

ICPNA

INSTITUTO CULTURAL PERUANO NORTEAMERICANO



THIRD EDITION

WORLDLINK

Developing
English Fluency



James R. Morgan ■ Nancy Douglas

BASIC 11

Front cover art by Eduardo Kobra
in Sao Paulo, Brazil.
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ABOUT THE ARTIST

Brazilian muralist Eduardo Kobra creates large-scale, colorful murals of notable people in cities around the world.

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English Fluency

Basic 11

James R. Morgan
Nancy Douglas



Australia • Brazil • Mexico • Singapore • United Kingdom • United States



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GUIDE TO PRONUNCIATION SYMBOLS

Vowels			Consonants		
Symbol	Key Word	Pronunciation	Symbol	Key Word	Pronunciation
/ɑ/	hot	/hɑt/	/b/	boy	/bɔɪ/
	far	/fɑr/	/d/	day	/deɪ/
/æ/	cat	/kæt/	/dʒ/	just	/dʒʌst/
/aɪ/	fine	/faɪn/	/f/	face	/feɪs/
/aʊ/	house	/haʊs/	/g/	get	/gɛt/
/ɛ/	bed	/bɛd/	/h/	hat	/hæt/
/eɪ/	name	/neɪm/	/k/	car	/kar/
/i/	need	/nid/	/l/	light	/laɪt/
/ɪ/	sit	/sɪt/	/m/	my	/maɪ/
/oʊ/	go	/goʊ/	/n/	nine	/naɪn/
/ʊ/	book	/bʊk/	/ŋ/	sing	/sɪŋ/
/u/	boot	/but/	/p/	pen	/pɛn/
/ɔ/	dog	/dɔg/	/r/	right	/raɪt/
	four	/fɔr/	/s/	see	/si/
/ɔɪ/	toy	/tɔɪ/	/t/	tea	/ti/
/ʌ/	cup	/kʌp/	/ʃ/	cheap	/tʃip/
/ɜr/	bird	/bɜrd/	/v/	vote	/voʊt/
/ər/	error	/'ɛrər/	/w/	west	/wɛst/
/ə/	about	/ə'baut/	/y/	yes	/yɛs/
	after	/'æftər/	/z/	zoo	/zu/
			/ð/	they	/ðeɪ/
			/θ/	think	/θɪŋk/
			/ʃ/	shoe	/ʃu/
			/ʒ/	vision	/'vɪʒən/

Stress

'/ / city /'sɪti/

used before a syllable to show primary (main) stress

/' / dictionary /'dɪkʃə nəri/

used before a syllable to show secondary stress

SCOPE & SEQUENCE

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Welcome Unit p. viii			
UNIT 7 CELEBRATIONS p. 94			
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			Important celebrations around the world p. 98 Listen for gist Listen for details Summarize Name that event p. 103 Listen for the main idea Listen for details Draw conclusions
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Make predictions
Draw conclusions
Read for details
Scan for details
Categorize information

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Make predictions
Identify main ideas
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LEARNING OUTCOMES

The list below will help you focus your learning and follow up on your achievement. Please **put a check (✓)** in the box that in your opinion shows your progress. Make sure you **demonstrate** you **can** do the following when finishing the respective unit.



BASIC 11 (B11)



	Learning Outcomes	I saw it	I understand it	I use it
Unit 7	<p> I can make, accept, and refuse invitations. (p. 99) ~ How'd you like / Do you want / Would you like to go with me? ~ Sure, I'd love to. / That sounds great. / I'm sorry, but I can't. I have plans. / Unfortunately, I can't. I have to work. / I'd love to, but I'm busy.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can agree with other people's statements using <i>so, too, neither, and either</i>. (p. 100) ~ I am going to Emi's party. ~ So am I. / Me too. / I am too. / ~ I don't have a costume for the party. ~ Neither do I. / I don't either. / Me neither.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can talk about customs and facts using time clauses with <i>before, after, and when</i>. (p. 106) Before the festival starts, Violetta speaks. / After the party ended, we went home. / When you throw powder in the air, you say, "Holi Hai!"</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen for the main idea and details (in a news report or interview). (p. 103)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can read about festivals and holidays and categorize information about them. (p. 104)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write a description of a festival or holiday. (p. 107)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can keep a story going. (p. 113) One day... / So, (then),... / Later,... / After that,... / As it turns out,...</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can talk about actions definitely finished and actions in progress at a certain time in the past using the past continuous and the simple past tenses. (p. 114) He was studying English at four o'clock. / ~ Were you reading a story? ~ Yes, I was. / ~ What were you reading? ~ (I was reading) a story.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can express how an action is done using adverbs of manner. (p. 120) Cinderella smiled shyly at the prince. / He opened the door quietly. / You seem unhappy. / She drives too fast.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen for main ideas and details. (p. 117)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 8	<p> I can read for main ideas to match headers with paragraphs. (p. 118)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write a diary entry (for a character in a story). (p. 121)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can interview for a job using a variety of expressions. (p. 127)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> Thanks for coming in today. / Tell me a little about yourself. / Do you have any experience (writing a blog)? / I'll be in touch. / I look forward to hearing from you. / When can you start?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can talk about actions that started in the past and continue up until now using the present perfect tense with <i>for</i> and <i>since</i>. (p. 128) ~ How long have you worked there? ~ (I've worked there) for two years. / ~ How long has she worked there? ~ (She's worked there) since 2012.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can express different meanings using verbs + infinitives. (p. 134) I like to sing. I want to be a singer. / She needed to move to London for work.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can make and check predictions. (p. 126)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 9	<p> I can identify main ideas in paragraphs. (p. 132)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write a description of a job (past job, dream job) for a presentation. (p. 135)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 GRAMMAR

- A Replace the percentages with the correct quantity expressions from the box.

all a lot half most none some

1. 50%: _____ of my family members have a four-year college degree.
2. 0%: _____ of my friends speak Chinese.
3. 65%: _____ of us are learning English.
4. 80%: _____ of the residents in this city own a car.
5. 35%: _____ of them also take public transportation at times.
6. 100%: _____ of my classmates live at home.

- B  Work with a partner. Take turns giving each other advice about the situations below. Use *should*, *could*, *ought to*, and *had better*.

1. I don't know what to wear to my job interview.
2. I'm going to live with a family in the US for a year.
3. I want to change my look a little bit.
4. Oh, no. It's starting to rain!
5. These are my favorite old jeans—I'm going to wear them on my date.
6. I need some new clothes, but I don't have very much money.

Formal vs. Informal

In English, you have to think about which phrases you use with friends and which ones you use in formal situations. For example, you can give advice to your friends using the words above, but you should not be so straightforward with elders or your boss. *Would you mind* is more formal.

- C  Work with a partner. Take turns making requests for the situations below.

1. There isn't any food in the kitchen. (would / mind / go)
Would you mind going to the grocery store?

2. There are a lot of dirty clothes in the bedroom. (could / do)

3. The living room rug is dirty. (will / vacuum)

4. It's almost dinnertime and you're hungry. (can / make)

5. You're at the train station and there aren't any taxis. (could / pick up)

6. You want to go to a popular restaurant for lunch. (would / mind / make)

D Circle the correct word to complete each sentence.

1. My schedule isn't **very** / **pretty** busy this week.
2. I **really** / **very** love that new restaurant on Park Street.
3. This movie theater is **very** / **pretty** new—it opened three years ago.
4. We don't like eating in restaurants **very** / **really** much.
5. My neighbors are **pretty** / **very** quiet. I never hear them.
6. They are **really** / **pretty** nice people. They would do anything for you.

E Complete the sentences with the correct form of *be going to* or *will*.

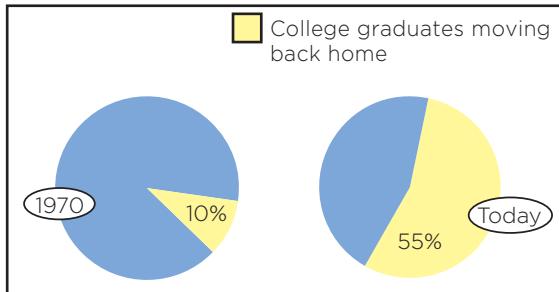
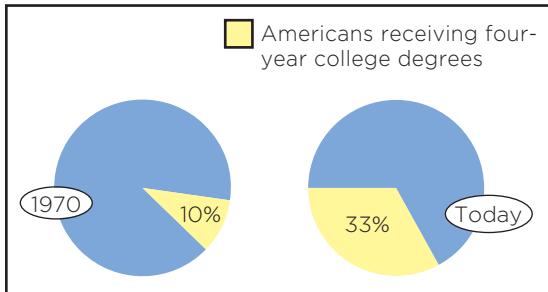
1. My study group _____ **is going to** meet at 6:00 tonight.
2. Our class was canceled—I think I _____ go to the gym.
3. Martina told me she _____ visit Ireland next summer.
4. Wait! I _____ help you with those boxes.
5. My best friend and I _____ attend the same college in the fall.
6. The senior class members _____ observe some classes at City College.

F  Complete the conversations with predictions using *be going to* or *will*. Some sentences may have more than one correct answer. Then practice the conversations with a partner.

1. **A:** What are your plans after graduation?
B: I'm not sure. **I'll probably travel / I'm probably going to travel** to Europe. (**I / probably / travel**)
2. **A:** Jacob is missing a lot of classes!
B: _____ the exam if he doesn't start coming soon.
(**he / definitely / fail**)
3. **A:** Is Ricki coming to the library after class?
B: I think she _____. She likes to study at home. (**probably / come**)
4. **A:** What's the weather forecast for tomorrow?
B: It might be sunny, but _____. (**maybe / it / rain**)
5. **A:** I heard Tony applied to Stanford.
B: Yeah, and _____. He's an excellent student.
(**he / definitely / get accepted**)
6. **A:** Where is the taxi? My interview is in 30 minutes!
B: Don't worry. I'm sure _____ soon. (**it / arrive**)

2 VOCABULARY

A Look at the pie charts. Complete the sentences with the correct word from the box.



about exactly fall nearly over rose

1. In 1970, over 75% of Americans didn't have a college degree.
2. Today, about 35% of Americans have a degree.
3. The number of college graduates nearly from 1970 to now.
4. In 1970, exactly 10% of college graduates moved home after they finished school.
5. Now, that number is rose 50%.
6. Do you think the number of college graduates will rise or fall in the future?

B Correct the errors in the sentences below. One sentence is correct. Then check your corrections with a partner.

1. You ~~make~~^{do} the dishes when they are dirty.
2. You do breakfast in the morning.
3. You pick up your friends from the train station when they arrive.
4. You make grocery shopping when you don't have any food.
5. You ask a reservation when you want to go to a restaurant.
6. You drop out your classmate at home after class.

C Complete the paragraph with the words in the box.

bike lanes on foot pedestrians sidewalks traffic walkable

Using the Internet

The Internet is a great resource for practicing reading in English. Look up topics that interest you, like cooking, sports, or movies, and read short articles about them in English. Read for the gist, or main idea. Don't look up every word. It's fun!

Every day, more people are moving to (1.) walkable neighborhoods. They want to get around (2.) _____ or by using one of the city's many (3.) _____. To ride to work. The best neighborhoods don't have very much (4.) _____, and they have wide (5.) _____ that are in good condition for pedestrians. That makes it easier for (6.) _____ to go where they need to safely.

- D** Circle the correct words to complete the email.

Hi James,

How are you doing? Have you made a (1.) **decide / decision** about where you want to (2.) **apply / application** to college? I don't know where I want to go yet, but I have a few under (3.) **consider / consideration**. Next week, I am going to (4.) **observe / observation** classes at State University. My first choice is Harvard, but I know there's a lot of (5.) **compete / competition** to get in. My counselor (6.) **recommends / recommendation** that I apply to a couple of schools that are easier to get into, as well.

Good luck!

Gina

3 LEARNING WITH OTHERS

- A** Write three sentences about yourself in your notebook. Use three of the sentence starters below.

My name is...

My degree will be in...

I am a student at...

I have experience working in...

I am going to graduate in...

I enjoy...

- B**  Then work in a group of three students. Take turns reading your sentences. Each person asks a question about your sentences. One student will record the responses. When everyone is done, share some of the sentences with the class.

My name is Alejandro.

Is Alejandro a common name in your family?

4 WRITING

- A**  Interview a classmate to find out the information below. Then write a personal profile (about ten sentences) about him or her.

- School
- Major
- Graduation date

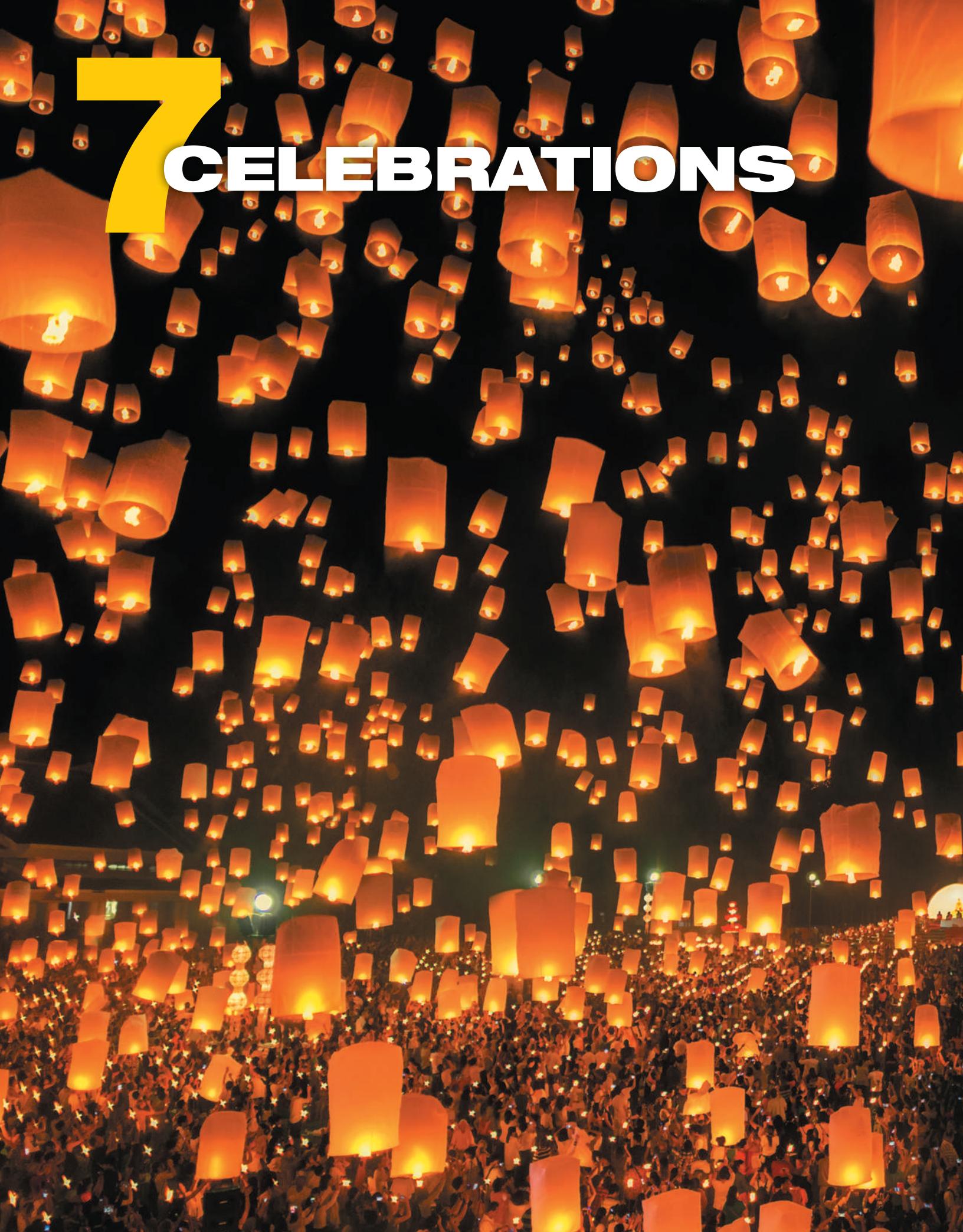
- School activities
- Other abilities
- Work experience (what / where / when)

What do you do at school?

I'm on the baseball team!



7 CELEBRATIONS





Look at the photo. Answer the questions.

- 1 What is this festival? What do people do?
- 2 Is there a festival like this in your country?
- 3 Look up the word *holiday* in your dictionary. What is an important holiday in your country?

UNIT GOALS

- 1 Invite someone to do something and accept or refuse an invitation
- 2 Agree with someone else
- 3 Describe different parties, festivals, and holidays
- 4 Talk about what people do on those days

People light lanterns and make wishes for good luck at a festival in Chiang Mai, Thailand.

LESSON A PARTIES



Fans of the Colombian soccer team cheer for their team in Brazil.

1 VIDEO Soccer Celebrations

- A ► Look at the photo and the title of the video. Then watch the video and answer the question below.

Word Bank

fan = person who enjoys something
inspiration = something that makes a person want to act
live = in person

The people in the video are watching an important sporting event. What event do you think it is?

- B ► Read questions 1–3 and guess the answers. Then watch again and write the answers you see and hear in the video.

1. Where do people watch big sporting events?

2. When a favorite team wins an important game, why do people feel so happy?

3. When their team scores a point, what do fans do?

- C ☀ Answer the questions with a partner.

1. What was the last big sporting event you watched? Where did you watch it? Who won?
2. Are you a fan of any team? If yes, which one?
3. When you watch your team play, do you get emotional (do you yell or jump up and down)?

I watched the Copa America final. Chile won.

2 VOCABULARY

A  What do you know about an event called the Super Bowl? Take the quiz and find out! Compare your answers with a partner's. Check your answers at the bottom of the page.

1. The Super Bowl is the championship game for **American football / soccer** in the United States.
2. It is currently held on the first **Monday / Sunday** in February.
3. It is usually the most-watched television broadcast of the year in the US. More than **ten million / one hundred million** people watch it every year.
4. Not all of the TV viewers are football fans. Many watch to see the **commercials / fireworks**.
5. There is a big halftime show featuring famous **athletes / singers**.

B  Read the information about how people celebrate the Super Bowl. Answer the questions below. Then compare your answers with a partner's.

Many people **celebrate** the day by **throwing a party**. They **invite** friends to come to their home. Everyone **gets together** in the afternoon, and the game begins in the early evening.

Word Bank

Word partnerships with *party*
attend / go to / have / host / throw / organize / plan a party

Do you want to **have** your own Super Bowl **party**? Here is some advice on how to **plan** for it:

- **Decorate** your home or bake a cake with the teams' colors.
 - Play games. Have your **guests** try and guess the final score of the game.
 - Make sure you have enough seating for everyone. You may need to borrow extra chairs!
 - Buy plenty of "finger foods"—things like chips and salsa. Chili is also good to cook for the **occasion**.
 - Don't forget to **have a good time**!
1. When do people in your country throw a party? What occasion are they celebrating?
 2. Who gets together on that day?
 3. What special decorations are there? What foods are served for the occasion?



1. American football; 2. Sunday; 3. one hundred million; 4. commercials; 5. singers

3 LISTENING

A  **Listen for gist.** Two people are going to talk about an important celebration in their countries. Read the sentence. Then listen and complete it.

CD 2 Track 2

Both speakers are talking about special days that celebrate _____.

- a. getting a driver's license
- b. graduating from college
- c. growing up
- d. getting married



B  **Listen for details.** Read the sentences below. Then listen and match each sentence with the correct celebration. Some sentences are true for both celebrations. **CD 2 Track 3**

The Rose Party: _____

Coming of Age Day: *a.* _____

- a. You are 20.
- b. You are 15.
- c. It happens in Japan.
- d. It happens in El Salvador.
- e. It's only for young women.
- f. You wear special clothes.
- g. Everyone celebrates together on a day in January.
- h. There's a ceremony at City Hall first.
- i. There's a religious ceremony first.
- j. You get gifts.
- k. Many people come to your home to eat and dance.
- l. You go with friends to different clubs and parties.

Listening Strategy

Listen for Details

Listen carefully for specific information.

C  Choose one of the celebrations above. Use your answers in **A** and **B** to describe it to a partner.

D  Discuss the questions with a partner.

1. Is there a similar celebration in your country?
2. When is it held, and what happens on that day?

In my country, some parents throw a large, elegant party when their daughters turn 15....

4 SPEAKING

- A**   **Pronunciation: Reduced want to.** Listen and complete the dialog. Notice the pronunciation of *want to*. Then practice the dialog with a partner. **CD 2 Track 4**

A: _____ do you _____ do this weekend?

B: I don't know. Maybe see that new sci-fi movie? _____ you _____ come with me?

A: Sorry, but I don't really _____ see that movie.

- B**   Listen to the conversation. Then answer the questions with a partner. **CD 2 Track 5**

1. Omar is going to a party. What kind of party is it? How does Omar invite Lane? */lein/*

2. Does Lane accept? What does she say?

OMAR: Hey, Lane. My classmate Sayuri is having a party this weekend.

LANE: Really?

OMAR: Yeah, it's a costume party.

