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THIRD EDITION

# WORLDLINK

Developing  
English Fluency



Nancy Douglas ■ James R. Morgan

**BASIC 6**

Front cover art by Eduardo Kobra in Cubatão, Brazil. © Eduardo Kobra



#### ABOUT THE ARTIST

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

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INSTITUTO CULTURAL PERUANO NORTEAMERICANO

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## Basic 6

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James R. Morgan



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## GUIDE TO PRONUNCIATION SYMBOLS

Vowels			Consonants		
Symbol	Key Word	Pronunciation	Symbol	Key Word	Pronunciation
/a/	hot	/hat/	/b/	boy	/bɔɪ/
	far	/far/	/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

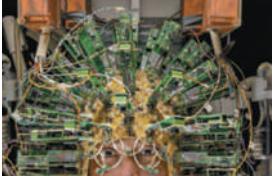
/ /      city      /'sɪti/

used before a syllable to show primary (main) stress

//      dictionary      /'dɪkʃə nəri/

used before a syllable to show secondary stress

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<b>UNIT 4 VACATION p. 48</b>				
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	<b>LESSON B</b> <i>Traveling</i> p. 56		<b>When you travel</b> p. 56 <i>get a passport, go sightseeing</i>	<b>On vacation</b> p. 57 Infer information Listen for gist Listen for context Make predictions; Listen for details
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	<b>LESSON A</b> <i>Pioneers</i> p. 64	<b>Touch the Sky</b> p. 64	<b>People changing their world</b> p. 65 <i>traveler, author, explorer</i>	<b>A dangerous job</b> p. 66 Infer information Listen for gist Listen for details
	<b>LESSON B</b> <i>Personal heroes</i> p. 70		<b>Heroes and role-models</b> p. 70 <i>admire, look up to, hero</i>	<b>Teenagers changing the world</b> p. 71 Listen for gist Listen for details
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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 6 (B06)



**Unit 4**

**Unit 5**

**Unit 6**

Learning Outcomes	I saw it	I understand it	I use it
<p><b>I can</b> give, accept, and refuse advice related to weather conditions. (p. 53)            ~ (I think) you should take a sweater. ~ OK, I will. / Really? I'd rather not.            ~ I don't think you should drive. ~ You're probably right. / Really?            I think I'll be OK.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> connect ideas using <i>but</i>, <i>or</i>, and so. (p. 54)            It's freezing in Moscow, but it's warm in Rio. / We can go to the beach, or we can visit the zoo. / It's raining, so we're not having a picnic today.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> talk about possession using <i>whose</i>, <i>belong to</i>, and possessive adjectives and pronouns. (p. 60)            ~ Whose passport is this? ~ It's my passport. / It's mine. / It belongs to me.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> listen for details (weather forecast). (p. 52)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> identify main ideas (in paragraphs). (p. 58)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> write short posts (questions and comments) about a travel experience. (p. 60)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> agree or disagree with an opinion and ask follow-up questions. (p. 67)            ~ I think <i>Man on Wire</i> is a good movie. ~ Yeah, you're right. / Really?            I don't think so. Why do you say that?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> talk about the past using the verb <i>be</i> in past and regular verbs. (pp. 68, 74)            ~ Were you brave? ~ Yes, I was. / No, I wasn't.            They visited Tokyo. / They didn't start a company.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> describe people (explorer, hero, role model, teacher, etc.). (pp. 65, 70)            A role model is a brave / kind / hardworking person.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> listen for gist and details (in a radio interview). (p. 66)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> read to sequence events. (p. 72)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> write about someone I admire using adjectives, regular verbs, and the verb <i>be</i> in the simple past. (p. 75)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> express degrees of certainty. (p. 81)            ~ Are the tickets in your backpack? ~ Yes, they are. / I think so.            Maybe, I'm not sure. / I have no idea.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> talk about the past using irregular verbs. (p. 82)            ~ Did you study for the test? ~ Yes, I did. / No, I didn't.            ~ Where did you leave the tickets? ~ I left them at home.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> ask and answer questions about what happened in the past. (p. 88)            ~ Did you stay up late? ~ Yes, I did.            ~ When did you study? ~ I studied last night.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> listen to sequence events. (p. 85)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> identify the main idea and scan for details. (p. 86)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>I can</b> write about an experience (staying up late). (p. 89)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# WELCOME UNIT

## 1 GRAMMAR

- A Complete the paragraph with the correct form of the verbs in the box. One verb is extra.

be have like live love study watch

Gino (1.) is my roommate. We (2.) \_\_\_\_\_ in an apartment downtown.

Gino and I (3.) \_\_\_\_\_ English at Central Academy. He (4.) \_\_\_\_\_ a job at a cafe in our neighborhood. We often (5.) \_\_\_\_\_ TV together in the evenings.

He (6.) (not) \_\_\_\_\_ horror movies, but I do!

- B Complete the sentences with the correct form of *be* or *have*.

1. What does he look like? He is tall and very slim.
2. What do we look like? My sister and I have blue eyes.
3. What does she look like? Lina has curly brown hair.
4. What do they look like? Marcus and Luisa are short.
5. Richard is elderly. He has short, gray hair.
6. Her mom is in her fifties and her dad is in his sixties.



- C**  Write sentences about the six numbered people in the picture on p.viii. Use the present continuous form of the verbs in the box. Use each verb only once. Then take turns asking and answering questions about the picture with a partner.

run shout sit talk **walk** wave

1. \_\_\_\_\_ *She's walking down the street.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

What's she doing?

She's walking down  
the street.

- D** Complete the sentences with an appropriate pronoun. Some items may have more than one correct answer.

1. Can you help Jon and \_\_\_\_\_ *me* after class?
2. Come study with \_\_\_\_\_ at the library.
3. Kim says that \_\_\_\_\_ watches movies in English.
4. Do you have your keys? I think I see \_\_\_\_\_ on the floor.
5. Right now, \_\_\_\_\_ are learning grammar.
6. Brad's really friendly—that's why everyone likes \_\_\_\_\_.

- E** Read the sentences and correct the use of count and noncount nouns. Two sentences are correct.

1. I like eating **a** yogurt for breakfast. *I like eating yogurt for breakfast.*
2. Do we have salt in the kitchen? \_\_\_\_\_
3. Give me apple, please. \_\_\_\_\_
4. Do you put a milk in your coffee? \_\_\_\_\_
5. I need a tomato for this salad. \_\_\_\_\_
6. She never eats a rice or pasta. \_\_\_\_\_

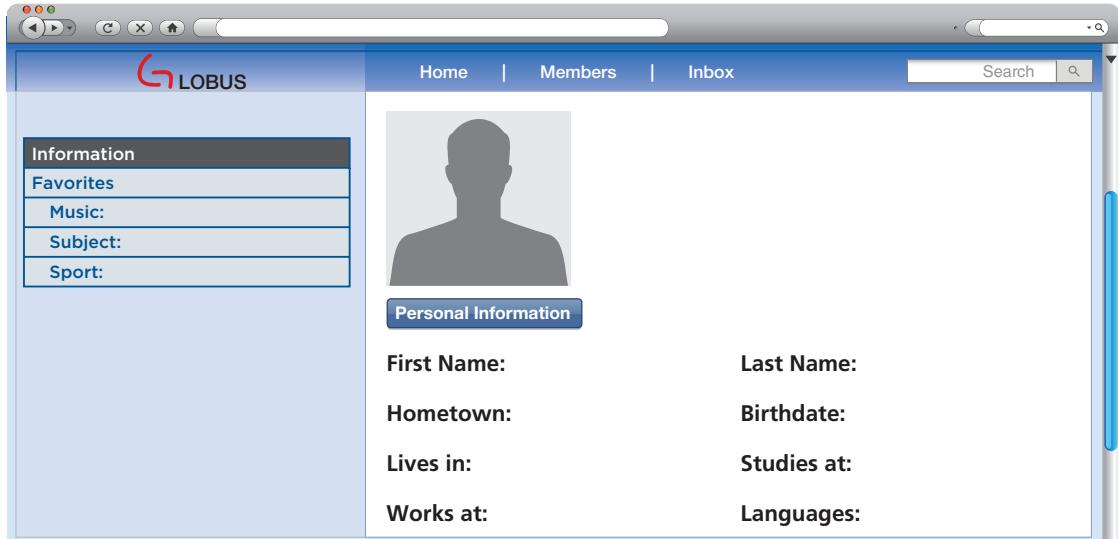
- F** Complete the sentences with *any*, *some*, *many*, or *much*. Some items may have more than one correct answer.

1. I don't like to spend very **much** money on clothes.
2. I don't have \_\_\_\_\_ red sandals.
3. We saw \_\_\_\_\_ nice jeans at the shop.
4. Does he buy \_\_\_\_\_ clothing online?
5. She owns \_\_\_\_\_ very pretty dresses.
6. He buys new sneakers \_\_\_\_\_ times a year.

**i** Use your vocabulary notebook for expressions, as well as for single words. When you add an expression to your notebook, write down where you heard it, too.

## 2 VOCABULARY

- A  Look at the profile. Complete it with your partner's information.



The screenshot shows a user profile on a website called 'LOBUS'. At the top, there are navigation links for 'Home', 'Members', and 'Inbox', along with a search bar. On the left, there is a sidebar with sections for 'Information', 'Favorites', 'Music', 'Subject', and 'Sport'. The main area features a placeholder image of a person. Below the image, under the heading 'Personal Information', are fields for 'First Name' (with 'Martin' typed in), 'Last Name' (empty), 'Hometown' (empty), 'Birthdate' (empty), 'Lives in' (empty), 'Studies at' (empty), 'Works at' (empty), and 'Languages' (empty).

What's your first name?

It's Martin.

- B Write sentences describing people you know. Use the words in the box.

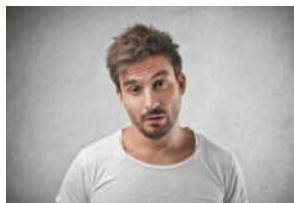
average beard blonde blue brown gray green heavy mustache short slim tall

---

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- C Write the correct emotion from the box under each picture.

angry bored confused embarrassed excited happy nervous sad

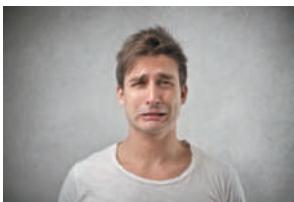


1.            embarrassed

3.           

5.           

7.           



2.           

4.           

6.           

8.

- D** Label the picture with food words.



**i** You can use online search tools to learn new words. For example, what do *pepper*, *corn*, *banana*, and *avocado* mean? Do an image search and save the images with the words.

## 3 WRITING

- A** In your notebook, write a paragraph about your favorite place to shop. Say what kind of store it is, and give two reasons why it's your favorite.

## 4 ENGLISH IN THE CLASSROOM

- A** Put the conversation in order (1–6).

\_\_\_\_\_ I do, too.... Also, you need a second reason why you like the store. I only see one reason.

\_\_\_\_\_ Ah! Two reasons! I'll add another now. Thank you!

\_\_\_\_\_ Sure. Let's see... First of all, I think there's a problem with your spelling. *Favorite* is F-A-V-O-R-I-T-E.

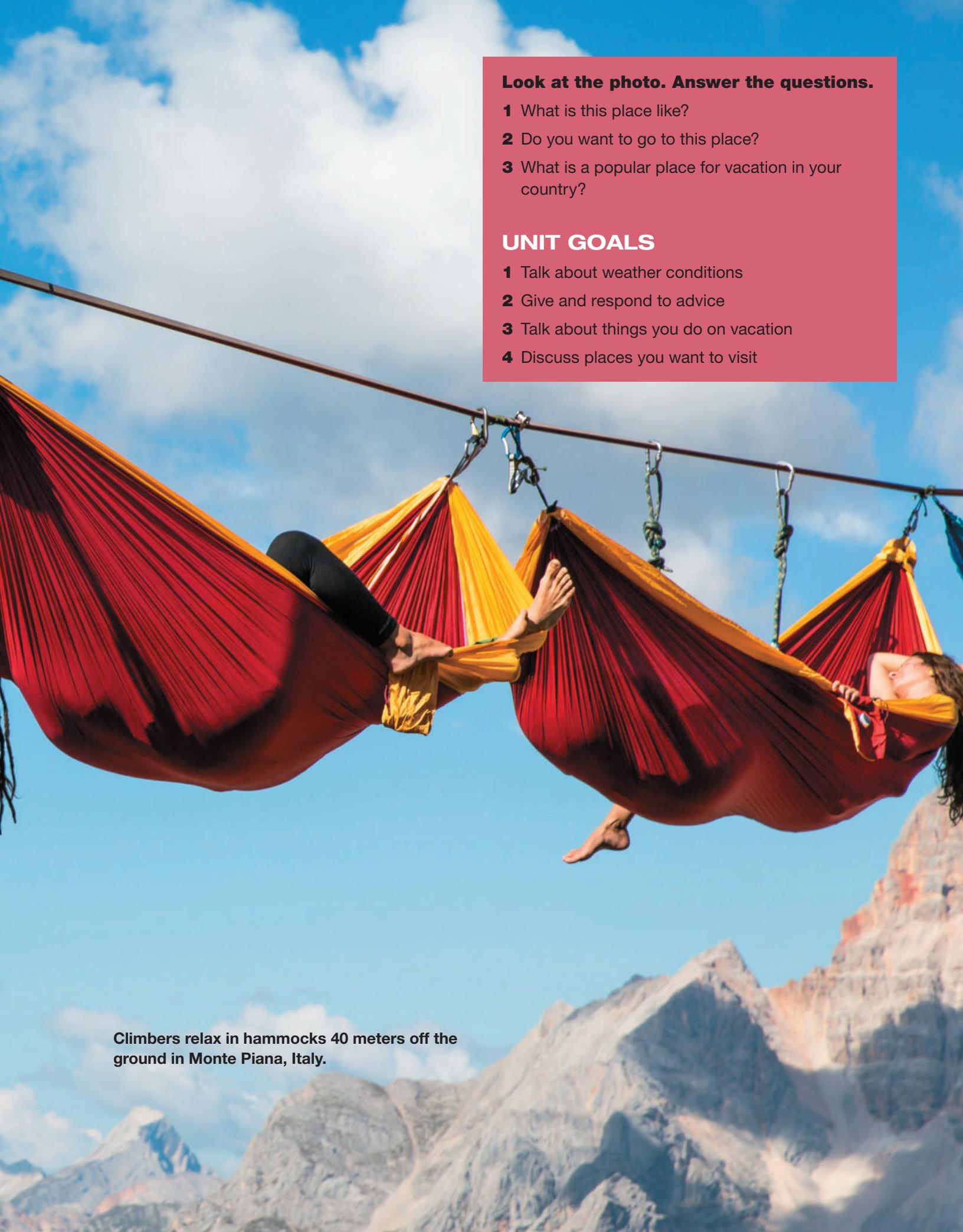
\_\_\_\_\_ Oh! Thanks! I always confuse *b* and *v*.

\_\_\_\_\_ 1 Can you check my writing, please?

\_\_\_\_\_ No problem! Let me know if you need any more help!



# 4 VACATION



**Look at the photo. Answer the questions.**

- 1** What is this place like?
- 2** Do you want to go to this place?
- 3** What is a popular place for vacation in your country?

**UNIT GOALS**

- 1** Talk about weather conditions
- 2** Give and respond to advice
- 3** Talk about things you do on vacation
- 4** Discuss places you want to visit

Climbers relax in hammocks 40 meters off the ground in Monte Piana, Italy.

# LESSON A WEATHER



Santa Cruz, Portugal

## 1 VIDEO Imersão (Immersion)

- A Read the list of places below. You are going to see scenes of Portugal. Watch the video and circle the places you see.

a forest	a market	a shopping mall
old buildings	new buildings	a mountain
the ocean	a bus	a soccer field
a movie theater	a beach	a town square

- B Would you like to go on vacation in this country? Why or why not? Tell a partner.

I would like to go on vacation in this country because...

- C Think about the places in the video. With your partner, write three activities you can do in this country. Which is your favorite? Share your ideas with the class.

You can buy fruit at the market.

## 2 VOCABULARY

- A  Work with a partner. Study the information below about the region of Orellana, Ecuador. Then circle the correct words to describe the weather there now.



**i** We often use a form of *be* with these weather words:  
*The sun is bright.*  
*It's foggy today.*

However, you can use *snow* and *rain* as verbs without *be*:  
*It snows / rains a lot here.*  
*It's raining / snowing now.*

- Right now, it's **raining / very windy / cloudy / sunny** and it's **warm / cold**.
- Today's **high / low** temperature is 31 degrees Celsius (88 degrees Fahrenheit). That's **hot / comfortable / chilly**.

- B  Draw a weather report for your city. Use the example above as a guide. How is the weather in your city the same as or different from Orellana's weather? Tell a partner.

My city's weather is the same as Orellana's weather. It's often very rainy.

My city's weather is different. It's never hot in January there!



# 3 LISTENING

- A  **Pronunciation: Stress in multi-syllable words.** Practice saying the words aloud. Then listen and repeat. **CD 1 Track 24**

1. Noun: **rain**      2. Adjective: **rainy**      3. Verb: **raining**

- B  **Pronunciation: Stress in multi-syllable words.** Read and listen to the sentences. Underline the stressed syllable in each bolded word. **CD 1 Track 25**

1. It's **chilly** this morning.      3. What's the **temperature** outside?  
2. It's too **windy** for a picnic.      4. Are you on **vacation**?

- C  **Listen for details.** Sam Ford is a weather reporter. He's interviewing Sofia. Where is Sofia, and what is she doing? Listen and circle the correct answers. **CD 1 Track 26**

1. Sofia is in **the city center** / **the park** right now.  
2. There are about **2,000** / **20,000** people.  
3. Sofia is from **Mexico** / **Brazil**.  
4. It's **11:45** / **11:55** PM on New Year's Eve.  
5. She's running a race of **3.1** / **5** kilometers.

## Listening Strategy

### Listen for Details

Listen carefully for specific information to complete the sentences.

- D  Listen. How is the weather right now? Circle your answers and write in the temperature. **CD 1 Track 27**



Current temperature: \_\_\_ degrees F / \_\_\_ degrees C.

- E  Discuss the questions with a partner.

1. How's the weather in your city during the winter?
2. Do you ever exercise outside in the winter? How about in the summer? What weather do you like to exercise in?
3. Are there special runs in your city? When are they?

In my city, it's very cold in the winter.

### Would you exercise in this weather?



## 4 SPEAKING

- A Read the conversation and listen. Then complete the conversation with the words in the box. **CD 1 Track 28**

foggy	pants	shorts
Los Angeles	San Francisco	warm



/kɔ:l/  
KYLE: There! All finished!

/dʒu'li:t/  
JULIET: Wait a minute.... You're going to San Francisco, right?

KYLE: Yeah. See? I have T-shirts, \_\_\_\_\_, and my sandals.... I'm so excited!

JULIET: But, Kyle, San Francisco is cold and \_\_\_\_\_ in the summer.

KYLE: Really? But San Francisco is in California! It's always sunny there!

JULIET: No, it's not. \_\_\_\_\_ is \_\_\_\_\_ and sunny, but not \_\_\_\_\_.

KYLE: Oh...

JULIET: You should take some sweaters and long \_\_\_\_\_, too.

KYLE: Oh, OK. Good idea.

- B Practice the conversation with a partner.

### SPEAKING STRATEGY

- C With a partner, choose a situation (1–4) below and create a short role play.

1. Your partner wants to drive to a party. It's snowing hard, and the roads aren't safe.
2. Your partner wants to have a picnic. The weather forecast is for rain all day.
3. You and your partner are at the beach. It's very hot and sunny. Your partner sunburns easily, and he or she wants to go swimming right away.
4. Your partner wants to go jogging on a cold day. He or she is wearing shorts and a T-shirt.

1. **Student A:** Give advice to your partner in two different ways.

2. **Student B:** Refuse the advice the first time. Then accept it.

#### Useful Expressions

##### Giving advice

##### Advice

(I think) you should take a sweater.

##### Accepting

Good idea.

##### Refusing

Really? I don't think so.

I don't think you should drive.  
You shouldn't drive.

OK, I will.

Really? I'd rather not.

You're probably right.

Really? I think I'll be OK.

It's snowing outside. I don't think you should drive.

Really? I think I'll be OK.  
I'm a good driver.

But the roads aren't safe.

# 5 GRAMMAR

- A Study the chart. Turn to page 201. Complete the exercises. Then do **B–D** below.

## Connecting Ideas with *but*, *or*, and *so*

It's freezing in Moscow, <b>but</b> it's warm in Rio.	Use <i>but</i> to show an opposite idea or contrast.
We can go to the beach, <b>or</b> we can visit the zoo.	Use <i>or</i> to give choices.
It's raining, <b>so</b> we're not having a picnic today.	Use <i>so</i> to introduce a result.

Moscow = /'mɒskəʊ/

- B Oona is introducing you to her city. Read the sentences and complete them with *but*, *or*, and *so*.  
/uːnə/

## MY CITY: CHIANG MAI, THAILAND

- I like to show visitors beautiful places, \_\_\_\_\_ I take them to Mount Inthanon.  
*/maʊnt 'ɪnθə,nɒn/*
- During the day, the Old City is famous for its temples, \_\_\_\_\_ at night it's famous for a large night market.
- Sometimes it's crowded in the city, \_\_\_\_\_ I go to Nong Buak Hard Public Park to relax.
- For a fancy night out, I go for drinks at the Le Meridien Hotel, \_\_\_\_\_ I have dinner at The Riverside restaurant.
- City life is expensive, \_\_\_\_\_ there are plenty of cheap things to do, too. I like to go for a walk in Doi Suthep-Pui National Park.  
*/dɔɪ 'suθeپ'puɪ/*
- Just outside my city, you can take an elephant \_\_\_\_\_ boat tour of the jungle.



- C  What do you want to tell a visitor to your city? Use the sentences in **B** as a guide. Complete the sentences below with your own ideas. Work with a partner.

