minh and Bao. Minh has short black hair. Bao's hair is a little longer. Anh's hair is longer than Minh's or Bao's. Anh and Rose have two daughters. Their names are Trang and Thuy. They are older than their brothers. They are both pretty and wear colorful clothing.



This is the Yadav family. Bachau and Mishri Yadav are married and they have five children. They have three girls: Guddi, Seema, and Aarti, and two boys: Guddu and Anil. Guddi and Aarti have long hair. The rest of the family has shorter hair. They spend a lot of time together. They are a happy family.



## Communication

Martin Schoeller is famous for taking close-up photos. His subjects include famous people, twins, and the changing face of America. These are some of his photos.



1. Marta



2. Daisy



3. Mars



4. Helen

- A** Look at the pictures. Choose one picture. Describe that person to a partner. Your partner guesses who you are describing.

She is tall with curly hair. She is young.

Is it Marta?

Yes, it is!

## Writing

- A** Show your family portrait to your partner and describe your family.

This is my father. His name is Salim. He is handsome with short black hair.

- B** Choose three members of your family and write a description of them.

- C** **GOAL CHECK** Present your family

Work with a partner. Take turns describing your family.



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



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



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



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



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

## Before You Watch

**A** Label the animals. Use the words in the box.

female lion   leopard  
male gorilla   meerkats  
polar bears

## While You Watch

**A** Watch the video. Circle **T** for *true* and **F** for *false*.

- |  |          |          |
|--|----------|----------|
| 1. Polar bears have big families.                          | <b>T</b> | <b>F</b> |
| 2. Lions live in family groups.                            | <b>T</b> | <b>F</b> |
| 3. Meerkats are big.                                       | <b>T</b> | <b>F</b> |
| 4. Female gorillas have gray (silver) hair on their backs. | <b>T</b> | <b>F</b> |

**B** Complete the sentences. Use the words in the box. Then watch the video again to check your answers.

pretty   big   long   male

- |  |   |
|--|---|
| 1. A male lion has _____ hair on his neck. | 3. Young meerkats are _____.                      |
| 2. Meerkats live in _____ groups.          | 4. The _____ gorilla is the leader of the family. |

## After You Watch

**A** What animals do you know that fit in these categories? With a partner, fill in the chart, then share your answers with the class.

	Big	Small
Live in groups	lions	bees
Live alone	polar bears	

# Jobs Around the World



Workers paint a 140-meter-high tower at a factory in Huaibei, China.

Look at the photo,  
answer the questions:

- 1 Where are these people from? 2 What is their job?



## UNIT 2 GOALS

1. Identify jobs
2. Talk about jobs
3. Talk about countries
4. Compare jobs in different countries

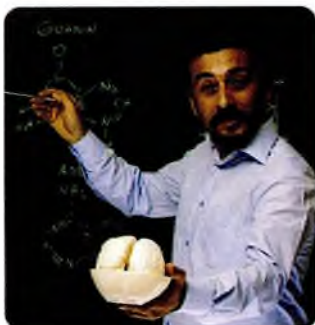
# A

## GOAL 1: Identify Jobs

taxi driver chef teacher  
 engineer artist doctor  
 architect banker

### Vocabulary

**A** 9 What do they do? Listen and label the pictures with words from the box.



1. Oscar: teacher



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



3. Jane: \_\_\_\_\_



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



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



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

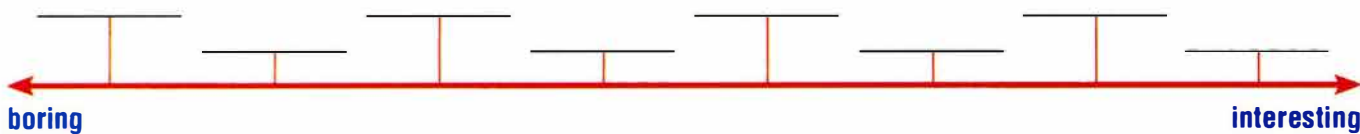


7. Harvey: \_\_\_\_\_



8. Fernanda: \_\_\_\_\_

**B** In your opinion, are these jobs interesting or boring? Write the jobs from exercise A on the lines.



**C** Compare your answers with a partner's answers.

### Grammar: Contractions with *be* (negative); Indefinite articles

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



**A** Look at the pictures on the opposite page. Fill in the blanks with *is* or *is not*.

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

**B** Fill in the blanks with *a* or *an*. Then circle **T** for *true* and **F** for *false*.

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

**C** Correct the false sentences in your notebook. Read the new sentences to a partner.

## Conversation

**A** **10** Listen to the conversation. Is Jill married or single?

**Mary:** Hi, Jean. How's life?

**Jean:** Fine. And you?

**Mary:** Great. How are the children?

**Jean:** They're good. But they're not children now. Jim's married. He's an engineer.

**Mary:** Wow! Time passes. And what about Jill? How old is she now?

**Jean:** She's 21 and she's a student.

**Mary:** Is she married?

**Jean:** No, she's single.

**B** Practice the conversation with a partner. Switch roles and practice it again.

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

**D** **GOAL CHECK** **Identify jobs**

Ask your classmates about their jobs. Ask them about the jobs of people in their families.



▲ This is Aran. Describe him. What is his job?

### Real Language

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

What do you do?

What does your father do?



▲ Michelle



▲ Carlos



▲ Salim

## Listening

**A** 11 Look at the pictures. Guess each person's age and job. Listen and check your guesses.

**B** 11 Listen again. Fill in the blanks in the chart.

	Michelle	Carlos	Salim
How old is he/she?			
What is his/her job?			
Is his/her job interesting?			

**C** Work with a partner. Take turns reading the numbers in English.

Numbers	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	

**D** Take a survey of your classmates. Ask these questions:

1. What is your name?
2. How old are you?
3. How old are your parents?
4. How old are your grandparents?

### Real Language

To ask about someone's age, we say: *How old is he/she?*

We answer like this:

*She's/He's 28 years old.*

## Pronunciation: Numbers

**A** **12** Listen and circle what you hear.

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

**B** **13** Listen and write the numbers.

- I have \_\_\_\_\_ brothers and \_\_\_\_\_ sisters.
- Alan is \_\_\_\_\_ and his grandfather is \_\_\_\_\_.
- We have \_\_\_\_\_ children. Bae is \_\_\_\_\_, Chin Ho is \_\_\_\_\_, and Dong-Min is \_\_\_\_\_.
- There are \_\_\_\_\_ students in the class.

**C** Work with a partner. Take turns reading the sentences in **B**.



▲ He's a photographer. Is his job interesting?

## Pronunciation: Contractions with *be*

**A** **14** Listen and circle what you hear.

- |   |   |
|---|---|
| 1. <b>A:</b> Is Fatima an artist?       | <b>B:</b> No, ( she isn't   she's not ) an artist. ( She's   She is ) a doctor.     |
| 2. <b>A:</b> Are Bill and Jane married? | <b>B:</b> No, ( they aren't   they're not ) married. ( They're   They are ) single. |
| 3. <b>A:</b> Look! A leopard!           | <b>B:</b> ( It's   It is ) a lion. ( It isn't   It's not ) a leopard.               |
| 4. <b>A:</b> Are they teachers?         | <b>B:</b> No, ( they aren't   they're not ). ( They're   They are ) students!       |

**B** Listen again. Take turns practicing the conversations in **A** with a partner.

## Communication

**A** Read the questions and answer them for yourself. Use a dictionary if you need to. Then ask two classmates the questions. Write their answers.

Questions	Me	Classmate 1	Classmate 2
What is your name?			
How old are you?			
What is your job?			
Is it interesting?			

**B** **GOAL CHECK** Talk about jobs

Tell a partner about the people you interviewed.

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

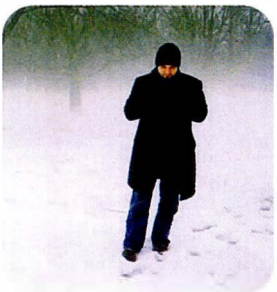
His job is interesting.



▲ wet



▲ hot



▲ cold



▲ dry

Language Expansion: Countries and cities

A Guess the country.

1. It's in Asia. It's big. The capital is Beijing. China
2. It's in Europe. It's small. It's wet. \_\_\_\_\_
3. It's in South America. It's big. It's hot. \_\_\_\_\_
4. It's in South America. It's small. The capital is Santiago. \_\_\_\_\_
5. It's in North America. It's hot. \_\_\_\_\_
6. It's in Europe and Asia. It's a very big country and it's very cold. \_\_\_\_\_
7. It's in Asia. It's hot. The capital is New Delhi. \_\_\_\_\_
8. It's in Africa. It is hot and dry. \_\_\_\_\_

Grammar: *Be* + adjective + noun

Word Focus

We say **the** United Kingdom and **the** United States.

Statement	Question	Answer
Africa <b>is</b> a big continent.	<b>Is</b> the United Kingdom (UK) a big country?	No, it <b>isn't</b> . It's a small country.
Egypt <b>is</b> a hot, dry country.	<b>Is</b> the United States a big country?	Yes, it <b>is</b> .



▲ Cairo is the capital of Egypt.

**A** Unscramble the sentences and questions.

1. China Is a country? big \_\_\_\_\_
2. big The is a country. United States \_\_\_\_\_
3. is a Russia country. cold \_\_\_\_\_
4. Is hot Egypt a country? \_\_\_\_\_
5. country? small Japan Is a \_\_\_\_\_

**B** Answer the questions.

1. Is Mexico a cold country? No, it isn't. It's a hot country.
2. Is Chile a big country? \_\_\_\_\_
3. Is Japan a hot country? \_\_\_\_\_
4. Is the UK a small country? \_\_\_\_\_
5. Is Egypt a wet country? \_\_\_\_\_

## Conversation

**A** 15 Listen to the conversation. Where is Mohamed from?

**Chris:** Where do you come from, Mohamed?

**Mohamed:** I'm from Cairo.

**Chris:** Cairo is in Egypt, right?

**Mohamed:** Yes.

**Chris:** So, tell me about Egypt, Mohamed.

**Mohamed:** Well, it's in Africa—North Africa.

**Chris:** Is it a hot country?

**Mohamed:** Yes, it's very hot.

**B** Practice the conversation with a partner. Switch roles and practice it again.

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

**D** **GOAL CHECK** Talk about countries

Talk to a partner. Choose a country. Write a description of the country. Read it to the class. The class has to guess the country.

### Reading

**A** Look at the pictures. These people are farmers. Where do you think they come from?

**B** Read and complete the sentences.

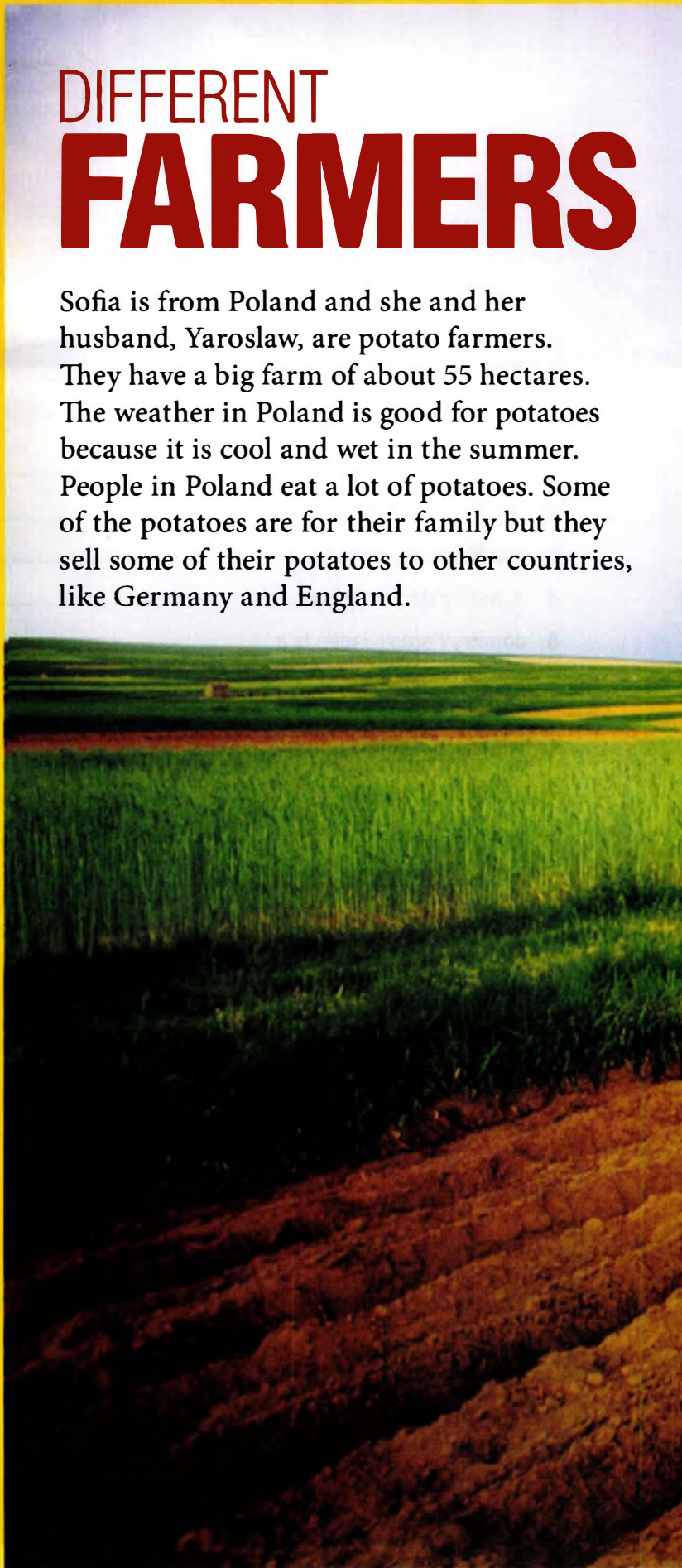
1. Sofia and Yaroslaw are from \_\_\_\_\_.
2. They are \_\_\_\_\_.
3. Their potatoes go to countries like \_\_\_\_\_ and \_\_\_\_\_.
4. Jose is from \_\_\_\_\_.
5. He grows \_\_\_\_\_ and \_\_\_\_\_.
6. He is \_\_\_\_\_ with three \_\_\_\_\_.

**C** Answer the questions.

1. Do Sofia and Yaroslaw come from Peru?  
\_\_\_\_\_.
2. Is it hot in Poland in the summer?  
\_\_\_\_\_.
3. Is their farm big?  
\_\_\_\_\_.
4. Is Jose married?  
\_\_\_\_\_.
5. Is he a potato farmer?  
\_\_\_\_\_.
6. Is it hot in Mexico in the summer?  
\_\_\_\_\_.

# DIFFERENT FARMERS

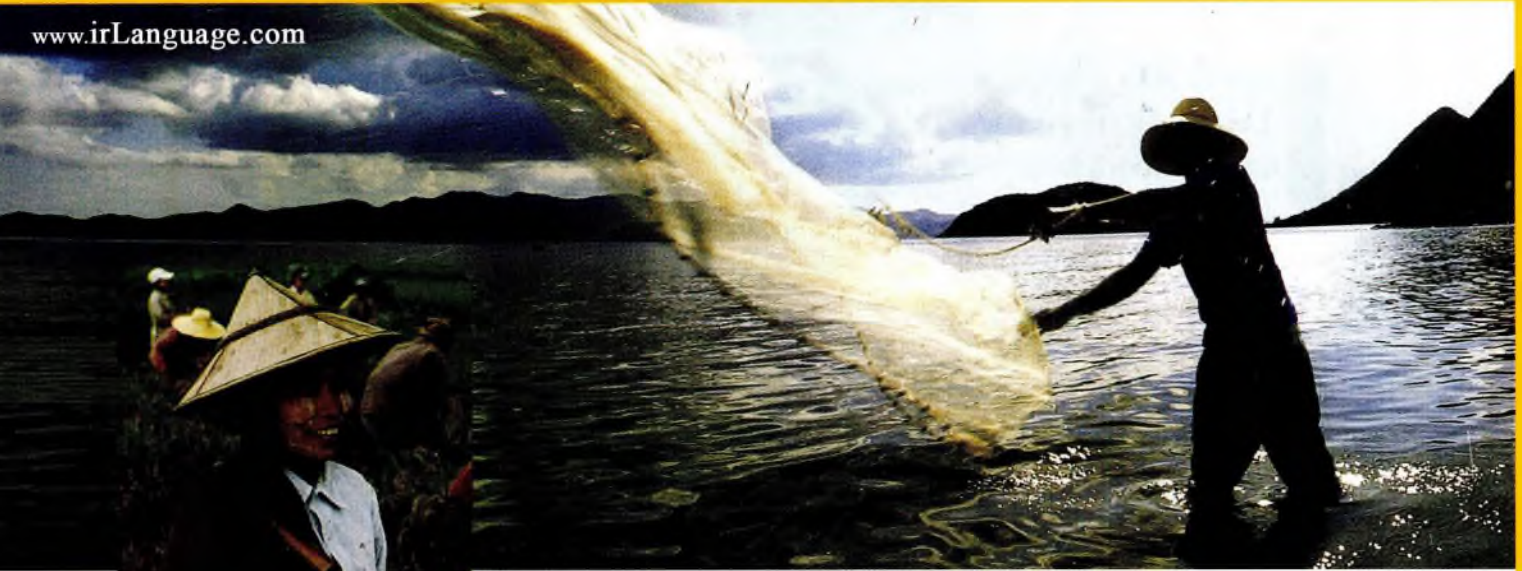
Sofia is from Poland and she and her husband, Yaroslaw, are potato farmers. They have a big farm of about 55 hectares. The weather in Poland is good for potatoes because it is cool and wet in the summer. People in Poland eat a lot of potatoes. Some of the potatoes are for their family but they sell some of their potatoes to other countries, like Germany and England.



**J**ose is also a farmer and he comes from Yucatan in Mexico. He is twenty-four years old and he is married with three small children. He is not a potato farmer. He is a maize farmer, and he also grows beans. The summer in Mexico is very hot and wet, and this is good for maize and beans. His wife makes *tortillas* from the maize and their children love tortillas with beans.



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▲ Aapti



▲ Henry

Aapti is from Nepal. She is a farmer, but her farm is very small. She grows rice. Her rice does not go to other countries. It is for her family.

### Communication

- A** In your notebook, make a list of jobs you know.
- B** Compare your list with a partner. Name three jobs that are interesting. Name three jobs that are boring.
- C** Look at the pictures. Discuss the following questions with a partner.
  1. Where do you think these people are from?
  2. What do they do?
  3. Are they old or young?
  4. Are their jobs interesting?

### Writing

- A** Read about Aapti. Write a similar paragraph about Henry. Use these words: United States, big, wheat, Asia.

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**B** **GOAL CHECK** Compare jobs in different countries

Talk to a partner about farmers in your country. What do they grow? What is the weather like? Are their jobs interesting or boring?





## Before You Watch

**A** Work with a partner. Look at the pictures. Answer these questions.

1. What do these children do?
2. Is their job interesting?

## While You Watch

**A** Watch the video. Circle **T** for *true* and **F** for *false*.

1. Puffin patrols look for bird nests.      **T**   **F**
2. There are puffin nests in the cliffs.      **T**   **F**
3. All the puffins fly out to sea.            **T**   **F**
4. Some puffins get lost in town.            **T**   **F**
5. Puffin patrols rescue pufflings.          **T**   **F**

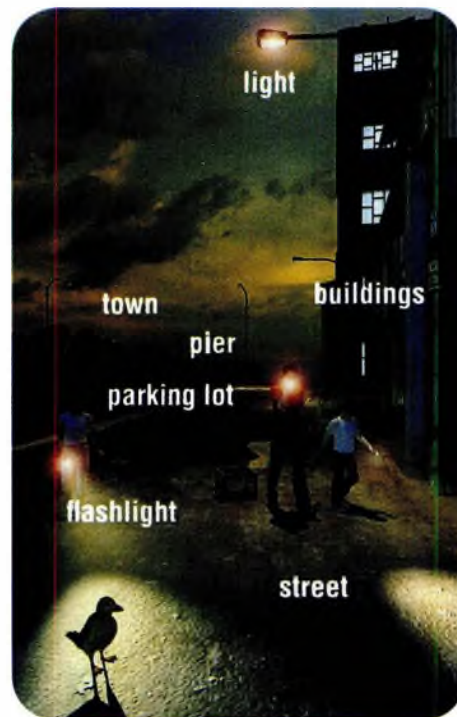
**B** Complete the sentences with the words or phrases in the box. Watch the video again to check your answers.

look for   leave   throw   get lost

1. Some puffins \_\_\_\_\_ in town.
2. The pufflings \_\_\_\_\_ the cliffs.
3. The children \_\_\_\_\_ the pufflings out to sea.
4. The puffin patrols \_\_\_\_\_ the lost pufflings in parking lots.

## After You Watch

**A** Work with a partner. Take turns describing the job of the puffin patrols.



▲ A puffin patrol looks for and rescues lost pufflings.

# Houses and Apartments

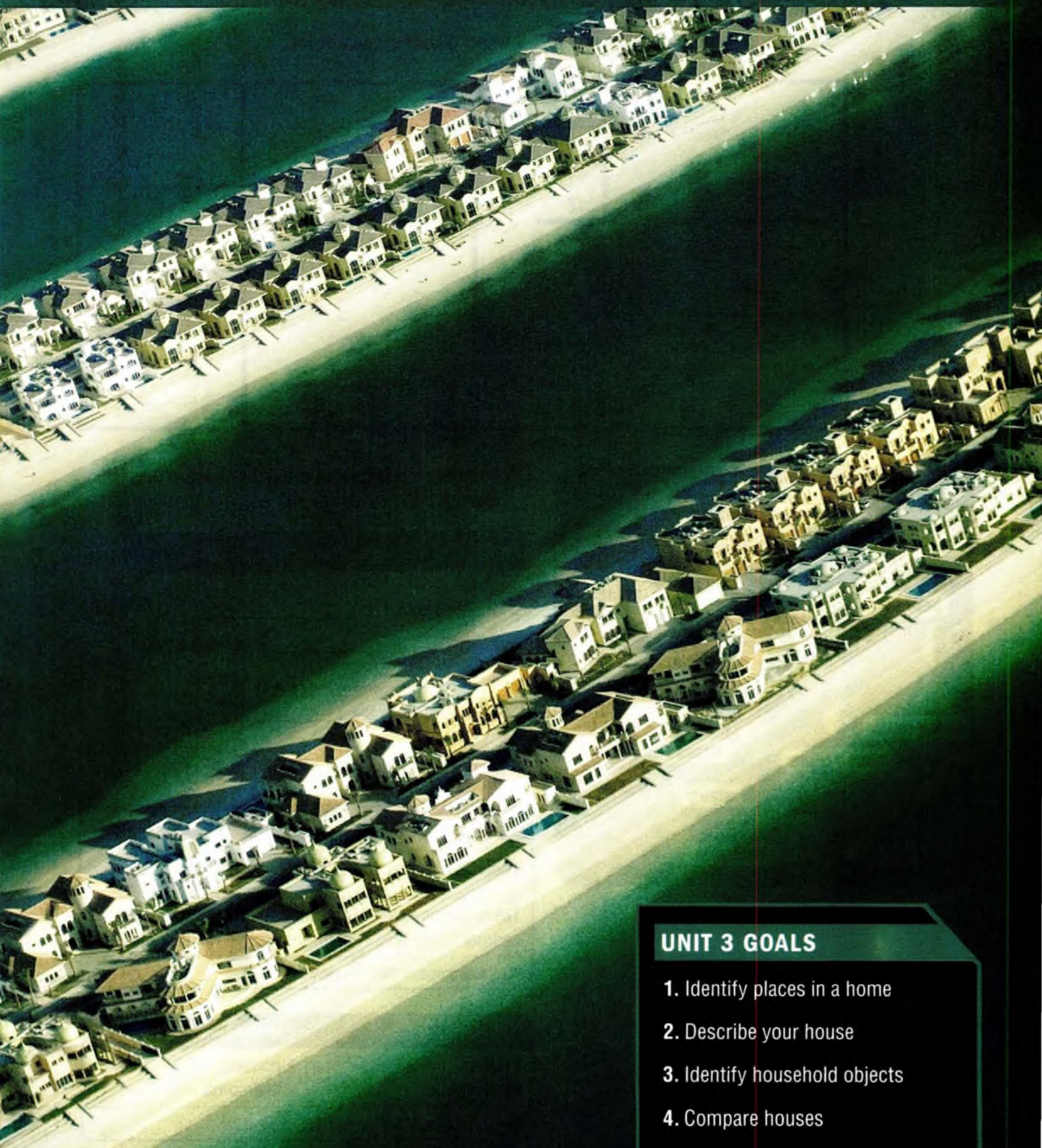


The "fronds" of the \$14-billion Palm Jumeirah—the first of three planned resort islands in Dubai, United Arab Emirates—jut into the Persian Gulf.

Look at the picture,  
answer the questions:

1 Where are these houses?

2 Are these houses like  
your house?

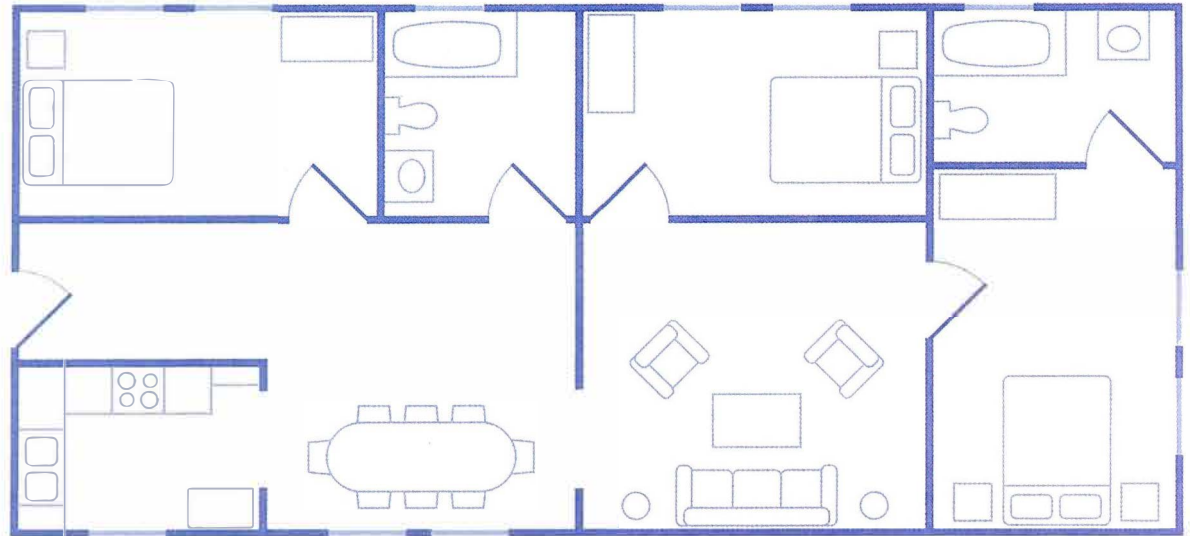


### UNIT 3 GOALS

1. Identify places in a home
2. Describe your house
3. Identify household objects
4. Compare houses

### Vocabulary

**A** Label the rooms in the floor plan of the apartment.



**B** Complete the sentences about the house in the picture. Use the words in the box.

garage downstairs swimming pool bedroom

1. The kitchen is \_\_\_\_\_.
2. The \_\_\_\_\_ is in the backyard.
3. The \_\_\_\_\_ is upstairs.
4. The car is in the \_\_\_\_\_.

### Grammar: *There is/There are*

Statement	Questions	Answers
There is a garage.	Is there a closet?	Yes, there is. No, there isn't.
There are three bedrooms upstairs.	Are there two bathrooms?	Yes, there are. No, there aren't.

\*The contraction of *there is* = *there's*.

Singular nouns	Plural nouns
1 house	2 houses
1 bedroom	2 bedrooms

\*Add an -s at the end of the word to make it plural.



**A** Complete the sentences with the correct form: *there is* or *there are*.

1. \_\_\_\_\_ a big kitchen.
2. \_\_\_\_\_ three bathrooms.
3. \_\_\_\_\_ a yard?
4. Are there stairs? Yes, \_\_\_\_\_.
5. Is there a garage? No, \_\_\_\_\_.

**B** Unscramble the sentences and questions.

1. a is big There garage. \_\_\_\_\_
2. isn't There closet. a \_\_\_\_\_
3. a swimming Is there pool? \_\_\_\_\_
4. there two Are bathrooms? \_\_\_\_\_
5. bedrooms. are There two \_\_\_\_\_

**C** Write questions to ask about somebody's house. Use these words.

- |  |                                       |
|--|---------------------------------------|
| 1. bathroom/upstairs<br><u>Is there a bathroom upstairs?</u> | 4. garden/front yard<br>_____         |
| 2. swimming pool/backyard<br>_____                           | 5. three bedrooms/your house<br>_____ |
| 3. stairs/your house<br>_____                                | 6. closet/bedroom<br>_____            |

**D** Ask your partner the questions in exercise C. Switch roles.

## Conversation

**A** 16 Listen to the conversation. Is there a garage?

**Realtor:** What about this apartment?

**Client:** Is it a big apartment?

**Realtor:** Yes. There are three bedrooms.

**Client:** And bathrooms?

**Realtor:** There is just one bathroom.

**Client:** Is there a garden?

**Realtor:** No, there isn't. But there's a garage.

**B** Practice the conversation with a partner. Switch roles and practice it again.

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

**D** **GOAL CHECK** Identify places in a home

Work with a partner. Draw a floor plan of your own home. Tell your partner about your home.

### Real Language

*What about* can be used as a useful and simple way to ask for someone's opinion.

## Listening



**A** Guess how many bedrooms there are in these houses. Listen and check your guess. Then write the person's name for each house.



