



NATIONAL  
GEOGRAPHIC  
LEARNING

CENGAGE  
Learning®

THIRD EDITION

# WORLDLINK

Developing  
English Fluency



Nancy Douglas ■ James R. Morgan

**BASIC 5**



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



#### ABOUT THE ARTIST

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

## Información de utilidad

### Nuestras sedes

#### LIMA

Central telefónica: **(01) 706 - 7000**

Lima Centro, Miraflores, San Miguel, La Molina, Lima Norte, Surco.

#### PROVINCIA

Iquitos:	T. (065) 23-5186
Chimbote	T. (043) 58-6021
Pucallpa	T. (061) 57-7229 / (061) 57-6990
Huaraz	T. (043) 42-1640
Abancay	T. (083) 20-0163
Cerro de Pasco	T. (063) 42-1294
Andahuaylas	T. (083) 20-5061
Ica	T. (056) 22-1206

#### Centro EducationUSA y Exámenes Internacionales

Anexo 99019

/ EducationUSA Peru

/ EducationUSA Peru

int\_exam@icpna.edu.pe

#### Centro de Traducción e Interpretación

Anexo 99039

traducciones@icpna.edu.pe

#### Red de Bibliotecas

library.icpna.edu.pe

/ bibliotecasicpna

Visítanos en [www.icpna.edu.pe](http://www.icpna.edu.pe)



#### ICPNA World Link Basic 5, Third Edition

Nancy Douglas, Author

James R. Morgan, Author

Susan Stempleski, Series Editor

Publisher: Sherrise Roehr

Executive Editor: Sarah Kenney

Managing Development Editor: Claudi Mimo

Senior Development Editor: Margarita Matte

Senior Development Editor: Brenden Layte

Associate Development Editor: Alison Bruno

Media Researcher: Leila Hishmeh

Senior Technology Product Manager:

Lauren Krolick

Director of Global Marketing: Ian Martin

Senior Product Marketing Manager:

Caitlin Thomas

Sr. Director, ELT & World Languages:

Michael Burggren

Production Manager: Daisy Sosa

Senior Print Buyer: Mary Beth Hennebury

Composition: Lumina Datamatics Inc.,

Cover/Text Design: Brenda Carmichael

Art Director: Brenda Carmichael

Cover Image: Eduardo Kobra

Inside Front Cover Image: AFP/Getty Images

© 2017, 2013, 2007 National Geographic Learning, a part of Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at

**Cengage Learning Customer & Sales Support, 1-800-354-9706**

For permission to use material from this text or product,

submit all requests online at [www.cengage.com/permissions](http://www.cengage.com/permissions)

Further permissions questions can be emailed to

[permissionrequest@cengage.com](mailto:permissionrequest@cengage.com)

ICPNA World Link Basic 5 ISBN: 978-1-337-29633-5

#### National Geographic Learning

20 Channel Center Street  
Boston, MA 02210  
USA

Cengage Learning is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at [www.cengage.com](http://www.cengage.com)

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

Visit National Geographic Learning online at [ngl.cengage.com](http://ngl.cengage.com)

Visit our corporate website at [cengage.com](http://cengage.com)



INSTITUTO CULTURAL PERUANO NORTEAMERICANO

# WORLDLINK

Developing  
English Fluency

## Basic 5

Nancy Douglas  
James R. Morgan



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

# ACKNOWLEDGMENT

We would like to extend a very special thank you to the Instituto Cultural Peruano Norteamericano (ICPNA) academic management staff in the central office, branches, and teachers, for the helpful insights and suggestions that contributed toward the development of this series.

## GUIDE TO PRONUNCIATION SYMBOLS

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

# 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 5 (B05)



**Unit 1**

### Learning Outcomes

I saw it

I understand it

I use it



(Review) I can exchange personal information. (p. 5)

- ~ Where were you born? / Where do you live now? / What do you do?
- ~ I'm a student.





(Review) I can talk about actions and facts in the present. (p. 8)

- ~ Are you a student? / Do you speak English? / What does she do?
- ~ She's a doctor.





I can describe physical appearance. (p. 10)

Marie is in her forties. / Steve is in his teens. / He is slim. / My mom has short, curly, red hair. / Who does he look like? ~ He looks like his father.





I can listen for gist and details. (p. 11)





I can skim for gist and scan for details. (p. 12)





I can write about physical appearance. (p. 14)





I can talk about feelings. (p. 24)

I'm bored. / She's angry. / He's excited. / We're confused.





(Review) I can talk about actions happening now using the present continuous. (p. 22)

She's going to the party. / ~ Are you going to the party? ~ Yes, I am. / ~ When are you going to the party? ~ In about an hour.





I can refer to people using object pronouns. (p. 28)

My parents love me. / I can help you. / Jon knows him. / I can't buy it. / Please join us. / Everyone likes them.





I can understand a speaker's attitude. (p. 25)





I can preview a reading (titles and visual cues). (p. 26)





I can write text messages. (p. 28)

How are you? = how r u / See you later = c u later / Thanks. = thx





I can talk about things I need for a social event (barbecue, parties, and others). (p. 35)

- ~ Do we need anything? ~ No, we don't. We (already) have everything. /
- ~ What else do we need? ~ Nothing, we're all set. / ~ Anything else?
- ~ Yes, we need lettuce.





I can talk about food and other items using count and noncount nouns.

(pp. 36, 37)

a tomato / an apple / bread / rice





I can talk about quantities and amounts using a lot of, some, any, many, much, a bunch, a head, a loaf of, and a carton. (pp. 34, 42)

- ~ Do you have any money? ~ Yes, I have a lot of money. / Yes, I have some money. / No, I don't have much money. / No, I don't have any money.





I can listen for gist and details (about shopping). (p. 39)





I can identify main ideas (in paragraphs). (p. 40)





I can write a description of a favorite place to shop. (p. 42)

# SCOPE & SEQUENCE

Unit / Lesson	Video	Vocabulary	Listening
<b>Welcome Unit p. vi</b>			
<b>UNIT 1 PEOPLE p. 2</b>			
	<b>LESSON A</b> <i>Getting to know you</i> p. 4  <b>LESSON B</b> <i>Appearance</i> p. 10	<b>World's Biggest Melting Pot</b> p. 4  <b>Personal information</b> <i>p. 5</i> <i>city, email address, hometown, last name</i> <b>Physical descriptions</b> <i>p. 10</i> <i>young, tall, thin, blue eyes, long hair</i>	<b>Where is he from?</b> p. 6 Make predictions Listen for details  <b>What does he look like?</b> p. 11 Use background knowledge Listen for gist Listen for details
<b>UNIT 2 BEHAVIOR p. 16</b>			
	<b>LESSON A</b> <i>Actions</i> p. 18  <b>LESSON B</b> <i>Feelings and gestures</i> p. 24	<b>Can You Spot a Fake Smile?</b> <i>p. 18</i>  <b>A street scene</b> p. 19 <i>looking, pointing (at), sitting (on)</i>  <b>How do you feel?</b> p. 24 <i>excited, angry, confident</i>	<b>City conversations</b> p. 20 Distinguish speakers Infer information  <b>How do they feel?</b> p. 25 Understand a speaker's attitude Listen for details Infer information
<b>UNIT 3 SHOPPING p. 30</b>			
	<b>LESSON A</b> <i>At the market</i> p. 32  <b>LESSON B</b> <i>Let's go shopping!</i> p. 38	<b>Field of Greens</b> p. 32  <b>What foods are in your kitchen?</b> p. 33 <i>chicken, fish, eggs</i>  <b>Shopping</b> p. 38 <i>credit card, on sale, a mall</i>	<b>Shopping list</b> p. 34 Use background knowledge Listen for gist Listen for details  <b>Going to the store</b> p. 39 Listen for gist Listen for details

Review Units 1-3 p. 44

**Unit Consolidation**

**p. C1**

**Process Writing**

**p. P1**

**Workbook**

**p. 2**

**Video Worksheets**

**p. VW1**

**Communication Worksheets**

Grammar	Pronunciation	Speaking	Reading	Writing	Communication
<p><b>Review of the simple present tense</b> pp. 8, 195</p> <p><b>Describing appearance using be / have</b> pp. 14, 196</p>	<p><b>Question intonation review</b> p. 6</p>	<p><b>Introducing yourself; Asking about occupations</b> p. 7</p>	<p><b>Celebrity doubles</b> p. 12 Skim for gist Scan for details</p>	<p><b>Describe a classmate</b> p. 14</p>	<p><b>Ask questions to find classmates with various interests</b> p. 9</p> <p><b>Describe a person</b> p. 15</p>
<p><b>Review of the present continuous tense</b> pp. 22, 197</p> <p><b>Subject and object pronouns</b> pp. 28, 198</p>	<p><b>Listening for contractions</b> p. 20</p>	<p><b>Greeting people and asking how they are</b> p. 21</p>	<p><b>World greetings</b> p. 26 Preview the reading Make predictions Scan for details Read for details</p>	<p><b>Write a text message</b> p. 28</p>	<p><b>Draw a place your partner describes</b> p. 23</p> <p><b>Act out and guess actions</b> p. 29</p>
<p><b>Count and noncount nouns</b> pp. 36, 199</p> <p><b>Quantifiers with affirmative and negative statements</b> pp. 42, 200</p>	<p><b>Syllables</b> p. 34</p>	<p><b>Talking about things you need</b> p. 35</p>	<p><b>On sale in Seoul</b> p. 40 Make predictions Identify main ideas Scan for details</p>	<p><b>Write about your favorite place to shop</b> p. 42</p>	<p><b>Choose items to take on an island survival trip</b> p. 37</p> <p><b>List items a person needs and say where to buy them</b> p. 43</p>

Language Summaries p. 186

Grammar Notes p. 195

# WELCOME UNIT

## 1 GRAMMAR

- A** Complete the conversation with the correct forms of *there is* or *there are*.

ANA: Tell me about your new house, Gina. How many bedrooms (1.) \_\_\_\_\_?

GINA: (2.) \_\_\_\_\_ four bedrooms. And (3.) \_\_\_\_\_ two bathrooms.

ANA: Nice! (4.) \_\_\_\_\_ a balcony?

GINA: No, (5.) \_\_\_\_\_. But (6.) \_\_\_\_\_ a lot of windows.

- B** Unscramble the sentences. The first word of each sentence has been capitalized for you.

1. are / too / for / a / colors / bright / These / bedroom

\_\_\_\_\_.

2. dining / yellow / The / very / bright / is / room

\_\_\_\_\_.

3. small / is / bathroom / too / This

\_\_\_\_\_.

4. have / The / Riveras / house / really / nice / a

\_\_\_\_\_.

5. My / big / has / a / kitchen / apartment / very

\_\_\_\_\_.

6. dark / work / too / room / This / is / in / to

\_\_\_\_\_.

- C** Complete the sentences with the correct form of *want*, *want to*, *have*, or *have to*.

