

THIRD EDITION

# WORLDLINK

Developing  
English Fluency



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



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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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English Fluency

## Basic 8

Nancy Douglas

James R. Morgan



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## GUIDE TO PRONUNCIATION SYMBOLS

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

### Stress

'/ /      city      /'sɪti/

used before a syllable to show primary (main) stress

/' /      dictionary      /'dɪkʃə nəri/

used before a syllable to show secondary stress

# SCOPE & SEQUENCE

	Unit / Lesson	Video	Vocabulary	Listening
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<b>UNIT 10 HEALTH p. 140</b>				
	LESSON A <b>The body</b> p. 142	Centenarian's Guide to Longevity p. 142	<b>Our bodies</b> p. 143 arm, back, shoulder, head	<b>There's a stranger in my house!</b> p. 144 Make predictions Listen for details
	LESSON B <b>Stress</b> p. 148		<b>I'm stressed.</b> p. 148 deal with, reduce, take time	<b>Now I'm full of energy!</b> p. 149 Listen for gist Listen for details Draw conclusions
<b>UNIT 11 ACHIEVEMENT p. 154</b>				
	LESSON A <b>Talented people</b> p. 156	Caine's Arcade p. 156	<b>Abilities</b> p. 157 talented, success, ability	<b>Talent show audition</b> p. 158 Listen for details Listen to sequence events
	LESSON B <b>Risk</b> p. 162		<b>Risk-takers</b> p. 162 adventurous, challenge, take a chance, curious	<b>Take a chance</b> p. 163 Make and check predictions Listen for details
<b>UNIT 12 AT THE MOVIES p. 168</b>				
	LESSON A <b>Types of movies</b> p. 170	Spider-Man in Real Life p. 170	<b>Types of movies</b> p. 171 action (movie), drama, horror film	<b>Movie preferences</b> p. 172 Make predictions Check predictions Listen for details
	LESSON B <b>Movie reviews</b> p. 176		<b>Review a movie!</b> p. 176 hilarious, depressing, sweet, scary	<b>Deciding what to watch</b> p. 177 Listen for a speaker's opinion Listen for details

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Grammar	Pronunciation	Speaking	Reading	Writing	Communication
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<b>Imperatives</b> pp. 146, 212	Vowel length with voiced and voiceless consonants p. 144	Talking about health problems p. 145	<b>How to deal with study stress</b> p. 150 Make predictions Read for main ideas Infer meaning Understand a writer's opinion	Write about a stressful situation and give advice p. 152	Make and present a poster to increase health awareness p. 147  Role-play different stressful situations p. 153
<b>Using can for ability</b> pp. 160, 214  <b>Connecting ideas with because and so</b> pp. 166, 215	<b>Can / can't</b> p. 160	<b>Offering compliments about things and abilities</b> p. 159	<b>Daring pilot</b> p. 164 Make predictions Read for details Infer meaning	Write about a challenging experience p. 167	Talk about hidden talents and plan a talent show p. 161  Discuss activities you would and wouldn't like to do p. 167
<b>The present continuous as future</b> pp. 174, 216  <b>-ed / -ing adjectives</b> pp. 180, 217	<b>Syllable stress</b> p. 172	<b>Taking and leaving a message</b> p. 173	<b>A movie remake</b> p. 178 Use background knowledge Make predictions Check predictions Read for details	Write about a movie you like p. 180	Create a new movie and make a poster p. 175  Talk about favorite movies p. 181

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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 8 (B08)



	Learning Outcomes	I saw it	I understand it	I use it
Unit 10	<p> <b>I can</b> talk about health problems using phrases about health, unit nouns, and sympathy expressions. (p. 145) ~ What's wrong? / What's the matter? ~ I don't feel well. / I'm sick. / My leg hurts.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> give health advice using imperatives. (p. 146)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> talk about times using <i>when</i> clauses and result clauses. (p. 152) <i>When(ever) I drink a lot of coffee, I can't sleep. / I can't sleep when(ever) I drink coffee.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> listen for gist and details in an advertisement. (p. 149)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> understand a writer's opinion. (p. 150)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 11	<p> <b>I can</b> give advice by writing a reply to a problem. (pp. 152–153)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> offer and respond to compliments and ask follow-up questions. (p. 159) ~ What a great painting! ~ That's nice of you to say. ~ Where did you learn to paint? / ~ Cool glasses! ~ Thanks. ~ Were they expensive?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> (Expansion) <b>I can</b> talk about ability, skills, and talents using <i>can</i>, <i>could</i>, and <i>know how to</i>. (pp. 160, 161) <i>They can sing well. / Can you sing well? / I bet you can't sing a song in English.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> talk about reasons and results using <i>why</i>, <i>because</i>, and <i>so</i>. (p. 166) <i>He likes to fly because it's exciting. / Because it's exciting, he likes to fly. / The weather was bad, so he didn't fly.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> listen to sequence events. (p. 158)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 12	<p> <b>I can</b> read for details and infer meaning. (p. 164)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> write a description (of a challenging experience). (p. 167)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> take and leave a message. (p. 173) ~ Hello, is Michael there? ~ Who's calling, please? ~ This is Silvio. ~ OK. Hang on a minute. Sorry. Michael's not home yet. Can I take a message?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> talk about future activities using the present continuous tense. (p. 174) <i>We're seeing a movie tonight. / They're making a movie next year.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> describe emotions, feelings, and causes using <i>-ing</i> and <i>-ed</i> adjectives. (p. 180) <i>I'm bored. I don't like this movie. / This movie is boring. Let's watch something else.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> listen for a speaker's opinion. (p. 177)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> read for details (categorize information). (p. 178)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> <b>I can</b> write about a favorite movie. (p. 181)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# WELCOME UNIT

## 1 GRAMMAR

A Look at the drawing. Complete the sentences with the words in the box.

across from   behind   between   in front of   on   next to



1. There are many businesses on Spear St.
2. The nail salon is next to the cafe.
3. The Mexican restaurant is across from the theater.
4. The theater is in front of the cafe.
5. The newsstand is between the gym and the bank.
6. The cafe is behind the bank and the gym.

B Work with a partner. Complete the questions with *much* or *many*. Then give answers that are true for you. Use the quantifiers in the box.

1. How many people are there in your city?
2. How              noise is there in your city?
3. How              pollution is there in your city?
4. How              parks are there in your city?
5. How              traffic is there in your city?
6. How              fun things are there to do in your city?

Quantifiers	
Count nouns	Noncount nouns
a lot	a lot
many	some
some	a little
a few	not much
not many	none
none	

How many people are there in your city?

A lot—about nine million!

- C** Read the sentences and correct the errors in the use of verb + infinitive or nouns. Rewrite the sentences to make them correct. More than one answer may be possible. One sentence is already correct.

1. She loves <sup>to</sup> go skiing. \_\_\_\_\_ *She loves to go skiing.* \_\_\_\_\_
2. We like to playing chess. \_\_\_\_\_
3. He wants to buy some new skis. \_\_\_\_\_
4. They hate listen to loud music. \_\_\_\_\_
5. You need find a place to study. \_\_\_\_\_
6. I plan to going skiing this weekend. \_\_\_\_\_

- D**  Work with a partner. Take turns asking questions with *How often...* and giving answers that are true for you. Use expressions of frequency.

1. clean your desk  
2. visit your grandparents  
3. forget to do your homework  
4. go to the movies  
5. go bowling  
6. buy coffee at a coffee shop

How often do you clean  
your desk?

I clean my desk once  
a month.

- E**  Circle the correct words to complete each sentence. Then ask and answer the questions with a partner.

1. A: What's your favorite TV show? B: I like / I'd like to watch *Game of Thrones*.  
2. A: What are your plans for next summer? B: I like / I'd like to visit Europe.  
3. A: Why are you learning English? B: I like / I'd like to study in Canada.  
4. A: How was the movie last night? B: Great! I really like / I'd really like action movies.  
5. A: What are you doing next weekend? B: I like / I'd like to play basketball.  
6. A: Where are you moving? B: I don't know. I like / I'd like to live downtown, though.

 Record yourself reading sentences or paragraphs aloud. Then play the recording back and listen to your pronunciation. Make a list of three sounds you need to improve.

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

\_\_\_\_\_ MIGUEL: Wow! And then are you going to look for a job?

\_\_\_\_\_ MARTA: I'm going to travel all over Europe and Asia.

\_\_\_\_\_ 1 MIGUEL: Are you going to start working right after you graduate?

\_\_\_\_\_ MARTA: Yes. I'm hoping to be a language teacher.

\_\_\_\_\_ MIGUEL: That sounds cool. Where are you going to go?

\_\_\_\_\_ MARTA: No. I'm going to travel for six months.

- G**  With a partner, create your own dialog about your future plans.

Are you going to start  
working right after you  
graduate?

Yes, I am. I got a job  
as a researcher at the  
university.

## 2 VOCABULARY

- A  Work with a partner. Use the words in the box to label the pictures. You will use some words more than once.

book bus copy department gas nail salon shop station store



1. bus station



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



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



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



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



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

- B Unscramble the words in the box. Then write the correct words under the photos.

aellabbs  
cescro

wbolngi  
fignusr

ggogni  
vabloyllel

ktbbalsela  
gmiwsmi



1. baseball



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



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



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



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



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



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



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

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

1. Julia is sad because she **found** / **lost** her job.
2. My dad **gained** / **lost** weight when he hurt his back and couldn't go running.
3. Now he goes to the gym every week, and he's in **good** / **bad** shape.
4. You need to **start** / **stop** smoking—it's really bad for you.
5. I'm making **more** / **less** money than I was last year, so I can't pay my rent.
6. Shane's job is kind of boring, so he wants to **find** / **lose** a new one.

- D** Complete the conversation with the words in the box.

apply for    become    get ready    take it easy    takes time    time off

**MELANIE:** What's your goal after we finish school? Are you going to take any (1.) **time off**?

**DANNY:** Not really. I'm going to (2.) \_\_\_\_\_ a job at a computer company. I want to (3.) \_\_\_\_\_ a computer programmer. What about you?

**MELANIE:** I'm going to (4.) \_\_\_\_\_ for a few weeks. Then I'm going to (5.) \_\_\_\_\_ for graduate school. Honestly, I'm a little worried about things.

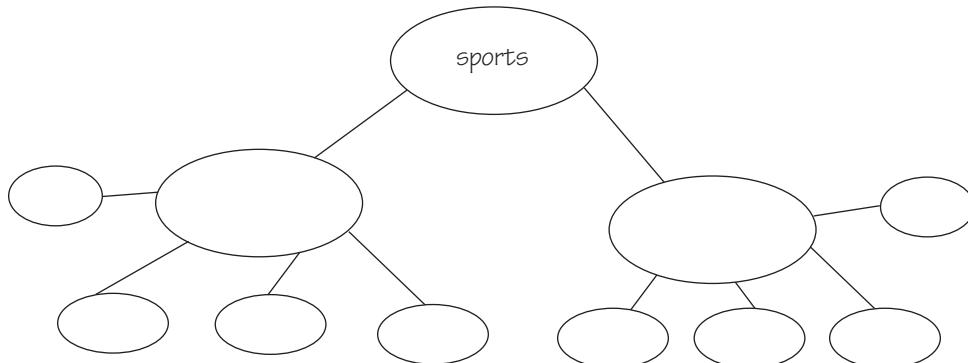
**DANNY:** I am, too. But we need to relax—this stuff (6.) \_\_\_\_\_!

## 3 WRITING

- A** In your notebook, write a paragraph about one of your goals. Write three things you are going to do to meet the goal. You may want to make notes about your goals before you write the paragraph.

## 4 VOCABULARY CONNECTIONS

- A**  Look at the words in Vocabulary **B**. Organize them using a cluster diagram like the one below. Then compare your diagram with a partner's.



**i** When you learn a new word, try to use it a few times right away. If you say a new word soon after you learn it, you'll remember it better.

The background image shows a vast, rolling landscape covered in bright green moss growing on dark, rounded lava rock. The terrain is uneven and textured, with hills and valleys. In the distance, more hills are visible under a clear blue sky.

**10** **HEALTH**

A dynamic photograph of a woman in athletic gear running across a vast, green, moss-covered lava field. She is wearing a bright pink and black zip-up jacket, dark leggings, and blue running shoes. Her hair is pulled back in a ponytail. The background shows rolling hills of the same mossy terrain under a cloudy sky.

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

- 1** What is this woman doing?
- 2** Is this activity good or bad for you? Why?
- 3** Imagine your friend wants to do this activity. Give one piece of advice.

### **UNIT GOALS**

- 1** Identify parts of the body
- 2** Talk about health problems
- 3** Make requests and commands
- 4** Describe causes of stress and explain how to deal with them

**Ultra trail runner Rory Bosio runs in Iceland's Lakagígar lava fields.**

# LESSON A THE BODY



Dr. Ellsworth Wareham mows his lawn.

/'ɛlwɜːrθ 'wɛərəm/

## 1 VIDEO Centenarian's Guide to Longevity

- A Read this information about Dr. Fraser and his study. What do you think Ellsworth Wareham does differently in his life? Discuss with a partner.

/'gærɪ 'freɪzər/

Dr. Gary Fraser studied 34,000 older people. He found that some people, like Dr. Ellsworth Wareham, were very healthy: they outlived other men by 9.5 years.

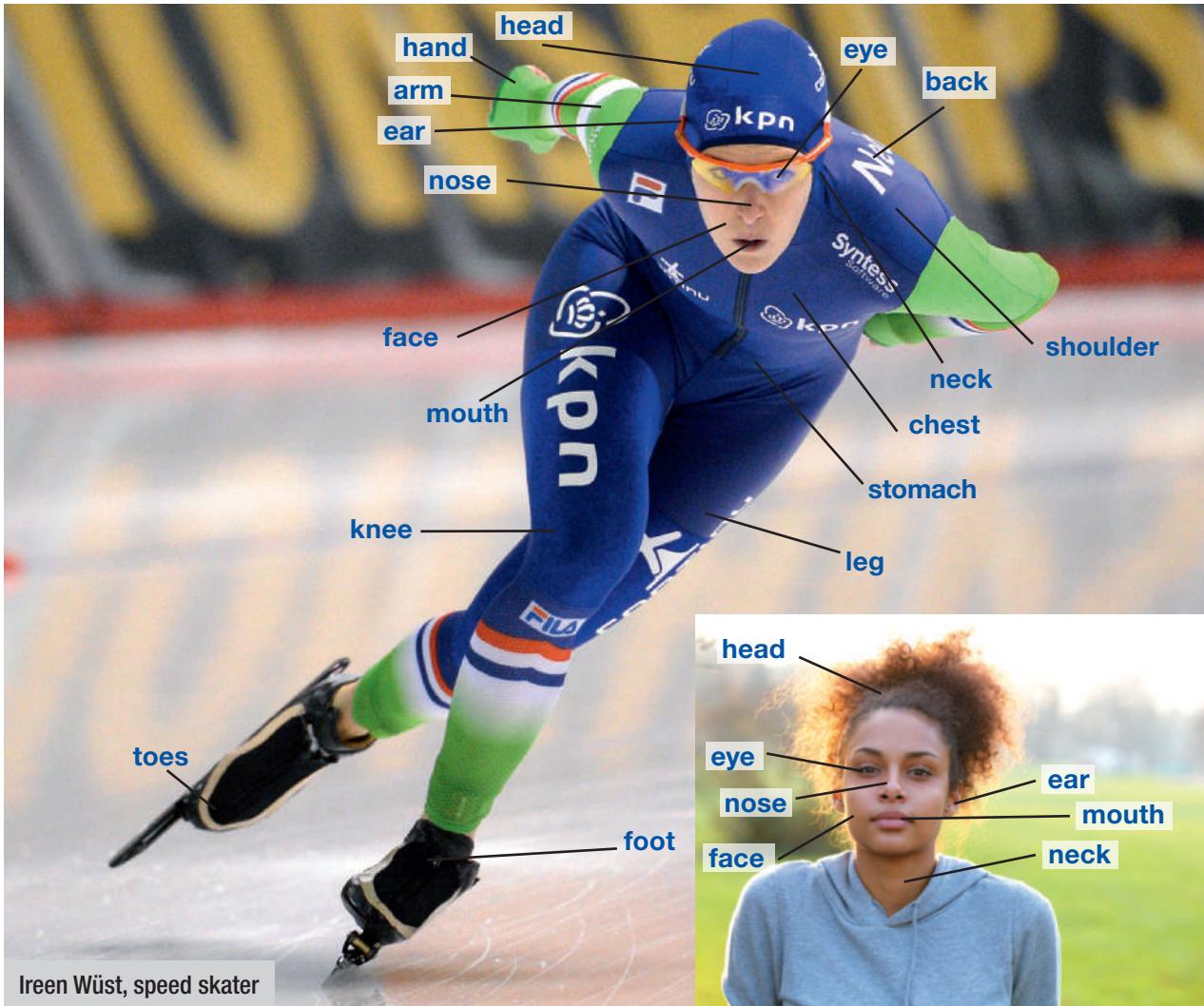
- B Read the sentences and then watch the video about Dr. Wareham. Circle T for true and F for false.

- |   |   |   |
|---|---|---|
| 1. Dr. Wareham retired at a young age.                          | T | F |
| 2. Eating nuts and exercising are important for a healthy life. | T | F |
| 3. Climbing stairs 40 times a week helps you to stay healthy.   | T | F |
| 4. Dr. Wareham lives a stressful life.                          | T | F |
| 5. Dr. Wareham says, "You do the best you can."                 | T | F |
| 6. Dr. Wareham says, "You can take control of your life."       | T | F |

I think Dr. Wareham is a smart man. It's important to be in good shape.

- C What do you think of Dr. Wareham's life and the advice in B? Tell a partner.

## 2 VOCABULARY



- A** With a partner, practice saying the words for parts of the body.
- B** Can you name each part of the body without looking at the words? Tell your partner.
- C** Close your books. Tell a partner things to do. Use body parts from the list.

Touch your nose.

Point to your shoulder.

Stand on one leg.

### Word Bank

#### Opposites

broad ↔ narrow (shoulders)

long ↔ short (arms / legs)

big / large ↔ little / small (eyes / nose)

**muscular** (body / arms / legs)



Go online and learn more about Ireen Wüst. Where is she from? How many medals did she win? Why do you think she was successful?

# 3 LISTENING

## A Pronunciation: Vowel length with voiced and voiceless consonants.

Say the words.

Then listen and repeat. How are the vowel sounds different in the group A and group B words?

**CD 2 Track 22**

A	B
bag	back
phase	face
feed	feet
made	mate
have	half
Ms.	Miss
save	safe

Vowels before voiced consonants are longer than those before voiceless ones.



## B Pronunciation: Vowel length with voiced and voiceless consonants.

Read the sentences. Then listen and repeat. Pay attention to the length of the vowel sound in the underlined words. **CD 2 Track 23**

- /dʒounz/*
1. OK, Ms. Jones, where are you now?
  2. I have a security camera in my home.
  3. And please hurry! I don't feel safe.
  4. Well, it's kind of dark. And I can only see his back.

### Listening Strategy

#### Make Predictions

Guess what you will hear.

## C Make predictions.

Before you listen, look at the photo and reread the sentences in **B**. What do you think the listening is going to be about? Discuss with a partner.