- I like to show visitors beautiful places, \_\_\_\_\_.
- During the day, \_\_\_\_\_ is famous for \_\_\_\_\_, \_\_\_\_\_ at night \_\_\_\_\_.
- Sometimes it's crowded in the city, \_\_\_\_\_.
- For a fancy night out, \_\_\_\_\_.
- City life is expensive, \_\_\_\_\_ there are plenty of free things to do, too. I like to \_\_\_\_\_.
- Just outside my city, you can \_\_\_\_\_.

- D  Share your answers with another pair. Choose the two best tips from both lists and share them with the class.

For a fancy night out, I have dinner at Rico's.

# 6 COMMUNICATION

- A  Interview your partner. Complete the survey with his or her answers.

## Vacation Survey

1. I usually take a vacation in the \_\_\_\_\_.

- spring     fall  
 summer     winter

2. I like \_\_\_\_\_ weather.

- hot     cold  
 warm

3. I like to \_\_\_\_\_ on vacation.

- relax     see things  
 exercise

4. What are your favorite activities?



swimming



skiing



surfing



hiking



golfing



mountain biking

- B Read about the places below and choose one for your partner's vacation.



### Cape Town, South Africa

#### Weather:

- In spring and summer (September–March), it's warm.
- The fall and winter months are chilly, and it rains.

#### Activities:

This coastal city has beautiful mountains and lovely beaches. They're great for:

- hiking.
- swimming.
- waterskiing.
- surfing.
- relaxing.

### Las Vegas, US

#### Weather:

- There are sunny days and comfortable evenings all year.
- In summer, it's 100°F / 38°C.

#### Activities:

- The casinos, nightlife, and restaurants are popular.
- There are many swimming pools and golf courses.
- Beautiful mountains are just outside of the city for hiking and for skiing and snowboarding in winter.

### Sapporo, Japan

#### Weather:

- There's low humidity all year.
- Winters are cold with a lot of snow.
- July and August are dry and beautiful.

#### Activities:

- Skiing is popular in winter.
- Summer is great for camping, hiking, and mountain biking.
- The popular Sapporo Snow Festival is held in February.

- C  Tell your partner your suggestion. Explain your reasons. Does your partner like your suggestion?

You like skiing. Go to Sapporo, Japan.  
There's great skiing there in the winter.

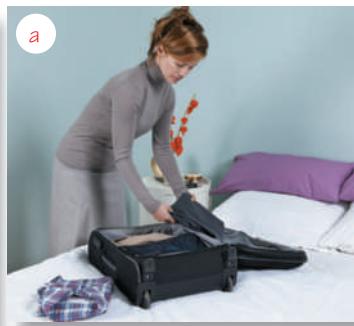
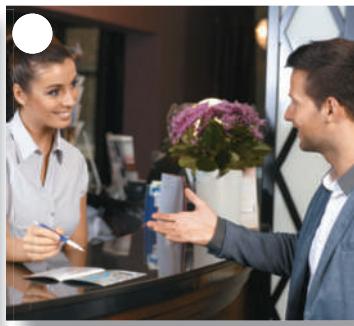
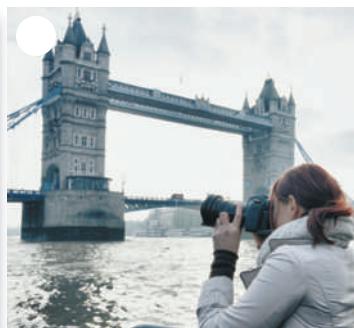
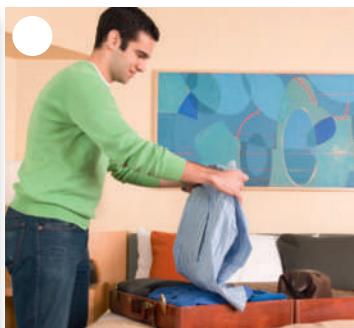
Good idea! I usually take a vacation in the winter.

# LESSON B TRAVELING

## 1 VOCABULARY

A  With a partner, match the vacation activities (a–h) with the photos.

- |                              |                          |                              |
|------------------------------|--------------------------|------------------------------|
| a. <u>pack your suitcase</u> | d. <u>go sightseeing</u> | g. <u>post photos online</u> |
| b. check in to your hotel    | e. <u>get a passport</u> | h. <u>unpack</u>             |
| c. buy a plane ticket        | f. <u>take photos</u>    |                              |



B  Answer the questions with your partner.

1. Which activities in A do you do before your trip? while on vacation? after your trip?
2. Do you have a passport?
3. On vacation, do you like to go sightseeing? Do you take a lot of photos?
4. Imagine you can go anywhere on vacation. Where do you want to go?
5. Do you ever post photos from your vacations? Do you have any on your phone now? If yes, show one to your partner.

I don't have a passport.  
I need to get one.

### Word Bank

go on vacation = go on a trip

### Opposites

check in to ↔ check out of (a hotel)

pack ↔ unpack

## 2 LISTENING

### Listening Strategy

#### Infer Information

Think about information beyond the speaker's actual words.

- A **Infer information.** Look at the photos. What are the people doing? Tell a partner.
- B **Listen for gist.** Listen to three conversations. Match each conversation (1, 2, or 3) to a photo. One photo is extra. **CD 1 Track 29**



- C **Listen for context.** Look at your answers (1, 2, 3) in **B**. What are the people doing? Listen. You will hear three possible answers. Circle the correct answer. **CD 1 Track 30**

1. A      B      C
2. A      B      C
3. A      B      C

### Listening Strategy

#### Listen for Context

Listen to understand the situation, meaning, or purpose.

- D **Make predictions; Listen for details.** Read the three dialogs. Guess the missing words. Then listen again and check your answers. **CD 1 Track 29**

1. A: \_\_\_\_\_ I see your passport, please?  
B: \_\_\_\_\_, here you go.
2. A: \_\_\_\_\_ you \_\_\_\_\_ our \_\_\_\_\_, please?  
B: \_\_\_\_\_.
3. A: \_\_\_\_\_ I see a credit card and some form of \_\_\_\_\_, please?  
B: \_\_\_\_\_.

### 3 READING CD 1 Track 31

- A**  **Understand the gist; Make predictions.** Read the title and first paragraph of the article. Answer the questions with a partner.

What problem do many travelers have? Do you have this problem?

- B** **Identify main ideas.** Read the article. Write each tip below in the correct paragraph (1–5) of the reading.

Don't bring books.

Choose simple colors.

Make a list.

Use plastic bags.

Wear your warm clothes on the plane.

#### Reading Strategy

##### Identify Main Ideas

Match each main idea with the correct paragraph.

- C** **Scan for details.** Read the questions. Then read the article again and take notes on the answers.

Why should you...

1. make a list before you pack?
2. bring a tablet?
3. buy magazines or books at the airport?
4. pack clothes of certain colors? Which colors are best?
5. wear your warm clothes on the plane?
6. use plastic bags?

- D**  Ask and answer the questions in **C** with a partner.

You should make a list before you pack...

- E**  Which tip is the best? Can you think of any other tips? Tell a partner.

I think making a list is a good tip...



Going on vacation is fun, but packing usually is not. “What should I bring?” travelers often ask. Many people are unsure and pack too much. Then they have to carry a heavy<sup>1</sup> suitcase or pay extra money for it at the airport. How can you pack your things in one easy-to-carry bag? Here are some helpful tips from travel writers Annie Fitzsimmons and Jared Gottlieb:

/æni fit'simənz/

/dʒærəd  
'gotlib/

1. \_\_\_\_\_ When you travel, you only need a few things: your passport, credit cards, cell phone, and certain clothes (a suit for work, a sweater for cool weather, shorts for hot weather). What are these things? Make a list. Then pack only the important items.
2. \_\_\_\_\_ Do you plan to read on the trip? Leave books at home. They’re heavy. If you want to read, bring your tablet, or buy magazines or books at the airport. When you’re done, you can leave them on the plane or at the hotel.

3. \_\_\_\_\_. Bring mostly white, black, gray, tan, and blue clothes and shoes. These colors are easy to mix and match.<sup>2</sup> By doing this, you can pack fewer items.
4. \_\_\_\_\_. Are you going someplace chilly? If yes, wear some of your warm clothes—like sweaters, jackets, or boots—on the plane. These things take up a lot of room in your suitcase and make it heavy.
5. \_\_\_\_\_. Use these bags to organize<sup>3</sup> the items in your suitcase. Put things like your toothbrush, soap, and shampoo in one bag, underwear and socks in another, shirts in another, and so on. By doing this, you use less space in your suitcase. It also makes it easier to unpack!

<sup>1</sup> A heavy object weighs a lot.

<sup>2</sup> If you mix and match two or more things, you put them together so they look good.

<sup>3</sup> If you organize things, you put them together in a neat, orderly way.



Travelers wait for a train in Berlin,  
Germany

## 4 GRAMMAR

**A** Study the chart. Turn to page 202. Complete the exercises. Then do **B** and **C** below.

	Possessive Adjectives	Possessive Pronouns	belong to
Whose passport is this?	It's <b>my</b> passport. <b>your</b> <b>her</b> <b>his</b> <b>our</b> <b>their</b>	It's <b>mine</b> . <b>yours</b> . <b>hers</b> . <b>his</b> . <b>ours</b> . <b>theirs</b> .	It belongs to me. <b>you</b> . <b>her</b> . <b>him</b> . <b>us</b> . <b>them</b> .

**B** Make two wishes about travel—places you want to go or things you want to do. Write each wish on a small piece of paper.

I want to \_\_\_\_\_.

I want to \_\_\_\_\_.

**C**  Work in a small group. Take turns guessing who wrote each wish. Then talk about your wishes.

**A:** I want to go to Egypt. Whose wish is this?

Is it yours, Oscar?

**B:** No, it's not mine. Maybe it's hers—Bianca's.

**C:** Yes, it belongs to me!

**A:** Why do you want to go to Egypt?

**C:** I want to see the pyramids!

### Travel wishes

Get a passport

Go on a cruise

Go on a safari in Africa

Go to another city or country

Live in another country

My idea: \_\_\_\_\_

## 5 WRITING

**A**  Read the social media conversation on the next page. Min is posting about her vacation. Answer the questions with a partner.

/min/

1. Where is Min going? Where is this place?

4. How's the weather?

2. What happens to Min at the airport?

5. What advice does Lisa give?

3. Where is she staying?

Min is going to Palau. It is...

**B** On your own, follow the steps below.

1. Think of a place you want to go on vacation. Where is it? Where are you staying? How's the weather there?

2. On the top of a piece of paper, write your name and complete the sentence below.

I'm checking in at the airport for my trip to \_\_\_\_\_!



**MIN** I'm checking in at the airport for my trip to Palau!  
24 hours \* Like



**YUKI** Where is that exactly?  
/juki/ 24 hours \* Like



**MIN** It's an island near the Philippines.  
24 hours \* Like



**LISA** Have fun! Take lots of photos and make sure to post them!  
24 hours \* Like



**MIN** Thanks, Lisa! Oh no! My suitcase is too heavy, so I have to pay extra!  
24 hours \* Like



**LISA** I always pack too much, too! ☺  
23 hours \* Like



**YUKI** Are you there yet?  
3 hours \* Like



**MIN** Yeah. I'm checking in to my hotel. It's near the beach!  
3 hours \* Like



**YUKI** How's the weather?  
3 hours \* Like



**MIN** It's raining right now, but it's warm. It's beautiful here!  
3 hours \* Like



**LISA** You should go swimming with the jellyfish!  
3 hours \* Like



The jellyfish in Palau can't hurt people.

- C** Imagine you are posting online about your trip. Work in a group to reply to your partners' posts.

## 6 COMMUNICATION

- A** Ask a new partner the questions below about his or her vacation from Writing.

1. Where are you going?
2. Where are you staying?
3. How's the weather?
4. What do you like most about the place?

Where are you going?

I'm going to St. Lucia.

- B** Repeat **A** with two new partners. Whose vacation is the most interesting? Why?



# 5 HEROES



### **Look at the photo. Answer the questions.**

- 1** What is this person doing?
- 2** Look up the word *hero* in your dictionary.  
What makes someone a hero?
- 3** Do you know any heroes? Who?

### **UNIT GOALS**

- 1** Talk about interesting people and their jobs
- 2** Give, agree, and disagree with opinions
- 3** Explain why you admire someone
- 4** Narrate a story

**Journalists and photographers travel to dangerous areas to share important stories with the world.**

# LESSON A PIONEERS



Alex Zanardi competes in a handcycle race.

## 1 VIDEO Touch the Sky

/'ælkəs zə'nardi/

- A** Look at the photo and read about Alex Zanardi. Try to complete the sentences with the words in the box. Two words are extra.

arms    bikes    cars    legs

i	present	past
is	→ was	
lose	→ lost	
race	→ raced	

Alex Zanardi is a Formula 1 race car driver from Italy. In the past, he raced cars. Then he was in an accident. He lost his \_\_\_\_\_. Now he races \_\_\_\_\_.

- B** ▶ Watch the video. Check your answers in **A**.

- C** ▶ Watch again. Complete the quotes from Alex Zanardi.

1. (0:27): "Even the greatest d\_\_\_\_\_ can be turned into your greatest v\_\_\_\_\_."
2. (2:51): "I'm a l\_\_\_\_\_ person because at the age of 47, things are not over yet."

- D** ⚙ Answer the questions with a partner.

1. Look again at sentences 1 and 2 in **C**. What do they mean? Explain in your own words.
2. Do you agree with sentence 1?

Sentence 1 means that...



Will Steger with his sled dogs

## 2 VOCABULARY

- A** Look at the photo and caption. Who is this person? What is he doing? Tell a partner.

/wɪl 'stɪgər/

- B** Read about Will Steger. Name two places he has visited and two things that he does or has done. Which of the jobs or activities are interesting to you? Tell your partner.

Who he is	What he does
Will Steger is an <b>explorer</b> .	He was the <b>leader</b> on a 1,200 mile (1,931 km) trip between Russia and Canada.
He is a <b>traveler</b> .	He was the first person to travel to both the North and South Poles by dogsled.
He is an <b>ambassador</b> for the planet.	He is a popular <b>speaker</b> . He talks about the changes in weather on the poles and around the world.
He is a <b>writer</b> .	He is the <b>author</b> of four books, including <i>Saving the Earth</i> .
He is a <b>teacher</b> .	He is the <b>founder</b> of the Steger Wilderness Center. He wants <b>educators</b> and <b>scientists</b> to come to the center. They can learn about the earth.

- C** Tell a partner about one or more famous people. Use three of the words in the chart below.

/dʒeɪn 'gʊdəl/

-ian	-or	-ist	-er
musician	director	activist	researcher
physician	doctor	journalist	teacher
politician	instructor	scientist	traveler

Jane Goodall is a famous scientist and researcher. She's also a popular speaker. She studies chimpanzees.

# 3 LISTENING

A Look at the shaded places on the map. What do you know about these places?



Canada



Iceland



Costa Rica



Antarctica

B **Infer information.** A radio announcer is interviewing Alejandro about his job. Listen to the interview. Where is Alejandro? Circle it on the map. **CD 1 Track 32**

C **Listen for gist.** Listen again. What job(s) does Alejandro do? Circle your answer(s). **CD 1 Track 32**

## Listening Strategy

### Listen for Gist

Listen for the main idea.

doctor      journalist      scientist      photographer      explorer      ski instructor

D **Listen for details.** Listen again. What does Alejandro say? Complete the sentences by circling the correct words. **CD 1 Track 32**

1. Sometimes my camera **breaks** / **freezes**.
2. Today it's **-13** / **-30** degrees.
3. I was born in **Costa Rica** / **Canada**.
4. This place is very **quiet** / **nice**.
5. I write **for a newspaper** / **online**.

## Listening Strategy

### Listen for Details

Listen carefully for the words in blue.

E Discuss the questions with a partner.

1. Why is Alejandro's job dangerous?
2. Is his job interesting to you? Why or why not?
3. Can you name any other dangerous jobs?

Alejandro's job is  
dangerous. He...

## 4 SPEAKING

**A**  Listen to the conversation. Then complete the following. CD 1 Track 33

1. Find a word that means *not afraid*.
2. Find a word that means *a movie that shows real events*.
3. Do Kurt and Maggie like the movie? How do you know?  
*/kɜrt/*      */mægi/*

**KURT:** Hey, Maggie. What movie are you watching tonight?

**MAGGIE:** It's a documentary. It's called *Man on Wire*. It's my second time watching it.

**KURT:** *Man on Wire*... hmm....

**MAGGIE:** Do you know it?

**KURT:** Yeah, I do. It's a great movie.

**MAGGIE:** I agree. The guy in the movie was really brave.

**KURT:** Oh, I know. And it was in New York. I love New York City!

**MAGGIE:** Me, too. Hey, do you want to watch the movie with me?

**KURT:** Again? Well... sure. Why not?



**B**  Practice the conversation with a partner.

### SPEAKING STRATEGY

**C** Complete the chart with information about two movies you like.

Name of movie	Actor(s) in movie	Words that describe movie

**D**  In a group, talk about your movies. Use the Useful Expressions and the example to help you.

**A:** I think *Frozen* is a good movie.

**B:** Yeah, I agree. It's really fun.

**C:** Really? I don't think so.

**B:** Why do you say that?

**C:** I think the story is kind of boring.

Useful Expressions		
Agreeing or disagreeing with an opinion		
Statement:	I think <i>Man on Wire</i> is a good movie.	Follow-up questions
Agreeing	I think so, too. I agree. Yeah, you're right.	What do you like about it?
Disagreeing	Really? I don't think so. Sorry, but I disagree. I don't really agree.	Why do you say that?
Speaking tip		
You can agree with a negative statement by saying <i>Me neither</i> .		
<b>A:</b> I don't like that movie.		
<b>B:</b> Me neither.		

# 5 GRAMMAR

## Past Forms of *be*

am / is → **was**  
 am not / isn't → **wasn't**  
 are → **were**  
 aren't → **weren't**

- A** Study the charts. Turn to page 203. Complete the exercises.  
 Then do **B–F** below.

The Simple Past Tense with <i>be</i>			
Affirmative and Negative Statements		Yes / No Questions	Answers
Subject	<i>was</i> / <i>were</i>	<i>Was</i> / <i>Were</i>	Subject
I / He / She / It	<i>was</i> / <b>wasn't</b>	<b>Were</b>	you
We / You / They	<b>were</b> / <b>weren't</b>	<b>Was</b>	she
	brave.		brave?

Wh- Questions			Answers	
Wh- word	<i>was</i> / <i>were</i>	Subject		
When	<b>was</b>	he	born?	<b>Last</b> year. / A year <b>ago</b> . / In 2015.

- B** Use the words in the box to complete the chart. Pay attention to the verb forms in the chart.

ago	They	Subject	<i>be</i>	
in	<b>was</b>	I / He / _____ / It	_____ / <b>wasn't</b>	there _____ 2007.
She	<b>weren't</b>	_____	_____	on TV _____ night.
last	_____	You / We / _____	<b>were</b> / _____	famous two years _____.

- C** Read about these explorers. Complete the sentences with simple past tense forms of *be*.

### 1963

Who (1.) \_\_\_\_\_ the first woman to fly in space?  
 Her name (2.) \_\_\_\_\_ Valentina Tereshkova.  
 She (3.) \_\_\_\_\_ Russian.  
 There (4.) \_\_\_\_\_ any other women in space for 19 years.

### 1980

*/pɛŋ dʒa'mu/*  
 Peng Jiamu (5.) \_\_\_\_\_ a famous scientist.  
 He (6.) \_\_\_\_\_ an explorer in the Lop Nur Desert of China.  
 He (7.) \_\_\_\_\_ lost in the desert in 1980.  
 His team members (8.) \_\_\_\_\_ able to find him.  
 He was never seen again.

- D** Complete the chart with your birth year (1) and birthplace (2). Then complete 3–5 with information that was true about yourself *three years ago*.

	1. Birth year	2. Birthplace	3. Age	4. School	5. Best friend
<b>Example</b>	2001	Santiago	15	Colegio	Cesar
You					

- E** Interview two classmates. Ask them questions and complete the chart on page 68 with their information.

Where were you born?

- F** Share your information with another partner.

In the Dominican Republic.

This is Juan David. He was born in Santo Domingo. Three years ago, he was 15 years old.

Were you born in Santo Domingo?

## 6 COMMUNICATION

- A** Complete the chart with famous people from the past or present. Share your answers with a partner.

- B** You are going to have a dinner party. You can invite four famous people. Complete the chart with the names and jobs of the people you want to invite. List your reasons for inviting them.

Entertainers*	
Leaders	
Writers	
Explorers	
Activists	
(Other: your idea)	

\* = singers, actors, musicians, etc.

1. Person: Job: Reason:		3. Person: Job: Reason:	
2. Person: Job: Reason:		4. Person: Job: Reason:	

- C** Get into a group of three people. Explain your choices, using the present or past tense with *be*. Together, make one list of four people to invite to the party.

/dʒʌŋkou tə'baɪ/

I think we should invite Junko Tabei. She was the first woman to climb Mount Everest.

I agree. Let's invite her.

We should also invite Paulo Coehlo. He's my favorite author.