LANE: Sounds like fun.

OMAR: Do you want to go with me?

LANE: Are you sure? I don't really know Sayuri.

OMAR: No problem. She said I could invite a friend.

LANE: OK, then. I'd love to go. When exactly is it?

OMAR: On Saturday night.

LANE: Wow, that's the day after tomorrow! I need to get a costume.

OMAR: Me too. There's a good place near here that rents them. Let's go there after school.

LANE: Sounds good!



- C**  Practice the conversation with a partner.

SPEAKING STRATEGY

- D** On a piece of paper, write four invitations using the information in the box. Use the Useful Expressions to help you.

- E**  Take turns inviting your partner to the events in **D**. Refuse two of your partner's invitations. Give an excuse (a reason for saying "no").

come to my birthday party	study together	after class	tomorrow
see a movie	your idea: _____	this weekend	tonight

Useful Expressions			
Inviting someone to do something		Accepting or refusing an invitation	
Do you want Would you like How'd you like	to go with me?	Sure, I'd love to. That sounds great. I'm sorry, but I can't. I have plans. Unfortunately, I can't. I have to work. I'd love to, but I'm busy (then / that day).	
Speaking tip			
When refusing an invitation, it's polite to give a simple explanation.			

We have an English test this Friday.
How'd you like to study for it after class?

I'd love to, but...

5 GRAMMAR

- A** Study the chart. Turn to page 205. Complete the exercises. Then do **B–D** below.

Agreeing with Other People's Statements: <i>so</i> , <i>too</i> , <i>neither</i> , and <i>either</i>		
	Affirmative	Negative
With <i>be</i>	I'm going to Emi's party. /'ɛmɪ/ So am I. / I am too . / Me too .	I'm not going to Emi's party. Neither am I. / I'm not either . / Me neither .
With other verbs	I have a costume for the party. So do I. / I do too . / Me too .	I don't have a costume for the party. Neither do I. / I don't either . / Me neither .

- B** Match each statement with a correct response.

1. I'm having a party this weekend. a. Neither was I.
2. The teacher wasn't there yesterday. b. Neither did I.
3. I missed the bus this morning. c. So do I.
4. I was late for my first class. d. So did I.
5. I didn't have a good time at the party. e. I was too.
6. Tim and Monica speak Spanish. f. So am I.
 /tɪm/ /mɒnɪkə/

i *Me too* and *me neither* are common in casual spoken conversation.

- C** Circle the option that makes each sentence true for you.

1. I like / I don't like to stay at home on the weekend.
2. I like / I don't like to talk during class.
3. I need / I don't need to study harder.
4. I think / I don't think big parties are fun.
5. I'm good at / I'm not good at remembering new vocabulary.

- D**  Compare your opinions in **C** with a partner's.

I like to stay at home on the weekend.

I like to stay at home on the weekend.

So do I. What do you like to do?

Really? Not me! I like to go out with my friends.

Play games on my computer.

6 COMMUNICATION

- A**  Plan a party with a partner. Choose a place or thing from each category, or think of an idea of your own.

Type of party



a. a costume party



b. a pool party



c. a birthday party

Place



a. a friend's house



b. a nightclub



c. a park

Type of food



a. finger foods



b. barbecue



c. pasta salad

- B**  Invite four other pairs to your party. Ask and answer questions about each other's parties. Complete the invitations below.

Would you like to come to
our party next week?

What kind of party is it?

It's a surprise birthday party for
Antonio. He turns 22 next Friday.

Type of party: _____

Place: _____

Food: _____

- C**  Discuss the parties in **B** with your partner. What do you think of each one? Choose your favorite party together and then share your choice with the class.

I really like the surprise
birthday party.

So do I. The costume
party sounds fun, too.

LESSON B FESTIVALS AND HOLIDAYS



The International Festival of the Sahara takes place in December for four days in Douz, a village in Tunisia near the Sahara Desert. Thousands of people gather to celebrate the traditions of the desert people.

/sə'hærə 'dɛzərt/

Events

- Watch people compete in different games to win prizes. Be sure to see one of the horse or camel races.
- Love words? Don't miss the festival's poetry competition.
- Local musicians and DJs from around the world perform every night.
- Participate in activities outside of Douz. Visit the dunes (large sand hills) for sand skiing and other sports.

1 VOCABULARY

A Take turns reading the information about the festival aloud with a partner.

B Complete each definition with the correct form of a word or phrase in blue.

- To play a game or other activity and try to be the best: compete
- A type of activity (running, driving) that you try to be the fastest in: race
- To sing, dance, or play music in front of others: _____
- To come together in a group: _____
- To happen: _____
- Something (like money) given to the winner of a game or activity: _____
- To join in and do something together with others: _____
- The customs or ways of doing something for a long time: _____

Word Bank		
Word Families		
Verb	Noun	Noun (person)
compete	competition	competitor
participate	participation	participant
perform	performance	performer

C Cover the information about the festival. Ask and answer the questions with a partner.

- Where and when does the festival take place?
- What happens at the festival?

2 LISTENING



A **Listen for the main idea.** You will hear a news report about an event in the African country of Cameroon. Listen and answer the questions. **CD 2 Track 6** /kæmə'run/

1. What event is the reporter talking about?

- a. a musical performance
- b. a big competition
- c. a special parade

2. What is the event called? Write the word.

The _____ of Hope



B **Listen for details.** Listen and complete the notes about the event. **CD 2 Track 7**

1. When the event takes place: every year, usually in _____
2. Number of participants this year: _____ people
3. Distance: about _____ kilometers
4. What people do: They run up a _____ and then back down.
5. Prize: over \$ _____
6. Other events: During the weekend, there's also a _____.

Listening Strategy

Listen for Details

Listen for specific information to complete the notes.

C **Draw conclusions.** Think about the name of this event. Why do you think it has this name? Listen again and write your answer. Then compare your ideas with a partner's. **CD 2 Track 7**

D Imagine you and your partner work for an advertising agency. You are helping the government of Cameroon tell the world about this special event. Create a print or video advertisement about the event. Use your notes in **A–C**.

E Share your advertisement with two other pairs. Which one is the best?

3 READING CD 2 Track 8

A Make predictions; Draw conclusions.

Read the title and look at the photo. What do you think happens at this festival? Tell a partner.

B Read for details.

Work with a partner. Answer questions 1–3 about your festival only.

Student A: Read about the Orange Festival.

Student B: Read about the Festival of Color (Holi).

- Where and when does it take place?
- What is the purpose of the festival? What event does it celebrate?
- What do people do at the festival?

C Ask your partner the questions in B about his or her festival. Then read about the festival. Check your partner's answers.

D Scan for details; Categorize information.

What festival is each sentence about? Write O for Orange Festival and H for Holi. Write B if both answers are possible.

- _____ 1. It's celebrated in different countries.
- _____ 2. It's about an old story.
- _____ 3. It celebrates good over bad.
- _____ 4. You throw things at people.
- _____ 5. You need to join a team.
- _____ 6. The day before, people light a fire.

Reading Strategy

Categorize Information

Classify details.

E Answer the questions with a partner.

- Do you want to go to Holi or the Orange Festival? Why?
- Are there any old, traditional festivals in your country? Answer the questions in B about them.

GET READY TO GET DIRTY



The Orange Festival

/i'vereɪə/

It's a cool February afternoon in the small town of Ivrea in Northern Italy. The streets are usually quiet, but today they're full of people as the four-day Orange Festival begins. The "Carnevale di Ivrea" is over 900 years old. It celebrates the story of a girl named Violetta. She killed the town's evil¹ leader and freed² the people of Ivrea. The festival remembers the fight that took place between the people of Ivrea and the evil leader's soldiers. In the original fight, people threw rocks at the soldiers. Today, participants throw oranges. At the start of the Orange Festival, a young woman dressed as Violetta speaks to the people and gives them candy. After that, the orange fights begin. To participate, you need to join a team—you can be on a team of "freedom fighters" or soldiers. If you don't want to fight, you must wear a red hat. Then no one will throw oranges at you. It's a lot of fun!

¹Something evil is very bad.

²To free people means to let them go.



People throw colorful powder during Holi.

The Festival of Color

The Festival of Color, also called Holi, is a popular spring celebration. It takes place every year, usually in early or mid March, in India and other countries like Nepal and Sri Lanka. In Indian mythology,³ an evil woman tried to kill a young man named Prahlad by burning him in a fire. Because Prahlad was a good person, he escaped⁴ from the fire unhurt. Today, people remember this event by lighting large fires in the streets on the night before Holi. The fire is a symbol⁵ of the end of all bad things. The next day, Holi, celebrates the start of spring and a new beginning. To celebrate, people gather in the streets. They throw colored powder into the air and say, "Holi Hai!" Others throw colored water or powder at each other. By the end of the festival, the streets are filled with color and smiles!

³Mythology is a collection of very old traditional stories.

⁴If you escape from something bad, you get away from it.

⁵A symbol is something that represents something else. For example, a picture of a heart is a symbol of love.

4 GRAMMAR

A Study the chart. Turn to page 206. Complete the exercises. Then do **B** and **C** below.

Time Clauses with <i>before</i> , <i>after</i> , <i>when</i>	
Time clause	Main clause
Before the festival starts, After the party ended, When you throw powder in the air,	Violetta speaks. we went home. you say, "Holi Hai!"
Main clause	Time clause
Violetta speaks We went home You say, "Holi Hai!"	before the festival starts. after the party ended. when you throw powder in the air.

B  Look at the photo. Then read about Paloma's activities on Three Kings' Day. With a partner, combine the different sentences using *before*, *after*, and *when*. Multiple answers are possible.



On January 6, people around the world celebrate Three Kings' Day. In Spain and many Latin American countries, children get presents, and families eat a special meal together.

January 5

9:00 PM Paloma and her family go to the Three Kings' Parade.

January 6

7:00 AM Paloma's younger brothers get up.
7:00 AM They wake Paloma up.
7:15 AM The family gathers in the living room.
7:20 AM They open presents.
8:00 AM Everyone relaxes and enjoys the morning.
11:00 AM Paloma and her mom prepare lunch.
12:00 PM Paloma's grandparents arrive at her house.
Everyone has lunch.
3:00 PM The family eats a special sweet bread called a *roscó*.
3:30 PM The adults talk, and the children play games.

When Paloma's brothers get up, they...

C  Think of a holiday you know. What happens on this day? Use *after*, *before*, and *when* to describe the day's events. Tell a partner.

When it gets dark on the Fourth of July, we watch fireworks.

5 WRITING

- A  Read the paragraphs on the right. Then tell a partner:
1. Is the person writing about a festival or holiday?
 2. What is it called?
 3. Where and when does it happen?
 4. What do people do, and when?
- B What is an important holiday or festival in your city or country? Use the questions in A to make some notes. Then use your ideas and the example to help you write a paragraph or two about it.
- C  Exchange papers with a partner. Answer the questions in A about your partner's writing. Circle any mistakes. Then return the paper to your partner. Make corrections to your own paper.

In Korea, we have a holiday called Chuseok. It usually takes place in September or early October. It is a holiday for giving thanks and remembering our ancestors.

Many people travel to their hometowns to spend Chuseok with their families. Every family celebrates Chuseok a little differently. In my family, we prepare traditional foods a day or two before Chuseok. On Chuseok morning, my family does a special ceremony to remember our ancestors. After this, we have a big meal, and we give each other small gifts. In the evening, we have a nice dinner. After the meal, we play games or watch TV. There are lots of fun TV shows on during Chuseok!

6 COMMUNICATION

- A  Look at these unusual holidays. Then ask and answer the questions below with a partner.



1. What do you think happens on each day?
2. Which one(s) would you like to celebrate? Why?

- B  With your partner, use the questions to invent an unusual holiday.
- What is the name of the holiday?
 - When does the holiday take place?
 - What is the reason for the holiday?
 - Who celebrates it?
 - What do people do on the holiday?
 - Do people celebrate it at home or outside the home?
 - What do people wear?
 - Are there any special foods or decorations?

- C  Present your holiday to the class. When you listen, take notes and answer the questions in B.

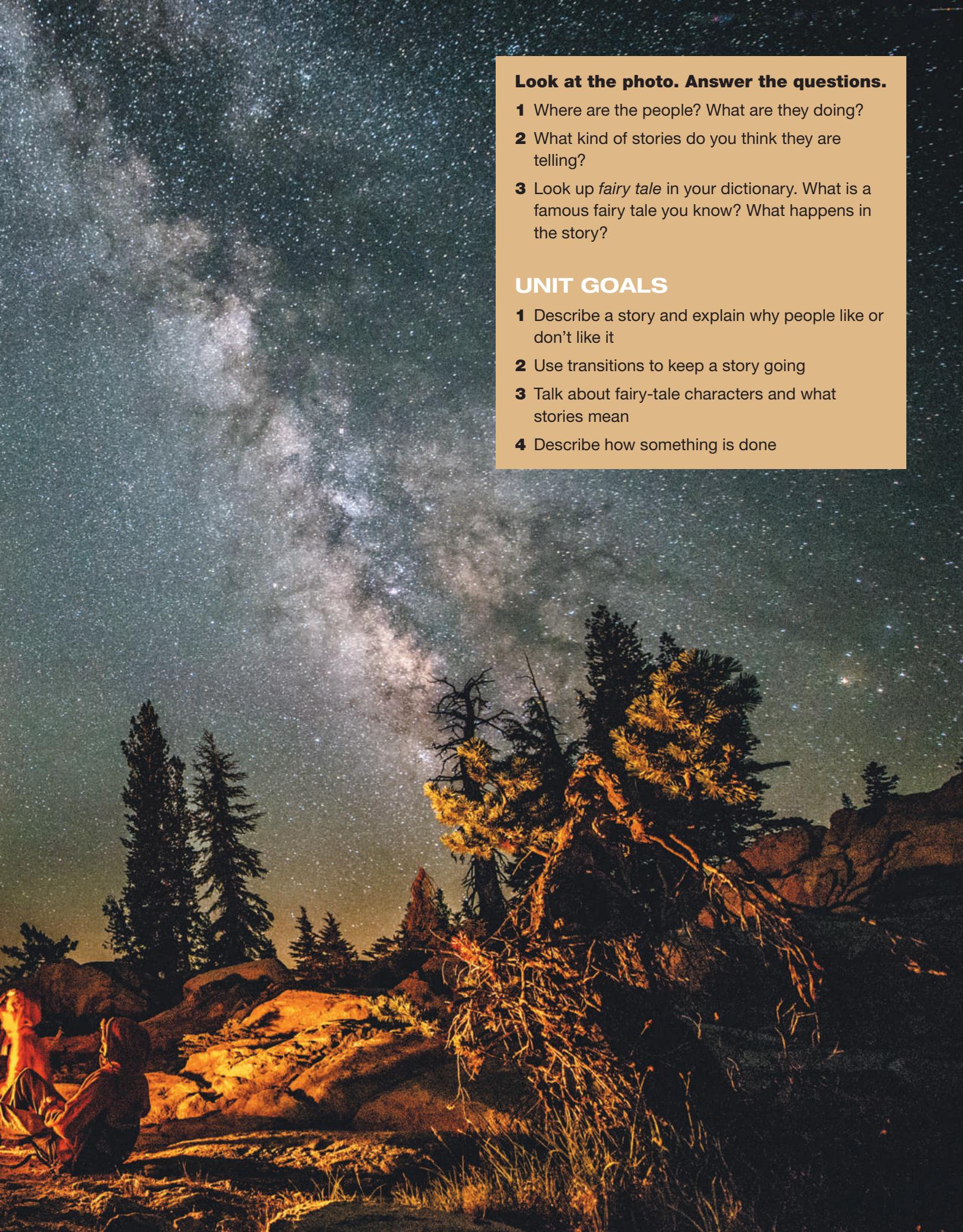
Our holiday is called World Language Day.

- D  Review your notes. In your opinion, which holiday is the most interesting? Tell the class.

8 STORYTELLING



A group of friends tell stories around a campfire in Yosemite National Park, California, the United States.



Look at the photo. Answer the questions.

- 1 Where are the people? What are they doing?
- 2 What kind of stories do you think they are telling?
- 3 Look up *fairy tale* in your dictionary. What is a famous fairy tale you know? What happens in the story?

UNIT GOALS

- 1 Describe a story and explain why people like or don't like it
- 2 Use transitions to keep a story going
- 3 Talk about fairy-tale characters and what stories mean
- 4 Describe how something is done

LESSON A WHAT'S THE STORY ABOUT?



People dress up as the characters Princess Leia and the stormtroopers from the original *Star Wars* movie.

1 VIDEO Star Wars Subway Car

A Look at the photo. Who are these characters? What do you know about them and about the movie *Star Wars*? Discuss with a partner.

B Watch the video. Then answer the questions with a partner.

1. Where are the people?
2. What are they doing?

C Watch the video again. Put the events in order.

- Stormtroopers get on the subway.
/dɔrθ 'vɛrdər/
- Darth Vader gets on the subway.
- Princess Leia gets on the subway.
- Darth Vader and Princess Leia argue.

'prɪnsɪs 'leɪə/

- Princess Leia reads a book.
- Everyone gets off the subway.
- A stormtrooper grabs Princess Leia.

D Answer the questions with a partner.

1. Who are the people under the costumes? Why are they acting out the *Star Wars* story?

2. The people on the subway are enjoying the *Star Wars* characters.

How would you feel if you saw these characters in public?

If I saw this, I would feel...

2 VOCABULARY

- A**  With a partner, read about two popular TV shows. Which show is more interesting? Why?

	<i>Game of Thrones</i> (fantasy drama)	<i>True Detective</i> (crime drama)
The story	It tells the story of three royal families fighting for control of a made-up world.	The story is about a small team of detectives solving one major crime.
The setting	It takes place hundreds of years ago in a made-up land.	It takes place in the modern-day United States.
The cast	It has one of the largest casts of characters on television.	It has a small cast of main characters, and they change every season.
Where the idea came from	It's based on a popular fantasy book series.	It's created and written by one man.
Why fans say they like it	The characters are exciting to watch, and the story is unpredictable.	The quality of the acting is very high, and the story is realistic.
Why others say they don't like it	There are too many characters, and the story is hard to follow.	The story is too violent.

- B**  Now think of your favorite TV show. Answer the questions about it on a separate piece of paper. Then tell a partner.

1. What's the name of the show? _____
2. Who are the main characters? _____
3. Where does it take place? _____
4. Is it based on anything? _____
5. What's the story about? _____

6. How would you describe the story?
 predictable / unpredictable easy / hard to follow
 realistic / unrealistic your idea: _____

Word Bank

Word partnerships with story

The story is about... / It tells the story of...
 a character in a story
 tell a story
 make up a story

My favorite show is *Sherlock*.
 The main characters are...

Game of Thrones takes place in a made-up land populated by dragons and other imaginary creatures.



3 LISTENING

- A**  **Infer information.** Answer the questions. Take notes and share your ideas with a partner.

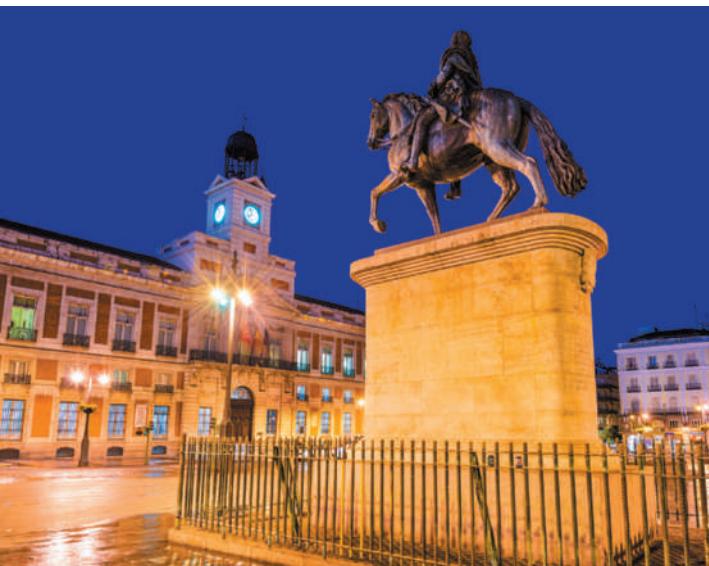
1. Have you ever heard the word *crowdsourcing* in English?
2. Can you guess the meaning by looking at the two parts of the word: *crowd* and *source*?

- B**  **Listen for details.** Listen to the conversation about how crowdsourcing is used to write a story. Circle the correct answer to complete each sentence. **CD 2 Track 9**

/dʒə'mal/

1. Jamal is working _____.
a. alone
b. with a couple of friends
c. with a lot of people
2. Jamal met the other writers _____.
a. at school
b. in writing class
c. online
3. Each person suggests _____ for the story.
a. a character
b. a sentence
c. an ending
4. The story is _____.
a. unpredictable
b. unrealistic
c. hard to follow
5. Jamal is working on a _____ story.
a. fantasy
b. love
c. crime
6. The story isn't _____.
a. realistic
b. true
c. well known

- C**  Look at your notes in **A** and your answers in **B**. What is a crowdsourced story? Complete the summary below. Compare your answers with a partner's.