## D Listen for details.

Listen to the phone call and complete the information about the caller. **CD 2 Track 24**

First name: \_\_\_\_\_

Home address: \_\_\_\_\_

Last name: \_\_\_\_\_

## E Listen for details.

Listen. Circle your answer(s). **CD 2 Track 25**

1. The caller is \_\_\_\_\_.  
a. at home      b. calling the police      c. worried
2. The man is \_\_\_\_\_.  
a. tall      b. large      c. young
3. The man \_\_\_\_\_.  
a. turns on the TV      b. turns off the lights      c. eats popcorn
4. In the end, the woman feels \_\_\_\_\_.  
a. worried      b. scared      c. embarrassed

### Word Bank

#### Reasons to call an emergency number

broken leg

chest pain

neck injury

One time, I had to call 911 because...

## F When there's an emergency (car accident, fire, etc.), people in the United States call 911. What number do you call? Have you ever called that number? Tell a partner.

# 4 SPEAKING

- A Listen to the conversation. What's wrong with Jon? Check (✓) the box(es). CD 2 Track 26

His head hurts.  His back hurts.  He's tired.

MIA: Hello?

/miə/

JON: Hi, Mia. It's Jon.

MIA: Jon! Where are you? It's 7:30. The movie starts in 20 minutes.

JON: Sorry to call so late, but I can't meet you tonight.

MIA: Really?

/dʒɒn/

JON: Yeah, I don't feel well.

MIA: What's wrong?

JON: I have a headache, and I'm really tired.

MIA: Oh, sorry to hear that. Well, get some rest, and I'll call you in the morning.

JON: OK. Talk to you then.

- B Practice the conversation with a partner.

## SPEAKING STRATEGY

/dʒənə/

- C What's wrong with Jenna? Match each pair of sentences to one picture.

1. She has a backache.  
Her back hurts.



2. She has a stomachache.  
Her stomach hurts.



3. She has a sore throat.  
Her throat hurts.



4. She has a fever and a bad cold. She has a temperature.



- D With a partner, take turns practicing the conversation in A again. Then use the words you just learned in C to make a new conversation.

- E Role-play with a partner. You have plans to meet a friend, but you don't feel well. Call your friend and explain the situation.

I'm sorry, but I can't go to the party. I have a bad cold.

Oh, no! I'm sorry to hear that. Get some rest!

- F Change roles and practice again.

### Useful Expressions

#### Talking about health problems

What's wrong? / What's the matter?

I don't feel well.

I'm sick.

I have a / an (fever).

My (leg) hurts.

#### Speaking tip

When you hear bad news, you can respond with (I'm) sorry to hear that. or Oh, that's too bad.

# 5 GRAMMAR

**A** Study the chart. Turn to page 212. Complete the exercise. Then do **B** and **C** below.

Imperatives		
Don't	Base form	
	Take	a break.
Don't	work	too hard.
	Get	some rest.

**B** Use the verbs in the box to complete the health tips. Use affirmative or negative forms of the imperative. You will use one word in the box twice.

drink eat give go sleep take wash

## Health tips: The common cold

### To stay healthy:

1. Take vitamins.
2. Don't eat a lot of junk food.
3. \_\_\_\_\_ for 8–9 hours a night.
4. \_\_\_\_\_ your hands often.
5. \_\_\_\_\_ a cup of green tea daily.
6. \_\_\_\_\_ too much soda.

Water is better.

### If you have a cold:

7. \_\_\_\_\_ to school or work.
8. \_\_\_\_\_ an aspirin for pain and fever.
9. \_\_\_\_\_ aspirin to children under 12!  
It's dangerous.
10. \_\_\_\_\_ a bowl of chicken soup.

**C**  Work with a partner. Read the list and add your own idea to it. Then imagine you have one of these health problems. Your partner gives you advice.

1. I can't sleep at night.
2. I have a stomachache.
3. My legs hurt after I run.
4. Your idea: \_\_\_\_\_

I can't sleep at night.

Don't drink coffee in  
the evening!

Exercise helps you  
stay healthy, too.



## 6 COMMUNICATION

**A** This poster gives advice. Read it and then answer the questions.

1. Have you ever seen a poster like this?
2. Where do you see posters like this in your city?
3. What does the poster tell people to do?
4. What other ideas can you add to the poster?



**B** Read the ideas for poster titles. With a partner, write another idea.

Fight pollution in our city!

Eat healthy, live longer.

Get in shape today!

Protect your skin this summer!

Don't drink and drive.

Your idea: \_\_\_\_\_

**C** Use one of the titles from **B** to create a poster on a separate piece of paper.

Let's tell people to walk instead of driving to work.

**D** **Pair A:** Present your poster to another pair. Discuss it with them.

**Pair B:** What do you like most about the poster? Can you add one piece of advice to the poster?

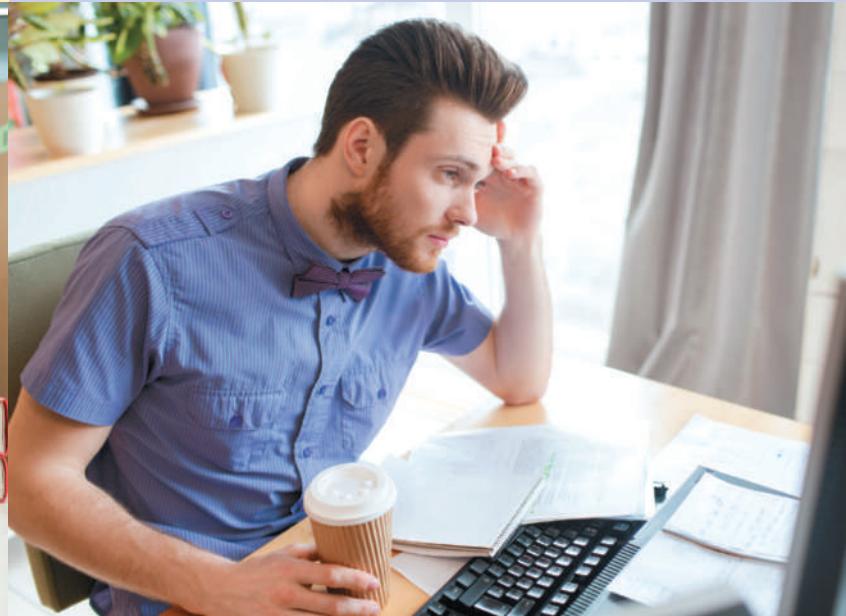
Change roles and repeat.

# LESSON B STRESS

ZOE: I'm **stressed**. I have three exams and two papers to write this month. I don't **have time** to do it all and I have no time to **relax**!



MIGUEL: I have a **stressful** job, and I work long hours. In the past, I was **full of energy**. But now, I'm always **low on energy** and tired, so I drink a lot of coffee. Then I can't sleep at night.



## 1 VOCABULARY

- A Work with a partner. Find the word **stress** in your dictionary. Is stress good or bad? Why is each person above stressed?

- B What can each person do? Match the ideas (a–d) with a person. Some ideas might match both people. Explain your ideas to your partner.

To **deal with** stress, Zoe / Miguel should...

- reduce** (lower) the amount of coffee he or she drinks.
- take time** to relax every day.
- make a schedule** and do some work every day.
- exercise more.

Miguel should exercise more. Exercise reduces stress and gives you energy.

- C Are the sentences below true for you? Tell your partner.

- Usually, I'm full of energy.
- Usually, I have time to do all my work.
- School or work is stressful for me.
- To reduce stress, I listen to music.

Usually, I'm full of energy! I get a lot of sleep and go for a run every morning.

### Word Bank

#### Opposites

be full of ↔ be low on (energy)  
stressed ↔ relaxed  
stressful ↔ relaxing

## 2 LISTENING

- A Look at the photos. Do you ever drink or take these things? If yes, how often?

### Word Bank

You *drink* liquids like water.

You *take* vitamins / aspirin / medicine.



- B  Listen for **gist**. What is the advertisement about? Listen and circle the correct photo above. CD 2 Track 27

- C  Listen for **details**. Read the sentences. Then listen and complete each blank with one or two words. CD 2 Track 28

#### One person's opinion about the item

1. "Before I took \_\_\_\_\_, I was living an \_\_\_\_\_ life."
2. "I felt \_\_\_\_\_ all the time."
3. "Now I'm \_\_\_\_\_ energy, and I can deal with \_\_\_\_\_ better."
4. "I \_\_\_\_\_ these... and you will, too!"

#### Listening Strategy

##### Listen for Details

Listen to complete the quotes with the correct information.

#### More information about the item

5. They are selling \_\_\_\_\_.
6. They cost \$ \_\_\_\_\_.95.

#### Listening Strategy

##### Draw Conclusions

Make a judgment based on information you heard.

- D  Draw conclusions. Look at your answers in B and C. Would you buy this product? Why or why not? Tell a partner.

- E  Role-play. Imagine you are low on energy. Your partner gives you some advice.

A: Hey, Marta, what's the matter?

B: Oh, I'm kind of low on energy.

A: That's too bad. Why?

B: I'm always sitting and studying in the library. I don't exercise.

A: Well, I have an idea...

**3 READING**  CD 2 Track 29

 CD 2 Track 29

- A Make predictions.** Read the title and the first paragraph.

1. What is the student's problem?
  2. What can the student do? List ideas.
  3. Read the entire passage and check your answers in 2.

- B** **Read for main ideas.** Write each sentence below in the correct place in the reading (1, 2, 3, or 4).

- Eat well.
- Get a study partner.
- Don't do too much.
- Stop and relax.

- C Infer meaning.** Find the phrases in *italics* in the reading. Complete each sentence.

1. Tip #1: If you *wait until the last minute*, you do something **early / very late**.
  2. Tip #2: If you *take a break*, you **stop / keep** working for a short time.
  3. Tip #4: If you are *under pressure*, you're feeling very **stressed / relaxed**.

## Reading Strategy

## Infer Meaning

Use the context of the reading to infer what the phrases mean.

- D**  **Understand a writer's opinion.** Which sentences would the writer of the tips agree with? Explain your answers to a partner.

- It's best to study a little bit each day.
  - The best hours for studying are from 11 PM to 1 AM.
  - Breaks are good, but it's best to stay indoors.
  - Drinking coffee helps you remember information better.
  - It's good to tell a study partner your feelings.

- E**  Talk with a partner. Do you ever use the study tips in the reading? Why or why not?

# HOW TO DEAL WITH **STUDY STRESS**





I'm getting ready to take the university entrance exam. To prepare, I'm studying six hours a day. I want to do well, but I'm really stressed these days. I can't sleep. What can I do?

1. \_\_\_\_\_ Don't wait until the last minute, or just a day or two before the exam. Make a study schedule for yourself, but don't study too much in one day. You remember more by studying one hour each day for six days than six hours in one day. Also, don't study late at night. We often forget information studied then.
2. \_\_\_\_\_ You learn best when you study for two hours and then stop. Every hour, take a break for 10 to 15 minutes. Go for a walk. Exercise is a great way to reduce stress.
3. \_\_\_\_\_ Don't eat a lot of sugar or drink beverages with a lot of caffeine, like coffee or energy drinks. Eat foods high in vitamin B (for example, eggs, yogurt, green vegetables, tofu, and rice). These things give you energy and help you think better.
4. \_\_\_\_\_ A study partner can help you practice for the test. When you're under pressure and nervous about the exam, you can talk to your partner. This can reduce stress, too.

People study and read at the British Library, London, England.

## 4 GRAMMAR

- A** Study the chart. Turn to page 213. Complete the exercises. Then do **B** and **C** below.

When Clauses	
When clause	Result clause
When(ever) I drink coffee,	I can't sleep.
I can't sleep	when(ever) I drink coffee.

- B** Complete the sentences with your own information.

1. When I don't feel well, I take aspirin and drink tea.
2. When I meet new people, \_\_\_\_\_.
3. When I don't understand something in English, \_\_\_\_\_.
4. When I have a lot to do, I \_\_\_\_\_.
5. When I (don't) take time to \_\_\_\_\_, I \_\_\_\_\_.
6. I get impatient when \_\_\_\_\_.
7. I feel happy when \_\_\_\_\_.
8. I feel \_\_\_\_\_ when \_\_\_\_\_.

- C**  Take turns saying the sentences in **B**. For each sentence, your partner asks you one question.

When I don't feel well, I take aspirin and drink tea.

Really? Does it help?

I think so! I always feel better the next day.

## 5 WRITING

- A** Read about a student's problem and one person's advice. Answer the questions.

1. What is the student stressed about? Why is he stressed?
2. What advice does the other person give? Is it good advice?

**Q:** *I feel stressed when I think about graduation. I'm a senior in college. Soon, I have to get a job. When I think about that, I feel nervous. What can I do?*

**A:** *When you feel stressed, try these two things: First, make a list of your goals. What do you want to do in the future? Write three ideas. Then talk to Ms. Kim, the school counselor. Show her your goals. She can give you some job advice. She can also help you plan for the future. Try these two things. They can reduce your stress.*

- B** Read the list of stressful situations in the box and choose one. Write your sentence on a piece of paper. Explain why the situation is stressful for you.
- C**  Exchange papers with a partner. Read your partner's problem and write a reply.
- D**  Give your reply to your partner. Read his or her ideas for your problem. Are they helpful?

### I feel stressed when...

- I have to take a test.
- I speak in English.
- I have a lot to do and no time.
- my idea: \_\_\_\_\_

## 6 COMMUNICATION

- A**  Choose a situation below and make a one-minute role play about it with a partner. Use at least two *when* clauses in your conversation.

**Student A:** Explain your problem.

You...

- had a fight with a friend.
- have a lot of homework but don't have time to do it all.
- are under a lot of pressure at work.
- like a guy or girl, but you're nervous to talk to the person.

**Student B:** Give your partner some advice.

I have too much work.  
When it's time to go, I still  
have so much to do!

Really? Maybe you should  
talk to your boss.

When I do...

- B**  Perform your role play for another pair. When you listen, answer these questions.

1. Why is the person stressed?
2. What advice did his or her partner give?
3. Is it good advice?
4. Can you think of other advice?

This person has too much  
work to do.

- C**  Repeat **A** and **B**. This time, choose a new situation and change roles.



# 11 ACHIEVEMENT





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

- 1** What is this person doing?
- 2** What important thing did he do?
- 3** Could you do something like this?

### **UNIT GOALS**

- 1** Talk about past and present achievements
- 2** Offer and respond to compliments
- 3** Talk about taking risks
- 4** Describe a challenging experience

Austrian skydiver Felix Baumgartner prepares to jump over 39 kilometers (128,000 feet) to Earth from a balloon. His jump broke a record at the time.

# LESSON A TALENTED PEOPLE



## 1 VIDEO Caine's Arcade

### Word Bank

arcade = a place where people pay money to play games

- A Read the information and then answer the questions with a partner:  
Who is Caine? What did he make? What's his problem?

Caine is a nine-year-old boy. His father works at a garage, and Caine spent his summer vacation there. Caine had a lot of free time, so he decided to use old boxes to make an arcade. There was only one problem: not many people came to the garage, so Caine didn't have any customers.

- B Watch the video. Choose the correct words to complete the sentences.

1. Caine's first game was a **basketball** / **soccer** game.
2. To play the arcade games, it cost one dollar for four turns or two dollars for **50** / **500** turns.
3. Caine didn't have any customers. He never got **excited** / **discouraged**.  
*/nɪr'ven/*
4. Nirvan had a plan to invite **a few friends** / **everyone in the city** to Caine's arcade.
5. When Caine saw all the people, he was very **worried** / **excited**.

- C With a partner, plan a new game for Caine's arcade. Explain your game and how to play it to the class.

This is a bowling game. You have to roll the ball and knock over the pins.

## 2 VOCABULARY

- A  Read this profile of Germán Garmendia. Answer the questions with a partner.
1. What is Germán famous for?
  2. Why is he **successful**? *Germán is famous for...*

Word Bank		
succeed (v)	success (n)	successful (adj)
talent (n)	talented (adj)	
ability (n)	able (adj)	

### HI, I'M GERMÁN!

Germán Garmendia is a **talented** Chilean comic. His online video channel, *Hola, Soy Germán*, has more than 20 million fans worldwide. They enjoy his funny videos. The videos **get** millions of **hits**.

What is the secret to Germán's **success**? First, he **posts** new **videos** frequently. Second, he **has a** natural **ability** to tell jokes. Third, he can make everyday life events seem very funny.



- B  Discuss the questions with a partner.
1. What funny videos do you watch online?
  2. Name a famous video star you know.
  3. How many hits do his or her videos have?  
How many fans does he or she have?
  4. Why is this person successful? Do you think he or she is talented?

*I watch...*



Go online and watch a minute of one of Germán's videos. Why do you think he has so many fans?

# 3 LISTENING

## Word Bank

*audition* = a short performance to see if a person is talented enough for a show

*contest* = competition or game

*talent show* = contest where people perform to win a prize

- A** Think of a well-known talent show or contest on TV. Do you watch it? Why or why not? Complete the information below and share your answers with a partner.

Name of contest: \_\_\_\_\_  I watch it.  I don't watch it.

Reasons: 1. \_\_\_\_\_  
2. \_\_\_\_\_

- B** **Listen for details.** Listen to the first part of an interview about an audition for a talent show. Then match the adjectives to the things or people they describe. You will hear one of the adjectives twice. **CD 2 Track 30**

1. beautiful \_\_\_\_\_
  2. talented \_\_\_\_\_
  3. young \_\_\_\_\_
  4. excited \_\_\_\_\_
  5. popular \_\_\_\_\_
  6. ambitious \_\_\_\_\_
  7. not confident \_\_\_\_\_
- a. Essex Theater
  - b. *Idol Singer*
  - c. people in line  
*/sindi/*
  - d. Cindy Gomez

- C** **Listen to sequence events.** Now listen to the next part of the interview. When do these events happen? Put them in order. **CD 2 Track 31**

- \_\_\_\_\_ audition
- \_\_\_\_\_ come back the next day
- \_\_\_\_\_ appear on *Idol Singer*
- \_\_\_\_\_ get a ticket
- \_\_\_\_\_ have an interview
- \_\_\_\_\_ wait in line for one hour
- \_\_\_\_\_ wait in line for two hours

### Listening Strategy

Listen to Sequence Events  
Put the events in order.

- D** Imagine you are going to audition for *Idol Singer* in five minutes. What song are you going to sing? How do you feel right now? Tell a partner.

I am going to sing "Hello"  
by Adele. I feel...



## 4 SPEAKING

- A  Listen to the conversation. What does Tyler say about Ayumi's painting? CD 2 Track 32

AYUMI: Hi, Tyler. Are you enjoying yourself?  
TYLER: Yeah, I really am. What a great art show.  
AYUMI: Yeah, it's really interesting.  
TYLER: So... which painting is yours?  
AYUMI: This one... right over here.  
TYLER: Wow. I like it a lot.  
AYUMI: Really? Thank you.  
TYLER: How long did it take you to finish it?  
AYUMI: About two months.

- B  Practice the conversation with a partner.



### SPEAKING STRATEGY

- C  Read the Useful Expressions. With a partner, write one follow-up question for each compliment and response.

Useful Expressions		
Offering compliments about things	Responses	Follow-up questions
Nice haircut!		Where did you get it done?
Cool glasses!		Were they expensive?
That's an interesting story. That's amazing!	Thanks!	
I like your jacket a lot.	Thank you.	
What a great painting!	That's nice of you to say.	
Offering compliments about abilities		
You can speak English really well!		

**Speaking tip**

You can add information to your compliment to make it more specific: *Nice dress. I like the pattern.*

- D  With a partner, create conversations for situations 1 and 2 below.