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



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



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



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



**B** Listen again. Match the house and the description.


- |                       |                          |
|-----------------------|--------------------------|
| 1. Heidi's home _____ | a. big, no garden        |
| 2. Joe's home _____   | b. not big, one bedroom  |
| 3. Ali's home _____   | c. big, garden           |
| 4. Li's home _____    | d. not big, two bedrooms |




**C** Listen again. Circle **T** for *true* and **F** for *false*.

- |  |          |          |
|--|----------|----------|
| 1. It is cold in Heidi's house.              | <b>T</b> | <b>F</b> |
| 2. There are three bathrooms in Joe's house. | <b>T</b> | <b>F</b> |
| 3. There is a dining room in Li's apartment. | <b>T</b> | <b>F</b> |
| 4. There are six bedrooms in Ali's house.    | <b>T</b> | <b>F</b> |


## Pronunciation: Final -s

**A**  18 Listen and check the correct column.

	Ends in /s/ sound	Ends in /z/ sound	Ends in /iz/ sound
gardens			
apartments			
garages			
bathrooms			
kitchens			
houses			
closets			

**B**  18 Listen again and repeat the words.

## Communication

**A**  Work with a partner. Take turns describing these houses. Use your imagination.

**There is one bedroom in this house.**



**B**  **GOAL CHECK**  Describe your house

Describe your house to the class.

Language Expansion: Furniture and household objects



▲ chair



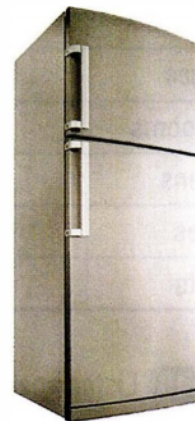
▲ armchair



▲ table



▲ microwave



▲ refrigerator



▲ stove



▲ bookcase



▲ coffee table



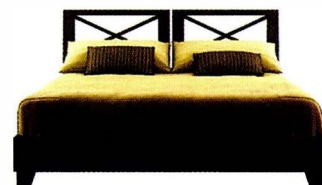
▲ lamp



▲ TV



▲ sofa



▲ bed

**A** In which rooms do you usually find the furniture and household objects above?

Kitchen	Dining room	Living room	Bedroom
stove			

Grammar: Prepositions of place

**A** Where is the computer?



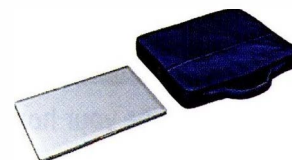
▲ in



▲ on



▲ under



▲ next to



**B** Look at the pictures. Complete the sentences with *in*, *on*, *under*, or *next to*.



1. There's a TV \_\_\_\_\_ the bedroom.
2. There's a boy \_\_\_\_\_ the swimming pool.
3. There are four books \_\_\_\_\_ the table.
4. The stove is \_\_\_\_\_ the refrigerator.
5. The cat is \_\_\_\_\_ the table.

**C** What can you see in the pictures? Take turns describing them.

There is a sofa  
and a coffee table.



## Conversation

**A** 19 Listen to the conversation. Where is Tracey's magazine?

**Tracey:** Where is my magazine?

**Kevin:** Is it in the bedroom?

**Tracey:** No, it isn't. And it's not on the kitchen table.

**Kevin:** Here it is! It's under your bag.

**B** Practice the conversation with a partner. Switch roles and practice it again.

**C** Change the underlined words and make a new conversation that is true for you.


**D** **GOAL CHECK** Identify household objects

Work with a partner. Take turns describing a room in your house.

## Reading

**A** Look at the picture and read the caption on page 35. What do you know about urban sprawl? Mark each statement true or false. Write *T* or *F*.

1. Urban sprawl = more and more people in the same space. \_\_\_\_\_
2. Urban sprawl is a problem in countries like China. \_\_\_\_\_
3. People are moving to the **countryside** to find jobs. \_\_\_\_\_
4. Cities can fit more people only by growing larger in size. \_\_\_\_\_

**B**  Are there large cities in your country? With a partner, describe those cities. What is a typical home like there?

Hong Kong is a city with a lot of people.

The apartments are very small!

**C** Read the article. Correct the false information.

**model:** Kent Larson is an ~~engineer~~ architect

1. Cities will need more jobs.
2. Many people are moving to the countryside.
3. Small apartments are **expensive**, but people don't like them.
4. Kent Larson designs a new type of house.
5. He uses furniture and design to solve a problem.

## WORD BANK

**affordable** \$

**comfortable** nice to live in

**country(side)** not a city

**expensive** \$\$\$\$

**home** where you live; a house or apartment

**solve a problem** fix something, make it better

**TED** Ideas worth spreading

**Kent Larson** Architect

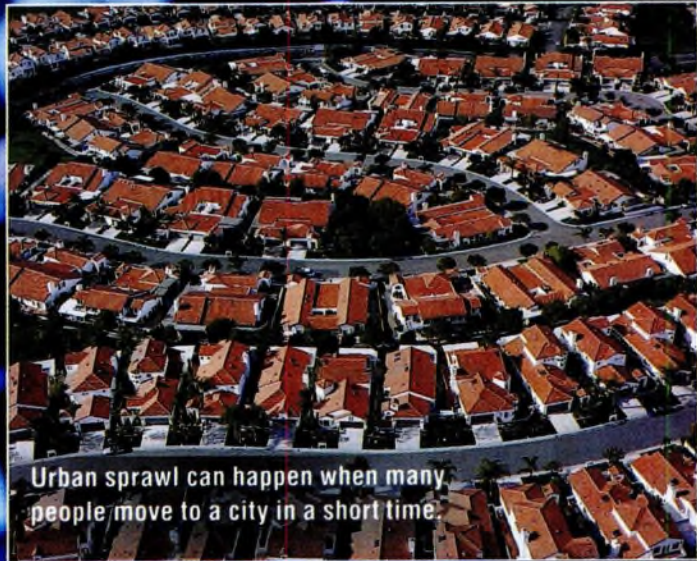
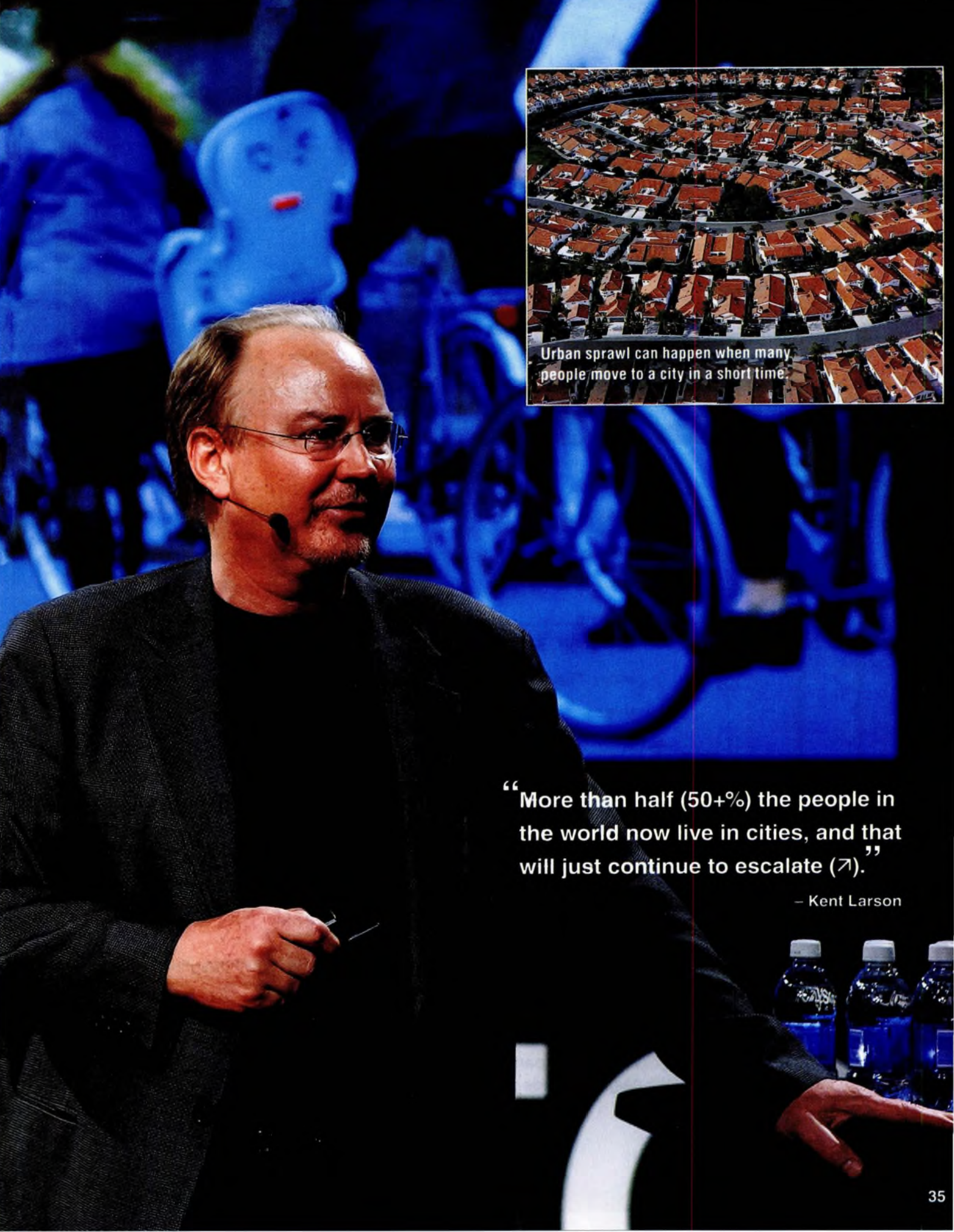
## BRILLIANT DESIGNS TO FIT MORE PEOPLE IN EVERY CITY

*The following article is about Kent Larson. After Unit 3, you'll have the opportunity to watch some of Larson's TED Talk and learn more about his idea worth spreading.*

This is Kent Larson. He is an architect. He wants to **solve a problem**. What problem? The world's population is growing, and more people are moving to cities. Where will all these people live?

These people all need houses or apartments. A city with many small apartments can fit more people than a city with large apartments or houses. Small apartments are **affordable** and use less energy. However, many people do not want to live in small **homes**. They want separate rooms in their homes for many different activities. This is a problem.

Kent Larson has an idea to solve this problem . . . a way to design homes in cities where people live **comfortably** in small spaces. He wants to use design and technology to make an entirely new type of apartment.



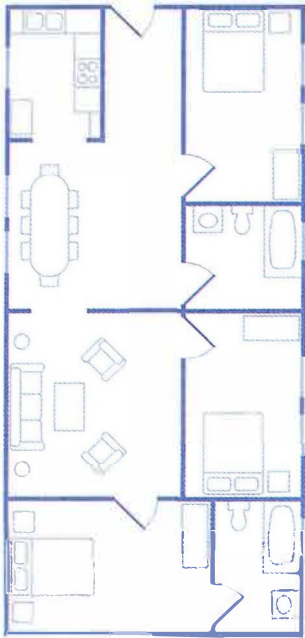
Urban sprawl can happen when many people move to a city in a short time.

“More than half (50+%) the people in the world now live in cities, and that will just continue to escalate (↗).”

– Kent Larson



There are 24 million people in Shanghai now. In 2020, there will be 26.5 million people living there.



## Writing

- A** Look at this plan of a house. Complete the paragraph.

This is a plan of a house. There is a small kitchen. In the kitchen, there is a \_\_\_\_\_ and a refrigerator. The kitchen is next to the \_\_\_\_\_ room. In the dining room there is a table with eight chairs. The living room is \_\_\_\_\_ the dining room. There is a sofa and two armchairs in the living room. There are three \_\_\_\_\_ in the house—one big bedroom and two small bedrooms.

- B** Read the Writing Strategy. Underline the topic sentence in the paragraph in exercise **A**.
- C** Draw a plan of your house. Then write a paragraph about your house. Underline the topic sentence.

### Writing Strategy

A topic sentence tells the topic, or main idea, of a reading. It is usually near the beginning. Use a topic sentence to help your reader understand what you are writing about.

## Communication

- A** In pairs, pick a growing city that you know. Which neighborhoods are traditional? Which neighborhoods are new?

- B** **GOAL CHECK** **Compare houses**

Work with a partner. Take turns comparing the homes in two of the neighborhoods you picked.

There are houses with gardens in Coyoacán.

Not in Santa Fe!



## Before You Watch

**A** Complete the video summary. Use the words in the box.

fishermen artists  
village paint Sea art

### Video summary

Camogli is a small town, or \_\_\_\_\_, in Italy. Camogli is next to the Mediterranean \_\_\_\_\_. Many people in Camogli are \_\_\_\_\_. Their job is to catch fish. There are also \_\_\_\_\_ in Camogli. They \_\_\_\_\_ houses and buildings. Their \_\_\_\_\_ is called *trompe l'oeil*. It is very special. The paintings are very realistic. They make things look real, but they are not.

## While You Watch

**A** Watch the video. Match the parts of the sentences.

- |   |                                   |
|---|-----------------------------------|
| 1. Artists use <i>trompe l'oeil</i> to make _____ | a. with bright colors.            |
| 2. People like to paint their houses _____        | b. artists.                       |
| 3. The fishermen painted their houses _____       | c. things look real.              |
| 4. Raffaella and Carlo are _____                  | d. from the sea.                  |
| 5. You can see the houses of Camogli _____        | e. with <i>trompe l'oeil</i> art. |

**B** Watch the video again. Circle **T** for *true* and **F** for *false*.

- |   |          |          |
|---|----------|----------|
| 1. Camogli is a large city.   | <b>T</b> | <b>F</b> |
| 2. In Camogli, people paint their houses in bright colors.          | <b>T</b> | <b>F</b> |
| 3. The houses in Camogli are very special.                          | <b>T</b> | <b>F</b> |
| 4. All the artists in Italy use the <i>trompe l'oeil</i> technique. | <b>T</b> | <b>F</b> |
| 5. Only fishermen paint their houses with <i>trompe l'oeil</i> art. | <b>T</b> | <b>F</b> |



I want to add  
two balconies.

## After You Watch

**A** Work with a partner. Take turns describing the changes you would make to your house with *trompe l'oeil*.

### Before You Watch

**A** Do you know what these words mean? Match each space (place) to its function (use).

#### Functions

guest      performance      exercise  
work      hang out, relax

#### Spaces



1. Office



2. Studio



3. Living room



4. Gym



5. Guest bedroom

#### WORD FOCUS

A **studio** is also: a space for art; an apartment with only one room.

A **wall** separates one room from another room. For example, there is a wall between this classroom and the classroom next door.

Kent Larson's idea worth spreading is that cities are all about people, not cars, and their design should reflect that more clearly. Watch Larson's full TED Talk on TED.com.

**B** Match the word in **bold** to its meaning.

- |  |                                 |
|--|---------------------------------|
| a. change  | d. go from one place to another |
| b. build, grow                                       | e. area                         |
| c. move parts of something to make it bigger/smaller |                                 |

1. Janet **moves** from an apartment to a new house. \_\_\_\_\_
2. I **develop** my English skills in class. \_\_\_\_\_
3. There is **space** for four people in my car. \_\_\_\_\_
4. **Fold** your paper and give it to a partner. **Unfold** the paper your partner gives you. \_\_\_\_\_
5. In Rome, Americans **convert** their dollars (\$) to euros (€). \_\_\_\_\_

**C** You are going to watch a TED Talk about a new way to design a house. Look at the pictures and the quotes on the next page. What do you think you will see?

1. A gym that converts into a dining room.
2. An apartment with walls that move.
3. A family that lives in a big space.

### While You Watch

**A** Watch the video. Check what you see.

- |                  |                     |
|------------------|---------------------|
| ___ an architect | ___ a bedroom       |
| ___ a kitchen    | ___ a dining room   |
| ___ an office    | ___ a garden        |
| ___ a doctor     | ___ a gym           |
| ___ a garage     | ___ a swimming pool |

“We can make a very small apartment that functions as if it's twice (2x) as big.”

– Kent Larson



[www.irLanguage.com](http://www.irLanguage.com)



There are not a lot of jobs in the countryside; most jobs are in the city. Families live in small apartments.



One architect, Kent Larson, has an idea for how to make a great home in a small space.



“The most interesting implementation (use)... is when you can begin to have robotic walls.”

### USING VISUAL CUES

Understanding every word is not important. Look at the images and the words in the video to help you understand the main idea. You can understand the main idea even when you don't know many of the words you hear.



In the next 15 years, 90% of population growth will be in cities.

### After You Watch

**A** Watch the TED Talk again. Circle the word you hear.

1. Many cities do not have a lot of ( space | home ) for housing.
2. Your space can ( develop | convert ) from an exercise to a work place.
3. You have ( guests | walls ) over, you have two guest rooms that are developed.
4. You have a dinner party: the table ( folds | converts ) out to fit sixteen people.
5. I think you have to build dumb ( studios | homes ) and put smart stuff in them.

**B** Match the cause and effect, based on the video.

#### Cause

1. \_\_\_\_ There are not many jobs in the countryside. There are jobs in the cities.
2. \_\_\_\_ There is not a lot of space for housing in the cities.
3. \_\_\_\_ A wall moves.
4. \_\_\_\_ An engineer wants to exercise and work at home.

#### Effect

- a. Families live in small spaces.
- b. The space changes from a dining space to a guest bedroom
- c. In his apartment, the gym converts into an office.
- d. Families move to the cities.



**C** Correct the false information in each statement.

**model:** In the countryside, houses are often ~~small~~. *big*

1. There are many jobs in the countryside.
2. Many people move to the cities to live in big houses.
3. In the city, many houses have a garden or backyard.
4. Kent Larson is a teacher.
5. In the apartment, the gym converts into a dining space.
6. To hang out, the walls unfold to make a kitchen.
7. The space to practice for a performance (or art, or music) is the guest bedroom.
8. This apartment is good in cities in places like Antarctica.

## Project


Kent Larson wants to change the way we live in cities. Use his ideas to design a new home. Follow these steps.

**A** Interview your partner. Learn about his or her family and what types of spaces they need in their home. Ask these questions.

1. How many people do you live with?
2. Who are they?
3. How old are people?
4. Do you have family that visits? (grandparents, aunts, uncles)
5. What do they do when they visit? (stay a few days, come for dinner)
6. What do the people in your family do? Are they students, athletes, business people, etc?

**B** Now draw the apartment. You can draw two or three versions to show how the walls convert the space. Label the spaces with the function.

**C** Show your design to your partner. Explain the function of each space. Does your partner like the design? Does he or she have ideas for improvements?

**Challenge!**  What does Larson think we need to change about transportation in cities? Watch his full talk at TED.com and choose the best answer.

- Save space
- Improve transportation
- Share resources
- Use advanced technology



A woman in Italy inspects a plastic fish head that she received as a gift from her town.

Look at the photo,  
answer the questions:

1 Have you ever received a gift?

2 What is your favorite personal  
possession?



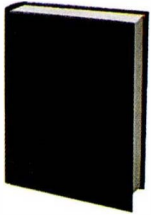
#### UNIT 4 GOALS

1. Identify personal possessions
2. Talk about other people's possessions
3. Buy a present
4. Talk about special possessions

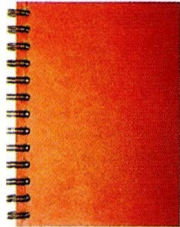
## Vocabulary

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

book pen watch bag glasses backpack  
wallet ring keys necklace dictionary notebook



▲ 1. \_ o o \_



▲ 2. n \_ \_ \_ \_ k



▲ 3. \_ \_ t \_ n \_ y



▲ 4. b \_ \_



▲ 5. p \_ \_



▲ 6. \_ a \_ ch



▲ 7. \_ \_ k p \_ \_



▲ 8. \_ a \_ \_ et



▲ 9. r \_ \_ g



▲ 10. n \_ c \_ l \_ \_ e



▲ 11. g \_ \_ s \_ e \_



▲ 12. \_ \_ ys

There are glasses in my picture.

There are no glasses in my picture, but there's a cell phone.

**B** Take turns. Find the differences between the two pictures.



Student A



Student B



## Grammar: Demonstrative adjectives

	Singular	Plural
Near 	<b>This</b> is your bag.	Are <b>these</b> your books?
Far 	<b>That</b> is not your bag.	<b>Those</b> are not my pens.

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

### Question

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

### Answer

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

**B** Look at the pictures. Use the cues to write questions.

1. (far) Are those your glasses? \_\_\_\_\_
2. (far) \_\_\_\_\_
3. (near) \_\_\_\_\_
4. (near) \_\_\_\_\_
5. (far) \_\_\_\_\_

## Conversation

**A**  20 Listen to the conversation. What is in the bag?

**Andrea:** Where's my bag?

**Jennifer:** Is *this* it?

**Andrea:** No, my bag is black.

**Jennifer:** Well, is *that* it? It's black.

**Andrea:** Is there a bracelet in it?

**Jennifer:** Let me see. There's a book, a dictionary, a pen, . . . a bracelet!

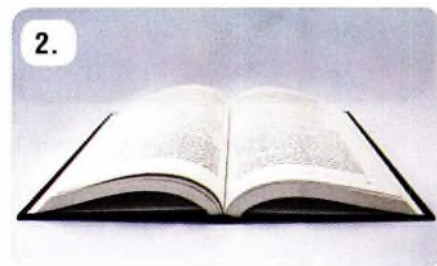
**Andrea:** Great! That's my bag. Thanks!

**B**  Practice the conversation with a partner. Switch roles and practice it again.

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

**D**  **GOAL CHECK**  Identify personal possessions

Tell a partner what is in your bag.





**Grammar: Possessive nouns**

Singular nouns	Plural nouns
Jim's bag	the students' homework (more than one student)
Ross's father	
the student's homework (one student)	

**Listening**

**A** **21** Listen to Jill, then Lee. Circle **T** for *true* and **F** for *false*.

- |   |  |
|---|--|
| 1. There is a cell phone in Jill's bag. <b>T</b> <b>F</b> | 3. There is a cell phone in Lee's bag. <b>T</b> <b>F</b> |
| 2. There is a dictionary in Jill's bag. <b>T</b> <b>F</b> | 4. There is a notebook in Lee's bag. <b>T</b> <b>F</b>   |

**B** **21** Listen again. Answer the questions.

- |   |   |
|---|---|
| 1. What does Jill have in her bag that Lee doesn't have in his bag? | 3. What does Lee have in his bag that Jill doesn't have in her bag? |
|---|---|

\_\_\_\_\_

\_\_\_\_\_

2. What does Jill have in her bag that Lee has in his bag?
- \_\_\_\_\_

**C** Work with a partner. Take turns. Ask and answer the questions.

1. What does Jill have in her bag that you don't have in your bag?
2. What does Jill have in her bag that you have in your bag?
3. What does Lee have in his bag that you don't have in your bag?
4. What does Lee have in his bag that you have in your bag?

**Pronunciation: /i/ and /ɪ/ sounds**

**A** **22** Listen and check the boxes. Listen again and repeat the words.

	/i/ sound	/ɪ/ sound
this		
these		
heat		
hit		
his		
he's		
sheep		
ship		



ship

Sounds in English can be written in different ways.

/ɪ/ sound		/i/ sound	
Written	Example	Written	Example
i	k <u>i</u> tchen	e	b <u>e</u>
e	pr <u>e</u> tty	ee	sh <u>ee</u> p
ui	g <u>ui</u> tar	ea	te <u>ea</u> cher
		eo	pe <u>eo</u> ple




sheep

**B**  23 Listen and circle the word that you hear.

- 1. ship | sheep
- 2. it | eat
- 3. this | these
- 4. sit | seat
- 5. live | leave

## Communication

**A**  Complete the following steps.

- Write the name of an object on a small piece of paper. Give the paper to your teacher.
- Your teacher mixes the papers and gives you someone else's paper.
- Ask questions to find the owner.

**B**  **GOAL CHECK**  Talk about other people's possessions

Ask a partner about what is in his or her bag. Share the information with the class.

Excuse me, is this your watch?

No, it isn't. I think it's Ling's.

Yes, it is. Thanks a lot!

Is there a pencil in your bag?

## Language Expansion: Electronic products

The screenshot shows the Electrogear website with the following products:

- AUDIO:**
  - MP3 player Classic, Price \$82
  - Model CA 1500, Price \$99
- COMPUTERS:**
  - 2MB RAM, 300 GM Hard Drive, Regular Price \$1450
  - Compact design, Sharp screen, Regular Price \$199, Sale Price \$149
- PHONES:**
  - DF 341A with camera, Regular Price \$69, Sale Price \$50
  - Widescreen, Regular Price \$450, Special Price \$320!
- VIDEO:**
  - Model 34XF, Regular Price \$69, Sale Price \$50
  - Model TG1XQ, Regular Price \$349, Sale Price \$299

There is also a 'Milestone' button in the bottom left corner of the product grid.

**A** Label the items on the Web page. Use the words in the box.

camcorder cell phone tablet speakers  
laptop DVD player smartphone MP3 player

**B** Read the Web page. Complete the sentences.

1. The camcorder is in the video section.
2. The \_\_\_\_\_ and the \_\_\_\_\_ are in the phones section.
3. The tablet is in the \_\_\_\_\_ section.
4. The MP3 player is in the \_\_\_\_\_ section.

**C** Write a wish list of the things you would like to have. You have \$2,000 to spend.



## Grammar: *Have*

Statements	Negative
I/You/We/They <b>have</b> a laptop. He/She <b>has</b> a camcorder.	I/You/We/They <b>don't have</b> a CD player. He/She <b>doesn't have</b> a DVD player.
Yes/No questions	Short answers
<b>Do</b> I/you/we/they <b>have</b> an MP3 player? <b>Does</b> he/she <b>have</b> a cell phone?	Yes, I/you/we/they <b>do</b> .    No, I/you/we/they <b>don't</b> . Yes, he/she <b>does</b> .        No, he/she <b>doesn't</b> .


**A** Complete the sentences with *have* or *has*.

1. Jim has a new laptop.
2. Do you \_\_\_\_\_ a laptop?
3. I don't \_\_\_\_\_ a cell phone.
4. Does Chen \_\_\_\_\_ a tablet?
5. Sofia \_\_\_\_\_ a smartphone.

**B** 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? \_\_\_\_\_    Yes, \_\_\_\_\_
3. you | my keys? \_\_\_\_\_    No, \_\_\_\_\_
4. Aki | a laptop? \_\_\_\_\_    Yes, \_\_\_\_\_
5. Mario and Dan | an apartment? \_\_\_\_\_    No, \_\_\_\_\_

## Conversation

**A**  24 Sun-Hee and Hana are buying a present for Sun-Hee's brother. Listen to the conversation. What do they buy?

- Sun-Hee:** Look at these new products!  
**Hana:** Wow, these cameras look cool. And cheap!  
**Sun-Hee:** My brother already has a good camera.  
**Hana:** Does he have a smartphone?  
**Sun-Hee:** No, he doesn't. Let's get a smartphone!



▲ Most smartphones have cameras.

**B**  Practice the conversation with a partner. Switch roles and practice it again.

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

**D**  **GOAL CHECK**  **Buy a present**

Work with a partner. Practice buying a present for a friend. Use the conversation and the Web site on page 48 for ideas.

### Real Language

We use *Wow!* and *Cool!* to show interest and excitement. Both are informal.

## Reading

**A** Write a list of your jewelry or the jewelry of a family member. Compare your list with your partner's list.

**B** Read the article. Then read the sentences. Circle **T** for *true* and **F** for *false*.

1. People wear jewelry for many reasons. **T F**
2. Aisha has gold earrings. **T F**
3. Aisha's father is a rich man. **T F**
4. Zhang Wei is giving his wife a ring. **T F**
5. Wang Changchang is happy. **T F**

**C** Answer the questions.

1. Does Aisha's family have a lot of money?

\_\_\_\_\_

2. How do you know?

\_\_\_\_\_

3. Are Zhang Wei and Wang Changchang married?

\_\_\_\_\_

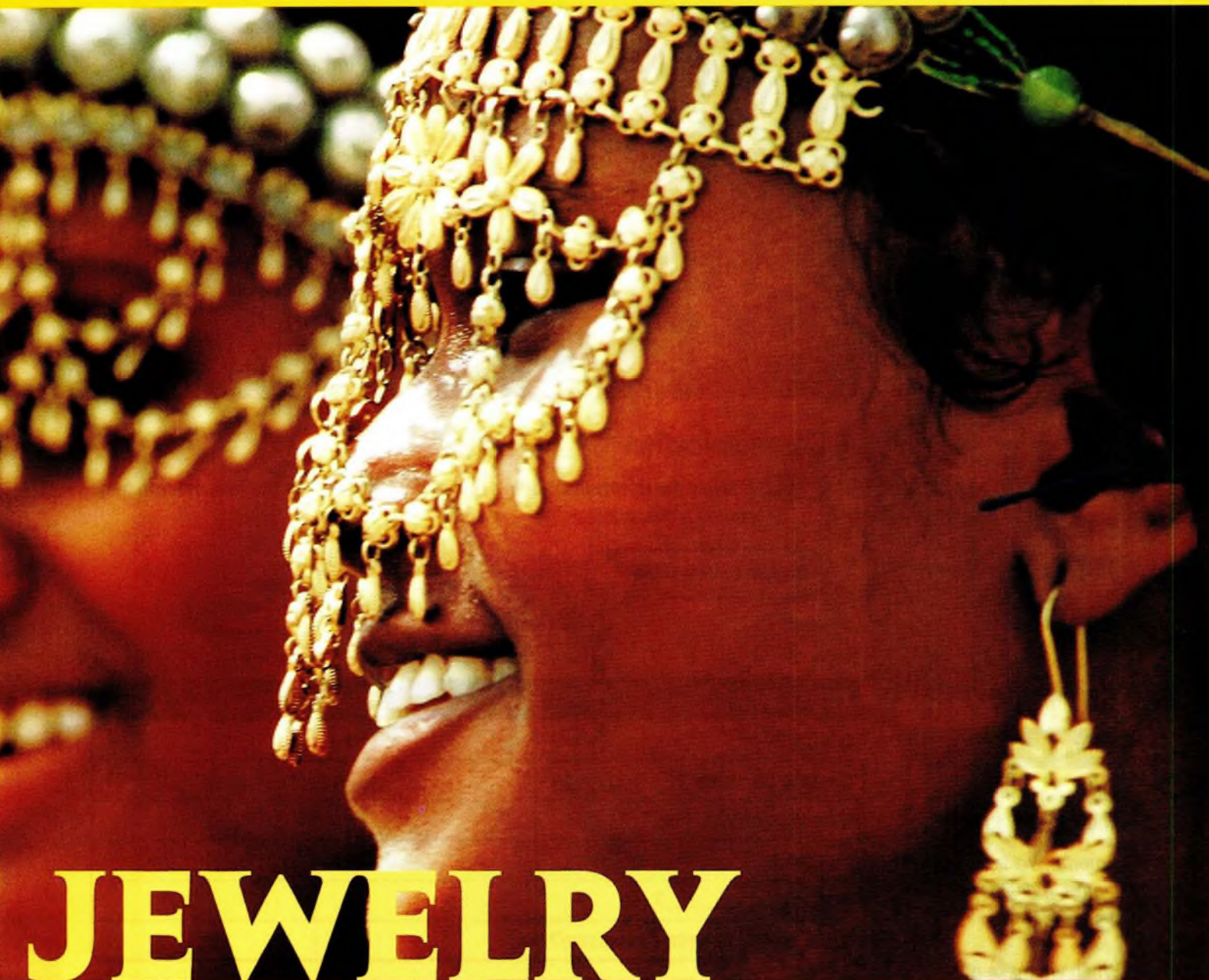
4. Why is Zhang Wei giving a ring to his wife?