Part of Jamal's story takes place in Madrid. What place do you think would make a good story setting?

To create a crowdsourced story, (1.) _____ work together. They don't work in an office. They work (2.) _____. Everyone contributes (3.) _____.

The people don't (4.) _____ each other, and they don't receive any (5.) _____ for their work.

- D**  Discuss the questions with a partner.

1. Do you think crowdsourcing is good or bad?
2. Do you think crowdsourcing is a good way to tell a story?

I think crowdsourcing is good in some ways....



Crowdsourcing is used for business and marketing purposes, to solve math or science riddles, and more. Go online and find another interesting way that crowdsourcing is used.

4 SPEAKING

A  **Pronunciation: Compound words.** Here are more words used to describe stories. Look up the ones you don't know in your dictionary. Then listen and repeat. Pay attention to the stress. **CD 2 Track 10**

1. heartbreaking 2. heartwarming 3. uplifting

/'miə/

B  Mia is telling Nico a story. Listen and then answer the questions about the story. **CD 2 Track 11**

1. How many characters are in the story?
2. Where does it take place?
3. What happened? Was the story easy to follow?
4. This is an example of a *feel-good* story. What do you think that means?

MIA: Wow, I just heard an amazing story.

NICO: Yeah? What's it about?

MIA: It's a story about a waitress. She had a lot of money problems.

NICO: That sounds hard.

MIA: It is. Anyway, she found out she was losing her apartment. She had to move, but she didn't have enough money.

NICO: Oh no!

MIA: As it turns out, she told one of her customers about the situation. This customer was special. He came to the restaurant often and knew the waitress well. And he wanted to help her.

NICO: So what did he do?

MIA: One day he paid his bill and left the restaurant, as usual. When the waitress went to collect her tip, she found a \$3,000 tip... on a bill of \$43.50!

NICO: Are you serious?

MIA: I am. It's a true story. And in the end, the waitress was OK.

NICO: What a heartwarming story. I'm glad it had a happy ending.

 When eating out in North America, it is customary to tip your server an extra 20 percent for service after you have finished eating your meal.

C  Practice the conversation with a partner.

SPEAKING STRATEGY

D  On a piece of paper, write a word or single sentence for each item below. Then exchange papers with a partner. Use your partner's notes and the Useful Expressions to write a story.

1. a person's name
2. another person's name
3. a place
4. how the two people met
5. what happened to the two people

E  Tell your story to a new partner. He or she will listen and tell you what he or she liked about the story.

F  Switch roles and do **E** again.

Useful Expressions

Keeping a story going

One day,...

So, (then),...

Later,...

After that,...

As it turns out,...

It turns out that,...

*My story is about a student named Jonah.
Something amazing happened to him.*

What happened?

5 GRAMMAR

A Study the charts. Turn to page 207. Complete the exercises. Then do **B** and **C** below.

The Past Continuous Tense: Statements				
Subject	was / were (not)	Verb + ing		
I / He / She	was(n't)	studying	English	at four o'clock. last summer. after lunchtime.
You / We / They	were(n't)			

The Past Continuous Tense: Questions					
	Wh- word	was / were	Subject	Verb + ing	Answers
Yes / No Questions		Were	you	reading	a story? Yes, I was. / No, I wasn't.
Wh- Questions	What	were	you	reading?	(I was reading) a story.

B Unscramble the questions and their answers.

1. were / doing / at / what / you / last night / 8:00 _____

Game of Thrones / watching / I / on TV / was _____

2. yesterday / friend / was / what / wearing / best / your _____

wearing / school / her / she / uniform / was _____

3. your / were / phone / talking / earlier / you / cell / on _____

wasn't / no, / I _____

lunch / was / I / eating _____

4. studying / was / your / yesterday / class / what _____

were / *World Link* / grammar / we / studying / in _____

5. summer / family / was / your / traveling / last _____

were / we / yes, _____

to / went / Spain / we _____

C  Ask and answer the questions in **B** with a partner. Give answers that are true for you. Then think of a follow-up question to ask a partner.

What were you doing last night at 8:00?

How long were you studying?

I was studying at home in my room.

For about three hours. I was preparing for a big test.

6 COMMUNICATION

- A**  You are going to hear two people talk about a car accident. One person is lying. Listen to each person's story and take notes below. **CD 2 Track 12**



	Jenna /'dʒenə/	Ryan /'raɪən/
When did it happen?		
Where did it happen?		
What happened?		
What color was the car?		
Who was driving?		

- B**  Circle your answers below. Discuss your ideas with a partner.
1. **Jenna / Ryan** remembers the details clearly.
 2. **Jenna / Ryan** sounds more confident.
 3. **Jenna / Ryan** hesitates more.
 4. I think **Jenna / Ryan** is making up the story.
- C** In your notebook, write three sentences. Two should be true facts about you that people in your class do not know. One should be a lie. Use your imagination.
- D**  Get into a group of four people. One at a time, read your sentences. Your partners will try to guess which one is the lie by asking follow-up questions. Then switch roles and repeat until everyone has gone.

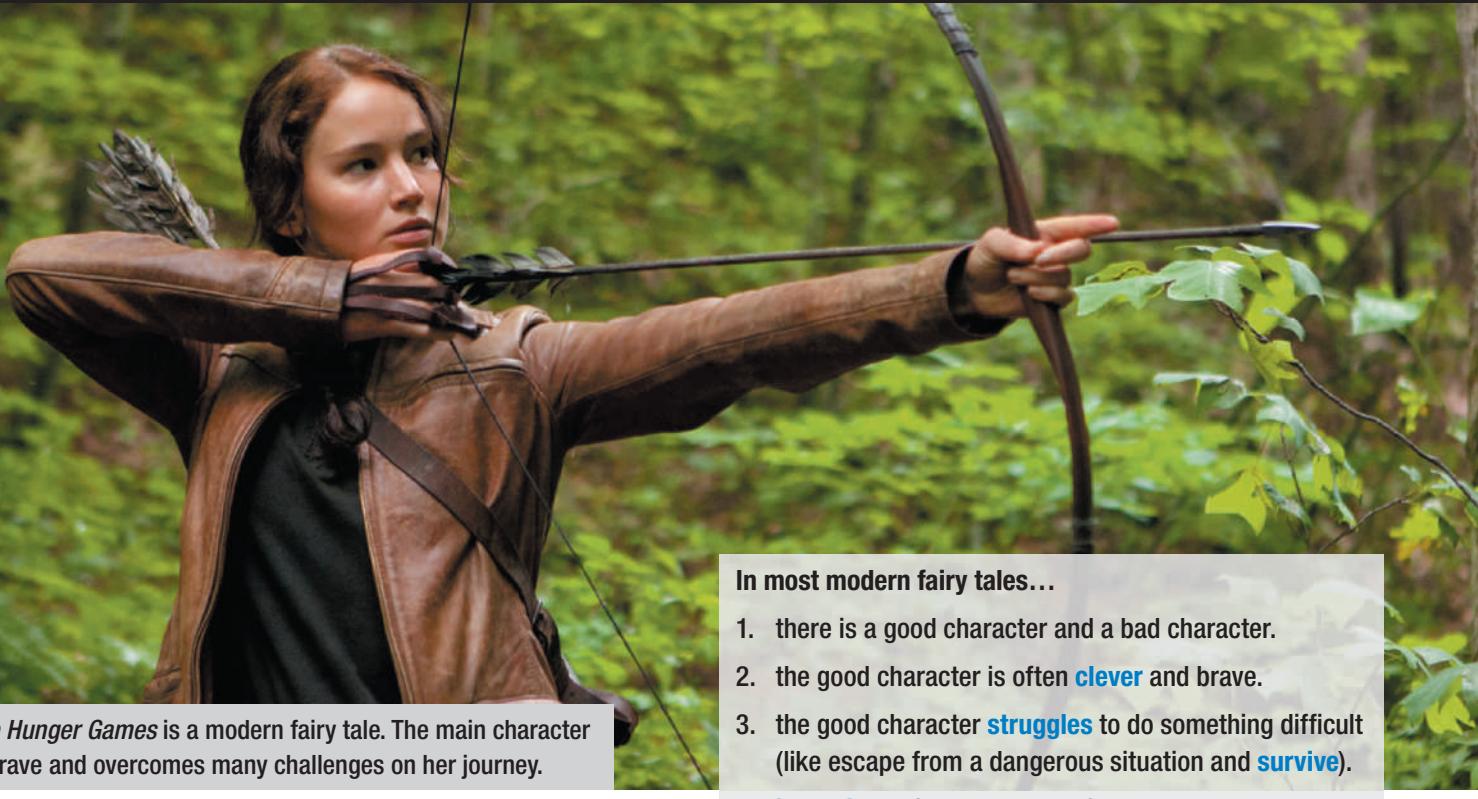
I have lived in ten different countries. My grandmother is 110 years old. I was in a movie when I was a kid.

Hmm. Why have you lived in so many countries?

My dad works for the government and has to travel a lot.

- E**  Discuss the game as a class. Who had the most interesting truths? Who was the best at making up facts?

LESSON B MODERN FAIRY TALES



The Hunger Games is a modern fairy tale. The main character is brave and overcomes many challenges on her journey.

In most modern fairy tales...

1. there is a good character and a bad character.
2. the good character is often **clever** and brave.
3. the good character **struggles** to do something difficult (like escape from a dangerous situation and **survive**).
4. **incredible** things happen (animals talk, ghosts appear).
5. the good character **overcomes** the difficult situation and succeeds.
6. the good character often **discovers** something important about life.
7. the story usually ends happily.

1 VOCABULARY

- A** The movie in the photo is an example of a modern fairy tale. Can you guess why? Tell a partner. Then take turns reading sentences 1–7 aloud.

- B** Match the correct form of each word in **blue** in sentences 1–7 with a definition below.

- | | | |
|--|-----------------|---|
| 1. to deal with a difficult situation successfully | <u>overcome</u> | 4. hard to believe _____ |
| 2. intelligent | _____ | 5. to try hard to do something difficult _____ |
| 3. to learn something you didn't know in the past | _____ | 6. to stay alive in a difficult situation _____ |

- C** Work with a partner. Follow the steps below.

1. Choose a modern fairy tale to talk about.
2. Are sentences 1–7 true about the story? Explain.
3. Do you like the story? Why or why not?
4. Switch roles and repeat 1–3.

Examples of modern fairy tales

The Hunger Games *Star Wars*
Harry Potter Your idea: _____

In *The Hunger Games*, Katniss Everdeen is the good character. She's clever and brave. For example...

2 LISTENING

A Build background knowledge:

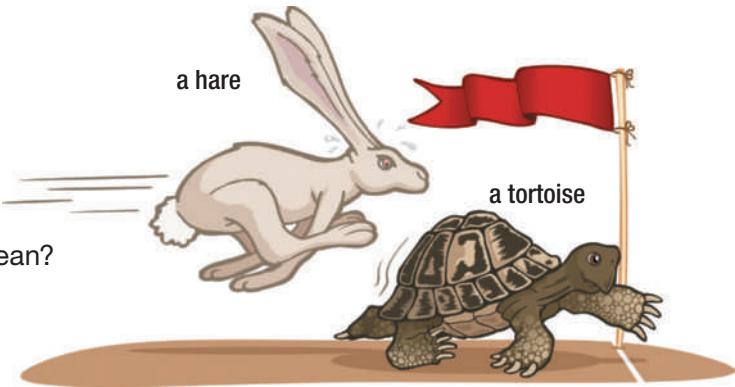
Make predictions. Answer the questions with a partner.

1. What do the words in the box below mean?

2. Which words do you think describe the animals in the picture?

arrogant patient quick slow

3. Do you know the story of the tortoise and the hare?



/marni/

B Listen for main ideas.

Marnie and her dad are talking. Read the sentences. Then listen and circle the correct answer(s). **CD 2 Track 13**

1. There's a **contest** / **game** / **test** at school, and Marnie thinks she's going to **fail** / **lose** / **win**.

/'braʊ̯ səndərz/

2. Laura Sanders is Marnie's **friend** / **competitor** / **teacher**.

3. Laura is very **talented** / **funny** / **kind**.

C Listen for details.

Marnie's dad tells her the story *The Tortoise and the Hare*. Listen and write **H** for hare and **T** for tortoise. **CD 2 Track 14**

1. The ____ challenges the ____.
2. The ____ thinks he will win the race.
3. The ____ takes a rest during the race.
4. The ____ finishes the race first.
5. The ____ was arrogant.
6. The ____ was clever.

Listening Strategy

Listen for Details

Listen for specific information.

D Summarize.

Listen again. Marnie's dad is giving her some advice by telling the story. What is his advice? Listen again. Then list your ideas. **CD 2 Track 14**

Marnie's dad gives her this advice: _____

E Answer the questions with a partner.

1. Why does Marnie's dad tell her the story?

2. Do you agree with her dad's advice?

3. Can you think of another old or traditional story that can still "teach a lesson" about life?

Marnie's dad tells her the story because...

3 READING CD 2 Track 15

A Use background knowledge.

Look at the title and the photo. What do you know about the fairy-tale character Cinderella? Tell a partner.
/sɪndə'rɛlə/

B Identify main ideas. Read the passage.

Then write the headers below in the correct places in the reading. One is extra.

- One story, many cultures
- Why we love her
- A present-day Cinderella
- The African Cinderella
- A famous fairy tale

Reading Strategy

Identify Main Ideas

Read for main ideas to match headers with paragraphs.

C Scan for details. Match the names (1–5) with the answers (a–e) to make true sentences. One answer is extra.

- 1. The African Cinderella _____
/be'kan/
- 2. Bezan _____
/sindi 'ɛlə/
- 3. Cindy Ella _____
- 4. The Filipina Cinderella _____
/se'tare/
- 5. Settareh _____

- a. attends a New Year's party.
- b. has a forest spirit help her.
- c. has only one stepsister.
- d. is a boy "Cinderella."
- e. is an unpopular high school student.

D Answer the questions with a partner.

- 1. Why is the Cinderella story so popular?
The reading lists three reasons. Do you agree with them?
- 2. Is there a Cinderella story in your country? If so, what is the story?

THE CINDERELLA STORY

1. _____

The Cinderella story is a famous one. Cinderella was living happily with her family when her mother died. Her father remarried. Cinderella's new stepmother and two stepsisters treated her poorly. She had to wear old clothes and work hard while the sisters wore beautiful clothes and had fun.

You know the rest of the story. A good fairy¹ helped Cinderella. She turned Cinderella's old clothes into a beautiful dress. Cinderella went to a party, and a prince fell in love with her. Cinderella left the party quickly and didn't tell the prince her name. But she did leave a glass slipper, and the prince used that to find her. Eventually, Cinderella and the prince married and lived happily ever after.

2. _____

That's one telling of the story, but the Cinderella fairy tale is found in many different countries with some differences. In an African version, for example, there is one stepsister, not two. In a version from the Philippines, a forest spirit helps the Cinderella character. Settareh, a Middle Eastern Cinderella, goes to a New Year's party. And Cinderella is not always a woman. In an Irish story, a young boy, Bezan, marries a princess and lives happily ever after.

3. _____

There are also modern retellings of the Cinderella story. In one, a girl named Cindy Ella is a student at a Los Angeles high school. Her fashionable stepmother and older stepsisters care a lot about shopping and money. Cindy doesn't. When she writes a letter to her school newspaper against a school dance, she becomes very unpopular with both students and teachers. Only her two best friends—and later the school's most handsome boy—support her.

4. _____

Why is the Cinderella story so popular and found in so many cultures? There are a few reasons. First of all, it's a romantic story, which is a popular style. Also, Cinderella is a kind girl with a hard life. People want her to succeed. But maybe the most important reason is that in the Cinderella story, a person struggles, but overcomes the difficulties in the end. That's a story that everyone—boy or girl, young or old—wants to believe can happen.

¹A fairy is a person with magical power.

Cinderella and the prince dance at the party.



4 GRAMMAR

A Study the chart. Turn to page 209. Complete the exercises. Then do **B–E** below.

Adverbs of Manner	
Cinderella smiled shyly at the prince.	Adverbs of manner describe how something is done. Many end in <i>-ly</i> , and they often come after a verb.
He opened <u>the door</u> quietly . She answered <u>the question</u> correctly .	When there is <u>an object</u> (a noun or pronoun) after the verb, the adverb usually comes at the end of the sentence.
She was <u>different</u> from other children. You seem <u>unhappy</u> .	<u>Adjectives</u> , not adverbs, come after stative verbs (words like <i>be, have, hear, know, seem</i>).
She drives too fast . He studied hard for the exam. They didn't do well in school.	Some adverbs of manner don't end in <i>-ly</i> .

B  Circle the adjectives or adverbs to complete the profile. Then take turns reading the story aloud with a partner.

/dænʃəl 'tæmit/

As a child in the UK, Daniel Tammet was **different / differently** from other children. As a boy, he liked to play alone and acted **strange / strangely** around others. In school, he struggled to do **good / well**. To many of his classmates, Daniel seemed **unusual / unusually**, and they laughed at him. This hurt Daniel **deep / deeply**, and he became very **shy / shyly**.



As a teenager, Daniel discovered he had an incredible ability. He could solve difficult math problems almost **instant / instantly**. He also discovered another talent: he could learn to speak a language very **quick / quickly**. Today, he is **fluent / fluently** in ten languages.

As an adult, Daniel overcame his shyness. He wrote three books in which he speaks **eloquent / eloquently** about his life and ideas.

Word Bank

An **eloquent** speaker talks in a clear and powerful way.

C  Take turns asking and answering the questions with a partner.

1. As a child, how did Daniel act?
2. How did people treat Daniel? How did this make him feel?
3. What two special abilities does Daniel have?
4. Does Daniel's story end happily?
Why or why not?

D  Get into a small group. Add four verbs and two adverbs to the chart.

E  Choose a verb and an adverb. Then act out the combination. Can your group guess what you're doing? Take turns with the people in your group.

Verbs	Adverbs		
climb	talk	calmly	patiently
dance	_____	carefully	quietly
laugh	_____	gracefully	terribly
run	_____	happily	_____
sing	_____	nervously	_____

You're singing terribly!

5 WRITING

- A  Look at the picture from the Cinderella story. Answer the questions with a partner.
1. Who are the characters?
 2. Where are they?
 3. How do you think each person feels?



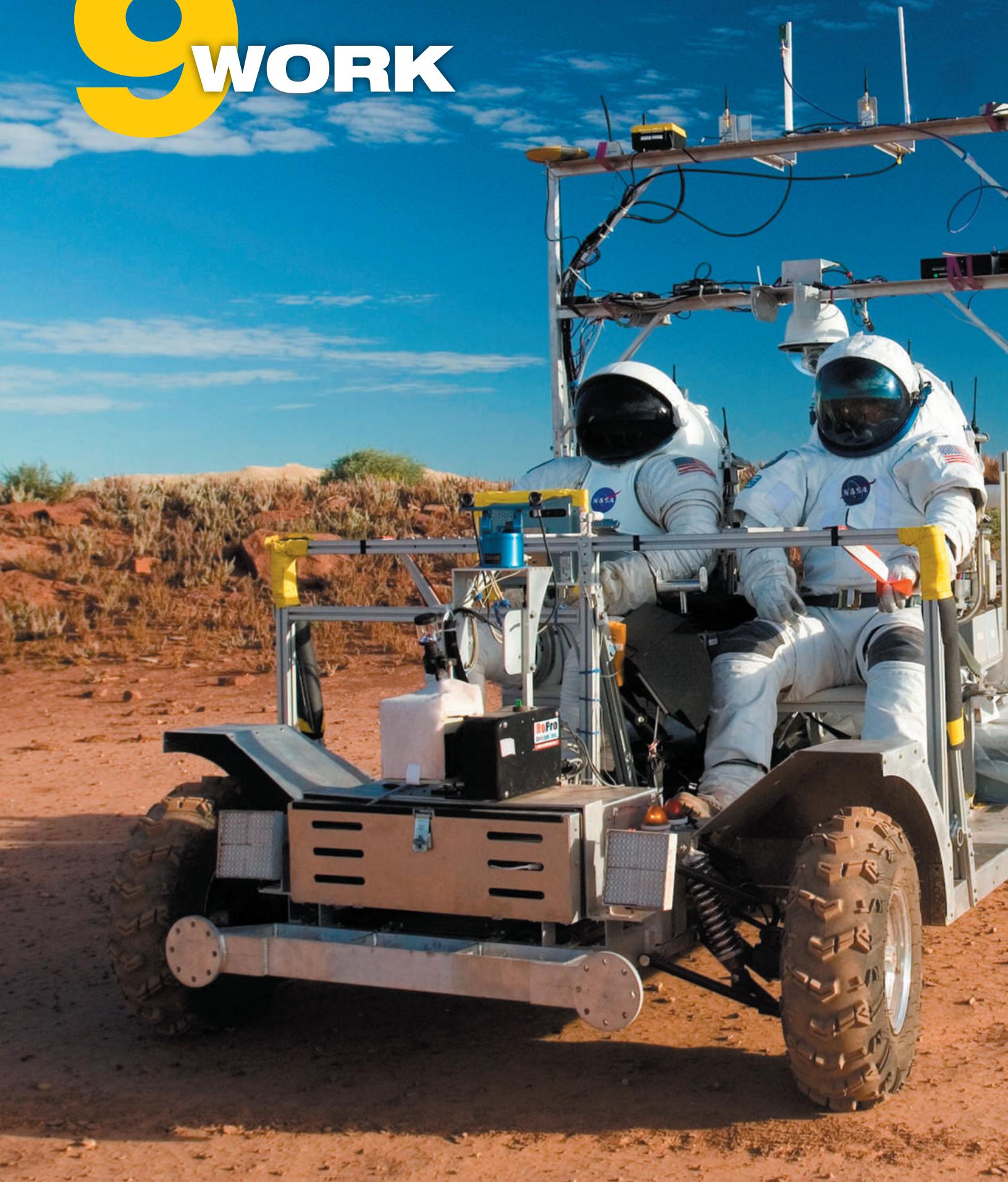
- B Imagine it is the day after the party. Choose a character from the picture. Write an email (at least 8 sentences) in that character's words to a friend about the party. See the example to the right. Use the simple past and past continuous tenses and three adverbs of manner.
- C  Exchange papers with a partner. Did he or she follow the directions in **B**? Circle any mistakes. Then give the paper back to your partner.