#### Situation 1

**Student A:** You're a guitarist. You wrote a new song and you're practicing it.  
**Student B:** You hear your partner practicing a song. You like it. You think your partner plays well.

#### Situation 2

**Student B:** You're wearing a new sweater. It didn't cost a lot of money.  
**Student A:** Your partner is wearing a new sweater. You think it's cool.

What a great song!

Thank you!

# 5 GRAMMAR

- A** Study the chart. Turn to page 214. Complete the exercise. Then do **B–F** below.

Using <i>can</i> for Ability			
Subject	Modal verb	Base form	
I / You / He / She / It / We / You / They	<b>can / can't could / couldn't</b>	sing	well.
	Modal verb	Base form	
	<b>Can</b> you	sing	well?

**i** You can also use *know how to* to talk about abilities.

**i** Do not use *could* to talk about past abilities if it's a one-time achievement. Use *was able to* instead:  
*I could win first place in the contest.* *I was able to win first place in the contest.*

- B**  **Pronunciation: *Can / can't*.** Listen to the examples. Then listen and repeat 1–4.

CD 2 Track 33

**I can sing well.**

1. I can sing a song in English.
2. I can say *I love you* in three languages.
3. I can't dance.
4. I can't draw a picture with my eyes closed.

**I can't sing well.**

- C** Complete the sentences with *can*, *can't*, *could*, *couldn't*, or *be able to* (where necessary).

1. You \_\_\_\_\_ be successful. Just work hard.
2. Yesterday, I \_\_\_\_\_ finish the test early.
3. My sister's baby \_\_\_\_\_ read by age two.
4. \_\_\_\_\_ you speak English when you were little?
5. I \_\_\_\_\_ speak Chinese, but I \_\_\_\_\_ read or write it.

- D**  Add your own question to the list below. Ask a partner the questions.

Can you...

1. sing a song in English?
2. draw a picture with your eyes closed?
3. dance?
4. say *I love you* in three languages?
5. count quickly from 20 back to zero in English?
6. \_\_\_\_\_

Can you sing a song in English?

Yes, I can!

- E**  Get into a small group. Talk to another person about his or her ability. Say, *I bet you can't...*

- If the person can do it, he or she gets a point. If he or she can't, you get a point.
- Take turns. The person with the most points is the winner.

*I bet you can't sing a song in English.*

- F**  What is something you can do now but couldn't do in the past? How did you learn it? Discuss it with your group.

*I can drive a car now, but I couldn't in the past. When I was in high school, my dad taught me how to drive.*

## 6 COMMUNICATION

- A Read about the TV show *Talent Search!* Do you know any other shows like this one?

*Talent Search!* is a popular TV show. Talented people go on the show and try to win prizes. Some people sing or dance. Others tell jokes, do magic tricks, or act. The audience chooses the best person.

- B Imagine that you are going to be on *Talent Search!* Complete the form about yourself.

1. Name: \_\_\_\_\_
2. Where are you from? \_\_\_\_\_
3. What's your special talent? \_\_\_\_\_
4. How did you learn to do that? \_\_\_\_\_
5. What exactly are you going to do on the show? \_\_\_\_\_  
\_\_\_\_\_

- C  Get together with a partner and ask him or her the questions in B. Write his or her answers on a piece of paper.

What's your special talent?

Well, I can ride a unicycle!

That's amazing! How did you learn to do that?

I practiced every day for six months. At first, I couldn't do it at all, but then...

- D  You and your partner should join two other pairs. Imagine that you are a *Talent Search!* announcer. Introduce your partner to the group. Use your notes from C.

Presenting a talented young man from Mexico City—Ivan Perez! He can...

- E  Who has the most interesting talent in your group? Why?



# LESSON B RISK



## Risk-takers...

- are brave people. They aren't **afraid** to try **dangerous** things, like rock climbing.
- like a **challenge** (something difficult).
- are **curious**. They like to meet new people and learn new things.
- are **adventurous**. They might start their own company, for example. It might do well or it might not, but risk-takers still **take a chance** and try.

## 1 VOCABULARY

- A** Read the descriptions of *risk-takers* above. Then circle the true answers below. Explain your ideas to a partner.

A risk-taker might...

1. move to another country.
2. talk to a new person at a party.
3. do the same job all his or her life.
4. want to do the activity on page 154.

A risk-taker might.... They are curious about other people.

- B** Look at the photo above. Then complete the sentences below with your own information.

1. Usually, I **am / am not** afraid to take a chance and try new things.
2. The activity in the photo looks **very dangerous / kind of fun**.
3. I like a **challenge / things to be easy**.
4. I'm **curious about / not very interested in** other people.

Yes, I am. I'm not afraid to try new things.

- C** Are you an adventurous person? Use your answers in **B** to explain to a partner.

### Word Bank

#### Opposites

adventurous	↔	<b>careful</b>
afraid	↔	<b>brave</b>
curious	↔	<b>uninterested</b>
dangerous / risky	↔	<b>safe</b>
take a chance	↔	<b>play it safe</b>

## 2 LISTENING



You can take one of the items above: the \$10 or a box. In one of the boxes, maybe there is more money than \$10. But maybe there isn't. What do you do? Do you play it safe and take the \$10, or do you take a chance and choose a box?

- A** Read the information above. Then check your answer below.

I'm going to take the \_\_\_\_\_.

money     small box     medium box     large box

- B** **Make and check predictions.** Read the sentences and guess the answers. Then listen and check your answers. **CD 2 Track 34**

### Listening Strategy

**Make and Check Predictions**  
Guess what you will hear.  
Then listen to check.

the money    the small box    the medium box    the large box

- |                                     |                          |                          |                          |                          |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. It's best to choose...           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Careful people usually choose... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Adventurous people choose...     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- C** **Listen for details.** Read the sentences. Then listen and write a word in each blank.  
**CD 2 Track 35**

It was (1.) \_\_\_\_\_ to take a (2.) \_\_\_\_\_ because you were told: "Maybe there is more (3.) \_\_\_\_\_ and maybe there isn't." It wasn't (4.) \_\_\_\_\_. And for this reason, it was not (5.) \_\_\_\_\_ to take a chance.

- D** Answer the questions with a partner.

I chose the small box...

1. What did you choose in **A**?
2. Was it better to choose the money or a box? Use your answers in **C** to explain.

### 3 READING CD 2 Track 36

**A** **Make predictions.** Look at the photo, the title, and the first sentence. Answer the questions.

1. What is this man's job?
2. He did something risky. What was it?  
Guess: Was this experience hard?

**B** **Read for details.** Read the article. Choose the correct answers below. Underline the information in the reading that helped you choose your answers.

1. Irving flies because \_\_\_\_\_.
  - a. it's a good job
  - b. he likes the feeling of flying
2. Irving didn't go back to Japan because \_\_\_\_\_.
  - a. he didn't have enough gas
  - b. his plane stopped
3. The radio pilots asked for Irving's parents' phone number because they \_\_\_\_\_.
  - a. thought Irving might die
  - b. wanted to help Irving
4. Irving says the difficult flying experience \_\_\_\_\_.
  - a. taught him a lot
  - b. was exciting
5. Which sentence would Irving agree with?
  - a. It's always better to play it safe.  
You don't always have to succeed.
  - b. When things are hard, keep trying.  
You can succeed.

**C** **Infer meaning.** Complete the sentences with the best answer.

1. In line 17, *challenging* means **hard / long**.
2. In line 24, *give up* means **continue / quit**.
3. In line 27, Irving says *I made it*. This means "I did something **successfully / slowly**."

#### Reading Strategy

##### Infer Meaning

Work out what a word or phrase means from its context.

**D**  Look at your answer to question 5 in **B**. Do you agree with Irving? Why or why not? Tell a partner.

# DARING PILOT

/bærɪŋtən 'ɜrvɪŋ/

- 1 At age 23, Barrington Irving became the youngest person to fly alone around the world—in a small plane he built himself. Since then, he started a company called Experience Aviation. It helps students learn 5 about flying and other subjects, like science and math. Students can study in the “Flying Classroom” or learn how to build cars.

Here, Barrington Irving talks about his love of flying and his flight around the world.

## 10 Why do you fly?

I love being in the air between the sky and the Earth. It's exciting, but I also feel very calm.

## Are you ever afraid?

Yes, I was very afraid one time. It was during my flight 15 around the world. I had to fly from Japan to a small island called Shemya, near Alaska. The flight was challenging. It was very windy, and then there was a bad storm. At one point, the radio pilots on the ground sent me a message. They said, “You have to go back 20 to Japan.” And I said, “I don’t have enough fuel<sup>1</sup> to go back.” It was risky to continue, but I took a chance and kept going. The radio pilots asked for my parents’ phone number. It was the end for me, they thought, but I didn’t give up. When I got to Shemya Island, 25 I had 12 minutes of fuel left.

## What a frightening<sup>2</sup> experience!

Yes, it was, but I got to Shemya safely. I made it. And I learned a lot about flying.

<sup>1</sup>Fuel here means gas.

<sup>2</sup>If something is *frightening*, you feel very afraid.



**Barrington Irving crouches  
in front of his plane.**

# 4 GRAMMAR

**A** Study the charts. Turn to page 215. Complete the exercises. Then do **B** and **C** below.

Connecting Ideas with <i>because</i>		Connecting Ideas with <i>so</i>	
Main clause	Reason clause	Main clause	Result clause
He likes to fly	<b>because</b> it's exciting.	The weather was bad,	<b>so</b> he didn't fly.
<b>Reason clause</b>	<b>Main clause</b>		
Because it's exciting,	he likes to fly.		

**B**  Work in a small group. Follow the steps to play this game.

1. Write the sentence pairs in the box (1–4) on four small pieces of paper. Mix them and put them face down on the desk.
2. On three small pieces of paper, write the word *so*. On another three, write *because*. Mix these and put them face down in another pile.
3. One person begins. Turn over a word (*so* or *because*) and one of the sentence pairs. You have ten seconds to join the two sentences. If you do this correctly, you get a point.
4. When you are done, put the two pieces of paper back. Then the next person goes.
5. Play the game for 15 minutes, joining the sentences in different ways. The person with the most points wins.

1. I'm afraid to go in the water.  
I don't know how to swim.
2. I don't smoke.  
Smoking is dangerous.
3. I like to ride roller coasters.  
They're exciting.
4. I want to change my major.  
It's boring.

I don't know how to swim, so...

**C**  Are any of the sentences in **B** true for you? Why or why not? Tell your partner.

I like to ride roller coasters.

Really? Why?

Because I think they're exciting.



## 5 WRITING

- A**  Read the paragraph. Then answer the questions with a partner.
1. What difficult thing happened to the person?  
Why was it difficult?
  2. Did things get better? Why or why not?
- B**  Review the grammar chart. Then look at the underlined sentences in the paragraph. Are they correct? If not, make changes. Check answers with a partner.
- C** Write about a challenging experience. Answer the questions in **A**.
- D**  Exchange papers with a partner. Does your partner's writing answer the questions in **A**? Circle any mistakes in your partner's writing. Then return the paper to your partner. Make corrections to your own paper.

### A Challenging Experience

When I was 14, my family moved to a new city. My new school was hard. Because I didn't know anyone. Life was difficult. I had no friends so, I hated school. Then things changed. One day, I saw a poster for the school band. It said "Do you like jazz? Can you play the piano?" I was happy, because I love jazz and piano. I was also nervous, but I joined the group. I wasn't very good at first, but I didn't give up. I practiced a lot. Now these people are my friends and I like school.

#### Challenging experiences

moving

starting a new school or job

taking an important exam

my idea: \_\_\_\_\_

## 6 COMMUNICATION

- A** Look at the activities below. Add one item to the list. Which things would you like to do? Check (✓) them. Which don't you want to do? Put an X next to them.

### Ten things to do before you're 70

- learn to fly a plane
- live in another country
- start your own business
- learn to play music
- be on a reality TV show
- get a tattoo
- get married
- buy an expensive car
- ride a camel in the desert
- my idea: \_\_\_\_\_



- B**  Get together with a partner. Ask and answer questions about your choices.

I want to learn to fly a plane.

Really? Why do you want to learn to fly a plane?

Because I love flying!

# 12 AT THE MOVIES

A photograph of a movie theater audience. The foreground shows a man in a light blue button-down shirt and dark pants sitting in a red seat, looking towards the screen. Behind him, several other people are seated in rows, all wearing yellow 3D glasses. The theater has a dark blue wall and red seats.

A captive audience watches a movie in 4-D in Baghdad, Iraq.



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

- 1** Where are these people?
- 2** What kind of movie are they watching?
- 3** Complete this sentence:  
The last movie I saw was \_\_\_\_\_.  
Where did you watch the movie? Was the movie good?

**UNIT GOALS**

- 1** Talk about types of movies and your favorite film
- 2** Describe and rate movies
- 3** Tell someone about your future plans
- 4** Take and leave messages on the phone

# LESSON A TYPES OF MOVIES



## 1 VIDEO Spider-Man in Real Life

- A** Look at the photo. Do you know this character? What does he do?
- B** A group of people are creating a Spider-Man movie scene in real life. They are on top of a tall building in New York City.
1. Read the sentences below. Put the events in order from 1–6.
  2. Watch the video and check your answers.
- |   |  |
|---|--|
| <input type="checkbox"/> People on the street see Spider-Man. | <input type="checkbox"/> Spider-Man and the woman fly away together. |
| <input type="checkbox"/> Spider-Man jumps off the building.   | <input type="checkbox"/> Spider-Man fights the bad guy.              |
| <input type="checkbox"/> The woman thanks Spider-Man.         | <input type="checkbox"/> A woman needs help.                         |
- C** Read the sentences. Then watch again and circle the best answer(s). Sometimes more than one answer is possible.
1. When the people on the street see the woman, they are **excited / happy / worried**.
  2. When Spider-Man jumps off the building, the people on the street are **shocked / scared / happy**.
  3. When Spider-Man flies away, the people on the street are **worried / happy / confused**.
- D** Do you know any Spider-Man movies? Do you like them? Why or why not? Tell a partner.

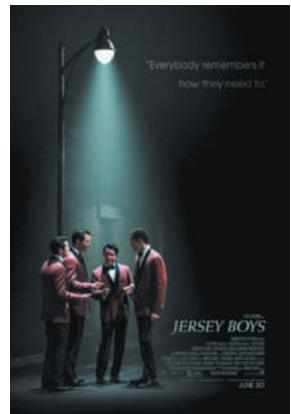
I like Spider-Man movies. Spider-Man is brave and takes chances to stop the bad guys.

## 2 VOCABULARY

A  Talk with a partner. Answer the questions.

- Look at the movie posters. Practice saying each type of movie.  
What is your favorite kind of movie? Why?
- Read about each one. Which one do you want to see? Why?
- Which kinds of movies **make you** laugh? cry? think? scream?
- Do you prefer a movie with a happy ending? Why or why not?

I like science fiction movies. They make you think and are very creative.



**musical / drama**

Four young men come together and create a singing group...



**romantic comedy**

At first, Rosie and Alex were friends...  
*/rʊzi/ /'ælɪks/*



**action movie**

James Bond fights the bad guys...



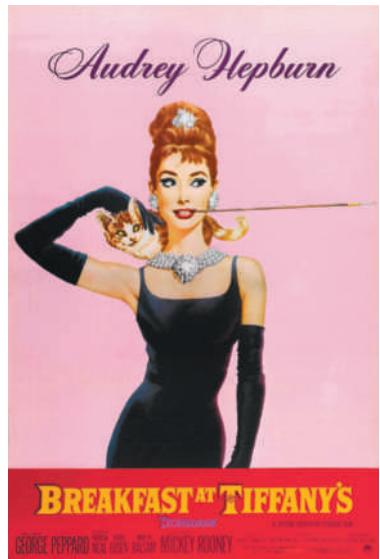
**science fiction thriller**

*/'robɪnsən/*  
The Robinson family is in outer space and needs to get home...



**horror film**

A teenager has a strange new neighbor...



**classic / old movie**

A young woman living in New York meets a writer in her building and...

# 3 LISTENING

- A **Pronunciation: Syllable stress.** Say the words. Then listen and repeat. Which syllable is stressed in each one? Underline it. **CD 2 Track 37**

romantic      comedy      documentary      musical

- B **Make predictions.** The words on the left describe movies. What do you think they mean? Discuss with a partner.

- |                |  |
|----------------|--|
| 1. tearjerker  | a. a successful movie that costs a lot to make |
| 2. chick flick | b. a less famous movie that costs less to make |
| 3. blockbuster | c. a movie that makes you cry                  |
| 4. indie       | d. a scary movie that is not good for children |
|                | e. a romantic movie that is popular with women |

## Listening Strategy

### Make Predictions

Guess the definitions of the words that you will hear.

- C **Check predictions.** Listen to a man and woman discuss movies. Match the words above to their definitions. One definition is extra. **CD 2 Track 38**

- D **Listen for details.** Listen again. How do the man and woman talk about likes and dislikes? Complete the sentences. **CD 2 Track 38**

1. "I'm \_\_\_\_\_ movies about love and romance."
2. "I thought you were \_\_\_\_\_ action movies!"
3. "Sorry, but I'm \_\_\_\_\_ horror films either."

## Word Bank

### Talking about likes and dislikes

(not) crazy about    (not) a big fan of    (not) into

- E Complete the chart with one example of each type of movie. Then compare your list with a partner's. Tell your partner about one of the movies from your list.

tearjerker	
chick flick	
blockbuster	
indie	

The new *Jurassic Park* movie is a blockbuster. It's really popular, and everyone is talking about it. Have you seen it?



At film festivals, like Sundance, reviewers and fans have the chance to see many movies in one place.

## 4 SPEAKING

- A Listen to the conversation. Take a phone message for Michael. Complete the information in the box. **CD 2 Track 39**

/pæm/  
PAM: Hello?

SILVIO: Hi. Is Michael there, please?

PAM: Who's calling?

SILVIO: This is Silvio, a friend from school.

PAM: OK. Hang on a minute.

SILVIO: Thanks.

PAM: Hello? Sorry. Michael's not here.  
Can I take a message?

SILVIO: Yeah. We're going to a movie tonight.  
I have an extra ticket for Michael.

PAM: OK. What time does it start?

SILVIO: In a half hour from now—at 8:00.

PAM: All right. I'll give him the message.

SILVIO: Thanks a lot.

- B Practice the conversation with a partner.

### SPEAKING STRATEGY

- C Think of a movie that you want to see with a friend.  
Then answer the questions to complete the chart.

What is the name of the movie?	Time	Place	What is your friend's name?

- D With your partner, play one of these roles in a phone conversation. Use the Useful Expressions to help you.

**Student A:** You call your friend to invite him or her to a movie. Your friend isn't home. Leave a message with a family member.

**Student B:** Answer the phone. Take a message. Fill out the note on the right.

- E Switch roles and practice again.

### While You Were Out

Time of Call: \_\_\_\_\_  
\_\_\_\_\_ called.

Movie is at \_\_\_\_\_. He has  
\_\_\_\_\_ for you.



### Word Bank

hang on = please wait

### Useful Expressions

#### Taking and leaving a message

Hello? Is Michael there?

Who's calling, please?

This is Silvio.

OK. Hang on a minute.

Sorry, Michael's not home yet / not here. Can I take a message?

### While You Were Out

Time of Call: \_\_\_\_\_

Name of Caller: \_\_\_\_\_

Message: \_\_\_\_\_

# 5 GRAMMAR

**A** Study the chart. Turn to page 216. Complete the exercise. Then do **B–D** below.

The Present Continuous as Future			
Subject + be	Verb + ing		Future time expressions
We're	seeing	a movie	today / tonight / tomorrow. in an hour. this weekend.
They're	making		next year.