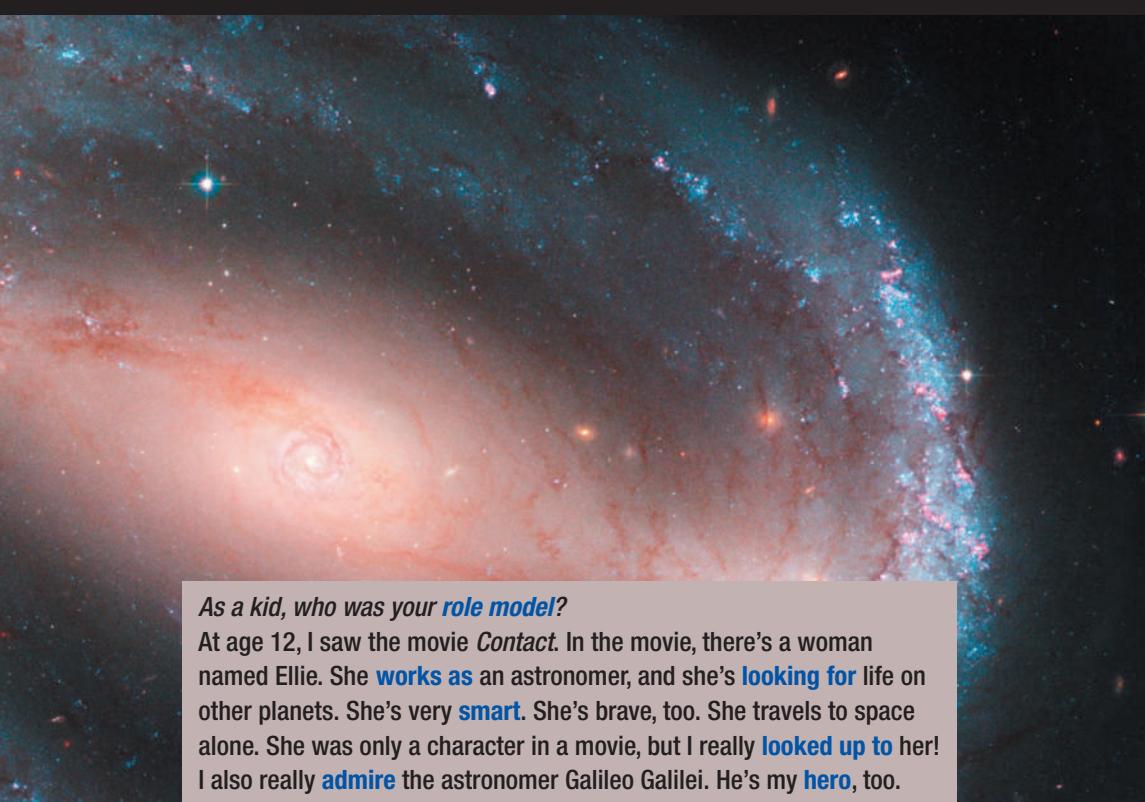
Maybe, but I think we should invite Derek Jeter instead. He was a great baseball player.



# LESSON B PERSONAL HEROES



Knicole Colón: astronomer  
(a scientist who studies space)  
and National Geographic Explorer



*As a kid, who was your role model?*

At age 12, I saw the movie *Contact*. In the movie, there's a woman named Ellie. She **works as** an astronomer, and she's **looking for** life on other planets. She's very **smart**. She's brave, too. She travels to space alone. She was only a character in a movie, but I really **looked up to** her! I also really **admire** the astronomer Galileo Galilei. He's my **hero**, too.

## 1 VOCABULARY

- A** Read the definition in the box. Then circle the words that can complete the sentence below.

A *role model* is someone you *admire*. You think the person is great. You want to be like the person. What words describe a role model?

### Word Bank

*admire* = look up to (someone)  
*role model* = hero

A role model is a \_\_\_\_\_ person.

brave                      confused                      hardworking                      nervous  
confident                  generous                      kind                                      smart / intelligent

- B** Read the interview with Knicole Colón. Then answer the questions with a partner.  
*/nɪ'koul kə'loun/*

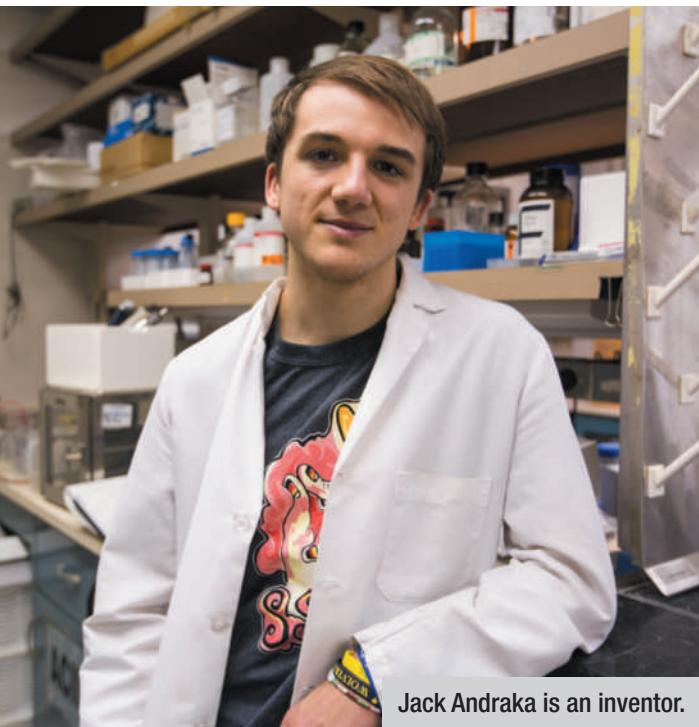
- What does Knicole Colón do?
- As a kid, who was her hero?
- Why did Knicole look up to this person?
- Who else does Knicole admire?

Knicole is a...

- C** Complete the sentences. Use words from **A** to describe the person.

I admire \_\_\_\_\_. I look up to this person because \_\_\_\_\_.

## 2 LISTENING



Jack Andraka is an inventor.

/'dʒæk æn'drækə/



Lydia Ko is a golf player.

/lɪdiə 'koʊ/

**A** Read the photo captions. What do these two people do? Tell a partner.

**B** Listen for **gist**. Listen to a profile of each person. Check the best title for each. **CD 1 Track 34**

1.  Jack Andraka: Brave Teenage Doctor  
 Jack Andraka: Smart Scientist
2.  Lydia Ko: Hardworking Athlete  
 Lydia Ko: Generous Golf Player

### Listening Strategy

#### Listen for Gist

Which titles match the main ideas?

**C** Listen for **details**. Listen again. Complete the sentences with a word or number. **CD 1 Track 34**

1. When Jack was \_\_\_\_\_, his friend died of cancer.
2. Jack was very \_\_\_\_\_.
3. At age \_\_\_\_\_, he invented a \_\_\_\_\_.
4. It helps doctors find certain cancers \_\_\_\_\_.
5. Lydia started playing golf at age \_\_\_\_\_.
6. She practiced to be the \_\_\_\_\_.
7. By age \_\_\_\_\_, she was the number \_\_\_\_\_ women's golf player.
8. For years, golf was mostly a \_\_\_\_\_ sport. Now, more \_\_\_\_\_ want to play.

### Listening Strategy

#### Listen for Details

Listen carefully for specific information.

**D** Do you admire Jack and Lydia? Why? Tell a partner.

Jack is a very smart high school student.

Lydia is a successful young woman.

### 3 READING CD 1 Track 35

**A** **Make predictions; Infer information.**

Look at the photos on the next page. What did Sanga Moses invent? Tell a partner.  
*/san̩ga 'mouzɪs/*

**B** **Read for details.** Read paragraphs 1 and 2. Then complete the sentences.

1. In Uganda, many people use \_\_\_\_\_ to cook.
2. This makes the air \_\_\_\_\_.
3. Many children don't go to \_\_\_\_\_.
4. Sanga Moses's company invented a new \_\_\_\_\_.
5. It changes extra or unused \_\_\_\_\_ parts into fuel.

**C** **Sequence events.** Read the first question and answer in the reading. Then put the events in order from 1 to 6.

- \_\_\_\_ Sanga Moses decided to fix the problem.  
\_\_\_\_ He talked to his sister.  
\_\_\_\_ He stopped working at the bank.  
\_\_\_\_ Sanga Moses visited his mother.  
\_\_\_\_ He started Eco-Fuel Africa.  
\_\_\_\_ She cried because she missed school to get wood.

**D** **Read for details.** Read the second question and answer in the reading. Complete the sentence and the four reasons.

Sanga Moses's invention **is / isn't** helping people.

1. Women are making \_\_\_\_\_.
2. The air is \_\_\_\_\_.
3. People are saving \_\_\_\_\_.
4. Girls can stay in \_\_\_\_\_.

**E** Answer the questions with a partner.

1. What was the problem in Uganda?
2. What did Sanga Moses do about the problem?
3. Do you admire Sanga Moses? Why or why not?

*The problem was that...*

# ECO-FUEL AFRICA

*One company is changing people's lives in Uganda.*



**Reading Strategy**

**Sequence Events**

Put the events of the reading in order.



In Uganda, many people use wood for fuel.<sup>1</sup> But using wood makes the air dirty. Also many children—usually girls—don't go to school. They spend hours getting the wood for cooking.

But now things are changing. Sanga Moses started a company called Eco-Fuel Africa. The company invented a new kind of oven. It changes extra or unused food parts into fuel. This kind of fuel is clean (unlike wood). Here, Sanga Moses answers two questions about his company.

### Why did you start Eco-Fuel Africa?

**Sanga Moses:** In January 2009, I worked in a big bank in Kampala (the capital of Uganda). One day, I visited my mother in my home village. Going home, I met my 12-year-old sister on the road. She carried a lot of wood. My sister started crying. She didn't go to school that day because she walked for ten kilometers to get wood for my family. I was very unhappy about this. I wanted my sister to stay in school. That day, I decided to fix<sup>2</sup> this problem. I stopped working at the bank, and I started Eco-Fuel Africa.

### Is Eco-Fuel Africa helping people?

**Sanga Moses:** Yes, I think so. For example, we have a group of 460 women. They use our ovens to make clean cooking fuel. Then they sell it. Each woman makes \$150 a month in extra money. And about 115,000 people use our clean cooking fuel in Uganda. Today, the air is cleaner, and we are saving trees. And best of all, girls can stay in school.

<sup>1</sup>Fuel is something like wood or oil. People use fuel to make energy for cooking food and other activities.

<sup>2</sup>If something doesn't work and you fix it, you make it work.



Sanga Moses (right) and a new kind of oven are helping people in Uganda.



Children find wood for their families.

# 4 GRAMMAR

**A** Study the charts. Turn to page 204. Complete the exercises. Then do **B–E** below.

The Simple Past: Affirmative and Negative Statements		
I / You / He / She / We / They	visited <i>didn't</i> visit	Tokyo.
I / You / He / She / We / They	started <i>didn't</i> start	a company.

move → moved  
start → started  
study → studied  
stop → stopped

**B** **Pronunciation: Past tense -ed endings.**

Listen to these past tense verbs. Say each word with the speaker. Pay attention to the pronunciation of the -ed ending. **CD 1 Track 36**

/t/	/d/	/ɪd/
liked, stopped	moved, tried	visited, waited

**C** **Pronunciation: Past tense -ed endings.** How is the -ed sound said in each verb? Listen and circle your answer. Then say the words with a partner. **CD 1 Track 37**

- |                     |                      |                      |
|---------------------|----------------------|----------------------|
| 1. walked /t/ /ɪd/  | 4. returned /d/ /ɪd/ | 7. listened /d/ /ɪd/ |
| 2. started /d/ /ɪd/ | 5. asked /t/ /ɪd/    | 8. needed /t/ /ɪd/   |
| 3. wanted /d/ /ɪd/  | 6. cried /d/ /ɪd/    | 9. finished /t/ /ɪd/ |
- /əltk/

**D** Complete Alec's story with simple past tense verbs with a partner. Then take turns reading the story aloud.



## Help from a Stranger

/ə'lɪsə/

There was a girl named Alyssa in my class. I (1. like) \_\_\_\_\_ her a lot. One day, I (2. invite) \_\_\_\_\_ her to have dinner with me at a restaurant.

At the end, I (3. ask) \_\_\_\_\_ the waiter for the check. I (4. offer) \_\_\_\_\_ to pay. I (5. look) \_\_\_\_\_ in my wallet, but I only had ten dollars. I (6. not have) \_\_\_\_\_ enough money!

I left the table. I (7. try) \_\_\_\_\_ to call my roommate. I (8. wait) \_\_\_\_\_, but my roommate (9. not answer) \_\_\_\_\_ his phone. I left a message and (10. explain) \_\_\_\_\_ my problem.

Just then, the door (11. open) \_\_\_\_\_. It was my waiter. He (12. hand) \_\_\_\_\_ me \$40. I (13. promise) \_\_\_\_\_ to pay him back. He (14. reply) \_\_\_\_\_, "Don't worry about it." What a kind and generous guy!

**E** Ask and answer the questions with a partner.

- |  |                               |
|--|-------------------------------|
| 1. Where were Alec and Alyssa?                     | 4. Who helped Alec?           |
| 2. What happened after dinner?                     | 5. What did Alec promise?     |
| 3. When Alec realized his problem, what did he do? | 6. What did the waiter reply? |

## 5 WRITING

- A Read the paragraph. Complete the sentences with simple past tense verbs.

### My Hero

My hero is my grandmother. I admire her a lot. She is very smart and hardworking. At age 35, she (1. start) \_\_\_\_\_ her own business. She (2. own) \_\_\_\_\_ a small store. At first, she (3. not know) \_\_\_\_\_ a lot about business, but she (4. work) \_\_\_\_\_ hard, and she (5. learn) \_\_\_\_\_ fast. In time, her store (6. be) \_\_\_\_\_ successful. She (7. hire) \_\_\_\_\_ five people. I also (8. help) \_\_\_\_\_ her in the summers. I (9. learn) \_\_\_\_\_ a lot about business from my grandmother. Now my grandmother is 74 years old. Two years ago, she (10. close) \_\_\_\_\_ her store, but she is still busy. She travels and she sees her friends. She is a great woman!

- B  Check your answers in A with a partner. Then answer the questions.

1. Who does the writer admire?
2. Why? What did the person do?
3. The writer uses adjectives to describe his hero. What are they?

- C Who is your hero? Answer the questions in B about your person. Then write your own paragraph.

- D  Share your writing with a partner. Circle any mistakes and answer the questions in B. Then return the paper to your partner. Make corrections to your own paragraph.

## 6 COMMUNICATION

- A Every year, there are three choices for the Hero of the Year award. Read about this year's three choices. Which person is your choice? Why?

/dʒeɪsən læŋ/

#### Jason Yang, 30

Five years ago, Jason Yang started his own company. Today, he is a millionaire. This year he is giving ten poor children \$10,000 each for college.

#### Amanda Garcia, 54

A month ago, there was a car fire near Amanda Garcia's house. A child was in the car. Amanda pulled the child from the car. She saved the little boy's life.

/louɡən 'maɪərz/

#### Logan Myers, 22

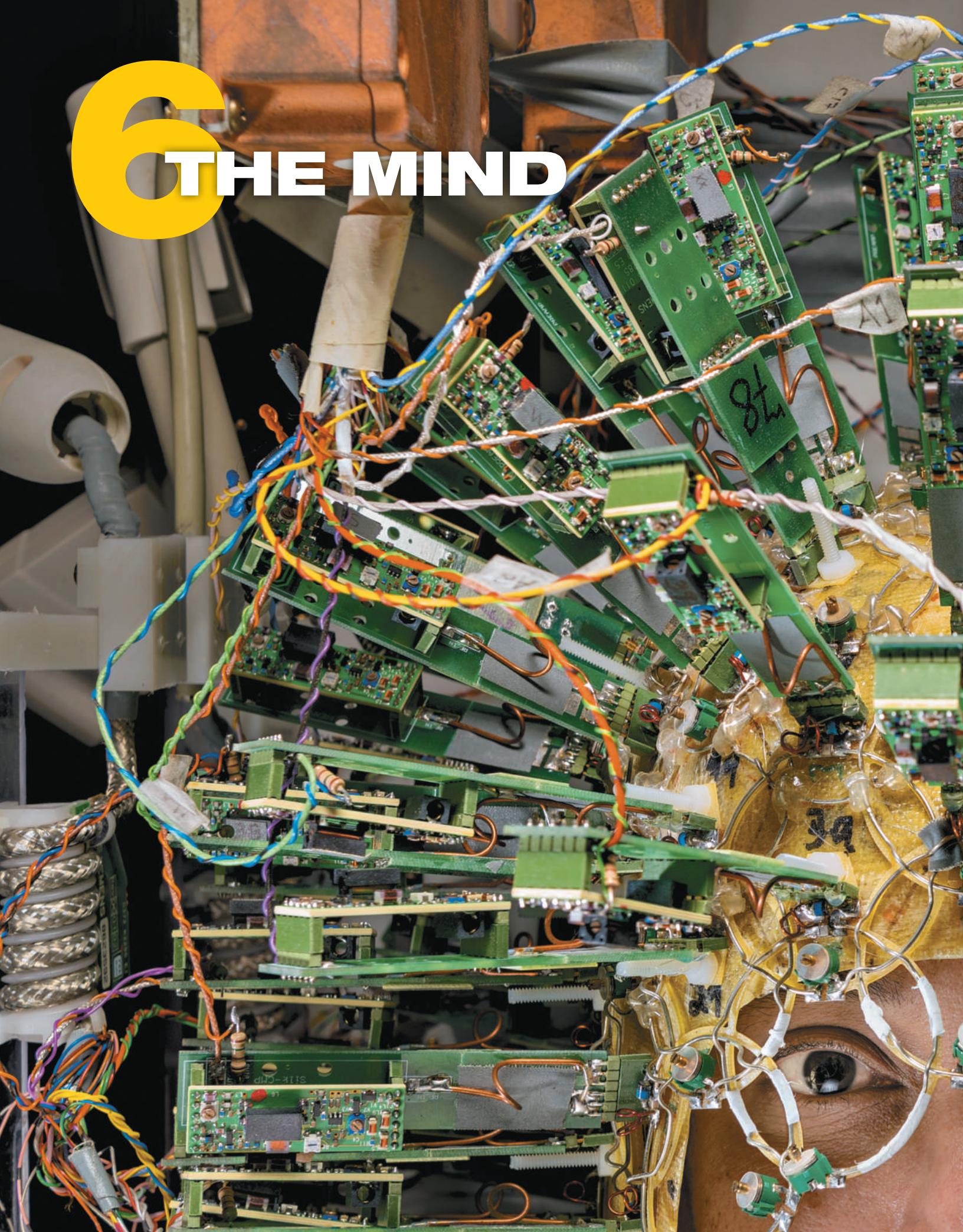
When he was 16, Logan Myers was in a car accident. Now he is in a wheelchair. This year, he climbed 3,776 meters to the top of Mount Fuji using special ropes. Now Logan is preparing for his next challenge: Mount Everest.

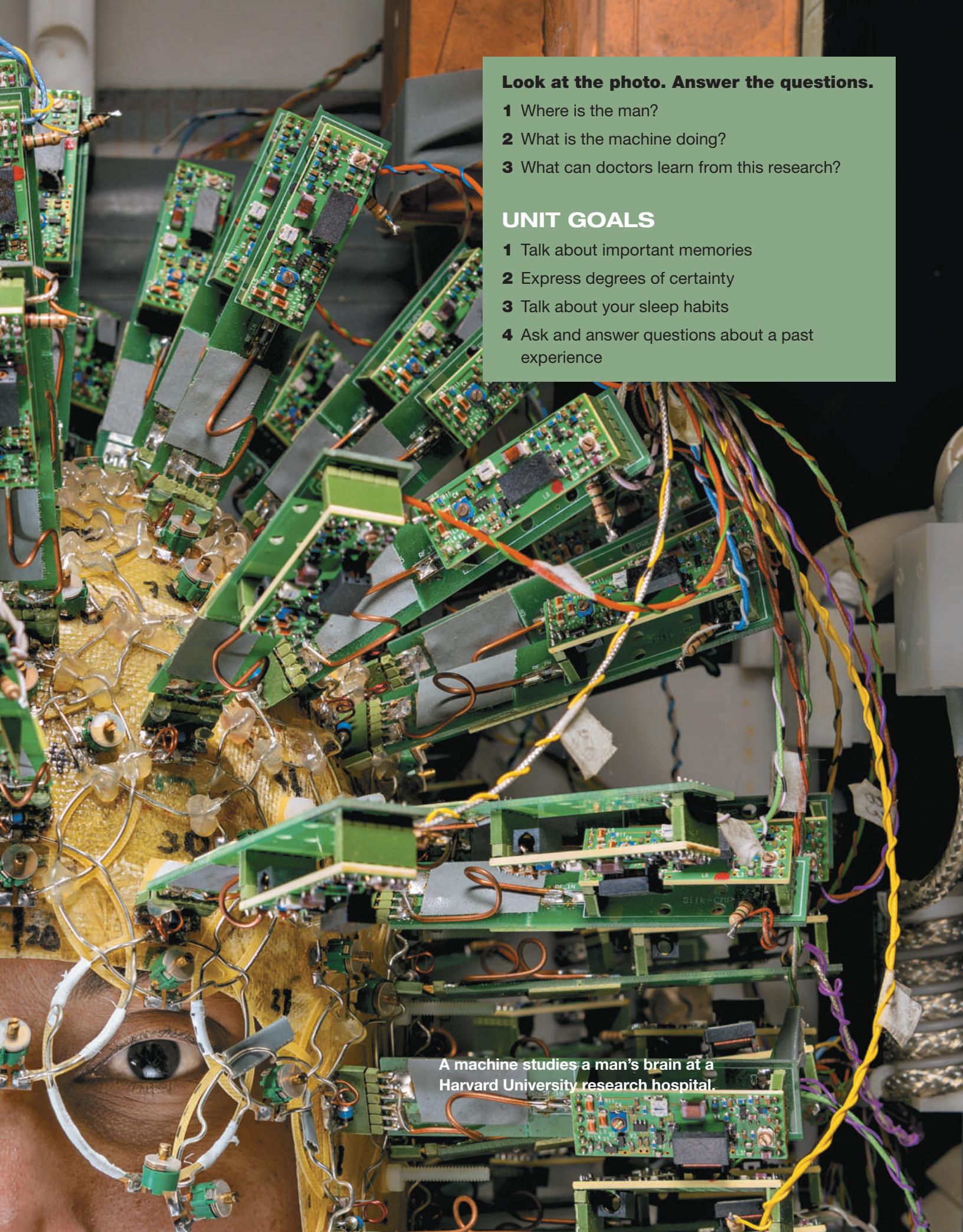
- B  Get into a group of three or four people. Explain your choice to the group. Then together choose one person to get the award. Explain your answer to the class.

I admire Logan. He's very brave and...

# 6

# THE MIND





## Look at the photo. Answer the questions.

- 1 Where is the man?
- 2 What is the machine doing?
- 3 What can doctors learn from this research?

## UNIT GOALS

- 1 Talk about important memories
- 2 Express degrees of certainty
- 3 Talk about your sleep habits
- 4 Ask and answer questions about a past experience

A machine studies a man's brain at a Harvard University research hospital.