Last night, my parents had a big party at a hotel downtown for my father's friends and coworkers. I didn't want to go, but I had to. At first, the party was incredibly boring. I waited patiently for an hour, and then I decided to leave. But then, when I was walking out, an amazing girl arrived and the whole night changed...

6 COMMUNICATION

- A  Work in a small group. One person begins. Read your message from Writing **B** to the group aloud and with feeling. When you listen, guess: Who is the speaker?
- B  Were the stories with the same characters from **A** the same or different? Which one did you like the most?

9 WORK





Astronauts test a vehicle in the desert in Arizona in the United States.

Look at the photo. Answer the questions.

- 1** What job do these people do?
- 2** Would a job like this be interesting to you? Why or why not?
- 3** A *dream job* is an ideal or perfect job. What is your dream job?

UNIT GOALS

- 1** Describe a job.
- 2** Discuss the qualities needed to do a job well.
- 3** Practice a job interview.
- 4** Talk about how long something has happened.

LESSON A WORKPLACE TRAITS



1 VIDEO Job Interview Advice

- A This video gives advice for going on a job interview. Look up the expression *break the ice*. What is a good way to break the ice in an interview? Tell a partner.
- B Read the job interview tips from the video. Guess the answers with a partner. For some items, both answers are possible.
1. You should be in the building _____ minutes before your interview.
 - a. 15
 - b. 30
 2. _____ is important.
 - a. The handshake
 - b. Eye contact
 3. Be ready to answer when the interviewer says, “Tell me about your _____.
 - a. goals
 - b. background
 4. Go into the interview with a clear _____.
 - a. question
 - b. goal
 5. The most important piece of advice is to _____.
 - a. know your audience
 - b. try not to make mistakes
 6. When you apply for a creative job, don’t _____.
 - a. ask too many questions
 - b. overdress for the interview
 7. The final advice is to _____.
 - a. talk about your best work
 - b. be confident
- C Watch the video. Check your answers in B.
- D Think of one more piece of job interview advice. Tell a partner.

You should always study the company before the interview.

2 VOCABULARY

- A**  Read about the job. Then tell a partner: could you be a paramedic? Why or why not?

I'm a paramedic. I give medical help in an emergency. You have to be **responsible** to do this job. Each day is different, so you have to be **flexible**, too.

I report to work at 5:30 AM. I'm a **punctual** person, so the early start isn't a problem.

Some people work **independently**, but not me. I'm part of a team that includes a driver and a doctor. The driver knows the most **efficient** ways to get around, and the doctor is **knowledgeable** about medical problems.

Our team tries to approach people in a **personable** manner, even if they are confused or angry. And when people are injured, we are **cautious** when moving them into the ambulance.

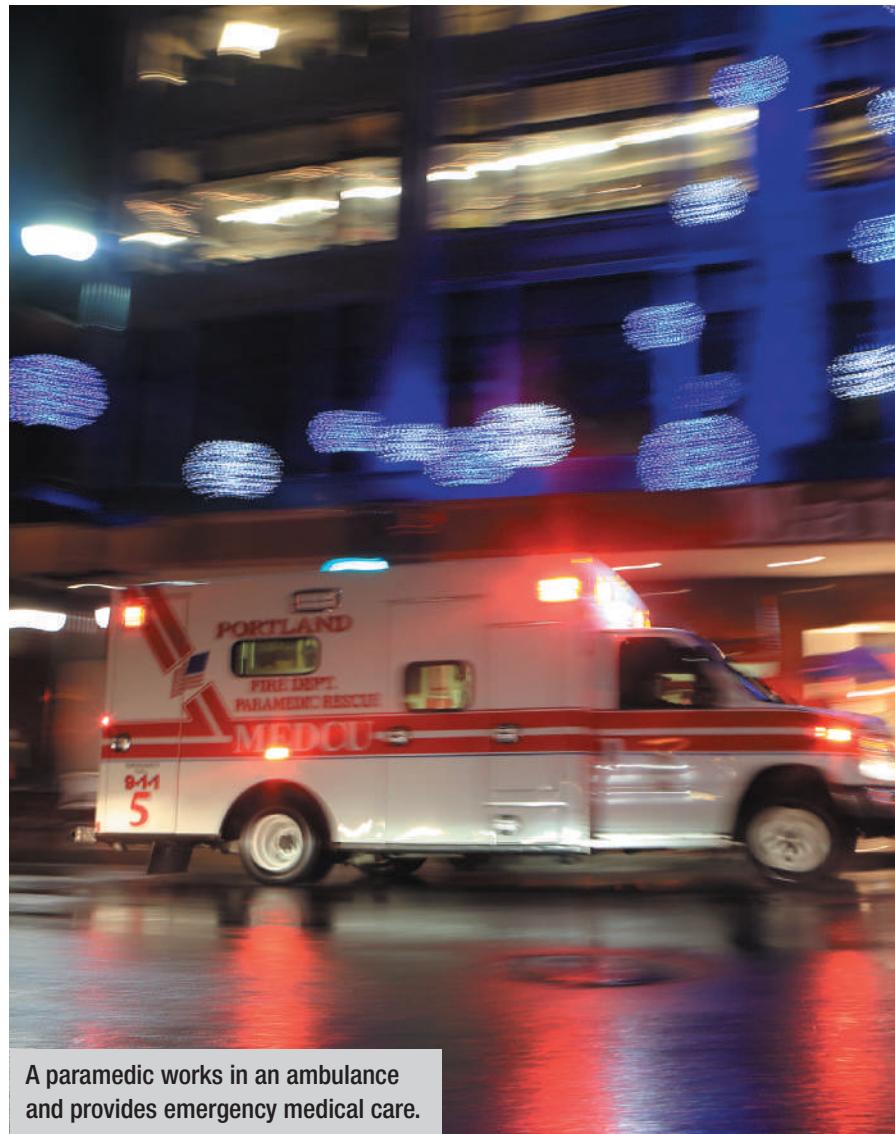
This is a good job for someone who likes to take risks. I'm pretty **adventurous**. People also say I'm **courageous** to face these dangerous situations. I say I'm just doing my job.

- B** Complete the Word Bank with the words in **blue** in **A**.

- C**  Answer the questions with a partner.

1. What is the hardest thing about being a paramedic?
2. What other jobs require you to be courageous? personable? flexible?
3. Which words in **A** describe you?

I'm a pretty personable person. I like talking to people and making them feel better.



A paramedic works in an ambulance and provides emergency medical care.

Word Bank

Similar / Same Meaning

changes easily →	<u>flexible</u>
careful →	<u> </u>
brave →	<u> </u>
likes risk →	<u> </u>
intelligent →	<u> </u>
friendly →	<u> </u>
on time →	<u> </u>
quick / easy →	<u> </u>
dependable →	<u> </u>
by yourself →	<u> </u>

3 LISTENING

- A **Use background knowledge.** Look at the jobs below. What are the most challenging aspects of each job? Tell your partner.

taxi driver flight attendant travel writer

- B **Infer information.** You will hear a man talking about his job. Listen. Which job in A does he do? Circle it. What information helped you choose your answer? **CD 2 Track 16**

Listening Strategy

Make and Check Predictions
Guess what you will hear. Then check your answers.

- C **Make and check predictions.** What are the challenges of this job?

1. Read the statements in the chart. Try to guess the answers.
2. Listen and complete the statements. Use one word in each blank. **CD 2 Track 17**

Challenges

1. You're _____ from _____ a lot—about _____ days a month.
 - It's hard to have a _____ life.
2. The job is hard on your _____.
 - You _____ a lot.
 - It's difficult to get enough _____ and to _____ right.
3. Sometimes there's a _____ person, but you still have to be friendly.
 - It's not easy to stay _____.
4. Sometimes a flight is _____, and people get _____.
5. You meet some _____ people and get to _____ a lot of places.

- D Listen to the sentences. Circle the quality that they describe. **CD 2 Track 18**

1. cautious knowledgeable flexible
2. courageous personable independent
3. adventurous punctual efficient

- E Discuss these questions with a partner.

1. The speaker talked about many of the challenges of his job. What are some of the good points of the job?
2. Would you like to do this job? Why or why not?

WORLD LINK



Think of another job where you get to travel a lot or meet people from around the world. Do research on the job, and describe it to the class.



Archaeologists travel the world looking for clues about ancient cultures.

4 SPEAKING

- A** Read the job ad. Then listen to Ines's interview. Is she the right person for the job? Why or why not? **CD 2 Track 19**

INES: /'iːnəs/ /'saɪmən/ **SIMON:** So, Ines, tell me a little about yourself.

INES: Well, I'm a first-year student at City University, and I'm majoring in journalism.

SIMON: And you're working for your school's online newspaper, right?

INES: Yeah. I write a blog. It focuses on pop culture, fashion, music—stuff like that.

SIMON: How long have you worked there?

INES: For about six months. I post an entry once a week.

SIMON: Excellent. But if you work here, you'll need to post every Tuesday and Friday—by noon.

INES: No problem. I'm very punctual.

SIMON: Great. Now, we need someone right away. When can you start?

INES: On Monday.

SIMON: Perfect. Let me talk to my boss, and I'll be in touch with you later this week.

Student Blogger: Zooma Magazine

Posted 3 days ago

Search

Apply now

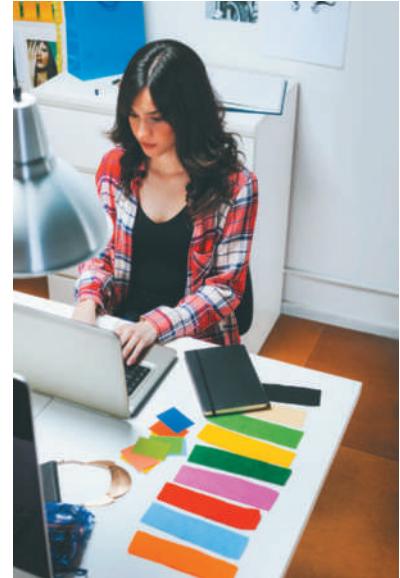
Save

Other Details

About this Job

Zooma Magazine needs student bloggers who:

- know a lot about pop culture.
- have good writing skills.
- are punctual and can work independently.



- B** Practice the conversation in **A** with a partner.

SPEAKING STRATEGY

Useful Expressions: Interviewing for a Job

	The interviewer	The applicant
Starting the interview	Thanks for coming in today.	It's great to be here. / My pleasure.
Discussing abilities and experience	Tell me a little about yourself. Can you (work independently)? Are you (punctual)? Do you have any experience (writing a blog)?	I'm a first-year university student. I'm majoring in journalism. Yes, I can. For example,... Yes, I am. For example,... Yes, I write one for my school newspaper now.
Ending the interview	Do you have any questions? When can you start? I'll be in touch.	Yes, I do. / No, I don't think so. Right away. / On Monday. / Next week. I look forward to hearing from you.

- C** Imagine that you're applying for the blogger job from **A**. Add two more skills or adjectives to the job description and create a new dialog with a partner. Use the Useful Expressions to help you.

- D** Perform your conversation for another pair.

5 GRAMMAR

- A** Study the chart. Turn to page 210. Complete the exercises. Then do **B–E** below.

The Present Perfect Tense	
Question	Response
How long have you worked there?	(I've worked there) <u>for</u> two years.
How long has she worked there?	(She's worked there) <u>since</u> 2012.
Use for + a length of time (<i>for ten minutes, for the summer, for two years, for a while, for a long time, for my whole life</i>). Use since + a point in time (<i>since 2014, since last September, since Friday, since I was a child</i>).	

- B** **Pronunciation: Reduced **for** in time expressions.** Say the first question and answer in the grammar chart above. Then listen and repeat. **CD 2 Track 20**

- C** **Pronunciation: Reduced **for** in time expressions.** Listen and complete the sentences with a time expression. Then practice saying them with a partner. **CD 2 Track 21**

1. I've lived in the same city for _____.
2. He hasn't been in class for _____.
3. I haven't eaten for _____.

- D** Write questions in the present perfect with *how long*.

1. go to this school How long have you gone to this school?
2. study English _____
3. know your best friend _____
4. have the same hairstyle _____
5. live in your current home _____

- E** Use the questions in **D** to interview three of your classmates. Write their answers in the chart. Who has done each thing the longest? Share your results with the class.

Name	Question 1	Question 2	Question 3	Question 4	Question 5

Rita has known her best friend for 25 years!

6 COMMUNICATION

- A** Look at the chart below. On a separate piece of paper, list the qualities, abilities, and experience needed for these jobs: *video-game tester, camp counselor, lifeguard, dog walker*. Use the ideas in the box. Add your own ideas, too.

Qualities	Abilities / Experience
<ul style="list-style-type: none">• a personable and energetic person who loves the outdoors• an efficient person who is knowledgeable about computers• flexible, patient, and kind to animals• an adventurous and responsible person	<p>be able to...</p> <ul style="list-style-type: none">• swim well• work flexible hours• walk long distances• work independently• speak English well <p>have experience...</p> <ul style="list-style-type: none">• caring for animals• working with children• playing video games



- B** Choose a job in **A** to apply for. Tell your partner your choice. Then:
- Complete the questions according to the job that your partner is applying for. Then use them to interview your partner. Take turns.
 - After the interview, decide if your partner is good for the job. Why or why not?

Thanks for coming in today.
So, tell me... what do you
do now?

Interview questions

Name: _____

Job he or she is applying for: _____

1. What do you do now? How long have you done it?
2. Are you _____? Give me an example.
(quality)
3. Do you have any experience _____?
(doing something)
4. Can you _____? Please explain.
(ability)
5. Your question: _____?

LESSON B DREAM JOBS



I'm a crab fisherman in Alaska. It's a physically **demanding** job. I move cages that weigh over 50 kilos (110 pounds), often in terrible weather. It's also one of the most **hazardous** jobs in the world: a lot of people die doing it. But it's **well-paid**: I can make \$50,000 in eight weeks.



1 VOCABULARY

A Read about the jobs. Then answer the questions with a partner. Make lists in your notebook.

1. Look at the words in **blue**. Which have a positive meaning? Which have a negative meaning?
2. What are the advantages and disadvantages of each job?

B Think of a different job for each adjective below. Which would you like to do? Which would you never do? Tell your partner.

dull: _____

exhausting: _____

glamorous: _____

hazardous: _____

demanding: _____

dead-end: _____

rewarding: _____

A lot of people think being a model is **glamorous**, but it can be **exhausting** (you work long hours) and **dull** (you wait for hours to be photographed). But it can be **rewarding**, too, especially if your picture is in a magazine.

Word Bank

demanding ↔ easy

dull / boring ↔ **glamorous** / exciting

exhausting / tiring ↔ relaxing

hazardous / dangerous ↔ safe

rewarding / pleasing ↔ **unsatisfying**

well-paid ↔ **dead-end**

2 LISTENING

A Make predictions.

Look at the photo. Gino is a storyboard artist. What do you think he does? Tell a partner.



B Check predictions.

Listen and choose the correct answer. **CD 2 Track 22**

- a. He illustrates comic books.
- b. He draws pictures for children's books.
- c. He draws pictures of events in a movie.
- d. He takes photos of famous actors.

C Listen for details. Read the sentences. Then listen and circle *True* or *False*. Correct the false sentences. **CD 2 Track 23**

Gino thinks...

- | | | |
|---|------|-------|
| 1. the best part of his job is meeting famous people. | True | False |
| 2. his job is dull sometimes. | True | False |
| 3. working with a director is usually pretty easy. | True | False |
| 4. it's common to work long hours in his job. | True | False |

D Take notes; Identify details. Gino gives people advice about becoming a storyboard artist. Which advice does he give? Listen for key words and take some notes. Then choose the correct answers below. **CD 2 Track 24**

- a. Be knowledgeable about making movies.
- b. Be able to work independently.
- c. Be a good artist.
- d. Be a hard worker.

Listening Strategy

Take Notes

Use the details in your notes to answer the question.

i Notice how Gino uses the words *first*, *second*, and *finally* to list his points.

E Does Gino's job sound interesting to you? Why or why not? Tell a partner.

I think that Gino's job sounds really interesting! I would love to help make a movie!

3 READING CD 2 Track 25

A  Find these words in your dictionary: *job, career, profession*. How are they similar? How is a *career* or *profession* different from a *job*? Tell a partner.

B  **Make predictions.** Read the title of the article and look at the images. Guess: What does a creative conservationist do? Tell a partner. Then read paragraph 1 to check your ideas.

C Identify main ideas. Read the article. In which paragraph (1–6) can you find the answer to each question below? Write the paragraph number next to the question.

- _____ Is Asher's job ever dangerous?
If so, how?
- _____ When did Asher first become interested in animals?
- _____ What's a typical day like for Asher?
- _____ What caused Asher to make conservation her full-time job?

D  **Scan for details.** Check your answers in **C** with a partner. Then take turns asking and answering the four questions.

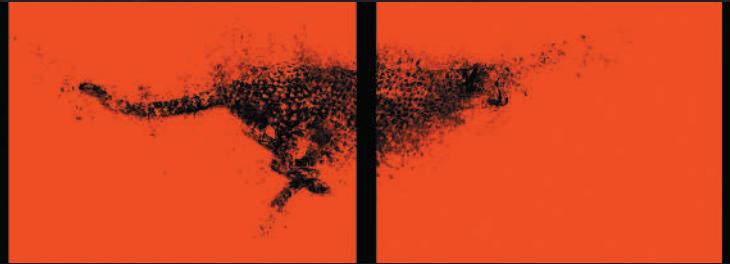
E Scan for details; Infer information. What personal qualities does Asher Jay have that make her good at her job? Find the words in the reading. Then think of two words not in the reading.

F  Answer the question at the end of the last paragraph of the passage. Your partner will suggest one possible job that matches your interests.

I love to play the guitar. I also like to play video games.

Maybe you could write music for video games.

ASHER JAY: CREATIVE CONSERVATIONIST



One of Asher Jay's paintings is of a cheetah. This animal's habitat (the land where it lives) is in danger.

Reading Strategy

Identify Main Ideas

Identify main ideas in paragraphs.



A *conservationist* is a person who works to protect the environment.

- 
1. Can your passion also be your profession? For “creative conservationist” Asher Jay, the answer is yes. She is an artist, writer, and activist. She uses her art to tell people about issues that affect animals around the world, like the illegal ivory trade and habitat loss.
 2. Asher was born in India and was raised around the world to be a global citizen. She now lives in New York. She has been passionate¹ about wildlife since she was a child. As a girl, she often found sick animals and brought them home and cared for them. Her mother taught her that all life has a right to exist.
 3. After learning about the BP oil spill² in 2010, Asher decided that caring for her planet was no longer a choice. She could no longer doubt her passion for wildlife. “I think that was when I realized this was more than a profession. It was my purpose on this planet!” she says. “I love animals, and when you care about something, it becomes your... responsibility to protect it for future generations.”
 4. Asher loves what she does, but working with nature can still result in unexpected and hazardous experiences. One night, while she was in Africa for work, she woke up and heard lions walking around her tent. Asher was scared, but the experience was still rewarding. “Nature is a... tutor,” she says, “and the learning never stops.”
 5. On a typical day, Asher spends a lot of time working on her art, which includes paintings, billboards, films, and sculptures. But anything can happen, and each day is unpredictable, so Asher has to be flexible. “I never know what’s next for me,” she explains.
 6. Asher Jay has turned her love for art and animals into a job. She says there are many ways to turn what you care about into a career. So, what are you passionate about?

¹A *passion* is something you love or feel strongly about. If you are *passionate* about something, you care about it a lot.

²If there is an *oil spill*, oil comes out of a ship and goes into the water.

4 GRAMMAR

- A Study the chart. Turn to page 211. Complete the exercises. Then do **B** and **C** below.

Verb + Infinitive

I like to sing. I want to be a singer.
She needed to move to London for work.