\_\_\_\_\_

5. Is Wang Changchang's ring made of gold?

\_\_\_\_\_





# JEWELRY

In every country, people have jewelry. But why is jewelry important to people? Well, it is beautiful, but there are other reasons. Two of the most popular reasons are to say, “I am rich,” or to say, “I love you.”

This is Aisha, and she comes from Djibouti. She is from an important family, and her father has a lot of money—he is wealthy. Aisha has a lot of jewelry, and it is made of gold. She has gold earrings,

gold necklaces, and also gold jewelry that goes over her face. We can see she comes from a rich family because she has a lot of jewelry.

Zhang Wei and his wife Wang Changchang are from Beijing, in China. Zhang Wei is giving his wife a beautiful silver ring. They are in love, and they are very happy. The ring is a sign of Zhang Wei’s love for Wang Changchang.



### Communication

**A** Answer the questions, adding one of your own. Fill in the first column and survey a classmate.

Do you have a tablet?

Yes, I do.

No, I don't.

Do you have . . .	Me	Name: _____
a tablet?		
a laptop computer?		
a smartphone?		
a necklace?		
_____?		
What is your favorite possession?		

#### Writing Strategy

We use commas with **and** to make a list.

*Ampit has a tablet, a laptop, a desktop, **and** a smartphone.*

When we make a list, after a negative verb, we can use **or**.

*I don't have a tablet, a smartphone, **or** a laptop.*

To show contrast, we can use **but**.

*I have a smartphone, **but** Isabelle doesn't.*

### Writing

**A** Write about what you and your classmate have and don't have. Use the information in the chart above with **and**, **or**, and **but**.

**B** **GOAL CHECK** **Talk about special possessions**

Work with a partner. Tell your partner about a special possession. What is it? Where is it from? Is it old or new?



cave painting

### Before You Watch

**A** Work with a partner. Look at the pictures. Decide which of these things are interesting to archaeologists.



▲ jewelry

### While You Watch

**A** Watch the video. Check the things that you saw.



▲ mummy

**B** Watch the video again and complete the sentences using the words in the box.

paintings interesting  
skulls old slow

- They are looking for \_\_\_\_\_ things.
- Archaeologists study human remains, like these \_\_\_\_\_.
- It is \_\_\_\_\_ work.
- Archaeologists also study \_\_\_\_\_ in caves.
- Sometimes the work is dangerous, but it is always \_\_\_\_\_.



▲ pot

### After You Watch

**A** Match the tools to the job. There can be more than one correct answer.

**Tools**



a. broom



b. ruler



c. brush

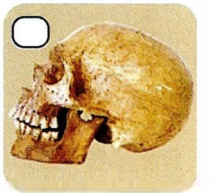


d. hammer

- architect \_\_\_\_\_
- artist \_\_\_\_\_
- archaeologist \_\_\_\_\_



▲ plate



▲ skull

**B** Compare your answers with a partner's answers. Discuss any differences.

## Daily Activities

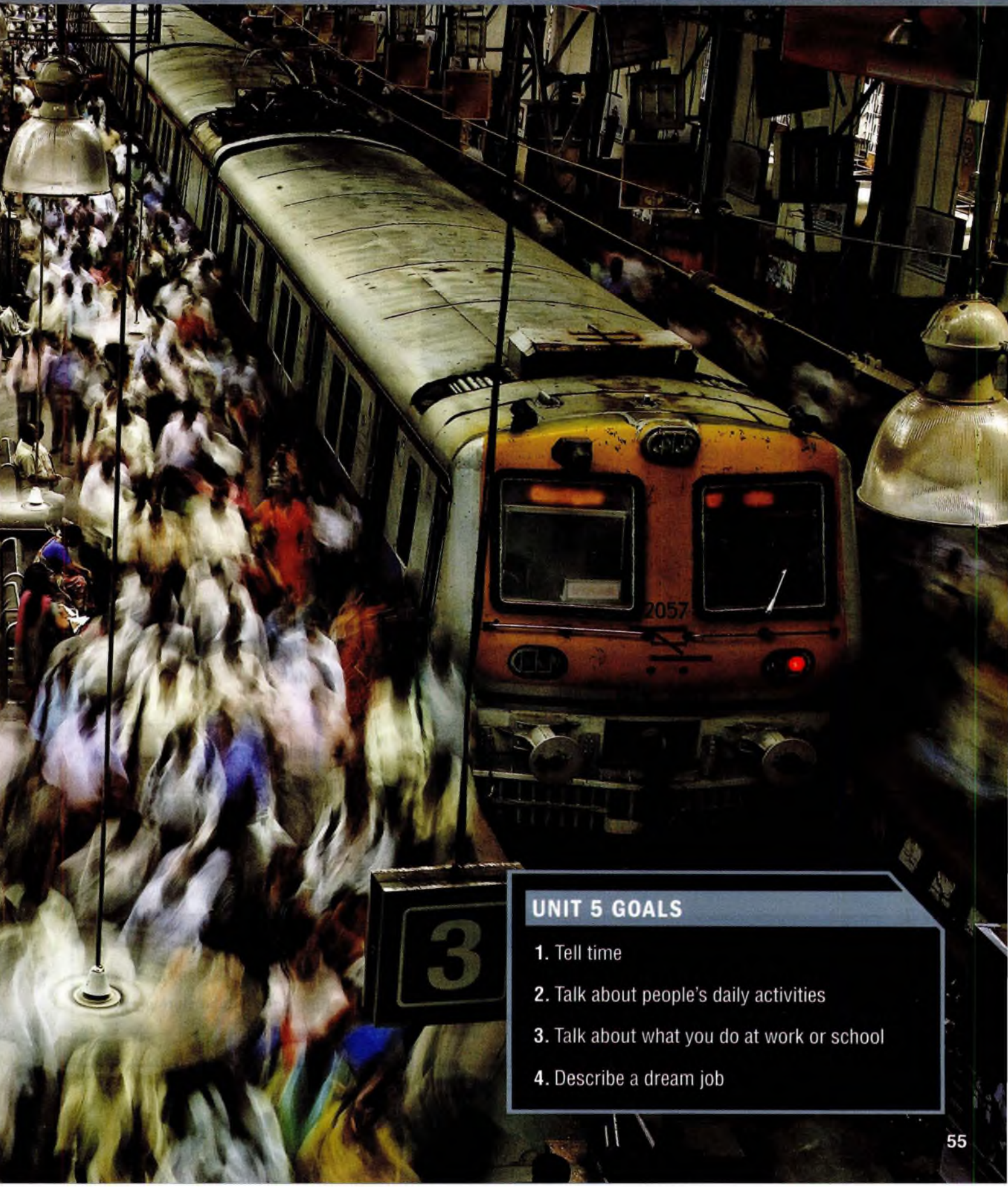


People move quickly along the platforms at the Churchgate Railway Station in Mumbai, India.

Look at the photo,  
answer the questions:

1 Where do you go every day?

2 What do you do every day?



### UNIT 5 GOALS

1. Tell time
2. Talk about people's daily activities
3. Talk about what you do at work or school
4. Describe a dream job

Vocabulary

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



▲ get up



▲ take a shower



▲ start work



▲ finish work



▲ take a nap



▲ go to bed



▲ have lunch



▲ have dinner

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



1. It's five o'clock.



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



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



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



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

**B** 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 tense—statements, negatives, and *What time . . . ?* questions

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

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



## Time expressions with the simple present tense

**every** day/morning/afternoon/evening

**at** three o'clock

**in** the morning/the afternoon/the evening

**on** Sundays

**at** night

**on** weekdays/**on** weekends

**A** Complete the sentences. Use the verbs in parentheses.

- Matt gets up (get up) at eight o'clock on Mondays.
- I \_\_\_\_\_ (start) work at seven thirty in the evening.
- We \_\_\_\_\_ (not take) a nap in the afternoon.
- Wendy and Kate \_\_\_\_\_ (not have lunch) on Thursdays.
- Dae-Ho \_\_\_\_\_ (finish) work at two o'clock every day.
- Hussein \_\_\_\_\_ (take) a shower at night.

**B** Unscramble the sentences.

- take a nap I in the afternoon.
- does not at eight o'clock. Helen start work
- at one thirty. have lunch We
- morning. I every take a shower
- work finishes at five o'clock. Paul
- at night. starts work My father

I take a nap in the afternoon.

---



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---



---



---

## Conversation

**A** 25 Listen to the conversation. What time does Marco go to bed on weekdays?

**Abel:** What time do you get up?

**Marco:** I get up at seven thirty on weekdays.

**Abel:** And on the weekend?

**Marco:** I get up at about ten o'clock.

**Abel:** And what time do you go to bed?

**Marco:** On weekdays, at about eleven o'clock, but on the weekend . . . late!

**B** Practice the conversation with a partner. Switch roles and practice it again.

**C** Practice the conversation again. Use your own information.

**D** **GOAL CHECK** Tell time

Work with a partner. Ask and answer time questions about a friend or relative.

What time does your mother get up?

She gets up at six thirty.

# B GOAL 2: Talk About People's Daily Activities



▲ Joel Sartore at work



photographs by Joel Sartore

## Listening

**A** 26 Look at the pictures. What is Joel's job? Listen to the interview and check your answer.

**B** 26 Listen again and answer the questions.

1. What is Joel's job? \_\_\_\_\_
2. What time does he get up? \_\_\_\_\_
3. What time does he take a nap? \_\_\_\_\_
4. What time does he take photos? \_\_\_\_\_

### Word Focus

**take a photo** = use a camera

### Word Focus

**on Monday:** on this particular Monday

**on Mondays:** on all Mondays


What do you do on Mondays?

I go to class at eight o'clock.


<b>MONDAY</b> 6:30 take bird photos at beach	<b>THURSDAY</b> 9:15 meet Jane F. — interview
<b>TUESDAY</b> 7:30 p.m. sunset photos at beach	<b>FRIDAY</b> lunch with Michael
<b>WEDNESDAY</b>	<b>SATURDAY</b> <b>SUNDAY</b>

**C** Take turns asking and answering questions about the planner above. Then ask and answer questions about what you do every day.

## Pronunciation: Falling intonation on statements and information questions

**A**  27 Listen and repeat.

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


**B**  Take turns reading the following questions and answers to a partner. Use falling intonation.

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



▲ In parts of Latin America, it is common for people to take an afternoon nap called a *siesta*.

## Communication

**A**  Follow these three steps.

1. Write two more questions.
2. Answer all the questions.
3. Ask two classmates the questions.

What time do you . . .	Me	Classmate 1	Classmate 2
1. get up?			
2. have breakfast?			
3. start work?			
4. _____			
5. _____			

**B**  **GOAL CHECK**  Talk about people's daily activities

Tell a partner about your classmates' activities.

Alison gets up  
at eight o'clock.

She has breakfast  
at nine thirty.

Language Expansion: Work and school activities



▲ check e-mail



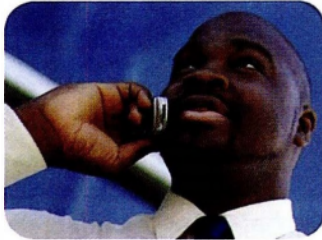
▲ meet clients



▲ go to meetings



▲ travel



▲ talk to people on the phone



▲ go to the bank



▲ make photocopies



▲ write reports

**A** Write the work and school activities in the correct columns for you.

Things I do every day	Things I do every week	Things I don't do
I check my e-mail.		

**B** What other things do you do at work or school? Make a list. Then tell a partner.

Grammar: Simple present tense—questions and answers

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

Adverbs of frequency

I <b>always</b> check my e-mail.	100%
I <b>sometimes</b> meet clients.	50%
I <b>never</b> answer the phone.	0%

**A** Match the questions and the answers.

### Questions

1. Do you meet clients every day? \_\_\_\_\_
2. Does Ali make photocopies every day? \_\_\_\_\_
3. Do Chris and Helen travel a lot? \_\_\_\_\_
4. Does Hilary go to the bank every day? \_\_\_\_\_
5. Do you go to meetings every day? \_\_\_\_\_

### Answers

- a. Yes, they do.
- b. No she doesn't. She goes every week.
- c. No, I don't. I never meet clients.
- d. Yes, I do. I always go to meetings.
- e. Yes, he does.

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

1. I \_\_\_\_\_ check my e-mail at nine o'clock.
2. I \_\_\_\_\_ go to meetings on Mondays.
3. I \_\_\_\_\_ make photocopies.
4. I \_\_\_\_\_ go to the bank.
5. I \_\_\_\_\_ write reports.

**C** Write three questions to ask your partner about what he or she does at work or school. Ask and answer questions with your partner.

## Conversation

**A** Listen to the conversation. What does Brenda do at work?

**Yoshi:** Tell me about your work.

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

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

**Brenda:** Oh, I check my boss's e-mail. I make photocopies. I go to the bank. It's not very interesting.

**Yoshi:** Do you travel?

**Brenda:** Sometimes. I go to meetings with my boss, like to Rio and Singapore.

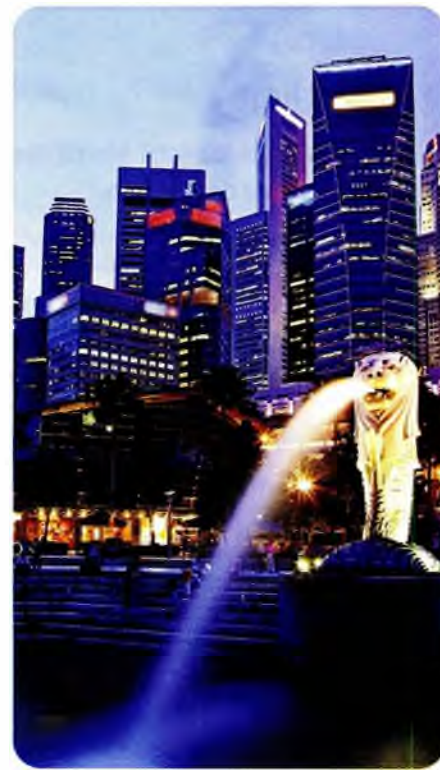
**Yoshi:** Not interesting? It sounds fantastic to me!

**B** Practice the conversation with a partner. Switch roles and practice it again.

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

**D** **GOAL CHECK** Talk about what you do at work or school

Talk to a partner about what you do at work or school.



▲ Singapore is a financial center in Southeast Asia.

### Word Focus

**boss** = your superior, the person at the top

### Real Language

We can use *like* to give examples.

Reading

**A** What is the job? Match the job with the correct description.

student pilot photographer teacher  
explorer filmmaker

1. I give students homework. \_\_\_\_\_
2. I fly helicopters and planes. \_\_\_\_\_
3. I make movies. \_\_\_\_\_
4. I take pictures. \_\_\_\_\_
5. I study and write reports. \_\_\_\_\_
6. I travel to discover new things.  
\_\_\_\_\_

**B** Describe a dream job to a partner. What daily activities make it more interesting than other jobs?

**C** Read the article. Circle the correct answer for each question.

1. What does Karen Bass do at work?  
make films      hunt wildlife
2. What does Karen film in the Altiplano?  
the night sky      bats
3. Why does Karen say she's lucky?  
People everywhere      She saves  
see her work.      animals.
4. Who does Karen have meetings with?  
scientists      clients
5. Karen takes a helicopter to film grizzly bears high in the mountains. Why do the bears live there?  
to hibernate      to look for food

**WORD BANK**  
**behavior** habits or routines  
**environment** where you live  
**filmmaker** someone who makes movies  
**hibernate** winter sleep for animals  
**privileged** lucky

**TED** Ideas worth spreading

**Karen Bass** Filmmaker

**UNSEEN FOOTAGE, UNTAMED NATURE**

*The following article is about Karen Bass. After Unit 6, you'll have the opportunity to watch some of Bass's TED Talk and learn more about her idea worth spreading.*

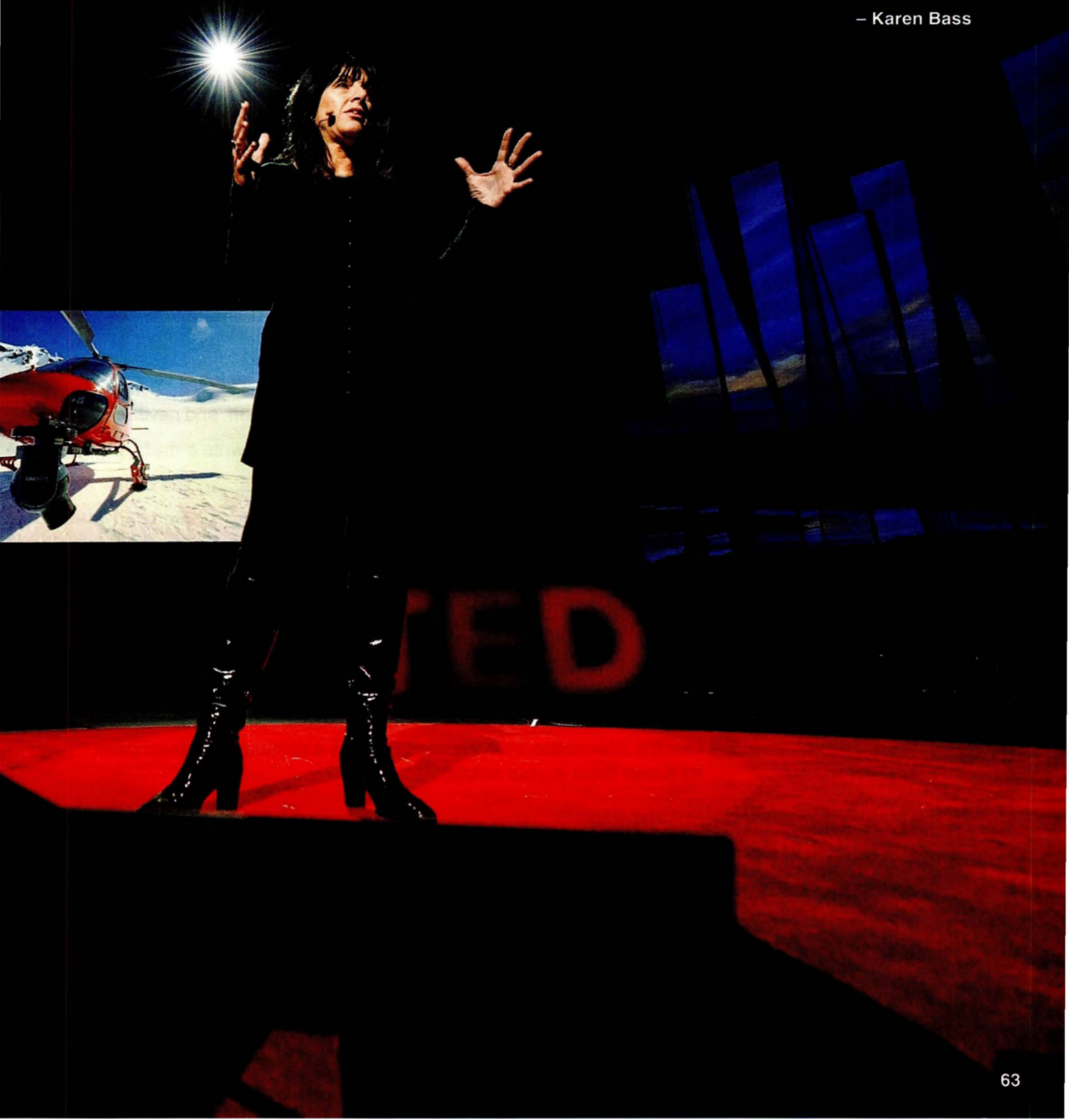
Karen Bass is a **filmmaker**. She travels for work and makes films about wildlife. She tries to show animal **behavior** that most people never see.

Karen's job is not like most people's. When Karen wants to make a film, she starts by finding a new story to tell. Karen sometimes goes to meetings with scientists and experts, but she also travels to many places, such as the Altiplano in Bolivia, where she films the night sky. Karen's work for National Geographic's *Untamed Americas* shows a new species of bat in Ecuador. She works days, nights, weekends, and in hot and cold **environments**. The work is very hard, but Karen doesn't complain about it.

Karen also has a film about grizzly bears. The bears **hibernate** high in the mountains. Flying in a helicopter is the only way to get there. These amazing experiences make Karen like making films even more. Karen believes she's very lucky. She has a job that she loves and she gets to share something special with millions of people.

“I’m a very lucky person. I’ve been **privileged** to see so much of our beautiful Earth and the people and creatures that live on it.”

– Karen Bass



Karen travels to beautiful places for her work, like the Altiplano.

**Job Description:  
Travel Agent**

Working Hours:  
9:00 a.m. to 5:00 p.m,  
Monday to Friday

Holidays:  
Public holidays + 10  
vacation days per year

Duties:  
Answer the phone. Write  
e-mails. Plan flights and  
hotels. Send tickets to  
clients.

- A** Read the job description. Travel agents help people travel to beautiful places like the ones Karen works in. Complete the paragraph below with the missing information.

This is a job description for a \_\_\_\_\_. The job is very interesting! You work from \_\_\_\_\_ a.m. to \_\_\_\_\_ p.m. and never on the weekends. The duties are to answer the phone, write e-mails, plan flights and hotels, and send tickets to \_\_\_\_\_. The best thing about the job is the vacation days! You have \_\_\_\_\_ per year!

- B** Go back to the reading. Then complete the information about Karen Bass's job.

1. Job Description: \_\_\_\_\_
2. Working Hours: \_\_\_\_\_
3. Duties: \_\_\_\_\_

- C** Use the information from exercise B. Write a complete job description for Karen Bass in your notebook.

## Communication

- A**  Share your description with a partner.

- B**  **GOAL CHECK**  Describe a dream job

Tell your partner about a job you want to do. Use one from the list or choose your own.

- (wildlife) filmmaker
- (wildlife) photographer
- helicopter pilot
- scientist

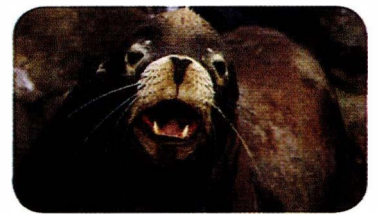




1. \_\_\_\_\_



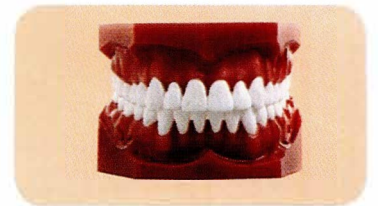
2. \_\_\_\_\_



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



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



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



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

### Before You Watch

**A** Read the Video Summary. Use the words in blue to label the pictures.

Two dentists go to the San Francisco Zoo to treat animals. Their first patient is a **sea lion** named Artie. His **teeth** are fine. Then they examine an **elephant** named Sue. They check teeth in her **mouth**, and her tusks. Their last patient is a very difficult patient. Sandy is a **black jaguar** with a **toothache**. Her teeth are very bad and she needs surgery. The dentists have a very hard day.

### While You Watch

**A** Watch the video, and then complete the sentences. Use *always*, *sometimes*, or *never*.

1. Dr. Sarah de Sanz \_\_\_\_\_ treats animal patients.
2. Dr. Brown's animal patients are \_\_\_\_\_ dangerous.
3. Animals \_\_\_\_\_ have dental problems.
4. Artie \_\_\_\_\_ brushes his teeth.
5. Humans and animals \_\_\_\_\_ need good teeth.

### After You Watch

**A** Which of these people might work in a zoo? Check (✓) the box.

- |   |  |
|---|--|
| 1. <input type="checkbox"/> a chef      | 4. <input type="checkbox"/> a doctor       |
| 2. <input type="checkbox"/> an engineer | 5. <input type="checkbox"/> a teacher      |
| 3. <input type="checkbox"/> an artist   | 6. <input type="checkbox"/> a photographer |

**B** Form a group and compare answers. Be ready to explain your answers.

# Getting There



Traffic on Friday night in Seoul, South Korea, makes a colorful route.

Look at the photo,  
answer the questions:

1 How do you travel to work  
or school?

2 What other types of  
transportation do you use?



### UNIT 6 GOALS

1. Ask for and give directions
2. Create and use a tour route
3. Describe transportation
4. Record a journey

# A

## GOAL 1: Ask for and Give Directions

tourist office	train station
supermarket	post office
restaurant	hotel
museum	park
bus station	art gallery
library	movie theater

### Vocabulary

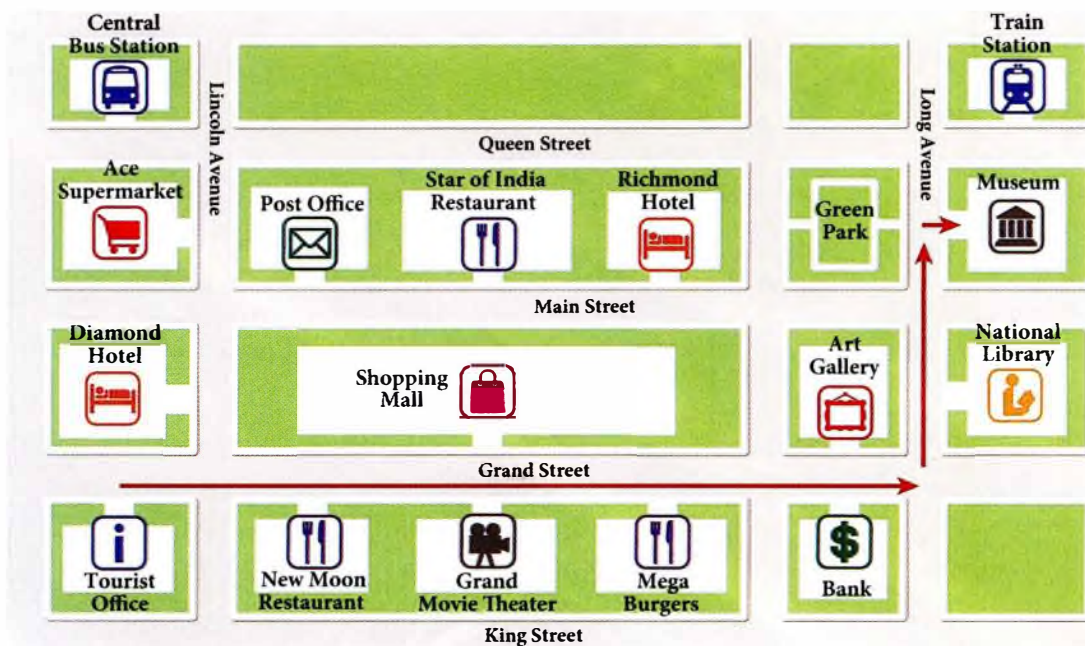
**A** Work with a partner. Locate the places on the map. Use the words in the box.

**B** Read the directions below and follow the red arrow.

**There is a tourist office on Grand Street.**

### Directions

You are in the tourist office. Go right and cross Lincoln Avenue. Walk two blocks to Long Avenue. Turn left and walk two blocks. Turn right and go into the museum.



**C** Follow the directions and write the destination.

- From the tourist office, turn right. At the corner of Lincoln Avenue and Grand Street, turn left. Walk one block up Lincoln Avenue. Turn right on Main Street, and walk one block. Cross the street. Turn right into \_\_\_\_\_.
- From Central Bus Station, turn left, then turn right on Lincoln Avenue. Walk one block to the corner of Lincoln Avenue and Main Street. Turn left on Main Street, and walk two blocks to the corner of Long Avenue and Main Street. Turn right, and on your left is the \_\_\_\_\_.
- From the front of the Diamond Hotel, turn right on Lincoln Avenue, turn left on Grand Street, and walk two blocks to the art gallery. To your right is the \_\_\_\_\_.

### Real Language

To ask for directions, we say,  
*How do I get there?* or *How do I get to . . . ?*

## Grammar: Prepositions of place; Imperatives

### Prepositions of place

on the corner of	The Diamond Hotel is <b>on the corner of</b> Lincoln Avenue and Grand Street.
across from	The art gallery is <b>across from</b> the library.
between	There is a restaurant <b>between</b> the post office and the Richmond Hotel.