**B** Complete the time expressions with a word from the box. One item does not need a word.

in      the      this / next

1. \_\_\_\_\_ day after tomorrow      3. \_\_\_\_\_ tonight  
 2. \_\_\_\_\_ month      4. \_\_\_\_\_ a few days

**C**  Work with a partner. Four of the sentences below correctly use the present continuous tense to talk about future plans, but two sentences do not. Cross out the two incorrect sentences.

1. We're seeing a movie later today.
2. I'm meeting them in front of the theater at 2:00.
3. We're having a lot of snow next week.
4. They're watching the Oscars tonight.
5. You need to rest or you're getting sick.
6. We're going out of town this weekend.

 Events that you can plan: a vacation, meeting friends on the weekend  
 Events that you cannot plan: the weather, illness  
 Do not use the present continuous as future for events that you cannot plan.

**D**  Look at the sentences you didn't cross out in **C**. Work with a partner to make a short conversation using at least three of the sentences.



We're seeing a movie later today.

Oh, really? What are you seeing?



The Oscars are a movie awards show in the US. Go online to find out which movie won "Best Picture" last year. What country was the "Best Foreign Film" from?

## 6 COMMUNICATION

**A**  Work in a small group. You are going to create a poster for a new movie. Follow the steps below.

1. Write the names of two people in your movie.

famous actor: \_\_\_\_\_ famous actress: \_\_\_\_\_

2. Choose one of the following to appear in your movie.

a monster      a superhero      a cowboy  
an alien      a spy      your idea: \_\_\_\_\_

3. Choose a location for your movie: \_\_\_\_\_

4. What kind of movie is it? Circle one.

action movie      horror film      sci-fi thriller  
drama      romantic comedy      other: \_\_\_\_\_

5. Finally, choose a title for your movie: \_\_\_\_\_

**B**  Now make the poster advertising your movie. Put your group's poster on the wall.

**C**  Walk around and look at all the posters. Which movie do you want to see? Invite two people to see the movie with you.



*The Monster Next Door looks really good.*

*It does. I'm a big fan of scary movies. They make me scream!*

*Me too. Hey, I'm seeing it tonight at 7:00. Do you want to come?*

*Sorry, but I can't. I'm going to a different movie then.*



## 1 VOCABULARY

- A** Work with a partner. Read the speech bubbles aloud. Did each person like the movie? Why or why not?

### Word Bank

#### Word Partnerships

You can **go to / see / watch** a movie.

I watched *The Hunger Games*. It was very **suspenseful**. I kept thinking, "What's going to happen next?"

You need to see *Invictus*. It's about a rugby team from South Africa. It's very **inspiring**. You feel good and you think about life, too.

I saw a **hilarious** movie last night. The comic in it was really funny.

I watched a Bollywood movie. It was really **entertaining**. There was a lot of singing and dancing, and it was a **sweet** love story, too. It was a lot of fun.

I saw a **depressing** movie last weekend. It was so sad that I stopped watching it.

I watched this **scary** zombie movie with my boyfriend. He's crazy about horror, but for me, it's too **violent**. There's too much blood!

- B** Now think of movies you know. Tell your partner your ideas.

Name a(n) \_\_\_\_\_ movie.

- |                |               |                 |            |
|----------------|---------------|-----------------|------------|
| 1. suspenseful | 3. inspiring  | 5. entertaining | 7. scary   |
| 2. hilarious   | 4. depressing | 6. sweet        | 8. violent |

*Vertigo* is a **suspenseful** movie. I didn't know how it was going to end!

## 2 LISTENING

- A** Read the definitions in the Word Bank. Then answer the questions. Tell a partner.

1. Where do you usually see movie trailers?  
online      on TV      at the movies
2. What movie is coming out soon? Name one.

- B** Listen for a speaker's opinion. A man and woman are talking about movies. Listen and circle the correct opinion (1a–6a) below. CD 2 Track 40

### Opinion

- 1a. The woman **likes** / **dislikes** the *Fast Cars* movies.
- 2a. The man **likes** / **dislikes** the *Fast Cars* movies. */bra' swift/*
- 3a. The woman **likes** / **dislikes** actress Laura Swift.
- 4a. The man **likes** / **dislikes** Laura Swift.
- 5a. The woman **wants** / **doesn't want** to see Laura Swift's new movie.
- 6a. The man **wants** / **doesn't want** to see Laura Swift's new movie.

- C** Listen for details. What reason does each person give? Listen again and circle the correct reason (1b–6b) in **B**. CD 2 Track 40

- D** Listen for details. Listen again. Circle T for *true* and F for *false*. If a sentence is false, make it true. CD 2 Track 40

1. *Fast Cars 4* is an action movie.
2. *Fast Cars 4* is coming out next week.
3. Laura Swift's new movie is a comedy.
4. In her new movie, Laura Swift is a rich woman in London.

### Word Bank

A *movie trailer* is an ad. It shows scenes from a movie.

When a movie *comes out*, it is available to watch.

A new *Star Wars* movie is coming out this year.

### Listening Strategy

#### Listen for a Speaker's Opinion

Pay attention to the words the man and woman use and their tone of voice to understand their opinions.

### Reason

- 1b. They are **good stories** / **violent**.
- 2b. They are **entertaining** / **hilarious**.
- 3b. She **is** / **isn't** funny.
- 4b. She **is** / **isn't** funny.
- 5b. Her new movie sounds **sad** / **hilarious**.
- 6b. Her new movie is **funny** / **inspiring**.

- E** With a partner, take turns asking the questions about the two movies you heard about.

1. What kind of movie is it?
2. Do you like these kinds of movies? Why or why not?

What kind of movie is *Fast Cars 4*?



### 3 READING CD 2 Track 41

**A** **Use background knowledge.** Look at the reading. One movie is the original; the other is a *remake* (a new version of an old film). Do you know any movie remakes?

**B** **Make predictions.** Look at the photos. Guess the answer to the question.

What words describe the movie *Shutter*?

- a. hilarious      c. inspiring
- b. scary            d. suspenseful

**C** **Check predictions.** Read the movie descriptions. Check your answer(s) in **B**.

What information in the reading helped you confirm or change your answer(s)? Underline it.

**D** **Read for details.** Which movie does each sentence describe? Check *original*, *remake*, or both.

*/tʌn/*

1. The man's name is Tun.  
 original     remake
2. The man is a photographer.  
 original     remake
3. There is a car accident.  
 original     remake
4. They see a girl in the photos.  
 original     remake
5. The story takes place in Japan.  
 original     remake
6. The critics didn't like this movie.  
 original     remake

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

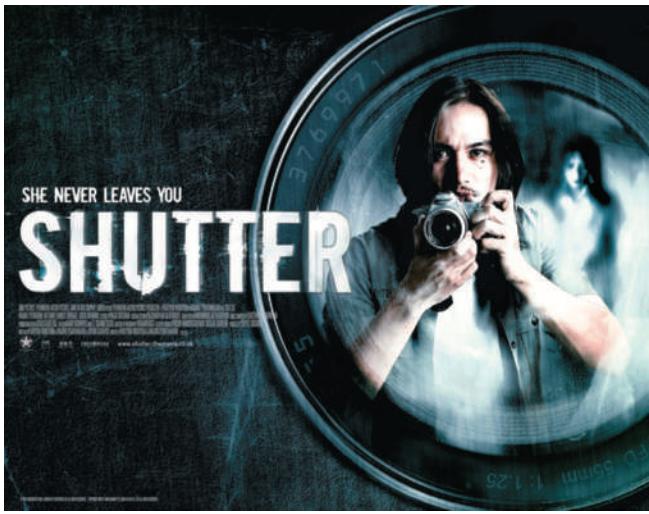
1. Would you like to see this movie—either the original or the remake? Why or why not?
2. What movies should not be remade?

# A MOVIE REMAKE

## Reading Strategy

### Read for Details

Find the specific information to compare and contrast the two films.



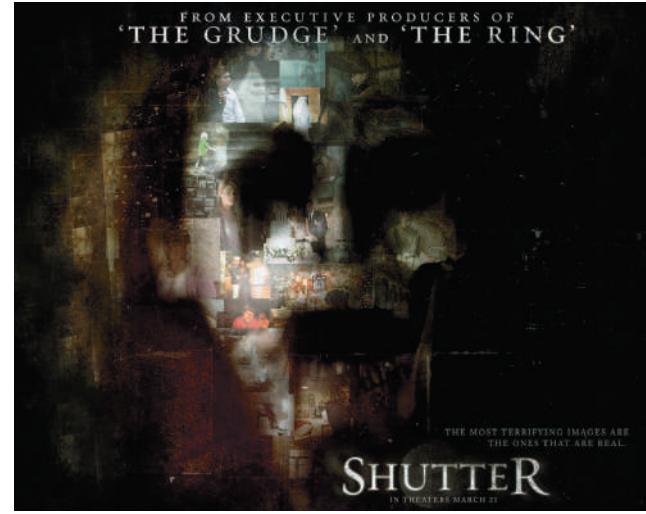
## SHUTTER (original)

In this popular film from Thailand, Tun, a *photographer*, and his girlfriend, Jane, are driving home on a lonely country road one night. Suddenly they see a girl in the road. Jane tries to stop the car, but it's too late. She hits and kills the girl. Feeling very afraid, Tun and Jane leave the girl and quickly drive back home to Bangkok.

Jane and Tun try to return to normal life, but then strange things start happening. Tun starts to have bad neck pain. And both Jane and Tun see strange images in Tun's photographs. They look like a girl. Is it the girl on the road?

<sup>1</sup>A movie *critic* watches movies and gives an opinion about them.

<sup>2</sup>If a movie *flops*, it isn't successful.



## SHUTTER (remake)

This movie is an American remake of a Thai movie with the same name. The critics<sup>1</sup> thought the film would flop,<sup>2</sup> but it did well and made over \$45 million worldwide.

The main characters are Jane and her husband Ben. They move to Tokyo for Ben's new job as a photographer. One night they are in a car accident on a country road. They hit a young girl and drive into a tree. When they wake up, they look for the girl, but they can't find her. Was the girl really there?

Jane and Ben try to forget the frightening experience, but they can't. Then Ben's shoulder starts to hurt all the time. And when Ben looks at his photos, there are strange lights in them. Ben's helper, Seiko, thinks the lights look like a girl. Is it the girl on the road?



## 4 GRAMMAR

A Study the chart. Turn to page 217. Complete the exercises. Then do **B–D** below.

-ed Adjectives	-ing Adjectives
I'm <b>bored</b> . I don't like this movie.	This movie is <b>boring</b> . Let's watch something else.

B  Read the conversation. Complete each sentence with the correct adjective. Then work in a group of three and practice the conversation.

- A: What did you do this weekend?  
B: Not much. Mostly I watched movies.  
C: What did you see?  
A: I saw *Midnight on the Moon*. It was good.  
I was **surprised / surprising**.  
B: Really? I saw that movie, too. I was kind  
of **bored / boring** by it.  
A: You're kidding. It was **amazed / amazing**.

- B: In my opinion, it was kind of slow and  
**depressed / depressing** in places.  
A: Did you see the movie, Juan?  
C: Yeah, I did.  
A: What did you think?  
C: Well, parts of the movie were **bored / boring**,  
but mostly it was **entertained / entertaining**.  
And the ending was **excited / exciting**.  
A: I thought so, too!

C  In the same group, think of a movie you all saw. Then, on your own, use -ed / -ing adjectives to give your opinion of the movie.

- A movie we all saw: \_\_\_\_\_  
My opinion of the movie: \_\_\_\_\_  
How I felt watching it (use an -ed adjective): \_\_\_\_\_  
How the movie was (use an -ing adjective): \_\_\_\_\_

D  Use the conversation in **B** and your ideas in **C** to talk about your movie.

We all saw *The Girl on the Train*. In my opinion, it was a pretty good thriller.

## 5 WRITING

A  Read about one person's favorite movie. Answer the questions with a partner.

1. What is the writer's favorite movie?
2. What kind of movie is it? What is it about?
3. What happens in the movie?

### My Favorite Movie

My favorite movie of all time is *Cinema Paradiso*. It's a classic film from the 1980s. It's about an Italian boy named Salvatore. He loves movies.

In the film, Salvatore remembers his childhood. When he was young, he watched movies at the Cinema Paradiso, a theater in his hometown. He had an old friend named Alfredo, and he loved a girl named Elena. The movie is about these people's lives. It is a very sweet and inspiring film. You should see it!



*Cinema Paradiso* is set in Palazzo Adriano, Italy. Where a movie is set is where it takes place.

- B** Answer the questions in **A** about your favorite movie. Write your ideas in a few words.
- C** Write two paragraphs about your movie. In the first paragraph, say the name and type of movie and what the movie is about. In the second paragraph, explain what happens in the movie. Use your notes in **B**.
- D** Exchange papers with a partner.
  1. Answer the questions in **A** about your partner's movie.
  2. Circle mistakes in your partner's writing. Then return the paper to him or her.
- E** Make corrections to your writing. Then put together a "Must-See Movies" list with all of your classmates' ideas.

## 6 COMMUNICATION

- A** Prepare a short talk about your favorite movie.
- B** Work in a group of four. Give your presentation.

When you listen, take notes. Answer the questions in Writing **A** about your partners' movies.

- C** Your group talked about four movies. What do you think of each one?

Use the sentences below to tell your group.

I saw \_\_\_\_\_,... I did not see \_\_\_\_\_,...

and I liked it because...  but now I'd like to see it.

but I didn't like it because...  and I don't plan to see it.

I saw *Thor*, but I didn't like it.  
I'm not into movies about  
comic book characters.

# REVIEW UNITS 10–12

## 1 STORYBOARD

/'lioo/ /'emə/

- A Leo and Emma are having lunch in the cafeteria. Look at the pictures and complete the conversations. More than one answer is possible for each blank.



- B Practice the conversations with a partner. Then change roles and practice again.

## 2 SEE IT AND SAY IT

A  Talk about the picture with a partner.

- What's happening in the scene?
- Who looks surprised? bored? excited?
- What kind of movie is it?



B  Get into a group of three or four people. You are going to perform the movie scene in the picture.

1. Discuss the scene. What's happening? Why do you think it's happening?
2. Choose a person in the scene to role-play.
3. Create a short role play of six to eight sentences. Practice it with your group.

C  Perform your scene for the class.

## 3 TIMES CHANGE

- A** Look at the activities in the chart. Add one more idea. Complete the chart for yourself. Check (✓) the things you can do now and the things you knew how to do five years ago.

	Me		Partner 1		Partner 2	
	Now	5 years ago	Now	5 years ago	Now	5 years ago
drive						
speak a second language						
cook simple dishes						
your idea: _____						

- B**  Ask two classmates about the activities. Use *can* and *know how to* in your questions.

- A: Can you drive?  
B: Yes, I can. I passed the test last year.  
A: Did you know how to drive five years ago?  
B: No, I didn't. I was too young to drive.

- C**  Look at the information in your chart. Which partner are you more similar to? Tell the class.

## 4 LISTENING

- A**  Look at the pictures. Do these things ever happen where you live? Tell a partner.



- how to survive a tornado       how to survive an earthquake       how to survive a house fire  
*/tɒm/*

- B**  Listen. Tom is talking to a group of students. What are they talking about? Check (✓) the correct answer above. **CD 2 Track 42**

- C**  What rules do you think Tom is going to say? Make predictions. Then listen to the full conversation. Check (✓) the correct answers. **CD 2 Track 43**

- |  |   |
|--|---|
| <input type="checkbox"/> Open the windows.                   | <input type="checkbox"/> Don't stand near the windows.        |
| <input type="checkbox"/> Get under a desk.                   | <input type="checkbox"/> Go outdoors and stand in the street. |
| <input type="checkbox"/> Go to the store for food and water. | <input type="checkbox"/> Don't use matches.                   |

- D**  Have you ever been in an earthquake, a fire, a tornado, or a bad storm? Tell your partner what happened.

Two years ago, there was a big storm. It was scary. We couldn't leave the house.

# 5 PLANS FOR THE DAY

- A You are going to make an imaginary schedule for tomorrow. Write five activities from the box on the daily planner below.

30 minutes	1 hour	1½ hours	2 hours
go grocery shopping get a haircut	go to the library do research on the Internet	clean your apartment work out at the gym	do your homework meet a friend for coffee

10:00 AM	3:30 PM
10:30 AM	4:00 PM
11:00 AM	4:30 PM
11:30 AM	5:00 PM
12:00 PM	5:30 PM
12:30 PM	6:00 PM
1:00 PM	6:30 PM
1:30 PM	7:00 PM
2:00 PM	7:30 PM
2:30 PM	8:00 PM
3:00 PM	8:30 PM

- B Think of a fun activity. Then invite your partner to join you. Agree on a good time and write the activity in your daily planner.

- A: What are you doing at 2:00 tomorrow?      B: Nothing. I'm free.  
B: I'm getting a haircut.      A: Great. Do you want to see a movie?  
A: How about at 3:00?      B: Sure, I'd love to!

- C Think of a different fun activity and invite a new partner to join you.

# UNIT 10 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

- A Correct the errors in the use of the imperative in the sentences.

1. Don't ~~to~~ eat a lot of junk food.
2. To stay healthy, getting enough sleep.
3. Here, to have a bowl of chicken soup.
4. If you are sick, don't goes to school or work.
5. After you exercise, drinks a lot of water.
6. To sleep better, don't to drink coffee after dinner.

### 2 QUESTION FORMULATION

- A Unscramble words to make questions. Remember to use the correct capitalization and punctuation.

1. coffee / how / do / you / drink / much \_\_\_\_\_ *How much coffee do you drink?*
2. often / do / have / how / you / a / headache \_\_\_\_\_
3. do / feel / you / stressed / why \_\_\_\_\_
4. do / relax / go / to / where / you \_\_\_\_\_
5. make / schedules / like / you / to / do \_\_\_\_\_
6. do / what / when / stomach / do / your / hurts / you \_\_\_\_\_

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

How much coffee do  
you drink?

I usually drink two  
or three cups a day.

### 3 SPEAKING

- A  Work with a partner. Take turns describing health problems and giving advice. Use the information in the charts. You can also add your own ideas.

Health Problem	Advice
back hurts	don't drink too much coffee
feel stressed	eat healthy food
headache	get seven or eight hours of sleep
no energy	go to the doctor
stomach hurts	relax and get some rest
very tired	take an aspirin

I can't meet you after  
class today. I have a  
bad headache.

That's too bad. Take  
an aspirin and get  
some rest.

- B  Get together with another pair. Tell the group about the advice you and your partner gave to each other. Did your new partners give different advice?

### 4 WRITING

- A Write a question about a health problem or a problem at school. Then write an answer (7–8 sentences) that gives advice for solving the problem. Use the imperative in your answer.