Certain verbs can be followed by an infinitive (*to + verb*): *agree, arrange, attempt, choose, decide, expect, forget, hate, hope, learn, like, love, need, plan, prepare, start, try, want*.

- B  Work in a small group. Look at the list of jobs below. Add two more ideas to the list.

taxis driver	film director	fashion designer
flight attendant	ski instructor	_____
police officer	astronaut	_____

- C  Choose a job from **B**. Don't tell your group the job. Using a verb from the box below, your partners take turns asking one question each to discover your job. Together, your partners guess your job. Then repeat until everyone in the group has gone.

try choose want learn need plan hate like hope love

How did you learn to do
your job?

I taught myself.

In the job, do you need
to wear special clothes?

5 WRITING

- A  Read the note about Career Day and look at the presentation slides on the next page. Then answer the questions with a partner.

1. Have you ever been to a Career Day at school or another place?
2. Have you ever used visual support (slides, video, or photos) in a presentation?

 In the United States, Career Day is a day when students learn about different jobs. Students might give presentations, or people who do certain jobs might come to school to talk about their careers.

My colleagues and I use slides at work to
present our company to customers.

 <p>SO YOU WANT TO BE A CHEF?</p>	<p>3. The Disadvantages</p> <ol style="list-style-type: none"> 1. It's demanding. You work long hours, often six or seven days a week. 2. It's not well-paid. According to* <i>Chef Career Magazine</i>, an assistant chef only makes \$20,000 a year at first.
<p>2. The Advantages</p> <ol style="list-style-type: none"> 1. There are many jobs. Chefs work in restaurants, hotels, schools, cruise ships, and even on TV. 2. It's rewarding. It feels good to feed people good food. 3. It's never dull. Every day is busy and different. 	<p>4. The Requirements</p> <p>You need to be...</p> <ol style="list-style-type: none"> 1. passionate about food. You have to love to cook and be willing to try new things in the kitchen. 2. energetic. You're going to work LONG hours.

*If you use specific facts or quote something directly, name your source by using *according to*.

- B**  A student has prepared a short Career Day presentation about a job. Read the slides in **A** and answer the questions with a partner.
1. What job is it?
 2. What are the advantages and disadvantages of this job?
 3. What training, skills, or personal qualities do you need for the job?
- C** Choose a job and prepare a short slide show presentation about it. Use the example in **A** as a model, and answer questions 1–3 in **B**. Your goal is to teach others about this job.

6 COMMUNICATION

- A**  Work in a group. Take turns giving your presentation from Writing **C**. When you listen, answer questions 1–3 from Writing **B** about your group members' jobs.

Today, I'm going to talk to you about being a chef. There are good and bad things about this job. Let's talk about the advantages first...

- B**  At the end, tell your group: Which of your group members' jobs would you like to do? Which would you hate to do? Why?

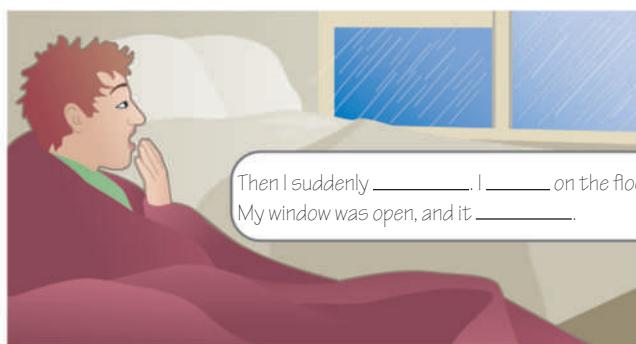
I don't like to cook, so I'd hate to be a chef. It would be unsatisfying to me...

REVIEW UNITS 7–9

1 STORYBOARD

/'hæri/ /'lɪndə/

- A Harry is telling Linda about his dream. Complete the story. For some blanks, more than one answer is possible.



- B Cover the story. Take turns telling it to your partner.

2 SEE IT AND SAY IT

- A  Yesterday there was a movie premiere at the Galaxy Theater. Look at the picture. What were the people doing when the movie star arrived? Tell your partner.



- B  Think of a movie you know. Write the name of the movie on the sign in the picture. Invite your partner to the premiere. Your partner should ask one or two questions.

How'd you like to see the new
Batman movie with me?

Sure. When?

After class.

I'd love to, but...

- C  Invite other friends to see the movie. Practice inviting and accepting or refusing invitations.

3 LISTENING

- A  Read the information in the box. Then listen and complete each person's profile below. Use one word in each blank. **CD 2 Track 26**

Every year, the Dream Big Foundation gives \$10,000 to a person between the ages of 17 and 22 so that he or she can do something important—go to college, study abroad, start a business, and so on. This year, the foundation received thousands of applications from all over the world. There are now two finalists—Teresa Silva and Daniel Okoye. Who should get the prize?

/tə'risə/

/dænɪəl əʊ'kɔɪə/

Name: Teresa Silva **Age:** 21

What she does:

- She created a _____ to help poor artists sell their products to the _____.
- When a product sells, she takes _____ percent and gives _____ percent to the artists.
- Since _____, she has already sold _____ items.

Why she needs the money:

- There's a lot of _____ to do.

What she plans to do with the money:

- She plans to _____ one more person.
- She hopes to sell _____ as many items.

Name: Daniel Okoye **Age:** 18

What he does:

- He's a _____.
- He's from _____, but he moved to _____ when he was eleven.

Why he needs the money:

- His parents _____ when he was _____.
- He has no money for _____.

What he plans to do with the money:

- He wants to study _____.
- He hopes to become a _____ and help others.

- B You work for the Dream Big Foundation. Review your notes in A. Answer the questions.

1. Which words in the box below would you use to describe Teresa and Daniel? Why?
2. In your opinion, which person should win the money? Why? Give at least two reasons.

courageous cautious clever efficient flexible
ambitious careless independent pleasant punctual

- C  Get into a group of three or four people. Compare your answers in B. Together choose the winner of this year's prize. Then share your answer with the class.

I think Teresa should get the money because she's very clever.

So do I.

Yeah, but Daniel lost his parents as a teenager and...

4 SPOT THE ERRORS

A Find and correct the mistake(s) in the sentences. You have five minutes.

1. A: I really liked that movie.
B: So am I.
2. After graduation, I hope visit my cousin in New York City.
3. Sorry I missed your call. I watched TV, and I didn't hear the phone.
4. You seem quietly today. Are you OK?
/məjə/
5. Maya's worked for the same company since two years. Now she wants quit and get a new job.
/dʒɔːn/
6. A: How long you know John?
B: Since high school. We are friends for many years.

B Compare your answers in **A** with a partner's. If you have different answers, explain your corrections.

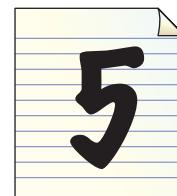
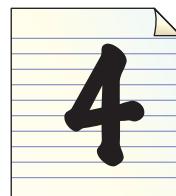
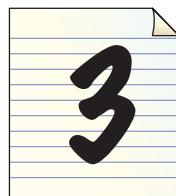
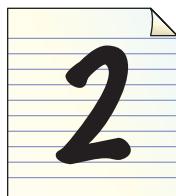
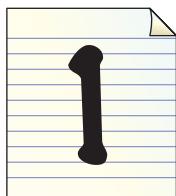
5 SPEAK FOR A MINUTE!

A Read the questions and think about your answers. Do not tell anyone your answers.

1. Talk about the last movie you saw. What was the story about?
2. Talk about a festival or holiday that you know. Where and when does it take place? What happens?
3. Which would you prefer to do—work for a company or work for yourself? Why?
4. Talk about the last party you went to. What was it for? Who hosted it? Did you have a good time? Why or why not?
5. To speak English well, what do you need to do? What should you try not to do?
6. Name something you've wanted to do for a long time. Why haven't you done it yet?

B Get into a group of four people. Follow the steps below.

1. On six small pieces of paper, write the numbers 1 to 6 (for questions 1–6 in **A**). Put the six numbers in a hat or bag.
2. One person picks a number out of the hat or bag and answers that question in **A**.
3. If the person can talk for one minute without stopping, he or she gets one point. Then put the number back in the bag.
4. Then it's another person's turn. Repeat steps 2 and 3. Continue playing for 20 minutes. The winner is the person with the most points.



UNIT 7 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

A Unscramble the sentences and questions. Some sentences have two correct answers.

1. we / before / the party / we / put on / went to / costumes *We put on costumes before we went to the party. / Before we went to the party, we put on costumes.*
2. is / a / party / Vera / throwing / Saturday / on _____
3. day / love to go / but / busy / I'm / I'd / that _____
4. to / festival / go / do / with / the / me / you / to / want _____
5. after / the / there / a party / graduation ceremony / is _____
6. when / gift / a / you / say / receive / thank you _____

2 QUESTION FORMULATION

A  **Student A:** Imagine that you are an officer in the Ministry of Cultural Affairs of Peru and want to make some improvements to a festival in your country. Consider the items from the list.

Student B: You are a journalist and want to interview the officer about the changes. Ask six to eight questions on how he or she would improve the festival using the items from the list.

Things to consider...

- | | | | |
|-------------|---------------|-----------|-----------------|
| 1. Location | 3. Date | 5. Food | 7. Publicity |
| 2. Length | 4. Activities | 6. Safety | 8. Other ideas? |

So, you think the Festival of Lights needs to be changed?

Yes, I think it should be three days long so more tourists will attend and participate in it.

Me too. Now, what do you think...

B  Switch roles. Share your ideas with the class.

3 SPEAKING

I think we should do a guessing game.

A  You and your partner are on the party committee for your class.

You need to think of a fun activity to do at the party. Plan the activity.

So do I. Let's see...

I think a costume party would be so much fun!

I disagree. How about we have a formal party instead?

B  Explain your activity from A to another pair. Then, if possible, do the activity.

4 WRITING

A Write about a holiday or festival that you know and enjoy. Explain the purpose of the celebration, when and where it is, and what people do. Include appropriate details such as special clothes or food.

5

EXAM PREPARATION: LISTENING

- A**  Listen to the audio. You will hear a conversation and a question after it. Circle the appropriate answer for each question. **ICPNA Track 11**

1. What event is the man going to?
 a. A job interview. c. A costume party.
b. A wedding. d. A pool party.
2. Which statement is true?
 - a. Before the woman pays a fine, she borrows another book.
 - b. When the woman finishes the book, she has to pay a fine.
 - c. After the woman finishes the book, she has to pay a fine.
 - d. Before the woman can borrow another book, she has to pay a fine.
3. When does the teacher think students should start studying?
 - a. Before Thursday.
 - b. Before Wednesday.
 - c. When Wednesday night comes, students should start studying.
 - d. Students should study after next Thursday.
4. What will the woman probably do tomorrow night?
 - a. Make a reservation.
 - b. Call back the restaurant.
 - c. Have dinner at Mistral Restaurant.
 - d. Work late.
5. What problem does the woman have?
 - a. The music is too loud.
 - b. Her headphones don't work.
 - c. Her friend has bad taste in music.
 - d. Her friend can't turn the music down.
6. What does the man suggest the woman do?
 - a. Go to the birthday party.
 - b. Stay home and relax.
 - c. Go to dinner with her friend.
 - d. Try to go to dinner and the party.

- B**  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 12**

1. What doesn't the woman like?
 - a. Parties. c. Nightclubs.
 - b. Barbecues. d. Loud music.
2. What happens to the man after he goes to a nightclub?
 - a. His head hurts.
 - b. His ears hurt.
 - c. His throat hurts.
 - d. He feels tired.
3. Where are the man and woman going to be on Friday night?
 - a. At a nightclub.
 - b. At a barbecue.
 - c. At a birthday party.
 - d. At a friend's house.
4. What will happen to the woman soon?
 - a. She will graduate.
 - b. She will leave home.
 - c. She will travel with friends.
 - d. She wants to travel with friends.
5. What does the woman want to do?
 - a. Graduate from college.
 - b. Visit a friend in Bogotá.
 - c. Go to a music festival.
 - d. Save money for a trip.
6. Why can't the man go with her?
 - a. It's expensive and dangerous.
 - b. He's visiting his parents in July.
 - c. He doesn't want to go.
 - d. It's too far away.

UNIT 8 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Find the error in the use of the past continuous tense and adverbs in each sentence. Rewrite each sentence so that it is correct.

1. Were you tell that story? _____ *Were you telling that story?* _____
2. Ken does eating dinner when I called him. _____
3. When I'm nervous, I speak quick. _____
4. She didn't do good on the math test. _____
5. Fairy tales are unusually stories. _____
6. They wasn't reading when I came in the room. _____

2 QUESTION FORMULATION

- A Your friend watched a great movie on TV last night, but you missed it. Think of questions to ask about the movie, and write them.

- B  Find a partner who watched a movie that you did not. Ask questions about the movie, and listen to your partner's answers. Switch roles.

What movie did
you see?

I saw *The Force
Awakens*.

Who were the main
characters in it?

Rey, Finn, Kylo
Ren, and Han Solo.

3 SPEAKING

- A  Get into a group of four. You are going to tell a story together and record it¹. The first student thinks of a title and says it. The next student adds the first sentence of the story, and so on. Continue for at least three rounds so you have a total of eleven sentences, plus a title. Don't forget the ending!

¹record it = write it down

The Golden
Light

One day, a boy was walking
through the woods.

Suddenly, he heard a
loud noise.

Next, he ran
to the...

- B  Share your story with the class.

4 WRITING

- A**  Think of a movie or a book whose ending you did not like. In your notebook, write a summary of the story, but change the ending to one you think is better. Share it with a partner.

5 EXAM PREPARATION: READING



- A** Circle the letter that corresponds to the correct answer.
1. What type of story is usually realistic?
 - a. A true story.
 - b. A fairy tale.
 - c. A soap opera.
 - d. None of the above.
 2. Alejandra has an interview for a really important job in a few minutes. What do you think she is doing?
 - a. Walking slowly.
 - b. Speaking fluently.
 - c. Coughing constantly.
 - d. Waiting patiently.
 3. Which of these situations is *unpredictable*?
 - a. Alexa exercises every day.
 - b. We never know what time Rico will arrive.
 - c. The good guy wins.
 - d. The train is always on time.
 4. Which sentence does not describe a *character*?
 - a. Emilia is really clever and brave.
 - b. Thomas is arrogant. He always thinks he's right.
 - c. Florida is beautiful. It's a great place to live.
 - d. Mark is too violent.
 5. "I'm hooked on this new show! I can't stop watching it!" What does it mean if you are *hooked on* a TV show?
 - a. You watch it once in a while.
 - b. You think it's predictable.
 - c. You are really interested in it.
 - d. You have never watched it before.

UNIT 9 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Find the error in the use of the present perfect tense or the verb + infinitive in each sentence. Rewrite each sentence so that it is correct.

1. How long have you work here? _____ *How long have you worked here?* _____
2. How long does Patricia had her driver's license? _____
3. I've been a nurse since twelve years. _____
4. He needs pass the exam. _____
5. My friends wanting to travel after graduation. _____
6. I am start to work part-time. _____

2 QUESTION FORMULATION

- A  Imagine you are at a job interview. Work in pairs.

Student A: You are a job candidate and want to know more about the company and the job you are applying for. Think of four to six questions to ask the employer.

Student B: You are the employer. Answer the candidate's questions. Switch roles.

What are some of the advantages to working here?

We are a team, so we support each other.

Great! Will I have to...

3 SPEAKING

- A Think of a job that seems very difficult to you. How could you change this job to make it better? Think of at least six things you would change.

- B  Get together with a partner and describe the job. Tell your partner what is difficult about the job, and what you plan to change to make it better.

First, I've decided to change the schedule. Instead of 6 AM to 4 PM, I want to make the hours flexible.

4 WRITING

- A What is your dream job? Write about it in your notebook. Explain why you want to do that job. Describe the qualities and abilities or experience needed to do that job.

5 EXAM PREPARATION: LISTENING

A  Listen to the audio. You will hear a conversation and a question after it. Circle the appropriate answer for each question. **ICPNA Track 13**

1. Who has been to Spain?
 - a. The man.
 - c. Both.
 - b. The woman.
 - d. Neither.
2. How long has the speaker known Jose?
 - a. Since he went to Mexico.
 - b. Since he went to college.
 - c. For several years.
 - d. We don't know.
3. Who is this information for?
 - a. Students.
 - b. Department secretaries.
 - c. Journalists.
 - d. Computer technicians.
4. How does the man feel?
 - a. Happy.
 - b. Disappointed.
 - c. Angry.
 - d. Confused.
5. What problem does the man have?
 - a. He doesn't know how to cook.
 - b. He doesn't know anyone at the barbecue.
 - c. He doesn't like finger foods.
 - d. He doesn't eat meat.
6. What does the woman say about the movie?
 - a. She wants to read the book.
 - b. The book is better.
 - c. The story is hard to follow.
 - d. It was unpredictable.

B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 14**

1. What did the man do before his interview?
 - a. He drank coffee.
 - b. He talked with his friend.
 - c. He took a walk.
 - d. He met two people.
2. Who is Teresa Perez?
 - a. The department manager.
 - b. The human resources manager.
 - c. The man's friend.
 - d. The receptionist.
3. What two qualities does the man talk about?
 - a. Being cautious and punctual.
 - b. Being responsible and personable.
 - c. Being responsible and efficient.
 - d. Being personable and flexible.
4. What are these people talking about?
 - a. English homework.
 - b. Action movies.
 - c. Fairy tales.
 - d. Bad people.
5. What do old and modern fairy tales have in common?
 - a. Happy endings.
 - b. Good and bad characters.
 - c. Violence.
 - d. Giving advice.
6. What does the woman say makes a good story?
 - a. A clever hero and a stupid villain.
 - b. A simple problem with an easy solution.
 - c. More than one good character.
 - d. The struggle of good overcoming bad.

EXAM PREPARATION: READING

- A Read the text. Then choose the correct answer for each question.

Attention Employees



The annual company picnic will be on Friday, July 24th this year. We need lots of volunteers! We hope to find eight people to grill the food. We also need three judges for the baking contest and ten people to organize the activities for children. Volunteers need to come to an informational meeting on Wednesday, July 22nd from 9–11 AM and need to be available on the 24th from 10 AM until 3 PM. We might also ask volunteers to attend a brief meeting on Thursday the 23rd (details to come). Volunteers will get a gift to thank them for their help. Please don't volunteer if you cannot attend all of the meetings. If you would like to volunteer, please contact the director's executive assistant, Marisol Venegas.

1. What will happen on July 24th?
 - a. There will be a party for Marisol Venegas.
 - b. There will be a cooking contest.
 - c. There will be a meeting with the director.
 - d. There will be a picnic for the company.**
2. What adjectives do you think describe a good volunteer?
 - a. Unpredictable; demanding.
 - b. Cautious; hazardous.
 - c. Organized; flexible.
 - d. Dull; courageous.
3. Who is Marisol Venegas?
 - a. The director of the company.
 - b. A judge for the baking contest.
 - c. A volunteer at the company.
 - d. The director's executive assistant.
4. How many volunteers are needed?
 - a. Three.
 - b. Eight.
 - c. Ten.
 - d. Twenty-one.
5. What is NOT something a volunteer will do?
 - a. Prepare the food.
 - b. Judge a contest.
 - c. Buy gifts for the participants.
 - d. Organize children's activities.
6. Which statement is true?
 - a. The picnic is for employees only.
 - b. The picnic begins at night.
 - c. Volunteers do not need to go to all of the meetings.
 - d. The baking contest will have three judges.

PROCESS WRITING

- A Complete the paragraph with the correct words from the box.

attend festival gets together parade performers takes place

In Ireland, we have an interesting (1.) **festival** called the Puck Fair. It (2.) _____ every year during August in a small town called Killorglin. Thousands of people travel from all over the world to (3.) _____ this unusual festival. The Puck Fair is more than 400 years old, and no one is sure why it started, but everyone (4.) _____ and has a good time. On the first day, there's a special (5.) _____ with lots of music and family activities. The party continues the next day with more great singing, dancing, (6.) _____, and theater in the street. I really love the Puck Fair!

Adjectives

When you write a description, you use adjectives. Adjectives give the reader more information and they make your writing more interesting. Notice the difference between these descriptions.

without adjectives	with adjectives
<i>I went to a festival.</i>	<i>I went to an amazing festival.</i>
<i>There was a performance.</i>	<i>There was an exciting performance.</i>

- B In your notebook, write a short description of a holiday or festival that you know about. Remember to use adjectives. Provide the following information, in this order:
1. the name of the festival
 2. where it takes place
 3. when it takes place
 4. different things that people do
 5. when they do these things
 6. how you feel about this event
- C  **Peer review.** Exchange papers. Identify mistakes. Give suggestions for improving writing.
- D Read the sentences. Pay attention to the words in bold. Are they characters (**C**), setting (**S**), or story (**St**)?
1. Then **James Bond** fights **the bad guy** and escapes. **C**
 2. It's about a kid who **dreams of becoming a famous drummer**.
 3. The movie starts in **New York City**, and ends in **California**.
 4. We discover **what happened when the Titanic sank**.
 5. **Hermione** and **Ron** are **Harry**'s best friends.
 6. All of the action takes place in **an imaginary world called Narnia**.
- E Choose the correct adjectives or adverbs to complete the story.