**A** Use the map on page 68, and write the affirmative or negative imperative.

- To get to the shopping mall from the Grand Movie Theater, \_\_\_\_\_ (cross) Grand Street.
- From the bus station, \_\_\_\_\_ (turn) left to get to the tourist office.
- From the bank, turn left, and \_\_\_\_\_ (walk) one block to New Moon Restaurant.

Affirmative	Negative
Turn right.	Don't turn left.
*The imperative is used for giving instructions.	

**B** Use the map again, and write the correct prepositions.

- The art gallery is \_\_\_\_\_ Long Avenue and Grand Street.
- The museum is \_\_\_\_\_ Green Park.
- Grand Movie Theater is \_\_\_\_\_ Mega Burgers and New Moon Restaurant.
- The post office is \_\_\_\_\_ Ace Supermarket.



▲ Big Ben is across the river from the London Eye.

## Conversation

**A** 29 Listen to the conversation. Where does the guest want to go?

**Hotel Guest:** Is there a supermarket near here?

**Receptionist:** There's one on the corner of Lincoln Avenue and Main Street, across from the post office.

**Hotel Guest:** How do I get there?

**Receptionist:** OK. Leave the hotel and turn right. Walk one block, and cross Lincoln Avenue.

**Hotel Guest:** Thank you very much.

**Receptionist:** You're welcome.

**B** Practice the conversation with a partner. Switch roles and practice it again.

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

**D** **GOAL CHECK** Ask for and give directions

Work with a partner. Take turns asking for and giving directions using the map on page 68. Then take turns giving directions to places in your town or around your school.

## B GOAL 2: Create and Use a Tour Route



▲ New York City,  
United States

### Listening


**A** Write the numbers of the stores on the map.




1. **Bergdorf Goodman** is on Fifth Avenue between East 57th Street and East 58th Street.
2. **FAO Schwarz** is on the corner of East 58th Street and Fifth Avenue.
3. **Barneys New York** is on the corner of East 61st Street and Madison Avenue.
4. **Tiffany & Co.** is on East 57th Street and Fifth Avenue.
5. **Bloomingdale's** is on Lexington Avenue between East 59th Street and East 60th Street.




**B** 30 Listen. Draw the route on the map.

## Pronunciation: *Yes/No* questions and short answers


**A**  31 Listen and repeat.

1. Is there a movie theater near here? Yes, there is. 
2. Is the bus station on York Street? No, it isn't. 
3. Is Barneys on the corner of East 61st Street and Madison Avenue? Yes, it is. 


**B**  With a partner, take turns reading the questions and answers.

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

## Communication

**A**  Use the map on page 70. Ask for and give these directions to a partner.

1. From Barneys New York to Tiffany & Co.
2. From Bergdorf Goodman to Barneys New York.
3. From Bergdorf Goodman to Bloomingdale's.
4. From Tiffany & Co. to Bloomingdale's.

**B**  In pairs, answer these questions about your town or city.

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 places are interesting for tourists?

**C**  **GOAL CHECK**  **Create and use a tour route**

With a partner, work together and write a tour route for your town.



▲ Rockefeller Center is between Fifth Avenue and the Avenue of the Americas.

Language Expansion: Ground transportation

From the Airport to Downtown

There are many ways to get downtown from the airport.



▲ **Bus**  
Take the A100 bus to the Central Bus Station. \$4.50



▲ **Taxi**  
Take a taxi. Approximately \$50



▲ **Subway**  
Take the subway direct to downtown. \$2.50



▲ **Train**  
Take the train. Change at Midway Station. \$20



▲ **Car**  
Rent a car. From \$120 a day



▲ **Airport Shuttle Bus**  
Take the airport shuttle bus to your hotel. \$21-\$25

A Complete the chart with the names of different types of ground transportation.



How much is it to take the bus?

B Work with a partner. Ask and answers questions about how much it costs to travel from the airport using different types of transportation.



## Grammar: *Have to*

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

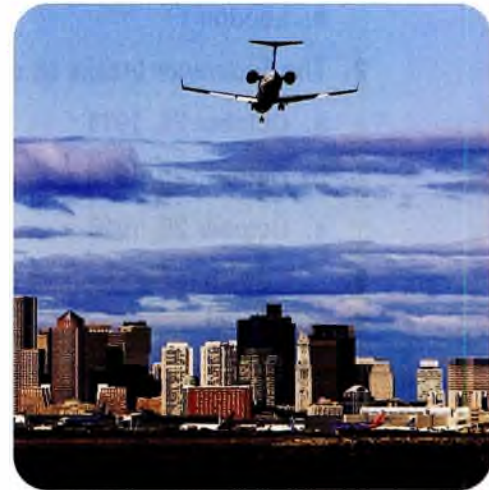
*\*Have to* is used to show obligation.

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

- Do we \_\_\_\_\_ take a bus? No, we \_\_\_\_\_ take a train.
- \_\_\_\_\_ I have to change trains? Yes, you \_\_\_\_\_.
- \_\_\_\_\_ Susan have to take the subway? No, she \_\_\_\_\_ rent a car.
- \_\_\_\_\_ he have to go to the meeting? No, he \_\_\_\_\_.
- Do you \_\_\_\_\_ get up at 9:00 on Sundays? No, I \_\_\_\_\_.

**B** Write sentences using *have to*.

- Dan doesn't have any money. He has to go to the bank.
- It's 3:00 and your train leaves at 3:30. \_\_\_\_\_.
- Mohamed goes to sleep at 10:00 and it's 9:30. \_\_\_\_\_.
- I've got a toothache. \_\_\_\_\_.
- Ann's cell phone is five years old. \_\_\_\_\_.



▲ To get to Boston Logan Airport, you can take the subway . . . under the water!

## Conversation

**A** **32** Listen to the conversation. What time does the person have to get to the airport?

**Tourist:** Excuse me, how do I get to the airport?

**Assistant:** You can take the subway, but you have to change trains. It takes 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! And quickly!

**B** Practice the conversation with a partner. Switch roles and practice it again.

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

**D** **GOAL CHECK** Describe transportation

Take turns giving directions from one place to another in your town. Say what transportation you have to take.

## Reading

**A** Read the diary and look at the pictures.

**B** Choose the correct answer.

- The journey starts in \_\_\_\_\_.
  - Elephant Island
  - London
  - South Georgia
- The *Endurance* breaks up on \_\_\_\_\_.
  - October 26, 1914
  - October 26, 1915
  - October 26, 1916
- \_\_\_\_\_ men leave Elephant Island on a small boat.
  - Four
  - Five
  - Six
- It takes \_\_\_\_\_ to go from Elephant Island to South Georgia.
  - one week
  - two weeks
  - three weeks
- Shackleton finds help in \_\_\_\_\_.
  - Stromness
  - Elephant Island
  - London

The ship *Endurance*, with men playing soccer on the ice.



## Word Focus

**break up** = fall to pieces

**help** = assistance

**rescue** = save



# JOURNEY TO ANTARCTICA

## 1914

**August 8** Ernest Shackleton and his men leave London on their ship *Endurance*.

## 1915

**January 18** The *Endurance* is trapped in the ice. The men play soccer on the ice.

**October 26** It's very cold. The *Endurance* **breaks up**. The men have to leave the *Endurance*. They camp on the ice.

## 1916

**April 9** The ice starts to break up. The men have to get into the small boats.

**April 15** They land on Elephant Island.

**April 24** Shackleton and five men leave Elephant Island in a small boat to find **help**. The other men stay on Elephant Island.

**May 8** Shackleton lands in South Georgia.

**May 19** Shackleton leaves three men with the boat. He crosses the mountains of South Georgia with two men to find help.

**May 20** They arrive in Stromness, the main town in South Georgia. They find help.

**August 30** Shackleton **rescues** the men on Elephant Island.



London, England

### Writing Strategy

To put events in order, we use: **first, next, then, and finally.**

*First we go to Sydney, then we go to Melbourne, and finally to Perth.*

Where do we want to go?

How long will we stay?

What do we want to visit there?

What will we do each day?

## Communication

**A** Read the European Tour plan below. With a partner, plan an itinerary to another part of the world. Think about the questions to the left.

# European Tour

**Tour itinerary:**

**June 3:** Arrive in Paris. First we visit the Louvre, next the Eiffel Tower, and finally we have dinner on the Champs Elysées.

**June 4:** Leave Paris. Take the train to London. First we visit the London Eye, and then the Tower of London, and in the evening we take a boat tour on the River Thames to see the city at night.

Paris, France

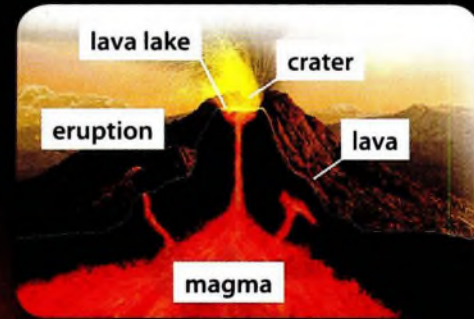
**B** Tell another pair about your plans.

## Writing

**A** Now write your itinerary in your notebook.

**B** **GOAL CHECK** Record a journey

Think about your itinerary. In your notebook, write a diary entry about the trip. Share your diary entry with the class.



## Before You Watch

**A** Study the picture. Use the labels in the picture to complete the text.

A volcano is a mountain with a large hole at the top. This hole is called a \_\_\_\_\_. A volcano produces very hot, melted rock. When it is underground, this hot, melted rock is called \_\_\_\_\_. When it leaves, or comes out of the volcano, it is called \_\_\_\_\_. When the lava stays in the crater, it forms a \_\_\_\_\_. When lava leaves a volcano, we say the volcano erupts. We call it an \_\_\_\_\_.

## While You Watch

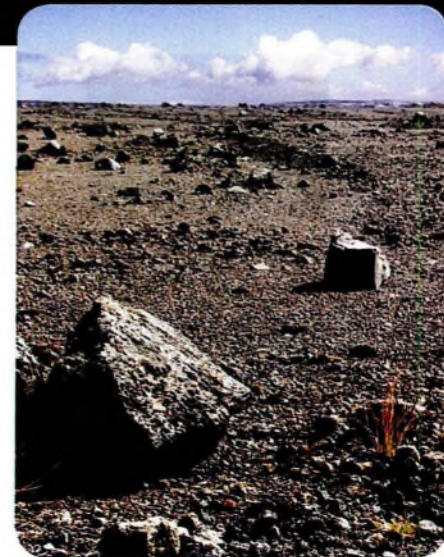
**A** Watch the video. Match the sentence parts.

- |  |  |
|--|--|
| 1. The geologists _____                          | a. collecting pieces of red-hot lava.  |
| 2. The lava lake _____                           | b. travel to the volcano on camels.    |
| 3. Hot lava comes out of the earth _____         | c. excited about studying the volcano. |
| 4. The team spends hours _____                   | d. because it is very hot.             |
| 5. It is not easy to stand near the crater _____ | e. is inside the crater.               |
| 6. The professors are _____                      | f. and forms the lava lake.            |

## After You Watch

**A** Discuss these questions with a partner.

1. Do you want to explore a volcano? Why or why not?
2. How can people travel to difficult places?



▲ rocks and soil

## Before You Watch

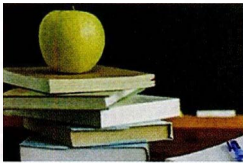
**A** Complete the sentences with the correct words.



camera



brush



books



tools



helicopter

1. This \_\_\_\_\_ is the filmmaker's.
2. Those \_\_\_\_\_ are the teacher's.
3. That \_\_\_\_\_ is the pilot's.
4. These \_\_\_\_\_ are the architect's.
5. This \_\_\_\_\_ is the artist's.

**B** Write the letter of the correct word to complete each sentence.

- |              |                |
|--------------|----------------|
| a. creatures | d. goose bumps |
| b. shoot     | e. remote      |
| c. den       |                |

1. If a place is \_\_\_\_\_ it is far away from everything.

Karen Bass's idea worth spreading is that new photographic technology is changing how we tell stories about animal behavior. Watch Bass's full TED Talk on TED.com.

2. A \_\_\_\_\_ is a place that animals use to sleep or hide.
3. You sometimes have \_\_\_\_\_ on your arms when you are afraid or excited about something.
4. To \_\_\_\_\_ something can mean to film it.
5. \_\_\_\_\_ are the same as animals.

**C** Look at the pictures and quotes on the next page. What do you think the TED Talk is about? What type of job is the TED Talk about? Discuss with your classmates.

## While You Watch

**A** Watch the TED Talk. Read the quotes and look at the pictures. What do you see? Write the number of the picture on the line.

- \_\_\_\_\_ a. Karen Bass uses a camera on a helicopter for her job.
- \_\_\_\_\_ b. Baby grizzly bears walk with their mother.
- \_\_\_\_\_ c. Karen Bass talks about her job.
- \_\_\_\_\_ d. Baby bears roll down the mountain.

**B** Compare your answers from exercise A with a partner.

**Challenge!** Why do you think Karen's job is interesting? Can you think of other jobs where people travel a lot? Discuss with your group. Then share your ideas with the class.

**“As a filmmaker, I’ve been from one end of the Earth to the other trying to get the perfect shot and to capture animal behavior never seen before.”**

**– Karen Bass**



**1. “Images of grizzly bears are pretty familiar. You see them all the time, you think. But there’s a whole side to their lives that we hardly ever see.”**



**2. “I love this shot. I always get goose bumps every time I see it.”**



**3. “Getting down can be a challenge for small cubs.”**



**4. “We film the video from a helicopter using a special camera.”**

**A** Watch the TED Talk. Match the questions with the answers.

**Questions**


1. Do the grizzly bears sleep in trees? \_\_\_\_
2. Does Karen Bass go to Alaska to make her film? \_\_\_\_
3. Do the grizzly bears climb mountains? \_\_\_\_
4. Does Karen work at a travel agency? \_\_\_\_

**Answers**

- a. Yes, they do.
- b. No, she doesn't.
- c. Yes, she does.
- d. No, they don't.

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

- |  |   |   |
|--|---|---|
| 1. Grizzly bears have dens.                | T | F |
| 2. Karen doesn't have a special camera.    | T | F |
| 3. Grizzly bears don't have cubs.          | T | F |
| 4. A helicopter has wings.                 | T | F |
| 5. Mountains sometimes have a lot of snow. | T | F |

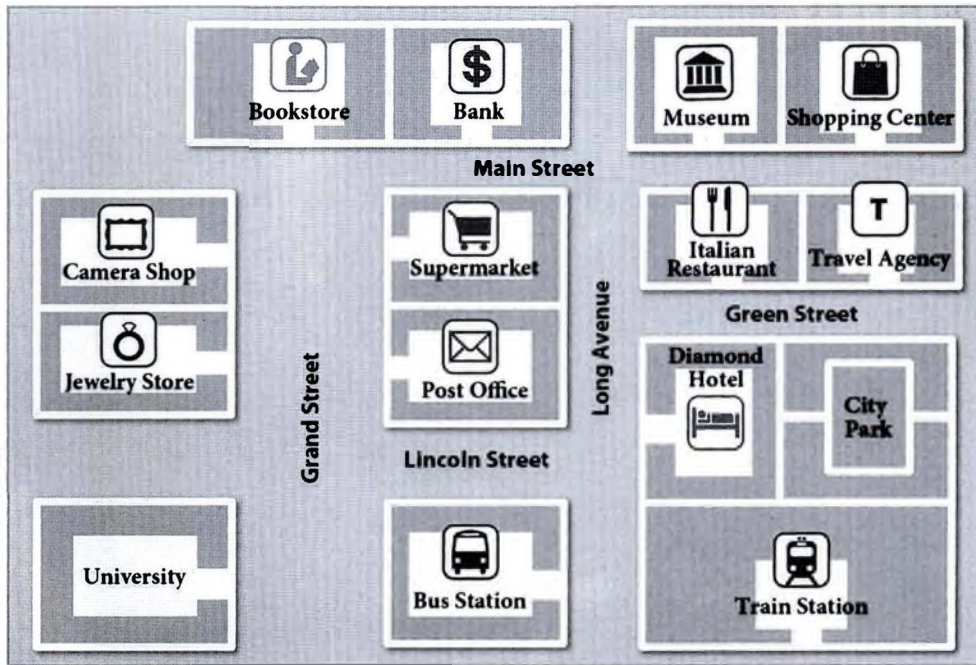
**C**  Work with a partner. What do you think? Discuss your answers to the questions.

1. Where do grizzly bears hibernate? Why?
2. Why do you think Karen films the bears?

**D** When Karen travels, she has to go to places she doesn't know. People in new places have to ask for directions. Locate the places on the map. Match the directions with the people.

- |   |   |
|---|---|
| 1. The photographers have to go from the bus station to the museum. ____    | a. Cross Grand Street. It's next to the Supermarket.  |
| 2. A hotel guest has to pick up her ticket from the travel agency. ____     | b. Cross Main Street. Go to the right. Turn left and walk down Grand Street. It's across from the Post Office.                    |
| 3. A college student has to meet his friends in the park. ____              | c. Turn left on Long Avenue. Turn right on Main Street. It's across from the Italian Restaurant.                                  |
| 4. The banker has to buy his wife some jewelry. ____                        | d. Turn right on Long Avenue. Turn right on Green Street. It's on the left.   |
| 5. She has to meet her friend at the post office from the camera shop. ____ | e. Cross Grand Street. Turn right onto Lincoln Street. Turn left on Long Avenue. Turn right and walk one block down Green Street. |






camera books  
 photocopy machine  
 car forest airport  
 streets school  
 office university  
 mountains plane

**E** Use the words to complete the chart. Write what each person **Uses** as part of their job and **Where** they work. Then, check if you **Like** or **Don't Like** the job. Some of the words can be used twice.

Job	Uses	Where	Like	Don't Like
Taxi Driver				
Professor				
Wildlife Filmmaker				
Personal Assistant				
Wildlife Photographer				
Pilot				

**F** Compare your chart with a partner's. Are your answers the same? Do you like the same jobs? Discuss.

**Challenge!** Find Alaska, British Columbia, and the Altiplano on a map or online. Are they close to each other? Make a list of the different kinds of transportation you think can be used to get to each place. Why do you think it is important to Karen to visit and show such different places in her work? Discuss with your group. Then share your ideas with the class.

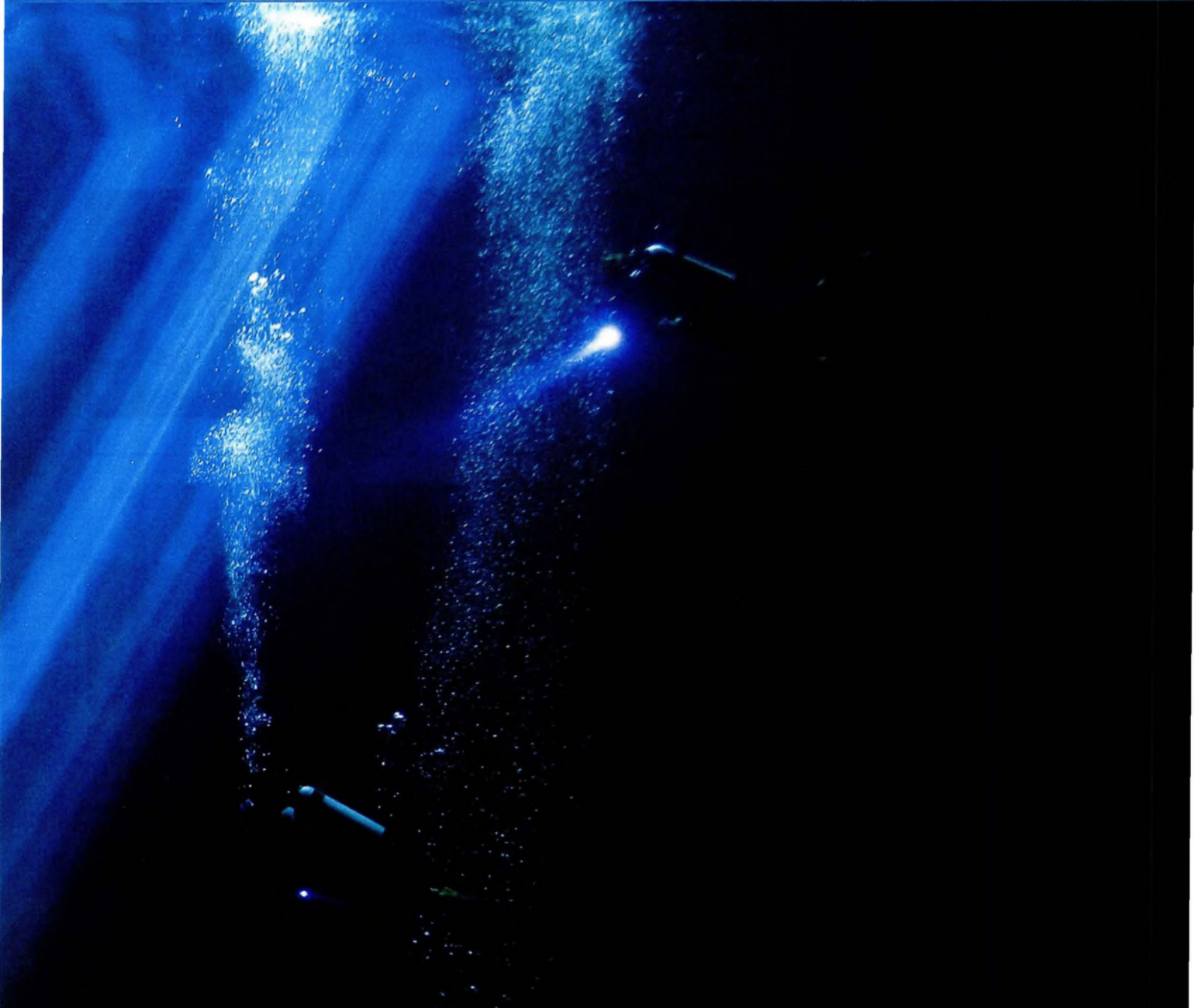
A full-page photograph of a diver exploring a cenote in Mexico. The scene is dimly lit with blue light filtering through the water. The diver is at the bottom right, illuminated by a bright light. The water is dark blue with some bubbles and light rays. The rock walls of the cenote are visible on the left side.

Divers explore a *cenote* in Mexico.  
Cenotes are deep pits filled with water.

Look at the photo,  
answer the questions:

1 What are these people doing?

2 What activities do you do  
in your free time?



### UNIT 7 GOALS

1. Identify activities that are happening now
2. Make a phone call
3. Talk about abilities
4. Talk about sports

### Vocabulary

**A**  2 Listen and write the words from the box under the correct picture.

going to the movies ~~watching TV~~ playing the guitar reading  
shopping going for a walk listening to music cooking



1. watching TV



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



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



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



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



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



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



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

**B** Write the activities from exercise A in a chart in your notebook. Your chart should look like this:

I like	I don't like

### Grammar: Present continuous tense

Statement (negative)	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 tense to talk about things that are happening at the moment.



www.irLanguage.com

**A** Unscramble the words to write sentences and questions.

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

**B** Work with a partner. Describe the picture at the top of the page. Take turns to ask and answer questions.

**What is he/she doing?**

## Conversation

**A** **3** Listen to the phone call. What is Dave doing?

**Dave:** Hi, Mom.

**Mom:** Dave! Where are you? What are you doing?

**Dave:** Mom, don't worry! I'm at Paul's. We're listening to music.

**Mom:** Well, don't be home late.

**Dave:** Mom, I'm 17 years old. Relax!

**B** Practice the conversation with a partner. Switch roles and practice it again.

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

**D** **GOAL CHECK** **Identify activities that are happening now**

Work with a partner. Look at the pictures on page 84. Ask and answer questions. Then look around the room and describe what people are doing and not doing.


### Real Language

We can use these expressions to tell someone not to worry.

Formal Informal

*Don't worry! Relax! Take it easy!*

## Listening

**A**  4 Look at the pictures and listen to the telephone conversations. In what order do you hear the conversations? Write the numbers.



**B**  4 Answer the questions. Listen again to check your answers.

1. What is Mr. Evans doing? \_\_\_\_\_
2. Is David's wife taking a walk? \_\_\_\_\_
3. What is she doing? \_\_\_\_\_
4. Is Salma playing the guitar? \_\_\_\_\_
5. What is she doing? \_\_\_\_\_
6. What is Tracey doing? \_\_\_\_\_
7. Why doesn't Kenny want to talk? \_\_\_\_\_


## Real Language

Useful telephone expressions.  
*Who is calling/speaking, please?*  
*Can/Could I call you back?*  
*Sorry, can/could you speak up?*  
*Can/Could I leave a message?*


**C** What telephone expressions can you use in the following situations?

1. You can't hear someone. \_\_\_\_\_
2. You don't know the caller. \_\_\_\_\_
3. You are busy and can't talk. \_\_\_\_\_
4. The person you are calling is not available. \_\_\_\_\_

## Pronunciation: /j/ and /tʃ/ sounds

**A**  5 Listen and check the word you hear.


- |            |       |           |       |
|------------|-------|-----------|-------|
| 1. watch ✓ | wash  | 5. cash   | catch |
| 2. cheap   | sheep | 6. chop   | shop  |
| 3. chair   | share | 7. choose | shoes |
| 4. chip    | ship  |           |       |

**B**  Take turns reading the words. Your partner points to the words you say.

## Communication

**A** Look at the chart. Fill in your information to make it true for you.

Day	Time	Location	Activity
Friday	8:00 a.m.	<i>on the train</i>	<i>going to school</i>
	1:00 p.m.		
	8:00 p.m.		
Saturday	8:00 a.m.		
	3:00 p.m.		
	8:00 p.m.		

**B**  Choose a day and time from the chart. Role-play a phone call with your partner. Follow the model below. Change partners and repeat.

Hi. Where are you?  
What are you doing?

I'm watching the soccer  
game! Can I call you back?

Wait, who is winning?



**C**  **GOAL CHECK**  **Make a phone call**

Work with a partner. Take turns talking about what a friend or family member is doing right now.

Language Expansion: Sports

ice skate ski play soccer  
 play tennis play volleyball  
 play golf swim ride a bike

**A** Match the words in the box to the pictures.



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



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



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



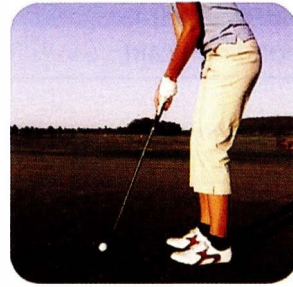
4. \_\_\_\_\_



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



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



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



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

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

Do you . . .	Me	Classmate 1	Classmate 2
play soccer?			
ski?			
ice skate?			
play golf?			
play tennis?			
swim?			
play volleyball?			
ride a bike?			

Spelling changes for verbs in the present continuous tense			
one-syllable verbs	verbs ending in e	verbs ending with one vowel then a consonant	
read – reading eat – eating	take – taking have – having	one syllable	two syllables
		swim – swimming run – running	listen – listening finish – finishing



# Grammar: *Can* for ability

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


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

- I \_\_\_\_\_ swim.
- I \_\_\_\_\_ play soccer.
- I \_\_\_\_\_ play golf.
- I \_\_\_\_\_ ski.
- I \_\_\_\_\_ play tennis.

**B** Complete the conversations.

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

## Pronunciation


 **6** Listen and check *can* or *can't*.

	can	can't
1.		
2.		
3.		
4.		
5.		

## Conversation

**A**  **7** Listen to the conversation. What can the new classmate do?

- Julie:** Hi, Yumi. I hear we have a new classmate.  
**Yumi:** Yes, she's nice. She can play the guitar.  
**Julie:** Wow!  
**Yumi:** Yes, and she can ski and ice skate, but she can't swim. She's just learning.  
**Julie:** Hey, I'm learning as well. Maybe I can invite her to my classes.  
**Yumi:** Good idea. I'm sure she will like that.

**B**  Practice the conversation with a partner. Switch roles and practice it again.

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


**D**  **GOAL CHECK**  **Talk about abilities**

Ask questions to find someone in your class who can do TWO of the following: play the guitar, swim, cook dinner, ice skate, or play golf. Then tell the class about the person you found.

Can you ski?

No, I can't, but I can ice skate.

## Reading

**A**  With a partner, answer these questions.

1. Is soccer popular in your country?
2. Do you play soccer?
3. Do you have a favorite team?
4. Who is your favorite soccer star?

**B** Read the article and answer the questions.

1. Who is Pelé?

---

2. How many people in the world play soccer?

---

3. Can women play soccer?


---


4. What equipment do you need to play soccer?


---

5. Why is soccer so popular?

---

**C**  Can you guess what the top five sports in the world are? Work with a partner. Your teacher has the answers.

**D**  As a class discuss why you think these sports are popular.

**E**  Write a list of your top five favorite sports. Compare with your partner. Explain why you like these sports.

## Word Focus

**equipment** = things used for an activity

**famous** = very well known

# SOCCER— THE BEAUTIFUL GAME

In 1977, the **famous** soccer player Pelé named his book *My Life and the Beautiful Game*. The Beautiful Game is, of course, soccer.

Soccer is the number one sport in the world. According to FIFA, 264 million people play soccer. But that is just people who *play* soccer. About 3.2 billion people watched the 2010 World Cup on television. That is a lot of people. In fact, it is almost half the people in the world.

So, why is soccer the number one game in the world? Well, anyone can play soccer. Women, men, girls, and boys can play. Even Buddhist monks play!

Also, you can play soccer anywhere. You can play soccer on the beach, in your backyard, or in a stadium. And, unlike many other sports, you do not need special **equipment**—all you need is a ball. You don't even need special shoes. You can play in sandals, like the Buddhist monks.







- ▲ A woman skis down a mountain at the end of the day.

## Writing

- A** Pick your favorite sport. Think of the rules. Write three things you can do and three things you can't do when you play the sport.