# LESSON A MEMORY



A man falls asleep on a city bus.

## 1 VIDEO The Sleep Test

**A** Look at the Word Bank. Then ask a partner: Are you sleep deprived?

**B** Watch the first 30 seconds of the video with the sound off. Circle the changes you see. Then watch with the sound on to check your answers.

- |                         |                                |
|-------------------------|--------------------------------|
| the buildings disappear | the clouds get bigger          |
| the bus changes color   | the child runs toward the road |

**C** Review the meaning of the words in **bold** with your instructor. Then watch the whole video and write a word to complete each question.

1. Do you need an alarm \_\_\_\_\_ to **wake up**?
2. Do you **fall asleep** after \_\_\_\_\_ minutes in bed?
3. Do you drink a lot of \_\_\_\_\_ or energy drinks to **stay awake**?

**D** Ask and answer the questions in **C** with a partner.

### Word Bank

*being sleep deprived = needing more sleep*

## 2 VOCABULARY

"Hi, I think I know you..."

- A**  Read the sentences in the chart about memory. How many of them are true for you? Compare your answers with a partner's.

Word Bank	
Opposites	
<b>remember</b> ← → <b>forget</b>	
(to keep information in your mind)	(to not remember)



	Yes	No
1. I sometimes <b>forget</b> to do my homework.	<input type="checkbox"/>	<input type="checkbox"/>
2. When I leave the house, I never <b>forget</b> my house key.	<input type="checkbox"/>	<input type="checkbox"/>
3. I'm <b>good at remembering</b> people's names.	<input type="checkbox"/>	<input type="checkbox"/>
4. I <b>can</b> always <b>remember</b> my friends' birthdays.	<input type="checkbox"/>	<input type="checkbox"/>
5. I <b>have</b> an excellent <b>memory</b> .	<input type="checkbox"/>	<input type="checkbox"/>
6. Looking at old photos <b>brings back</b> many happy <b>memories</b> .	<input type="checkbox"/>	<input type="checkbox"/>
7. I <b>can</b> sing a song in English <b>from memory</b> .	<input type="checkbox"/>	<input type="checkbox"/>
8. I'll never forget the day I graduated from school.	<input type="checkbox"/>	<input type="checkbox"/>

- B**  Complete these sentences with your own ideas. Discuss your answers with a partner.

- I sometimes forget to \_\_\_\_\_.
- When I leave the house, I never forget my \_\_\_\_\_.
- I'm good at remembering \_\_\_\_\_.
- I always remember \_\_\_\_\_ birthday(s).
- I have a(n) \_\_\_\_\_ memory.
- \_\_\_\_\_ brings back many happy memories.
- I can \_\_\_\_\_ from memory.
- I'll never forget the day I \_\_\_\_\_.

### Word Bank

#### Words used to talk about memory

have a(n) excellent / sharp / good / bad / poor memory  
a happy / good / sad / painful memory

During the day, I sometimes forget to check my email.

Not me! I check mine every ten minutes!

# 3 LISTENING

- A Are you good at remembering new words in English? Why or why not? Tell a partner.

I'm good at remembering new words in English because...

/gə'līnə/ /'tōmō/

- B Listen for main ideas. Listen to part of Galina and Tomo's conversation.

Circle the correct answer to complete each sentence. CD 1 Track 38

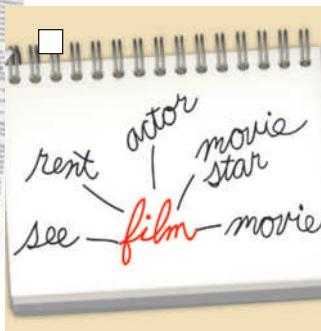
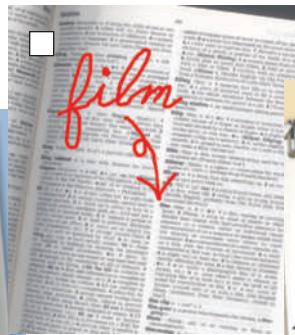
1. They're talking about a \_\_\_\_\_.  
a. word      b. test      c. dictionary
2. Tomo is worried because \_\_\_\_\_.  
a. he thinks he did poorly      b. he just got a bad grade      c. he has a lot of homework

## Listening Strategy

### Listen for Main Ideas

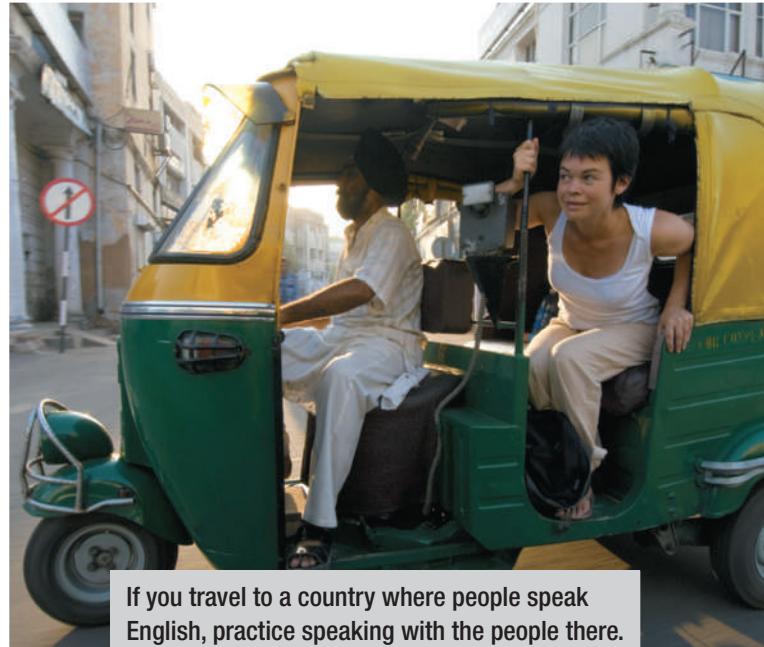
Listen for the main idea to answer why Tomo is worried.

- C Listen for details. Listen to the entire conversation. Look at the pictures. Check (✓) the things Galina does. CD 1 Track 39



- D Read these methods for learning new vocabulary in English. Which ones do you like? Discuss with a partner. How do you remember new words in English?

- Practice saying the new word again and again.
- Put important new words in places where you will see them during the day (on your laptop or on the bathroom mirror, for example). Every time you see the word, say it aloud.
- Exchange new information with the word. For example, for *beach*, ask a friend, *What's your favorite beach?*
- Make a sentence using the word. Use real people and facts from your life in the sentence.
- Listen to a story in English. At the same time, read the story in your own language.
- Your idea: \_\_\_\_\_.



If you travel to a country where people speak English, practice speaking with the people there.

I like listening to English music.  
I learn a lot of new words that way!

# 4 SPEAKING

/mɪə/ /dʒʌstɪn/

- A**  Listen to Mia and Justin's conversation. Where do you think they're going? What is Justin looking for? **CD 1 Track 40**

MIA: I'm so excited! Are you ready to go in?  
 JUSTIN: Um... just a minute. I can't find the tickets.  
 MIA: You're kidding!  
 JUSTIN: No, I'm not. I put them in my front pocket. See? They're not there.  
 MIA: Well, are they in your backpack?  
 JUSTIN: I don't think so.  
 MIA: Maybe you dropped them somewhere.  
 JUSTIN: Maybe. I'm not sure.  
 MIA: Oh, Justin. What are we going to do?  
 JUSTIN: Wait... hold on. I found them. They were in my *back* pocket.  
 MIA: Great! Let's go!

- B**  Practice the conversation with a partner.



## SPEAKING STRATEGY

- C**  Read the questions below. Add your own question for each topic. Then take turns asking and answering the questions with a partner. Use the Useful Expressions in your answers.

Your Instructor	Your Partner
Is your instructor married? Does your instructor like vegetables? Your question: _____	Does your partner live near you? Does your partner like rap music? Your question: _____
Your School	Public Schools in the US
Are there a lot of restaurants near your school? Is there a bus stop near your school? Your question: _____	Do students wear uniforms? Does the school year start in the fall? Your question: _____

Useful Expressions
Expressing Degrees of Certainty
Are they in your backpack?
Yes, they are. / No, they aren't. (very certain)
I think so. / I don't think so. (less certain)
Maybe. I'm not sure. (not very certain)
I have no idea. (= I don't know.)

Do you live near me?

I don't think so. I live  
in La Molina.

# 5 GRAMMAR

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

The Simple Past: Affirmative and Negative Statements (Irregular Verbs)			
Subject	did + not	Verb	
I / You / He / She / We / They		forgot	her birthday.
	didn't	forget	

**B**  **Pronunciation: Irregular past tense verbs.** Practice saying the verb pairs in row A aloud. Then listen and repeat. Can you guess the pronunciation for the verbs in row B? Say them aloud. Then listen and repeat. **CD 1 Track 41**

Row A	forget / forgot	tell / told	ring / rang	keep / kept	understand / understood
Row B	get / got	sell / sold	sing / sang	sleep / slept	stand / stood

**C**  Work with a partner. Follow the steps below to create sentences in a story.

1. Connect the words to form sentences.
2. Write the sentences in the blanks below, changing the verbs from the present to the past tense.
3. Read the story aloud with your partner.

①	I	⑤	He	says	Hi	Teddy	how	are
	go		to	comes	over	to	me.	you?
②	At		a	and	smiles	④	He	don't
	the		party	at	his	name.	know	what
	party		friend's	my	remember	don't	say.	to
	I		house.	from	my	③	I	⑦
	see		a	student	old	school.	am	so

① I went to a party at my friend's house.

② At the party, \_\_\_\_\_

③ \_\_\_\_\_

④ \_\_\_\_\_

⑤ \_\_\_\_\_, “\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_”

⑥ \_\_\_\_\_

⑦ \_\_\_\_\_

- D**  Use one of these ideas, or your own ideas, to tell a story.  
What did you do?

Tell a partner when you...

- left something important at home.
- forgot someone's name.
- couldn't remember an answer on a test.

Once, I left my wallet at home...



## 6 COMMUNICATION

- A** What are some of your childhood memories?  
They can be happy, good, sad, or other  
memories. Make notes about your ideas  
in the chart.

A memory about...	Notes
my house or apartment.	
my parents.	
my brother(s) or sister(s).	
my grandparents.	
a favorite food.	
a friend.	
a toy.	
music.	
school.	
a vacation.	

- B**  Take turns telling a partner about your  
memories.

I have a happy memory about my old  
apartment. We lived on the second floor. Every  
day, I played with my best friend Lin.

- C**  Discuss the questions with your partner.

1. Are any of your memories similar to your partner's?
2. Which memory is your favorite?

- D**  Share your partner's favorite memory with the class.

# LESSON B SLEEP



Sleep helps you think and remember information better, studies show. A 20-minute nap during the day can also improve your mood and memory.

## 1 VOCABULARY

- A** Review the meaning of the words in **blue** with your instructor. Then complete the sentences about yourself.

1. I usually \_\_\_\_ every night.
  - a. **go to bed** at 10:00 or 11:00
  - b. **stay up late** (midnight or later)
2. In bed, I \_\_\_\_.
  - a. **fall asleep** quickly
  - b. **am awake** for a long time
3. I \_\_\_\_ **wake up** at night.
  - a. hardly ever
  - b. often
4. In the morning, I usually \_\_\_\_.
  - a. **get up** (from bed) right away
  - b. **stay in bed** for a while

### Word Bank

#### Opposites

(be) asleep ↔ (be) awake  
fall asleep ↔ wake up  
go to bed ↔ stay up (late)  
get up ↔ stay in bed

- B** Tell a partner your answers in **A**. Your partner asks you one follow-up question.

I usually stay up late every night.

Really? When do you go to bed?

At midnight.

- C** Are you and your partner similar or different? How? Tell another pair.

## 2 LISTENING

- A** Look at the three sleep problems below. Do you know anyone with these problems? Tell a partner.

Some people...

- can't sleep.
- have *nightmares* (bad dreams).
- are *sleepwalkers*. (They wake up at night and do things, but they are asleep.)

Sometimes my brother  
has nightmares.

- B** **Listen for gist.** Listen to a news program about a woman named Mary. What is her problem? **CD 1 Track 42**

Mary \_\_\_\_\_.

/'mɛəri/

- a. has nightmares
- b. is a sleepwalker
- c. can't sleep



### Listening Strategy

#### Listen for Gist

Listen to understand the main idea.

- C** **Listen to sequence events.** Listen again. Put the events in order from 1 to 6. Then tell a partner Mary's story in your own words. **CD 1 Track 42**

- \_\_\_\_\_ Mary went to bed at 10:00.
- \_\_\_\_\_ She tried to buy ice cream.
- \_\_\_\_\_ The police drove Mary home.
- \_\_\_\_\_ She drove away.
- \_\_\_\_\_ She got up later that night.
- \_\_\_\_\_ The police woke her up.

### Listening Strategy

#### Listen to Sequence Events

Determine the order of events from what you hear.

### Word Bank

Present	Past
drive	drove
wake up	woke up

- D** What caused Mary's problem? Choose a possible answer. Explain it to a partner.

Maybe Mary...

- was worried about something.
- was hungry.
- had a nightmare.
- my idea: \_\_\_\_\_.

### 3 READING CD 1 Track 43

- A**  Discuss the questions in a small group. Then compare your answers with the class.

1. How many hours do you sleep each night?
2. What do you do when you can't sleep?

- B** **Identify the main idea.** Read the article. Then answer the question.

What is the main point of the article?

- a. Today, people have healthier sleep patterns.
- b. Waking up at night is not good for you.
- c. It's normal to wake up at night.
- d. Sleep research has a lot of problems.

- C** **Scan for details.** Read quickly to find answers to complete the chart.

Sleep Patterns	
People are in bed but are awake.	2 hours
People sleep.	
	1–3 hours
	4–5 hours

- D**  Answer the questions with a partner.

1. What do you think of the sleep pattern described in the article? Is it healthy? Why or why not?
2. What would Dr. Wehr say: Are your sleep patterns healthy? Why or why not?

*My sleep pattern may be normal.  
I wake up in the middle of the night  
all the time!*

#### Reading Strategy

##### Identify the Main Idea

Identifying the main point of the article helps you understand what you've read.





A man wears special sensors in a sleep study.

# A STUDY OF SLEEP

It's 3:30 in the morning. Tomorrow is a busy day. You went to bed at 10:00. You need to get up at 6:00 in the morning. But you woke up in the middle of the night<sup>1</sup> and you can't fall asleep again! Why can't you sleep?

There may be a surprising answer.

Dr. Thomas Wehr did some research on sleep.  
thomas wear During the winter, he put people in a room with no artificial light (there was no light from lamps, TVs, or computers). Then, during the night, he studied the people's sleep patterns.<sup>2</sup>

What happened? The people went to bed, but they didn't fall asleep right away. Most were

awake for two hours. Next, the people slept for four to five hours. Then they woke up, and they stayed awake and were active for one to three hours. Finally, the people slept again for four to five hours.

Dr. Wehr discovered a new sleep pattern. But maybe it's not new. In the past, before electric light, perhaps people slept this way. Nowadays, we sleep in a different way.

So, the next time you wake up in the middle of the night and can't sleep, relax! Your sleep patterns may be normal after all.

<sup>1</sup>If something happens *in the middle of the night*, it happens late at night, usually between 2:00 and 4:00 AM.

<sup>2</sup>A pattern is a repeated or regular way something happens.

# 4 GRAMMAR

- A** Study the charts. Turn to page 206. Complete the exercises. Then do **B–D** below.

The Simple Past Tense: Yes / No Questions				
Did	Subject	Verb		Short Answers
Did	you he they	stay up late wake up	last night?	Yes, I did. / <b>No, I didn't.</b> Yes, he did. / <b>No, he didn't.</b> Yes, they did. / <b>No, they didn't.</b>

The Simple Past Tense: Wh- Questions				
Wh- Word	did	Subject	Verb	Answers
When	did	you she they	study?	(I / She / They studied) last night.
			get up?	(I / She / They got up) at 7:00.
What			happened to you?	I woke up late this morning.

- B**  Complete the conversation with past tense questions and answers using the words in parentheses. Then practice the conversation with a partner.

A: (1. you / go out) Did you go out last night?

B: No, (2.)                 . I (3. stay)                  home and (4. watch)                  a movie.

A: Really? (5. what / you / watch)                 ?

B: An old zombie movie called *28 Days Later*.

A: (6. you / like)                  it?

B: Yes, (7.)                 , but, later I (8. have)                  nightmares.

A: (9. why / you / have)                  nightmares?

B: Because it was a very scary movie! (10. what / you / do)                  last night?

A: I (11. go)                  to a party.

B: (12. who / you / go)                  with?

A: Margo.

B: (13. you / have)                  fun?

A: Yeah, we (14. have)                  a great time at first. But then, something strange happened.

- C**  What strange thing happened to speaker A? Continue the conversation with your partner. Ask and answer four more past-tense questions to finish the story.

What happened?

Suddenly, someone shouted  
and pointed to the window...

- D**  Role-play your conversation for another pair. Whose story is the best?

## 5 WRITING

- A** Complete the paragraph with words from the box. You may use words more than once.

finally    next    last    then    until

- B**  Read the paragraph and answer the questions with a partner.

1. When was the last time the writer stayed up late?
2. What did he do?
3. What time did he get up the next day?

- C** Answer the questions in **B** so they are true for you. Then write your own paragraph.

- D**  Exchange your writing with a partner. Read his or her paragraph.

1. Are there any mistakes? If yes, circle them.
2. Answer the questions in **B** about your partner's writing.

Saturday, I stayed up late. I watched TV \_\_\_\_\_ 10:00, and  I played video games \_\_\_\_\_ 12:30. I went to bed at 1:00, but I couldn't fall asleep! To relax, I listened to music and \_\_\_\_\_, I fell asleep at 3:00 AM. The \_\_\_\_\_ morning, I didn't get up \_\_\_\_\_ 11:00. I felt great, but my dad wasn't happy. He says I'm lazy!

## 6 COMMUNICATION

- A** Think about your sleep patterns for the last three days. Complete the chart.

	Yesterday	The Day Before Yesterday	Three Days Ago
Time I got up			
Time I went to bed			

- B** Use the words to write past tense Yes / No or Wh- questions.

1. what time / you / get up?
2. what time / you / go to bed?
3. you / fall asleep / right away?
4. you / wake up / during the night?
5. how many / hours / you / sleep?
6. what / you / dream / about?

What time did you go to bed yesterday?

I went to bed at 11.

- C**  Ask a partner the questions in **B** about the last three days. Take notes.

- D**  Read the sleep facts. Then answer the questions with a partner.

- Adults need seven to eight hours of sleep a night.
  - It's best to go to bed and wake up at the same time each day.
  - Light from computers and cell phones keeps you awake.
1. Do you and your partner have good sleep habits? Why or why not? Use your answers in **C** to explain.
  2. What are two things you can do to sleep better?

- E** Share your answers in **D** with the class.

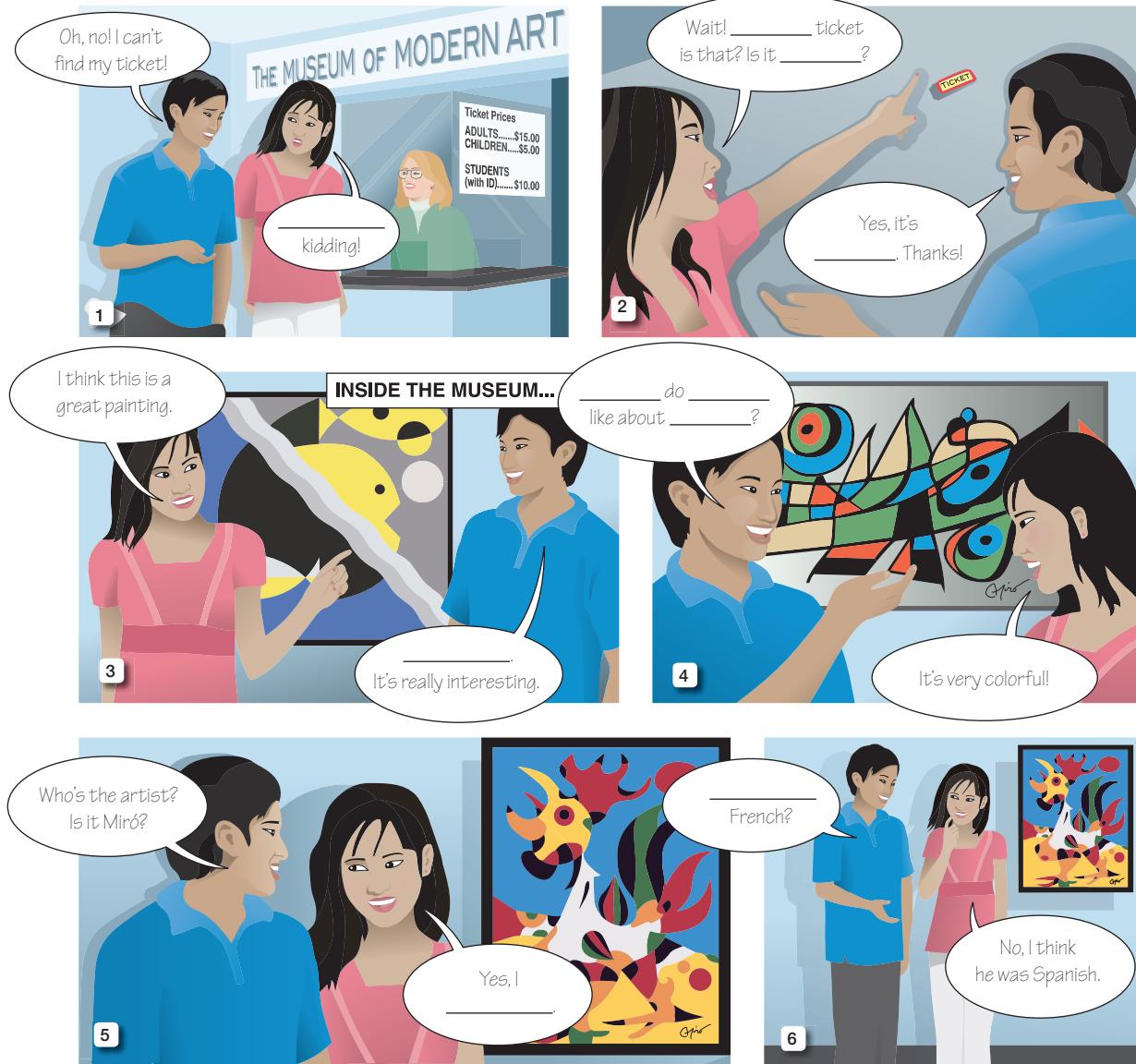


# REVIEW UNITS 4–6

## 1 STORYBOARD

/vɪvɪən/ /dʒʌn/

- A  Vivian and Jun are visiting a museum. Complete the conversation with a partner. Sometimes more than one answer is possible.