Last week, a very (1.) **strange** / **strangely** thing happened. I sat on the train and opened my book. At the same moment, an old woman arrived and sat next to me. This was (2.) **unusual** / **unusually** because the train was almost empty. I wondered (3.) **quiet** / **quietly** why she didn't sit somewhere else. Just then, I noticed that she was acting (4.) **nervous** / **nervously**. She was holding a piece of paper in her hand. Suddenly, she stood up and walked away. Almost as (5.) **quick** / **quickly**, I discovered that the piece of paper was still there. I picked it up and read it. (6.) **Incredible** / **Incredibly**, my address was written on it!

- F** In your notebook, write a story about something that happened to you. It can be true or made up. Choose from the ideas below, and follow the steps. Use adjectives, adverbs, and transition words and phrases.

Topics

something funny	when the story starts.
something scary	where it takes place.
something strange	who the characters are.
your idea	what happened.

Include:

- G**  **Peer review.** Exchange papers. Identify mistakes. Give suggestions for improving writing.
- H** Complete the presentation with the correct words from the box.

Narrative Transitions

When you write a story, use words and phrases that help the reader understand the sequence of events. This way, the reader will know when things happened, and when the action is changing. We call these **transition** words and phrases.

- One morning / Last week / When I was young / A few years ago / It all started...
- Just then / Soon after / A moment later / After a while / As soon as...
- Suddenly / Immediately / Almost as quickly / A day later / The following evening...

boring disadvantages exhausting ~~fashion designer~~ glamorous responsible

SO YOU WANT TO BE A... <i>FASHION DESIGNER</i> ?		
The Advantages	The _____	The Requirements
1. It's exciting. You can be adventurous with your designs!	3. It's _____. Designers work long hours, nights and weekends, too.	You need to be... 5. creative. You can't be _____ in fashion design. Be different!
2. It's _____. You could work with famous people, like movie stars.	4. It's demanding. It can be difficult to please your customers.	6. a hard worker. You must be _____ and efficient in this job.

Creating a Presentation

Do...

write short sentences.
 give each slide a clear heading.
 use bullet points or numbers.
 mark important points in bold or another color.

Don't...

put more than three points on a slide.
 use colors or designs that are distracting.
 make the writing too small or hard to read.
 have more than eight lines of text on a slide.

- I** Write a presentation about a job that interests you. Follow the writing tips and the model in **H**.

SO YOU WANT TO BE A...		

- J**  **Peer review.** Exchange papers. Identify mistakes. Give suggestions for improving writing.

LANGUAGE SUMMARIES

UNIT 7 CELEBRATIONS

LESSON A

Vocabulary

attend / go to
have / host / throw } a party
organize / plan
celebrate → celebration
decorate → decoration
fan
get together
guest
have a good time
inspiration
invite → invitation
live
occasion

Speaking Strategy

Inviting someone to do something

Do you want / Would you like / How'd you like to go with me?

Accepting an invitation

Sure, I'd love to.
That sounds great.

Refusing an invitation

I'm sorry, but I can't. I have plans.
Unfortunately, I can't. I have to work.
I'd love to, but I'm busy (then / that day).

LESSON B

Vocabulary

compete → competitor → competition
gather
participate → participant → participation
perform → performer → performance
(win a) prize
race
take place
tradition

UNIT 8 STORYTELLING

LESSON A

Vocabulary

a character in a story
based on
the beginning / end of a story
easy ↔ hard to follow
fantasy
heartbreaking
heartwarming
(happy) ending
made-up (land)
make up a story
series
The story is about... / It tells the story of...
tell a story
true
(un)predictable
(un)realistic
uplifting
violent

Speaking Strategy

Keeping a story going

One day,...
So, (then),...
Later,...
After that,...
As it turns out,...
It turns out that,...

LESSON B

Vocabulary

arrogant
clever
discover (+ *that* + sentence)
eloquent
incredible
overcome (a problem)
patient
quick ↔ slow
struggle (to do something)
survive

UNIT 9 WORK

LESSON A

Vocabulary

adventurous

cautious

courageous

efficient

flexible

independently

knowledgeable

personable

punctual

responsible

Speaking Strategy

Interviewing for a job

Starting the Interview

Thanks for coming in today.

It's great to be here. / My pleasure.

Discussing abilities and experience

Tell me a little bit about yourself.

I'm a first-year university student.

I'm majoring in journalism.

Can you (work independently)?

Yes, I can. For example,...

Are you (punctual)?

Yes, I am. For example,...

Do you have any experience

(writing a blog)?

Yes, I write one for my school newspaper now.

Ending the interview

Do you have any questions?

Yes, I do. / No, I don't think so.

When can you start?

Right away. / On Monday. /

Next week.

I'll be in touch.

I look forward to hearing from you.

LESSON B

Vocabulary

demanding

dull ↔ glamorous

exhausting

hazardous

job / career / profession

passion

passionate (about something)

rewarding ↔ unsatisfying

well-paid ↔ dead-end

GRAMMAR NOTES

UNIT 7 CELEBRATIONS

LESSON A

Agreeing with Other People's Statements: <i>so, too, neither, and either</i>				
	Statements	So / Neither	be / do	Subject
Affirmative	With be: I'm going to Emi's party.	So	am	I.
	With other verbs: I have a costume for the party.		are	we.
Negative	With be: I'm not going to Emi's party.	Neither	do	I.
	With other verbs: I don't have a costume for the party.		do	we.

Responses like *So am I* or *Neither do we* can be used to agree with other people's statements.

Use *so* in your response when agreeing with an affirmative statement. Use *neither* when agreeing with a negative one.

These responses are most common in the first person singular: *So do I*. Other forms can also be used:
Neither do we.

The tense in the response should match the tense used in the statements:

A: *I bought my costume for the party.* B: *So did I.*

You can also use this structure to combine two ideas:

I like parties. Ali likes parties. → *I like parties, and so does Ali.*

In casual conversation, you can use *Me too* (with affirmative statements) or *Me neither* (with negative statements). They can both be used as responses to statements with *be* as well as other verbs:

A: *I'm going to Emi's party. I have my costume ready.* B: *Me too.*

A: *I don't have my costume. I am not worried about it.* B: *Me neither.*

	Statements	Subject	be / do	too / either
Affirmative	With be: I'm going to Emi's party.	I	am	too.
	With other verbs: I have a costume for the party.	We	are	
Negative	With be: I'm not going to Emi's party.	I	do	either.
	With other verbs: I don't have a costume for the party.	We	don't	

Like the expressions with *so* and *neither*, you can use responses with *too* and *either* to agree with other people's statements.

Use *too* in your response when agreeing with an affirmative statement. Use *either* when agreeing with a negative one.

The tense in the response should match the tense used in the statements:

A: *I bought my costume for the party.* B: *I did too.*

You can also use this structure to combine two ideas:

I like parties. Ali likes parties. → *I like parties, and Ali does too.*

A Agree with each statement in at least two ways.

1. I like to host parties.

2. I'm never late to class.

3. I don't speak Italian.

4. I'm planning to study abroad next year.

5. I did well on the exam.

B Combine the sentences using the words in parentheses.

1. I'm having a good time. They're having a good time. (so)

I'm having a good time, and so are they.

2. I throw a lot of parties. She throws a lot of parties. (so)

3. I don't watch the Super Bowl. He doesn't watch the Super Bowl. (either)

4. I'm inviting a lot of friends. They're inviting a lot of friends. (too)

5. You don't celebrate the lunar New Year. We don't celebrate the lunar New Year. (neither)

LESSON B

Time Clauses with <i>before, after, when</i>	
Time clause	Main clause
Before the festival starts, After the party ended, When you throw powder in the air,	Violetta speaks. we went home. you say, "Holi Hai!"
Main clause	Time clause
Violetta speaks We went home You say, "Holi Hai!"	before the festival starts. after the party ended. when you throw powder in the air.

A time clause shows the order of two or more events:

In sentence 1: Violetta speaks. Then the festival starts.

In sentence 2: The party ended. Then we went home.

In sentence 3: The two events (You say "Holi Hai!" You throw powder in the air.) happen at almost the same time, or one happens immediately after the other.

When the time clause comes first, put a comma before the main clause.

- A** Combine the two sentences into one sentence using either *after*, *before*, or *when*. Use commas if necessary.

1. I brush my teeth. I eat breakfast.

2. My friends and I get together. We have a good time.

3. I get a present. I send a thank-you message.

4. Guests come to our house. We clean up.

5. A person takes the college entrance exam. He or she studies very hard.

6. A person turns 20 years old. He or she throws a big party.

- B**  Check your answers in **A** with a partner. Are the sentences in **A** true for you or your country? Why or why not?

Before I eat breakfast,
I brush my teeth.

Really? I always brush
my teeth after I eat!

UNIT 8 STORYTELLING

LESSON A

The Past Continuous Tense: Statements				
Subject	was / were (not)	Verb + ing		
I He / She	was / wasn't			at four o'clock. last summer. after lunchtime.
You We They	were / weren't	studying	English	

Use the past continuous tense to talk about an action in progress in the past. The action can happen at a specific point in time or over a period of time.

We don't usually use the past continuous with stative verbs (*hear*, *need*, *know*, etc.).

Use the simple past, not the past continuous, to talk about a completed action:

A: *I called you last night.* B: *I didn't hear my phone. I was watching TV.*

You can use the past continuous with the simple past to show that one action was in progress when another action happened. Notice the use of *when*:

I was taking a shower when the phone rang.

The Past Continuous Tense: Questions						
	Wh- word	was / were	Subject	Verb + ing		Answers
Yes / No questions		Were	you they	reading	a story?	Yes, I was . / No, I wasn't. Yes, they were . / No, they weren't.
		Was	she			Yes, she was . / No, she wasn't.
Wh- questions	What	were	you they	reading?		(I was reading) (They were reading) a story.
		was	he			(He was reading) a story.

A Read the story. Find the eight grammar errors and correct them.

Last summer, I'm eating dinner in a restaurant with two friends. We were talking and laughing when I was noticing a woman coming in. It was very hot outside, but the woman was wearing a heavy winter coat. The restaurant was nearly empty, but she was sitting next to our table anyway. The woman was looking at me for a second and gave me a friendly smile. After that, I forgot about her.

Later on, we was paying our bill and getting ready to go home when one of my friends was realizing that his wallet was missing from his back pocket. We were calling the police, and they came right away. Unfortunately, I wasn't seeing anything, so I couldn't help very much. As it turned out, the police knew the woman and were looking for her. They never found her, and my friend never got his money back.

B Complete the sentences with the past continuous or simple past form of the verb.

1. They (have) _____ a good time when the woman (come) _____ in.
2. The woman (give) _____ a friendly smile when she (sit) _____ down.
3. They (notice) _____ the wallet was missing when they (pay) _____ the bill.
4. They (call) _____ the police when they (notice) _____ the theft.
5. They told the police they (see / not) _____ anything when the woman (take) _____ the wallet.

LESSON B

Adverbs of Manner

Cinderella smiled shyly at the prince.	Adverbs of manner describe how something is done. Many end in <i>-ly</i> , and they often come after a verb.
He opened <u>the door</u> quietly . She answered <u>the question</u> correctly . <i>Not: He opened quietly the door.</i> <i>She answered correctly the question.</i>	When there is <u>an object</u> (a noun or pronoun) after the verb, the adverb usually comes at the end of the sentence.
She was <u>different</u> from other children. You seem <u>unhappy</u> .	Remember: <u>Adjectives</u> , not adverbs, come after stative verbs (words like <i>be, have, hear, need, know, seem</i>).
She drives too fast . He studied hard for the exam. They didn't do well in school.	Some common adverbs of manner don't end in <i>-ly</i> . Some examples are: <i>fast, hard, and well</i> .

- A** Rewrite each sentence using the adverb form of the word in parentheses. Use a different verb if necessary.

1. He is fluent in three languages. (fluent)

He speaks three languages fluently.

2. In the famous story, the hare is a fast runner, and the tortoise is a slow walker. (quick, slow)

3. In the movie *Star Wars*, Luke Skywalker is a brave fighter. (brave)

4. When she left the party, Cinderella lost a shoe. (accident)

5. In the story, the man disappears in a mysterious way. (mysterious)

6. The girl is only six, but she is a very good singer. (good)

- B**  In five minutes, how many sentences can you make with the words below? Time yourself. You can use present or past forms of the verbs. Compare your answers with a partner's.

boy	girl	dragon	song
fight	run	sing	struggle with
beautifully	bravely	fast / quickly	slowly

The boy and girl fought
the dragon bravely.

UNIT 9 WORK

LESSON A

The Present Perfect Tense: Statements				
Subject	have / has (not)	Past participle		
I / You	have haven't	worked	there	for six months.
He / She	has hasn't			
We / You / They	have haven't			

Contractions

I have = I've
she has = she's
we have = we've
have not = haven't
has not = hasn't

Use the present perfect to talk about an action that started in the past and continues up to now. Notice the difference:

simple past: *I worked there for six months, and then I quit.* (action finished)

present perfect: *I've worked there for six months. I love my job!* (action continuing)

Base, Simple Past, and Past Participle Forms									
Regular verbs			Irregular verbs						
Base	Simple past	Past participle	Base	Simple past	Past participle	Base	Simple past	Past participle	
call	called	called	be	was/were	been	leave	left	left	
change	changed	changed	become	became	become	make	made	made	
live	lived	lived	begin	began	begun	put	put	put	
look	looked	looked	come	came	come	read	read	read	
move	moved	moved	do	did	done	say	said	said	
study	studied	studied	drink	drank	drunk	see	saw	seen	
talk	talked	talked	find	found	found	sleep	slept	slept	
try	tried	tried	get	got	gotten	speak	spoke	spoken	
use	used	used	give	gave	given	take	took	taken	
want	wanted	wanted	go	went	gone	tell	told	told	
work	worked	worked	have	had	had	think	thought	thought	
		know	knew	known		write	wrote	written	

Use the past participle after *have / has* to form the present perfect.

Verbs that are regular in the simple past take the same *ed* ending for the past participle: *talk / talked / talked*.

Verbs that are irregular in the simple past have irregular past participle forms: *speak / spoke / spoken*.

The Present Perfect Tense: Wh- Questions					
Wh- word	have / has	Subject	Past participle		Answers
How long	have	you	worked	there?	(I've worked there) for two years.
	has	she			(She's worked there) since 2012.

Use *for* + a length of time (*for two years, for a long time, for the entire summer, for my whole life*).

Use *since* + a point in time (*since 2014, since last September, since Friday, since I was a child*).

- A** On a piece of paper, make as many sentences in the present perfect as you can using the words below.

They He We	has have	been worked	a flight attendant friends at that company	for since	elementary school. a long time.
------------------	-------------	----------------	--	--------------	------------------------------------

- B** Complete the profiles. Use the present perfect form of the verbs in parentheses and *for* or *since*.



"I (1. live) _____ in the United States (2.) _____ August. I (3. study) _____ English (4.) _____. I was in high school. I'm studying for an exam right now. I (5. not / sleep) _____ well (6.) _____ two days. I (7. drink) _____ three cups of coffee (8.) _____ 9:00."



"He (1. be) _____ in college (2.) _____ three years. He (3. not / come) _____ home (4.) _____ a year. I miss him. He (5. live) _____ overseas (6.) _____ 2012. We (7. not / talk) _____ on the phone (8.) _____ a month."

LESSON B

Verb + Infinitive

I like to sing. I want to be a singer.

She needed to move to London for work.

I've tried to get a job for a month, but it's not easy.

Certain **verbs** can be followed by an infinitive (*to* + verb). See below for a list.

Note: The **main verb** can be in different tenses.

These verbs can be followed by an infinitive:

agree	attempt	decide	forget	hope	like	need	prepare	try
arrange	choose	expect	hate	learn	love	plan	start	want

- A** Read each sentence. Then do the following:

- Underline the main verb.
 - Which verbs are followed by an infinitive? Circle the infinitive forms. Not all the sentences have one.
- They agree to do the job.
 - I chose to go to a large university.
 - I need a snack before I go to bed.
 - I like to buy presents for my friends.
 - I forgot the key to this door.
 - He hopes to meet her parents.
 - I expect him at ten minutes to three.
 - Can you prepare to give the report?

- B** Complete the sentences below with the infinitive form of the verbs in the box. One word will be used twice.

attend become go graduate help open perform sing speak work

SANJAY: I've always liked (1.) to speak foreign languages. I decided (2.) _____ as an interpreter. I work at the United Nations.

TERESA: I chose (3.) _____ to medical school because I wanted (4.) _____ people. I'm planning (5.) _____ a clinic in my hometown.

DAN: My sister is learning (6.) _____. She wants (7.) _____ in an opera someday.

CAMILLE: I want (8.) _____ a flight attendant. I need (9.) _____ a six-week training course. I expect (10.) _____ in August and to start (11.) _____ in September.

7 CELEBRATIONS

LESSON A PARTIES

1 VOCABULARY

- A** Unscramble the letters to write party words.

1. t i n i v e _____

6. g o r a n i e z _____

2. b r a l e c e e t _____

7. c o c a n i s o _____

3. s h o t _____

8. c o r d e t e a _____

4. a n l p _____

9. w r o t h _____

5. s t u e g _____

10. t e g g e e t t r o h _____

- B** Use the words and phrases in the box to complete the sentences.

attend get together guests invited
decorated good time hosted planned

Last week, I (1.) _____ a surprise birthday party at my apartment for my sister, Inez. I (2.) _____ her friends to (3.) _____ at our place. Everyone responded and said that they'd be able to (4.) _____. On the big day, Inez's boyfriend took her out to dinner, and I (5.) _____ our apartment with colorful streamers and balloons. The (6.) _____ arrived and then Inez walked into the room. Everyone shouted "Surprise!" Inez was shocked. She could not believe that I had (7.) _____ the whole thing without her knowing! Everyone had a (8.) _____. It was a celebration all of us will remember for a long time.

- C** Describe a party you went to recently.

1. Who hosted the party? What was the occasion?

2. Did you have a good time or a bad time? Why?

2 CONVERSATION

- A Number the sentences in order to make conversations.

Conversation 1:

- _____ I hadn't heard! When is it?
_____ Would you like to go with me?
_____ That sounds like fun.
_____ Did you hear? James and Kelly are having a party.
_____ On Saturday. It's a costume party.
_____ I'd love to, but I'm busy.

Conversation 2:

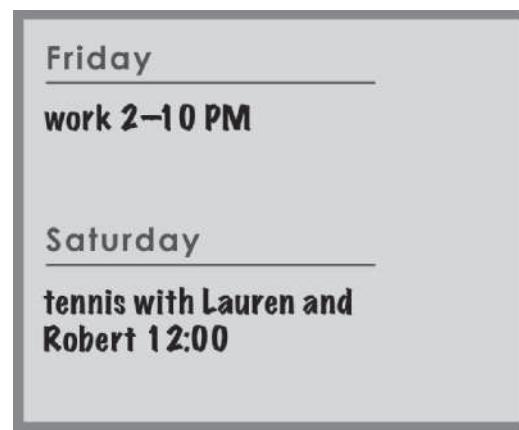
- _____ That sounds interesting.
_____ I'm going to see it on Friday night with my brother. Do you want to go with us?
_____ I'm sorry, but I can't. I have to work.
_____ Oh? What is it?
_____ *Race Against Time* with Jason Gonzalez.
_____ There's a new movie at the Park Cinema.

- B Look at the schedules and write conversations.

Liza's schedule:



Danielle's schedule:



1. Liza invites Danielle to a barbecue. Danielle declines.

Liza: _____

Danielle: _____

Liza: _____

Danielle: _____

Liza: _____

Danielle: _____

2. Danielle invites Liza to play tennis. Liza accepts.

Danielle: _____

Liza: _____

Danielle: _____

Liza: _____

Danielle: _____

Liza: _____

3 GRAMMAR

A Match the statements and responses in each group.

1.

1. I don't have a soccer ball. ____
2. I'm not on the soccer team. ____
3. I like to watch soccer on TV. ____
4. I'm a good tennis player. ____

- a. So am I.
- b. Me neither.
- c. I do too.
- d. Neither am I.

2.

1. I don't celebrate my birthday. ____
2. I'm not loud at parties. ____
3. I like to go to the movies. ____
4. I'm a good dancer. ____

- a. I'm not either.
- b. Me too.
- c. I am too.
- d. Neither do I.

3.

1. I'm going to the library now. ____
2. I'm not going to study tomorrow. ____
3. I don't like studying on weekends. ____
4. I like sleeping late on weekends. ____

- a. So do I.
- b. I don't either.
- c. Me neither.
- d. Me too.

B Complete the sentences with a word from the box. Some words will be used more than once.

so neither either too

1. I'm not going to the party on Friday. I'm not _____.
2. Sarah is going to the dance at school. _____ am I.
3. She's going to get there early. Me _____.
4. She's not going to walk home. Me _____.
5. Anthony is a great dancer. _____ am I.
6. I love dancing. I do _____.

C Write short responses agreeing with these statements.