**Sport:** \_\_\_\_\_

**Can:**

\_\_\_\_\_

\_\_\_\_\_

**Can't:**

\_\_\_\_\_

\_\_\_\_\_

You can kick the ball.

Can you touch it with your hands?

## Communication

- A** With a partner, take turns asking and answering questions about your favorite sports.

- B** **GOAL CHECK** Talk about sports

Work with a partner. Talk about your favorite sports. Say what sports you like to watch. Say what sports you like to play. Describe the rules to each other.




## Before You Watch

- A** You are going to watch a video about a stunt bike rider. Circle five words you think you will hear in the video.

slowly walk wall  
jump fun professional  
house street

## While You Watch

- A**  People ride bikes for the following reasons:  
exercise fun the challenge money

Watch the video and circle the reason, or reasons, why Danny rides his bike.


- B** Answer the questions.

- Where does Danny come from? \_\_\_\_\_
- Where does Danny ride his bike? \_\_\_\_\_
- Do people think Danny is good? \_\_\_\_\_
- What is Danny's challenge? \_\_\_\_\_

## After You Watch

- A** Match the person and the challenge.

- |                            |                            |
|----------------------------|----------------------------|
| 1. soccer player _____     | a. get better grades       |
| 2. student _____           | b. go faster               |
| 3. skier _____             | c. hit the ball a long way |
| 4. golfer _____            | d. score more goals        |
| 5. basketball player _____ | e. score more points       |

- B**  Write down your own personal challenge. Form a group and ask others about their personal challenges.

## Clothes



A Sudanese woman wears a traditional *tobe*, which she wraps around her body.

Look at the photo,  
answer the questions:

1 What colors can  
you see?

2 What kinds of clothes do  
you wear?



### UNIT 8 GOALS

1. Identify and shop for clothes
2. Buy clothes
3. Express likes and dislikes
4. Learn about clothes and colors

## Vocabulary

This is a white shirt.



▲ shirt



**A** Look at the picture. Then take turns describing the pictures below to a partner.



▲ dress



▲ jacket



▲ jeans



▲ shoes



▲ pants



▲ sweater



▲ tie



▲ hat



▲ skirt

**B** Look at the pictures on the next page. Complete the sentences. Notice the words in **blue**.

1. Ruben is **trying on** black \_\_\_\_\_.
2. Lucy is **paying for** the \_\_\_\_\_ **by** credit card.
3. The sales assistant is **bringing** more \_\_\_\_\_.

**C** Work with a partner. Take turns describing what the people are wearing in the pictures.



## Grammar: *Can/Could* (polite requests)

### Can/Could

**Can** I try it on, please?

**Could** you bring another, please?

\**Could* is more formal than *can*.

### A Write the polite requests.

1. You are looking at two dresses, a red one and a blue one. You want to try on the blue dress. Can I try on the blue dress, please?

2. You want to see some red shoes. \_\_\_\_\_

3. You want to pay by credit card. \_\_\_\_\_

4. You are looking at two sweaters, a red one and a green one. You want to try on the green sweater. \_\_\_\_\_

5. You want the sales assistant to bring a size 7. \_\_\_\_\_

### Word Focus

*Wear* is the verb you use with clothing.



## Conversation

### A 8 Listen to the conversation. What color sweater does the customer want?

**Customer:** Do you have any white sweaters?

**Sales Assistant:** Yes, we do.

**Customer:** Could I see them, please?

**Sales Assistant:** Yes, of course.

**Customer:** Ah, this one looks nice. Can I try it on, please?

**Sales Assistant:** Sure. The changing rooms are over here.

**Customer:** OK. Back in a minute . . . It fits great. I'll take it!

### B Practice the conversation with a partner. Switch roles and practice it again.

### C Change the underlined words and make a new conversation.

### D GOAL CHECK Identify and shop for clothes

Work with a partner. Take turns role-playing a sales assistant and a customer trying on clothes.

### Real Language

We can show we agree by saying:

Formal ← Informal  
Of course Yes Sure

## Listening

**A**  9 Listen to the conversations. Number them in the order you hear them.




**B**  9 Listen again. In which conversation do you hear these expressions?

1.  The sale price is \$29.99.
2.  Do you want to pay by cash or credit card?
3.  How much are they?
4.  What size are you?
5.  That's \$36 in all.


**C** Match the questions and the answers.

- |   |                                    |
|---|------------------------------------|
| 1. Do you want to pay by cash or credit card? _____ | a. I'm a 12.                       |
| 2. What size are you? _____                         | b. I'll pay by credit card.        |
| 3. Can I help you? _____                            | c. The sale price is \$35.         |
| 4. How much is it? _____                            | d. No, I'm sorry. Only in brown.   |
| 5. Do you have this in black? _____                 | e. Yes, I'm looking for a red tie. |

## Pronunciation: *Could you*

**A**  Listen and check (✓) the box of the form you hear.

	Full form	Reduced form
1. Could you call a taxi, please?	✓	
2. Could you call a taxi, please?		✓
3. Could you help me, please?		
4. Could you help me, please?		
5. Could you repeat that, please?		
6. Could you repeat that, please?		

**B**  With a partner, take turns reading the following sentences using the reduced form.

1. Could you bring me another pair of shoes, please?
2. Could you pass the water, please?
3. Could you say that again, please?
4. Could you tell me the time, please?
5. Could you bring my red scarf, please?
6. Could you repeat that, please?

## Communication

**A** Complete the shopping list.

My shopping list			
clothes I would like to buy	<i>shoes</i>		
color	<i>red</i>		
size	<i>8</i>		
maximum price	<i>\$60</i>		

**B**  **GOAL CHECK**  **Buy clothes**

With a partner, role-play buying the clothes in exercise **A**. First, Student A is the customer and Student B is the sales assistant. Then switch roles.

### Word Focus

The full form of *could you* is pronounced like “kud yu” (/kʊd ju/) and the reduced form is like “kudye” (/kʊdʒe/). The full form is used in formal speech and the reduced form is more informal.

Language Expansion: More clothes and colors



1. beige coat



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



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



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



5. \_\_\_\_\_ T-shirt



**A** Write the colors of the clothes shown in the pictures.

**B** Write all the clothes you can think of in the correct column.

Clothes men wear	Clothes women wear	Clothes men and women wear
		jeans

Grammar: Likes and dislikes

Likes and dislikes	
☺☺	I <b>love</b> jeans.
☺	I <b>like</b> pink T-shirts.
☹	I <b>don't like</b> hats.
☹☹	I <b>hate</b> white socks.

\*We use these expressions to express likes and dislikes.

- A** Complete the first column of the chart with other things like food, sports, and places. Then 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.				

- B** 🗣️ Ask your partner's opinions about your chart. Write an X in the chart for your partner's answers.

Do you like strawberry ice cream?

Yes, I love it!

- C** 🗣️ Report to the class.

I hate strawberry ice cream, but Rafael loves it.

## Conversation

- A** 🎧 11 Chung and Brenda are buying a present for Brenda's brother. Listen to the conversation. What present do they buy?

**Chung:** What clothes does he like?

**Brenda:** He likes casual clothes. Jeans and T-shirts, you know.

**Chung:** What colors does he like?

**Brenda:** He loves dark colors. He hates colors like yellow or white.

**Chung:** OK, so buy him a black T-shirt.



▲ a present

- B** 🗣️ Practice the conversation with a partner. Switch roles and practice it again.

- C** 🗣️ Practice the conversation again, but buy a present for a person that you both know.


What things do you love?

I love basketball.

- D** 🗣️ **GOAL CHECK** ✓ Express likes and dislikes

Tell a partner about things you love and things you hate.

## Reading


**A**  Tell a partner your favorite clothes color.

**B** Read the article. Match the word and the definition.

- |                   |                                     |
|-------------------|-------------------------------------|
| 1. chameleon ____ | a. a person who fights in a war     |
| 2. invisible ____ | b. an animal that changes color     |
| 3. to change ____ | c. the part of the body you can see |
| 4. soldier ____   | d. something you can't see          |
| 5. skin ____      | e. to make something different      |

**C** Circle **T** for *true* and **F** for *false*.

- |   |          |          |
|---|----------|----------|
| 1. Chameleons change color when they are angry. | <b>T</b> | <b>F</b> |
| 2. Dark blue is a powerful color.               | <b>T</b> | <b>F</b> |
| 3. Pink is the color of love.                   | <b>T</b> | <b>F</b> |
| 4. You can buy clothes that change color.       | <b>T</b> | <b>F</b> |
| 5. Soldiers are invisible.                      | <b>T</b> | <b>F</b> |

**D**  The reading says some colors make a person look a certain way. Do you agree? What do other colors say? Discuss with a partner.

### Word Focus

**calm** = quiet

**powerful** = strong

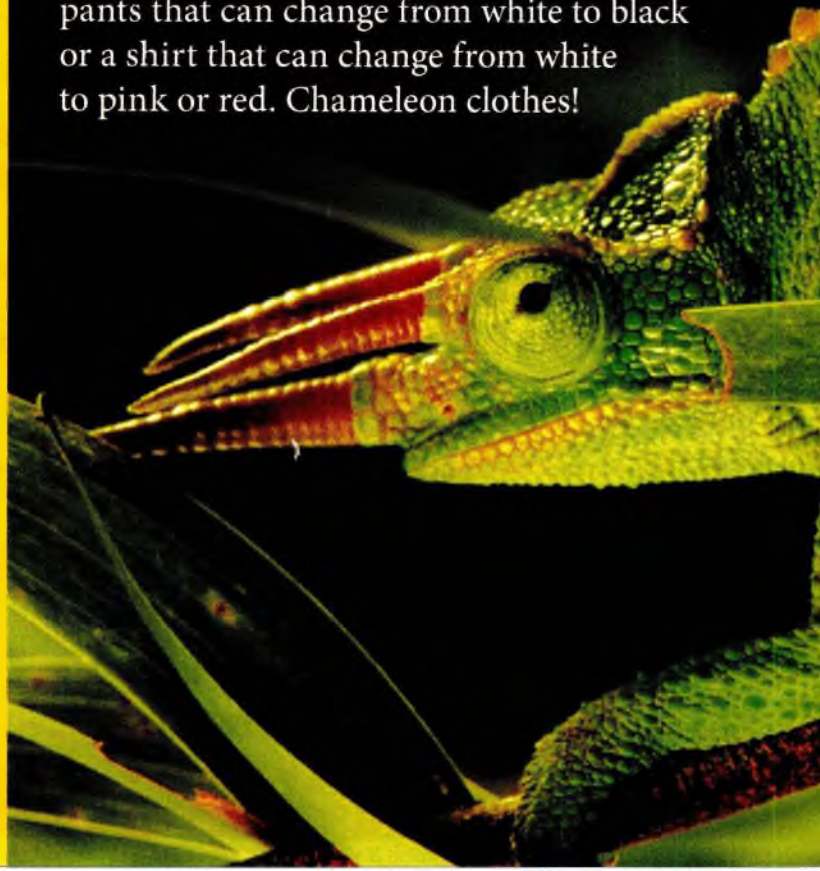
**romantic** = loving

# CHAMELEON CLOTHES

Chameleons can change the color of their skin. Sometimes they change color so that they are difficult to see and become almost invisible. Sometimes they change color to show that they are angry, or happy, or looking for a partner.

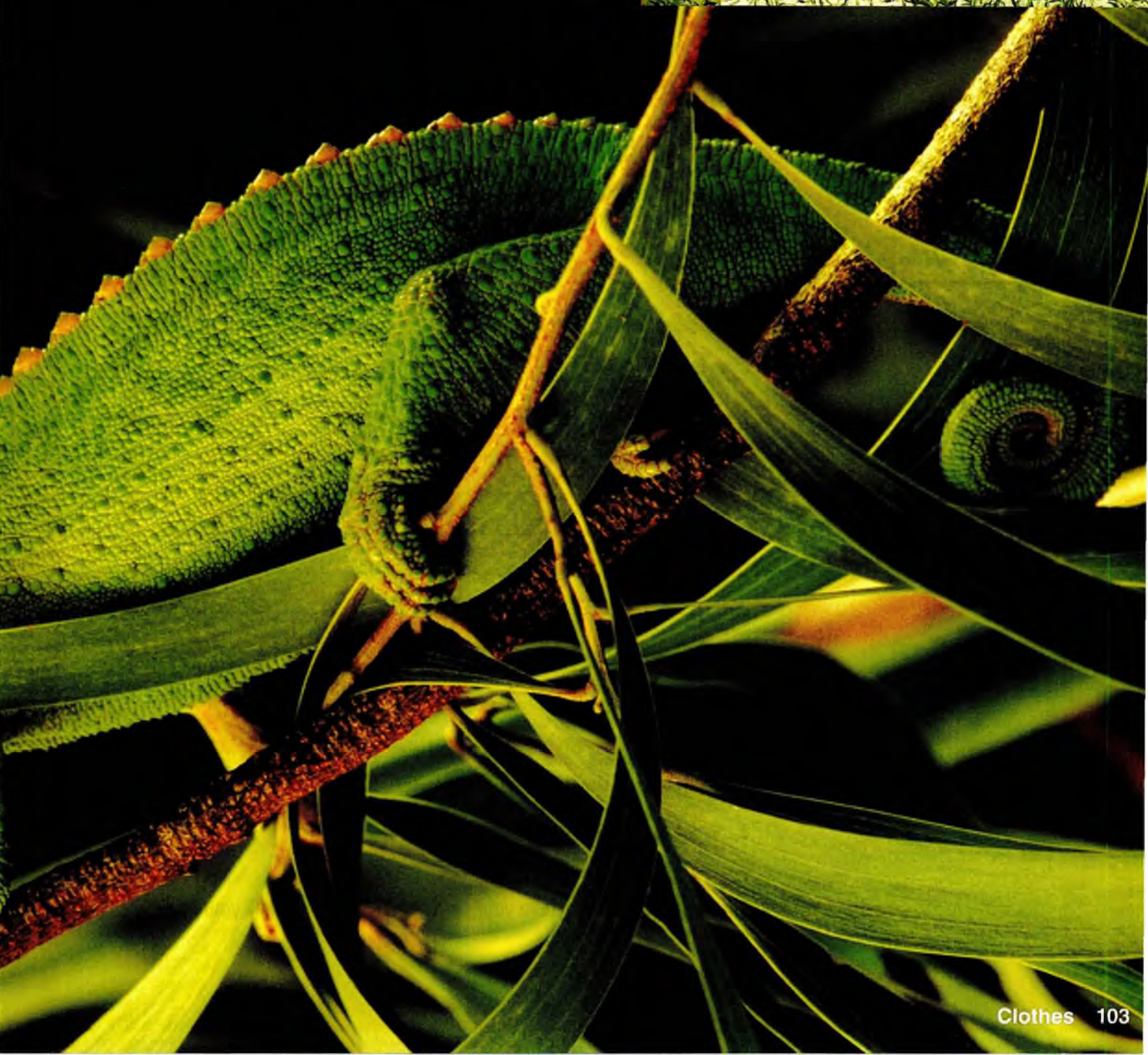
Of course, humans can't change the color of their skin, but we can change our clothes. Dark clothes make a person look more **powerful**. Pink is **romantic**; blue is **calm**. The color of your clothes says a lot about you.

Scientists are working on clothes that can change color when you press a button. They are not ready yet, but the idea is to make pants that can change from white to black or a shirt that can change from white to pink or red. Chameleon clothes!



Clothes that change color are also useful for soldiers. Like the chameleon, soldiers sometimes need to be invisible. Chameleon clothes make the soldiers difficult to see.

So, maybe someday you will be able to change your clothes from powerful to romantic to invisible—at the press of a button!



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What is she wearing?

What color is it?

Do you like it?

Where do you think she is going?

### Communication

**A** Take turns asking a partner about the clothes in the pictures. Use the questions to the left.

### Writing

**A** Write a description of the pictures.

*She is wearing a yellow coat . . .*

---

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**B** **GOAL CHECK** Learn about clothes and colors

Ask your partner the following questions.

1. What is your favorite color?
2. What are your favorite clothes?

Then describe your style to your partner. What do you think your style says about you?





## Before You Watch

**A** Match the opposites.

- |                 |                    |              |            |
|-----------------|--------------------|--------------|------------|
| 1. noisy _____  | 4. modern _____    | a. different | d. quickly |
| 2. same _____   | 5. beautiful _____ | b. quiet     | e. ancient |
| 3. slowly _____ |                    | c. ugly      |            |

## While You Watch

**A** Watch the video and circle **T** for *true* and **F** for *false*.

- |  |          |          |
|--|----------|----------|
| 1. Florence is a modern city.                      | <b>T</b> | <b>F</b> |
| 2. The factory manager is a man.                   | <b>T</b> | <b>F</b> |
| 3. There are lots of women working in the factory. | <b>T</b> | <b>F</b> |



▲ loom

**B** Watch the video again. Circle the correct answer.

- The Industrial Revolution, ( world wars, | the cold war, | world laws, ) and floods forced change.
- The mechanical looms were made ( in 1780. | in the 19th century. | 500 years ago. )
- Other manufacturers threw away their old hand looms ( after World War I. | 500 years ago. | after World War II. )
- The silk produced on antique hand looms has ( 4,000 threads. | 12,000 threads. | 3,000 threads. )
- Every damask and brocade is ( man-made. | handmade. | custom-made. )

## After You Watch

**A** Discuss these questions with a partner.

- Why do you think Stefano Benelli is the only man in the video?
- Are men better at some jobs than women? Are women better than men at some jobs? Why?

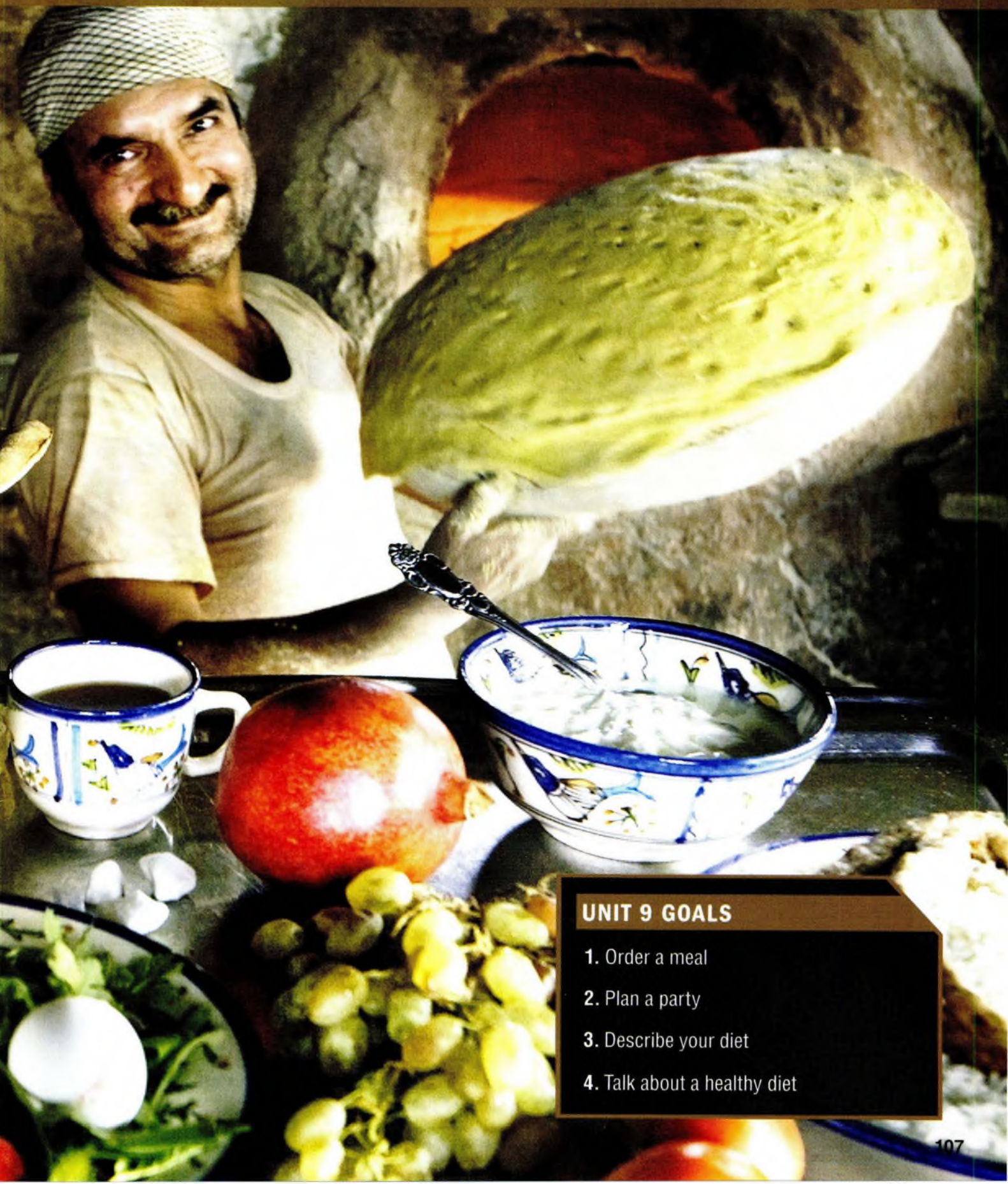


A baker in Iran is shown with all the food he eats in a day, some of it cooked in his bakery.

Look at the photo,  
answer the questions:

1 What food do you see in  
the picture?

2 What is your favorite food?



### UNIT 9 GOALS

1. Order a meal
2. Plan a party
3. Describe your diet
4. Talk about a healthy diet

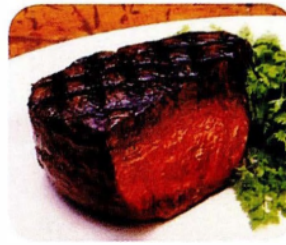
Vocabulary



▲ cereal and milk



▲ eggs



▲ steak



▲ fish



▲ salad



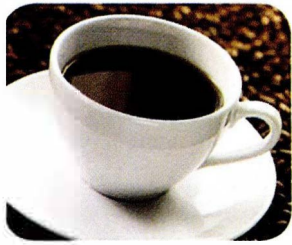
▲ pasta



▲ chicken



▲ fruit juice



▲ coffee



▲ tea



▲ chocolate cake



▲ ice cream

**A** Write the foods pictured above in the correct place on the menu.

irLanguage.com

**Breakfast**

(7:00 a.m. to 12:00 p.m.)

**Lunch & Dinner**

(12:00 p.m. to 8:00 p.m.) All served with salad

**Drinks**

**Desserts**

**B** Tell a partner the foods you like and don't like for breakfast, lunch, and dinner. Use a dictionary if needed.

## Grammar: *Some* and *any*

Some and any		
Statement	Negative	Question
There's <b>some</b> ice cream in the freezer.	We don't have <b>any</b> chicken.	Do you have <b>any</b> chocolate cake?
*We use <i>some</i> for questions with <i>can</i> and <i>could</i> . <i>Can I have some water, please?</i>		

### A Complete the article with *some* or *any*.

In India, many people don't eat (1) \_\_\_\_\_ meat. They are called vegetarians. That means they don't eat (2) \_\_\_\_\_ chicken or (3) \_\_\_\_\_ steak. So what do vegetarians eat? They have (4) \_\_\_\_\_ delicious options. At an Indian vegetarian restaurant, you can order (5) \_\_\_\_\_ delicious fruit juices and enjoy (6) \_\_\_\_\_ wonderful salads. There are also (7) \_\_\_\_\_ great desserts.

### B Unscramble the words to write sentences and questions.

1. some coffee    There's    on the table. \_\_\_\_\_
2. some    I have    chocolate    Could    ice cream? \_\_\_\_\_
3. have    We    don't    fruit juice.    any \_\_\_\_\_
4. fish?    we have    any    Do \_\_\_\_\_
5. eggs    next to    some    the milk.    There are \_\_\_\_\_

## Conversation

### A 12 Listen to the conversation. What does the customer order?

**Waiter:** Good evening.

**Customer:** Could I have some coffee, please?

**Waiter:** Sure.

**Customer:** Do you have any strawberry ice cream?

**Waiter:** No, I'm sorry. We don't have strawberry. We only have chocolate.

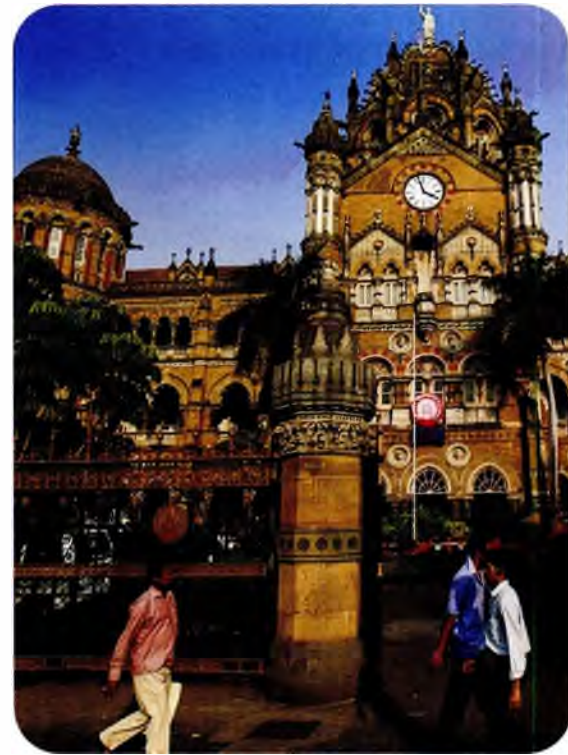
**Customer:** OK, I'll have some chocolate ice cream.

### B Practice the conversation with a partner. Switch roles and practice it again.

### C Change the underlined words and make a new conversation.

### D **GOAL CHECK** **Order a meal**

Change partners. Role-play ordering a meal.



▲ About one-third of the people of India are vegetarians.

**B** GOAL 2: Plan a Party



▲ loaf



▲ bottle



▲ bag



▲ carton



▲ box

**Listening**

Miguel and Diana are planning a party. Miguel is writing a shopping list.

**A** 13 Listen and complete Miguel's shopping list.

\_\_\_\_\_ bottles of soda  
 1 bag of \_\_\_\_\_  
 20 \_\_\_\_\_  
 10 \_\_\_\_\_

**B** Role-play buying the food on Miguel's shopping list.

loaf	of	bread
bottle		soda, fruit juice
bag		ice
carton		milk, eggs, fruit juice
box		cereal


**Let's see. We need some soda.**

**How many bottles do you want?**


**C** You are inviting some friends over for breakfast. Write a shopping list.

SHOPPING LIST  
 2 cartons of milk  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Pronunciation: *And*

**A**  14 Listen and check (✓) the correct column of the form you hear.

	Full form	Reduced form
1. pasta and salad	✓	
2. pasta and salad		✓
3. fruit juice and cereal		
4. fruit juice and cereal		
5. chocolate cake and ice cream		
6. chocolate cake and ice cream		

**B**  With a partner, take turns reading the following sentences using the reduced form.

1. I like hot dogs and hamburgers.
2. Jill and David are good friends.
3. How many brothers and sisters do you have?
4. We have strawberry ice cream and chocolate ice cream.

## Communication

**A**  In groups of three, plan a dinner party.

1. Decide how many people to invite. Write down their names.
2. Make a menu for the dinner.
3. Decide where the guests will sit. Make a seating plan in your notebook.



**B**  **GOAL CHECK**  **Plan a party**

Join another group. Explain your menu and seating plan.

### Word Focus

In conversation, the word *and* is often reduced to sound like *n*.

Does Sachin eat meat?

No, he's a vegetarian.

Emmanuel can sit next to Leo.  
They are good friends.

Let's put your brother  
between Gloria and Diana.

## Language Expansion: Count and non-count nouns

### The Eatwell Plate

The eatwell plate helps you to eat a healthy diet. It shows the types of food to eat and also how much of each type of food to eat. Do you see any of your favorite foods?



#### Count nouns . . .

. . . have a singular and a plural. *One apple, two apples.*

. . . take singular and plural verbs *The apple is red. The apples are red.*

#### Non-count nouns . . .

. . . only have a singular. *Water.*

. . . only take singular verbs. *The water is hot.*

**A** Write the foods from above in the correct column.

Count nouns (plural ending -s)	Non-count nouns
oranges	rice

**B** Add the names of other foods that you eat in your country to the chart in **A**.



## Grammar: *How much / How many*

<i>How much and How many</i>	
Count nouns	Non-count nouns
<b>How many</b> oranges do you need?	<b>How much</b> milk do we have?
* <i>How much</i> and <i>how many</i> are used to ask about quantities.	

**A** Complete the sentences. Use *how much* or *how many*.

- \_\_\_\_\_ eggs do you eat every week?
- \_\_\_\_\_ meat do you eat every week?
- \_\_\_\_\_ fruit juice do you drink every day?
- \_\_\_\_\_ cookies do you eat every day?
- \_\_\_\_\_ bread do you eat every day?

**B** With a partner, take turns asking and answering the questions in exercise **A**.

## Conversation

**A** 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.



▲ How many count and non-count nouns can you see at this floating market in Indonesia?

**B** Practice the conversation with a partner. Switch roles and practice it again.

**C** Change the underlined words and make a new conversation. Make the diet more healthy.

**D** **GOAL CHECK** Describe your diet

Make a list of the foods you eat on a normal day. Tell a partner or a group about your diet and decide with the group if it is healthy or not.

Reading

**A** Look at the pictures. Which foods are healthy? Which foods are unhealthy?



**B** Work with a group. Talk about the foods in exercise **A**. How many of these foods can you buy in your neighborhood? Where can you buy them?

**C** Read the article. Choose the words that correctly complete each sentence.

1. Ron Finley is an activist who likes to work in ( gardens | restaurants ).
2. He lives in a part of Los Angeles where there is a food ( farmers market | desert ).
3. In a ( food desert | city ), it is not easy to get fresh, healthy food.
4. In the ( world | United States ), more than 26 million people live in food deserts.
5. Ron Finley thinks that people should ( eat more meat | grow their own food ).
6. In South Central Los Angeles, there are many ( vacant lots | empty streets ) that can be made into gardens.