1. I don't have a plane ticket yet. I \_\_\_\_\_ buy one today.

2. Lily \_\_\_\_\_ visit Los Angeles this year.

3. Andreas \_\_\_\_\_ get a passport before he goes to Japan.

4. My brother \_\_\_\_\_ a new car for his birthday.

5. We \_\_\_\_\_ take a train so we can see the countryside.

6. Do you \_\_\_\_\_ a hotel reservation yet?

**D** Read the sentences and correct the count and noncount noun errors. Two sentences are correct.

1. I want to buy ~~a new furnitures~~ for my bedroom. *some new furniture*
2. Henry needs to save a money for his trip.
3. This new shirt is too tight!
4. I want a silver jewelry for my birthday.
5. Marie needs new sunglasses.
6. We usually wear a casual clothes on the weekend.

**E**  Match the questions and the answers. Then replace the underlined words to make new questions. Ask and answer the questions with a partner.

1. What are your coworkers like? a
2. What's a nurse's job like? \_\_\_\_\_
3. What are your parents like? \_\_\_\_\_
4. What's a bicycle delivery person's job like? \_\_\_\_\_
5. What's a hairstylist's job like? \_\_\_\_\_
6. What is your roommate like? \_\_\_\_\_  
  
a. They're hardworking, but easygoing.  
b. She's really nice, and a little shy.  
c. It's fun, and it's really creative.  
d. It's really stressful, but it's never boring!  
e. They're serious and very strict with me!  
f. It's exciting, but it's kind of dangerous.

What are your cousins like?

They're really fun and friendly.

 When you listen to or read English, don't translate it into your native language. Even if you don't know all the words, it's important to think in English as much as you can.

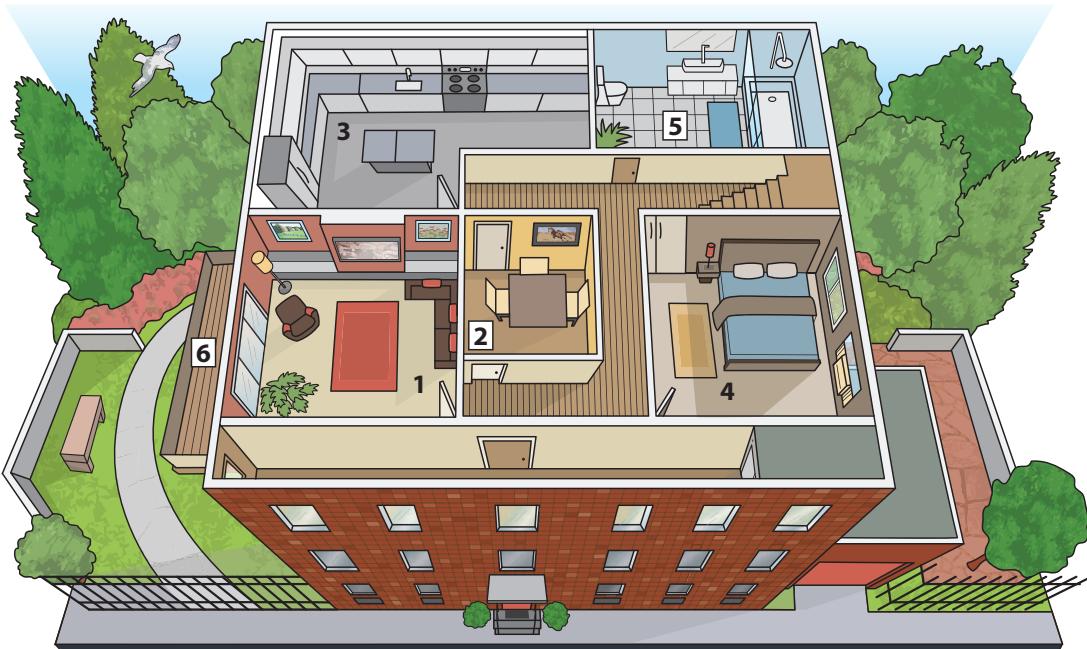
**F**  Put the conversation in the correct order. Then practice with a partner.

- \_\_\_\_\_ No, I can't. I need to give my boss two weeks' notice.
- \_\_\_\_\_ Hi, Mateo. Let me ask you a few questions. Can you speak English?
- \_\_\_\_\_ What other languages can you speak?
- \_\_\_\_\_ Can you start work immediately?
- \_\_\_\_\_ Yes, I can. I speak English very well.
- \_\_\_\_\_ I can also speak Spanish and Japanese.



## 2 VOCABULARY

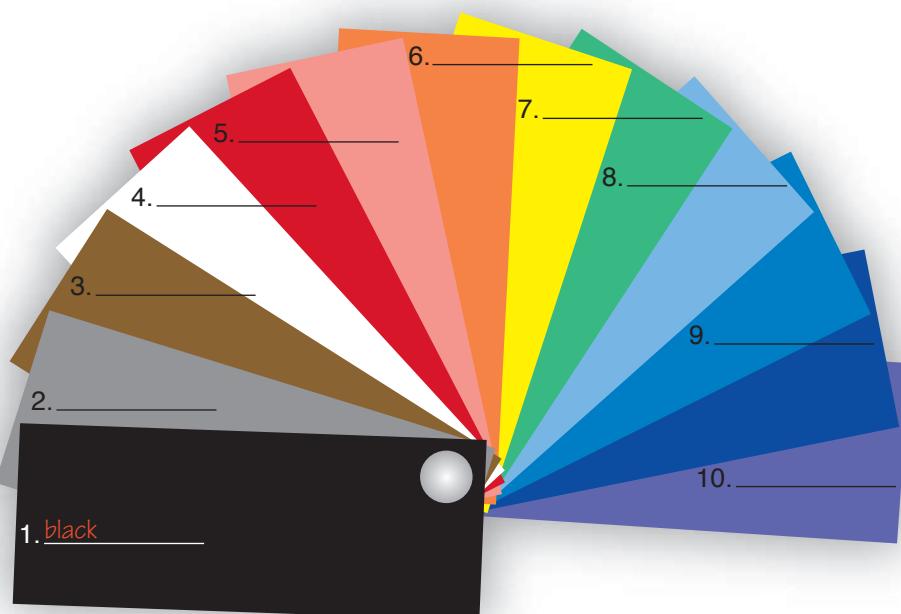
A Look at the apartment. Write the names of the rooms.



balcony   bathroom   bedroom   dining room   kitchen   living room

1. living room      3. \_\_\_\_\_      5. \_\_\_\_\_  
2. \_\_\_\_\_      4. \_\_\_\_\_      6. \_\_\_\_\_

B Unscramble the colors. Then write them on the color wheel.



~~black~~ der ner ge the wi yrga lol wey eb ul el ur pp no ag re nob wr

- C** What is each person wearing? Write the words for the clothing you see.

blouse dress jeans shirt skirt suit T-shirt



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



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



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



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

- D** Write the professions under the pictures.

delivery person doctor flight attendant hairstylist lawyer police officer



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



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



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



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



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



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

**i** The best way to improve your English vocabulary is to read as much as you can. You can read any kind of text, but you'll learn more if you read about subjects that you like.

## 3 WRITING

- A** Write a short paragraph about your work goals in your notebook. Write about what you can do well, and what you want to be in the future.

- B** Tell a partner about your work goals.

I know a lot about computers, so I want to be a programmer. To do this...

## 4 ENGLISH IN THE CLASSROOM

- A** Match the questions and the answers.

1. Can I borrow a pencil?       c
2. May I use your dictionary?
3. Can you repeat your last name, please?
4. Can I study for the test with you?
5. Can you please help me with my vocabulary?
6. Can I take the test again?

- a. No, I'm sorry. You can do an extra assignment, though.
- b. Sure. A few of us are going to meet after class.
- c. I'm sorry, I don't have a pencil.
- d. Sure. What words do you need to know?
- e. Of course! It's Guerrero.
- f. Yes, here it is.



**1**  
**PEOPLE**



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

- 1 What kinds of people do you see?
- 2 What are the people doing?
- 3 What are they thinking about?

## UNIT GOALS

- 1 Ask questions to get basic personal information
- 2 Introduce yourself
- 3 Talk about where you come from and what you do
- 4 Describe a person's appearance



People look at an art exhibition in Santiago de Compostela, Spain.

# LESSON A GETTING TO KNOW YOU



People on a busy street in New York City

## 1 VIDEO World's Biggest Melting Pot

- A Look at the photo of New York City. What do you notice about it? Tell a partner.
- B Watch the video. Circle your answers.
1. Welcome to [Brooklyn / Queens](#) New York.
  2. Almost half the people here were born in [New York / another country](#).
  3. They speak almost [50 / 150](#) languages.
- half = 50%*
- C Watch the video again. Complete the sentences.
1. "I'm from Madras, (in) the southern part of India. My \_\_\_\_\_ live there and my grandparents live there."
  2. "My mom's from South Korea and on my father's side I am \_\_\_\_\_, Irish, English..."
  3. "So you have Eastern Europeans. You have Hispanics. You have \_\_\_\_\_. You have Arabic. I like that."
- D Is your city similar to or different from this neighborhood? Discuss with a partner.

*My neighborhood is similar to this neighborhood. There are many immigrants.*

*My neighborhood is different.  
There are no immigrants.*

## 2 VOCABULARY

A Look at Silvia's LinkBook page. Do you have a page like this?

The screenshot shows a LinkBook profile page for Silvia Costas. At the top, there's a navigation bar with 'Home', 'Members', 'Inbox', and a search bar. Below the navigation is a large photo of Silvia Costas looking thoughtfully to the side. To her left is a sidebar with 'Information' and 'Favorites' sections, listing 'Music: Hip-hop', 'Subject: Photography', and 'Sport: Tennis'. Under 'Friends', there are profiles for Yumi and Matteo, each with a small photo and their names. The main content area has two columns: 'Personal Information' (Born in Salvador, Brazil; Lives in São Paulo; Birthdate: Nov. 17, 1991; Studies at the English Institute; Works at World Cafe (part-time)) and 'Contact Information' (Email: silviaC@linkbook.com.br; Phone: 11-1212-4567). A note says 'Contact me in Portuguese, Spanish, or English!'. The URL in the address bar is http://www.linkbook.com/silviacostas.

**i** Saying email addresses  
silviaC@linkbook.com.br = silvia C (at) linkbook (dot) com (dot) b-r

B Look at Silvia's web page. Complete the questions and answers with a partner. Use the words in the box.

born	city	first name	hometown	job	last name
phone	email address	friends	interested in	languages	subject

1. What's your \_\_\_\_\_? (It's) Silvia.
2. What's your \_\_\_\_\_? (It's) Costas.
3. Where were you born? I was \_\_\_\_\_ in Salvador. It's my \_\_\_\_\_.
4. Where do you live now? São Paulo. It's a fun \_\_\_\_\_!
5. What do you do for fun? I'm in a band with my \_\_\_\_\_, Yumi and Matteo.
6. What's your favorite \_\_\_\_\_? I'm \_\_\_\_\_ photography.
7. How many \_\_\_\_\_ do you speak? Three. I speak Portuguese, Spanish, and English.
8. What's your \_\_\_\_\_? (It's) silviaC@linkbook.com.br.
9. What's your \_\_\_\_\_ number? (It's) 11-1212-4567.
10. What do you do? I'm a student, and I have a part-time \_\_\_\_\_.