1. I like rock and roll music. _____
2. I never stay up after midnight. _____
3. I often have tea for breakfast. _____
4. I don't have a dog. _____

LESSON B FESTIVALS AND HOLIDAYS

1 VOCABULARY AND GRAMMAR

A Match the words and their meanings.

- | | |
|---------------------|--|
| 1. ____ take place | a. a race, for example |
| 2. ____ compete | b. to play music in front of people, for example |
| 3. ____ competition | c. happen |
| 4. ____ prize | d. come together in a group |
| 5. ____ perform | e. join an activity |
| 6. ____ participate | f. play a game and try to be the best |
| 7. ____ gather | g. story, belief, or event from a culture |
| 8. ____ tradition | h. what the winner of a contest gets |

B Complete each sentence with the correct word from the boxes.

- | | | |
|----|---|---|
| 1. | participate
participation
participant | a. I was a _____ in last night's singing competition.

b. My _____ made me very nervous.

c. I don't think I'll _____ in next week's competition. |
| 2. | perform
performer
performance | a. Shakira is my favorite musical _____.

b. Her _____ is always perfect.

c. I go see her _____ whenever I can. |
| 3. | compete
competitor
competition | a. I want to _____ in the baking contest.

b. The _____ is taking place on Saturday.

c. I'm the only _____ with this great cake recipe. |

C Complete the sentences with *before*, *after*, or *when*.

1. You need to prepare for weeks _____ you sing in public.
2. _____ I walk out on the stage, I always smile at the audience.
3. _____ that, I take a minute to relax _____ I start singing.
4. _____ I begin singing, I want to be completely calm.
5. I enjoy talking to the audience outside of the theater _____ the show is over.

2 READING AND WRITING

- A Read this tourist brochure about Mardi Gras in New Orleans, in the United States.

CELEBRATE **MARDI GRAS** IN NEW ORLEANS!

1 Mardi Gras falls on a Tuesday about six weeks before Easter, a holiday in March or April. Before Mardi Gras even begins, there are over 70 parades of dazzling floats. Come join us for 5 a festival you'll never forget!

Tips for visitors:

Plan ahead. Many hotels start taking reservations for Mardi Gras in August. To get the room you want, call early. Don't wait until January!

10 **Plan your transportation.** Many streets are closed to cars, and bus and streetcar schedules often change.

Get there early. Plan to arrive about four hours before any big parade. For the popular Sunday night parade, find a space in the morning. You might need a jacket, sunglasses, an umbrella, or all three.

15 **Participate and celebrate.** Catch Mardi Gras "throws." People ride on floats in the parades and gives "throws" to the crowd. Jump up to catch beads, plastic coins, cups, and toy animals. Bring a plastic bag to hold all of your treasures.

For more information, contact the New Orleans Visitors' Bureau.



- B Circle T for *True* and F for *False*. Then write down the information from the reading that helped you find the answer.

1. The weather is almost always good in New Orleans at this time of the year.

T F

-
2. Some of the parades are very crowded.

T F

-
3. You should make your hotel reservations for Mardi Gras in February.

T F

-
4. You can get free beads and toys.

T F

-
5. The parades all happen on the same day.

T F

-
6. Transportation to the parades is sometimes a problem.

T F

C Write what these words in the article refer to.

1. The words *all three* in line 14 refer to _____.
2. The word *throws* in line 15 refers to _____.

D Read this information and fill in the spaces with *before* or *after*.

Carnival is a very colorful and interesting festival in Venice, but it gets very crowded.
(1.) _____ you come here, you should find a hotel room. Then,
(2.) _____ you arrive here, get the most up-to-date schedule for the festival. Sometimes it changes. The most important events are the masquerade balls, or costume parties. Do your research, and buy tickets to one many months
(3.) _____ Carnival begins.
(4.) _____ you get tickets, you have to find a costume and mask. People sometimes bring their costumes with them, but others wait until (5.) _____ they have arrived to find one here. Many people continue to dance in the streets (6.) _____ the parties end.



E Think about a festival in your city or country. Write advice for foreign visitors.

8 STORYTELLING

LESSON A WHAT'S THE STORY ABOUT?

1 VOCABULARY

- A** Complete the sentences. Use the words and phrases in the box.

characters fantasy made-up hard to follow unpredictable based on violent realistic

1. Some books, like *The Godfather*, have a lot of crime and murder in them. Stories like that are much too _____ for me.
2. I was surprised by the ending of the story. It was _____.
3. _____ books are my favorite. I love reading about made-up places and creatures.
4. Sometimes I had trouble understanding what was happening. Occasionally the story was _____.
5. The people in the story fascinated me. I got very interested in the main _____.
6. I like how imaginative the *Harry Potter* books are. The _____ world that Harry lives in is so interesting to me.
7. The character of Sherlock Holmes has been around since 1887. The TV show *Sherlock* is _____ stories from the 19th century.
8. At the end of the movie, the main character marries a prince and becomes famous. The story didn't seem very _____ to me.

- B** Match the sentence parts. Write the letter of the answer on the line.

1. What a boring show that was! It was _____
a. too predictable.
2. The best part of the show was its realistic _____
b. hard to follow.
3. That movie was based _____
c. characters.
4. Shakespeare's play *Romeo and Juliet* tells _____
d. *House of Cards*.
5. I was confused by the end of the movie. It was _____
e. the story of a young couple in love.
6. My favorite TV drama is _____
f. on a short story.

- C** Answer the questions about yourself.

1. What is your favorite drama? _____
2. Who is your favorite character in a book you have read? _____
3. Do you like made-up stories? Why or why not? _____

2 CONVERSATION

A Unscramble the words to make sentences that tell a story. Use commas where necessary.

1. takes place / story / in / this / bookstore / a

2. day / man / enters / store / one / the / a

3. buys / books / of the / then / he / all

4. surprised / store owner / very / the / is

5. man / books / the / pays / for / the / cash / in

6. books / after / puts / that / truck / he / the / on a / huge

7. away / he / later / drives

8. turns / read / really / out / it / he / that / likes to

B Use some of the expressions in **A** to answer these questions about a story you love.

1. Where does the story take place?

2. What happens at the beginning of the story?

3. What happens after some time passes?

4. What surprising things do you learn about the characters?

5. How does the story end?

3 GRAMMAR

A Write what you were doing at these times.

Example: yesterday / 3:00 PM *I was sitting in my office.*

1. last night / 10:00 PM _____
2. this morning / 7:00 AM _____
3. last Friday / 3:00 PM _____
4. last Saturday / 2:00 PM _____
5. yesterday / 5:00 PM _____
6. last Sunday / 12:00 PM _____

B Last night the Lee family got an exciting phone call. They had won \$1,000,000 in the lottery! What were they doing when they got the call? Look at the pictures and write sentences.

1. Tiffany

2. Kevin

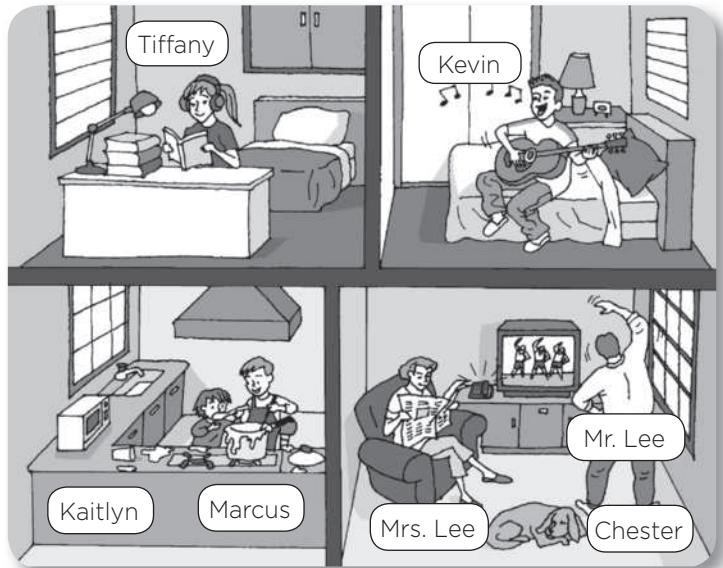
3. Marcus

4. Kaitlyn

5. Mrs. Lee

6. Mr. Lee

7. Chester



LESSON B MODERN FAIRY TALES

1 VOCABULARY AND GRAMMAR

A Unscramble the letters to write words.

- | | | | |
|------------------------|-------|--------------------|-------|
| 1. i c e r i b n e l d | _____ | 4. s u r g e g l t | _____ |
| 2. v e l c e r | _____ | 5. v i s u e r v | _____ |
| 3. c r o m v e e o | _____ | 6. c r o s e d i v | _____ |

B Complete the sentences. Use the correct form of each word in **A**.

Louis Zamperini was an Olympic runner and American soldier during World War II. His

- (1.) _____ story is told in the book *Unbroken*. When he was in high school, Zamperini
(2.) _____ that he was very fast. He ran in the Olympics, but the war began soon after.
During the war, the plane he was in crashed in the ocean. Most of the other soldiers aboard the
plane died, but Zamperini and two others (3.) _____, floating on a raft for six weeks.
Zamperini and the other survivors (4.) _____ to stay alive. They came up with
(5.) _____ ways to catch rainwater to drink and fish to eat, but one of the survivors
died. Then, on the 47th day on the raft, the survivors landed on an island and were captured.
Zamperini was held as a prisoner for two years, until the end of the war. Somehow, he was able
to (6.) _____ all of these obstacles and return to his family after years of being away.
His story is not a fairy tale, but it does have a happy ending.

C Complete each sentence with the correct adverb. Use the words from the box. Make any
necessary changes.

brave	eventual	fast	good
hard	incredible	quiet	slow

1. I cleaned my room _____. It took me three hours.
2. I left the apartment _____, so I didn't wake up my roommate.
3. I am _____ trying to overcome my fear of heights.
4. I ate my ice cream too _____, so I got a headache.
5. _____, the man survived for a week in the mountains before he was rescued.
6. It took Hugo seven years, but he _____ got his college degree.
7. Because I worked _____, I was able to save enough money to buy a car.
8. He's doing _____ after the accident.

2 READING AND WRITING

- A Read this story. Number the parts (1–7) in the correct order.

JUHA STORIES

In the Middle East, people love to tell old stories about a man named Juha. Is he crazy? Is he wise? Read one of the Juha stories and decide.

____ Finally Juha came home. He entered the house and told his wife, "I'm very hungry! Where is the expensive meat that I bought for my dinner?"

____ "Oh, Juha," she said, "I'm so sorry. The cat ate the meat!"

____ Juha asked his wife, "If this is the cat, where's the meat? And if this is the meat, where's the cat?"

____ One day, Juha bought three pounds of expensive meat at the market. He brought it home and said to his wife, "Please cook this meat for my dinner." Then he went out to see his friends.

____ Juha's wife cooked the meat, and waited a long time for her husband. But he didn't come back, and she got very hungry. "Well," she thought, "I'll just take a little piece." She cut off a small piece of meat and ate it.

____ Juha got angry. He picked up the cat and weighed it on his scale. The cat weighed exactly three pounds.

____ But Juha still didn't come back. His wife ate another little piece of the meat, and then another, and another. Soon there wasn't any meat.



- B Read the story again. Then answer these questions.

1. What kind of person is Juha? _____

2. What kind of person is Juha's wife? _____

3. In your opinion, what is the lesson of this story? _____

4. Is Juha wise, crazy, or both? Why do you think so? _____

- C** Read this fable and fill in the correct verb forms. Use the simple past or past continuous tense.

The Tortoise and the Eagle

One day, a tortoise (1. sleep) _____ in the sun. He (2. open) _____ his eyes and (3. see) _____ an eagle. The eagle (4. fly) _____ high in the sky. “I want to fly like that!” the tortoise (5. say) _____. The eagle (6. hear) _____ him and (7. agree) _____ to help him. The eagle (8. pick up) _____ the tortoise, and they (9. go) _____ up. When they (10. fly) _____ very high in the sky, the eagle (11. say) _____, “Now, try it yourself.” He (12. open) _____ his claws, and the poor tortoise (13. fall) _____ to the ground.

The lesson: *Wishes can be dangerous!*

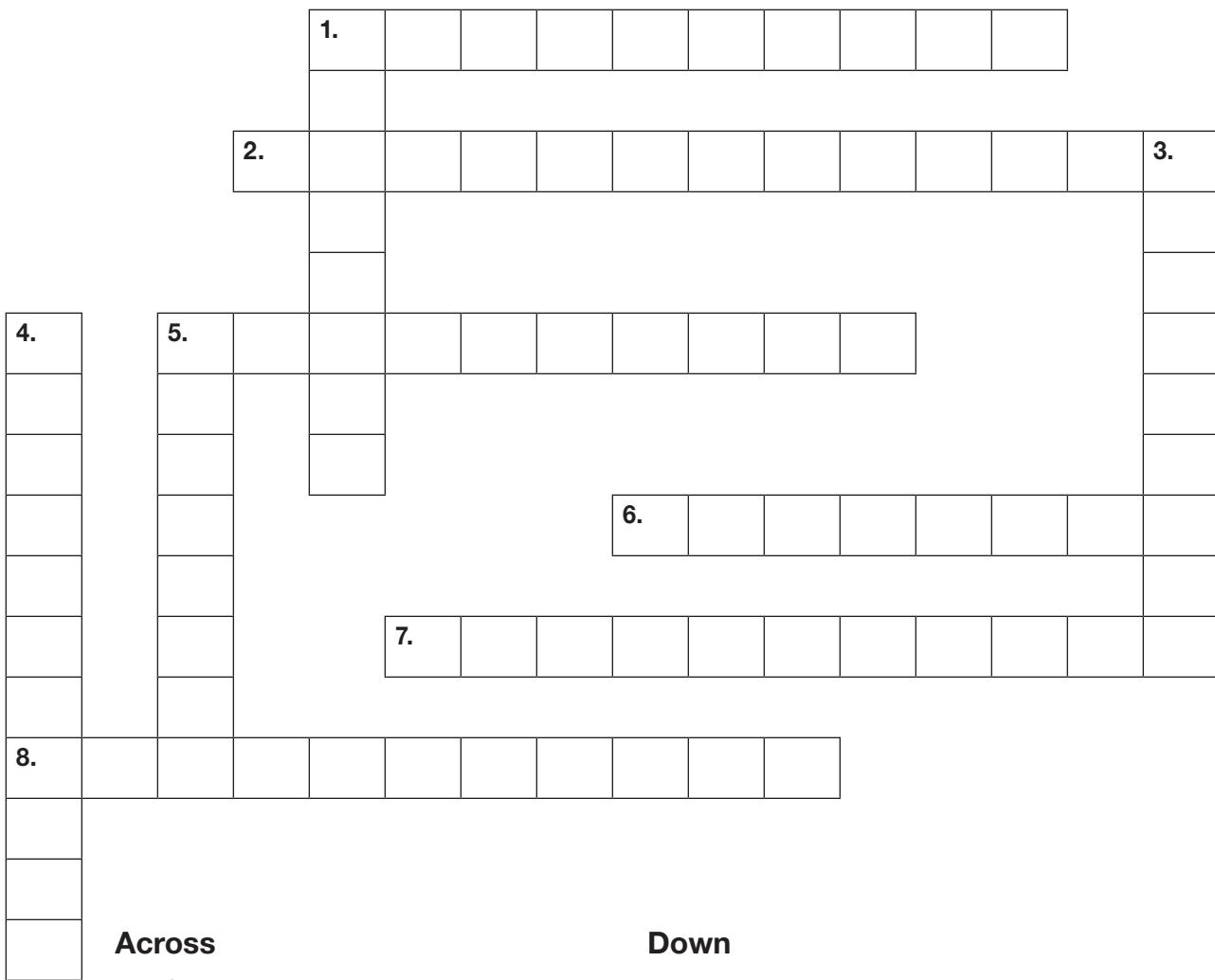
- D** Write an animal story from your country or another country. Does it have a lesson?

9 WORK

LESSON A WORKPLACE TRAITS

1 VOCABULARY

A Solve this crossword puzzle.



Across

1. friendly and nice
2. full of useful information
5. brave; unafraid
6. able to change directions easily
7. able to work well alone
8. able to be trusted to do the right thing

Down

1. always on time
3. able to get things done quickly and correctly
4. likes taking risks and trying new things
5. careful

2 CONVERSATION

A Match the question parts. Then write the questions on the lines below.

- | | |
|--------------------------------|-------------------------------|
| 1. Have you ever done ____ | a. have any questions for me? |
| 2. When can you ____ | b. working with customers? |
| 3. Are you ____ | c. start? |
| 4. Can you ____ | d. work independently? |
| 5. Do you ____ | e. this kind of work? |
| 6. Do you have experience ____ | f. punctual? |

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

B Look at this job ad. Imagine you are at an interview for this job. Write the interviewer's questions and your answers. Use the questions in **A** to help you.

Interviewer: _____

You: _____

Interviewer: _____

You: _____

Interviewer: _____

You: _____

Interviewer: _____

You: _____

WE NEED A TRAVEL AGENT!

Requirements:

- Computer skills
- Foreign languages
- Travel experience
- Quick learner

Contact Excel Travel
555-4231

3 GRAMMAR

- A Write the past participle of each verb. Use your dictionary if necessary.

- | | |
|----------------|----------------|
| 1. go _____ | 7. come _____ |
| 2. be _____ | 8. read _____ |
| 3. have _____ | 9. take _____ |
| 4. study _____ | 10. meet _____ |
| 5. drink _____ | 11. know _____ |
| 6. sleep _____ | 12. do _____ |

- B Look at the lists and write sentences about what the people have done so far and what they haven't done yet.

Ina's list:

1. call Ms. Ramirez

She hasn't called Ms. Ramirez. _____

2. go to the bank ✓

3. write letters

4. read the report

5. meet with Mr. Sung ✓

Mr. and Mrs. Silva's list:

1. take the kids to school ✓

2. go shopping

3. clean the house ✓

4. make lunch

5. wash the dishes

Juan's list:

1. do my homework ✓

2. buy a dictionary ✓

3. study for the test

4. send email

5. have dinner with An

- C Write sentences about how long you have participated in these activities. Use *for* or *since*.

Example: be married

I've been married for three years. _____

1. study English

2. know my roommate

3. have this shirt

4. be at this school

5. be in this class

6. live in this city

7. have this job

8. live in this house

LESSON B DREAM JOBS

1 VOCABULARY AND GRAMMAR

A Match the words and their meanings. Write the letter of the answer on the line.

- | | |
|----------------------|---|
| 1. ____ dull | a. tiring |
| 2. ____ well-paid | b. dangerous |
| 3. ____ exhausting | c. making a lot of money |
| 4. ____ glamorous | d. requiring a lot of time or energy |
| 5. ____ hazardous | e. bringing good feelings or money |
| 6. ____ demanding | f. not very interesting at all |
| 7. ____ rewarding | g. without hope for the future |
| 8. ____ dead-end | h. not providing what is wanted or needed |
| 9. ____ unsatisfying | i. exciting and attractive |

B Complete each sentence with the correct verb in the infinitive form. Then choose an adjective from **A** to describe each job. There may be more than one possible adjective.

find help leave make prepare work write

Example: A police officer works nights and weekends to help people. exhausting

1. A movie star gets _____ with talented people and go to awards shows. _____
2. A doctor tries _____ people feel better. _____
3. An astronaut chooses _____ Earth to explore outer space. _____
4. An author hopes _____ a bestseller. _____
5. A chef wants _____ the best food possible. _____
6. A scientist tries _____ a cure for cancer. _____

C Answer the questions. Use a verb + an infinitive.

1. What do you like to do after class?

2. What do you hope to do next year?

3. What did you decide to do last weekend?

4. What are you planning to do tomorrow?

2 READING AND WRITING

- A Read this article about an unusual job.

1 You've never met Ryan Hayes, and you don't know his name, but you know his voice. He records movie trailers. When you hear *Coming soon to a theater near you... that's Ryan!*

"Yes, it's true," he says. "I'm the voice talent for West Coast Audio." Millions of people hear **his** voice every year. "I try to make the movie sound as exciting and interesting as possible. I want to grab the viewer's attention from the first word."

Ryan has a flexible schedule, but he has to practice a lot. Sometimes he has to record the same script over and over.
10 "My voice has to sound the same at the end of eight hours." So Ryan is very careful with his voice. "I don't go outside in cold weather, and I drink lots of hot water with honey. I never go on roller coasters, because I might scream and hurt my voice!"

15 How did Ryan get his job? "A friend told me about **it**. I watched a lot of movie trailers, and then I made a recording of my voice. After I emailed **it** to West Coast Audio, I called them every day for a month!"

He's been doing this job for five years now, and he loves it. "It's fun and rewarding! And
20 sometimes I even get to meet movie stars." Plus, people are always surprised when they hear about Ryan's job. They say, "Really? That's your voice? I thought **it** sounded familiar!"



- B Complete the chart with information from the reading.

Name:	
Job:	
Company:	
Good point of his job:	
Bad point of his job:	

- C Write what these words in the reading refer to.