**WORD BANK**

- access** a way to get something
- activist** someone who works to solve a social problem
- affordable** does not cost too much money
- garden** area of land used for growing plants
- gardener** someone who takes care of a garden
- vacant lot** empty land in a city

**TED** Ideas worth spreading

**Ron Finley** Activist/Gardener

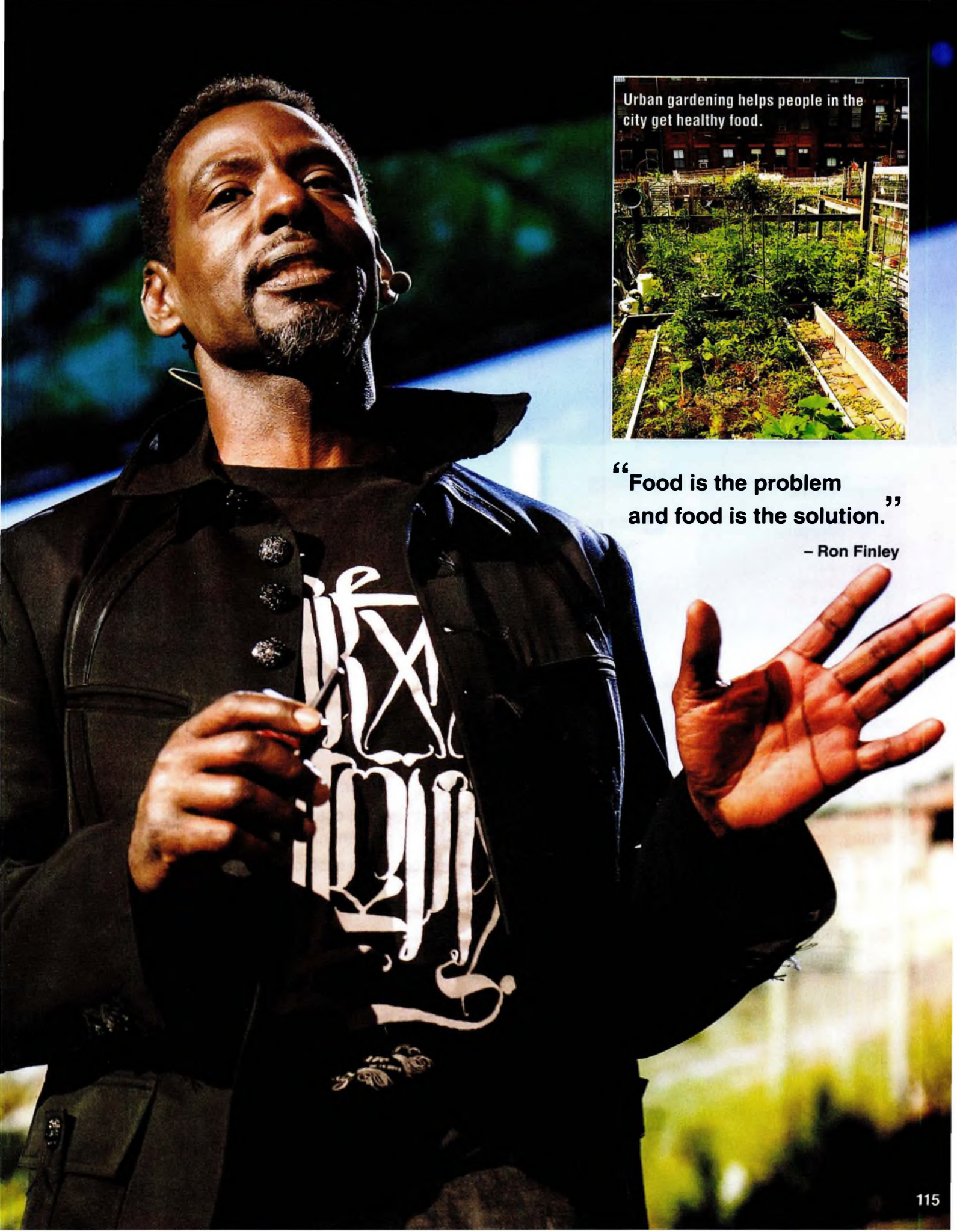
**A GUERRILLA GARDENER IN SOUTH CENTRAL L.A.**

*The following article is about Ron Finley. After Unit 9, you'll have the opportunity to watch some of Finley's TED Talk and learn more about his idea worth spreading.*

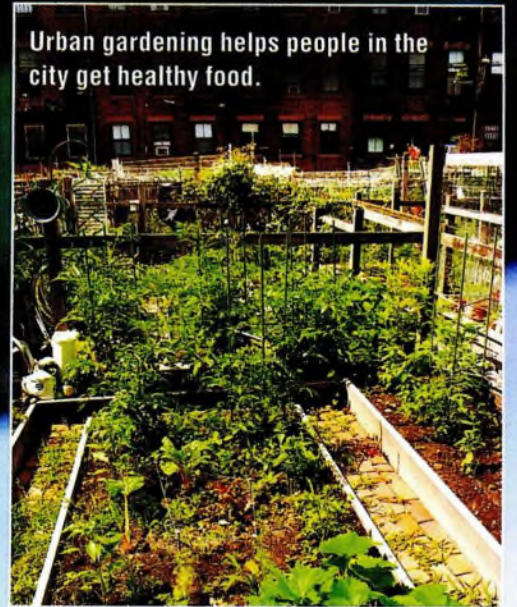
Ron Finley is a **gardener** and **activist**. He lives in South Central, a low-income part of Los Angeles that Finley calls a "food desert." Food deserts are places with no access to fresh, healthy food.

How many people live in food deserts? In the United States, more than 26 million. In a food desert, people do not have **access** to food that is fresh, healthy, and **affordable**. There aren't many grocery stores or farmers markets. Instead, there are fast food restaurants and convenience stores. Many people in food deserts have bad health problems because of the unhealthy food.

Ron Finley wants to solve the problem of food deserts. He believes that people can grow their own food, even in the city. In Finley's neighborhood in Los Angeles, there are many **vacant lots** and other small areas of land that can be made into gardens. If there are **gardens** with vegetables and fruits, people will have access to healthy food and they can be more healthy.



Urban gardening helps people in the city get healthy food.



**“Food is the problem  
and food is the solution.”**

**– Ron Finley**



Finley says, "Growing your own food is like printing your own money."

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### WORD BANK

- a. healthy
- b. farmers market
- c. dinner
- d. ice cream
- e. convenience store
- f. favorite
- g. potato

### Writing Strategy

When you write, it is important to self-correct. As you correct your own writing, you can use visual cues to help you focus on certain words. Some visual cues you can use are underlining and circling.

## Writing

- A** Mia and her doctor are talking about what Mia eats. First, read all the sentences. Then complete the sentences with words from the word bank. Write the correct letter.

### Mia says:

"I buy my (1) \_\_\_ foods at a (2) \_\_\_ near my house. For (3) \_\_\_, I eat pizza. Also I eat some (4) \_\_\_ chips. Later I eat a lot of (5) \_\_\_."

### Mia's doctor says:

"Mia needs to eat more fresh, (6) \_\_\_ foods. She can buy them at a (7) \_\_\_."

- B** Do the sentences describe healthy or unhealthy eating habits? Discuss as a class.
- C** Mia wants to eat food that is healthier.
- Write a new paragraph about Mia, changing the unhealthy foods for healthy foods. *Mia buys... For dinner, she...*
  - Underline the verbs and circle the subjects in your paragraph.

## Communication

- A** Think of a place in or near your school where you could make a garden. With a partner, decide what you will plant there. Draw the shape of the area and mark it with the different plants. Decide how much or how many of each item you will grow.
- How many tomato plants do we need?
  - Five tomato plants.

### **B** GOAL CHECK Talk about a healthy diet

With a partner, plan a lunch menu. Use foods from your school garden.



### Before You Watch

**A** Write the food in the correct column. Add some more food items.

hamburger cheese fish mushrooms pizza hot dogs french fries fruit

Fast food	Slow food
hamburger	cheese

### While You Watch

**A** Answer the questions.

1. Is Greve a big city? \_\_\_\_\_
2. What do the people of Chianti produce? \_\_\_\_\_
3. Does the mayor want to change Greve? \_\_\_\_\_
4. What is the goal of the Slow Food Movement? \_\_\_\_\_
5. What do the farmers of Pistoia produce? \_\_\_\_\_

### After You Watch

**A** How can you slow down your life? Label the pictures with the phrases in the box.

spend time with friends and family eat healthy food  
get more exercise take a nap in the afternoon

**B** Discuss with a partner: In what other ways can you slow down your life?

## Before You Watch

**A** Write the words from the box in the correct category.

carrots tomatoes ice cream pasta  
 oranges hamburgers lettuce candy  
 pizza beans

Garden Plants	Other Foods

**B** Look at the words in the box. Complete the sentences with the correct words.

**food desert** a place with no fresh, healthy food  
**garden** land used for growing food  
**gardener** a person that works in a garden  
**grow** increase in size  
**plant** to put something in the ground to grow  
**vacant lot** an unused area of a city  
**volunteer** a person who works for free; to do work for free

1. He will \_\_\_\_\_ some food in his \_\_\_\_\_.
2. The city has a \_\_\_\_\_ that has no markets or grocery stores.
3. She wants to \_\_\_\_\_ some tomatoes on the land.

Ron Finley's idea worth spreading is that we need to get smarter about the food we eat; and we should start by growing our own. Watch Finley's full TED Talk at TED.com.

4. The \_\_\_\_\_ was full of trash.
5. She is a \_\_\_\_\_ at the garden two days a week.
6. The \_\_\_\_\_ picked many vegetables from his plants.

**C** You are going to watch a TED Talk about Ron Finley's gardens in the city of Los Angeles. What do you know about gardening? Write down four things you think you will see in the TED Talk. Compare your list with a partner's.

## While You Watch

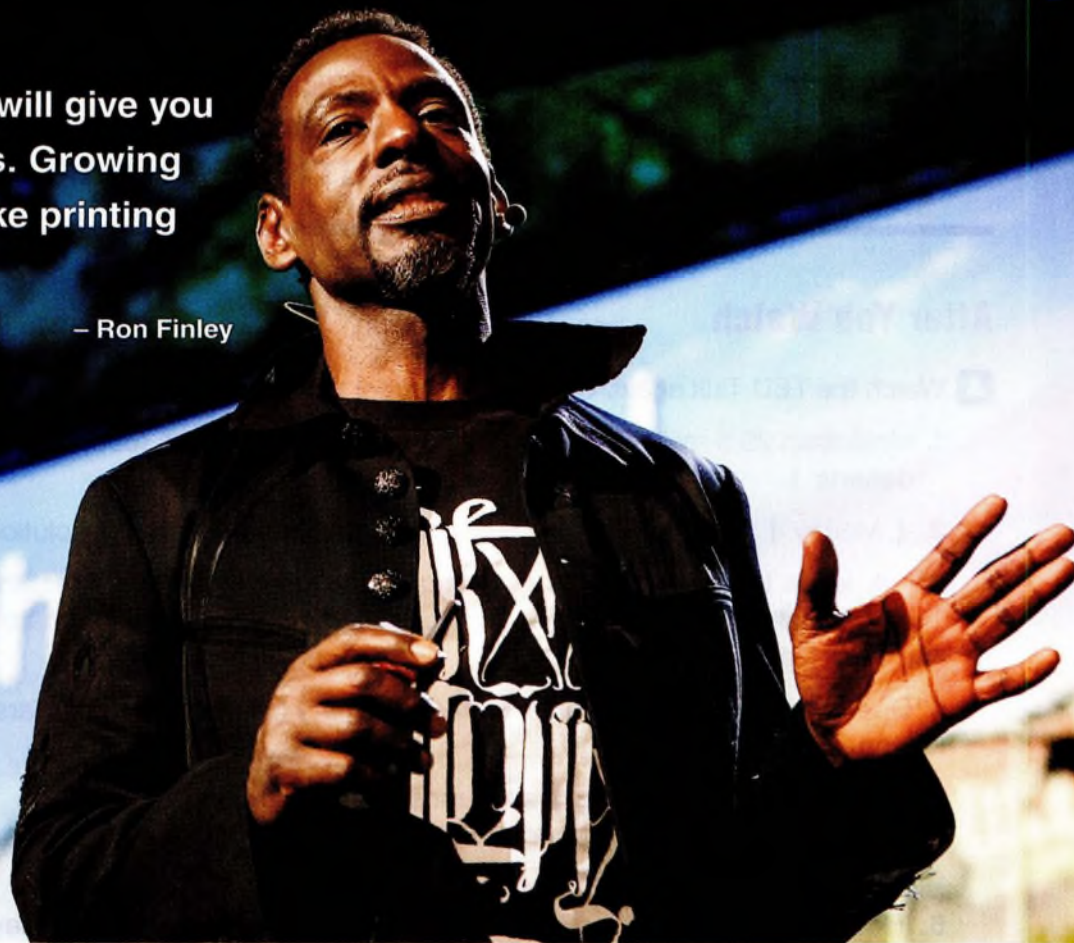
**A** Watch the TED Talk. Place a check mark next to the items that you see in the talk.

- \_\_\_ supermarkets
- \_\_\_ wheelchairs
- \_\_\_ clothing stores
- \_\_\_ Central Park
- \_\_\_ seeds
- \_\_\_ money
- \_\_\_ Ron Finley's sons
- \_\_\_ orange trees
- \_\_\_ volunteers
- \_\_\_ children
- \_\_\_ soccer game
- \_\_\_ farmers' market

**B** Look at the pictures on the next page. Explain to a partner what you think is happening in each picture.

“Growing one plant will give you 1,000, 10,000 seeds. Growing your own food is like printing your own money.”

– Ron Finley



"I have witnessed my garden become a tool for the education, a tool for the transformation of my neighborhood. To change the community, you have to change the composition of the soil. We are the soil."

#### USING VISUAL CUES

You do not need to understand every word you hear. Use visual cues such as photos in the TED Talk to help you understand the main idea.



"If kids grow kale, kids eat kale. If they grow tomatoes, they eat tomatoes."



"So with gardening, I see an opportunity where we can train these kids to take over their communities, to have a sustainable life."

## After You Watch

**A** Watch the TED Talk again. Choose the correct word to complete each quote.

1. More than 26.5 million Americans live in ( Los Angeles | food deserts ).
2. ( Money | Food ) is the problem and ( food | water ) is the solution.
3. L.A. leads the United States in ( vacant lots | supermarkets ) that the city actually owns. That's enough space to plant 725 million ( tomato plants | apple trees ).
4. One dollar's worth of ( plants | green beans ) will give you 75 dollars' worth of produce.
5. ( Gardening | Shopping ) is the most therapeutic and defiant act you can do, especially in the inner city. Plus you get ( strawberries | vegetables ).
6. If kids ( want | grow ) kale, kids eat kale. If they grow tomatoes, they ( eat | buy ) tomatoes.

**B** Are these statements true or false? Circle **T** for true and **F** for false. Correct any false information in your notebook.

- |  |   |   |
|--|---|---|
| 1. Ron Finley saw that many people in his neighborhood were unhealthy.                             | T | F |
| 2. Finley planted a food garden in the parkway in front of his house.                              | T | F |
| 3. At night, hungry people took food from Finley's garden, so he stopped planting gardens.         | T | F |
| 4. Finley started L.A. Green Grounds, a group of volunteers who build farmers markets in the city. | T | F |
| 5. Green Grounds planted about 10 gardens.   | T | F |
| 6. Finley believes that if kids learn to grow their own food, they will make the community better. | T | F |





**C** Work with a partner to explain how Ron Finley’s gardens help solve each problem.

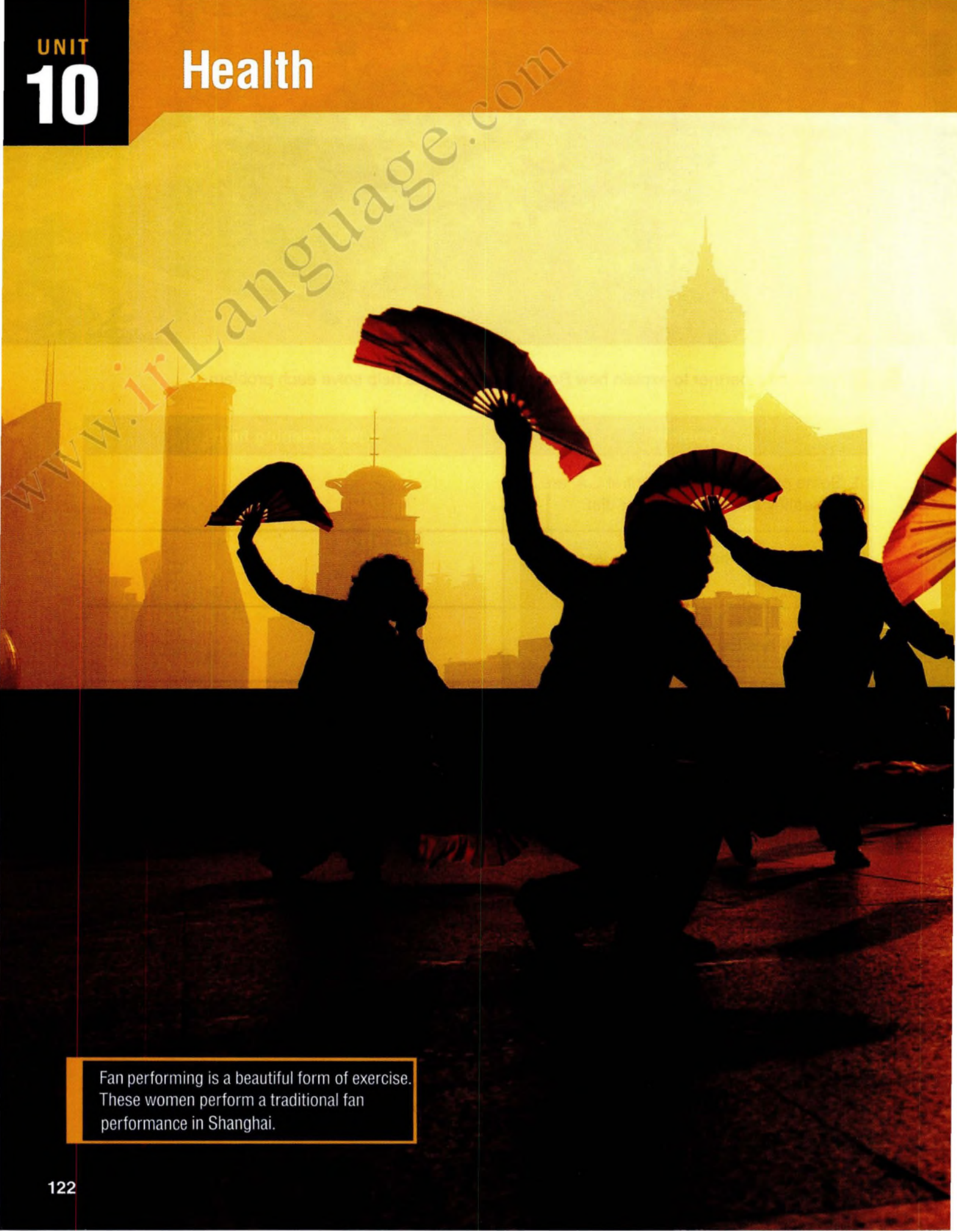
Problem	How gardening helps
1. Some people in South Central L.A. are unhealthy because of a poor diet.	
2. People do not have access to fresh, healthy food.	
3. The city has too many vacant lots.	
4. Kids do not have a sustainable way of living or healthy habits.	

**D** Write a list of the healthy foods you eat. Compare your list with a partner.

**E** Work with a group to plan a small garden. Follow these steps:

- Say why your area should have a community garden.
- Use your lists from **D** to pick four foods that can be planted in the garden.
- Research the plants on the Internet or in the library to find out when they should be planted and what growing conditions (sunlight, weather, etc.) they need.
- Pick a place to build your garden. Plan your garden. Make a poster showing the garden’s location and the foods that will be planted. Explain why you chose these plants.
- Present your garden poster to the class.

**Challenge!** Ron Finley is not the only person who believes that people need to grow their own food. Watch Roger Doiron’s TED Talk on TED.com. How are their ideas similar? How are they different?



Fan performing is a beautiful form of exercise. These women perform a traditional fan performance in Shanghai.

Look at the photo,  
answer the questions:

1 Is exercise important to  
your health?

2 What do you do to stay healthy?



### UNIT 10 GOALS

1. Identify parts of the body to say how you feel
2. Ask about and describe symptoms
3. Identify remedies and give advice
4. Describe how to prevent health problems

# A GOAL 1: Identify Parts of the Body to Say How You Feel

## Vocabulary



**A** 16 Listen and repeat the parts of the body.

**B** How are they feeling? Complete the sentences below with words from the box.



▲ headache



▲ fever



▲ cough



▲ backache



▲ stomachache

terrible sick OK well great

- John is \_\_\_\_\_. He has a fever, a cough, and a bad headache.
- Mary isn't \_\_\_\_\_. She has a stomachache.
- Michael is \_\_\_\_\_. His fever is gone today.
- Jane feels \_\_\_\_\_. She isn't sick, and today's her birthday.
- Susan is feeling \_\_\_\_\_. She has a backache and can't move.

## Grammar: *Feel, look*

Affirmative	Negative	Yes/No questions	Short answers	Information questions	Answers
I <b>feel</b> sick. He/She <b>looks</b> sick.	Hilary <b>doesn't feel</b> great. You <b>don't look</b> well.	<b>Do you feel</b> OK? <b>Does</b> he/she <b>look</b> tired?	Yes, I <b>do</b> . No, <b>she doesn't</b> .	How <b>do you feel</b> ? How <b>are you feeling</b> ?	I <b>feel</b> fine.

\*The verbs *look* and *feel* are followed by an adjective.

\*\*The questions *How do you feel?* and *How are you feeling?* are interchangeable.

**A** Match the questions and sentences with the responses.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. How do you feel? _____         | a. She isn't feeling well.        |
| 2. Do you feel OK? _____          | b. I feel fine.                   |
| 3. Does Talib look well? _____    | c. No, he doesn't. He looks sick. |
| 4. How do they feel? _____        | d. No, I feel terrible.           |
| 5. Sarah doesn't look well. _____ | e. They feel OK.                  |

**B** Complete the sentences.

- A: Do you feel OK?  
B: Yes, I \_\_\_\_\_.
- A: How is Melanie?  
B: She doesn't \_\_\_\_\_ well.
- A: How \_\_\_\_\_?  
B: I feel terrible.
- A: What's the matter?  
B: I don't \_\_\_\_\_ well.
- A: Does Gerardo look OK?  
B: No, he \_\_\_\_\_ sick.



▲ Chicken pox affects many children. It causes blisters, fever, and headache.

## Conversation

**A** 17 Listen to the conversation. What's wrong with Kim?

- Boss:** What's the matter, Kim? You don't look well.  
**Kim:** I don't feel well. My head hurts.  
**Boss:** Oh, no!  
**Kim:** And I feel sick.  
**Boss:** OK. You can go home.

**B** Practice the conversation with a partner. Switch roles and practice it again.

**C** You don't feel well at school. Ask the teacher (your partner) to let you go home. Then switch roles.

**D** **GOAL CHECK** Identify parts of the body to say how you feel

Take turns asking a partner how he or she feels today. Be creative with your aches and pains.

### 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.

# B GOAL 2: Ask About and Describe Symptoms



A doctor gives a baby a checkup.

## Word Focus

We can say *I have a stomachache* or *My stomach hurts*.

We can use **hurt(s)** for other parts of the body (e.g., *my foot hurts*, *my fingers hurt*).

## Listening

**A**  **18** Listen to the conversations. List the patients' symptoms.

Patient 1	Patient 2

**B** Match the problems and the symptoms. Write the symptoms that go with each problem. You can use the symptoms more than once.

### Symptoms

- a. backache
- b. fever
- c. your arm hurts
- d. headache
- e. sore throat
- f. cough
- g. your knee hurts
- h. toothache

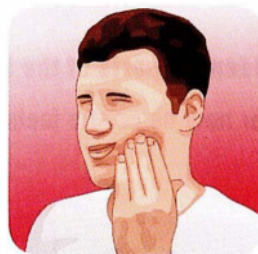
### Problems



1. cold: \_\_\_\_\_



2. flu: \_\_\_\_\_




3. bad tooth: \_\_\_\_\_



4. car accident: \_\_\_\_\_

## Pronunciation: Sentence stress

**A**  19 Listen and notice the underlined stressed syllables.


**Doctor:** How can I help you?

**Patient:** I don't feel very well. I have a headache.

**Doctor:** Anything else?

**Patient:** Yes, I have a fever.

**Doctor:** OK. I think I need to examine you.

**B**  20 Listen to the conversation. Underline the stressed syllables.

**Dentist:** How are you today?

**Patient:** I have a terrible toothache.

**Dentist:** Where does it hurt?

**Patient:** Right here.

**Dentist:** I see the problem.



▲ Vaccines given to children can save many lives.

## Communication

**A**  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.

### Situation 2

#### Student B

You are a dentist. Ask your patient how he or she is.


#### Student A

You are the patient. You have a toothache.

Where does it hurt?

Does it hurt a lot?

Yes, when I eat or drink something hot!

**B**  Look at the pictures with a partner. Describe what is wrong with each child.



**C**  **GOAL CHECK**  Ask about and describe symptoms

Look at the pictures above. Role-play a conversation between a doctor or dentist and these patients. Then switch roles.

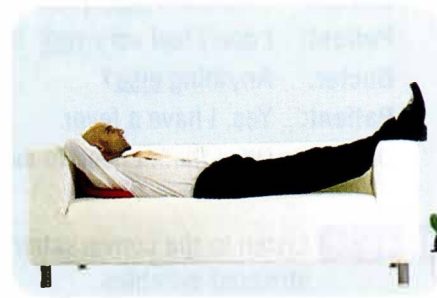
### Language Expansion: Remedies



▲ go to bed



▲ see a doctor



▲ lie down



▲ see a dentist



▲ take some cough medicine



▲ take some pain reliever

**A** Answer the questions. Use the phrases above.

1. What do you do when you have a headache? \_\_\_\_\_
2. What do you do when you have a very bad backache? \_\_\_\_\_
3. What do you do when you have a cough? \_\_\_\_\_
4. What do you do when you have a toothache? \_\_\_\_\_
5. What do you do when you have a fever? \_\_\_\_\_

### Grammar: *Should* (for advice)

Statement	Negative	Yes/No question	Short answers	Wh- question
You <b>should</b> go to bed. He <b>should</b> take some cough medicine.	He <b>shouldn't</b> go to work today.	<b>Should</b> I see a doctor?	Yes, you <b>should</b> . No, you <b>shouldn't</b> .	What <b>should</b> I do?
*We use <i>should</i> to ask for and give advice.				



Some people get *seasick* on boats. People who are seasick get stomachaches.



**A** Match the questions and the answers.

- |   |   |
|---|---|
| 1. I feel sick. Should I see a doctor? _____        | a. You should take some pain reliever.  |
| 2. I have a headache. What should I do? _____       | b. He should see a dentist.             |
| 3. Nelson has a toothache. What should he do? _____ | c. She should take some cough medicine. |
| 4. Should Uzra see a doctor? _____                  | d. Yes, you should.                     |
| 5. Hilary has a cough. What should she do? _____    | e. No, she shouldn't.                   |

**B** Complete the conversations, and then practice them with a partner.

- |   |                         |
|---|-------------------------|
| 1. A: I have a backache. What should I do?      | B: <u>You should...</u> |
| 2. A: I think I have the flu. What should I do? | B: _____                |
| 3. A: I have a stomachache. What should I do?   | B: _____                |
| 4. A: I have a cough. What should I do?         | B: _____                |

## Conversation

**A** Listen to the conversation. What does Casey think Brenda should do?

**Casey:** Hi. What's up, Brenda?

**Brenda:** I don't feel well. 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.

I have a  
toothache.

**B** Practice the conversation with a partner. Switch roles and practice it again.


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

You should go  
to the dentist.

**D** **GOAL CHECK** Identify remedies and give advice

Work with a partner. Take turns naming a medical problem and suggesting a remedy or giving advice.


### Reading

**A**  Check the things we can prevent. Compare your answer with a partner's answers. How can we prevent them?

- flu
- rain
- toothache
- headache

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

1. There is a vaccine for measles.    **T**   **F**
2. About 400,000 children die from malaria every day in Africa.    **T**   **F**
3. There is a vaccine for malaria.    **T**   **F**
4. Mosquito nets are expensive.    **T**   **F**
5. Influenza is a problem in hot countries.    **T**   **F**

**C**  With a partner, talk about another disease you think we can prevent. How can we prevent it?

### Word Focus

**infectious disease** = a disease you can get from another person

**malaria** = a sickness you can get from mosquitoes

**prevent** = avoid a problem before it happens

**vaccine** = medicine to prevent a disease

# PREVENTING DISEASE

Many people, especially children, die from **infectious diseases** every year. We can **prevent** many infectious diseases. Let's look at some of the most dangerous ones.

Measles is mainly a children's disease. There is a very good, cheap vaccine for measles. All children should get the vaccine, but unfortunately not all do. About 900,000 children die every year from measles.

Imagine seven jumbo jets full of children. Now, imagine that all the jets crash and all the children are killed. That's how many children die from malaria in Africa *every day*. There is no vaccine for malaria, but it is not difficult to prevent. All you need is a \$5 mosquito net.

Influenza (or flu) is caused by a virus. The virus changes, so scientists have to make a new vaccine every year. People at risk—for example, older people—should have a flu shot every year. In a bad year, influenza can kill millions of people.