C Use the questions in B to interview your partner.



## 3 LISTENING

- A** **Pronunciation: Question intonation review.** Read these questions. Then listen and repeat. Make new questions by changing the words *he* and *his* to *you* and *your*. Ask and answer the questions with a partner. **CD 1 Track 2**

1. Where's he from?
2. What's his hometown?
3. What does he do?
4. What are his interests?



Where are you from?

I'm from Rio.

- B** **Make predictions.** Look at the photo of Silvia's friend. What do you think he's like? With a partner, ask and answer the questions in **A** about him.

- C** **Listen for details.** Listen to Silvia talk about her friend. Circle the best answers. **CD 1 Track 3**

- |   |                                |                            |                           |
|---|--------------------------------|----------------------------|---------------------------|
| 1. His name is _____.                   | a. Lawrence<br><i>/lərəns/</i> | b. Lars<br><i>/lɑːrs/</i>  | c. Larry<br><i>/læri/</i> |
| 2. He speaks _____ languages.           | a. two                         | b. three                   | c. four                   |
| 3. He's from _____.                     | a. Switzerland                 | b. England                 | c. Sweden                 |
| 4. His hometown is _____.               | a. Stockholm                   | b. Visby<br><i>/vɪzbi/</i> | c. Bern                   |
| 5. He's a _____ student.                | a. business                    | b. math                    | c. science                |
| 6. He's interested in travel and _____. | a. music                       | b. languages               | c. movies                 |

- D** In your notebook, complete the sentences in **C** about your best friend. Change pronouns if needed. Tell a partner about your friend.

Her name is Angela.  
She speaks...

- E** What are you interested in? Check the boxes. Then ask a partner about his or her answers.

I'm interested in...

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> music.       | <input type="checkbox"/> sports.          |
| <input type="checkbox"/> languages.   | <input type="checkbox"/> cooking.         |
| <input type="checkbox"/> travel.      | <input type="checkbox"/> movies.          |
| <input type="checkbox"/> video games. | <input type="checkbox"/> your idea: _____ |

I like music and video games.

Really? I'm interested in music, too.  
What's your favorite kind of music?

## 4 SPEAKING

- A**  Mariana and Danny live in the same apartment building. Listen. Are they meeting for the first time? How do you know? **CD 1 Track 4**

**MARIANA:** Hi. My name is Mariana.  
I'm in apartment 201.

**DANNY:** Hi, Mariana. I'm Danny. I'm in 302. It's nice to meet you.

**MARIANA:** Nice to meet you, too.

**DANNY:** So, are you a student, Mariana?

**MARIANA:** Yeah, I study music at NYU.

**DANNY:** That's interesting.

**MARIANA:** What do you do, Danny?

**DANNY:** I'm a student at Hunter College.  
I also work in an art gallery.



Hi. My name is Natalia. I'm in apartment 22.

- B**  Practice the conversation with a partner. Then practice with *your* information.

### SPEAKING STRATEGY

- C**  Introduce yourself to four classmates. Then ask about their names and occupations. Complete the chart with their information.

Useful Expressions	
Introducing yourself	Asking about occupations
<b>A:</b> My name is Mariana.	<b>A:</b> What do you do?
<b>B:</b> Hi, I'm Danny. (It's) Nice to meet you.	<b>B:</b> I'm a music student.
<b>A:</b> (It's) Nice to meet you, too.	
Speaking tip	
When you are introducing yourself, <i>My name is...</i> and <i>I'm...</i> can both be used.	

Name	Occupation
Clara	student (studies art)
1.	
2.	
3.	
4.	

- D**  Tell a partner about the classmates you talked to in **C**.

Clara is a student.  
She studies art.

# 5 GRAMMAR

- A** Study the chart. Turn to page 195. Complete the exercise. Then do **B–E** below.

Review of the Simple Present Tense		
	Questions	Answers
<b>Yes / No questions with <i>be</i></b>	<b>Are</b> you a student? <b>Is</b> he a student?	Yes, I <b>am</b> . / No, I'm <b>not</b> . Yes, he <b>is</b> . / No, he's <b>not</b> .
<b>Yes / No questions with other verbs</b>	<b>Do</b> you <b>speak</b> English? <b>Does</b> she <b>speak</b> English?	Yes, I <b>do</b> . / No, I <b>don't</b> . Yes, she <b>does</b> . / No, she <b>doesn't</b> .
<b>Wh- questions</b>	Where do you live? What does she do?	I live in Buenos Aires. She's a doctor.

/stəfi/

- B** Steffi is writing about herself and her classmate. Write the correct form of each verb to complete the sentences.

## /mənɪkə/ Monika and Me

Monika (1. be) is my classmate. We (2. be) \_\_\_\_\_ different in many ways. I (3. be) \_\_\_\_\_ an only child. Monika (4. have) \_\_\_\_\_ two brothers and a sister. I (5. live) \_\_\_\_\_ with my family. Monika (6. live) \_\_\_\_\_ in her own apartment. We both go to Western University, but I (7. study) \_\_\_\_\_ English literature and Monika (8. study) \_\_\_\_\_ business. I (9. not have) \_\_\_\_\_ a job, but Monika (10. work) \_\_\_\_\_ part-time in a cafe. I (11. love) \_\_\_\_\_ dance music, but Monika (12. not like) \_\_\_\_\_ it. She (13. listen) \_\_\_\_\_ to rap. Monika and I (14. watch) \_\_\_\_\_ TV together on the weekends.

- C**  Complete questions 1–4 with the correct form of *be* or *do*. Complete questions 5–8 with a *Wh-* question word. Take turns asking and answering the questions with a partner.

- |   |   |
|---|---|
| 1. <u>Are</u> Steffi and Monika different?            | 5. <u>What</u> subject does Steffi study? |
| 2. _____ Steffi an only child?                        | 6. _____ does Monika work?                |
| 3. _____ Steffi study business?                       | 7. _____ does Steffi live with?           |
| 4. _____ Monika and Steffi go to the same university? | 8. _____ does Monika live?                |

- D** Complete each sentence with an affirmative or negative verb in the box to make it true for you.

speak    have    study    like

- |   |  |
|---|--|
| 1. I _____ a middle name.               | 4. I _____ on the weekend.               |
| 2. I _____ my first name.               | 5. I _____ my hometown.                  |
| 3. I _____ more than one language well. | 6. I _____ a favorite subject at school. |

- E**  How are you and your partner similar and different? Use the sentences in **D** to form questions. Ask follow-up questions.

Do you have a middle name?

Yes, I do.

What is it?

It's Victor.

# 6 COMMUNICATION

- A**  Find someone who answers Yes for each item in the chart. Write his or her name. Then ask one follow-up question and write the extra information.

**i** Follow-up questions are an important part of conversation. Make sure to ask a follow-up question related to what your partner already said. *Wh-* questions usually work better than Yes / No questions.

Find someone who...	Classmate's Name	Extra Information
1. has a part-time job.		
2. travels sometimes.		
3. likes listening to rap music.		
4. is a university student.		
5. plays soccer.		
6. has a sister.		
7. goes dancing on the weekends.		
8. knows his or her cell number in English.		
9. drives a car.		
10. eats breakfast every day.		
11. knows an email address in English.		
12. watches movies every week.		
13. speaks three languages.		
14. is an only child.		
15. your idea: _____		

Do you have a part-time job?

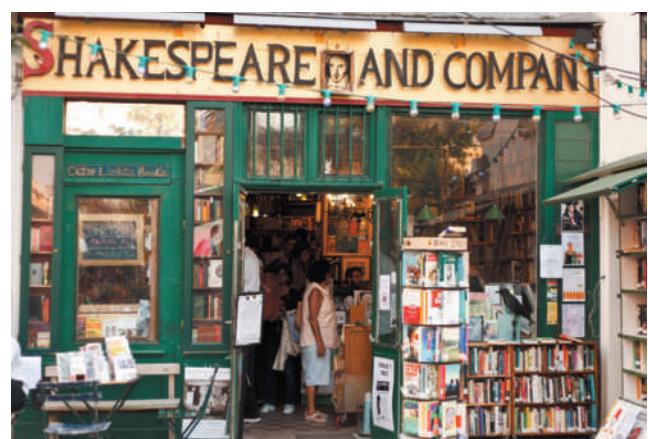
What do you do?

Yes, I do.

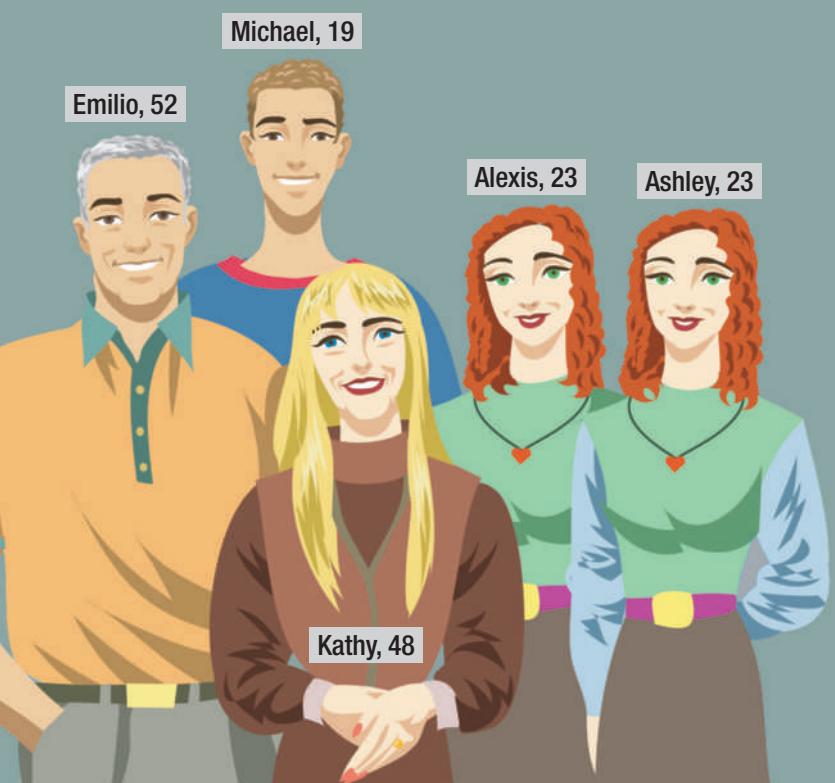
I work at a bookstore.

- B**  Tell a classmate about the people in your chart.

Erica has a part-time job at a bookstore.



# LESSON B APPEARANCE



Use *be* with...

**Age**

young  
in his / her teens\*  
in his / her twenties\*  
elderly (80+)

**Weight**

skinny  
thin  
slim\*\*  
average weight  
heavy

**Height**

short  
average height  
tall

*I am in my twenties.  
She is tall.*

Use *have* with...

**Eye color**

(dark) brown  
blue  
green

**Hairstyle**

long ↔ short  
straight ↔ curly  
wavy  
spiky

**Hair color**

black  
(light / dark) brown  
blond  
red  
gray

**Facial hair**

beard  
mustache

*I have brown eyes.  
He has a beard.*

## 1 VOCABULARY

\*teens (13–19), twenties (ages 20–29), thirties, forties

\*\**Slim* means skinny / thin, but *slim* has a positive meaning.