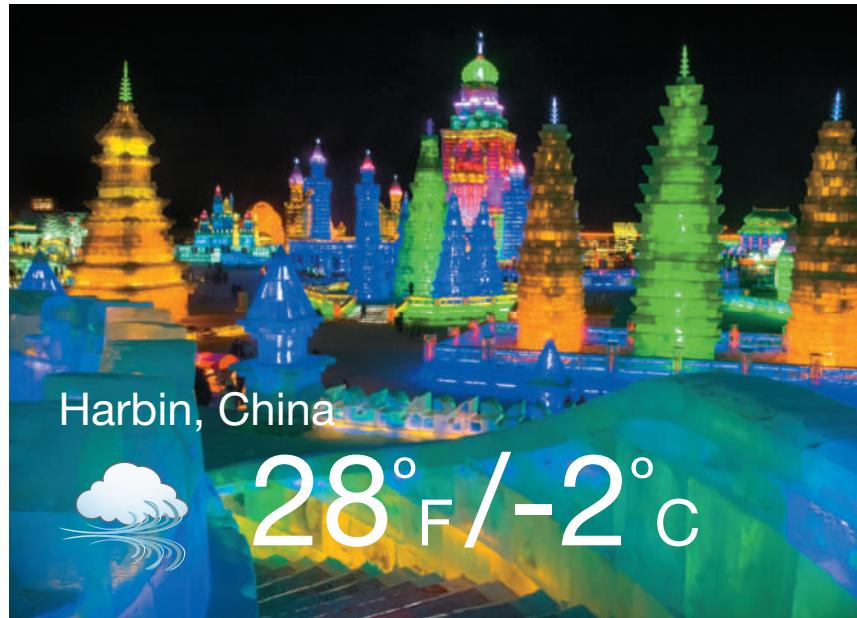


- B  Practice the conversation with a partner. Then switch roles and practice again.

## 2 SEE IT AND SAY IT

- A**  Look at the photos. Answer the questions about each place with a partner. Complete the sentence.

1. What season does this look like?  
It's windy in Harbin.
2. How's the weather?
3. What's the temperature?
4. In Punta Cana, it's \_\_\_\_\_, but in Harbin it's \_\_\_\_\_.

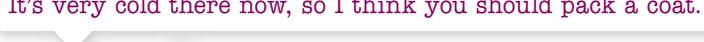


- B**  Your partner is going on vacation to one of the places above. What should he or she pack? Use ideas in the box and one of your own. Explain your choices.

a camera	boots
a coat	sandals
a hat	shorts
a swimsuit	sunscreen
an umbrella	my idea: _____

**Student A:** You're going to Punta Cana.

**Student B:** You're going to Harbin.

 It's very cold there now, so I think you should pack a coat.

 Good idea. I will.

### 3 MEMORY GAME

- A  Study the words and numbers in the chart below for 15 seconds. Then close your book and draw the chart on a piece of paper. Fill in as many words and numbers as you can remember. Your partner will check your answers.

cloudy	68
fall asleep	go sightseeing
whose	get up
529	admire
passport	musician

- B  Play the game again. Switch roles. Use the chart below.

journalist	raining
explorer	memory
313	mine
should	wake up
47	unpack

- C  Answer the questions with a partner.

I only remembered four words!

1. How many words did you remember?
2. Which words did you forget?
3. Which words were easy to remember? Why?

- D Choose four words from each chart and write sentences using them. At least two sentences should be in the past tense.

- E  Tell a partner your sentences. Then your partner asks you one question about each sentence.

Yesterday, I fell asleep early.

When did you go to bed?

## 4 LISTEN: QUESTIONS AND ANSWERS

- A**  You will hear a question and then four answers about each photo. Circle the letter that best answers the question. **CD 1 Track 44**

1.



A

B

C

D

2.



A

B

C

D

3.



A

B

C

D

## 5 SPEAK FOR A MINUTE!

- A** Read the questions and think about your answers.

1. What's your favorite season? Why? What's the weather like?
2. Where did you go on your last vacation? How did you prepare for the trip?
3. Describe your early years (from birth to age five).
4. What are two interesting jobs? I was born in...
5. Who do you admire?
6. Talk about a time when you forgot something. What happened?

- B**  Get into a group of three. Take turns talking for one minute without stopping about each of the questions. The winner is the person who successfully answers the most questions.



# UNIT 4 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

A Complete the sentences with *and*, *but*, or *so*.

1. I want to travel to Japan, \_\_\_\_\_ **but** it's very expensive.
2. Julia wants to go to the beach \_\_\_\_\_ relax this summer.
3. The weather is cold in Moscow now, \_\_\_\_\_ take a warm coat.
4. There are beautiful mountains \_\_\_\_\_ a long coast in Peru.
5. They always go on vacation in July, \_\_\_\_\_ this year they're going in December.
6. My passport is expired, \_\_\_\_\_ I need to get a new one.

### 2 QUESTION FORMULATION

A Unscramble the words to make questions.

1. do / you / travel / want / where / to \_\_\_\_\_ **Where do you want to travel** ?
2. summer / hot / hometown / your / is / the / in \_\_\_\_\_ ?
3. is / what / current / the / temperature \_\_\_\_\_ ?
4. near / are / mountains / your / city / there \_\_\_\_\_ ?
5. Peru / popular / hiking / how / is / in \_\_\_\_\_ ?

B  Work with a partner. Ask and answer the questions above. Give answers that are true for you.

**Where do you want to travel?**

**I want to travel to Thailand!**

### 3 SPEAKING

A  You and your partner are going on vacation to one of the following locations: Punta del Este, Bariloche, or Iguazu Falls. Together, pick one. Describe what the weather is like and what activities you can do there. Then, separately, write a list of ten things you want to bring with you. You should each have your own list.

B  Now, talk to your partner and discuss what to bring on vacation. Together, you can only bring 12 items.

**I can bring a camera.**

**Great, then I don't have to bring mine.**

### 4 WRITING

A In your notebook, write a paragraph (7–8 sentences) to describe a place you want to go on vacation. Include the name of the place, the weather, why you want to go there, who you want to go with, and what you will do there (2 or 3 activities).

## 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 7**

1. What city do you think this is a weather forecast for?
  - a. Isla Margarita, Venezuela.
  - b. Bariloche, Argentina.
  - c. Mexico City, Mexico.
  - d. Punta del Este, Uruguay.
2. Why is the woman staying home today?
  - a. Because the weekend will be nice.
  - b. Because the weather is not good.
  - c. Because she has plans for the weekend.
  - d. Because she is too busy.
3. Marco and Julia are waiting for a red suitcase and a blue suitcase. Whose is the blue suitcase?
  - a. It's theirs.
  - b. It's ours.
  - c. It's hers.
  - d. It's his.
4. What are the woman's pictures of?
  - a. A city.
  - b. Mountains.
  - c. A beach.
  - d. A village.
5. What's the weather like?
  - a. It's warm and sunny.
  - b. It's hot and humid.
  - c. It's cold and windy.
  - d. It's clear and comfortable.
6. What does the woman say to leave out of your suitcase?
  - a. A lot of clothes.
  - b. Books.
  - c. Shoes.
  - d. Books and shoes.

- B**  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 8**

1. Why is the man going to Greece in October?
  - a. His vacation is in October.
  - b. It's hot in October.
  - c. It's hot in the summer.
  - d. It's cheaper then.
2. Where is he going first?
  - a. Athens.
  - b. The Greek islands.
  - c. The coast.
  - d. The mountains.
3. What ISN'T he going to see in Athens?
  - a. The Parthenon.
  - b. A stadium.
  - c. A theater.
  - d. A temple.
4. Where is the woman's passport?
  - a. In her suitcase.
  - b. In her pocket.
  - c. In her purse.
  - d. In the man's suitcase.
5. Who has the plane tickets?
  - a. The man.
  - b. The woman.
  - c. Nobody.
  - d. Both of them.
6. What does the man ask about?
  - a. His plane ticket.
  - b. His passport.
  - c. The credit card.
  - d. His suitcase.

# UNIT 5 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

- A Complete the sentences with the simple past tense of the verb in parentheses.

1. My uncle Leo (own) \_\_\_\_\_ a small store in Arequipa.
2. Marie Curie (be) \_\_\_\_\_ the first woman to win the Nobel Prize.
3. Jose Luis (finish) \_\_\_\_\_ his university degree at age 16.
4. When she was a girl, Carlota (want) \_\_\_\_\_ to be an astronaut.
5. Elena and Estefan (be) \_\_\_\_\_ in Ecuador, but now they live in Peru.
6. Lucas (start) \_\_\_\_\_ a company in 1995.

### 2 QUESTION FORMULATION

- A Make questions with the words in the box. Use *you* and *your*. Put the verb *be* in the simple past tense.

- |                     |                           |                        |
|---------------------|---------------------------|------------------------|
| 1. childhood / hero | 3. first / English class  | 5. grandparents / from |
| 2. mother / born    | 4. dream job / as a child | 6. favorite / teacher  |

- |   |                  |
|---|------------------|
| 1. Who <u>was your childhood hero</u> ? | 4. What _____ ?  |
| 2. Where _____ ?                        | 5. Where _____ ? |
| 3. When _____ ?                         | 6. Who _____ ?   |

- B  Work with a partner. Ask and answer the questions in A.  
Give answers that are true for you.

Who was your childhood hero?

My grandfather was my childhood hero.

### 3 SPEAKING

- A  Pick an interesting famous person with a partner. Together, write an interview between a reporter and this famous person without using the person's name. Use the list below for ideas. Give enough details so that your classmates can guess who the person is.

#### Things to consider...

- age
- location / hometown
- what he or she does
- people he or she work with
- what he or she likes about the job
- what he or she doesn't like about the job

- B**  Present your interview to the class. At the end, see if your classmates can guess the person's identity.

So what do you like about your job?

People are always taking pictures of me.

## 4 WRITING

- A** Choose one of the famous Peruvians in the box. What do you know about this person? Write a short biography in the simple past tense.

Teofilo Cubillas    Mario Vargas Llosa    Mario Testino  
Susana Baca    Magaly Solier    Juan "El Loco" Vargas

Include this information:

- Who he or she is
- What he or she does
- Where he or she is from
- Two or three interesting facts about him or her

## 5 EXAM PREPARATION: READING

- A** Choose the best answer for each question.

1. What are you looking for?
  - a. My vacation next week.
  - b.** My credit card.
  - c. My uncle David—I really admire him.
  - d. The night shift.
2. What kind of work do you do?
  - a. I work as a musician.
  - b. I work with Pablo and Gabriela.
  - c. I'm looking forward to working.
  - d. I work the night shift.
3. Why are you so excited?
  - a. I didn't get a good grade.
  - b. Sam asked me out! I'm really looking forward to it.
  - c. They offered me the job, but I don't want to work as a researcher.
  - d. I'm looking for my wallet, but I can't find it!
4. Why do you admire Dr. Desopo?
  - a. He's not very brave.
  - b. He works with travelers.
  - c. I'm looking forward to meeting him.
  - d. He's really good at his job and he works hard.
5. Which person should win an award?
  - a. An editor.
  - b. A speechwriter.
  - c. A hero.
  - d. A tourist.
6. What does an ambassador do?
  - a. Explore the world.
  - b. Represent a country or an idea.
  - c. Make important decisions.
  - d. Give speeches.

# UNIT 6 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

- A Complete the sentences with the simple past tense of the verb in parentheses.

1. I (forget) forgot my friend's birthday.
2. She (not / understand) \_\_\_\_\_ the explanation.
3. Lourdes and her sister (go) \_\_\_\_\_ to a concert.
4. My mother (keep) \_\_\_\_\_ a photo of her parents by her bed.
5. We (not / tell) \_\_\_\_\_ your secret to anyone.
6. The telephone (ring) \_\_\_\_\_ in the middle of the night.

### 2 QUESTION FORMULATION

- A Make questions in the simple past tense with the words in the box. Use *you* and *your*.

- |   |                             |                      |
|---|-----------------------------|----------------------|
| 1. go anywhere interesting / last weekend | 3. do / last New Year's Eve | 5. first book / read |
| 2. start to study / English               | 4. sleep well / last night  | 6. last vacation     |

1. (Yes / No) \_\_\_\_\_ Did you go anywhere interesting last weekend? ?
2. When \_\_\_\_\_ ?
3. What \_\_\_\_\_ ?
4. (Yes / No) \_\_\_\_\_ ?
5. What \_\_\_\_\_ ?
6. When \_\_\_\_\_ ?

- B  Work with a partner. Ask and answer the questions in A.

Give answers that are true for you.

Did you go anywhere interesting last weekend?

Yes. I went to the Museum of Fine Arts.

### 3 SPEAKING

- A  Talk to a partner about a memory from five years ago. It can be something good or something bad. Answer these questions: *Where were you? What happened? Was anyone with you?*

I remember a great day from five years ago!

What happened?

I went to a concert and the band asked me to go on stage with them.

- B  Share your partner's memory with the class.

## 4 WRITING

- A** Write a paragraph (7–8 sentences) about a favorite memory from last year. Say what happened. Answer these questions: *Where were you? What happened? Was anyone with you?*

## 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 9**

1. What do you think the man forgot?  
a. He has a test today.    b. The date.    **c.** His mother's birthday.    d. His keys.
2. Why doesn't the woman want to call her brother?  
a. She forgot his number.    **c.** Angel has a terrible memory.  
b. She wants to talk to Tomas.    d. Her brother is probably asleep.
3. The man asks the woman if they have class tomorrow. How certain is her answer?  
a. She's 100% sure.    b. Very certain.    c. Not very certain.    d. She doesn't know.
4. What happened to the man last night?  
a. He had an exam.    b. He didn't sleep well.    c. He was worried.    d. He felt terrible.
5. What do phones and tablets create that keeps us awake?  
a. Light and vibration.    b. Sounds and apps.    c. Light and sounds.    d. Apps and vibrations.
6. What does the man do to prepare for an exam?  
a. He makes cards with important facts.    c. He reads his notes many times.  
b. He studies with a friend.    d. He listens to relaxing music.

- B**  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 10**

1. Why is the woman upset?  
a. She isn't at school.    c. She missed the bus.  
b. She can't go home.    **d.** She can't find her keys.
2. What does her friend tell her to do?  
a. Go back home.    b. Imagine her day.    c. Watch a movie.    d. Relax.
3. Where did she probably leave her keys?  
a. At school.    b. At home.    c. At work.    d. On the bus.
4. What is the tip about?  
a. Learning English.    b. Learning vocabulary.    c. Using your laptop.    d. Repeating words.
5. What can you do to learn new vocabulary?  
a. Talk to your friends.    c. Spell them and write them.  
b. Read a lot of books.    d. See them and say them.

6. Where can you put the words?

- a. Where you usually study.
- b. Where you usually relax.
- c. Where you will see them often.
- d. Where you sometimes read.

## 6 EXAM PREPARATION: READING

A Read the following text. Then answer the questions.

While you sleep, your body is resting, but your mind is working. It is producing dreams\*. Why do we dream? Scientists have some theories.

One theory is that dreams prepare us for  
5 real-life situations. During a dream, the brain\*\* works the same way it does when presented with a stressful situation in reality. Because of this, dreams can teach people how to manage difficult situations. Let's say you lose your

\* dreams: thoughts, visions, and feelings that happen while we are asleep

\*\* brain: the mind

10 wallet in your dreams. According to this theory, this prepares you to react if you lose your wallet when you are awake.

Dreams may also “clean out” your brain. People have a lot of memories. But the brain 15 cannot hold everything. So dreams help the brain organize these memories. Dreams help eliminate unimportant information. But they allow the most important memories to stay.

Of course, it is possible that dreams have no 20 real function. Maybe they are only interesting images we see when we fall asleep.

1. How do dreams help people in real life?

- a. They teach us how to organize information.
- b. They show us how to recognize bad people.
- c. They help us minimize the stress in our lives.
- d. They prepare us for difficult events.

2. Why does the author discuss losing a wallet in paragraph 2?

- a. To explain why people have bad dreams.
- b. To show how a theory might apply to real life.
- c. To give an example of a common dream that people have.
- d. None of the above (not A, B, or C).

3. According to the text, which of the following is true?

- a. Dreams help the brain sort through (organize) information.
- b. Dreams are usually about our bad memories.
- c. Dreams help us remember everything.
- d. Dreams eliminate memories about stressful situations.

4. What is left in our brains after we dream?

- a. Bad memories.      b. Emotions.
- c. Important memories.      d. Interesting images.

5. The word “function” in line 20 is closest in meaning to:

- a. movement.      b. purpose.
- c. activity.      d. power.

6. The primary purpose of the author is to:

- a. discuss types of dreams.
- b. compare and contrast common dreams.
- c. explain why people dream.
- d. show how brain activity influences dreams.

# PROCESS WRITING

**A** Circle the correct option to complete the sentences.

1. It's windy today, **so** / after they're not having a barbecue. It's too dangerous.
2. In January, it's very, very cold in Canada. It's **freezing** / **warm**!
3. It's usually foggy in the mornings, **so** / **but** it's clear and warm in the afternoons.
4. She likes **sunny** / **chilly** days when she can wear an extra sweater and make hot soup.
5. It's rainy this morning, **or** / **so** I'm carrying my umbrella.
6. The weather is comfortable today. We can go hiking, **or** / **but** we can play tennis.

**B** Correct each sentence by changing one word.

1. We're going sightseeing with **ours** friends. **our**
2. This is Miguel's bag. The plane ticket in it belongs to her.
3. Their checking into their hotel now.
4. It's mine camera, but you can take photos with it.
5. She's posting photos on hers Facebook page.
6. I know you're tired, so you can unpack you're suitcase later.

## Possessive pronouns

Here are two useful things to remember about possessive pronouns:

1. They show that something belongs to someone.
2. They **never** have an apostrophe.

**C** Complete the text with the correct word from the box. Two words are extra.

cold her our plane she sightseeing sunny take us your

Do you want to come on vacation with (1.) \_\_\_\_\_? We're going to South Beach in Miami, Florida! We're packing (2.) \_\_\_\_\_ suitcases and we're leaving tomorrow. My sister knows everything about Florida. This travel guide belongs to (3.) \_\_\_\_\_. The weather is always (4.) \_\_\_\_\_ in Miami. We can go (5.) \_\_\_\_\_ every day, or relax on the beach. I want to go to Ocean Drive and (6.) \_\_\_\_\_ lots of photos of the buildings there. Come on, get (7.) \_\_\_\_\_ passport and buy a (8.) \_\_\_\_\_ ticket!

**D** Now write about a trip you want to take. Say where you want to go, who you want to go with, what the weather is like, and what you want to do there.

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**E** Match the questions and answers.

1. Was Martin Luther King a famous activist? c a. Yes, they were.
2. Who was Shakespeare? \_\_\_\_\_ b. No, he wasn't.
3. Were Captain Scott and Edmund Hillary explorers? \_\_\_\_\_ c. ~~Yes, he was.~~
4. Who was Chabuca Granda? \_\_\_\_\_ d. She was a popular musician.
5. Was Eusebio a famous politician? \_\_\_\_\_ e. In 1918.
6. When was Nelson Mandela born? \_\_\_\_\_ f. He was a well-known writer.

**F** Complete the text with the past tense form of the verbs in parentheses.

**Role model:** My grandfather

My grandfather (1. born) was born in 1941 and he died in 2015. He is my hero because he (2. is) \_\_\_\_\_ very smart and also very kind. He (3. want) \_\_\_\_\_ his family to have nice things, so he (4. work) \_\_\_\_\_ very hard. He liked to have fun, too! We (5. watch) \_\_\_\_\_ lots of soccer matches together. I really (6. look up) \_\_\_\_\_ to him.

**G** Now write about your own role model. It can be a celebrity, or someone you know. Explain what you admire about your hero.

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**H** Use the words to write sentences in the past tense. Sometimes you may need to add a word.

1. Harry / get / candy / for / everyone Harry got candy for everyone.
2. My aunt / tell / me / old stories \_\_\_\_\_.
3. I / not remember / song / we / sing \_\_\_\_\_.
4. We / understand / you / be upset \_\_\_\_\_.
5. He / never / sleep / away from / home \_\_\_\_\_.
6. Pilar / forget / friend's / phone number \_\_\_\_\_.

**I** Write questions for the answers.

1. Did they fall asleep before midnight ? Yes, they fell asleep before midnight.
2. \_\_\_\_\_ ? Yes, she got up at 7:30.
3. \_\_\_\_\_ ? No, I woke up early.
4. \_\_\_\_\_ ? Yes, he stayed in bed for a while.
5. \_\_\_\_\_ ? No, I forgot to call Ana for her birthday.
6. \_\_\_\_\_ ? No, they went to bed after 11.

**J** Write a short paragraph about last weekend, saying what time you went to bed, fell asleep, woke up, and got up each day.

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# LANGUAGE SUMMARIES

## UNIT 4 VACATION

### LESSON A

#### Vocabulary

clear  
cloudy  
foggy  
rainy  
snowy  
sunny  
windy  
  
raining  
snowing

(partly / mostly) (cloudy / sunny)  
high / low (temperature)

chilly  
cold  
comfortable  
freezing  
hot  
warm

30° = thirty degrees  
-5° = minus five degrees

#### Speaking Strategy

##### Giving Advice

(I think) you should take a sweater.  
Good idea. / OK, I will.  
Really? I don't think so. /  
Really? I'd rather not.  
I don't think you should drive. /  
You shouldn't drive.  
You're probably right.  
Really? I think I'll be OK.