## 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 15**

1. Which sentence describes Gonzalo?
  - a. He doesn't feel well.
  - b. He's low on energy.
  - c. He has a backache.
  - d. He's under a lot of pressure.**
2. What advice do you think the doctor will give the man?
  - a. Stop smoking.
  - b. Take some medicine and go to bed.
  - c. Don't wait until the last minute.
  - d. Give me some more time.
3. What's wrong with the woman?
  - a. When she is low on energy, she can't study.
  - b. Her head hurts.
  - c. When she drinks coffee, she feels stressed.
  - d. She has a lot to do.
4. Why should you share your happiness with other people?
  - a. It's good for your health.
  - b. It's good for their health.
  - c. It's good for everybody's health.
  - d. It isn't good for anybody's health.
5. What advice does the man NOT give the woman?
  - a. Exercise.
  - b. Don't study so much.
  - c. Rest.
  - d. Relax.**
6. What does the man take when he doesn't feel well?
  - a. He takes vitamins.
  - b. He takes aspirin.
  - c. He takes a bath.
  - d. He takes a nap.**

**B**  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 16**

1. Why is the woman tired?
  - a. She is drinking a lot of coffee.
  - b. She needed to work last weekend.
  - c. She has a lot of work and she needs to study.**
  - d. She isn't awake.
2. What is she doing to stay awake?
  - a. She's drinking a lot of coffee.
  - b. She's exercising.
  - c. She's studying for her exams.
  - d. She's working extra hours.
3. What does the man suggest?
  - a. Drink less coffee.
  - b. Eat healthy snacks.
  - c. Drink less coffee and eat healthy snacks.
  - d. None of these.
4. What kind of advice is the woman giving?
  - a. School advice.
  - b. Work advice.
  - c. Health advice.
  - d. Exercise advice.**
5. Why should you walk outside every day?
  - a. It's relaxing to be in nature.
  - b. You'll meet different people.
  - c. You can see plants and animals.
  - d. It's healthy for your body and your brain.**
6. How much sleep do most people need?
  - a. Five hours.
  - b. Seven hours.
  - c. Eight hours.**
  - d. Between seven and eight hours.

# UNIT 11 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

- A Complete the sentences with *can* or *could*. Use contractions where possible.

1. Marina could speak English when she was six.
2. I \_\_\_\_\_ (not) play the guitar, but I'd like to be able to.
3. Antonio \_\_\_\_\_ draw and paint well—he's really talented.
4. Wanda and Luis \_\_\_\_\_ dance when they were little kids.
5. In the past, Charlie \_\_\_\_\_ (not) ride a bike, but he knows how to now.
6. We \_\_\_\_\_ sing—in fact, we're in a band!

### 2 QUESTION FORMULATION

- A Unscramble the words to make questions. Remember to use capitalization and punctuation.

1. are / you / think / do / you / talented \_\_\_\_\_ *Do you think you are talented?*
2. feel / when / you / do / adventurous \_\_\_\_\_
3. do / you / take / risks / what \_\_\_\_\_
4. try / dangerous / how / do / often / you / something \_\_\_\_\_
5. want / live / different / do / to / you / country / a / in \_\_\_\_\_
6. do / what / think / is / exciting / you \_\_\_\_\_

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

*Do you think you are talented?*

*Yes, I think I'm pretty talented. I can sing, dance, and speak three languages!*

### 3 SPEAKING

- A  Talk to a classmate and find out about his or her talents. Use phrases such as *can* and *know how to*. Take notes so that you can report to the rest of the class.

*Do you know how to dance the tango?*

*No, but I can dance really well, so I am sure I can learn.*

- B  Tell the class about your partner's talent.

*Rosario is a great dancer. She learned to dance when she was six.*

## 4 WRITING

- A Imagine you have unlimited time and money. Make a list of ten places you want to visit, with a short explanation of each choice.

Include this information:

- Where you want to go
- Why it's interesting
- What you want to do there

### My ten places

1. Santiago Bernabeu Stadium in Madrid.  
I want to see Real Madrid play...
2. Rio de Janeiro.  
I want to go to the top of Sugar Loaf...
3. The Great Barrier Reef.  
The colors...

## 5 EXAM PREPARATION: READING

- A Choose the best answer for each question or ending for each sentence.

1. My sister is a very talented person. She \_\_\_\_\_.  
a. is a risk-taker  
b. lacks ability  
c. has a lot of natural ability  
d. can't sing
2. I don't like to play it safe. I \_\_\_\_\_.  
a. like to take chances  
b. am famous  
c. am not a risk-taker  
d. reach my goals
3. My friend asked me to go sky-diving and I said yes. I like to accept challenges \_\_\_\_\_.  
a. because I lack ability  
b. because I'm talented  
c. so I can be famous  
d. because I'm adventurous
4. Which words can describe someone who is a gambler?  
a. Curious; dangerous; safe.  
b. Risky; adventurous; dangerous.  
c. Talented; curious; nutritious.  
d. Frightening; simple; safe.
5. Ana's goal is to be a famous singer. Which is NOT a way to reach this goal?  
a. Give up.  
b. Take a chance.  
c. Accept a challenge.  
d. Be adventurous.
6. Mario wants to fly, \_\_\_\_\_.  
a. so he is taking lessons  
b. so he likes to play it safe  
c. so he is successful  
d. so he enjoys it

# UNIT 12 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

A Choose the correct form of the adjectives to complete the sentences.

1. Tina and Henry thought *Memento* was a **surprising** / **surprised** movie.
2. I love science fiction movies—I think they're really **exciting** / **excited**.
3. You look a little **boring** / **bored** by this film.
4. *Brooklyn* is an **entertaining** / **entertained** romantic movie.
5. I'm feeling a little **depressing** / **depressed**, so I want to see a comedy.
6. We were **amazing** / **amazed** at Tony's performance—he sings really well!

### 2 QUESTION FORMULATION

A Unscramble the words to make questions. Remember to use the correct capitalization and punctuation.

1. directors / like / you / do / which \_\_\_\_\_ *Which directors do you like?*
2. go / often / movies / how / you / do / to / the \_\_\_\_\_
3. do / you / like / kind / movies / of / what \_\_\_\_\_
4. comedies / enjoy / you / romantic / do \_\_\_\_\_
5. playing / next / films / what / week / are \_\_\_\_\_
6. favorite / movie / what / your / is / classic \_\_\_\_\_

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

*Which directors do you like?*

I really like Christopher Nolan  
and Alfonso Cuaron.

### 3 SPEAKING

A  With a partner, think of several books you read or know of that became movies. Talk about whether you liked the movie versions, and the similarities and differences.

Answer these questions:

- What is the name of the book and movie? • How were the book and movie similar?
- Did you like each version? • How were they different?

B  Share your opinions with the class.

### 4 WRITING

A Write a short review (8–10 sentences) of a movie you saw recently. Include this information:

- Name of the movie
- Kind of movie
- Names of the lead actors
- Your reasons for liking or not liking the movie
- Your prediction about the movie's success or failure

## 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 17**

1. Does the woman like science fiction movies?  
a. Yes, she loves them.  
b. No, she likes horror movies.  
 c. Sometimes, but not always.  
d. She doesn't say.
2. What kind of movies is the man NOT into?  
a. Musicals.  
b. Scary movies.  
c. Classics.  
 d. Romantic comedies.
3. Which statement describes *Planet of the Apes*?  
a. The original and the remake are both failures.  
b. Miguel saw the original and the remake.  
 c. The original is a classic, but the remake is not good.  
d. The original made Miguel think.
4. What kind of movie is *To Catch a Thief*?  
a. A classic.  
b. An action movie.  
 c. A science fiction movie.  
d. A musical.
5. When does the movie start?  
a. At six o'clock tomorrow.  
b. At six o'clock tonight.  
 c. At eight o'clock tonight.  
d. At eight o'clock tomorrow.
6. What do people do at an Oscar party?  
a. Watch movies that won an Oscar.  
b. Talk about movies they like.  
 c. Predict which movies are going to be blockbusters.  
d. Watch the Oscar awards on TV.

**B**  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 18**

1. What kind of movie is the review about?  
a. Classics.  
b. Science fiction.  
c. Thrillers.  
 d. Remakes.
2. In the reviewer's opinion, which version of the movie is better?  
a. The original.  
b. The remake.  
c. Both are good.  
 d. Neither is good.
3. How does the reviewer describe the remake?  
a. Boring, boring, boring.  
b. Hilarious and romantic.  
 c. Entertaining and surprising.  
d. Exciting and funny.
4. What did the woman think of *About My Life*?  
a. It was excellent.  
b. It wasn't very good.  
 c. It was OK, but nothing special.  
d. It was the worst movie ever.
5. How did the man feel about the movie?  
a. He thought it was entertaining.  
b. He thought it was boring.  
 c. He thought it was exciting.  
d. He thought it was amazing.
6. What is the man's reason for his opinion?  
a. He liked the music.  
b. He liked the suspense.  
 c. He liked the romance.  
d. He liked the mystery.

## 6

**EXAM PREPARATION: READING**

- A Read the following movie reviews. Then choose the correct answers.

*Attack of the Monsters from Mars*

I am a big science fiction fan, but I did not like this movie at all. The director wanted it to be exciting, but in fact, it was boring. There was too much action and not enough story. I know Jason Miranda, the star, is a very popular actor, and I like a lot of his films, but I'm not crazy about him in this movie. This movie is going to be a failure. ★★

*Laura Looks for Love*

This romantic comedy is going to make you laugh and feel good, and the happy ending makes you think. Director Sandra Alban has another successful movie here. It's definitely going to be a classic. ★★★★

*A Song and Dance for Danny*

I'm not into musicals, but this one is going to do well. The star can sing, all of the actors are terrific dancers, and everything looks great on screen. The only thing that I didn't like was the sad ending—it made me cry! ★★★

1. What types of movies does the reviewer write about in this article?  
a. A horror movie; a failure; a musical.  
b. A science fiction movie; a classic; a remake.  
c. An action movie; a musical; a romantic comedy.  
**d. A science fiction movie; a romantic comedy; a musical.**
2. Your best friend likes funny movies. Which movie can he or she go see?  
a. *Attack of the Monsters from Mars*.  
b. *Laura Looks for Love*.  
c. *A Song and Dance for Danny*.  
d. None of the above.
3. Which movie(s) is / are going to be successful?  
a. *Laura Looks for Love* and *A Song and Dance for Danny*.  
b. *Attack of the Monsters from Mars* and *A Song and Dance for Danny*.  
c. *Laura Looks for Love*.  
d. The film with Jason Miranda.
4. Why does the reviewer give *Attack of the Monsters from Mars* a bad review?  
a. He's not into science fiction.  
b. He's bored.  
c. It's boring.  
d. He's not a fan of Jason Miranda.
5. Why does the reviewer like *A Song and Dance for Danny*?  
a. It's very suspenseful.  
b. It's hilarious.  
c. It's scary.  
d. It's really entertaining.

# PROCESS WRITING

**A** Complete the advice with the correct words from the box. One word is extra.

1. Do pilates to exercise your stomach muscles.
2. Don't buy shoes that are too small for your \_\_\_\_\_.
3. Cover your \_\_\_\_\_ when you yawn.
4. Wear sunglasses to protect your \_\_\_\_\_ from the sun.
5. Don't carry a very heavy bag on your \_\_\_\_\_.

ears	mouth
eyes	shoulder
feet	stomach

**B** Match the problems (1–5) with the advice (a–e).

1. When the World Cup is on, I don't have time to see my friends. b
  2. When I wake up on Monday mornings, I'm always low on energy. \_\_\_\_\_
  3. Whenever I have an exam, I get very stressed before it. \_\_\_\_\_
  4. It's stressful for me when my brothers argue. They're so loud! \_\_\_\_\_
  5. When I meet people at parties, I never know what to say to them. \_\_\_\_\_
- a. You should ask how they are. Then relax and enjoy the party!
  - b. ~~You should invite them to watch a game with you.~~
  - c. You should take time to relax on the weekends.
  - d. You should do some breathing exercises to reduce exam stress.
  - e. You should tell them how you feel, and ask them to be quiet.

**C** Write the problem for 1, and the advice for 2.

1. **Problem:** \_\_\_\_\_

**Advice:** *It's normal to be upset when you get bad news. Try these three things. First, Don't get too stressed about it. Second, remember that the coach can't pick everyone for the team. Third, arrange a meeting with the coach. Ask him politely why you weren't chosen. He can explain it to you. Good luck!*

2. **Problem:** *My girlfriend loves going on vacation, but I don't. For me, it's not relaxing at all. I hate packing my suitcase, and I feel nervous flying. What can I do to enjoy going on vacation?*

**Advice:** \_\_\_\_\_

**D** Circle the correct word or words to complete each sentence.

1. He's a talented singer, but he really **could** / **couldn't** / **can't** dance!
2. When I moved to Vancouver I **couldn't** ski, but now I **could** / **can** / **was able to**.
3. Mandy missed her flight, but luckily she **can't** / **was able to** / **couldn't** get another one.
4. Albert Einstein was a physics genius, but he **couldn't** / **can** / **can't** drive a car!
5. When we lived in Paris, we **can** / **can't** / **could** see the Eiffel Tower from our home.

**E** Write because or so to complete the text.

I'm a nervous person, (1.) \_\_\_\_\_ *so* I usually prefer to play it safe. For example, I didn't want to go sky-diving with my friends last weekend (2.) \_\_\_\_\_ I'm not adventurous. And (3.) \_\_\_\_\_ I'm afraid to try dangerous things, my life is not very exciting. But everyone is different. I'm curious about many things, (4.) \_\_\_\_\_ I read a lot. Other people like to take a chance (5.) \_\_\_\_\_ they enjoy challenges, but not me.

#### “Reason” and “Result” Clauses

“Reason” clauses use *because*.

When the reason clause is in the second half of the sentence, we do not use a comma. *I want to be an actor because I love movies.*

But when the reason clause is in the first half of the sentence, we use a comma. *Because I love movies, I want to be an actor.*

“Result” clauses use *so*. We always use a comma before the result clause.  
*I love movies, so I want to be an actor.*

**F** Are you a risk-taker or do you prefer to play it safe? Write four or five sentences in your notebook explaining how you feel about challenges. Give reasons and examples. Use *because* and *so*.

**G** Write sentences using the present continuous as future tense. Use contractions where you can. You may need to add a word or two in some cases.

1. I / go / movies / tonight \_\_\_\_\_ *I'm going to the movies tonight.*
2. My friend and I / see / new action movie \_\_\_\_\_
3. We / set up / film club / few weeks \_\_\_\_\_
4. I / plan / watch / *The Godfather* / this weekend \_\_\_\_\_
5. We / discuss / horror films / class / tomorrow \_\_\_\_\_

**H** Write *-ed* or *-ing* to complete each adjective.

Action movies are my favorite. I find them very (1.) entertain*ing* to watch. Usually, they're suspenseful, and (2.) surpris\_\_\_\_\_ things always happen in them. Everyone says that science fiction thrillers are (3.) excit\_\_\_\_\_, but I don't like them because I don't believe the stories, and I just get (4.) bor\_\_\_\_\_. Most old movies are very good, but they usually make me cry. Afterwards I feel pretty (5.) depress\_\_\_\_\_, so I don't watch them often. Horror films are too scary for me, but I saw one last week that was (6.) amaz\_\_\_\_\_. I was (7.) surpris\_\_\_\_\_ I enjoyed it, but it was really incredible.

**I** What kind of movies do you like? In your notebook, write a few sentences about a movie that you like, and a few sentences about a movie that you don't like. Give reasons for your answers.

*I like... because...*

*I don't like... because...*

# LANGUAGE SUMMARIES

## UNIT 10 HEALTH

### LESSON A

#### Vocabulary

arm  
back  
chest  
foot  
hand  
head  
ear  
eye  
face  
nose  
mouth  
leg  
neck  
shoulder  
stomach  
  
broad ↔ narrow shoulders  
long ↔ short arms / legs  
big / large ↔ little / small (eyes / nose)  
**muscular** (body)

backache  
skin  
fever  
headache  
sore throat  
stomachache  
temperature

#### Speaking Strategy

##### Talking about health problems

What's wrong? / What's the matter?  
I don't feel well.  
I'm sick.  
I have a / an (fever)  
My (leg) hurts

### LESSON B

#### Vocabulary

**be full of** ↔ **be low on** (energy)  
**deal with** (stress / a problem)  
**have time** (to do something)  
**make a schedule**  
  
**reduce** (stress)  
**stressed** ↔ relaxed  
**stressful** ↔ relaxing  
**take time** (to do something)

be under pressure  
take a break  
wait until the last minute

# UNIT 11 ACHIEVEMENT

## LESSON A

### Vocabulary

ability  
able  
**have a (natural) ability**  
(to do something)  
  
succeed  
success  
**successful**  
  
talent  
talented  
  
**post videos**  
**get hits**  
  
audition  
contest  
talent show

**Speaking Strategy**  
**Compliments and follow-up questions**  
*Compliments about things*  
Nice haircut!  
Where did you get it done?  
Cool glasses!  
Were they expensive?  
That's an interesting story! That's amazing!  
When did it happen? / What happened next?  
I like your jacket a lot.  
Is it new?  
What a great painting?  
How long did it take you to finish it?  
*Compliments about abilities*  
You can speak English really well!  
Where did you study?

## LESSON B

### Vocabulary

adventurous ↔ careful  
afraid (to do something) / (of something) ↔ brave  
(a) **challenge** (n.)  
challenging (adj.)  
**curious** (about something or someone) ↔ uninterested  
**dangerous** / risky ↔ safe  
frightening  
give up ↔ continue  
**take a chance** / take chances  
(plural) ↔ play it safe

# UNIT 12 AT THE MOVIES

## LESSON A

**Vocabulary**  
**action movie**  
blockbuster  
chick flick  
**classic / old movie**  
**documentary**  
**drama**  
**horror film**  
indie  
**musical**  
**romantic comedy**  
**science fiction (sci-fi) thriller**  
tearjerker

**make you** (laugh / cry / think / scream)  
(not) a (big) fan of (something)  
(not) crazy about (something)  
(not) into (something)

**Speaking Strategy**  
**Taking and leaving a message**  
Hello? Is Michael there?  
Who's calling, please?  
This is Silvio.  
OK. Hang on a minute.  
Sorry. Michael's not home yet / not here. Can I take a message?

## LESSON B

**Vocabulary**  
**depressing**  
**entertaining**  
**hilarious**  
**inspiring**  
**scary**  
**suspenseful**  
**sweet**  
**violent**  
**go to / see / watch** a movie

# GRAMMAR NOTES

## UNIT 10 HEALTH

### LESSON A

#### Affirmative and Negative Forms of the Imperative

Don't	Base form	
	Stay	calm.
Don't	panic.	
	Go	to the airport.
Don't	leave	without your passport.
	Take	two aspirin daily.
Don't	forget	to take your medicine.

Use the imperative to give advice, instructions, directions, and orders.

Add *please* to make orders and requests more polite:  
*Please don't smoke here. Move outside, please.*

**A**  Complete each item with the correct answer. Then compare your answers with a partner.

1. I feel sick. Please take \_\_\_\_\_.  
a. me to the doctor      b. some medicine
2. We're leaving for the airport. Don't \_\_\_\_\_ your passport.  
a. bring      b. forget
3. Shh! \_\_\_\_\_ quiet. \_\_\_\_\_ any noise.  
a. Don't be; Make      b. Be; Don't make
4. Does your eye hurt? Don't \_\_\_\_\_!  
a. rub it      b. put in eye drops
5. \_\_\_\_\_ the instructions again, please. I couldn't hear you the first time.  
a. Read      b. Don't read
6. It says, "Be careful! \_\_\_\_\_ this medicine on an empty stomach."  
a. Bring      b. Don't take

## LESSON B

When Clauses	
When clause	Result clause
Result clause	When clause
When(ever) I drink coffee,	I can't sleep.
I can't sleep	when(ever) I drink coffee.

These sentences talk about things that are usually true: When X happens, Y is the result.