- A Complete the sentences about each person in the family photo.

Use the words in the box. Then take turns telling a partner about each person.

- Emilio is in his fifties. He is tall. He is average weight.  
He has brown eyes. He has short, gray hair.
- Kathy is /kæθi/. She is age. She is height. She is weight.  
She has eyes. She has , straight, hair.
- Michael is /'maɪkəl/. He is age. He is height.  
He has eyes. He has , , hair.
- Alexis and Ashley are /ə'lɛksɪs/ /æfli/. They are age. They are height. They are weight.  
They have eyes. They have , wavy hair.

- B Answer the questions with a partner.

- Who does Michael look like? He **looks like** his father. They're both tall.
- Who does Ashley look like? She **looks like** . They both have red hair.
- Who do you look like? I **look like** . We're both... / We both have...

*I look like my mom. We're both tall and slim, and we both have dark, curly hair.*

## 2 LISTENING

- A**  **Use background knowledge.** Look at the pictures below. Describe the man's appearance in each one. Tell a partner.

### Listening Strategy

**Use Background Knowledge**  
Think about what you already know.



- B**  **Listen for gist.** Read the sentences below. Then listen and fill in the blank.

Emily is at the airport. She is \_\_\_\_ her uncle Tim. **CD 1 Track 5**

/tɪm/

- a. traveling with      b. looking for      c. talking to      d. shopping for

- C**  **Listen for details.** Now listen to the entire conversation.

Circle the words that describe Uncle Tim before and now. Then check (✓) the correct picture of Uncle Tim now in **A**. **CD 1 Track 6**

### Listening Strategy

#### Listen for Details

Pay attention to specific information.

1. Uncle Tim before:

short / tall      short hair / long hair      brown hair / blond hair

2. Uncle Tim now:

short / tall      short hair / long hair      brown hair / blond hair

- D**  Think about your appearance in the past. Is anything different now? Complete the sentences. Tell a partner.

In the past, I was \_\_\_\_\_.

Now I am \_\_\_\_\_.

In the past, I had \_\_\_\_\_.

Now I have \_\_\_\_\_.

In the past, I had short, brown hair. Now I have long, blond hair.

In the past, I was heavy. Now I am thin.

### 3 READING CD 1 Track 7

- A Look at the photo. Who are these people? What do they do? Tell a partner.
- B **Skim for gist.** Read the passage. Then complete the sentence below.

The reading is mainly about

- \_\_\_\_\_ /'dænjəl 'rædklɪf/  
a. the actor Daniel Radcliffe  
b. people who look like celebrities  
c. good-looking actors  
d. famous people with a lot of money

#### Reading Strategy

##### Skim for Gist

Read for the general idea.

- C **Scan for details.** Quickly find and underline the answers to the questions below in the reading.

1. How does Andrew Walker make money? /'ændru 'wɔ:kər/
2. How do celebrity doubles make money?

#### Reading Strategy

##### Scan for Details

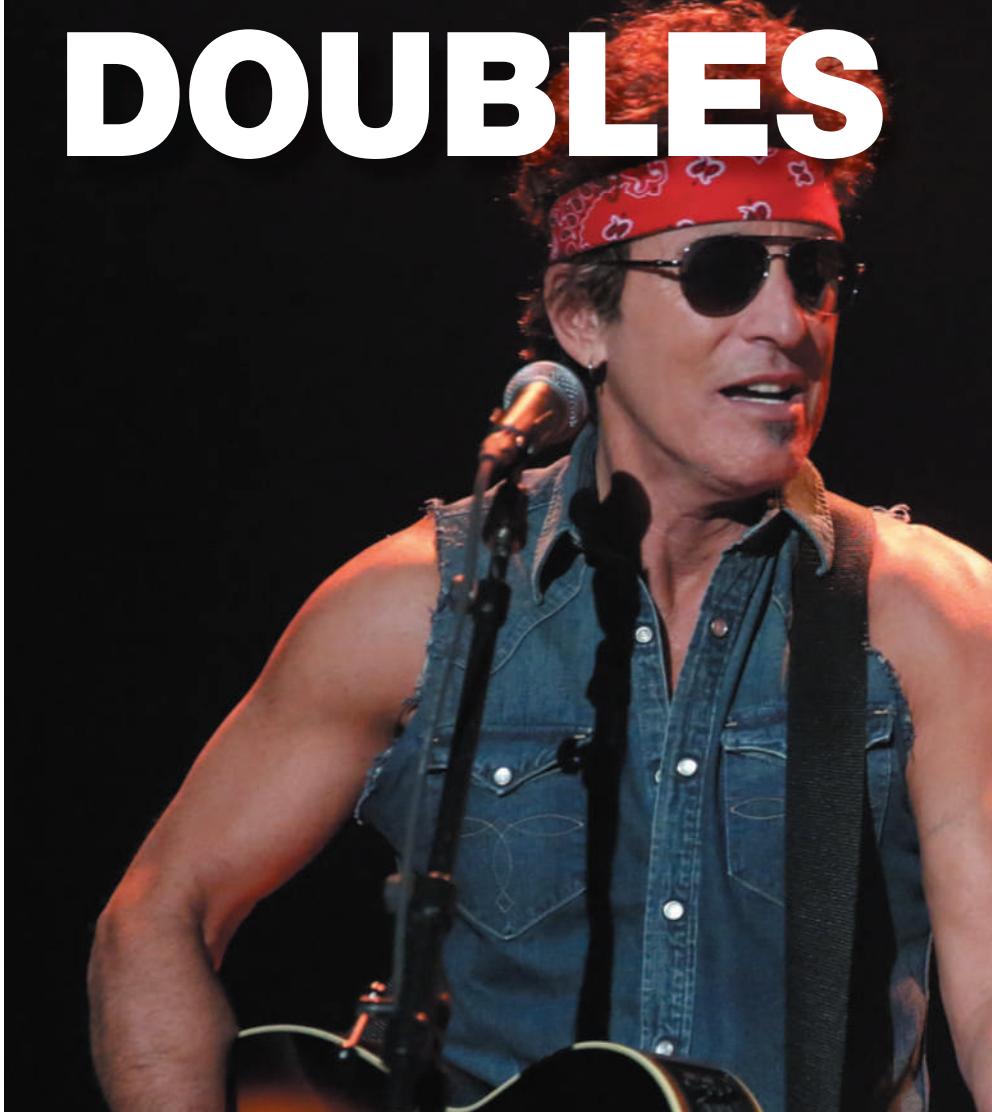
Read for specific information.

- D Answer the questions with a partner.

1. Look at the photo of the two men singing. Do they look alike? Why or why not?
2. Is being a celebrity double fun? Why or why not?
3. Do you (or someone you know) look like a famous person? Who? Explain.

I look like Selena Gomez.

# CELEBRITY DOUBLES



A group of teenagers is standing outside a shop in Manchester, England. Many of them have cameras and are looking in the shop window. They want to see celebrity Daniel Radcliffe. A man in the shop looks like Radcliffe. He has brown hair and Radcliffe's good looks. But the young man in the shop isn't the famous actor. He's Andrew Walker, a 22-year-old shop clerk.



Actor Daniel Radcliffe

**Comedian Jimmy Fallon** /'dʒimɪ fælən/  
**(right) and musician Bruce**  
**Springsteen perform together.**



Walker isn't surprised by the teenagers. People often stop him on the street and want to take his picture. Walker is a clerk, but he also makes money as Radcliffe's double. Walker travels all over Europe as Daniel Radcliffe. It's an exciting life for the shop clerk from Manchester.

Today, many companies work with celebrity doubles. The most popular celebrity doubles look like famous athletes, pop singers, and

actors. The companies pay doubles to go to parties and business meetings. Doubles are also on TV and in commercials.

Some celebrities even dress up as doubles. American talk show host Jimmy Fallon is famous for dressing up and performing as famous musicians. He looks and sounds just like them. Sometimes the real musicians even come on his show!

## 4 GRAMMAR

- A** Study the charts. Turn to page 196. Complete the exercises. Then do **B–D** below.

Describing Appearance				Questions
Subject	be / have	Adjective	Noun	
He	is	tall.		What do you look like? What does he / she look like?
		average	height / weight.	
	has	young / in his teens.		
		blue spiky, black	eyes. hair.	

- B**  Work with a partner. Practice the conversation. What does the person look like? Can you guess the person?

A: I'm thinking of a famous person.

B: Is he in his twenties?

B: Is it a woman?

A: Yes, I think he's in his late twenties.

A: No, it's a man.

B: Does he have long hair?

B: Is he British?

A: No, he doesn't.

A: No, he's not. He's from Argentina.

B: Is he a soccer player?

B: What does he look like? Is he tall?

A: Yes, he is.

A: No, he's not. He's a little short.

B: I know! It's...

- C** Think of a famous person. What does he or she look like?

Complete the notes below.

Name: \_\_\_\_\_

Hair: \_\_\_\_\_

Height: \_\_\_\_\_

Job: \_\_\_\_\_

Eyes: \_\_\_\_\_

Weight: \_\_\_\_\_

Nationality: \_\_\_\_\_

Age: \_\_\_\_\_

- D**  Ask your partner seven questions. Try to guess his or her person (as in **B**). Then switch roles.

## 5 WRITING

- A** Read the paragraph on the right. Then write five or six sentences about a classmate's appearance on a separate piece of paper. Use the paragraph as a model. Don't write your classmate's name.

My classmate is in his twenties. He's average height—he's about 172 centimeters. He has short, straight, brown hair. He has dark brown eyes (I think). He doesn't wear glasses.

- B**  Exchange papers with a partner.

1. Are there any mistakes in your partner's writing? If yes, circle them.
2. Can you guess the person? Write his or her name on the paper.

Answer B: Lionel Messi

# 6 COMMUNICATION



- A** Work in a group of four. Each person chooses a photo above. Think about your answers to the questions below.

1. What does the person in your photo look like? Describe him or her.
2. In your opinion, is the person good-looking? Why or why not?

- B** Tell the group your answers in **A**. Do your partners agree with you? Why or why not?

I think he's very  
handsome.

He's OK. I don't like his beard  
or hairstyle.

## Word Bank

### Other words to describe appearance

*Has...*

a nice smile  
a tattoo

*Is...*

pretty  
handsome  
good-looking

- C** Now find a photo of someone else online. Show it to your group. Then repeat **A** and **B**.

# 2 BEHAVIOR



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

- 1** What are these people doing?
- 2** How do they feel?
- 3** Why do you think they feel that way?

## **UNIT GOALS**

- 1** Talk about actions happening now
- 2** Greet other people and ask how they are
- 3** Describe how you feel
- 4** Talk about and use common gestures



A tango performance in Buenos Aires, Argentina

# LESSON A ACTIONS



## 1 VIDEO Can You Spot a Fake Smile?

- A Look at this photo. Are the smiles genuine or not? Why do you think so? Tell a partner.

*I think the smiles are genuine because...*

- B Watch the video. You are going to see three pairs of photos. Choose the person with the fake smile in each pair.