### LESSON B

#### Vocabulary

**buy a plane ticket**  
**check in to** ↔ check out of  
(a hotel)  
**get a passport**  
go on vacation / go on a trip  
**go sightseeing**  
**pack** ↔ **unpack** (a suitcase)  
**post photos online**  
**take photos**

## UNIT 5 HEROES

### LESSON A

#### Vocabulary

activist  
ambassador  
author  
director  
doctor  
**educator**  
**explorer**  
**founder**  
instructor  
journalist  
**leader**  
musician  
physician  
politician  
researcher  
**scientist**  
**speaker**  
teacher  
traveler  
writer  
  
brave  
documentary

#### Speaking Strategy

##### Agreeing or disagreeing with an opinion

I think *Man on Wire* is a good movie.  
I think so, too.  
I agree.  
Yeah, you're right.  
  
Really? I don't think so.  
Sorry, but I disagree.  
I don't really agree.

What do you like about it?  
Why do you say that?

### LESSON B

#### Vocabulary

admire / look up to (someone)  
generous  
hardworking  
kind  
**look for** (something or someone)  
**role model / hero**  
**smart** / intelligent  
**work as** (a doctor / scientist)  
  
cancer  
die / died  
invent / invented  
tool

## UNIT 6 THE MIND

### LESSON A

#### Vocabulary

bring back memories  
can (sing) from memory  
**forget / remember** (to do my homework / my house key)  
**forget / remember** (+ noun)  
good at remembering  
I'll never forget the day...  
have a(n) (excellent / sharp / good / bad / poor) memory  
a (happy / good / sad / painful) memory

#### Speaking Strategy

##### Expressing degrees of certainty

Are they in your backpack?  
Yes, they are. / No, they aren't.  
(very certain)  
I think so. / I don't think so.  
(less certain)  
Maybe. I'm not sure. (not very certain)  
I have no idea. (don't know)

### LESSON B

#### Vocabulary

(be) asleep ↔ (be) awake  
fall asleep ↔ wake up  
go to bed ↔ stay up (late)  
get up ↔ stay in bed  
  
dream  
nightmare

# GRAMMAR NOTES

## UNIT 4 VACATION

### LESSON A

#### Connecting Ideas with *but*, *or*, and *so*

It's freezing in Moscow, <b>but</b> it's warm in Rio. It's cold <b>but</b> sunny in Lima today. It's a nice day <b>but</b> a little hot.	Use <i>but</i> to show an opposite idea or contrast. <i>But</i> joins words, phrases, and sentences.
We can go to the beach, <b>or</b> we can visit the zoo. Is it warm <b>or</b> chilly outside? Do you want coffee <b>or</b> tea?	Use <i>or</i> to give choices. <i>Or</i> joins words, phrases, and sentences.
It's raining, <b>so</b> we're not having a picnic today. My hometown is Seoul, <b>so</b> I know it well.	Use <i>so</i> to introduce a result. <i>So</i> joins sentences.

**A** Complete the sentences with *but*, *or*, or *so*.

1. William can't speak French, \_\_\_\_\_ Marion can.
2. Roberto is very healthy. He doesn't drink \_\_\_\_\_ smoke.
3. It's foggy outside, \_\_\_\_\_ I don't think you need sunglasses.
4. Does the movie start at 7:00 \_\_\_\_\_ 7:30?
5. Tokyo is an exciting city, \_\_\_\_\_ it's very expensive to live in.
6. It's 32° C / 90° F out, \_\_\_\_\_ I'm wearing a T-shirt.
7. It's snowing outside, \_\_\_\_\_ Mario is wearing shorts.
8. For dinner, you can have chicken, fish, \_\_\_\_\_ beef.

**B** Combine the two sentences using *but*, *or*, or *so*.

1. Kaz likes to travel. His girlfriend doesn't like to travel.

*Kaz likes to travel, but his girlfriend doesn't*

2. We can go to Martin's party. We can see a movie.

\_\_\_\_\_.

3. John is sick. He's not coming to class today.

\_\_\_\_\_.

4. It's a beautiful day. We're having class outside.

\_\_\_\_\_.

5. I'm wearing my glasses. I can't see the whiteboard.

\_\_\_\_\_.

6. Rosa wants to study at an American university. She's taking the TOEFL exam.

## LESSON B

	Possessive Adjectives	Possessive Pronouns	<i>belong to</i>
Whose passport is this?	It's <b>my</b> passport. <b>your</b> <b>her</b> <b>his</b> <b>our</b> <b>their</b>	It's <b>mine</b> . <b>yours</b> . <b>hers</b> . <b>his</b> . <b>ours</b> . <b>theirs</b> .	It <b>belongs to me</b> . <b>you</b> . <b>her</b> . <b>him</b> . <b>us</b> . <b>them</b> .

Whose and who's have the same pronunciation but different meanings.

Whose asks about the owner of something: *Whose house is that? It's mine.*

Who's is a contraction of Who and is: *Who's studying English? Maria is.*

**A** Write the correct possessive pronoun for the underlined words.

1. A: That's not her suitcase.  
B: No, her suitcase is over there.
2. A: Can I use your cell phone? My cell phone doesn't work.  
B: Sorry, but I forgot my cell phone at home. Use Jon's phone.
3. A: Is your class fun?  
B: Yes, but Aya and Leo's class is more interesting.
4. A: Is your hometown hot in the summer? My hometown is.  
B: Our hometown is, too.
5. A: Your birthday is in May.  
B: That's right, and your birthday is in March.

**B** Use the words in the chart to complete the conversation. Then practice the dialog with a partner.

JIM: Well, I have (1.) my luggage. Where's (2.) \_\_\_\_\_?

BEN: Um... let's see... oh, here's (3.) \_\_\_\_\_ suitcase. No, wait... this one isn't (4.) \_\_\_\_\_.

JIM: (5.) \_\_\_\_\_ is it?

BEN: It says Mr. Simon Konig. It belongs to (6.) \_\_\_\_\_.

JIM: Hey, I think that man has (7.) \_\_\_\_\_ suitcase. See? He probably thinks it's (8.) \_\_\_\_\_.

BEN: I'll ask him. Excuse me, does this suitcase belong to (9.) \_\_\_\_\_?

SIMON: Oh, sorry. My mistake! I thought it was (10.) \_\_\_\_\_!



am / is → **was**

am not / isn't → **wasn't**

are → **were**

aren't → **weren't**

## UNIT 5 HEROES

### LESSON A

#### The Simple Past Tense with *be*

Affirmative and Negative Statements			Yes / No Questions			Answers	
Subject	was / were		Was / Were	Subject			
I	was / <b>wasn't</b>	brave.	<b>Were</b>	you	brave?	Yes, I <b>was</b> . / <b>No, I wasn't</b> .	
You	<b>were</b> / <b>weren't</b>			they		Yes, they <b>were</b> . / <b>No, they weren't</b> .	
He / She / It	<b>was</b> / <b>wasn't</b>		<b>Was</b>	she		Yes, she <b>was</b> . / <b>No, she wasn't</b> .	
We / You / They	<b>were</b> / <b>weren't</b>			I		Yes, you <b>were</b> . / <b>No, you weren't</b> .	

Wh- Questions				Answers
Wh- word	was / were	Subject		
Where	<b>were</b>	you	yesterday?	At home.
When	<b>was</b>	he	in Iceland?	Two years ago.
Who	<b>was</b>	your teacher	last semester?	Ms. Hunter.

You can use these time expressions with the past tense of *be*: *yesterday*, *in 1990*, *last semester/week*, *two days / years ago*.

**A**  Complete the conversation with a partner. Use the correct form of the verb *be* in the past tense.

**TIM:** Hi, Kelly. It's Tim. I called you yesterday, but you (1. not) \_\_\_\_\_ home.

**KELLY:** I (2.) \_\_\_\_\_ at the library. I'm writing a paper about Pierre and Marie Curie.

**TIM:** They (3.) \_\_\_\_\_ scientists from France, right?

**KELLY:** Right. Well, actually Pierre (4.) \_\_\_\_\_ French, but his wife (5. not) \_\_\_\_\_ born in France. She (6.) \_\_\_\_\_ from Poland. She (7.) \_\_\_\_\_ also the first person to win a Nobel Prize twice.

**B** Complete the questions on the left. Then match them with the correct answers on the right.

- |  |                          |
|--|--------------------------|
| 1. _____ Kelly at home?  | a. Yes, they were.       |
| 2. _____ Kelly?  | b. No, he wasn't.        |
| 3. _____ the Curies scientists?                                | c. No, she wasn't.       |
| 4. _____ Marie Curie born in France?                           | d. They were scientists. |
| 5. _____ Marie Curie born?                                     | e. Yes, she was.         |
| 6. _____ Marie Curie the first person to win two Nobel Prizes? | f. France.               |
| 7. _____ Pierre Curie from?                                    | g. At the library.       |
| 8. _____ the Curies?   | h. In Poland.            |

## LESSON B

### The Simple Past: Affirmative and Negative Statements

I / You / He / She / We / They	visited <b>didn't</b> visit	Tokyo.
I / You / He / She / We / They	started <b>didn't</b> start	a company.

In the simple past tense, the verb form is the same for all persons.

In affirmative statements, add -ed or -d. See the spelling rules below.

In negative statements, use *did not* or *didn't* + the base form of the verb.

### The Simple Past Tense of Regular Verbs: Spelling Rules

move → moved	If the verb ends in e, add -d.
start → started	If the verb ends with a consonant, add -ed.
study → studied	If the verb ends with a consonant + y, change the y to i and add -ed.
play → played	If the verb ends with a vowel + y, add -ed.
stop → stopped	With one-syllable verbs that end with a consonant–vowel–consonant, double the last letter and add -ed.
fix → fixed	But do not double the last consonant if it is a w or x.
occur → occurred	With two-syllable verbs that end with a consonant–vowel–consonant, double the last consonant if the last syllable is stressed.
listen → listened	But do not double the last consonant if the last syllable is not stressed.

A Complete the sentences with the simple past tense of each verb. Pay attention to spelling.

1. Sanga Moses (work) \_\_\_\_\_ in a bank in the capital.
2. One day, he (visit) \_\_\_\_\_ his family.
3. He saw his sister. She (carry) \_\_\_\_\_ a lot of wood that day.
4. She (look) \_\_\_\_\_ at her brother, and she (cry) \_\_\_\_\_. She said, "I (not go) \_\_\_\_\_ to school today. I (walk) \_\_\_\_\_ 10 kilometers to get wood."
5. Sanga Moses (want) \_\_\_\_\_ his sister to stay in school.
6. That day, he (decide) \_\_\_\_\_ to do something. He (stop) \_\_\_\_\_ working at the bank. He (start) \_\_\_\_\_ Eco-Fuel Africa.
7. With a group of engineers, he (invent) \_\_\_\_\_ a new oven. It (change) \_\_\_\_\_ many people's lives in Uganda.

- B** Make sentences about things you did or didn't do yesterday. Use the verbs.

1. walk to school \_\_\_\_\_ *I didn't walk to school.* \_\_\_\_\_
2. text a friend \_\_\_\_\_
3. listen to a song in English \_\_\_\_\_
4. study for a test \_\_\_\_\_
5. cook dinner \_\_\_\_\_
6. watch TV \_\_\_\_\_
7. hug my mom \_\_\_\_\_
8. wash my hair \_\_\_\_\_

## UNIT 6 THE MIND

### LESSON A

#### The Simple Past: Affirmative and Negative Statements (Irregular Verbs)

Subject	did + not	Verb	
I / You / He / She / We / They	<i>didn't</i>	forgot forget	her birthday.

- In affirmative statements, do not add -ed to form irregular past tense verbs. See the chart below for the simple past tense form of many common irregular verbs.
- In negative statements, use *did not* or *didn't* + the base form of the verb.

Present	Past	Present	Past	Present	Past	Present	Past	Present	Past
begin	began	drink	drank	give	gave	meet	met	sing	sang
bring	brought	eat	ate	go	went	pay	paid	speak	spoke
buy	bought	fall	fell	have	had	read	read*	take	took
choose	chose	feel	felt	know	knew	run	ran	teach	taught
come	came	forget	forgot	leave	left	say	said	think	thought
do	did	get	got	make	made	see	saw	wear	wore

\*Note: There is a vowel shift in the past tense pronunciation of *read*. The vowel goes from /i/ to /e/.

- A** Complete the story with the simple past form of the verbs in parentheses. Most of the verbs are irregular. Which ones are regular?

### A Scary Memory

There (1. be) \_\_\_\_\_ a fire one day when I (2. be) \_\_\_\_\_ at school. It (3. begin) \_\_\_\_\_ around lunchtime. Soon, we all (4. smell) \_\_\_\_\_ smoke. Someone (5. say) \_\_\_\_\_ in a loud voice, "Fire!" Then the fire alarm (6. ring) \_\_\_\_\_. As we (7. walk) \_\_\_\_\_ down the hallway, I (8. feel) \_\_\_\_\_ the heat from the fire. We (9. not say) \_\_\_\_\_ anything—everyone was so quiet.

The fire truck (10. come) \_\_\_\_\_ quickly. The firefighters (11. run) \_\_\_\_\_ into the building and (12. stop) \_\_\_\_\_ the fire. After 30 minutes, we (13. go) \_\_\_\_\_ back into our school. Luckily, there (14. not be) \_\_\_\_\_ much damage. I will never forget that day.

- B**  Take turns reading the story in **A** with a partner. Then explain the story in your own words. Can you retell it from memory?

## LESSON B

### The Simple Past Tense: Yes / No Questions

<i>Did</i>	<b>Subject</b>	<b>Verb</b>		<b>Short Answers</b>
Did	you he / she / it they	stay up late wake up	last night?	Yes, I did. / <b>No, I didn't.</b> Yes, he did. / <b>No, he didn't.</b> Yes, they did. / <b>No, they didn't.</b>

- To ask a past tense Yes / No question, use *did* + subject + base form of the verb.
- Short answers are the same for both regular and irregular verbs.

### The Simple Past Tense: Wh- Questions

<b>Wh- word</b>	<i>did</i>	<b>Subject</b>	<b>Verb</b>	<b>Answers</b>
When	did	you he / she / it they	study?	(I / She / They studied) last night.
			get up?	(I / She / They got up) at 7:00.
What			happened to you?	I woke up late this morning.

- A** Circle the mistake in each dialog and correct it.

- |  |   |
|--|---|
| 1. <b>A:</b> Did Mario stayed up late last night?<br><b>B:</b> Yes, he did.<br>2. <b>A:</b> Did you forget your keys?<br><b>B:</b> No, I didn't forgot them. | 3. <b>A:</b> Where did Julie went on her vacation?<br><b>B:</b> She went to Mexico.<br>4. <b>A:</b> What did happen to Yu and Amy?<br><b>B:</b> They slept late and missed the bus. |
|--|---|

**B** Complete the dialogs with a past tense Yes / No or *Wh*- question or short answer.

1. A: \_\_\_\_\_ last night?

B: I went to bed at 10:00.

2. A: \_\_\_\_\_ well?

B: No, I didn't sleep well. I had nightmares.

3. A: \_\_\_\_\_ before bed?

B: No, \_\_\_\_\_. I never drink coffee before bed.

4. A: Did you eat before bed?

B: Yes, \_\_\_\_\_.

5. A: \_\_\_\_\_ last night?

B: I ate a piece of cake. Maybe that caused the bad dreams.

6. A: \_\_\_\_\_ about?

B: I dreamt about zombies.

**C**  Practice the conversations in **B** with a partner.

# 4 VACATION

## LESSON A WEATHER

### 1 VOCABULARY

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

- |   |                 |
|---|-----------------|
| 1. _____ In the summer, it's usually warm and         | a. warm.        |
| 2. _____ If temperatures are below 0° C, it is        | b. cloudy.      |
| 3. _____ If you are not too hot or too cold, you are  | c. comfortable. |
| 4. _____ Before it rains, the sky becomes             | d. sunny.       |
| 5. _____ If you feel a little hot, you feel           | e. foggy.       |
| 6. _____ The ground is white when the weather is      | f. chilly.      |
| 7. _____ If the clouds are close to the ground, it is | g. freezing.    |
| 8. _____ If you are a little cold, you are            | h. snowy.       |

**B** Complete the sentences. Use the words in the box.

foggy      partly      windy      snowy      warm

1. Today the sky is \_\_\_\_\_ cloudy.
2. Hold on to your hat! It's \_\_\_\_\_ today.
3. Today the temperature is \_\_\_\_\_.
4. It's a good idea to wear boots on a \_\_\_\_\_ day.
5. I can't see the sky because it's \_\_\_\_\_ today.

**C** Complete the chart with your likes and dislikes. Use weather words from the unit and other weather words you know.

**Examples:** rainy weather, high temperatures

I don't like it. ☹	It's OK. ☻	I like it. ☺

## 2 CONVERSATION

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

- |                          |              |
|--------------------------|--------------|
| 1. Good _____            | a. I will.   |
| 2. I don't _____         | b. right.    |
| 3. I think I'll be _____ | c. OK.       |
| 4. I'd rather _____      | d. idea.     |
| 5. You're probably _____ | e. not.      |
| 6. OK, _____             | f. think so. |

- B** Write the sentences in the box in order to make a conversation.

You're probably right.

Really? Why not?

It's snowing hard and the roads aren't safe.

Well, I don't think you should drive.

Yes, I think so.

Are you planning to go?

Carlos: Tina's having a party tonight.

Anna: \_\_\_\_\_

Carlos: \_\_\_\_\_

Anna: \_\_\_\_\_

Carlos: \_\_\_\_\_

Anna: \_\_\_\_\_

Carlos: \_\_\_\_\_

- C** Now write a new conversation. Give a friend some advice.

A friend: \_\_\_\_\_

You: \_\_\_\_\_

A friend: \_\_\_\_\_

You: \_\_\_\_\_

A friend: \_\_\_\_\_

You: \_\_\_\_\_

# 3 GRAMMAR

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

1. Rita loves soccer, \_\_\_\_\_
  2. She can watch a video, \_\_\_\_\_
  3. Her computer doesn't work, \_\_\_\_\_
  4. It's hot in summer, \_\_\_\_\_
  5. She can't drive a car, \_\_\_\_\_
  6. She has three brothers, \_\_\_\_\_
  7. She can cook at home, \_\_\_\_\_
  8. She speaks Spanish, \_\_\_\_\_
- a. but she doesn't have any sisters.
  - b. or she can eat at a restaurant.
  - c. ~~but she doesn't like baseball.~~
  - d. so she always takes the bus.
  - e. but she can't speak French.
  - f. so she's getting a new one.
  - g. or she can listen to music.
  - h. so she always wears T-shirts.

**B** Put the sentences together with *or*, *so*, or *but*.

1. It's really cold today. It's very sunny.  
\_\_\_\_\_

2. Should I wear a dress to the party? Should I wear pants?  
\_\_\_\_\_

3. Kevin likes dogs. He doesn't like cats.  
\_\_\_\_\_

4. We have a test tomorrow. I'm studying this afternoon.  
\_\_\_\_\_

5. My computer is old. I really like it.  
\_\_\_\_\_

6. We can have fish for dinner. We can have chicken.  
\_\_\_\_\_

7. It's raining today. We're staying home.  
\_\_\_\_\_

**C** Finish the sentences using *or*, *so*, or *but*. Use your own ideas.

**Example:** I like fish, but I don't like chicken.

1. I'm studying English, \_\_\_\_\_
2. I know many English words, \_\_\_\_\_
3. Today I can \_\_\_\_\_
4. I like \_\_\_\_\_
5. I have \_\_\_\_\_
6. I am \_\_\_\_\_

## **1 VOCABULARY AND GRAMMAR**

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

buy	check	get	go
pack	post	unpack	take

1. Can I \_\_\_\_\_ a plane ticket here?
2. They plan to \_\_\_\_\_ sightseeing in New York City.
3. I'm going to \_\_\_\_\_ warm clothes in my suitcase.
4. I \_\_\_\_\_ photos of my vacation online.
5. We can \_\_\_\_\_ into the hotel at 3:00.
6. You can \_\_\_\_\_ a passport at the post office.
7. I always \_\_\_\_\_ photos of famous places I visit.
8. After my trip, I have to \_\_\_\_\_ my suitcases.



- B** Circle the correct word to complete each sentence.

1. This plane ticket is *my* / *mine*.
2. Is this *him* / *his* car?
3. Please show this photo to *their* / *them*.
4. This suitcase belongs to *her* / *hers*.
5. These shopping bags are *our* / *ours*.
6. Is this book *your* / *yours*?

- C** Complete the sentences with the correct pronoun form.

**Example:** These are their clothes.

These clothes are *theirs* \_\_\_\_\_.

- |                                 |                              |
|---------------------------------|------------------------------|
| 1. Is that my seat?             | Is that _____?               |
| 2. Give her your passport.      | Give your passport to _____. |
| 3. These keys belong to him.    | These are _____ keys.        |
| 4. Do these keys belong to you? | Are they _____ keys?         |
| 5. I talk to my parents a lot.  | I talk to _____ a lot.       |

## 2 READING AND WRITING

A Read the article.

Travel Smart! 

# Watch the weather!

Most people plan their vacations very carefully. They think a lot about plane tickets, passports, and hotel reservations. But they often forget about one important thing—the weather. You should learn about the right time to visit your vacation spot. Here is some information to help you plan your next vacation.



- Italy The weather is sunny all year, but it's sometimes cold in winter. April and May are warm and beautiful. From June to September, it's very hot.
- Australia Summer here is from December to April. It sometimes rains, but the weather is usually very good. In winter, it snows a little in some places, but most of Australia isn't very cold.

- Hong Kong The weather is hot and very humid here a lot of the year. In July and August, it's sometimes very windy, and there are bad storms. October and November are warm and not so humid, but in December and January, it gets very chilly sometimes.
- Germany From November to April, the weather is cold, cloudy, and snowy. In spring, it's warm, but there's a lot of rain. July and August are usually warm and sunny.
- India You shouldn't travel to India from June to September. There is a lot of rain everywhere. From November to April, after the rainy season, the weather is nice and cool. In April and May, it often gets very hot.