1. *his* in line 5 refers to _____
2. *it* in line 15 refers to _____
3. *it* in line 17 refers to _____
4. *it* in line 21 refers to _____

D Complete the paragraph with the infinitive form of the verbs from the box.

start graduate work find study become

I plan (1.) _____ a teacher after I finish my studies. I decided (2.) _____ at this university because the teaching program is very good. We have a lot of practice working with children. I love (3.) _____ with young kids. I expect (4.) _____ from the university next May, and I hope (5.) _____ a job teaching Chinese in an elementary school. I'll try (6.) _____ working in September.



E Write about your plans or decisions. Use some verb + infinitive forms.

7 Good Morning World

Party Time

- A** Watch the video and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner's.

- | | | |
|--|------|-------|
| 1. Jay is having a party this weekend. | True | False |
| 2. It will be held this Sunday at Penn Park. | True | False |
| 3. One week before the party, Jay invites Rashid and Kim to come. | True | False |
| 4. Before she goes to a party, Kim likes to know what she's celebrating. | True | False |
| 5. The party is for Jay's best friend. | True | False |
| 6. Jay wants Kim to bring presents and cake. | True | False |
| 7. Jay tells Kim to put on a costume before she comes to the party. | True | False |
| 8. Everyone at the party will participate in a costume contest. | True | False |
| 9. Jay will choose the winner of the contest. | True | False |
| 10. Jay's best friend is his sister Precious. | True | False |

- B** What do they say? Watch the video again and circle the words you hear. Then compare your answers with a partner's.

1. Jay: "She gave me some good ideas for my *celebration / party* this weekend."
2. Kim: "Celebration? Are you *throwing / having* a party?"
3. Jay: "Oh, maybe I *forgot to invite / didn't invite* you."
4. Kim: "Or are people *celebrating / getting together* just to have a good time?"
5. Jay: "I am the *host / winner*."
6. Kim: "*I'm sorry / I'd love to*, but I can't. I already have plans."
7. Kim: "It might be a surprise party, but I don't want to be surprised *after / when* I get there."
8. Jay: "OK, you *win / are invited*. The party is for my best friend."
9. Jay: "*Before / After* you come, put on a costume."
10. Kim: "*I'd love to / I'm sorry*, Jay, but I can't come."

- C** Role-play a conversation with your partner. Two friends are talking about going to a party. Use the words and phrases from the boxes to help you.

celebrate get together have a party	Do you want to go with me? Would you like to go with me? How'd you like to go with me?	Sure, I'd love to. That sounds great. I'm sorry, but I can't. I'd love to, but I'm busy.
have a good (bad) time get presents participate	I am going to the party. I don't have a costume for the party. I need a costume for the party.	So am I. / Me too. Me neither. / Neither do I. So do I. / I do too.

7 City Living

Aloha Everyone!

- A**  What's the most interesting party you've ever attended? Write some notes. Describe it to the class. Your classmates vote to decide whose party was the most interesting.

- B**  What happens? Watch the video and number the events in order from 1 to 7. Then retell the story to a partner. Include any details you can remember.

_____ Roberto tells Mike he can't go because he has to go to a "luau" with Claudia.

_____ Claudia calls Tara and invites her to a luau.

_____ Mike calls Roberto and asks him if he'd like to go to "a party."

_____ Takeshi calls Mike and invites him to go to "a Hawaiian party."

_____ Roberto tells Claudia that Mike invited him to a party.

_____ Tara asks Sun-hee if she'd like to go to the luau.

_____ Sun-hee invites Takeshi to the luau.

- C**  What do you think happens next? Work with a partner to predict what will happen when Mike sees Roberto at the luau. Write down your prediction. Then share it with the class.

7 Global Viewpoints

What a Party! / Festivals and Holidays

A Watch the interviews about “What a party!” and circle the answers. Then compare your answers with a partner’s.

1. Alejandra went to a party where the dance floor was covered with *soapsuds* / *sand*.
2. The party was during the *summer* / *fall*.
3. People at Alejandra’s party were dressed in *formal* / *casual* clothes.
4. There were *28* / *38* people at Dennis’s birthday party.
5. Dennis’s birthday party took place in *his* / *a friend’s* apartment.
6. *Dennis’s friends* / *Dennis* cooked the food for his birthday party.

B Now watch the interviews about “Festivals and holidays.” Match the names with the holidays each person mentions. Make short notes with details as you watch. Compare your answers with a partner’s. Discuss any details you remember.

- | | |
|-------------------------|---------------------|
| a. The Day of Tradition | c. Thanksgiving |
| b. New Year’s Day | d. Independence Day |

1. Catherine _____

Details: _____

2. Lourdes _____

Details: _____

3. Kumiko _____

Details: _____

4. Alejandra _____

Details: _____

C What’s the most popular party activity in your class? What’s the least popular? Interview six classmates. Check (✓) the things they like to do at parties. Then report your information to the class.

What do you like to do at parties?

Name	Listen to music	Eat special foods	Dance	Talk to friends	Play games
1. _____	<input type="checkbox"/>				
2. _____	<input type="checkbox"/>				
3. _____	<input type="checkbox"/>				
4. _____	<input type="checkbox"/>				
5. _____	<input type="checkbox"/>				
6. _____	<input type="checkbox"/>				

8 Good Morning World

A Likely Story

A Who is speaking? Watch the video and circle the answers. Then check your answers with a partner.

- | | | | |
|--|-----|-----|---------|
| 1. "But also, books are predictable." | Jay | Kim | Anthony |
| 2. "In the end, everyone lives happily ever after." | Jay | Kim | Anthony |
| 3. "It is written so well." | Jay | Kim | Anthony |
| 4. "Am I talking too fast?" | Jay | Kim | Anthony |
| 5. "It begins in Peru." | Jay | Kim | Anthony |
| 6. "It's unbelievable!" | Jay | Kim | Anthony |
| 7. "So the boy begins a journey to find his father." | Jay | Kim | Anthony |
| 8. "You can tell a story well." | Jay | Kim | Anthony |
| 9. "Does he eventually find his real father?" | Jay | Kim | Anthony |
| 10. "You said you wanted a realistic story!" | Jay | Kim | Anthony |

B Watch the video again and circle a or b. Then compare your answers with a partner's.

1. Anthony Guinness is a _____.
a. famous chef b. famous author
2. Jay thinks that books are _____.
a. predictable b. incredible
3. Kim thinks that the book is written _____.
a. badly b. well
4. The book *The Way It Was* is _____.
a. based on a true story b. a made-up story
5. In the book, the boy was looking for _____.
a. his father b. his grandfather
6. Anthony is _____ in the story.
a. the father b. the boy
7. Jay is now _____ the story.
a. unhappy about b. hooked on

C Summarize the story from the video and tell it to a partner. Write notes in the space below. Include as many details as you can remember.

It's a story about... It begins... a true story	So (then)... Later... After that... tell a story (well)	It turns out that... Finally... In the end... a (happy) ending
---	--	---

8 City Living

Takeshi Presents “Cinderella”

- A** What do you know about the story of Cinderella? Make a list of details that you remember from the story. Then tell a partner.

Cinderella

- B** What do they say? Watch the video and circle the words you hear. Then compare your answers with a partner’s.

1. Takeshi: “Once upon a time, there was a kind and *humble / beautiful* young woman named Cinderella...”
2. Claudia: “I was having fun until my two *ugly / evil* stepsisters moved in with me.”
3. Tara: “Don’t forget to wash my *skirt / dress*.”
4. Mike: “... and I was *enjoying / watching* my Sunday afternoon football game until Takeshi asked me to be in his movie.”
5. Claudia: “I want to go to the prince’s ball tonight but I have *too much to do / nothing to wear!*”
6. Mike: “Fear not, Cinderella. You will see the brave and loyal prince *tonight / soon*.”
7. Takeshi: “But when she was *rushing / hurrying* home just before midnight, she lost one of her slippers.”
8. Roberto: “I’m *looking / searching* for the woman who wore this slipper last night.”
9. Takeshi: “And so they *ran away / got married* and they... lived happily ever after.”

- C** What’s your opinion? Talk about Takeshi’s film project with a partner. Ask and answer questions like the ones below. Then share your opinions with the class.

1. Did you like Takeshi’s film? Why or why not?

-
2. Which parts did you think were funny?

-
3. Who was the best “actor”?

-
4. Who had the best costume?

-
5. What would you change about the film if you could?

8 Global Viewpoints

Favorite Stories

- A** Whose story is it? Watch the video “Favorite stories” and match the names with the stories. Make short notes with details as you watch. Compare your answers with a partner’s. Discuss any details you can remember.

- a fable about a boy who sees a pretty girl in a library
- Snow White and the Seven Dwarfs
- a story about a princess who marries a sea prince

1. Julianna _____

Details: _____

2. Reda _____

Details: _____

3. Jackie _____

Details: _____

- B** Now watch the video again and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner.

Snow White and the Seven Dwarfs

- Snow White was a beautiful witch. True False
- A bad princess gave Snow White a poisoned apple. True False
- A handsome prince kissed her and brought her back to life. True False

Lithuanian Story

- The princess’s family wants her to go away with the prince. True False
- The princess turns herself and her children into frogs. True False
- The castle bursts into little pieces of amber. True False

Korean Story

- A pretty girl is standing in the library. True False
- The boy tells the girl to come forward. True False
- The girl has no legs or torso. True False

- C** With a partner, think about a famous fairy tale or fable. Write details from the story in the boxes below. Then tell the story to your partner without saying the title or the name of the main character. Your partner guesses the fable or fairy tale.

When?	Where?	Who?	What happens?

9 Good Morning World

Intern View

- A** Watch the video. Check (✓) the sentences that are true. Then work with a partner to correct the false sentences.

1. Kim wants to thank Adrian for her work on Good Morning World.
2. Adrian is almost finished with her internship at Good Morning World.
3. Kim doesn't think they should try to help Adrian with a practice interview.
4. Jay says to Adrian, "Tell us a little about your job."
5. Adrian will graduate from college next year.
6. Kim asks Adrian, "Have you ever worked in television before?"
7. Adrian has worked as an intern at Good Morning World since last fall.
8. Adrian has learned to be flexible.
9. Jay says that in television you have to work independently.
10. Adrian says that Jay is very knowledgeable.

- B** Now watch the video again. Circle the answers. Then check your answers with a partner.

1. Kim says that they *need / want* to take a moment to thank Adrian for all of her work.
2. Kim says that Adrian has been a very pleasant and *efficient / punctual* part of their team.
3. Adrian is going to finish school and then look for her *dream / dead-end* job.
4. Kim and Jay are going to do a *stressful / practice* job interview.
5. Adrian is a *first-year / fourth-year* university student and is majoring in journalism.
6. Adrian *has worked / hasn't worked* as an intern at Good Morning World since last fall.
7. Adrian says that her experience was very *rewarding / dull*.
8. Adrian *has learned / hasn't learned* to work independently sometimes.
9. Jay has *watched / worked* in television for a long time.
10. For Kim, the most *stressful / demanding* thing about her job is being pleasant to her coworkers.

- C** With your partner, role-play an interviewer and an applicant at a job interview. Use the words and phrases in the box to help you. Then tell the class two things about the interview.

Interviewer	Applicant
Thanks for coming in.	My pleasure.
Tell me a little about yourself.	I'm a.... I'm...
Can you...?	Yes, I can. For example...
Are you...?	Yes, I...
Have you ever...?	No, I...
Do you have any questions for me?	Right away.
When can you start?	I look forward to hearing from you soon.

9 City Living

The Big Job Interview

- A  What qualities and skills does a salesperson need? Work with a partner and make a list. Then share your list with the class.

- B   What do you learn about Claudia in this episode? Watch the video and circle a, b, or c. Then compare your answers with a partner's.

1. What does Claudia say she's "really good at"?
 - a. listening to customers
 - b. designing software
 - c. using software
2. How much experience has she had training people to use software?
 - a. two years
 - b. one year
 - c. none
3. How long has she been with her present company?
 - a. four years
 - b. three years
 - c. two years
4. How many times has she been salesperson of the month?
 - a. four times
 - b. three times
 - c. twice
5. What subject is she taking graduate courses in?
 - a. software design
 - b. management
 - c. marketing
6. Why is she taking graduate courses?
 - a. to learn about software programs
 - b. to understand the market
 - c. to get a degree

- C  In the video Ms. Li says, "We'll be in touch." What does she mean? Circle Yes or No. Then work with a partner to write a definition.

- | | | |
|--|-----|----|
| 1. Are Ms. Li and Claudia making plans together? | Yes | No |
| 2. Is Ms. Li planning to contact Claudia? | Yes | No |
| 3. Is Ms. Li waiting for Claudia to contact her? | Yes | No |
| 4. "We'll be in touch" means _____ | | |

9 Global Viewpoints

What Do You Do? / Dream Jobs

- A** Watch the interviews about “What do you do?” and check (✓) True or False. Then correct the false sentences. Check your answers with a partner’s.

	True	False
1. Natalie works for a television station that was launched seven years ago.	<input type="checkbox"/>	<input type="checkbox"/>
2. Natalie has worked for the television station for about a year.	<input type="checkbox"/>	<input type="checkbox"/>
3. Dan works for a computer company.	<input type="checkbox"/>	<input type="checkbox"/>
4. Dan has been working at his job for three years.	<input type="checkbox"/>	<input type="checkbox"/>
5. Gian is a managing editor.	<input type="checkbox"/>	<input type="checkbox"/>
6. Gian makes brochures, sends e-mails, and works on the Web.	<input type="checkbox"/>	<input type="checkbox"/>

- B** Now watch the interviews about “Dream jobs.” What is the dream job of each person? Match the names with the jobs. Compare your answers with a partner’s. Discuss any details you can remember.

- | | |
|-------------------|---|
| 1. Kumiko _____ | a. helping people in developing countries |
| 2. Dave _____ | b. teaching Japanese and training dogs |
| 3. Jackie _____ | c. photographer |
| 4. Vanessa _____ | d. designing movie posters and CD covers |
| 5. Dayanne _____ | e. reporter |
| 6. Jonathan _____ | f. teaching children |
| 7. Calum _____ | g. computer animator |

- C** Work with a partner and take turns asking each other about your dream jobs. Ask the questions below and take notes on your partner’s answers. Then tell the class about your partner’s dream job.

Q: What’s your dream job?

A: _____

Q: Why would you like to do the job?

A: _____

Q: What skills do you need for the job?

A: _____

Q: Have you had any experience related to the job?

A: _____

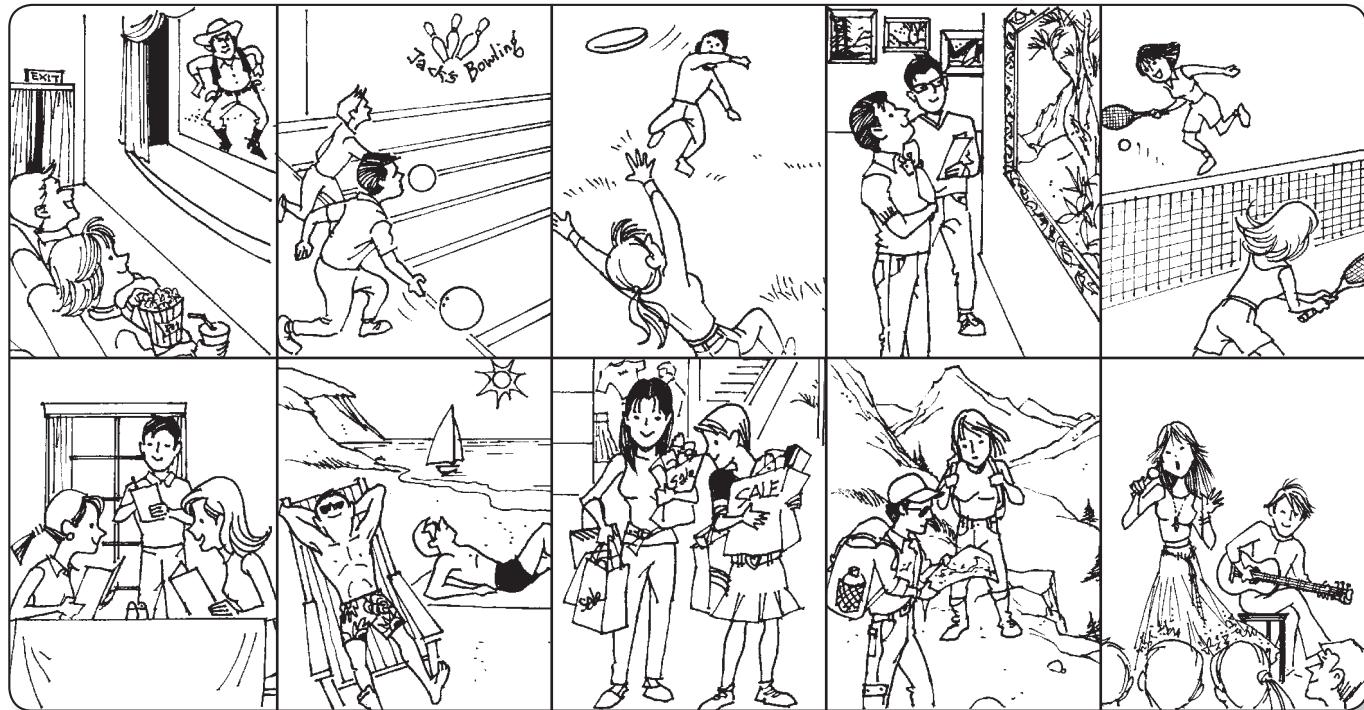
Worksheet

7A: That sounds like fun!

Invite your classmates to do things with you. You can invite your classmates to the things in the pictures or you can use your own ideas. Write your plans in the Week Planner. For every day you must have a different plan with a different classmate.

Week Planner

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	Notes



Worksheet

7B: Before you buy a car, you should...

Work with a partner. Decide what advice you would give for the different situations. Use one of the phrases below in your advice sentences.

Before you... When you... After you...



go for a job interview



buy a house



go abroad



go on a date



buy a car



have a dinner party



take a test



start your own business



go on a diet



take an English course



get married



hire a new employee



Worksheet

8A: Once upon a time...

Work in groups. Take turns continuing the stories below. Use action words and description words in your sentences.

Once upon a time, there was a bored young prince. One day, he was riding his horse when he heard a strange noise...	I left the plane and had my passport stamped. While I was waiting for my luggage, I recognized a famous actor standing next to me...	The old man was worried. He had no money and no food. He was thinking hard when suddenly there was a knock on the door...
A happy dolphin was swimming in the ocean. He was looking for fish to eat when he saw two people swimming...	It was a warm night and the sky was clear. A beautiful girl was looking at the stars when she saw a strange light moving towards her...	(Start your own story) _____ was/were _____ ing _____ when _____.

Action words

carry close cry dance
drink fight have hear hide hit hope jump
kick knock laugh leave listen look make open ride
run say see shine shout sing sit smell stop
swim taste touch try
wait walk work

Description words

beautiful big bored brave
clever compassionate determined disciplined
evil famous generous handsome happy hungry
interesting kind lazy loyal old old-fashioned poor quiet
rich sad small smart strange strong stylish tired
ugly warm weak well-known wise
worried young

Worksheet

8B: I don't believe you!

Answer the questions below. Make two of the answers true and two of them false. Then swap papers with your partner. Prepare questions to check which answers are true and which are false. Then interview your partner.

A. What is something you do well?

C. What is something you can do quickly?

B. What is something you usually do on the weekend?

D. What secret skill do you have?

Questions:

A. _____

B. _____

C. _____

D. _____

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Worksheet

9A: I've been a student for three years.

Look at the topics below. Draw something about each one in the squares. Write the times with *for* or *since*. Then look at your partner's drawings. Ask questions and find out as much information as you can. Then tell your classmates what you have found out about your partner.

my work/studies
my possessions

my appearance
my hobbies

my relationships
my accommodations

I've... (*draw a picture*)

for/since _____

I haven't... (*draw a picture*)

for/since _____

I've... (*draw a picture*)

for/since _____

I haven't... (*draw a picture*)

for/since _____

I've... (*draw a picture*)

for/since _____

I haven't... (*draw a picture*)

for/since _____

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Worksheet

9B: Career counselor

Imagine you are a career counselor. You help people decide what jobs they would enjoy doing. First add more questions to the job questionnaire. Then interview a classmate. Write the jobs you think he or she would enjoy doing.

Do you want to...? Do you like to...?	Name: _____	More Information:
work in an office?	YES NO <input type="checkbox"/> <input type="checkbox"/>	
be part of a team?	YES NO <input type="checkbox"/> <input type="checkbox"/>	
work with your hands?	YES NO <input type="checkbox"/> <input type="checkbox"/>	
make a lot of money?	YES NO <input type="checkbox"/> <input type="checkbox"/>	
	YES NO <input type="checkbox"/> <input type="checkbox"/>	
	YES NO <input type="checkbox"/> <input type="checkbox"/>	
	YES NO <input type="checkbox"/> <input type="checkbox"/>	
	YES NO <input type="checkbox"/> <input type="checkbox"/>	
	YES NO <input type="checkbox"/> <input type="checkbox"/>	



What job(s) would the student enjoy doing? _____

Why? _____

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