The present tense is used in the *when* clause and the result clause.

The result clause can come first or second in a sentence. When it comes first, there is no comma between the result clause and the *when* clause.

**A** Match a *when* clause on the left with a result clause on the right to make sentences.

1. When I feel stressed, a. people are usually nice to you.
2. When we argue, b. I get hungry by 10:00.
3. When I sleep well, c. my mom usually apologizes first.
4. When I don't eat breakfast, d. I exercise.
5. When you're kind, e. I'm late for class.
6. When I miss the bus, f. I have a lot of energy.

**B**  Rewrite the sentences in **A** so that the result comes first. Then tell your partner which sentences are true for you. Explain your answers.

1. I exercise when I feel stressed.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.

**C**  Compare your answers in **B** with a different partner.

I exercise when I feel stressed.

Really? I don't.

## LESSON A

## Using can for Ability

Subject	Modal verb	Base form	
I / You	can / <b>can't</b>		
He / She / It	could / <b>couldn't</b>	sing	well.
We / You / They			
	Modal verb	Base form	
	Can you	sing	well?

Use *can* to talk about abilities you learn: *I can ride a bicycle.*

The modal verb *can* has the same form for all persons: *I can, she can, etc.*

Questions and the negative are formed without *do*.

You can also use *know how to* to talk about learned abilities but not for non-learned abilities: *I can't see without my glasses. I don't know how to see without my glasses.*

**i** Do not use *could* to talk about past abilities if it's a one-time achievement. Use *was able to* instead: *I could win first place in the contest. I was able to win first place in the contest.*

**A** Read about Phiona Mutesi, a young chess champion from Uganda.

Complete her story with *can, can't, could, couldn't, or be able to* (where necessary).

Phiona Mutesi loved to study, but her mother (1.) \_\_\_\_\_ pay Phiona's school fees. Phiona stopped going to school.

She was unhappy, but then she discovered the game of chess. She (2.) \_\_\_\_\_ learn the rules of the game in one day!

She had a natural ability and (3.) \_\_\_\_\_ soon beat other players.

In two years, she (4.) \_\_\_\_\_ win the junior girls Ugandan national championship.

Nowadays, you (5.) \_\_\_\_\_ read about Phiona in the news. She travels and plays chess all over the world.

Phiona's story inspires us. You (6.) \_\_\_\_\_ succeed when you practice and work hard.



## LESSON B

Connecting Ideas with <i>because</i>		Connecting Ideas with <i>so</i>	
Main clause	Reason clause	Main clause	Result clause
He likes to fly	<b>because</b> it's exciting.	The weather was bad,	<b>so</b> he didn't fly.
Reason clause	Main clause	So can join two clauses together. So gives a result: <i>The weather was bad.</i> The result: <i>He didn't fly.</i>	
Because it's exciting,	he likes to fly.	In writing, use a comma before <i>so</i> unless the two clauses are very short.	
<i>Because</i> can join two clauses together. A clause has a subject and a verb.			
<i>Because</i> answers the question <i>why</i> . It gives a reason for an action: <i>Why does he like to fly? (He likes to fly) because it's exciting.</i>			
In conversation, people often give the reason only ( <i>Because it's exciting.</i> ). Don't do this in formal writing.			
In writing, when the reason comes first, put a comma before the main clause.			

**A** Complete each sentence with *because* or *so*. If you use *so*, remember to add a comma to the sentence.

- Many risk-takers are successful \_\_\_\_\_ they take chances.
- My mom is afraid to fly \_\_\_\_\_ she always drives places.
- Smoking is dangerous \_\_\_\_\_ Jon quit.
- Bruno is nervous \_\_\_\_\_ he has a job interview.
- I'm afraid to go to the dentist \_\_\_\_\_ I never go.
- Elena did well on the exam \_\_\_\_\_ she studied hard.
- They started their own business \_\_\_\_\_ they don't work for others.
- I didn't understand a word \_\_\_\_\_ I used my dictionary.
- Everyone knows that video \_\_\_\_\_ it was popular last month.
- Anh is disinterested in the movie \_\_\_\_\_ he thinks it is boring.

- B** Rewrite the five *because* sentences from **A** so the word *because* starts the sentence.

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

- C** Unscramble the words to make sentences. Use commas if necessary.

1. don't / I / go rock climbing / it's / dangerous / because

\_\_\_\_\_.

2. cold / was / it / didn't / go to the beach / we / so

\_\_\_\_\_.

3. cold / was / it / didn't / go to the beach / we / because

\_\_\_\_\_.

4. the exam / I / failed / it / have to / retake / so / I

\_\_\_\_\_.

## UNIT 12 AT THE MOVIES

### LESSON A

#### The Present Continuous as Future

Subject + be	Verb + ing		Future time expression
We're	seeing	a movie	today / tonight / tomorrow. in an hour. this weekend.
They're	making		next year.

You can use the present continuous tense (often with a future time expression) to talk about future plans.

Use the present continuous only when a plan exists:

*Here's the plan: We're meeting downtown and then driving to the theater in my car.*

Do not use the present continuous to make predictions. Use *going to* instead:

*He's passing the test tomorrow. He's going to pass the test tomorrow.*

- A** Complete the conversation. Use the present continuous form of the verbs in parentheses and complete the time expression with the words in the box.

in      next      this      tomorrow

**i** Verbs that are related to movement and travel (like *go*, *come*, *take*, *fly*, *travel*, *visit*, *leave*, *arrive*, and *get*) are commonly used in the present continuous when expressing future time.

**A:** I'm really looking forward to summer vacation (1.) this year.

**B:** Why is that?

**A:** Because (2. I / go) \_\_\_\_\_ to Tanzania, in Africa.

(3. we / leave) \_\_\_\_\_ (4.) \_\_\_\_\_ morning! I'm so excited!

**B:** Wow! How (5. you / get) \_\_\_\_\_ there?

**A:** (6. we / fly) \_\_\_\_\_ with Global Airways from New York City. And

(7. we / change) \_\_\_\_\_ planes in Dubai before arriving in Dar es Salaam.

**B:** Do you already have a plan for the trip?

**A:** Yes, (8. we / visit) \_\_\_\_\_ Zanzibar for a few days and then

(9. climb) \_\_\_\_\_ Mount Kilimanjaro.

**B:** Great! How long is the trip?

**A:** (10. I / stay) \_\_\_\_\_ for two weeks, so (11. I / return) \_\_\_\_\_ early

(12.) \_\_\_\_\_ month. (13. my friend / travel) \_\_\_\_\_ an extra week

in Africa. What about you? (14. you / go) \_\_\_\_\_ anywhere fun?

**B:** Not really. (15. I / visit) \_\_\_\_\_ my family down south.

(16. I / drive) \_\_\_\_\_ and (17. I / leave) \_\_\_\_\_

(18.) \_\_\_\_\_ a few hours.

## LESSON B

### -ed Adjectives

**1a.** I'm **bored**. I don't like this movie.

**2a.** I was **surprised** by the ending.

### -ing Adjectives

**1b.** This movie is **boring**. Let's watch something else.

**2b.** The end of the movie was **surprising**.

Use -ed adjectives to describe a person's feelings. For example, in sentence 1a, you can say *I'm bored*, (meaning "I feel bored") but not *I'm boring*.

Use -ing adjectives to describe a situation, an activity, or person that makes you feel a certain way: *That movie was boring. My math teacher is very inspiring*.

Here are some common -ed / -ing adjectives. Review their meanings with your instructor and classmates.

amazed / amazing

bored / boring

confused / confusing

depressed / depressing

disappointed / disappointing

embarrassed / embarrassing

entertained / entertaining

excited / exciting

frightened / frightening

inspired / inspiring

interested / interesting

relaxed / relaxing

shocked / shocking

surprised / surprising

terrified / terrifying

- A** Complete the movie review. Circle the correct words. Did Paula like the movie?

Actor Sean Clarkson is in the new sci-fi thriller *Midnight on the Moon*. Overall, I was very **disappointed / disappointing** with this film. Some scenes in the film are **excited / exciting**, and newcomer Kristin Cox is **interested / interesting** as Clarkson's love interest in the movie. But the story is often **confused / confusing**. I didn't understand the ending at all. I was also **surprised / surprising** by some scenes in the film. They were very violent!

- B** Complete the sentences with the correct form of the words in the box.

bore	confuse	depress	embarrass	entertain	surprise	terrify
------	---------	---------	-----------	-----------	----------	---------

1. I was kind of \_\_\_\_\_ after watching that movie. It was a tearjerker!
2. I'm \_\_\_\_\_. Is our test this Friday or next Friday?
3. My film class is very \_\_\_\_\_. It's a lot of fun.
4. I watched a scary movie alone, and I was \_\_\_\_\_. It was very frightening!
5. When that movie won Best Film, it was \_\_\_\_\_. In my opinion, it was a terrible movie.
6. This movie is very \_\_\_\_\_—not interesting at all.
7. I fell asleep during class, and the teacher yelled at me. How \_\_\_\_\_!



# Workbook

# WORLDLINK

Developing  
English Fluency

# Basic 8



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# 10 HEALTH

## LESSON A THE BODY

### 1 VOCABULARY

A Unscramble the letters to write parts of the body.

1. d a n h \_\_\_\_\_
2. t s e h c \_\_\_\_\_
3. m a r \_\_\_\_\_
4. t o f o \_\_\_\_\_
5. k n e c \_\_\_\_\_
6. d e a h \_\_\_\_\_
7. h u m t o \_\_\_\_\_
8. s n o e \_\_\_\_\_



B Write the words in the correct order, from the top of the body down.

1. mouth, eye, shoulder, neck

\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

2. foot, ear, stomach, leg

\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

C Complete the sentences. Use the words in the box. Use plural forms when necessary.

short narrow broad little muscular long large

1. I have muscular legs because I run every day.
2. Swimmers usually have \_\_\_\_\_ upper bodies.
3. Our dog was just a small puppy when we got him, but now he is quite \_\_\_\_\_!
4. My older brother is big, but my baby sister is \_\_\_\_\_.
5. You can't carry a lot of things if you have \_\_\_\_\_ arms.
6. A man has broad shoulders, but a boy has \_\_\_\_\_ ones.
7. People with \_\_\_\_\_ legs can run faster than people with short legs.

## 2 CONVERSATION

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

What's wrong? I have a headache and I feel really tired.  
Really? Why not? Oh, sorry to hear that. Get some rest and I'll call you in the morning.  
I don't feel well. I can't meet you tonight.

**Mario:** Sorry, but \_\_\_\_\_

**Tina:** \_\_\_\_\_

**Mario:** \_\_\_\_\_

**Tina:** \_\_\_\_\_

**Mario:** \_\_\_\_\_

**Tina:** \_\_\_\_\_

- B** Now write three new conversations. Give your own advice.

1. (sore throat / can't talk)

**Carla:** \_\_\_\_\_

**Jin:** \_\_\_\_\_

**Carla:** \_\_\_\_\_

**Jin:** \_\_\_\_\_

**Carla:** \_\_\_\_\_

**Jin:** \_\_\_\_\_

2. (fever / feel really hot)

**Erica:** \_\_\_\_\_

**Kim:** \_\_\_\_\_

**Erica:** \_\_\_\_\_

**Kim:** \_\_\_\_\_

**Erica:** \_\_\_\_\_

**Kim:** \_\_\_\_\_

3. (your own idea)

**Martin:** \_\_\_\_\_

**Olivia:** \_\_\_\_\_

**Martin:** \_\_\_\_\_

**Olivia:** \_\_\_\_\_

**Martin:** \_\_\_\_\_

**Olivia:** \_\_\_\_\_

# 3 GRAMMAR

## A Write sentences with imperatives.

wash the dishes (yes)

clean the table (yes)

eat all the ice cream (no)

call your friends (no)

watch TV now (no)

put away the dishes (yes)

take out the garbage (yes)

play with the dog (no)

make your bed (yes)

**Example:** Wash the dishes.

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

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

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

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

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

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

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

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

## B Write advice for these people. Use imperatives.

**Example:** I love coffee, but I can't sleep at night.

Don't drink coffee in the afternoon or at night.

1. My back hurts when I wake up in the morning.

\_\_\_\_\_

2. I have a very bad sore throat.

\_\_\_\_\_

3. I'm a teacher. My feet hurt after work every day.

\_\_\_\_\_

4. I have a terrible cough.

\_\_\_\_\_

5. I want to quit smoking.

\_\_\_\_\_

## C Fill in the blanks with the correct verbs.

### TIPS FOR GETTING IN SHAPE

1. \_\_\_\_\_ lots of water.

2. \_\_\_\_\_ small meals several times a day.

3. \_\_\_\_\_ to the gym before or after work.

4. \_\_\_\_\_ friends about your fitness goals to keep you motivated.

5. \_\_\_\_\_ activities that you enjoy, like swimming or biking.

6. \_\_\_\_\_ fresh fruits and vegetables at the grocery store.

**1 VOCABULARY AND GRAMMAR**

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

have time	low	full
take time	relaxed	relaxing
reduce	stressed	stressful

- When I'm \_\_\_\_\_ on energy, I go running. Then I'm \_\_\_\_\_ of energy!
- How does Emily \_\_\_\_\_ to work and take classes? She must be busy!
- I always \_\_\_\_\_ to go to my yoga class; it's very \_\_\_\_\_.
- Mr. Kwan feels \_\_\_\_\_. His plane is late and he has an important meeting in two hours.
- You should \_\_\_\_\_ the amount of TV you watch.
- Being a police officer is a very \_\_\_\_\_ job.
- I feel \_\_\_\_\_ when I read a book and drink tea.

- B** Write sentences with *when*. Follow the examples.

**Examples:** have a cold / sleep a lot When I have a cold, I sleep a lot. / I sleep a lot when I have a cold.  
 read a good book / have free time  
I read a good book when I have free time. / When I have free time, I read a good book.

- study for six hours / feel exhausted

---

2. talk to my friend Anna / have a problem

---

3. go on vacation / sleep very late
- 

4. feel healthy / exercise every day
- 

5. take aspirin / have a headache
- 

- C** Complete the sentences with your own ideas.

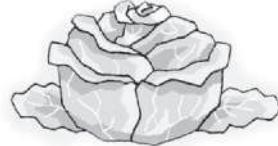
- When I have a test, \_\_\_\_\_.
- When I get up very early, \_\_\_\_\_.
- When I feel stressed, \_\_\_\_\_.
- When I have a lot of energy, \_\_\_\_\_.

## 2 READING AND WRITING

A Read the article.

### Home Remedies

A long time ago when people were sick, they didn't go to the doctor, and they didn't buy medicine from the drugstore. Instead, they used home remedies—medicine made from things at home. Today, many people like to use these ways to feel better because they are cheap and easy to use. Here are some old home remedies from the United States.

1. \_\_\_\_\_
  - Don't eat dinner late at night. Have a small, light dinner early in the evening.
  - Eat a salad with lettuce for dinner. It helps you feel calm.
  - Eat raw onions to help you sleep.
  
2. \_\_\_\_\_
  - Cook an onion and put the hot onion on your ear.
  - Put some salt in a bag, heat the bag, and put it on the side of your head.
  - Put warm oil in your ear.
  
3. \_\_\_\_\_
  - Don't eat very cold food, like ice cream.
  - Lie down and close your eyes. Breathe calmly, and don't think about anything.
  - Put a hot cloth on your head, above your eyes.
  
4. \_\_\_\_\_
  - Eat a lot of yogurt to help your stomach work better.
  - Drink tea made from ginger, peppermint, or chamomile plants.
  - Reduce alcohol, tea, and coffee.

B Write the correct title for each section. One title is extra.

When you have a headache

When your feet hurt

When you have stomach problems

When your ear hurts

When you have sleep problems

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

cook	take	eat	don't	stay	drink	go
------	------	-----	-------	------	-------	----

We have many home remedies for coughs in my country. When you have a cough, (1) \_\_\_\_\_ a very hot bath. (2) \_\_\_\_\_ tea with honey and lemon. (3) \_\_\_\_\_ exercise because that makes coughs worse. (4) \_\_\_\_\_ warm and (5) \_\_\_\_\_ to bed if the weather is cold. (6) \_\_\_\_\_ an egg and (7) \_\_\_\_\_ it while it is still warm. My grandmother always uses these home remedies.

- D** Write about home remedies for colds or other ailments in your country.

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# 11 ACHIEVEMENT

## LESSON A TALENTED PEOPLE

### 1 VOCABULARY

**A** Unscramble the letters to make words.

- |                  |         |                        |         |
|------------------|---------|------------------------|---------|
| 1. b a i i l y t | a _____ | 5. i t h s             | h _____ |
| 2. b l a e       | a _____ | 6. s d v i o e         | v _____ |
| 3. t l e n a t   | t _____ | 7. c u e f s l s u s c | s _____ |
| 4. s c u c d e e | s _____ | 8. t o p s             | p _____ |

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

- |                                   |                |
|-----------------------------------|----------------|
| 1. Did your video get any _____   | a. success?    |
| 2. When did he post the _____     | b. abilities?  |
| 3. What is your secret _____      | c. successful? |
| 4. Does she have many other _____ | d. post?       |
| 5. How many photos did you _____  | e. talent?     |
| 6. Was your job interview _____   | f. video?      |
| 7. Was the concert a great _____  | g. talented?   |
| 8. Did you know she was so _____  | h. hits?       |



**C** Use the cue words to write questions. Then answer the questions. Use your own ideas.

**Example:** **Q:** she / talent

Does she have talent?

**A:** (your idea)

Yes. She plays the piano really well.

1. **Q:** he / natural ability

**A:**

\_\_\_\_\_

2. **Q:** the site / get / many hits

**A:**

\_\_\_\_\_

3. **Q:** they / talented

**A:**

\_\_\_\_\_

4. **Q:** he / post videos

**A:**

\_\_\_\_\_

5. **Q:** she / successful

**A:**

\_\_\_\_\_

## 2 CONVERSATION

**A** Unscramble the words to make compliments.

1. nice / a / that's / car

---

2. great / what / a / meal

---

3. dance / can / really / you / well

---

4. like / your / shoes / a lot / I

---

5. wonderful / a / story / that's

---

**B** Write compliments for these situations.

1. Your friend is wearing a new jacket.

---

2. Your classmate is singing and it sounds great.

---

3. Your friend cooks a delicious dinner for you.

---

4. You see your neighbor's beautiful garden.

---

5. Your sister paints a pretty picture.

---

**C** Answer the compliments and add information.

**Example:** That's a great shirt.

*Thanks. I got it at Metro Department Store.*

1. Your dog is really cute.

---

2. You speak English very well.

---

3. Your story was really funny.

---

4. Those are cool sunglasses.

---

# 3 GRAMMAR

**A** Write sentences about the information in the chart. Follow the example.

	Swim	Cook	Speak English
Yoshi, age ten	yes	no	no
Yoshi, now	yes	yes	no
Estela, age ten	no	no	no
Estela, now	yes	no	yes
You, age ten			
You, now			



## **Yoshi**

He could swim when he was ten. He can swim now.

1. He \_\_\_\_\_ cook when he was ten. He \_\_\_\_\_ now.
2. He \_\_\_\_\_ when he was ten. He \_\_\_\_\_ now.

## **Estela**

3. She \_\_\_\_\_. She \_\_\_\_\_ now.

4. She \_\_\_\_\_. She \_\_\_\_\_ now.

5. She \_\_\_\_\_. She \_\_\_\_\_ now.

## **You**

6. I \_\_\_\_\_. I \_\_\_\_\_ now.

7. I \_\_\_\_\_. I \_\_\_\_\_ now.

8. I \_\_\_\_\_. I \_\_\_\_\_ now.

**B** Write the questions to the answers below.

1. \_\_\_\_\_  
Raul can't speak French.