B Circle T for *True* and F for *False*.

1. T F In Germany, the weather is chilly in spring.
2. T F It rains a lot in India in June.
3. T F It is never cold in Italy.
4. T F It is windy in Hong Kong in November.
5. T F It sometimes snows in Australia.
6. T F In Germany, it's rainy in July.

- C** For each place, write the best time for a vacation and the reason.

Place	Best Time	Why?
Italy		
Australia		
Hong Kong		
Germany		
India		

- D** Write a paragraph to someone who wants to visit your city. Tell the visitor what the weather is like and what they should bring.

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# 5 HEROES

## LESSON A PIONEERS

### 1 VOCABULARY

**A** Circle the best word to complete each sentence.

1. *Educators / Travelers* teach people.
2. *Doctors / Authors* write books for a living.
3. *Politicians / Explorers* lead research trips.
4. *Speakers / Scientists* give presentations to people.
5. *Musicians / Ambassadors* work for the government.
6. *Founders / Activists* run their own companies.



**B** Which word is different? Cross out the word that doesn't fit.

**Example:** scientist      speaker      researcher

- |             |            |            |
|-------------|------------|------------|
| 1. teacher  | educator   | activist   |
| 2. director | traveler   | leader     |
| 3. doctor   | politician | ambassador |
| 4. writer   | explorer   | author     |

**C** Complete the sentences. Use words from **A** and **B**.

There may be more than one correct answer.

1. \_\_\_\_\_ need passports.
2. \_\_\_\_\_ talk to large groups of people.
3. \_\_\_\_\_ try to change the world.
4. \_\_\_\_\_ are leaders of companies.
5. \_\_\_\_\_ discover new things.

**D** Which jobs require a person to be brave? Explain your answer.

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## 2 CONVERSATION

- A** Read the sentences and agree or disagree. Use expressions from the box and give your reasons.

Yeah, you're right.	Really? I don't think so.	Sorry, but I disagree.	I think so, too.
---------------------	---------------------------	------------------------	------------------

**Example:** Your friend: I think history is a boring subject.

You: Really? I don't think so. I like to read about heroes.

1. **Your friend:** I think English is a difficult language.

You: \_\_\_\_\_

2. **Your friend:** Bill Gates is a great hero.

You: \_\_\_\_\_

3. **Your friend:** I think our city is a really boring place.

You: \_\_\_\_\_

4. **Your friend:** Everything is very expensive in our country.

You: \_\_\_\_\_

5. **Your friend:** Our teacher gives us too much homework!

You: \_\_\_\_\_

- B** Number the sentences in order to make a conversation.

\_\_\_\_\_ Nelson Mandela.

\_\_\_\_\_ I'm writing a paper about a hero.

\_\_\_\_\_ Really? Why is he your choice?

\_\_\_\_\_ Well, he was a great leader who united his country.

\_\_\_\_\_ That's interesting! Who are you writing about?

- C** Write the names of two heroes.

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

Now write conversations about the heroes, using **B** as an example.

1. **You:** \_\_\_\_\_

**Your friend:** \_\_\_\_\_

**You:** \_\_\_\_\_

**Your friend:** \_\_\_\_\_

**You:** \_\_\_\_\_

2. **You:** \_\_\_\_\_

**Your friend:** \_\_\_\_\_

**You:** \_\_\_\_\_

**Your friend:** \_\_\_\_\_

**You:** \_\_\_\_\_

### 3 GRAMMAR

**A** Complete the sentences with *was*, *were*, *in*, or *ago*.

Alan Turing (1.) \_\_\_\_\_ a computer scientist. He  
(2.) \_\_\_\_\_ born in London over 100 years (3.) \_\_\_\_\_.  
(4.) \_\_\_\_\_ 1938, he got his PhD from Princeton University.  
During World War II, he (5.) \_\_\_\_\_ a code breaker for the  
British government. Thousands of people (6.) \_\_\_\_\_ saved  
because of his work. Turing and his coworkers (7.) \_\_\_\_\_ heroes.  
Turing died (8.) \_\_\_\_\_ 1954.



**B** Make the sentences negative.

**Example:** My grandfather was famous.  
My grandfather was not famous.

1. The Baker sisters were musicians.

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2. Henry Ford was a doctor.

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3. The sky was clear last night.

---

4. The children were excited.

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5. I was confused by the first question.

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**C** Complete the conversations with *was*, *wasn't*, *were*, or *weren't* and the subject, if necessary.

**Example:** A: Was Jenna in class yesterday?

B: No, she wasn't. She was at home.

1. A:                  Steve and Julia at the beach on Saturday?

B: No,                 . They                  at the library.

2. A:                  Carlos at the pool last night?

B: No,                 . He                  in his office.

3. A:                  your brother in Los Angeles last year?

B: Yes,                 .

4. A:                  Mr. and Mrs. Parks in California on vacation last week?

B: No,                 . They                  in Rome.

5. A:                  you                 ?

B: No,                 . I                 .

# LESSON B PERSONAL HEROES

## 1 VOCABULARY AND GRAMMAR

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

- |   |   |
|---|---|
| 1. I admire Stephen Hawking, _____        | a. when he helped the people in the accident. |
| 2. Omar was very brave _____              | b. because I looked up to her.                |
| 3. I wanted to meet the author _____      | c. so I decided to study science.             |
| 4. Jessica didn't have a role-model _____ | d. who looks for shipwrecks in the ocean.     |
| 5. Bob Ballard is an explorer _____       | e. when she was growing up.                   |
| 6. My mother is my hero _____             | f. because she is smart and brave.            |

**B** Complete each sentence with the correct verb in the simple past tense. Pay attention to spelling.

move    visit    study    stop    invite    try    return    reply

1. Mara \_\_\_\_\_ to my invitation right away.
2. Rolando \_\_\_\_\_ to call you, but you didn't answer your phone.
3. The teacher \_\_\_\_\_ our test papers to us after class.
4. My uncle \_\_\_\_\_ to the city to get a better job.
5. We \_\_\_\_\_ a lot the night before the test.
6. I \_\_\_\_\_ Rosa to come to my party, but she was busy.
7. The rain \_\_\_\_\_ before morning.
8. Anna \_\_\_\_\_ her grandmother in the hospital yesterday.

**C** Fill in the column marked *You*. Then write sentences about last night. Follow the example.

	Felipe	Chris and Beth	Vera	You
Study	yes	no	no	
Visit friends	no	yes	yes	
Watch TV	no	no	yes	

**Example:** Felipe studied last night. He didn't visit friends. He didn't watch TV.

1. Chris and Beth \_\_\_\_\_  
\_\_\_\_\_
2. Vera \_\_\_\_\_  
\_\_\_\_\_
3. I \_\_\_\_\_  
\_\_\_\_\_

## 2 READING AND WRITING

A Read the article.

# Mother Teresa

Agnes Gonxha Bojaxhiu was born in what is now Macedonia in 1910. As a child, she always wanted to help people. When she was 18, she went to Ireland to become a nun, and she changed her name to Mother Teresa. She traveled to India and worked as a teacher at a girls' high school for 17 years.

Then, in 1946, her life changed. She decided to take care of sick and dying people and to help the hungry and the homeless. She started a group for women who wanted to work with poor people. They opened a school for poor children in the city of Kolkata. Next, she started a home for people who were dying. For the next 50 years, Mother Teresa worked with poor people in many countries, like China, England, and Cuba.



In 1979, Mother Teresa received the Nobel Peace Prize. She was very famous, but she didn't change her simple life. She still lived with the poor people of Kolkata, and she still used all of her time to help them.

Mother Teresa died on September 5, 1997, but her work continues. For many people around the world, she is a true hero, and they try to follow her hardworking and generous example.

B Complete the chart about Mother Teresa with information from the reading.

<b>Born</b>	
<b>Work</b>	- teacher in a girl's high school
<b>How she became famous</b>	
<b>Died</b>	

- C** Complete the paragraph with the simple past tense of each verb.

Frida Kahlo is a hero to many people in Mexico. She (1. be) \_\_\_\_\_ born in Mexico in 1907. She (2. be) \_\_\_\_\_ a great artist. She (3. marry) \_\_\_\_\_ Diego Rivera, another artist, but they (4. have, not) \_\_\_\_\_ any children. She (5. paint) \_\_\_\_\_ many interesting and beautiful pictures, even though she (6. study, not) \_\_\_\_\_ art. She (7. use) \_\_\_\_\_ many ideas from Mexican culture in her paintings. She (8. be) \_\_\_\_\_ also very brave. After a terrible accident in 1925, her health (9. be, not) \_\_\_\_\_ very good. But she (10. work) \_\_\_\_\_ very hard and (11. create) \_\_\_\_\_ some of the most beautiful art in the world.

- D** Write about a hero in your country.

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# 6 THE MIND

## LESSON A MEMORY

### 1 VOCABULARY

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

- |  |                                      |
|--|--------------------------------------|
| 1. Your memory is _____                        | a. your teacher is happy.            |
| 2. If you forget your father's birthday, _____ | b. stories of past experiences.      |
| 3. If you remember your homework, _____        | c. you forget most things.           |
| 4. When your mind stops working, _____         | d. she can't remember things easily. |
| 5. Memories are _____                          | e. her 16th birthday.                |
| 6. When she is tired, _____                    | f. he feels sad.                     |
| 7. She will never forget _____                 | g. the part of you that remembers.   |

**B** Answer the questions. Use the underlined word or phrase in your answer.

1. How do you remember important things?

---

2. What do you sometimes forget?

---

3. What is something that you can do from memory?

---

4. Describe one thing that you will never forget.

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5. What is one of your best memories?

---

6. What is one thing you forgot to do in the past week?

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7. Describe a possession that brings back memories of a certain time.

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## 2 CONVERSATION

- A Write the expressions in the box in order from *most sure* to *least sure*.

I'm not sure.	Yes.	I have no idea.
I don't think so.	I think so.	Maybe.

Do you know?

100%			0%
1. Yes.	2. _____	4. _____	6. _____
	3. _____	5. _____	

- B Do you have a good memory? Answer the questions using one of the expressions from the box in A.

1. Are you good at remembering names?  
\_\_\_\_\_

2. Does someone in your family have a  
birthday next month?  
\_\_\_\_\_

3. Can you recite your best friend's  
phone number from memory?  
\_\_\_\_\_

4. Can you remember all of the addresses  
where you have lived?  
\_\_\_\_\_

5. Can you remember the weather on New Year's Day this year?  
\_\_\_\_\_

6. Can you remember what you ate for dinner last Tuesday?  
\_\_\_\_\_

7. Is there a movie theater near your school?  
\_\_\_\_\_

8. Do your parents like rock music?  
\_\_\_\_\_

9. Do any of your classmates speak three languages?  
\_\_\_\_\_

10. Is there a place to swim in your hometown?  
\_\_\_\_\_



# 3 GRAMMAR

**A** Complete the chart.

Verb	Simple past	Verb	Simple past
1. _____	ate	begin	13. _____
feel	2. _____	14. _____	won
forget	3. _____	drink	15. _____
come	4. _____	go	16. _____
5. _____	fell	17. _____	bought
speak	6. _____	teach	18. _____
bring	7. _____	give	19. _____
8. _____	got	20. _____	shook
9. _____	took	do	21. _____
make	10. _____	22. _____	said
know	11. _____	run	23. _____
12. _____	had	think	24. _____

**B** Look at Karen's list from yesterday. What did she do? Follow the example.

### Friday

go to the post office

1. buy food for dinner ✓
2. do my math homework ✓
3. take my books to the library
4. get new shoes
5. see Mr. Sanchez ✓

*She didn't go to the post office.*

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

**C** What did you do?

Yesterday

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

Last week

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

Last year

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

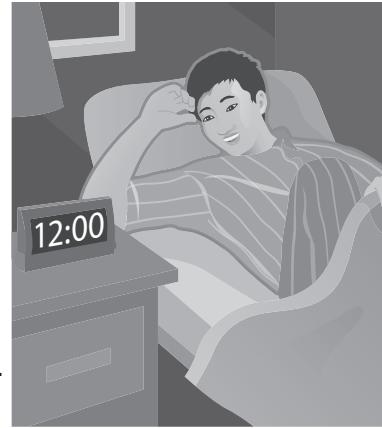
# LESSON B SLEEP

## 1 VOCABULARY AND GRAMMAR

- A** Complete the paragraph. Use the words in the box.

was asleep	get up	stayed up late	fall asleep
went to bed	woke me up	stayed in bed	was awake

I worked hard yesterday. Then I (1.) \_\_\_\_\_ to study for a test. I finally (2.) \_\_\_\_\_ at midnight, but I didn't (3.) \_\_\_\_\_ until 3:00 AM. I (4.) \_\_\_\_\_ for three hours. I think I was too tired to sleep! I finally (5.) \_\_\_\_\_ when the alarm clock (6.) \_\_\_\_\_. That was at noon. But I (7.) \_\_\_\_\_. I didn't (8.) \_\_\_\_\_ until almost 1:00.



- B** Find the mistake in each sentence. Then rewrite the sentences.

1. Did you went to the movie last night with your friends?

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2. Where do you go on vacation last year?

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3. I remembered my sunglasses, but I didn't remembered my watch.

---

4. Yesterday I got up early, eat toast for breakfast, and went to school early.

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5. What Julio did buy at the bookstore?

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- C** Complete the conversations. There may be more than one correct answer.

Rick: I did something interesting last night.

Ellen: (3.) \_\_\_\_\_ ?

Ellen: Really? What (1.) \_\_\_\_\_ ?

Rick: We had fish.

Rick: I went to a new restaurant.

Ellen: (4.) \_\_\_\_\_ ?

Ellen: Oh? (2.) Where \_\_\_\_\_ ?

Rick: Yes, I liked it a lot. It was delicious.

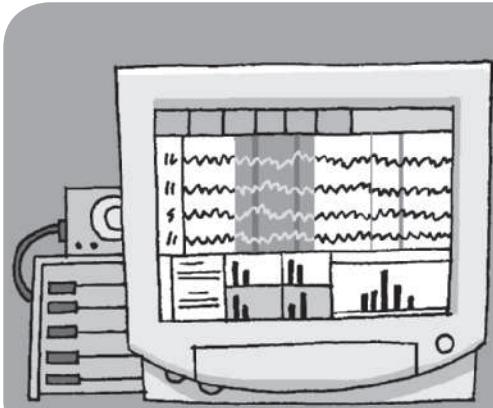
Rick: A new Japanese restaurant called Sakura.

Ellen: (5.) \_\_\_\_\_ Japanese tea?

Rick: No, I didn't. I drank coffee.

## 2 READING AND WRITING

A Read this article.



Brain waves during sleep

### Understanding Sleep

Scientists know that the brain is very active when a person is sleeping. There are four stages, or parts, of sleep.

Stage 1 starts after you fall asleep. If there is a noise or a bright light, you wake up very easily. In Stage 2, your brain waves are very slow, and your body gets ready for deep sleep. Stage 3 is deep sleep. It's very difficult to wake up then. Your body rests and grows during this stage.

Stage 4 is when you dream. Your eyes move a lot, and your brain waves are fast. This

stage of sleep is very important for your memory. After Stage 4, you wake up a little, and then Stage 1 starts again. We go through the four stages of sleep four or five times every night, so we have many dreams in one night.

How much sleep do you need? The answer depends on your age. Babies should sleep 15 to 16 hours every day. Children and teenagers need nine or ten hours of sleep, but older people only need six to eight hours. If you sleep for only four hours one night, you may just feel tired the next day. But many nights of bad sleep can be bad for your health. People who don't get enough sleep get sick more often. And sleep is very important for learning. It's one reason why students should go to bed early!

B Answer the questions.

1. How many stages of sleep are there? \_\_\_\_\_
2. When do people dream? \_\_\_\_\_
3. How many times do we have Stage 1 sleep each night? \_\_\_\_\_
4. When does your body grow? \_\_\_\_\_
5. How much sleep do babies need? \_\_\_\_\_
6. Why should students sleep a lot? \_\_\_\_\_
7. Look at the last paragraph again. How much sleep should you get? \_\_\_\_\_
8. Do you get enough sleep? \_\_\_\_\_

**C** Complete the conversation with the simple past tense.

A: When (1. *I / be*) \_\_\_\_\_ eight years old,  
my family went on vacation.

B: Where (2. *you / go*) \_\_\_\_\_ ?

A: Florida!

B: (3. *you / enjoy*) \_\_\_\_\_ yourself?

A: Yes, I did. It was fun!

B: How many days (4. *you / stay*) \_\_\_\_\_ there?

A: (5. *we / stay*) \_\_\_\_\_ for three days.

(6. *we / go*) \_\_\_\_\_ to the beach and  
(7. *we / swim*) \_\_\_\_\_ in the ocean.

B: Do you want to go back again?

A: Sure! (8. *I / have*) \_\_\_\_\_ a great time.



**D** Write about a favorite memory.

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# 4 Good Morning World

## Kim in Flight

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

1. \_\_\_\_\_ Kim is going on vacation to Costa Rica.
2. \_\_\_\_\_ Jay is very excited about Kim's vacation.
3. \_\_\_\_\_ Kim does not have her passport.
4. \_\_\_\_\_ Kim has her plane ticket.
5. \_\_\_\_\_ Kim does not have her credit card.
6. \_\_\_\_\_ Kim says that the suitcase is not hers.
7. \_\_\_\_\_ The suitcase is Jay's. It belongs to him.
8. \_\_\_\_\_ Jay says that in Costa Rica there are cloudy skies and chilly temperatures during the day.
9. \_\_\_\_\_ Jay thinks that Kim should take a sweater.
10. \_\_\_\_\_ Kim hates to fly.

- B** What does Kim do to get ready for her trip? What advice does she get from Jay? Watch the video and check (✓) the answers. Check your answers with a partner.

1. What does Kim do to get ready for her trip?
  2. What advice does Jay give Kim?
- |  |  |
|--|--|
| <input type="checkbox"/> a. She gets her passport.                   | <input type="checkbox"/> a. He says she needs a credit card.                 |
| <input type="checkbox"/> b. She buys a plane ticket.                 | <input type="checkbox"/> b. He doesn't think she should drive.               |
| <input type="checkbox"/> c. She gets her credit card.                | <input type="checkbox"/> c. He says she needs cash.                          |
| <input type="checkbox"/> d. She shops online.                        | <input type="checkbox"/> d. He says she needs a guidebook to go sightseeing. |
| <input type="checkbox"/> e. She packs her suitcase.                  | <input type="checkbox"/> e. He thinks she should take a sweater.             |
| <input type="checkbox"/> f. She has cash, a guidebook, and a camera. | <input type="checkbox"/> f. He thinks she should pack prepared food.         |
| <input type="checkbox"/> g. She goes shopping at the mall.           | <input type="checkbox"/> g. He says it can be windy in Costa Rica.           |

- C** Play "Whose is it?" Have each person in the class put a personal item in a box. Take turns taking something out of the box. Show the item to the group and say who it belongs to. You may have to guess. The group will say if you are right.

This	belongs to	
These	belong to	
It is	my	
	your	
They are	his	
	her	

# 4 City Living

## Another Souvenir?

- A** When you travel, do you bring back souvenirs? If yes, what do you buy? Who do you bring them for? Fill out the chart. Share with the class.

What souvenirs do you buy?	For whom?

- B**   What happens? Watch the video and circle the answers. Then compare answers with a partner's.

1. Roberto says Mexico City is sometimes chilly *at night / in the morning*.
2. Roberto is going to a *business meeting / wedding* in Mexico City.
3. Roberto is taking gifts for his *friends / family*.
4. Roberto is going to give a *video game / book* to his niece Maria.
5. The Statue of Liberty figure belongs to *Roberto / Roberto's father*.
6. Mike suggests a *T-shirt or a baseball cap / camera or a CD player* for Roberto's father.
7. The teddy bear was a good luck present from *Claudia / Roberto's mother*.
8. Roberto's *teddy bear / camera* is in his briefcase.
9. The teddy bear was a present to Roberto from *Claudia / Mike*.
10. Roberto always takes his *briefcase / teddy bear* with him when he travels.

- C** What do you do on vacation? Talk to a partner about vacations. Ask and answer questions like the ones below.

1. Where do you usually go on vacation?

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2. When do you usually travel? Summer? Winter?

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3. How do you usually get there? Bus? Plane? Train?

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4. What kinds of things do you do to prepare?

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5. What items do you always take with you?

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6. What are your favorite things to do on vacation?

# 4 Global Viewpoints

## The Weather / What Should I Do?

- A** Watch the interviews about “The weather” and check (✓) True or False. Then correct the false sentences. Check your answers with a partner.

	True	False
1. Jennifer says it's usually hot and sunny in her hometown.	<input type="checkbox"/>	<input type="checkbox"/>
2. Jennifer says that sometimes it snows in her hometown.	<input type="checkbox"/>	<input type="checkbox"/>
3. Dan says that the weather in central Texas is very hot.	<input type="checkbox"/>	<input type="checkbox"/>
4. Dan says there are a lot of snowstorms in central Texas.	<input type="checkbox"/>	<input type="checkbox"/>
5. Dayanne says there are basically two seasons in Brazil.	<input type="checkbox"/>	<input type="checkbox"/>
6. Dayanne says that in Brazil, it's very cold in the winter.	<input type="checkbox"/>	<input type="checkbox"/>
7. There are four seasons where Alyssa lives.	<input type="checkbox"/>	<input type="checkbox"/>
8. Alyssa says she really likes the winter.	<input type="checkbox"/>	<input type="checkbox"/>
9. Daniel says that it's warm all year round in Jamaica.	<input type="checkbox"/>	<input type="checkbox"/>
10. Daniel's favorite season is summer.	<input type="checkbox"/>	<input type="checkbox"/>

- B** Watch the interviews about “What should I do?” Where should you do these activities? Match the activities with the places. One place has more than one activity.