1. LEFT      RIGHT
2. LEFT      RIGHT
3. LEFT      RIGHT

- C Could you spot the fake smiles? Compare your score with a partner's score.

- D Watch again. Circle the correct answer.

To spot a fake smile, look at the person's **eyes / face / mouth**.

### Word Bank

*fake* = not real

*genuine* = real

*to spot* = to see; to notice

*to smile* = to raise the corners  
of your mouth

### Scoring

3 correct answers: You're good at spotting a fake smile.

2 correct answers: You're OK.

0–1 correct answers: You can't spot a fake smile.

## 2 VOCABULARY



**A** Read these sentences. Who is doing what? Match the sentences to the people in the picture with a partner. Not all letters will be used.

1. She's **smiling** at her friend. b
2. She's **pointing** at the man.
3. He's **shouting** at the woman.
4. She's **waving** goodbye to her daughter.
5. She's **talking** to her friend.
6. It's **barking** at the girl.
7. He's **looking** outside.
8. She's **sitting** on the bench.
9. She's **walking** down the street.
10. She's **running**.

**B** Now cover up the sentences in **A**. Work with a partner. Take turns describing the picture. Try to talk about all of the people.

Two women are talking and walking together. I think they are friends....

# 3 LISTENING

## A Pronunciation: Listening for contractions.

Read the sentences. Then listen and repeat.  
Notice the difference between the sentences in each pair. **CD 1 Track 8**

- |                                 |                            |
|---------------------------------|----------------------------|
| 1a. I am talking to you!        | 3a. We are too busy today. |
| 1b. I'm talking to you!         | 3b. We're too busy today.  |
| 2a. Oh yes, it is mine. Thanks! | 4a. How is it going?       |
| 2b. Oh yes, it's mine. Thanks!  | 4b. How's it going?        |

## B Pronunciation: Listening for contractions.

Now listen to four short dialogs. For each one, circle the sentence in A that you hear. **CD 1 Track 9**

## C Distinguish speakers.

Look at the picture on page 19 as you listen to these five conversations. Write the letters of the people from the picture speaking in each one. **CD 1 Track 10**

Conversation 1: d

Conversation 4: \_\_\_\_\_

### Listening Strategy

Conversation 2: \_\_\_\_\_

Conversation 5: \_\_\_\_\_

#### Distinguish Speakers

Figure out who is talking in order to better understand the conversation.

Conversation 3: \_\_\_\_\_

## D Infer information.

Listen again. Complete the sentences with the words in the box. One verb is extra. **CD 1 Track 10**

asking	looking	saying
helping	meeting	shouting

### Listening Strategy

#### Infer Information

Think about information beyond the speaker's actual words.

1. The woman is \_\_\_\_\_ goodbye to her daughter.
2. The woman is \_\_\_\_\_ the man.
3. The man is \_\_\_\_\_ at the woman.
4. The girl is \_\_\_\_\_ her mother something.
5. The two friends are \_\_\_\_\_.

## E Listen to Conversation 5 again. With a partner, write an ending to it. Then role-play your conversation for another pair.

**CD 1 Track 11**

Well, maybe we could go to the beach.

Good idea. We can swim there!



## 4 SPEAKING

- A   Read the conversation and listen. Why is Katy worried? What is Jim's idea? Tell a partner. CD 1 Track 12

JIM: Hi, Katy. /'keiti/

KATY: Hey, Jim. How's it going? /dʒim/

JIM: Great! How are you doing?

KATY: So-so.

JIM: Yeah? What's wrong?

KATY: Oh, I have an important test tomorrow.

JIM: But you're not studying.

KATY: Well, I'm kind of tired.

JIM: Why don't you take a break and drink some coffee? We can go to a cafe together.

KATY: And then I can study later. Sounds good!



Katy is worried because...

Jim's idea is to...

- B  Practice the conversation with a partner. Then ask your partner how he or she is today.

### SPEAKING STRATEGY

- C  Read the two situations below. With a partner, write two new conversations on a sheet of paper. Use the conversation in A and the Useful Expressions to help you.

#### Situation 1

**Student A:** You're worried. You have two tickets to a basketball game tonight. You're going with your friend, but your friend is late.

**Student B:** Your suggestion: Take a taxi to the game. Maybe the friend is there.

#### Useful Expressions

##### Greeting people and asking how they are

-  A: Hi, \_\_\_\_\_. How's it going?  
B: Fine. / OK. / All right. / Pretty good. / Not bad. How about you?  
  
 A: I'm fine.  
A: Hi, \_\_\_\_\_. How are you doing?  
B: So-so. / Not so good.  
A: Really? What's wrong?  
B: I'm (a little) worried. / I'm (kind of) tired.  
I have a big test tomorrow.

#### Situation 2

**Student A:** You're unhappy. You live in Toronto. Your cousin lives in Boston. She wants you to visit her. Plane tickets are expensive right now.

**Student B:** Your suggestion: Rent a car and drive from Toronto to Boston.

#### Word Bank

*kind of* = a little

What's wrong?

I'm worried. My friend is late.

- D  Role-play one conversation for another pair.

# 5 GRAMMAR

- A** Study the chart. Turn to page 197. Complete the exercise. Then do **B** and **C** below.

Review of the Present Continuous Tense				
Affirmative and negative statements				
I'm / She's / They're	(not)	going		to the party.
Wh- and Yes / No questions				Answers
When	Are are	you	going	to the party?
				Yes, I am. / No, I'm not. In about an hour.

Use the present continuous for actions happening now: subject + am / is / are + verb -ing



- B** Ask and answer questions about the people in the picture.

- 1a. Where are they \_\_\_\_\_? On the sofa.
- 1b. What are they \_\_\_\_\_? Coffee.
2. \_\_\_\_\_ they talking? No, they're \_\_\_\_\_.
3. \_\_\_\_\_ she opening a present? Yes, she \_\_\_\_\_.
4. \_\_\_\_\_ he enjoying the music? No, he \_\_\_\_\_.

- C** Take turns acting out one of the actions below for your partner. You can also add your own ideas to the list.

driving a car / riding a bicycle / riding a horse

waking up late / taking a shower / brushing your teeth

eating noodles / eating an ice cream cone / eating steak

drinking coffee / drinking juice / drinking soda

putting on a pair of jeans / putting on a winter coat / putting on a pair of boots

your own ideas: \_\_\_\_\_

Hmm... you're drinking something.  
I know, it's juice! No? OK then,  
maybe you're drinking...

## 6 COMMUNICATION

- A** Think of a place in your city or a famous place in the world. Write it down. (Don't show anyone!)
- 
- 

- B** Imagine you are in the place you wrote down in **A**. What do you see? What are people doing? Write four or five sentences about your place.

**Example:** It's a beautiful city. There is a lot of water. Some people are riding in a boat. A man is standing in the boat. He is pushing. They are going under a bridge.

---

---

---

---



Venice, Italy

- C** Read your sentences to a partner. Your partner draws and guesses the place.

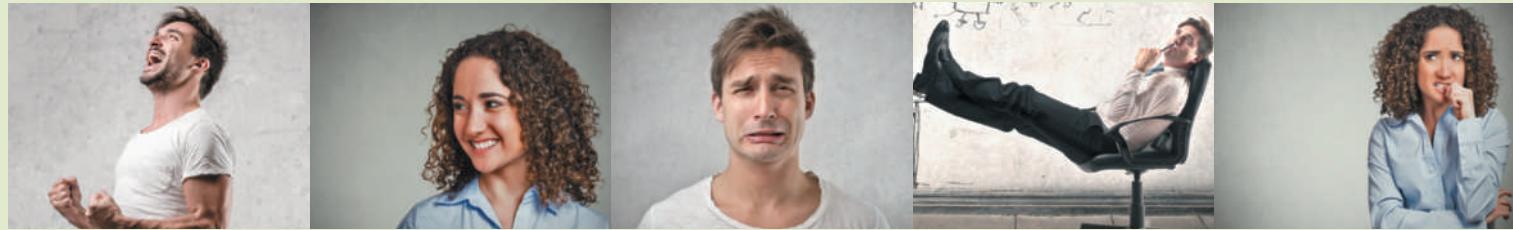


- D** Switch roles and do **C** again.

# LESSON B FEELINGS AND GESTURES



confident



relaxed

embarrassed  
nervous / worried

relaxed  
sad

excited  
happy

bored  
angry

confused  
confident

## 1 VOCABULARY

- A How do the people in the photos feel? Tell a partner. Then write the correct word under each photo.

She's angry.

- B Choose a feeling and act it out. Your partner guesses the feeling.

- C Ask and answer the questions below with a partner. Use a word from A. Explain your answers.

How do you feel...

- when you're waiting for the bus?
- before a big exam?
- when you speak English?
- about summer vacation?
- when a friend is always late?
- right now?

Say *I feel bored.*  
NOT *I feel-boring.*

I feel bored when I'm waiting for  
the bus. I don't like waiting!

## 2 LISTENING

- A** **Understand a speaker's attitude.** Read sentences 1a–4a. Then listen. Circle the correct answer. **CD 1 Track 13**

How do they feel?	Why?
1a. The man is <b>excited about / bored with</b> school.	1b. He wants to _____ his major.
2a. The woman is <b>worried / confident</b> about her exams.	2b. She _____ the information.
3a. The man is <b>confident / confused</b> about the address of the theater.	3b. The map on his phone is _____.
4a. The woman's boss is <b>worried / angry</b> . The woman is <b>embarrassed / excited</b> .	4b. The woman is _____ for work.

- B** **Listen for details.** Listen again. Complete sentences 1b–4b with one word. **CD 1 Track 13**

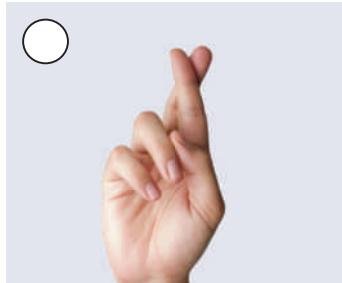
- C** Look at the gestures. Complete each sentence with an expression from the box. Check your answers with a partner.

Come here.    Good luck!    I don't know.    Look (at that).



1. You can shrug to say “\_\_\_\_\_.”

2. You can say “\_\_\_\_\_,” by using your finger to call someone.



3. You can point to something to say “\_\_\_\_\_.”

4. You can cross your fingers to say “\_\_\_\_\_.”

### Listening Strategy

#### Infer Information

Think about information beyond the speaker's actual words.

- D** **Infer information.** Listen again. Which gesture in **C** could be used in each conversation? Write the number of the conversation (1–4) on each photo. **CD 1 Track 13**

- E** Do the gestures in the photos have the same meaning in your country? Tell a partner.

In my country, crossing your fingers means...

### 3 READING CD 1 Track 14

- A  **Preview the reading.** Look at the title and photos. Complete the definition and answer the question with a partner.

*A greeting* is a way to say \_\_\_\_\_.

What are the people in the photos doing?

The people in this photo are...

- B **Make predictions; Scan for details.** Guess where people use the greetings below: Brazil, New Zealand, or Japan? Then check your ideas.