2. \_\_\_\_\_  
Nia couldn't swim when she was two.

3. \_\_\_\_\_  
Lola can make music videos.

4. \_\_\_\_\_  
Kien could walk when he was seven months old.

5. \_\_\_\_\_  
Julia can cook paella.

**1 VOCABULARY AND GRAMMAR**

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

1. Adventurous people usually \_\_\_\_\_
  2. I'm going to play it safe and take \_\_\_\_\_
  3. It's risky \_\_\_\_\_
  4. Climbing Mount Everest is a \_\_\_\_\_
  5. A curious person wants to know \_\_\_\_\_
  6. Trying something new can be \_\_\_\_\_
  7. If you give up, you do not \_\_\_\_\_
  8. A daring person isn't \_\_\_\_\_
- a. to open a restaurant.
  - b. continue.
  - c. huge challenge.
  - d. take chances.
  - e. afraid.
  - f. my umbrella.
  - g. everything.
  - h. frightening.

**B** Look back at the underlined words in **A**. Put them in the correct box.

Noun	Verb	Adjective

**C** Rewrite the sentences. Change the word so to *because*, or change the word *because* to *so*.

**Example:** Karen can't drive because she is only 12 years old.

Karen is only 12 years old, so she can't drive.

1. I was tired, so I went to bed.

\_\_\_\_\_

2. We went out to eat because it was my birthday.

\_\_\_\_\_

3. The test is tomorrow, so we should study now.

\_\_\_\_\_

4. I will leave early because I don't want to be late.

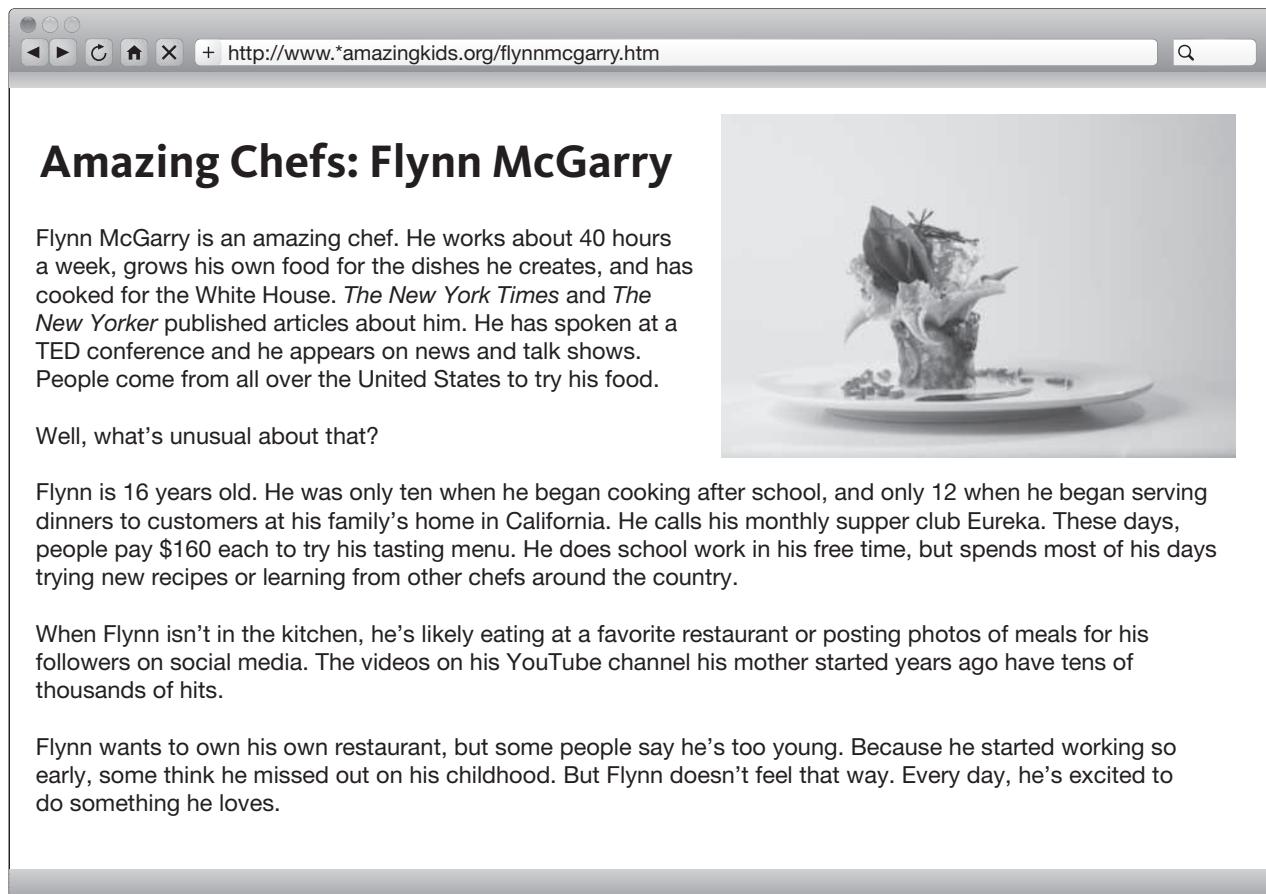
\_\_\_\_\_

5. The movie was boring, so I left.

\_\_\_\_\_

## 2 READING AND WRITING

- A Read this article.



The screenshot shows a web browser window with the URL [http://www.\\*amazingkids.org/flynnmcgarry.htm](http://www.*amazingkids.org/flynnmcgarry.htm). The page title is "Amazing Chefs: Flynn McGarry". The text on the page describes Flynn McGarry as an amazing chef who works 40 hours a week, grows his own food, and has cooked for the White House. It mentions his appearance at a TED conference and on news/talk shows, and notes that people from all over the United States come to try his food. Below this, a quote asks, "Well, what's unusual about that?" The next section discusses Flynn's young age (16) and how he began cooking after school at age 10, serving dinners at his family's home in California. It mentions his monthly supper club Eureka, where people pay \$160 for tasting menus. The final section talks about Flynn's social media presence, mentioning his YouTube channel and the thousands of hits his videos receive. A photograph of a dish, possibly created by Flynn, is visible on the right side of the page.

- B Circle T for *True* or F for *False*. Rewrite the false sentences to make them true.

1. Flynn is amazing because he is very young. T      F

---

2. He started cooking when he was 12. T      F

---

3. He posts photos on social media. T      F

---

4. Flynn wishes he had enjoyed being a child more. T      F

---

5. Flynn works 40 hours a month. T      F

- C** Read about an achievement. Cross out the eight spelling mistakes. Rewrite the misspelled words correctly on the lines below.

When I was a high school student, I wanted to go on a school trip. My parents said it was too expencive for them to pay for, so I decided to earn the mony myself. I got a part-time job in a grocery store. The work was dificult, and I got really tiered, but I didn't give up. I worked every Friday and Saterday night for a whole year. I saved everything I earned, and at the end of the yaer, I had enough money. I had a great time on the school trip, and my hard work at the grocery store made it possible. For me, it was a big acheivement.

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_      7. \_\_\_\_\_  
2. \_\_\_\_\_      4. \_\_\_\_\_      6. \_\_\_\_\_      8. \_\_\_\_\_

- D** Write about a big achievement by you or another person.

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# 12 AT THE MOVIES

## LESSON A TYPES OF MOVIES

### 1 VOCABULARY

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

action classics horror science fiction dramas romantic comedies

1. People usually fall in love in \_\_\_\_\_.
2. Many \_\_\_\_\_ movies are about the future.
3. Good old movies are often called \_\_\_\_\_.
4. \_\_\_\_\_ are serious films that make you think.
5. \_\_\_\_\_ movies often have car chases and gun fights.
6. Movies that scare people are called \_\_\_\_\_ movies.

**B** Unscramble the words to make sentences.

1. movies / into / I'm / action / not

---

2. always / endings / cry / make / me / sad

---

3. good / feel / make / romantic / me / comedies

---

4. movies / crazy / science fiction / she's / about / not

---

5. classic / fan / he's / movies / a / of / big

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**C** Complete the charts.

A movie I liked	Kind of movie	Actors

A movie I didn't like	Kind of movie	Actors

## 2 CONVERSATION

- A Complete the conversation. Use the words in the box. Pay attention to capital letters.

take tell there this hang thanks please sorry here calling

**Larry:** Hello?

**Mina:** Hi, is Beth (1.) \_\_\_\_\_, (2.) \_\_\_\_\_?

**Larry:** Who's (3.) \_\_\_\_\_?

**Mina:** (4.) \_\_\_\_\_ is Mina, a friend from school.

**Larry:** OK. (5.) \_\_\_\_\_ on a minute.

**Mina:** (6.) \_\_\_\_\_.

**Larry:** (a few seconds later) Hello? (7.) \_\_\_\_\_, Beth's not (8.) \_\_\_\_\_.

Can I (9.) \_\_\_\_\_ a message?

**Mina:** Yeah. There's a party on Friday at John's house. It's at 8:00.

**Larry:** OK. I'll (10.) \_\_\_\_\_ her.

**Mina:** Thanks a lot.

- B Now write a new conversation.

You have two tickets to a movie. Decide what kind of movie and what time. Call your friend, Angela. Her sister answers the phone.

**Sister:** Hello?

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

**Sister:** \_\_\_\_\_

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

**Sister:** \_\_\_\_\_

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

**Sister:** (a few seconds later) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**Sister:** \_\_\_\_\_

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



# 3 GRAMMAR

- A** Complete the sentences with the present continuous as future tense.

My parents (1. travel) \_\_\_\_\_ to Cannes, France, for its international film festival next month! They (2. go) \_\_\_\_\_ because my mother (3. receive) \_\_\_\_\_ an award. She composes music for movies, and she (4. be) \_\_\_\_\_ honored for her work. They (5. leave) \_\_\_\_\_ for France on May 10th. My mom (6. stay) \_\_\_\_\_ for two weeks, but my father can only stay for ten days. They (7. see) \_\_\_\_\_ a few movies each day, and they (8. meet) \_\_\_\_\_ some movie stars, too!

- B** Write questions and answers about weekend plans. Use the present continuous as future tense.

	<b>Jeff</b>	<b>Maki</b>	<b>Matt and Angie</b>	<b>You</b>
Saturday	go to the beach	clean her apartment	go shopping	
Sunday	see a movie with his brother	study for a science exam	cook a big dinner	

1. What's Jeff doing on Saturday?  
\_\_\_\_\_

*He's going to the beach.* \_\_\_\_\_

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

\_\_\_\_\_

3. Matt and Angie  
\_\_\_\_\_

\_\_\_\_\_

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

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# LESSON B MOVIE REVIEWS

## 1 VOCABULARY AND GRAMMAR

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

depressing    hilarious    inspiring    scary    suspenseful    sweet    violent

### What should you watch tonight?

It's a Saturday night, and you want to watch a movie. The only question is, which one? You could watch a (1) \_\_\_\_\_ horror movie, like *Psycho*. It's (2) \_\_\_\_\_; you never know what's going to happen next. It's also (3) \_\_\_\_\_. There's a lot of blood. It may not be the best movie to watch if you're by yourself.... You could watch *Titanic*. It's a classic! The love story between Jack and Rose is (4) \_\_\_\_\_ and romantic. But the ending is (5) \_\_\_\_\_! You probably don't want to spend your night crying, do you? How about a comedy, like a *Monty Python* movie? All of those movies are (6) \_\_\_\_\_; they'll make you laugh. But maybe you want a newer movie to watch. *The Theory of Everything* is the (7) \_\_\_\_\_ true story of Stephen Hawking, a famous scientist. Eddie Redmayne's performance as Hawking was amazing.

- B Complete the sentences with the correct adjective form of the words in the box.

interest    bore    excite    confuse    disappoint    shock

1. That movie was too \_\_\_\_\_. I couldn't understand the story.
2. I do the same thing every day at work. My job is really \_\_\_\_\_.
3. I was \_\_\_\_\_ when I heard the surprising news.
4. Are you \_\_\_\_\_ in old movies?
5. Chris was \_\_\_\_\_ with his low score on the exam.
6. Action movies are very \_\_\_\_\_. They make me want to jump up out of my seat.

- C Now write sentences. Use your own ideas.

1. (boring) \_\_\_\_\_
2. (excited) \_\_\_\_\_
3. (confusing) \_\_\_\_\_
4. (exhausted) \_\_\_\_\_
5. (interesting) \_\_\_\_\_

## 2 READING AND WRITING

A Read the movie listings.

THE DAILY NEWS, MARCH 8

MOVIE LISTINGS

### In Theaters This Week

#### 1. **The Blackest Night**

In this new science fiction film, Brandon Carter stars as an astronaut who has a terrible accident. He is trapped on the dark side of the Moon, with just a little food, air, and water. Can he survive? It's an exciting two hours!



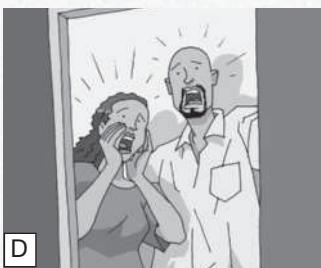
#### 2. **Winter and Spring**

This movie is about two medical students who fall in love. They have big plans for the future: to get married, have a baby, and start a hospital for poor children. Then Paul (played by Matt Keene) gets very sick, and Melissa (Jessica Mays) must make a difficult decision. (Don't worry, the end is happy!)



#### 3. **My New Job**

You won't believe the plot of this new comedy, but it's very, very funny. A famous soccer star named Adriano (played by Paulo Costa) gets a job teaching kindergarten. The children do many crazy things, but Adriano learns some very important lessons from a little girl (played by Kaitlyn White). This is a great movie for families.



#### 4. **Don't Look in the Attic**

Rodney Jones and Shontelle Deane star in this scary new movie. John and Susan are a young husband and wife who buy a new house. But their beautiful house has a terrible secret. How can they end their nightmare? (Don't see this movie alone!)

B Match listings 1–4 with pictures A–D.

- C** Read the movie review. Then rewrite it, adding periods, commas, and capital letters.

I saw *elizabeth's trip* last week it's a really interesting movie and there are some great actors in the cast the movie is about an old woman in new york named elizabeth she wants to visit her grandchildren in los angeles but she's afraid of airplanes she buys a bus ticket and starts an amazing trip she meets a lot of interesting and crazy characters on the bus she also sees some unusual places in the united states i really liked this movie a lot

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- D** Write a review of a new movie. Give your opinion.

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# 10 Good Morning World

## Stress Less

- A** Watch the video. Check (✓) the sentences that are true. Correct the false sentences. Then compare your answers with a partner's.

1. \_\_\_\_\_ Jay feels happy, healthy, and full of energy.
2. \_\_\_\_\_ Dr. Glass is going to share advice on how to feel stressed.
3. \_\_\_\_\_ Dr. Glass tells Kim that she looks very relaxed.
4. \_\_\_\_\_ Dr. Glass asks Jay if he has a backache.
5. \_\_\_\_\_ Jay says that his neck hurts a little.
6. \_\_\_\_\_ Dr. Glass says to Jay, "Ah-ha! You are relaxed."
7. \_\_\_\_\_ Whenever Dr. Glass feels stressed, he sits and drinks a cup of coffee.
8. \_\_\_\_\_ When Kim feels stressed, she eats a piece of chocolate.
9. \_\_\_\_\_ Dr. Glass says, "When you deal with stress now, you have more energy later."
10. \_\_\_\_\_ Dr. Glass tells Jay to go get some coffee and eat some ice cream.

- B** What does Dr. Glass tell Jay to do? Watch the video again and number the commands in order from 1 to 10. Then retell them to a partner in order.

- |                                    |                                 |
|------------------------------------|---------------------------------|
| _____ "Move your head in circles." | _____ "Tell me what's wrong."   |
| _____ "Relax!"                     | _____ "Stand up."               |
| _____ "Be quiet!"                  | _____ "Eat some chocolate!"     |
| _____ "Lift up your arms."         | _____ "Get some tea!"           |
| _____ "Please sit down."           | _____ "Lift up your right leg." |

- C** Fill in the chart about yourself. Then fill in the chart about your partner. Compare and explain your answers.

When I'm stressed,...	When my partner is stressed,...
When I can't sleep,...	When my partner can't sleep,...
When I have a lot of energy,...	When my partner has a lot of energy,...
When I am low on energy,...	When my partner is low on energy,...
When I feel relaxed,...	When my partner feels relaxed,...

# 10 City Living

## Laughter is the Best Medicine

- A  What do you usually feel like when you get sick? What do you do to get better? Make a list and compare it with a partner.

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- B  What symptoms does Takeshi have? What advice does he get? Watch the video and check (✓) the answers. Then compare your answers with a partner's.

1. What symptoms does Takeshi have?
  - a. a sore throat
  - b. fever
  - c. a stomachache
  - d. a cough
  - e. an earache
  - f. a runny nose
  - g. a headache
  - h. a sore foot
  - i. no energy
2. What advice does the doctor give Takeshi?
  - a. take vitamin C
  - b. drink lots of water
  - c. eat more fruit
  - d. get some sleep
  - e. relax
  - f. take a hot bath
  - g. exercise more
  - h. don't work too hard
  - i. take cold medicine

- C  What do you think about the doctor's joke? Discuss it with a partner. Ask and answer questions like the ones below. If you can, tell your partner a joke you know.

1. Did you understand the doctor's joke? \_\_\_\_\_
2. Did you think it was funny? Why or why not? \_\_\_\_\_  
\_\_\_\_\_
3. Do you know any jokes? \_\_\_\_\_
4. What are they about? \_\_\_\_\_  
\_\_\_\_\_
5. Do you like to tell jokes? Why or why not? \_\_\_\_\_  
\_\_\_\_\_

# 10 Global Viewpoints

## Health Problems / Staying Healthy

- A** Watch the interviews about “Health problems.” Circle the answers. Then compare your answers with a partner’s.

1. When Agnes gets sick, she usually *takes / doesn’t take* medications.
2. Agnes says that tea with *lemon / milk* is a good home remedy for a cold.
3. When Daniel has the flu, he has a stuffy nose and a *headache / sore throat*.
4. Daniel usually *takes an aspirin / some cough medicine*.
5. Alyssa gets lots of *exercise / sleep* when she feels sick.
6. When Alyssa feels sick, she drinks *orange juice / water* and takes cough medicine.
7. Jonathan has very bad *stomachaches / allergies*.
8. Jonathan’s allergy medicine makes him feel *drowsy / sick*.
9. When Dayanne’s back hurts, she *takes a hot bath / goes to her yoga class*.
10. At yoga class, Dayanne *stretches / jumps around*.

- B** Now watch the interviews about “Staying healthy.” What do these people say? Match the names with the sentences. Then compare your answers with a partner’s.

- |              |   |
|--------------|---|
| 1. Kumiko:   | a. “Drink a lot of fluids, get a good night’s rest, and exercise regularly.”                |
| 2. Jennifer: | b. “Don’t smoke, eat well, and exercise.”   |
| 3. Dave:     | c. “I don’t do exercise, but you really should exercise every day.”                         |
| 4. Daniel:   | d. “I go to the gym, I exercise, and I try to eat good foods.”                              |
| 5. Dayanne:  | e. “To stay healthy, you must drink a lot of orange juice, wash your hands, and eat right.” |

- C** Ask five classmates their advice for staying healthy. Write each person’s name and advice in the chart. Then report the information to the class.