- a. visit the Everglades      c. watch a tango performance      e. visit San Antonio  
b. see waterfalls and glaciers      d. eat beef in a restaurant      f. visit the beaches

1. **Brazil** \_\_\_\_\_  
2. **Texas** \_\_\_\_\_  
3. **Florida** \_\_\_\_\_  
4. **Argentina** \_\_\_\_\_

- C** Work as a group to think of things visitors to your country, region, or city should do. Make short notes in the boxes. Then share your group’s suggestions with the class.

What should they bring?	What should they visit?	What should they eat?	What should they do?

# 5 Good Morning World

## Exploring Heroes

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

1. "He is a traveler, an explorer, a photographer, a writer. . ." Jay Kim Blas Kubik
2. "I wanted to learn everything about the places we visited." Jay Kim Blas Kubik
3. "Were you born in Brazil?" Jay Kim Blas Kubik
4. "My father was my hero." Jay Kim Blas Kubik
5. "Is it dangerous to be an explorer and a photographer?" Jay Kim Blas Kubik
6. "I wasn't even working!" Jay Kim Blas Kubik
7. "Being an explorer is the scariest job in the world!" Jay Kim Blas Kubik
8. "Sorry, but I disagree." Jay Kim Blas Kubik
9. "We are looking forward to reading your book. . ." Jay Kim Blas Kubik
10. "Let me work with you." Jay Kim Blas Kubik

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

1. Blas Kubik is a traveler, an explorer, a photographer, a writer, and a *father / musician*.
2. Blas's mother was a *teacher / an ambassador*.
3. Blas was born in *Brazil / Ecuador*.
4. Blas's *father / brother* was his hero.
5. A Bornean clouded leopard *played with / chased* Blas.
6. A grizzly bear chased Blas when he was *working / on vacation*.
7. Jay says that Blas is so *brave / smart*.
8. Jay thinks that being a *traveler / an explorer* is the scariest job in the world.
9. Blas says that you have to be very brave to be the father of *three kids / two teenagers*.
10. Jay thinks that Blas Kubik is his *hero / friend*.

- C** Summarize the video and tell it to a partner. Use words from the list and write notes in the space below. Include as many details as you can remember.

ambassador	admired	afraid
explorer	chased	brave
hero	disagree	dangerous
photographer	visited	lucky
picture	wanted	scariest
traveler	was	

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# 5 City Living

## Our Heroes

- A Who do you admire? Why do you admire him or her? Make some notes in the space below. Ask a partner the same questions. Compare your answers.

Who do you admire?	Why?
Who does your partner admire?	Why?

- B What do you learn about Claudia's and Sun-hee's heroes? Watch the video and check (✓) the sentences that are true. Then work with a partner to correct the false sentences.

*Claudia's hero*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Her name is Rigoberta Menchu.

She was born in Mexico.

She is a human rights activist in Latin America.

She won the Nobel Peace Prize in 1982.

She risked her life to help her people.

She is still working for social change.

She is not a leader.

*Sun-hee's hero*

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

Her name is Jung-hee Kang.

She died ten years ago.

She was a successful entrepreneur.

She lived in the same place all of her life.

She always helped people who needed it.

She was famous.

She was Sun-hee's aunt.

- C What's your opinion? Circle *I agree* or *I disagree*. Then work with a partner. Compare and explain your answers.

1. Rigoberta Menchu is a hero.
2. Sun-hee's grandmother is a hero.
3. Heroes help people.
4. Heroes must be famous.
5. Heroes must be strong and brave.
6. Everyone needs a personal hero.

- |         |            |
|---------|------------|
| I agree | I disagree |

# 5 Global Viewpoints

## Who Do You Admire?

- A** Who do these people admire? Watch the video “Who do you admire?” Match the speakers’ names with their heroes and why they admire them. Compare answers with a partner.

- |                     |  |
|---------------------|--|
| 1. Alyssa: _____    | a. Bob Marley because he brought Reggae to the world.          |
| 2. Agnes: _____     | b. Martin Luther King Jr. because he stood up for his beliefs. |
| 3. Daniel: _____    | c. her mom because she's brave, persistent, and strong.        |
| 4. Jonathan: _____  | d. his grandmother because she was strong and worked hard.     |
| 5. Gian: _____      | e. Mahatma Gandhi because he fought for peace.                 |
| 6. Malinda: _____   | f. his father because he worked hard for his family.           |
| 7. Dayanne: _____   | g. her grandmother because she's very brave and intelligent.   |
| 8. Catherine: _____ | h. her friend Kate because she's strong and brave.             |
| 9. Dan: _____       | i. her friend Abby because she's brave and helps other people. |

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

	True	False
1. Alyssa admires John F. Kennedy Jr.	<input type="checkbox"/>	<input type="checkbox"/>
2. Agnes admires Mother Teresa.	<input type="checkbox"/>	<input type="checkbox"/>
3. Daniel admires the singer Bob Marley.	<input type="checkbox"/>	<input type="checkbox"/>
4. Jonathan admires his mother because she works hard.	<input type="checkbox"/>	<input type="checkbox"/>
5. Gian admires her friend Kate because she is strong and brave.	<input type="checkbox"/>	<input type="checkbox"/>
6. Malinda's hero is her friend Abby because she helps people.	<input type="checkbox"/>	<input type="checkbox"/>
7. Dayanne admires her mom because she is a singer.	<input type="checkbox"/>	<input type="checkbox"/>
8. Catherine's hero is her grandfather.	<input type="checkbox"/>	<input type="checkbox"/>
9. Dan admires his grandmother because she was strong.	<input type="checkbox"/>	<input type="checkbox"/>

- C** Interview a classmate about someone he or she admires. Ask questions like the ones below. Then tell the class about your partner’s hero.

Q: Who do you admire?

A: \_\_\_\_\_

Q: Is he/she still alive?

A: \_\_\_\_\_

Q: Where is he/she from?

A: \_\_\_\_\_

Q: What did he/she do?

A: \_\_\_\_\_

Q: Was he/she famous?

A: \_\_\_\_\_

Q: Why do you admire him/her?

A: \_\_\_\_\_

# 6 Good Morning World

## Keep in Mind

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

1.  Kim thinks she forgot to turn off the coffee pot in her apartment.
2.  Jay has a good memory for names.
3.  On Jay's first morning as host of Good Morning World he woke up at 6:00.
4.  Kim thinks that Jay has a good memory because he never changes.
5.  Jay can't remember who the guest was on his first day at Good Morning World.
6.  Jay forgot Kim's birthday.
7.  Kim remembered Rashid's birthday.
8.  Kim and Rashid have the same birthday.

- B** Now watch the video again and circle a or b. Then compare your answers with a partner's.

1. Does Kim forget things?  
a. Yes, every day she forgets to do something.      b. No, she has a great memory.
2. Does Jay forget things?  
a. Yes, he says he has a bad memory.      b. No, he says he never forgets anything.
3. What does Jay remember well?  
a. He has a good memory for names.      b. He is very good at remembering the past.
4. What did Jay do on his first morning as host of Good Morning World?  
a. He woke up at 5:00, went jogging in the neighborhood, and read the newspaper.  
b. He woke up at 6:00, went jogging in the neighborhood, and watched the news on TV.
5. What did Kim tell Jay at noon the day before yesterday?  
a. She said that the day after tomorrow is her birthday.  
b. She said that the day before yesterday was her birthday.
6. Did Jay remember Kim's birthday?  
a. Yes, he remembered, but he forgot Rashid's.  
b. No, he forgot her birthday.

- C** Play "Test your memory" with a partner. Both of you make a list of five things that you did last week. Tell those things to each other. You and your partner must remember the things and repeat them back without looking.

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

# 6 city Living

## Roberto's Strange Dream

- A** Have you or someone you know ever dreamed something that later came true? Write down your thoughts. Tell the class about the dream and what happened.

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- B** What happens? Watch the video and match the correct information to make true sentences. Then check your answers with a partner.

- |   |                                |
|---|--------------------------------|
| 1. Roberto tells Claudia about a dream he had _____           | a. two tickets for the ballet. |
| 2. In the dream it was daytime, and Roberto was wearing _____ | b. a ticket.                   |
| 3. He stopped a man and asked him where to buy _____          | c. pajamas.                    |
| 4. The man reminded Roberto of someone, and it was _____      | d. a ballet dancer.            |
| 5. The man gave Roberto _____                                 | e. Mike.                       |
| 6. Then the man shook Roberto's _____                         | f. a hug.                      |
| 7. Then the man began to dance like _____                     | g. hand.                       |
| 8. After Roberto describes his dream, Claudia shows him _____ | h. last night.                 |
- C** What's your opinion? Circle if you *agree* or *disagree*. Then work with a partner. Circle if your partner *agrees* or *disagrees*. Compare and explain your answers.

	I...	My partner... .
1. Dreams can show us the future.	agree / disagree	agree / disagree
2. Dreams are related to real events in your life.	agree / disagree	agree / disagree
3. Dreams have no meaning at all.	agree / disagree	agree / disagree
4. Dreams are very important.	agree / disagree	agree / disagree

# 6 Global Viewpoints

## How's Your Memory? / Strange Dreams

- A** Watch the interviews about "How's your memory?" and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner.

- |   |      |       |
|---|------|-------|
| 1. Agnes has a very good memory for faces, images, and drawings.    | True | False |
| 2. Agnes remembers numbers very well.                               | True | False |
| 3. Alyssa can remember people's names.                              | True | False |
| 4. Alyssa can usually remember telephone numbers.                   | True | False |
| 5. Daniel has a bad memory for numbers.                             | True | False |
| 6. Daniel has a good memory for foreign languages.                  | True | False |
| 7. Gian uses people's characteristics to remind her of their names. | True | False |
| 8. Sometimes Dan has problems remembering numbers.                  | True | False |
| 9. If Dan can't remember a name, he says "Hey Bro." or "Hey Sis."   | True | False |

- B** Now watch the interviews about "Strange dreams." What did these people dream about? Circle the answers. Then compare your answers with a partner's.

1. Dave dreamed that he swam to Europe and bought *cake / cheese*.
2. Malinda dreamed that she was lost in a *forest / desert* and forgot where she was.
3. When Malinda woke up, she was very *happy / afraid*.
4. Alyssa had a dream about a *friend / an aunt* who lives far away from her.
5. When Alyssa woke up, she felt *happy / sad*.
6. Woo Sung had a dream that *dinosaurs / elephants* were chasing him.
7. Woo Sung's dream was *scary / funny*.
8. Dan dreamed that a *bird / snake* ate him.
9. Dan's dream was *nice / weird*.

- C** Think of a funny, strange, or interesting dream you had. Make short notes in the boxes. Describe your dream to your group and answer any questions. As a group, decide who had the funniest, the strangest, and the most interesting dream.

**What were you wearing?**

**Who was there?**

**What happened?**

**When did you have your dream?**

# Worksheet

## 4A: Weather concentration



**It was  
raining, ...**

**... so I wore  
my raincoat.**

**Please wipe  
your feet, ...**

**... or take off  
your shoes.**

**We usually  
have a picnic  
in the park  
on July 4th, ...**

**... but this  
year it was  
canceled  
because of rain.**

**It's a beautiful  
day, ...**

**... so let's go  
to the beach!**

**It snowed last  
night, ...**

**... but there  
isn't any snow  
on the  
ground today.**

**The sun  
isn't  
very strong  
today, ...**

**... so I don't  
need my  
sunglasses.**

**It's windy!  
Hold onto your  
hat, ...**

**... or it will  
blow away.**

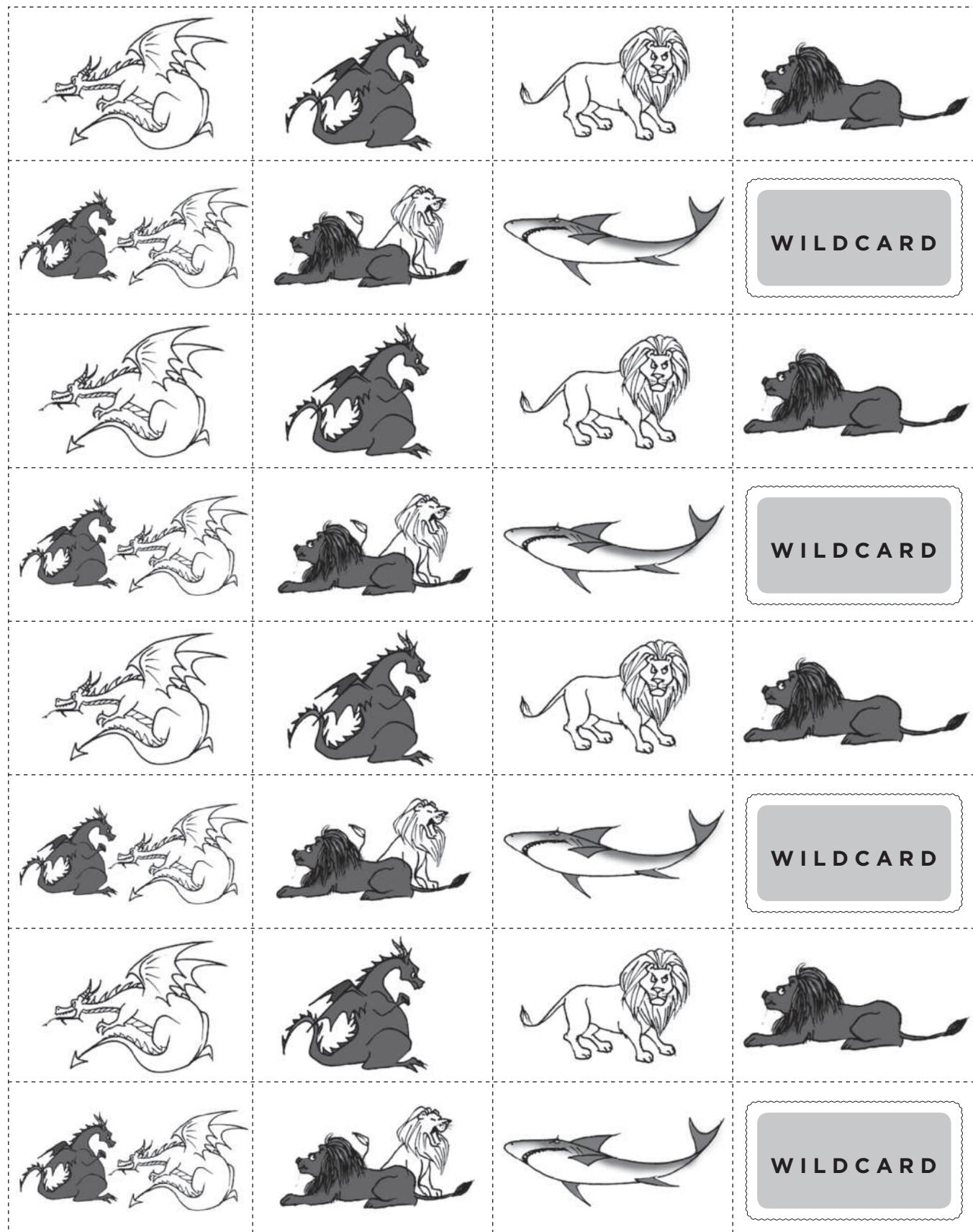
**It's so cold!  
Put on a  
sweater, ...**

**... or turn up  
the heat.**

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# Worksheet

## 4B: Dragons, lions, and sharks



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# Worksheet

## 5A: Who is the murderer?



### ROLE PLAY CARD

#### Detective's Notes: Questions to ask

##### Mrs. Suzanne Smith

1. Were you at home last night at 10:00?
2. Was your son at home?
3. Was your daughter with you?
4. Was your husband a happy man?
5. Was your husband ever angry at you?
6. Was your husband a rich man?
7. Were you ever angry with your husband?
8. Why was your husband murdered?

Is she the murderer?  Yes  No  Not sure

### ROLE PLAY CARD

##### Mrs. Suzanne Smith

- You were at home last night at 10:00.
- Your son David was out with friends.
- Your daughter, Anna, was still at work.
- Your husband was a very angry man.
- Your husband was often angry with you.
- Your husband was a very rich man.
- You were very, very angry with your husband, but you don't want the detective to know this.
- You murdered your husband because you hated him and you wanted his money, but you don't want the detective to know this.

### ROLE PLAY CARD

#### Detective's Notes: Questions to ask

##### Anna Smith

1. Were you at home last night at 10:00?
2. Was your mother at home?
3. Was your brother at home?
4. Was your father always kind to you?
5. Was your father always kind to your mother?
6. Was your mother angry with your father?
7. Why was your father murdered?

Is she the murderer?  Yes  No  Not sure

### ROLE PLAY CARD

##### Anna Smith

- At 10:00 last night, you were still at work. You think your mother was at home at 10:00, but that your brother was out.
- Your father often gave you expensive gifts, and he was good to you.
- Your father was very unkind to your mother.
- Your mother was very, very angry with your father.
- You don't know why your father was murdered.

### ROLE PLAY CARD

#### Detective's Notes: Questions to ask

##### David Smith

1. Were you at home at 10:00 last night?
2. Was your sister at home?
3. Was your mother at home?
4. Was your father always kind to you, your sister, and your mother?
5. Was your mother angry at your father?
6. Why was your father murdered?

Is he the murderer?  Yes  No  Not sure

### ROLE PLAY CARD

##### David Smith

- You were out with friends at 10:00 last night.
- You think your sister was at work.
- You are sure that your mother was at home.
- Your father was kind to you and to your sister, but he was very unkind to your mother.
- You think your mother was very, very angry with your father.
- You think your father might have been murdered by the Mafia.

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# Worksheet

## 5B: When did you start learning English?

<b>START</b> When did you start learning English?  1	What did your friends call you when you were a child?  2	What sports did you play in school?  3	How did you celebrate New Year's Day last year?  4
Did you clean your room or apartment last weekend? Why or why not?  8  ↓	<b>Lose a turn!</b>  7	Did you watch TV last night? What did you watch?  6  ↓	Did you study English at home yesterday?  5
Who did you talk to before class today? What did you talk about?  9  ↓	When did you last check your email?  10	Did you turn off your cell phone before class? Why or why not?  11  ↓	<b>Change spaces with the person on your left!</b>  12  ↓
<b>Go back 3 spaces!</b>  16  ↓	What did you make for dinner last night?  15  ↓	Did you use a credit card this week? If so, what did you use it for?  14  ↓	Did you exercise this week? Why or why not?  13  ↓
Tell the group something you learned from your parents.  17  ↓	How did you get to class today? How long did it take?  18  ↓	Who answered the first question today in class?  19  ↓	What time did you arrive at school this morning?  20  ↓
When was the last time you mailed a postcard?  24  ↓	<b>Lose a turn!</b>  23  ↓	Did you travel last year? If so, what places did you visit?  22  ↓	What music did you listen to last week?  21  ↓
<b>Go back 2 spaces.</b>  25  ↓	Who did you invite to your last birthday party?  26  ↓	Did you play video games this week? If so, what were they?  27  ↓	Were you in school last year? If so, what subjects did you study?  28  ↓
<b>FINISH!</b> What important thing happened in your life last year?  32  ↓	When you were a child, what did you want to be as an adult?  31  ↓	<b>Change spaces with the person on your right!</b>  30  ↓	Did you rent a movie last week? If so, what was it?  29

# Worksheet

## 6A: Find someone who . . .

Find a classmate for each description. Write his or her name and any extra information.

### Find someone who . . .

1. began to study English when he or she was a child.  
(Find out when.)

4. had dessert last night.  
(Find out what kind.)

7. went shopping last weekend.  
(Find out where.)

10. saw a good movie last week.  
(Find out which one.)

2. visited another country last year.  
(Find out where.)

5. did homework last night.  
(Find out at what time.)

8. attended a wedding last year.  
(Find out whose wedding.)

11. wrote a letter to someone last year.  
(Find out to whom.)

3. broke a bone when he or she was a child.  
(Find out which one.)

6. studied English last year.  
(Find out where.)

9. drove a car last week.  
(Find out what kind.)

12. read a book last month.  
(Find out which one.)

# Worksheet

## 6B: Private investigators

### STUDENT A

A. Use the information below to ask Student B questions about the suspicious woman. Mark the answers you hear.

Suspicious woman	Yes, she did.	No, she didn't.	Yes, she did.	No, she didn't.	
go into a clothing store?	<input type="checkbox"/>	<input type="checkbox"/>	go back inside?	<input type="checkbox"/>	<input type="checkbox"/>
make a phone call?	<input type="checkbox"/>	<input type="checkbox"/>	get on a bus?	<input type="checkbox"/>	<input type="checkbox"/>
speak to anyone?	<input type="checkbox"/>	<input type="checkbox"/>	finally come back out?	<input type="checkbox"/>	<input type="checkbox"/>
leave the store?	<input type="checkbox"/>	<input type="checkbox"/>			

B. Read the information about the suspicious man. Then, answer Student B's questions.



#### Suspicious man:

I watched the suspect for an hour or so. He finally went into a jewelry store and spoke with a young woman. She gave him a small package and he gave her some money. He came out of the store and walked to a bus stop. He got on a bus, and I did, too. After about 45 minutes, he got off the bus. I got off the bus, too. He looked in my direction, but didn't see me. I decided to stop following him at that point.



### STUDENT B

A. Read the information about the suspicious woman. Then, answer Student A's questions.



#### Suspicious woman:

I watched the young woman for a long time. She stayed in the jewelry store for about 15 minutes, and then she made a phone call. She spoke for about one minute. Then, she talked to someone in the store. I thought he was the manager. Then, she left the store, but it looked like she forgot something. She went back inside and didn't come back out.

B. Use the information below to ask Student A questions about the suspicious man. Mark the answers you hear.

Suspicious man	Yes, he did.	No, he didn't.	Yes, he did.	No, he didn't.	
go into a bank?	<input type="checkbox"/>	<input type="checkbox"/>	make a phone call?	<input type="checkbox"/>	<input type="checkbox"/>
speak to a young man?	<input type="checkbox"/>	<input type="checkbox"/>	get into a taxi?	<input type="checkbox"/>	<input type="checkbox"/>
give something to anyone?	<input type="checkbox"/>	<input type="checkbox"/>	see you?	<input type="checkbox"/>	<input type="checkbox"/>
leave the store?	<input type="checkbox"/>	<input type="checkbox"/>			

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