Greeting	Country
1. bow	_____
2. kiss	_____
3. press noses	_____
4. shake hands	_____
5. wave	_____

- C  **Read for details.** Read the article. Make these sentences true. Tell a partner.

1. In Brazil, women kiss other women as a greeting. Women don't kiss men.
2. When you shake hands, don't look at the person.
3. The Maori are the native people of Brazil.
4. In Japan, a smile always means you are happy.

- D  In each situation below, what greeting do you use? Tell a partner.

1. You see a friend in a cafe. */dʒounz/*
2. You interview for a job with Mr. Jones.
3. You meet your teacher on the street.
4. You see your boyfriend or girlfriend.



Go online and learn about another country. Answer these questions:

1. How do friends greet each other? Is it the same for men and women? How about between an older person and a younger one?
2. In the workplace, how do people greet each other?

#### Reading Strategy

##### Preview the Reading

Use visual cues to prepare yourself for reading.

# WORLD GREETINGS



## Brazil

Men often shake hands when they meet for the first time. When women meet, they touch cheeks and kiss. Women also kiss male friends to say hello.

*Note: When you shake hands, look at the person. It's polite.<sup>1</sup>*



kiss

## New Zealand

In formal situations, both men and women usually shake hands when they meet someone for the first time. In informal situations, people often give a short wave and say "Hi."

*Note: If you see two people pressing their noses together, they are probably Maori. The Maori are the native people of New Zealand. This is their traditional greeting.*



shake hands

## Japan

When people meet for the first time, they usually bow. In business, people also shake hands. In formal situations, people often exchange business cards. When you give a business card, it's polite to give it with two hands.

*Note: In Japan, a smile can have different meanings. It usually means that the person is happy or that the person thinks something is funny. But it can also mean that the person is embarrassed.*



bow

<sup>1</sup>If you are *polite*, you act in a respectful way.

## 4 GRAMMAR

- A** Study the chart. Turn to page 198. Complete the exercises. Then do **B–D** below.

**i** Object pronouns come after...  
a verb: My parents *love* me.  
a preposition: Jon is angry at her.

Subject Pronouns	Object Pronouns
I love my parents.	My parents love <b>me</b> .
You need help.	I can help <b>you</b> .*
He / She knows Jon.	Jon knows <b>him / her</b> .
It is expensive.	I can't buy <b>it</b> .
We are having a party.	Please join <b>us</b> .
They are popular.	Everyone likes <b>them</b> .

\*For both singular and plural *you*

- B** Complete the sentences with the correct object pronoun(s).

- I speak English at school. Sometimes, I use \_\_\_\_\_ at home, too.
- I have to take the university entrance exam soon. I'm worried about \_\_\_\_\_.
- My cell phone is cool. My parents gave \_\_\_\_\_ to \_\_\_\_\_.
- When I watch movies in English, I get confused. People talk fast. I can't understand \_\_\_\_\_.
- Do you understand this grammar point? I can explain \_\_\_\_\_ to \_\_\_\_\_.
- We are studying English. It can help \_\_\_\_\_ get jobs in the future.
- \_\_\_\_\_ is my best friend. I talk to \_\_\_\_\_ every day.

- C** Work with a partner. Check your answers in **B**.

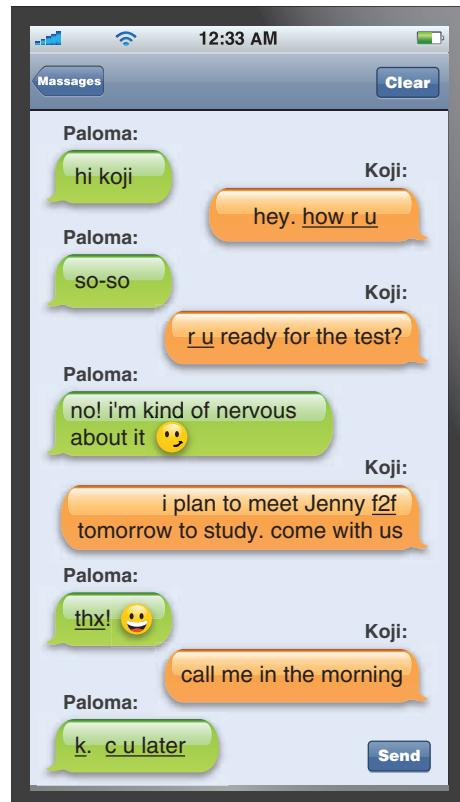
- D** Which sentences in **B** are true for you? Which ones aren't? Why? Tell a partner.

## 5 WRITING

- A** /'koudʒi/ Koji and Paloma are classmates. They're texting. Match the underlined expressions with their meanings below. Then tell a partner: How does Paloma feel?

- Are you \_\_\_\_\_
- face-to-face \_\_\_\_\_
- How are you? \_\_\_\_\_
- OK \_\_\_\_\_
- See you later. \_\_\_\_\_
- Thanks. \_\_\_\_\_

Paloma feels...



- B**  With your partner, complete the rules for texting. Can you think of other rules?

	In informal situations (with friends)	In formal situations (with a teacher or boss)
In texts, it's OK...		
1. not to capitalize words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. not to use punctuation.	<input type="checkbox"/>	<input type="checkbox"/>
3. to use abbreviations.	<input type="checkbox"/>	<input type="checkbox"/>
4. to use emoticons (smiley faces).	<input type="checkbox"/>	<input type="checkbox"/>

- C**  In your notebook, rewrite the text conversation in **A** in full sentences. Add any missing words. Use correct punctuation and capitalization. Compare answers with a partner.

- D**  With a partner, write and respond to a text about a school project. Use the expressions and emoticons in **A**.



- E**  Correct any mistakes in your partner's text conversation. Then write a short reply to your partner to reschedule the meeting time.

## 6 COMMUNICATION

- A**  Get into a group of three people. Take turns acting out the sentences. Do *not* use words. Play until someone has acted out and guessed all sentences.

I'm hungry.	Good luck!	He's crazy.
This is delicious.	Go away!	I'm nervous.
Stop it!	Look at that!	This tastes terrible.
Let's go!	Come here!	I'm not listening!
Be quiet.	I'm bored.	Sit down.
I'm sad.	I'm angry.	See you later.
Relax!	What? I can't hear you.	I'm not sure.

I know! You're acting out "Come here!"

# 3 SHOPPING





## Look at the photo. Answer the questions.

- 1 Is there a shopping mall in your city?  
What is it called?
- 2 Do you ever go to these kinds of stores?
  - a department store
  - a clothing store
  - a coffee shop
  - a supermarket
- 3 What are the stores' names? What do you buy there?

## UNIT GOALS

- 1 Identify common foods
- 2 Talk about things you need
- 3 Describe your shopping habits
- 4 Discuss different places to shop and what they sell

A luxury shopping mall in Berlin, Germany

# LESSON A AT THE MARKET



Farmers' markets are growing around the world. This one is in Otavalo, Ecuador.

## 1 VIDEO Field of Greens

- A Look at the photo. What do you see? Do you have any markets like this in your city?
- B Watch the video. What fruits and vegetables do you see? Make a list in your notebook. Compare your list to a partner's.
- C Watch the video again. Then answer the questions.
  1. What is unusual about the first farm in the video?
  2. Do farmers' markets sell foods besides *produce* (fruits and vegetables)?
  3. What are the main benefits of shopping at farmers' markets?
- D With a partner, plan a dinner menu. Use foods that you can find at a farmers' market. Share your menu with the class. Which pair has the best menu?

We can make a salad with  
spinach and tomatoes.

## 2 VOCABULARY

### Word Bank

#### Word partnerships

fresh / frozen / junk food



- A** Practice saying the items in the picture with a partner. Which of these foods do you eat? Tell your partner.

I eat soup for lunch.

- B** Work with your partner. Think of examples for each type of food. Use words from the picture and your own ideas.

Fresh foods	Frozen foods	Junk foods	Breakfast foods	Foods you eat every day

- C** Share your chart with another pair. Then ask and answer these questions.

1. What is one thing in your chart that isn't in the picture above?
2. Which items in your chart do you like? Are there any items you *don't* like to eat or drink?

I like cake, but I don't like salad.

# 3 LISTENING

- A **Pronunciation: Syllables.** Practice saying the words aloud. Then listen and repeat. **CD 1 Track 15**

1. fish      2. soda      3. potato

- B **Pronunciation: Syllables.** Work with a partner. Read each word aloud. How many syllables does it have: one, two, or three? Guess. Then listen and check your answers. **CD 1 Track 16**

	1	2	3
1. milk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. carrots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. tomato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. cheese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. banana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3
6. cake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. yogurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. cereal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C **Use background knowledge.** Look at the two pictures below. What's in each bag? Make two lists. Tell a partner.

This bag has...

## Listening Strategy

### Use Background Knowledge

Think about what you already know.

- D **Listen for gist.** Listen. Which shopping bag is Allison's? Circle it. **CD 1 Track 17**  
*/ælsən/*



## Listening Strategy

### Listen for Gist

Listen to understand the main idea.

## Listening Strategy

### Listen for Details

Listen carefully for important information.

- E **Listen for details.** Listen. Allison's mom changes one item on the list. Put an X on the item in the shopping bag. Write the name of the new item. **CD 1 Track 18**

- F **Listen for details.** How do Allison and her mom talk about the foods they need? Match the items on the left with the words on the right. Then listen and check your answers. **CD 1 Track 19**

1. I need a \_\_\_\_ of bread.
  2. And a \_\_\_\_ of lettuce.
  3. A \_\_\_\_ of ice cream.
  4. Please get a \_\_\_\_ of carrots, OK?
- a. bunch
  - b. head
  - c. carton
  - d. loaf

## Talking about specific amounts

a bunch of	a loaf of
a head of	a can of
a carton of	a piece of

- G Cover your answers in **D–F** and tell a partner: What items does Allison buy for her mom?

Allison buys...

## 4 SPEAKING

- A Read the conversation and listen. Underline the foods Ken and Rachel have. Circle the foods they need. CD 1 Track 20

KEN: **Rachel**, I'm making a shopping list for our **barbecue**. We have **chicken**. What else do we need?

RACHEL: Let's see... we need some **potatoes**.

KEN: OK, got it.

RACHEL: We also need **lettuce** and **tomatoes** for the salad.

KEN: And what about drinks?

RACHEL: Let's see... we have **soda**.

KEN: OK. I'll buy some **juice** then. See you!



- B Practice the conversation with a partner. Then make your own conversation. Use your own ideas for the **bold** words.

Pablo, I'm making a shopping list for our dinner party tonight. We have shrimp. What else do we need?

### SPEAKING STRATEGY

- C Imagine you are having a class party. Everyone in the class must bring something to the party. Think of an idea and write it on the board.
- D Work with a partner. Look at the checklist below. These are things you need for the party. Look at the items on the board. Use the Useful Expressions to talk about the things you have and the things you need for your party.

#### Class Party Checklist

food  
drinks  
dessert  
napkins, cups, plates  
forks, spoons, knives, chopsticks  
chairs

#### Useful Expressions

##### Talking about things you need

##### Do we need anything?

Yes, we do. We need soda and bottled water.

Let's see... we need...