Children and adults should sleep under a mosquito net.





All children should get a measles shot.



Regular exercise helps prevent heart disease.

### Writing

**A** Write a paragraph in your notebook about how to prevent one of the following health problems. Add your own ideas. Use a dictionary.

To prevent toothaches, you	should shouldn't	wash fruit.
		eat candy.
		play sports.
To prevent heart disease, you		eat uncooked food, like salads.
		go to the dentist every six months.
		exercise daily.
To prevent stomach problems when you are traveling, you		eat healthy food.
		brush your teeth after meals.
		eat lots of fast food.

*To prevent toothache, you should brush your teeth after meals, visit the dentist every six months, and you shouldn't eat candy.*

### Communication

**A** Choose one of the following. With a partner, discuss and write down three things you should do to:

- prevent car accidents.
- prevent accidents in the home.
- get good grades.

**B** **GOAL CHECK** Describe how to prevent health problems

Present your ideas to the class.



### Before You Watch

**A** Complete the Video Summary using the words in the box.

#### Video Summary

Farley is a red panda. He is cute, but he is a (1) \_\_\_\_\_. He nearly (2) \_\_\_\_\_ because his mother doesn't (3) \_\_\_\_\_ him. Then he gets very sick. Zookeepers give him \_\_\_\_\_ and he gets better. Then they send him to another zoo to live with other red pandas.

**antibiotics** = medicine that kills bacteria

**die(s)** = not live

**fighter** = someone who tries very hard

**look after** = care for

### While You Watch

**A** Circle **T** for *true* and **F** for *false*.

- |  |          |          |
|--|----------|----------|
| 1. Farley grows slowly at first.                     | <b>T</b> | <b>F</b> |
| 2. The zookeepers take Farley to the zoo's hospital. | <b>T</b> | <b>F</b> |
| 3. Farley has the flu.                               | <b>T</b> | <b>F</b> |
| 4. Farley likes his new friend, Banshee.             | <b>T</b> | <b>F</b> |

**B** In your notebook, correct the *false* statements.

food water love  
education success  
family friends  
medicine water  
sleep a job shelter

### After You Watch

**A** Humans also have needs. Write the words in the box in the correct place in the chart.

**B** Compare your answers with a partner and discuss any differences.

Self-esteem:
Social:
Safety:
Basic needs:



A carnival ride lights up the night sky at a fair in Minnesota, USA.

Look at the photo,  
answer the questions:

**1** What are your plans for  
the weekend?

**2** What are your plans for  
your life?



### UNIT 11 GOALS

1. Plan special days
2. Describe holiday traditions
3. Make life plans
4. Express wishes and plans

go to a game



▲ have a party



▲ have a barbecue



▲ go to the movies



▲ have a family meal



▲ go out to eat

## Vocabulary

January	May
7th, Dad's birthday	14th, My birthday
February	June
17th, John's birthday	3rd, Mom's birthday
March	July
	24th, Grandpa and Grandma's anniversary
April	August
1st, Mom and Dad's anniversary	

**A** Look at the planner and the pictures. Decide the best way to celebrate. Complete the sentences.

- Dad likes sports, so on his birthday, we usually \_\_\_\_\_  
\_\_\_\_\_
- Mom and Dad like to eat outdoors, so for their anniversary, we usually \_\_\_\_\_  
\_\_\_\_\_
- John loves films, so on his birthday, we usually \_\_\_\_\_  
\_\_\_\_\_
- Mom doesn't like cooking, so on her birthday, we usually \_\_\_\_\_  
\_\_\_\_\_
- I like to see my friends, so on my birthday, we \_\_\_\_\_  
\_\_\_\_\_
- Grandma loves cooking, so on her and Grandpa's anniversary, we go to their house and \_\_\_\_\_

**B** Tell a partner what you usually do on your birthday.

**What do you usually do on your birthday?**

**On my birthday, I usually ...**



## Grammar: *Be going to*

<i>Be going to</i>			
Statement	Negative	Yes/No question	Wh- question
I <b>am going to</b> have a party.	We <b>are not going to</b> have a big meal.	<b>Are you going to</b> go to the movies?	What <b>is he going to</b> do? When <b>are we going to</b> go?
*We use <i>be going to</i> for making plans. *We also use these time expressions: <i>tomorrow, next Saturday/week/year</i> .			

**A** Complete the sentences. Use the words in parentheses and *be going to*. Then practice the conversations with a partner.

- A:** What \_\_\_\_\_ (you) do for your birthday?

**B:** I \_\_\_\_\_ have a BIG party! People are going to give me presents.
- A:** \_\_\_\_\_ (you) have a barbecue on the weekend?

**B:** No, we \_\_\_\_\_ go to the movies.
- A:** Where \_\_\_\_\_ (Courtney and Min) go on New Year's Eve?

**B:** They \_\_\_\_\_ go to Santo Domingo.

**B** Discuss these questions with your partner.

- What are you going to do after class?
- What are you going to do this weekend?

## Conversation

**A** **22** Listen to the conversation. When is Susan's birthday?

**Sally:** When is your birthday?

**Susan:** It's on May 21st.

**Sally:** Hey, that's next week. Are you going to have a party?

**Susan:** No, I'm going to go out for dinner with my parents.

**B** Practice the conversation with a partner. Switch roles and practice it again.

**C** Change the underlined words and make a new conversation that is true for you.

**D** **GOAL CHECK** **Plan special days**

With a group, choose a special day, for example New Year's Eve or a graduation. Tell how you are going to celebrate it.



▲ Santo Domingo is the capital of the Dominican Republic.



▲ On New Year's Eve in New York City, people go to Times Square to celebrate.

### Listening

**A** Look at the pictures. Read the captions about American holidays.

#### American Holidays



▲ All over the United States, people celebrate Independence Day with fireworks.



▲ On Thanksgiving Day, many people have a family meal.

**B** 23 Listen and write which holidays the people are talking about.

1. Linda and Kenichi are talking about \_\_\_\_\_.
2. Tom and Maria are talking about \_\_\_\_\_.

**C** 23 Listen again and answer the questions.

1. Why isn't Linda going to go to Times Square? \_\_\_\_\_
2. What is she going to do? \_\_\_\_\_
3. Where is Kenichi going to go? \_\_\_\_\_
4. What are Tom and Maria going to do? \_\_\_\_\_
5. What time is Tom leaving? \_\_\_\_\_

## Pronunciation: *Be going to* (reduced form)


**A**  24 Listen and check the correct column of the form you hear.

	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.		

**B**  Practice the dialogs with a partner. Use the reduced form of *be going to*.

- A: What are you going to do on the 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 this weekend.

## Communication

**A**  In your notebook, write a list of holidays in your country. With a partner, discuss what you are going to do on those days.



▲ Chinese New Year is celebrated all over the world. People give gifts, light lanterns, and watch parades.

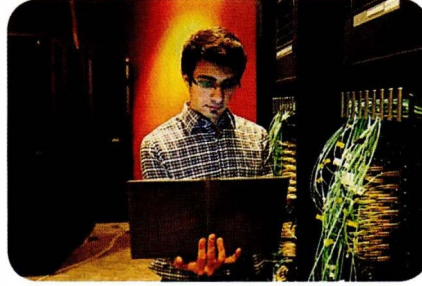
**B**  **GOAL CHECK**  Describe holiday traditions

Join another pair of students and tell them about two holidays on your list.

## Language Expansion: Professions



▲ law



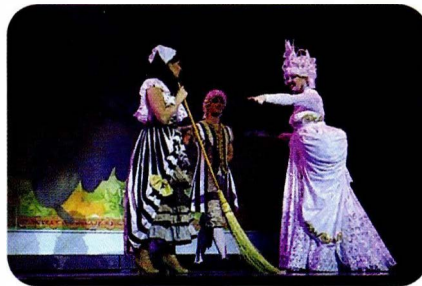
▲ information technology



▲ medicine



▲ music



▲ acting



▲ education

**A** Match the person to the profession.

- |                           |                           |
|---------------------------|---------------------------|
| 1. nurse ____             | a. music                  |
| 2. lawyer ____            | b. medicine               |
| 3. musician ____          | c. education              |
| 4. software engineer ____ | d. acting                 |
| 5. actor ____             | e. law                    |
| 6. teacher ____           | f. information technology |

Grammar: *Would like to* for wishes

Statement	Yes/No question	Short answer	Wh- question
I <b>would like to</b> be a nurse.	<b>Would you like to</b> study engineering?	Yes, I <b>would</b> .	What <b>would</b> you like to be?
Danny <b>would like to</b> study law.	<b>Would you like to</b> be a nurse?	No, I <b>wouldn't</b> .	

**A** Unscramble the words to write sentences and questions.

1. to be a would like I musician. \_\_\_\_\_
2. Eleanor like What would to be? \_\_\_\_\_
3. to be Would you a doctor? like \_\_\_\_\_
4. Deng medicine. would to study like \_\_\_\_\_
5. What like to be? would you \_\_\_\_\_

**B** Write the wishes or plans. Add one of your own.

**Wish**

1. I would like to be an actor.
2. Danny would like to study medicine.
3. \_\_\_\_\_
4. We would like to leave at seven o'clock.
5. \_\_\_\_\_
6. \_\_\_\_\_

**Plan**

- I am going to be an actor.  
\_\_\_\_\_  
I am going to be a software engineer.  
\_\_\_\_\_  
They are going to study music.  
\_\_\_\_\_


## Conversation


**A**  25 Listen to the conversation. What would Wendy like to be?

- Father:** So Wendy, you're 18 years old today. What are you going to do with your life?  
**Wendy:** Well, I'd like to get married and have children.  
**Father:** Whoa! Not so fast!  
**Wendy:** Just kidding! I'd like to study law and become a lawyer.

**Real Language**

We can say *Just kidding* to show we are not serious.

**B**  Practice the conversation with a partner. Switch roles and practice it again.

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


**D**  **GOAL CHECK**  **Make life plans**

Talk to a partner. What would you like to do with your life?  
What are you going to do to make your wishes come true?



▲ Would you like to be a musician?

Reading

**A**  What would you like to do with your life? How are you going to do it? Discuss as a group.

I would like to \_\_\_\_\_.

So I am going to \_\_\_\_\_.

\_\_\_\_\_.

**B** Derek Sivers has some surprising ideas about how we can achieve our goals. Read the article about his ideas. Then choose the correct answers below.

1. Derek Sivers suggests we NOT tell anyone about our \_\_\_\_\_.
  - a. goals
  - b. thoughts
  - c. opinions
2. People usually don't \_\_\_\_\_ their plans if they say them out loud.
  - a. forget
  - b. complete
  - c. share
3. Being quiet about a life plan means the same as \_\_\_\_\_ it.
  - a. explaining
  - b. talking about
  - c. not talking about
4. How does Derek Sivers say people feel when they share their life plans?
  - a. frightened
  - b. cheerful
  - c. sad
5. If you say a plan out loud, sometimes your brain \_\_\_\_\_.
  - a. assumes it is true
  - b. slows down
  - c. thinks it is already done

**WORD BANK**

**assume** to think something is true  
**motivated** have a reason to do something  
**psychologist** a doctor who studies the mind  
**secret** something hidden from others  
**trick** to confuse or fool

**TED** Ideas worth spreading

**Derek Sivers** Entrepreneur

**KEEP YOUR GOALS TO YOURSELF**

*The following article is about Derek Sivers. After Unit 12, you'll have the opportunity to watch some of Derek Sivers's TED Talk and learn more about his idea worth spreading.*

Many people **assume** that the first and most important step in making any kind of life plan is to tell someone about it. This makes the plan seem real—like it's definitely going to happen. But entrepreneur Derek Sivers thinks it's probably better to keep it **secret**. He says that studies have shown that announcing a goal doesn't actually bring you any closer to seeing it come true. In fact, the opposite usually happens. People rarely finish what they say they plan to do.

**Psychologists** say that talking about our plans **tricks** the mind into thinking they are already done. People get happy, as if they have already achieved the goal. This makes us less **motivated** to accomplish what we would like to do. This is called a "social reality." The plan is definitely real, but it often doesn't develop into anything more than an idea.

So the next time someone asks you about your life plans, you might want to keep quiet. By being quiet, you may actually put yourself closer to your goal.

**“Resist the temptation to  
announce your goal.”**

– Derek Sivers





If you want to achieve a goal, you should spend your time working toward it, not telling people about it.

## Writing

**A** Help the people with their wishes. Complete the sentences with the correct plans.

save some money      invite her friends  
have a family meal      find a good coach

1. Ben would like to take a long vacation. What is he going to do?  
He is going to \_\_\_\_\_.
2. Helen would like to have a party. What is she going to do?  
She is going to \_\_\_\_\_.
3. I would like to become a tennis player. What am I going to do?  
I am going to \_\_\_\_\_.
4. It is our father's birthday next week. What are we going to do?  
We are going to \_\_\_\_\_.

**B** What would you like to do with your life? How are you going to do it? Write a life plan.

## Communication

**A** Derek Sivers says you can still talk about a goal, but you should talk about it so it sounds hard to accomplish. Share your life plans with a partner. How are they the same or different? Discuss.

**B** **GOAL CHECK** Express wishes and plans

Share life plans. Is there anything in the life plans your classmates should NOT do? What should they do instead? Give your opinions and discuss as a group.

I would like to be a teacher. I'm going to study every night.





## Before You Watch

- A** Read the video summary. With a partner, try to guess the meanings of the words in **bold**.

## While You Watch

- A** Watch the video. Number the sentences in the order you see them.

- \_\_\_ Manat doesn't win.
- \_\_\_ Manat goes into the ring for a ceremony.
- \_\_\_ The fight begins.
- \_\_\_ Manat trains very hard.
- \_\_\_ Manat will become a champion.

- B** Watch the video again. Complete the sentences with words from the box.

1. Manat comes from a \_\_\_\_\_ family.
2. Manat's coaches believe he will be a \_\_\_\_\_.
3. When Manat wins, he wants to send the money to his \_\_\_\_\_.
4. Manat doesn't \_\_\_\_\_.

## After You Watch

- A** Answer these questions with a partner.

1. Do you think Manat will get his wish to become a Thai boxing champion?
2. What do you think about the camp? Name positive and negative things.

## Video Summary

Thai **boxing**, or Muay Thai, is a traditional **martial art** from Thailand. Thai boxers use their hands, elbows, knees, and legs. Manat is a 12-year-old boy from a poor family who is living at a Thai boxing **training camp**. He trains seven hours a day, seven days a week. He wishes to become a boxing champion. He works very hard.

family champion poor win

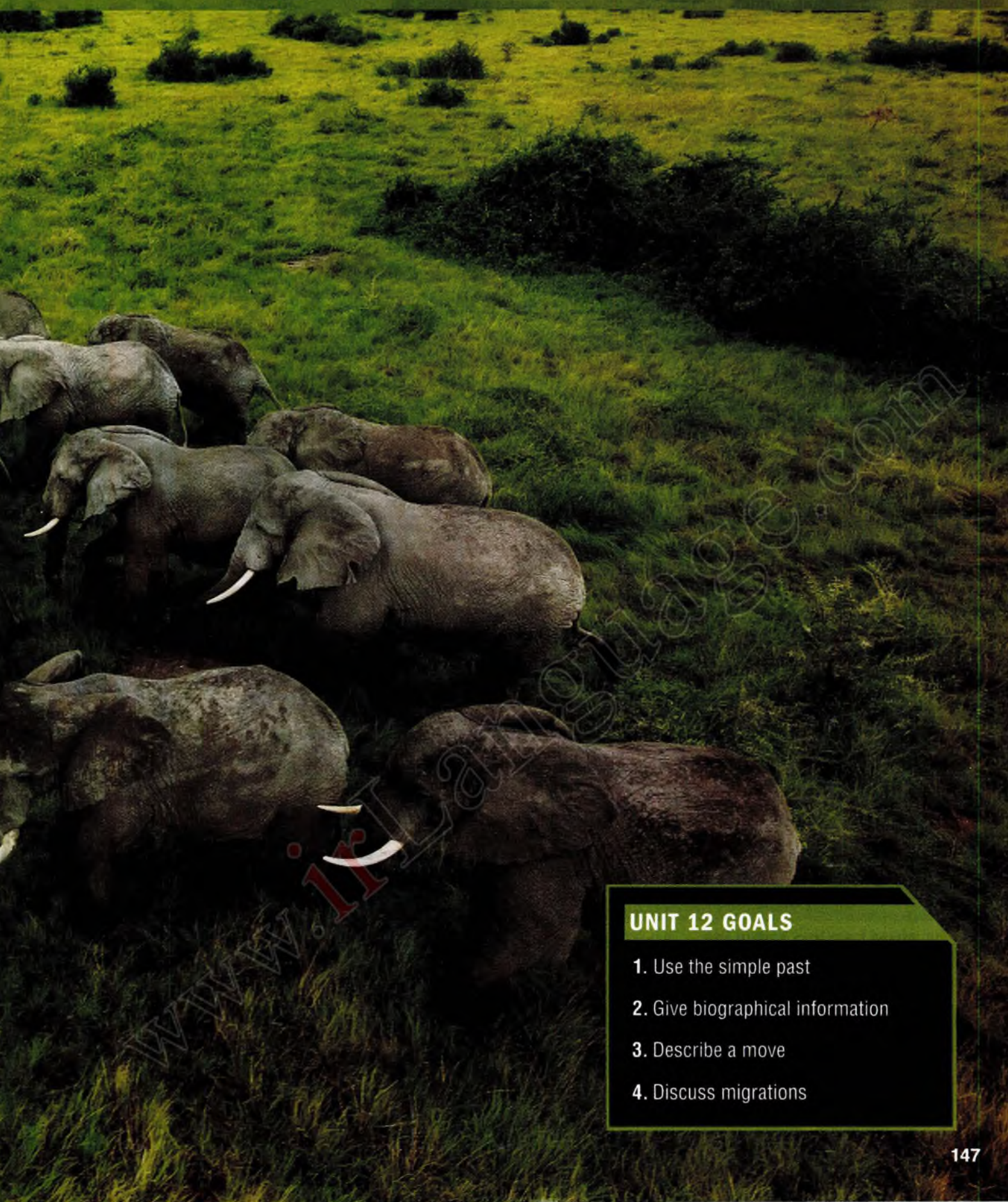


Elephants roam miles of grassy savanna inside Queen Elizabeth Park, Uganda.

Look at the photo,  
answer the questions:

1 Why do animals move from  
one place to another?

2 Why do people move from  
one place to another?



### UNIT 12 GOALS

1. Use the simple past
2. Give biographical information
3. Describe a move
4. Discuss migrations

Vocabulary



▲ leave



▲ arrive in/at



▲ return to/from



▲ go to



▲ come from/to



▲ move from/to



▲ stay in/at

**A** Circle the correct verb in parentheses.

1. People ( move | leave ) their homes when they go to work.
2. They are going to ( arrive | come ) to our school tomorrow.
3. I am going to ( come | stay ) at Jim's house tonight.
4. At the moment, John is ( staying | returning ) to Toronto.
5. Children ( go | stay ) to school at eight o'clock.

Grammar: Simple past tense


Simple past tense		
Statement	Negative	Wh- questions
He <b>moved</b> from New York to San Francisco.	I <b>didn't stay</b> in California.	When <b>did they leave</b> Germany? How long <b>did you stay</b> in France?
*We use the simple past tense to talk about completed actions.		
*Some verbs are regular in the simple past. They have an <i>-ed</i> ending. return—returned      move—moved stay—stayed          live—lived arrive—arrived		*Some verbs are irregular in the simple past. They have many different forms. go—went                  do—did come—came              be—(I/he/she) was / (you/they) were leave—left

**A** Change the sentences to the simple past tense.

1. I live in Amsterdam. \_\_\_\_\_
2. They arrive today. \_\_\_\_\_
3. When does Jenny arrive? \_\_\_\_\_
4. Do you live with your parents? \_\_\_\_\_
5. I go to English class in the evening. \_\_\_\_\_

**B** Fill in the blanks using the correct form of the verb.

1. When did you leave Canada? I \_\_\_\_\_ in 2010.
2. How long \_\_\_\_\_ in Saudi Arabia? I stayed there for three years.
3. Did you live in Brazil for three months? No, we \_\_\_\_\_.  
We \_\_\_\_\_ there for three years.
4. When did you arrive in the United States? I \_\_\_\_\_ three years ago.


**C**  Unscramble these questions and then ask them to your partner.

1. arrive at / When / did you / school? \_\_\_\_\_
2. to school / Did you / by bus? / come \_\_\_\_\_
3. homework? / your / do / Did you \_\_\_\_\_
4. home? / did you / When / leave \_\_\_\_\_

## Conversation

**A**  26 Listen to the conversation. When did Abdul arrive in Canada?

- Ed:** Abdul, you're not Canadian, are you?
- Abdul:** No, I'm from Syria, but later my parents moved to France.
- Ed:** How long did you stay in France?
- Abdul:** Twelve years. But then I left France when I was 18 to study in the United States.
- Ed:** And when did you come to Canada?
- Abdul:** I came here five years ago.

**B**  Practice the conversation with a partner. Switch roles and practice it again.

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

**D**  **GOAL CHECK**  Use the simple past

Have you or your parents ever moved? With a partner, take turns asking each other about the moves.

## Word Focus


2012	↑ ↓	for 2 years
2013		
2014		
2015	←	in 2015

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▲ Stanley Park in Vancouver, Canada

## Listening

**A**  27 Do you know these people? Write the names under the photos. Listen and check.

Albert Einstein Jerry Yang Salma Hayek Albert Pujols

### Word Focus

We say years like this:

**1990** = nineteen ninety

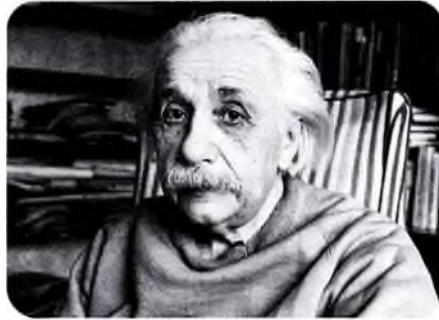
**2000** = two thousand

**2014** = two thousand fourteen

We say *When **were you/ was she** born?* to find out someone's year of birth.

The reply is ***I/she was born in (1980).***

### Famous Immigrants to the United States



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




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



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



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


**B**  27 Listen carefully for the dates. Circle **T** for *true* and **F** for *false*.

1. Albert Einstein moved to the United States in 1933.      **T**   **F**

2. Salma Hayek was born in 1976.      **T**   **F**

3. Jerry Yang moved to San Jose in 1976.      **T**   **F**

4. Albert Pujols moved to the United States in 1990.      **T**   **F**

**C**  27 Listen again and answer the questions.

1. Where did Albert Einstein go to school? \_\_\_\_\_

2. Who did Salma Hayek live with in the United States? \_\_\_\_\_

3. In what year did Jerry Yang start his company? \_\_\_\_\_

4. When did Albert Pujols become an American citizen? \_\_\_\_\_

## Pronunciation: -ed endings

**A** **28** Listen and check (✓) the correct column.

**B** Practice these sentences with a partner.

1. He moved to Peru in 1989.
2. They wanted to go to Egypt.
3. My mother cooked a delicious meal.
4. We walked to the beach.
5. I traveled from Buenos Aires by plane.
6. Kris wanted to buy a new coat.

	/d/ ending	/t/ ending	/ɪd/ ending
1. returned			
2. moved			
3. wanted			
4. traveled			
5. cooked			
6. stayed			
7. lived			
8. walked			

## Communication

**A** Read the itineraries. Take turns asking where and when Jane Goodall and Zahi Hawass traveled.



**London, September 5th**  
**Dar es Salaam, September 6th to 12th**  
**Johannesburg, September 13th to 15th**  
**Miami, September 16th to 25th**

▲ This is Zahi Hawass, the famous Egyptologist.

Where did he go first?



**Cairo, April 29th**  
**Washington, D.C., April 29th to May 3rd**  
**Paris, May 4th to 10th**  
**Edinburgh, May 10th to 11th**

▲ This is Jane Goodall, the famous chimpanzee expert.

When did Jane Goodall leave London?

**B** **GOAL CHECK** Give biographical information

Think of a friend or family member who has moved a lot in the past.  
 Tell a partner where and when he or she moved.

## Language Expansion: Preparing to move



▲ close the bank account



▲ stop the mail



▲ have a going-away party



▲ get a passport



▲ pack



▲ sell the house



▲ buy the tickets



▲ sell the car

**A** Imagine that you and your family are moving to another country. Write sentences about what you did and didn't do from the checklist.

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> sell the house  | <input type="checkbox"/> get a passport          | <input type="checkbox"/> have a going-away party  |
| <input checked="" type="checkbox"/> buy the tickets | <input checked="" type="checkbox"/> sell the car | <input checked="" type="checkbox"/> stop the mail |
| <input type="checkbox"/> pack                       | <input type="checkbox"/> close the bank account  |   |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Word Focus

Note the following irregular past tenses:

sell—sold      buy—bought  
get—got      have—had

Some verbs have a spelling change in the past tense.  
stop—stopped

## Grammar: Simple past tense—Yes/No questions

Simple past tense	
Yes/No questions	Short answers
Did they <b>return</b> to New York?	Yes, they <b>did</b> . No, they <b>didn't</b> .



**A** Unscramble the words to write questions.

1. going-away party? have a Did they \_\_\_\_\_
2. you the sell house? Did \_\_\_\_\_
3. Did the tickets? Ian buy \_\_\_\_\_
4. close the Did we windows? \_\_\_\_\_
5. pack they their Did things? \_\_\_\_\_

**B** Complete the sentences. Practice them with a partner.

1. **A:** \_\_\_\_\_ buy the tickets?      **B:** Yes, I \_\_\_\_\_.
2. **A:** Did you \_\_\_\_\_?      **B:** No, I \_\_\_\_\_.
3. **A:** Did they \_\_\_\_\_ the house?      **B:** No, \_\_\_\_\_.

**C** With a partner, take turns asking questions about the checklist on page 152.

Did you sell your car?

## Conversation

**A** 29 Where are David and Liana moving? Listen to the conversation.

**David:** Did you get the tickets?

**Liana:** Yes, I did. Here they are.

**David:** Great!

**Liana:** And did you sell the car?

**David:** Yes, I did. I got \$3,000 for it.

**Liana:** Wow! Now I can buy some nice warm clothes for Canada.

**B** Practice the conversation with a partner. Switch roles and practice it again.

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

**D** **GOAL CHECK** Describe a move

Yesterday Jack got a great job in a new city, but now he has to move . . . this weekend! In a group, take turns asking questions like: What did he already do? What didn't he do yet? Use your imagination.

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▲ It looks like he's already packed!

## Reading

- A** At some time in the past, your ancestors moved to your country. Maybe it was 100 years ago; maybe it was 100,000 years ago. Where did they come from?
- B** Read. Underline the regular verbs and circle the irregular verbs in the simple past tense.
- C** Answer the questions.

1. Where did humans first appear?

---



---

2. Where did they migrate to first?

---



---

3. How did Europeans move across the United States?

---



---

4. Give an example of economic migration.

---



---

5. Give an example of forced migration.

---



---

## Word Focus

**economic** = about money

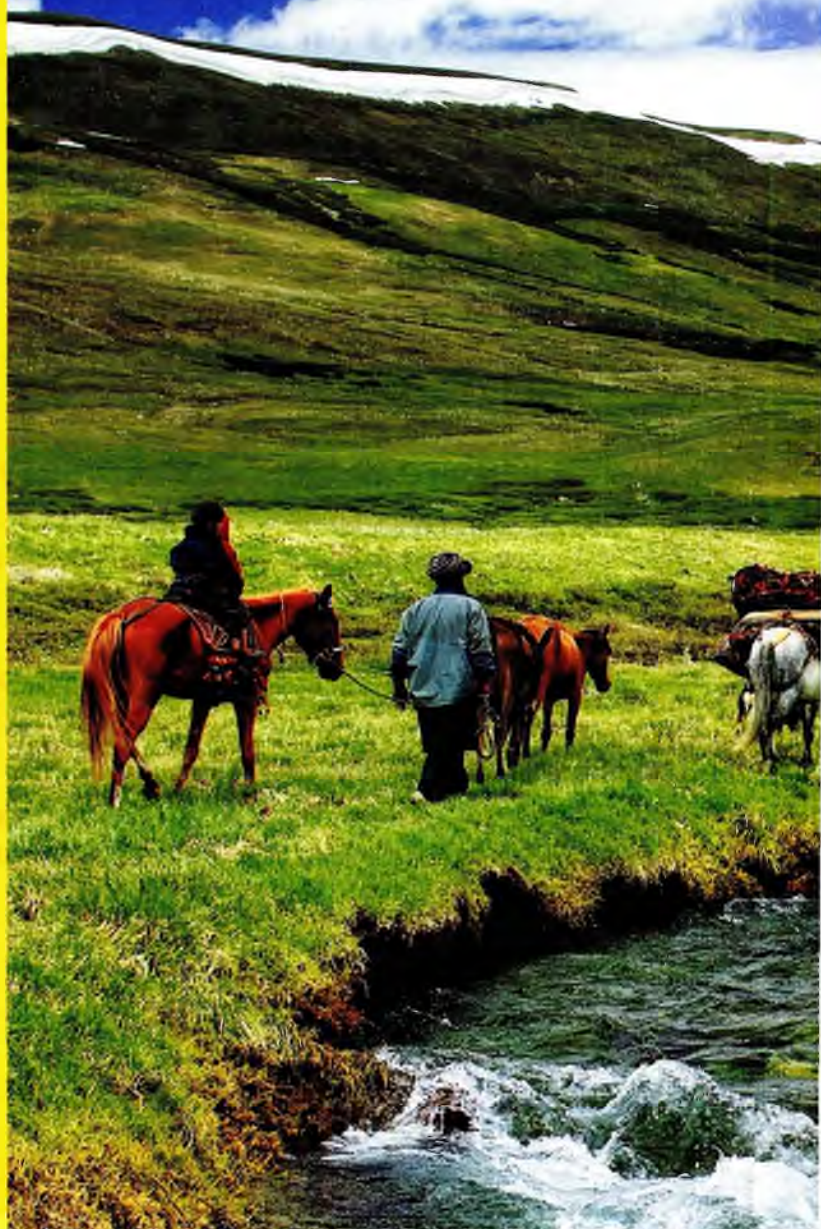
**forced** = when something is not your choice

**migrate** = to move from one place to another

**war** = a fight



These people are from the Congo, in Africa. They left their homes during the war, but now they are returning.