Name	Advice for staying healthy
1.	
2.	
3.	
4.	
5.	

# 11 Good Morning World

## You've Got Talent!

**A**   Watch the video and circle the words you hear. Then compare your answers with a partner's.

1. Kim: "Do you have any *talents / goals*, Jay?"
2. Jay: "I have my own television show. I call that pretty *talented / risky*."
3. Kim: "No, I mean something you *know how to / can* do that most people can't do."
4. Kim: "*French / Spanish* is easy, so let's think of something harder."
5. Kim: "You *read / speak* Tagalog very well!"
6. Dana: "We visited many countries, so I learned a lot of *greetings / languages* that way."
7. Dana: "Jayish? Hmm, I *accept the challenge / give up*."
8. Jay: "You are one language closer to your *challenge / goal*."

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

1. What is Dana's talent?
  - a. She can read in over 100 languages.
  - b. She knows how to say "Hello. How are you?" in over 400 languages.
2. Can Dana speak Tagalog?
  - a. Yes, Kim says she speaks Tagalog very well.
  - b. No, she can't say anything in Tagalog.
3. Why is she so good at languages?
  - a. Because her mother was an ambassador and they visited many countries.
  - b. Because her father was a writer and they lived in different countries.
4. What can Pablo do?
  - a. He can eat 12 eggs in under one minute.
  - b. He can play the guitar and paint a picture with his mouth at the same time.
5. What does Jay say about Pablo?
  - a. He says, "Pablo, you have got lots of talent!"
  - b. He says, "Pablo, you have a natural ability!"
6. Why does Jay think that Pablo needs to post videos of his talent on the web?
  - a. Because Jay thinks that Pablo could get millions of hits.
  - b. Because Jay thinks that Pablo should be more adventurous.

**C**  Are you talented? Talk to a partner about your talents. Ask and answer questions like the ones below.

1. Do you have any talents or natural abilities?
2. What is your best talent?
3. What things are you good at? Say some things you can do well.
4. What do you lack the ability to do? Say some things you can't do well.

# 11 City Living

## That's Amazing!

- A** Do you have any special talents? If yes, explain or show your talent to the class. If not, tell the class about a talent you have seen someone else do. Write some notes below.

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

1. The fastest woman to run up the Empire State Building was *Canadian / Australian*.
2. She ran up the Empire State Building in *twelve minutes nineteen seconds / ten minutes eighteen seconds*.
3. A man in Sri Lanka balanced on one foot for more than *76 hours / days*.
4. Garry Kasparov became the world's *checkers / chess* champion at age 22.
5. Tara and Claudia could read and write when they were *three / four* years old.
6. Sun-hee could speak *two / three* languages by the time she was six years old.
7. Tara can hold her breath for *19 / 90* seconds.
8. Sun-hee can pat her head, rub her stomach, and *hum / sing* at the same time.
9. Claudia can *tap dance / do magic* very well.
10. Tara can make a *penny / quarter* disappear.

- C** Near the end of the video, Tara says, "Very funny." What does she mean? Circle Yes or No. Compare answers with a partner. Then work together to explain what the expression means.

- |   |     |    |
|---|-----|----|
| 1. Is Tara talking about Claudia's "magic" with the coin? | Yes | No |
| 2. Does Tara really think what Claudia did was funny?     | Yes | No |
| 3. Do you think that what Claudia did was funny?          | Yes | No |
| 4. The expression "very funny" means _____                |     |    |
-

# 11 Global Viewpoints

## Then and Now / Special Talents

- A** Watch the interviews about “Then and now” and check (✓) the sentences that are true. Correct the false sentences. Then compare your answers with a partner.

1. \_\_\_\_\_ Five years ago Dan couldn’t speak Portuguese.
2. \_\_\_\_\_ Now Dan can speak German.
3. \_\_\_\_\_ Julianna could speak English and Spanish five years ago.
4. \_\_\_\_\_ David could draw and paint better five years ago.
5. \_\_\_\_\_ Five years ago Alyssa felt very comfortable traveling alone.
6. \_\_\_\_\_ Alyssa feels comfortable traveling alone now.
7. \_\_\_\_\_ Jonathan couldn’t program a computer five years ago.
8. \_\_\_\_\_ Woo Sung played a lot of sports five years ago.
9. \_\_\_\_\_ Woo Sung is thin now and able to play a lot of sports.
10. \_\_\_\_\_ Agnes can now swim 20 laps without being tired.

- B** Now watch the interviews about “Special talents.” Match the correct information to make true sentences. Then check your answers with a partner.

- |                            |   |
|----------------------------|---|
| 1. Jonathan’s sister _____ | a. is handy and can fix anything.                                   |
| 2. Kumiko’s friend _____   | b. can cross one eye so that her eyes look in different directions. |
| 3. Jennifer’s dad _____    | c. is a painter living in California.                               |
| 4. Alyssa _____            | d. can lift one eyebrow.  |
| 5. Dave’s sister _____     | e. can do sign language.  |
| 6. Malinda _____           | f. can cross her eyes.  |

- C** Ask five classmates the question below. Take notes on their answers. Then report the information to the class.

What can you do now that you couldn’t do five years ago?

Name	Activity
1.	
2.	
3.	
4.	
5.	

# 12 Good Morning World

## Lights, Camera, Jay!

**A**  Watch the video. Circle the answers. Then compare your answers with a partner's.

1. Jay says that this is a very *exciting / interesting* day on their show.
2. The guest is one of the biggest *musicians / movie stars* in the world.
3. The Sunshine Film Festival is *starting / ending* tomorrow.
4. Jay is *a big fan of / bored by* Zora Jasper's movies.
5. *A Jupiter Story* is a *science fiction / horror* movie.
6. Kim says that any kind of movie can be good; it depends on the *director / story*.
7. Jay was an extra in a *horror / an action* movie.
8. *Ding Dong, Who's There?* was a *flop / hit*.

**B**  Now watch the video again. Match the correct information to make true sentences. Then check your answers with a partner.

1. Today's guest is \_\_\_\_\_
  2. The Sunshine Film Festival is \_\_\_\_\_
  3. Jay is very excited to \_\_\_\_\_
  4. They are showing *A Jupiter Story* at \_\_\_\_\_
  5. Some parts of *A Jupiter Story* \_\_\_\_\_
  6. Kim is not a big fan of \_\_\_\_\_
  7. *Ding Dong, Who's There?* is \_\_\_\_\_
- a. a horror movie starring Devon McCalister.
  - b. science fiction.
  - c. the film festival.
  - d. are very scary.
  - e. starting tomorrow.
  - f. one of the biggest movie stars in the world.
  - g. meet Zora Jasper.

**C**  Go around the class. Ask questions and complete the chart. Then report the information to the class.

Find someone who...	Name
is interested in being in a movie.	
is a big fan of horror movies.	
is crazy about musicals.	
is into action movies.	
doesn't like happy endings.	
was (or knows) an extra in a movie.	
likes to go to film festivals.	
likes movies that make you cry.	
gets bored watching movies.	

# 12 City Living

## It's Sold Out!

- A Do you go to the movies a lot? What kind of movies do you like? What kind of movies don't you like? Make a list. Compare your list with a partner's.

Movies I like	Movies I don't like	Movies my partner likes	Movies my partner doesn't like

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

1. "Well, the early show of *Dangerous City* is sold out." Roberto Takeshi Mike
2. "Maybe we should wait for the next show." Roberto Takeshi Mike
3. "I can't. I'm meeting Tara tonight." Roberto Takeshi Mike
4. "We're having dinner together." Roberto Takeshi Mike
5. "It's a new action adventure movie." Roberto Takeshi Mike
6. "I can't stand science fiction movies." Roberto Takeshi Mike
7. "I'm fascinated by special effects." Roberto Takeshi Mike
8. "Not another disgusting horror movie." Roberto Takeshi Mike
9. "Well, it looks like we're both free tonight." Roberto Takeshi Mike
10. "We're seeing the late show of *Dangerous City*." Roberto Takeshi Mike

- C What's your opinion? Circle Yes or No. Then compare and discuss your answers with a partner.

1. Do you enjoy action-adventure movies? Yes No
2. Are you fascinated by special effects? Yes No
3. Do you like comedies? Yes No
4. Do you think science fiction movies are exciting? Yes No
5. Are you disgusted by horror movies? Yes No
6. Do you think romances are boring? Yes No

# 12 Global Viewpoints

## At the Movies

- A** Watch the video “At the movies.” Check (✓) the kinds of movies each person talks about. Then compare your answers with a partner.

	action	comedy	crime	foreign	horror	romance	sci-fi
1. Dennis	<input type="checkbox"/>						
2. Dayanne	<input type="checkbox"/>						
3. Julianna	<input type="checkbox"/>						
4. Kumiko	<input type="checkbox"/>						
5. Dan	<input type="checkbox"/>						
6. Nick	<input type="checkbox"/>						
7. Agnes	<input type="checkbox"/>						
8. Woo Sung	<input type="checkbox"/>						
9. Jonathan	<input type="checkbox"/>						

- B** What kind of movies do these people like? Watch the video again and check (✓) True or False. Then correct the false sentences. Check your answers with a partner.

1. Daniel looks for top-rated movies at movie theaters.
2. Dayanne likes gangster and crime movies.
3. Julianna likes comedies and romantic movies.
4. Kumiko likes action movies.
5. Dan doesn't like foreign films.
6. Nick likes horror films.
7. Agnes says there is too much blood in horror movies.
8. Woo Sung doesn't like watching sci-fi films.
9. Jonathan hates getting scared.
10. Dayanne thinks *Twisted* was very scary.
11. Agnes thinks *Gone with the Wind* is boring.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

- C** Talk to a partner about his or her favorite movie. Ask questions like the ones below. Take notes about his or her answers. Then tell the class about your partner.

What's your favorite movie? \_\_\_\_\_

What kind of movie is it? \_\_\_\_\_

Who stars in it? \_\_\_\_\_

What's it about? \_\_\_\_\_

How would you describe it in one word? \_\_\_\_\_

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# Worksheet

## 10A: Money and party advice

### STUDENT A

➡ A. Read this passage about money-saving tips. Then write six tips below using the imperative.

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

### MONEY-SAVING TIPS:

You should not buy coffee at a coffee shop. You should make it at home. You shouldn't use your credit card. You should pay cash for everything. You shouldn't go to the grocery store when you are hungry. You shouldn't carry too much money with you.

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Dinner party tips:

You should go shopping three days before the party. You should prepare most of the food before the guests arrive. You shouldn't spend a lot of time in the kitchen during the party. You should clean your house well. You should set the table the night before. You should dress up and look your best.

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

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

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

➡ B. Read this passage about dinner party tips. Then write six tips below using the imperative.



### STUDENT B

➡ A. Read this passage about money-saving tips. Then write six tips below using the imperative.

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

### MONEY-SAVING TIPS:

You should take a list with you to the grocery store. You shouldn't buy anything that is not on the list. You shouldn't buy books at the bookstore; you should borrow books from the library instead. You should make your lunch. You shouldn't eat at restaurants.

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

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

### Dinner party tips:

You should invite four to six people. You shouldn't ask them to bring anything. You should play some music, but you shouldn't play it too loudly. You should relax and you should have a good time.

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

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

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

➡ B. Read this passage about dinner party tips. Then write six tips below using the imperative.

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# Worksheet

## 10B: I take taxis when...

<b>START</b> I take taxis...  1	My parents give me advice...  2	People get angry...  3	I worry...  4
People are successful...  8	Students are happy...  7	I feel good...  6	<b>Lose a turn!</b>  5
I buy presents for other people...  9	I eat lunch outside...  10	<b>Change spaces with the person on your left!</b>  11	Couples divorce...  12
<b>Go back 3 spaces!</b>  16	I sing...  15	I tell jokes...  14	I don't eat breakfast...  13
I don't go to school...  17	I get up early...  18	Teachers are excited...  19	People are embarrassed...  20
I look in a mirror...  24	I listen to music...  23	I go shopping...  22	<b>Lose a turn!</b>  21
Children cry...  25	I don't sleep well...  26	<b>Go back 2 spaces!</b>  27	I check my email...  28
<b>FINISH!</b> Make your own sentence!  32	Parents are sad...  31	I do my homework...  30	<b>Change spaces with the person on your right!</b>  29

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# Worksheet

## 11A: Could you see anything?

### ROLE PLAY CARD

Last night, you were in a serious car accident. It was raining and you couldn't see the red light, so you hit another car. You could only tell the police your name. Last night, you couldn't move your right arm or your legs.

Now, you are in the hospital. You can remember a little bit about the accident and you can walk, but you still can't move your arm. A police officer is going to ask you a few questions about the accident.

### STUDENT A

- ⇨ A. Read this Role Play Card. Student B will role-play a police officer. Answer his or her questions.  
⇩ B. Imagine you are a police officer. Ask Student B about the accident last night. Use the information below with *could* or *can* to ask questions. Write down the responses.

#### Last night:

1. see anything?

2. feel anything?

3. see the driver was hurt?

4. get out of the car?

#### Now:

5. feel anything?

6. remember what happened? 6.

7. drive the car home ? 7.

#### Responses

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

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

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

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

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

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

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

### ⇩ STUDENT B

A. Imagine you are a police officer. Ask Student A about the accident last night. Use the information below with *could* or *can* to ask questions. Write down the responses.



B. Read this Role Play Card. Student A will role-play a police officer. Answer his or her questions.

#### Last night:

1. see the red light? 1. \_\_\_\_\_

2. move your arm? 2. \_\_\_\_\_

3. move your legs? 3. \_\_\_\_\_

4. give the police information? 4. \_\_\_\_\_

#### Responses

5. remember what happened? 5. \_\_\_\_\_

6. move your arm? 6. \_\_\_\_\_

7. walk? 7. \_\_\_\_\_

### ROLE PLAY CARD

Last night, you were in a car accident. It was raining and you couldn't see anything. When the other car hit you, you couldn't feel anything. You could see that the other driver was hurt. When the police arrived you couldn't open your car door.

Today, you can't use your left hand, but you can tell the police what happened. Your car is OK and you can drive it home. A police officer is going to ask you a few questions about the accident.

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# Worksheet 11B: Why did the dog say “Meow”?

## STUDENT A

1. Why did the cat take a computer class?

---

2. Why is 6 afraid of 7?

---

3. Why did the bicycle stop moving?

---

4. Why did the dog say “Meow”?

---

5. Why did the girl keep her flute in the freezer?

### Answers to Student B's questions:

- |                                     |   |
|-------------------------------------|---|
| f. Because he's a pain in the neck. | i. Because the teacher said it was a piece of cake. |
| g. Because her coach was a pumpkin. | j. Because it's a soft drink.                       |
| h. Because she was on a crash diet. |   |



## STUDENT B

### Answers to Student A's questions:

- |                                  |  |
|----------------------------------|--|
| a. Because 7 ate 9.              | d. Because he wanted to catch a mouse.     |
| b. Because she liked cool music. | e. Because he was learning a new language. |
| c. Because it was two tired.     |  |

---

6. Why was Cinderella a bad soccer player?

---

7. Why did the student eat his homework?

---

8. Why wasn't the man hurt when he fell on the glass of lemonade?

---

9. Why is Dracula so unpopular?

---

10. Why did the woman wear a helmet at dinner?

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# Worksheet

## 12A: When are you leaving?

### STUDENT A

- A. Your daughter is getting married next Saturday in your backyard. Student B is your neighbor. Read the Role Play Card. Then answer Student B's questions.

#### ROLE PLAY CARD

The guests are arriving around 2:00 and staying until 5:00 or so. About 50 people are coming to the wedding and reception that will both be in the backyard. You're serving a light lunch and cake. You have a garden in your yard that has a special meaning for your daughter. That's why she's getting married there. Your daughter is wearing her grandmother's wedding dress. She and her future husband are going to Hawaii for their honeymoon.

- B. Student B is going on vacation. Imagine you are Student B's parent. Ask questions using the present continuous as future with the ideas below. Write down the answers.

1. where/go? \_\_\_\_\_
2. when/leave? \_\_\_\_\_
3. who/visit? \_\_\_\_\_
4. how/get to/airport? \_\_\_\_\_
5. who/go with you? \_\_\_\_\_
6. who/take care of/dog? \_\_\_\_\_
7. where/stay? \_\_\_\_\_
8. when/come home? \_\_\_\_\_
9. what/take with you? \_\_\_\_\_



### STUDENT B

- A. Student A's daughter is getting married in the backyard. You are a neighbor. Ask Student A questions using the present continuous as future tense with the ideas below. Write down the answers.

1. when/everyone arrive? \_\_\_\_\_
2. how many people/come? \_\_\_\_\_
3. how long/guests/stay? \_\_\_\_\_
4. what/serve? \_\_\_\_\_
5. who/get married? \_\_\_\_\_
6. where/honeymoon? \_\_\_\_\_
7. why/in the backyard? \_\_\_\_\_
8. what/bride/wear? \_\_\_\_\_
9. where/have/reception? \_\_\_\_\_

- B. You are going on vacation the day after tomorrow. Student A is one of your parents. Read the Role Play Card. Then answer Student A's questions.

#### ROLE PLAY CARD

You are leaving for Australia with your college roommate for ten days. You are staying with your roommate's parents in Perth. Your brother is taking your dog home with him while you are gone. He is also taking you to the airport. You're taking presents for your roommate's parents and some warm weather clothes and not much else.

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# Worksheet

## 12B: The teachers are amazing.

### STUDENT A

A. Read these sentences to Student B. Then listen to Student B say two sentences. Check his or her answers.

1. My English class interests me.

**Answers:** a. The English class is interesting. b. You are interested.

2. But, my history class bores me.

**Answers:** a. The history class is boring. b. You are bored.

3. Dorm life excites me.

**Answers:** a. Dorm life is exciting. b. You are excited.

4. The teachers amaze me.

**Answers:** a. The teachers are amazing. b. You are amazed.

B. Listen to Student B. Then complete the sentences in items 5 through 8 below correctly, and read them to Student B.

5. a. College life is \_\_\_\_\_.

b. You are \_\_\_\_\_.

7. a. The campus is \_\_\_\_\_.

b. You are \_\_\_\_\_.

6. a. Your classes aren't \_\_\_\_\_.

b. You aren't \_\_\_\_\_.

8. a. Your roommate's behavior is \_\_\_\_\_.

b. You are \_\_\_\_\_.



### STUDENT B

A. Listen to Student A. Then complete the sentences in items 1 through 4 below correctly, and read them to Student A.

1. a. The English class is \_\_\_\_\_.

b. You are \_\_\_\_\_.

3. a. Dorm life is \_\_\_\_\_.

b. You are \_\_\_\_\_.

2. a. The history class is \_\_\_\_\_.

b. You are \_\_\_\_\_.

4. a. The teachers are \_\_\_\_\_.

b. You are \_\_\_\_\_.

B. Read these sentences to Student A. Then listen to Student A say two sentences. Check his or her answers.

5. College life disappoints me.

**Answers:** a. College life is disappointing. b. You are disappointed.

6. My classes don't interest me.

**Answers:** a. Your classes aren't interesting. b. You aren't interested.

7. The campus is so big, it confuses me.

**Answers:** a. The campus is confusing. b. You are confused.

8. There are a lot of strange people. My roommate's behavior shocks me.

**Answers:** a. Your roommate's behavior is shocking. b. You are shocked.





