No, we don't. We (already) have everything.

##### What else do we need?

We still need...

Nothing. I think we're all set.

##### Anything else?

Yes, we need...

No, that's it. We have everything.

#### Speaking tip

You can use *let's see* when you are thinking carefully about something.

- E Share your ideas in D with another pair.

We still need spoons and knives.

# 5 GRAMMAR

**A** Study the charts. Turn to page 199. Complete the exercises. Then do **B–F** below.

Count and Noncount Nouns	
Count	Noncount
a tomato, an apple	bread, rice
two carrots, three eggs	coffee, sugar

Partitives	
General amount	Specific amount
some bread	a loaf of bread

**B**  With a partner, write C or N to say if each phrase describes count or noncount nouns.

1. \_\_\_\_ can follow a or an
2. \_\_\_\_ can follow numbers
3. \_\_\_\_ are always singular
4. \_\_\_\_ have singular and plural forms

**C** Complete the sentences with a or an. If no article is needed, leave the space blank.

1. Do you want \_\_\_\_ rice or \_\_\_\_ baked potato with your dinner?
2. Pedro wants \_\_\_\_ fruit. Give him \_\_\_\_ apple.
3. Do you usually put \_\_\_\_ sugar in \_\_\_\_ tea?
4. I often eat \_\_\_\_ banana as a snack.
5. Is there \_\_\_\_ salt in this soup?
6. I have \_\_\_\_ cereal and \_\_\_\_ egg every morning for breakfast.

**D** Read the sentences. Circle T for true or F for false. Use your own information.

1. I don't like soda because it has too much sugar.      T      F
2. I usually eat pasta once or twice a week.      T      F
3. You can usually find apples, oranges, or some kind of fruit in my refrigerator.      T      F
4. I eat more bread than rice.      T      F
5. I drink at least two glasses of water a day.      T      F
6. I need coffee in the morning to wake up.      T      F
7. I don't eat hot soup in the summer.      T      F
8. I eat too much cake.      T      F

**E**  Which nouns in **D** are count? Which are noncount? Tell a partner.

**F**  Compare your answers in **D** with your partner's.

Soda has too much sugar,  
but I like it.

Me too. I drink a can of  
soda every day.

## 6 COMMUNICATION

- A** Read about this TV show. Think about what it would be like to live on the island.

On this reality show, people stay on an island in the Pacific Ocean for one month to win money. Here is some information about the island:

- There are a lot of fish in the ocean.
- On the island, there are a lot of coconuts and fruit trees. There's also a lot of sand!
- There's very little water to drink on the island.
- In the afternoon, it is very hot (100 degrees F / 38 degrees C).



- B** You want to be on the show. For your stay on the island, you can choose six items from the list below. Then circle the six items you need.

meat	toothpaste	bananas	bandages	a knife
bottled water	soap	oranges	coffee or tea	matches
rice	sunscreen	magazines	toilet paper	
bread	a hat	shampoo	vitamins	

- C** Join a group of three or four people. Compare your answers. Explain your choices. Together make one list of six items.

There isn't a store on the island. We need to bring rice.

I love coffee. I need to bring coffee.

There's very little water on the island. We need to bring water.

- D** Explain your final list to the class.



## 1 VOCABULARY

**A** Read the sentences. Review the meaning of the words in **blue** with your instructor. Then complete the sentences so they are true for you.

1. I usually **shop** for things \_\_\_\_.  
a. alone      b. with one person      c. with a group
2. I **buy** most of my clothes \_\_\_\_.  
a. online      b. at stores in **a mall**      c. in my neighborhood
3. I \_\_\_\_ buy things **on sale**. The price is lower, so the items are more **affordable**.  
a. often      b. sometimes      c. never
4. I **spend** \_\_\_\_ **money** on electronics (computers, phones) each year.  
a. a lot of      b. some      c. no
5. I **pay** for most things with \_\_\_\_.  
a. **cash**      b. a **debit card**      c. a **credit card**

### Word Bank

**go shopping** = shop (for something)

**Opposites**

**affordable** ↔ **expensive**

**buy** ↔ **sell**

**credit** or **debit card** ↔ **cash**

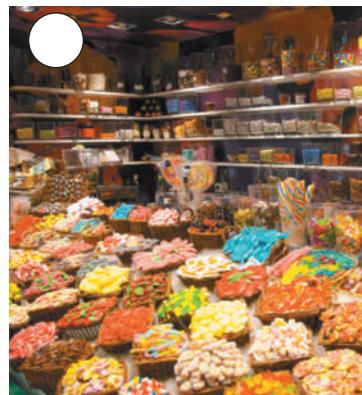
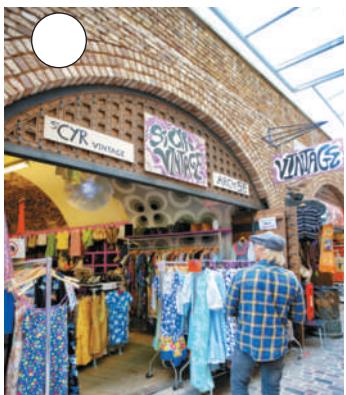
**on sale** ↔ **full price**

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

I buy most of my clothes at stores in a mall.

What's your favorite store?

## 2 LISTENING



- A** Look at the photos and the list of stores. Number each picture (1–4). Then write the correct letter (a–d) on each line to match the items with the stores.

**Stores**

1. a candy store \_\_\_\_
2. an electronics store \_\_\_\_
3. a jewelry store \_\_\_\_
4. a thrift store \_\_\_\_

**Items**

- a. computers, phones
- b. used clothes and furniture
- c. chocolate
- d. rings, necklaces

**Listening Strategy**

**Listen for Gist**

Listen to understand the main idea.

- B** **Listen for gist.** Listen. Where are the people shopping?

Write 1, 2, or 3. One store is extra. **CD 1 Track 21**

\_\_\_\_ a candy store    \_\_\_\_ an electronics store    \_\_\_\_ a jewelry store    \_\_\_\_ a thrift store

- C** **Listen for details.** Read the sentences. Then listen again. Circle the correct answer. **CD 1 Track 21**

**Store 1**

1. The man is shopping for \_\_\_\_.
  - a. candy
  - b. a ring
  - c. a phone
2. The man \_\_\_\_.
  - a. goes to another store
  - b. spends a lot of money
  - c. buys something affordable

**Store 2**

1. The \_\_\_\_ like(s) the store a lot.
  - a. man
  - b. woman
  - c. man and woman
2. The woman says the coat is \_\_\_\_.
  - a. expensive
  - b. affordable
  - c. on sale

**Store 3**

1. The items in this store are \_\_\_\_.
  - a. expensive
  - b. affordable
  - c. on sale
2. The man pays with \_\_\_\_.
  - a. cash
  - b. a credit card
  - c. a debit card

- D** Do you ever shop at any of the places in A? If yes, what do you buy? Tell a partner.

I shop at electronics stores. I buy...

### 3 READING

CD 1 Track 22

- A  **Make predictions.** Read the title. Is the article about expensive or affordable stores in Seoul? Tell a partner.  
*/soul/*
- B **Identify main ideas.** Read the article. What does each paragraph (1–4) talk about? Write the words in the reading. One is extra.
- Art Books and Comics Clothing  
Electronics Food and More

- C **Scan for details.** Match the items (1–6) with the place(s) where you can buy them (a–e). Some items may have more than one answer.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. affordable clothes _____        | a. Dongdaemun Market               |
| 2. a cell phone _____              | b. Gangnam                         |
| 3. expensive clothes _____         | c. Insadong<br><i>/'namdeimun/</i> |
| 4. a traditional noodle soup _____ | d. Namdaemun Market                |
| 5. souvenirs _____                 | e. Yongsan<br><i>/jɔŋsan/</i>      |
| 6. items for the home _____        |                                    |

- D **Scan for details.** Write a number or word next to each place. If a number or word is not given, write NG.

The number of...

1. department stores in Gangnam: \_\_\_\_\_
2. malls in Dongdaemun Market: \_\_\_\_\_
3. stores in Dongdaemun Market: \_\_\_\_\_
4. stores in Yongsan Market: \_\_\_\_\_
5. places to eat in Namdaemun Market:  
\_\_\_\_\_
6. shops in Insadong: \_\_\_\_\_

- E  In your city, what are the best stores or neighborhoods to shop for the things in B? With a partner, make a shopping guide for visitors. Share it with the class.

#### Reading Strategy

##### Make Predictions

Guess what you will read about.

# ON SALE IN SEOUL



/səʊθ kɔːriə/ or /səʊθ kəriə/

Are you planning to visit Seoul? South Korea's capital city has thousands of stores, so give yourself a day or more to go shopping. Here are some things you can buy:

1. \_\_\_\_\_  
Need something to wear? Seoul has a lot of interesting places to shop for clothes. Department stores in the Gangnam neighborhood sell the latest fashions,<sup>1</sup> but they are expensive. For something more affordable, visit Dongdaemun Market. This large shopping area has over 20 malls and more than 25,000 smaller stores. Remember to bring cash and a shopping bag to hold all your items!
  
2. \_\_\_\_\_  
Yongsan Market is the place to go for a new computer, phone, or camera. It has 5,000 stores and many items are on sale.

<sup>1</sup> The latest fashions are the most popular clothes of a certain time.  
<sup>2</sup> A souvenir is something you buy on a trip to remember a place.

3. \_\_\_\_\_  
Like Dongdaemun, Namdaemun Market is very large and has a lot of shops. These shops sell clothing, items for the home, and many other things—all at affordable prices. Namdaemun is also famous for its food, and there are many places to eat. Most sell traditional Korean dishes, including *kalguksu*—a delicious noodle soup.
  
4. \_\_\_\_\_  
Looking for a souvenir<sup>2</sup> to take home? Visit Insadong, a beautiful, old neighborhood. Many shops sell traditional Korean drawings and other kinds of art. Some items are expensive, but many are affordable.



## 4 GRAMMAR

- A Study the chart. Turn to page 200. Complete the exercises. Then do **B–D** below.

Quantifiers with Affirmative and Negative Statements		
	Count nouns	Noncount nouns
Affirmative	Do you have <b>any</b> friends? Yes, I have <b>a lot of / many</b> friends. <b>some</b> friends.	Do you have <b>any</b> money? Yes, I have <b>a lot of</b> money. <b>some</b> money.
Negative	No, I don't have <b>a lot of / many</b> friends. <b>any</b> friends.	No, I don't have <b>a lot of / much</b> money. <b>any</b> money.

- B Make the sentences true for you. Circle a verb and then use a quantifier.

- I **buy** / don't buy **a lot of** clothing online.
- I have / don't have \_\_\_\_\_ expensive shoes.
- I wear / don't wear \_\_\_\_\_ jewelry.
- I read / don't read \_\_\_\_\_ magazines.
- I drink / don't drink \_\_\_\_\_ soda.
- I spend / don't spend \_\_\_\_\_ money on souvenirs when I travel.
- I have / don't have \_\_\_\_\_ video games at home.
- I buy / don't buy \_\_\_\_\_ music online.