# HUMAN MIGRATION

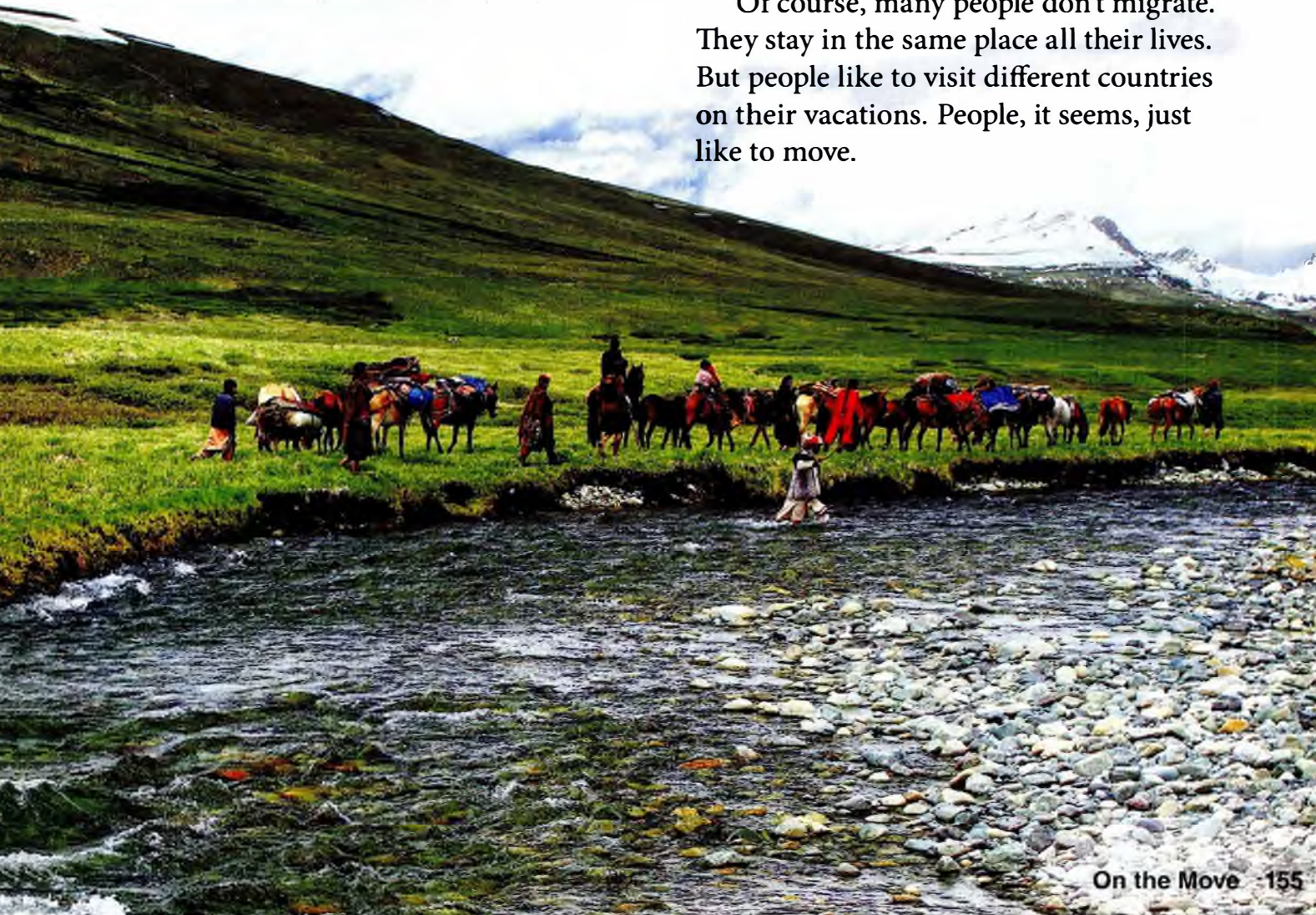
We think that modern humans appeared in Africa about 200,000 years ago. But they didn't stay in Africa. They **migrated** out of Africa to the Middle East and then to the rest of the world. Throughout history, people have migrated from one place to another. People, it seems, like to move.

Since the 17th century, many European people moved from Europe to the Americas. They left Spain and Portugal and moved to South America.

Many Northern Europeans migrated to North America. In the United States, most people arrived in New York. Some stayed on the East Coast, but many people migrated to the West Coast using wagon trains.

So, why do people move? First, there is **economic** migration. People move to find work and a good life. Second, there is **forced** migration. People move because of **Wars**; it is not safe to stay in their homes.

Of course, many people don't migrate. They stay in the same place all their lives. But people like to visit different countries on their vacations. People, it seems, just like to move.

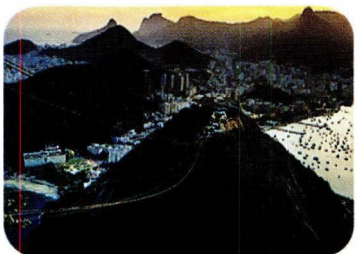




Maya Bay, Thailand



▲ Rome, Italy



▲ Rio de Janeiro, Brazil

Did you choose Italy?

visited    went  
stayed    left  
arrived

## Communication

**A** With a partner, read the travel options. Choose one together.

### Option A Three weeks in Thailand and Cambodia

Archaeology and relaxation! 21-day guided tour includes Ayutthaya, Angkor, and many beautiful beaches and islands.

### Option B Summer in Italy

Learn Italian! Live with an Italian family in Rome for ten weeks. Learn about Italy's history, food, and language.

### Option C A year in Brazil

Foreign workers welcome to work at the Olympics and World Cup! Possible opportunity to settle permanently if interested.

**B** In a group, talk about what you have to do to prepare for your trip.

## Writing

**A** As a group, write an e-mail to a friend about your trip. Use the verbs in the box.

**B** **GOAL CHECK** **Discuss migrations**

Animals also migrate. Which animals migrate? Where do they migrate to and from? Why do they migrate?



## Before You Watch

**A** Complete the sentences with words from the box. Use your dictionary.

1. Monarch butterflies are very \_\_\_\_\_. Cold temperatures can kill them.
2. The monarch migration is very beautiful. It is a \_\_\_\_\_.
3. Monarch butterflies migrate to a \_\_\_\_\_ in Mexico.
4. \_\_\_\_\_, or cutting down trees, is going to \_\_\_\_\_ the forest.
5. Governments and organizations want to \_\_\_\_\_ the forest.
6. Millions of monarchs will die without their natural \_\_\_\_\_.  
It will be a \_\_\_\_\_.

spectacle forest  
fragile environment  
disaster logging  
destroy preserve

## While You Watch

**A** Watch the video. Circle **T** for *true* and **F** for *false*.


- |  |          |          |
|--|----------|----------|
| 1. Monarch butterflies migrate from Canada to Mexico every year.     | <b>T</b> | <b>F</b> |
| 2. The butterflies are very strong.                                  | <b>T</b> | <b>F</b> |
| 3. Trees do not protect the butterflies.                             | <b>T</b> | <b>F</b> |
| 3. Loggers cut down the trees and destroy the forest.                | <b>T</b> | <b>F</b> |
| 4. The Mexican government is not helping to protect the butterflies. | <b>T</b> | <b>F</b> |

## After You Watch

**A** With a partner, think of an animal or plant that has a similar problem in your country or region. Answer these questions:

1. What is the animal or plant?
2. What problem does it have?
3. How can this animal or plant be saved?

## Before You Watch

**A**  What do you think is happening in each picture? Discuss with a partner. Use *looks* to describe your ideas. Do you share the same ideas? Write down what you think in your notebook.



1.



2.



3.



4.



5.

**B** Look at the pictures from exercise **A** again. Check your ideas. Match the picture to the correct heading.

- a. An infectious disease
- b. A wedding
- c. A singing lesson
- d. Migrating to a new home
- e. Lost in a strange city


Derek Sivers's idea worth spreading is that you shouldn't trust what you think you know; the opposite may also be true. Watch Sivers' full TED Talk on TED.com.

**C** Derek Sivers is interested in the assumptions we make in our lives. Here are some words you'll hear in his TED Talk. Complete the sentences with the correct words.

### WORD BANK

- assumption** something believed to be true
- block** an area between two streets
- brilliant** very intelligent or skillful
- imagine** think about and make a picture of
- obvious** easy to understand

1. Marissa is a \_\_\_\_\_ singer. She practices all the time.
2. Can you \_\_\_\_\_ how difficult it is to move to another country?
3. It's \_\_\_\_\_ that washing your hands helps prevent the spread of disease.
4. The wedding is not on this street, but one \_\_\_\_\_ from here at the Marina Hotel.
5. Your \_\_\_\_\_ is correct. Birds migrate to find food and stay warm.

**D**  You are going to watch a TED Talk about making assumptions. Think about an assumption you've made. Was it true? Discuss with a partner.

## While You Watch

**A** Watch the video. Put the quotes in order. Write the number in the boxes provided.

“Sometimes we need to go to the opposite side of the world to realize assumptions we didn't even know we had, and realize that the opposite of them may also be true.”

– Derek Sivers



“There's a saying that whatever true thing you can say about India, the opposite is also true.”



“There are doctors in China who believe that it's their job to keep you healthy. So, any month you are healthy, you pay them.”



“Excuse me, what is the name of this block?”



“All of these blocks have names, and the streets are just the unnamed spaces in between the blocks.”

**Challenge!** Can you think of an assumption that someone might have about your country that isn't true?

## After You Watch

**A** Read the statements. Circle **T** for *true* and **F** for *false*.


1. In Japan, only the streets have names and numbers.      **T**   **F**
2. In the United States, the blocks have names and numbers.   **T**   **F**
3. In Japan, the houses are numbered by how old they are.   **T**   **F**
4. In China, doctors make money when people are healthy.   **T**   **F**
5. If you believe something, the opposite can also be true.   **T**   **F**

**B** Complete the sentences with the simple past tense form of the verb in parentheses.

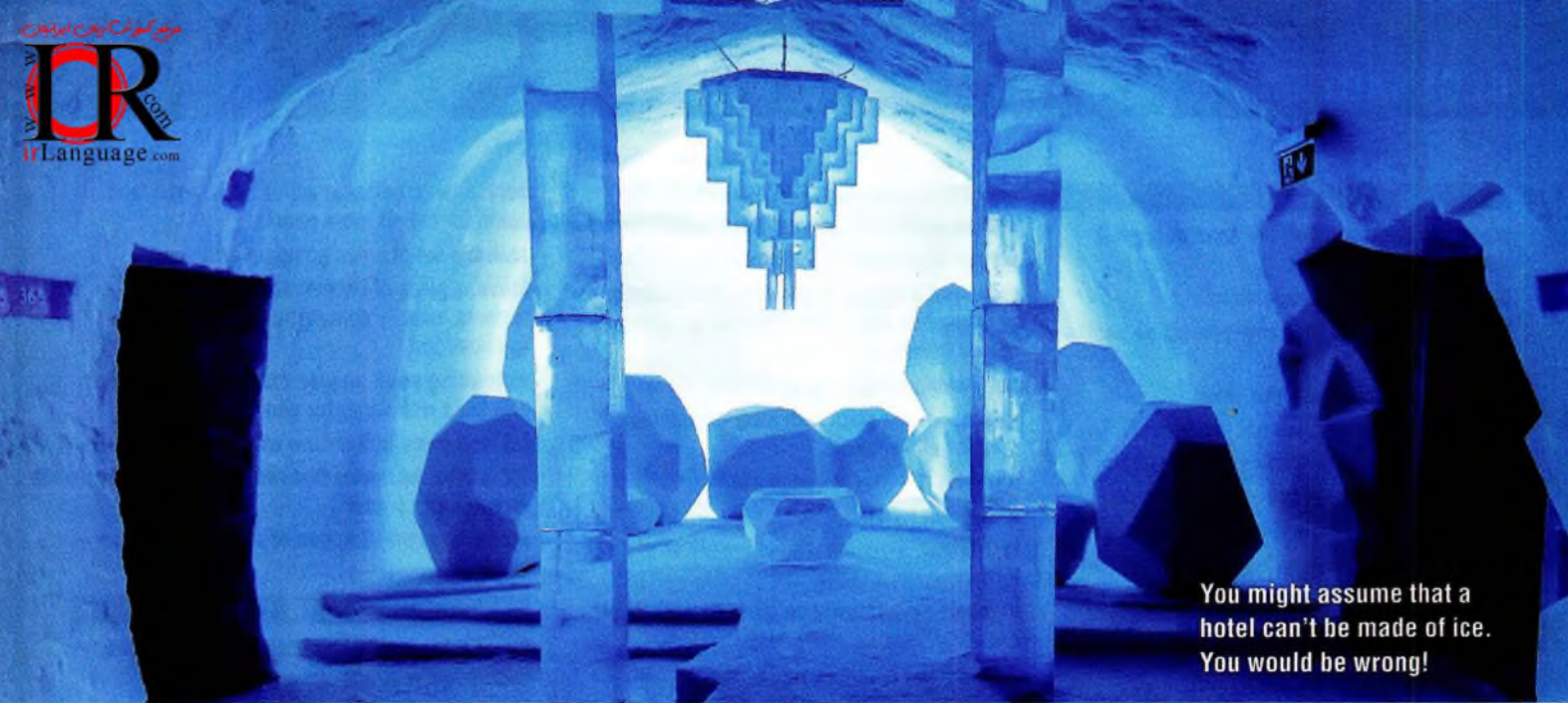
1. The Japanese man \_\_\_\_\_ (ask), "What is the name of this block?"
2. We \_\_\_\_\_ (imagine) standing on a street corner in America.
3. They \_\_\_\_\_ (pay) the doctors so they could stay healthy.
4. It was obvious that he \_\_\_\_\_ (is) confused about the address.
5. I \_\_\_\_\_ (notice) that the house numbers don't go in order.

**C** Read the assumptions. Do you agree or disagree?

- |   |              |                 |
|---|--------------|-----------------|
| 1. If a street doesn't have a name, it's impossible to find the address.              | <b>Agree</b> | <b>Disagree</b> |
| 2. You should only see a doctor when you feel sick.                                   | <b>Agree</b> | <b>Disagree</b> |
| 3. There is only one correct way to show the size and location of a country on a map. | <b>Agree</b> | <b>Disagree</b> |
| 4. You only cough when you have a cold.   | <b>Agree</b> | <b>Disagree</b> |
| 5. People only move to find a new job.  | <b>Agree</b> | <b>Disagree</b> |

**D**  Talk about the assumptions with a partner. Discuss whether you agree or disagree with each other.





You might assume that a hotel can't be made of ice. You would be wrong!

**E1** Look at the topics in the chart. What do you think about each one? Make a list of your assumptions. With a group, discuss your assumptions. Do the other people in your group share your ideas?

<b>Medicine</b>	A headache:
	A stomachache:
<b>Jobs</b>	A dentist:
	A lawyer:
<b>Celebrations</b>	A New Year's party:
	A Thanksgiving Day meal:
<b>Migrations</b>	Moving to a new apartment:
	Moving to a new country:

**E2** Research one of your assumptions. Is it correct? Share what you find with the class.

**Challenge!** From watching the TED Talk, what would you assume about Derek Sivers? Read about Derek Sivers at TED.com. Were your assumptions correct? Discuss with a partner.

## UNIT 1

**black:** the darkest color; the color at night if there is no light

**blond:** having light, yellowish hair

**brother:** a son with the same parents as another daughter or son

**brown:** the color of earth or wood

**children:** people who are not yet adults

**curly:** hair that forms into curves or spirals

**daughter:** a female child

**family:** people who are related to each other

**father:** a male parent

**friends:** a person who someone knows and likes

**grandfather:** the father of one's father or mother

**grandmother:** the mother of one's father or mother

**gray:** a color like black mixed with white

**greeting:** something friendly you say or do when you meet someone

**hair:** a thin fine growth on the skin and head of a person

**handsome:** good-looking or attractive

**husband:** a man who is married

**introduce:** tell someone your name so you can get to know them

**married:** having a husband or wife

**mother:** a female parent

**old:** having lived for many years

**parent:** a mother or father

**pretty:** lovely or attractive individual

**red:** the color of blood or fire

**short:** referring to below average height

**single:** one who is unmarried

**sister:** a daughter with the same parents as another daughter or son

**son:** a male child

**straight:** in the form of a line without bending

**tall:** referring to above average height

**wavy:** slightly curly, rippled or undulated

**young:** not old, of few years

## UNIT 2

**architect:** a trained professional who designs buildings and is often in charge of their construction

**artist:** a person who creates art, such as a painter or musician

**banker:** an officer or manager of a bank

**big:** large

**chef:** the head cook in a restaurant

**city:** an area with many thousands of people living and working close together

**cold (adj):** having a low temperature

**country:** an area of land which is a nation

**doctor:** a physician or medical practitioner

**dry:** without water or moisture

**engineer:** a person highly trained in science and mathematics who plans the making of machines, roads, and bridges

**hot:** having a high degree of heat

**maize:** corn; a plant with long vegetables covered in yellow seeds

**numbers 1-101:** (see page 18)

**small:** not large

**taxi driver:** a person who is the driver of a car for hire

**teacher:** a person whose job is to instruct others

**wet:** to have a high degree of water

## UNIT 3

**apartment:** set of rooms for living in within a building with other apartments

**armchair:** a chair with armrests

**back yard:** the land behind and belonging to a house

**bathroom:** room with a bath and toilet

**bed:** a piece of furniture for sleeping

**bedroom:** a room for sleeping

**bookcase:** a piece of furniture with shelves, sides, and usually a back

**chair:** a piece of furniture with a back, for a person to sit on

**closet:** a small room for storing clothes, towels, sheets, etc

**coffee table:** a long, low table often set in front of a sofa

**dining room:** a room for eating in, usually with chairs and a table

**downstairs:** in the direction of or located on floors below

**front yard:** an area in front of the house

**garage:** a building where a vehicle is kept

**garden:** an area of land used to grow flowers and vegetables

**house:** building in which people live

**kitchen:** a room where meals are prepared, usually having a stove, sink, and refrigerator

**lamp:** any variety of lighting devices using electricity, oil, or gas

**living room:** a room in a house where people sit, talk, read, or entertain

**microwave:** a small oven which uses short frequency electromagnetic waves

**refrigerator:** a storage box with cooling and usually freezing sections for keeping food fresh

**sofa:** a long, soft seat with a back, arms, and room for two or more people

**stairs:** a set of steps going up or down

**stove:** a piece of kitchen equipment with burners, usually containing an oven, used to cook food

**swimming pool:** an area that has been dug-out and filled with water for people to swim in

**table:** a piece of furniture with a flat top on legs

**TV:** a box-like device that receives and displays pictures and sound

**upstairs:** in the direction of the level or floor above

## UNIT 4

**backpack:** a type of bag carried on the back with two shoulder straps

**bag:** a sack, a container made of paper, plastic, cloth, etc. used to carry things

**book:** pages of words kept together with a paper or hard cover

**camcorder:** a hand-held video camera and recorder

**cell phone:** a small telephone you can carry with you

**dictionary:** a book listing words and their meanings in alphabetical order

**DVD player:** a device that plays DVDs

**earrings:** pieces of jewelry that are attached to ears

**glasses:** two pieces of glass or plastic that one wears in front of the eyes to see better

**gold:** valuable yellow-colored metal

**jewelry:** ornaments that people wear

**keys:** pieces of metal used to lock or unlock a door, start or stop an engine, etc.

**laptop:** a small portable computer

**MP3 player:** portable device that plays music

**necklace:** chain or string of beads worn around the neck

**notebook:** a book with blank or lined pages to make notes in

**pen:** an instrument used to write or draw in ink

**ring:** a circular metal band worn on a finger

**silver:** a valuable pale gray metal

**smart phone:** an mobile phone that can access the Internet

**speakers:** piece of audio equipment that sound comes from

**tablet:** a small portable computer that is navigated through a touch screen

**wallet:** a small, folded case used to hold cash or credit cards

**watch:** a small clock worn on the wrist

## UNIT 5

**check e-mails:** to look at one's electronic mail

**days of the week:** (see page 58)

**finish work:** to reach the end of a work-day at one's job

**get up:** to wake-up and rise from sleeping

**go to bed:** the act of lying down in one's bed

**go to meetings:** the act of going to a gathering with work colleagues

**go to the bank:** the act of going to the place where one's money is kept

**have dinner:** to have something to eat in the evening

**have lunch:** to have something to eat in the middle of the day

**make photocopies:** to make copies of a document using a machine

**meet clients:** to get together with customers to whom a service is provided

**start work:** begin a work-day at a job

**take a nap:** to have a short sleep during the daytime

**take a photo:** to record an image using a camera

**take a shower:** to wash in the shower

**talk on the phone:** to communicate through a telephone

**time:** what people measure in years, days, hours, and minutes (see page 56)

**travel:** to go, journey

**write reports:** to write a document for work or school

## UNIT 6

**across from:** on the other side of the street

**airport shuttle bus:** a bus used to take people to and from, or within the airport

**art gallery:** a place to display works of art, such as paintings, sculptures, etc.

**between:** in the middle of two things

**bus:** a large vehicle used to carry people between places

**bus station:** a place or building where buses pick-up and drop-off passengers

**car:** an automobile

**hotel:** a building with bedrooms for rent

**journey:** act of traveling from one place to another

**library:** a building which holds books and other reference materials for borrowing

**movie theater:** a theater where movies are shown for entertainment

**museum:** a place that displays rare, valuable, and important art or historical objects

**on the corner of:** at the place where two streets meet

**park:** an area of land where people can exercise, play, or relax

**post office:** a building where mail is processed

**restaurant:** a business that serves food

**subway:** a public transportation system with trains that run underground

**supermarket:** a large store offering food and general household items

**taxi:** a car with a driver for hire

**tourist office:** a center that gives information to visitors or travelers

**train:** a line of vehicles, such as railroad cars pulled by a locomotive

**train station:** a place or building, where trains pick-up and drop-off their passengers

**turn (left/right):** change direction

## UNIT 7

**cooking:** preparing and serving food

**free time:** time not spent working or in school

**going for a walk:** the act of taking a walk outdoors

**going to the movies:** the act of watching a film in a movie theater

**ice skate:** to move over ice with ice skates

**listening to music:** to use our sense of hearing in order to enjoy music

**play football:** play a sport played by two 11-person teams, using an oval ball. In order to win one must pass or run the ball over the opponent's line

**play golf:** play an outdoors game in which people hit a small hard ball with a stick into a hole

**play soccer:** play a sport of two teams of 11 players, who kick a round ball into goals

**play tennis:** play a game on a court with two or four players who use rackets to hit the ball over a net

**playing the guitar:** using an instrument with six strings to make music

**reading:** to see and understand words in a book or magazine

**shopping:** the act of buying items at stores or online

**ski:** the sport of sliding down or across snowy surfaces on skis

**sports:** games that require physical skill

**swim:** to move through water by moving parts of the body

**play volleyball:** playing a sport played with players on each side of a net who score points by hitting the ball to the ground on the opponents' side

**watching TV:** the act of viewing the television

## UNIT 8

**beige:** a light-brown color

**black:** the darkest color; the color at night if there is no light

**blouse:** a woman's shirt

**blue:** the color of the sky and the sea

**brown:** the color of earth or wood

**coat:** warm clothing worn over other clothes

**colors:** (see pages 96 and 100)

**dark:** close to black

**dress:** a one-piece article of clothing worn by girls or women

**gray:** a color like black mixed with white

**green:** the color of grass or leaves

**hat:** a clothing item which covers the head

**jacket:** a short coat

**jeans:** informal pants made of denim

**light:** close to white

**orange:** a color between red and yellow

**pants:** a piece of clothing that covers the legs

**pink:** a color between red and white

**purple:** a color between red and blue

**red:** the color of blood or fire

**scarf:** a piece of cloth worn around the neck

**shirt:** a piece of clothing worn on the upper body

**shoes:** a covering for the foot

**skirt:** a piece of women's clothing that covers the waist, hips, and part of the legs

**socks:** a piece of cloth worn over the foot and under a shoe

**sweater:** a warm piece of clothing worn over the upper body

**tie:** a piece of cloth worn by men around the neck for formal occasions

**t-shirt:** a short-sleeved shirt worn over the upper body

**white:** the complete lack of color, or the lightest of

all colors

**yellow:** the color of a lemon or the sun

## UNIT 9

**apple:** a round fruit with red, green, or yellow skin and firm, juicy flesh

**banana:** a long curved fruit with yellow skin

**bean:** an edible seed of many plants  
**bread:** a food made of baked flour, water or milk, and yeast  
**butter:** a yellowish fat made from milk or cream  
**candy:** sweet food made with sugar  
**carrots:** long, thin, orange vegetables  
**cereal:** food made from grain  
**cheese:** a solid food made from milk  
**chicken:** a farm bird raised for its eggs and meat  
**chocolate cake:** a sweet baked food made from flour, eggs, milk, sugar, and chocolate  
**coffee:** a hot, brown, energy-giving drink made by water and coffee beans  
**cookies:** a small, sweet cake  
**eggs:** round or oval-shaped shell made by a female bird  
**fish:** an animal with tails and fins that lives in water  
**fruit juice:** a liquid drink made from fruit  
**ice cream:** a frozen mixture of cream, milk, flavors, and sweeteners  
**meal:** food you eat  
**meat:** the flesh of animals  
**milk:** a white liquid produced by some female animals such as cows  
**orange:** a round, juicy, orange-colored fruit with thick skin  
**pasta:** food made of flour, eggs, and water, formed in many shapes and boiled  
**potato:** round or oval root vegetables with white insides  
**rice:** white or brown grains from a cereal plant  
**salad:** a mixture of vegetables, fruit, or other foods, served with a dressing  
**steak:** a large piece of meat or fish, usually about an inch thick  
**tea:** flowers and leaves that are dried, shredded, and brewed into a drink  
**tomato:** a soft, red fruit  
**yogurt:** a thick, creamy food made from milk

## UNIT 10

**arm:** one of two parts of the upper human body that extends from the shoulder to the hand  
**back:** the side of the human body opposite the stomach and chest  
**backache:** a dull, lasting pain in the back  
**body:** all of a person or animal's physical parts

**chest:** the front of the human body above the stomach  
**cold (noun):** an illness, usually with a blocked runny nose, sore throat, and a lot of sneezing  
**cough:** to push air out of the throat suddenly with a harsh noise  
**cough medicine:** liquid medicine taken for a cough  
**ear:** one of the two organs used for hearing, located on either side of the head  
**earache:** pain in the inside of your ear  
**face:** the part of the head that has the eyes, mouth and nose  
**fever:** higher than normal body temperature  
**finger:** long, thin movable parts of the hand  
**foot:** the body part attached to the lower leg and used for walking  
**hand:** part of the body at the end of the arm  
**head:** part of the body that has the face, ears, hair, skull, and brain  
**headache:** a dull, lasting pain in the head  
**health:** condition of a body  
**knee:** where a leg bends  
**leg:** one of the lower limbs of humans and many animals. used for walking and running  
**lie down:** rest or sleep  
**pain reliever:** a type of medicine taken to lessen aches in the body  
**patient:** a person receiving medical care  
**sore throat:** a pain in a person's throat  
**stomach:** the front of the body below the chest  
**stomachache:** pain in the belly  
**toothache:** a pain in a person's tooth

## UNIT 11

**acting:** performing in plays or movies  
**actor:** a person who acts in plays or movies  
**anniversary:** a date that is celebrated because of a special event  
**birthday:** date somebody was born on  
**education:** teaching people, usually at a school  
**go out for dinner:** eat the main meal of the day outside of home  
**go to a game:** watch a sports event in person  
**go to the movies:** see a movie at a theater  
**have a barbecue:** to cook food on a grill outside  
**have a family meal:** eating with your family  
**have a party:** have a get together or celebration with family or friends

**holiday:** a special day where people do not work or go to school  
**information technology:** using computers to store and analyze information  
**law:** rules made by a government body that must be followed by the people in a nation  
**lawyer:** a professional who practices law  
**medicine:** the science of curing sick people and preventing disease  
**months:** (see page 136)  
**music:** the art of putting sounds in a rhythmic sequence  
**musician:** a person who writes, sings, or plays music  
**nurse:** a person trained to take care of sick or injured people  
**plan:** decide what you are going to do  
**software engineer:** a professional who designs computer programs  
**special:** more important than usual  
**teacher:** a person who teaches or educates  
**wish:** when someone wants to do or have something

## UNIT 12

**arrive in/at:** to reach a place or destination  
**bank account:** money in a bank  
**buy:** to pay money for something  
**close:** to shut down or bring to an end  
**come to:** to arrive at a location  
**come from:** location someone was in before  
**going-away party:** a party arranged for a person who is leaving  
**go to:** move or travel to  
**immigrant:** a person who moves to another country to live  
**leave:** to go away from  
**mail:** letters, postcards, packages  
**move from:** leaving a home to a new house or location  
**move to:** a change of home to a new house or location  
**pack:** to place, wrap, or seal objects in a container for transport of storage  
**passport:** a small book issued by a government to a citizen of a nation  
**return to/from:** to come back  
**sell:** put something up for sale  
**stay in/at:** to remain somewhere  
**ticket:** a printed piece of paper bought for travel

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