- C  Ask a partner about his or her answers in **B**. Ask a question with **any**. Then ask one follow-up question. Are you and your partner similar or different?

Do you buy **any** clothing online?

No, I like to try things on.

- D  Share one way you and your partner are alike and one way you are different with the class.

Karina doesn't like to buy clothing online, but I do.

My favorite place to shop is Uniqlo. It is a popular clothing store. I like this store for two reasons. **First**, a lot of their clothes are affordable. In a department store, I can only buy one pair of jeans. At Uniqlo, I can buy two or three. And the store always has things on sale! I'm a student and I don't have much money, so this is important. **Second**, Uniqlo's clothes are casual but nice. Many things are good for school and work. **For these reasons**, Uniqlo is my favorite place to shop.

## 5 WRITING

- A  Read the paragraph. Answer the questions with a partner.

- Where is the writer's favorite place to shop?
- What kind of store is it?
- Why is this store her favorite? Give two reasons.

**B** Answer the questions in **A** about your favorite place to shop. Then, write your own paragraph.

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

1. Are there any mistakes? If yes, circle them.
2. Answer the questions in **A** about your partner's writing. Then discuss with your partner:  
Do you know this store? Do you like it? Why or why not?
3. Return the paper to your partner. Make corrections to your own paragraph.

## 6 COMMUNICATION

**A**  /dʒesi/ Read about Jessie. Then describe her apartment with a partner.

Jessie is a university exchange student. She's living in your country for one year. This is her apartment.

Jessie doesn't have much furniture.

**B**  Jessie's parents want to visit her. Help Jessie prepare for her parents' visit. Work with a partner.

- What does her apartment have?
- What does her apartment need? Make a list.
- Where can she buy these things? Put your ideas on the list.



She needs some chairs.  
She can buy them at a department store.

Things Jessie needs	Place to shop	More household items
		bath mat
		dishwasher
		bed
		pillow
		bedsheets
		rug
		bookcase
		shower curtain
		chairs
		TV stand
		coffee table

**C**  Compare your list with another pair's list.

I have a bookcase on my list. Do you?

Yes. Jessie needs a place to put her books.

REVIEW UNITS **1–3**

# 1 STORYBOARD

- A**  /lɪsə/ Lisa and Eva are roommates. Look at the pictures and work with a partner to complete the conversations. More than one answer is possible for most blanks.



Near the supermarket...



Later, at the market...



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

## 2 SEE IT AND SAY IT

- A Describe a person in the picture below to your partner. Don't say the person's name. Your partner guesses the person.

This person has long hair and...

- B Talk about the picture with a partner.

- Where are the people?
- What are they doing?
- Which people are meeting for the first time? How do you know?
- Ask one question about the picture.



Celine = /sə'lin/

Hans = /hæns/

Brenda = /'brɛndə/

- C Choose one pair or group of people. With a partner, role-play a conversation of five to six sentences between the people.

Hi, I'm Felipe.

Hi, Felipe. Nice to meet you. My name is...

## 3 ODD WORD OUT

**A** Look at the words. Circle the one that is different in each group.

1. nervous	embarrassed	angry	happy
2. grapes	carrots	onions	lettuce
3. red	gray	curly	black
4. cheese	yogurt	milk	orange juice
5. heavy	short	slim	thin
6. point at	bark at	wave to	talk to
7. Japan	Portuguese	Chinese	English

**B**  Compare and explain your answers with a partner.

For number 1, happy is different. It's a good feeling. Nervous, embarrassed, and angry are bad feelings.

## 4 DO YOU EVER...?

**A** Read each question. Answer Yes or No. Then write a sentence to give some extra information. Use the correct pronouns for the underlined words.

1. Do you give your mom flowers?

Yes. I give her flowers on her birthday.

2. Does your mom speak to your dad in English?

3. Do you eat vegetables?

4. Do your friends send you text messages?

5. Does your instructor give you and your classmates homework?

6. Do you and your friends give your homework to your instructor late?

**B**  Ask your partner the questions in **A**. Listen to his or her answers. Then ask your partner one more question.

Does your mom speak to  
your dad in English?

Does he understand English?

No, she always speaks to  
him in Spanish.

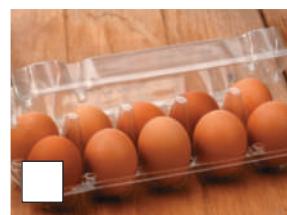
No, not really.

## 5 LISTENING: THE PERFECT DIET?

- A** Tino and Mary are talking about Tino's diet. Listen and circle your answers.  
**CD 1 Track 23**

1. Which sentence is true?
  - a. Mary thinks Tino eats too much.
  - b. Tino is worried about his health.
  - c. Mary thinks Tino's diet is too unhealthy.
  - d. Tino is worried about Mary's health.
2. What is Tino NOT eating?
  - a. protein
  - b. vegetables
  - c. fruit
  - d. vitamins

- B** Listen again. Which foods can he eat? Check the boxes. **CD 1 Track 23**



- C** Is Tino's diet healthy? Why or why not? Tell a partner.

## 6 TALK ABOUT...

- A** Choose a topic from the list. Each person asks you a question about the topic, and you answer it. Take turns.

- your hobbies
- why you are learning English
- your favorite music
- a country you want to visit
- your favorite TV show
- your favorite food
- your best friend
- something you don't like

My topic is "your hobbies."

What do you do for fun?

I like to cook for my friends and family.

# UNIT 1 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

A Unscramble the sentences and questions.

1. her / Marta / in / is / thirties \_\_\_\_\_ *Marta is in her thirties* \_\_\_\_\_.
2. slim / is / tall / Carlos / and \_\_\_\_\_.
3. fifties / is / in / Pablo / his \_\_\_\_\_ ?
4. is / hometown / San José / Jacqui's \_\_\_\_\_.
5. job / she / does / a / have \_\_\_\_\_ ?
6. university / Dani / at / studies / the / business \_\_\_\_\_.

### 2 QUESTION FORMULATION

A Make questions with the words in the box.

- |                                  |                              |                            |
|----------------------------------|------------------------------|----------------------------|
| 1. music / like                  | 3. read / books / in English | 5. were / born             |
| 2. watch / soccer / on TV / with | 4. do / homework             | 6. speak / other languages |

1. What kind of *music do you like* \_\_\_\_\_ ?
2. Who \_\_\_\_\_ ?
3. (Yes / No) \_\_\_\_\_ ?
4. When \_\_\_\_\_ ?
5. Where \_\_\_\_\_ ?
6. (Yes / No) \_\_\_\_\_ ?

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

What kind of music  
do you like?

I like classical  
music.

### 3 SPEAKING

A Work with a partner. Look at the photo on page 4. Take turns describing the people.

This man has  
short, black hair.

B Work with a new partner. Talk about your family. What do they look like?

My father is tall  
and average weight.

What color is  
his hair?

Does he have  
a beard?

## 4 WRITING

- A Write at least four sentences about a friend in your notebook. Include the information in the list below.
- Name
  - Age
  - Hometown
  - Physical description (hair color, eye color, height, etc.)
  - Two of his or her interests

## 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 3**
1. Which people are tall, and have brown hair and brown eyes?  
a. Marisol and her father.      c. Marisol's sister and mother.  
b. Marisol and her sister.      d. Marisol's parents.
  2. What is Roberto's hometown?  
a. Iquitos.      c. Lima.  
b. Puno.      d. Arequipa.
  3. Which words do NOT describe Antonio?  
a. Brown hair, average height.      c. Heavy-set, twenties.  
b. Teens, student.      d. Brown eyes, average weight.
  4. How old is Marisa?  
a. She is young.      c. She is in her fifties.  
b. She is elderly.      d. She is in her thirties.
  5. What does Andrea study?  
a. Spanish.      c. English literature.  
b. History.      d. Italian.
  6. What kind of music does Marcos like?  
a. Dance music.      c. Classical music.  
b. Rap music.      d. Jazz.
- B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 4**
1. What color hair does Sonia have?  
a. Blue.      c. Curly.  
**b. Black.**      d. Brown.
  2. How old is Sonia?  
a. In her teens.      c. In her thirties.  
b. In her twenties.      d. In her fifties.
  3. What is Sonia interested in?  
a. Music.      c. Languages.  
b. Dancing.      d. Photography.
  4. What apartment does the woman live in?  
a. 208.      c. 218.  
b. 550.      d. 515.
  5. What does the man do?  
a. He's a student.      c. He works at an art gallery.  
b. He's a teacher.      d. He works in a cafe.
  6. What does the woman do?  
a. She lives in apartment 208.      c. She works at an art gallery.  
b. She's a student.      d. She's in a band.

# UNIT 2 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

A Complete the sentences with the present continuous form of the verbs in parentheses.

1. We (brush) \_\_\_\_\_ our teeth.
2. Clara (eat) \_\_\_\_\_ an ice cream cone.
3. \_\_\_\_\_ you (walk) \_\_\_\_\_ to school?
4. I (put) \_\_\_\_\_ on a pair of boots.
5. Manuel (open) \_\_\_\_\_ a present.
6. They (not / enjoy) \_\_\_\_\_ the music.

### 2 QUESTION FORMULATION

A Make questions using the present continuous tense and the words in the box.

- |                        |                       |                   |
|------------------------|-----------------------|-------------------|
| 1. Carmen / sit        | 3. Javier / ride      | 5. you / go party |
| 2. he / open / present | 4. talk / with Sergio | 6. they / drink   |

1. Where is Carmen sitting ?
2. (Yes / No) \_\_\_\_\_ ?
3. What \_\_\_\_\_ ?
4. Who \_\_\_\_\_ ?
5. (Yes / No) \_\_\_\_\_ ?
6. What \_\_\_\_\_ ?

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

1. What are you studying? \_\_\_\_\_
2. Where are you living now? \_\_\_\_\_
3. Are you working tomorrow? \_\_\_\_\_
4. How are you feeling today? \_\_\_\_\_
5. Are you going home after class? \_\_\_\_\_
6. Who are you talking to? \_\_\_\_\_

What are you  
studying?

I'm studying  
business.

## 3 SPEAKING

- A**  Work with a partner. Talk about what you are doing and how you are feeling. Take turns asking and answering questions. Use the language below.

- How's it going? / How are you doing?
- Fine. / OK. / Pretty good. / All right.
- So-so. / Not so good.
- What's the matter? / What's wrong?
- I'm (a little / kind of) angry / sad / tired / worried.

How's it going?

Not so good.  
I'm worried. I have  
a big test tomorrow.

- B**  Get together with another pair. Take turns explaining how your partner is feeling.

Alvin's feeling pretty good. He just bought a new car!

## 4 WRITING

- A** In your notebook, write an email to a friend about your conversation in **A**, above. Tell him or her what you are doing, and describe how you are feeling. Write five sentences. Use correct capitalization and punctuation.

## 5 EXAM PREPARATION: READING

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

1. Why are you shouting?  
a. Because I'm angry!  
b. Because I'm relaxed!  
c. Because I'm bored!  
d. Because I'm confident!
2. Marcos has a big test tomorrow. How does he feel?  
a. He is all right and tired.  
b. He is stressed and cold.  
c. He is confused and confident.  
d. He is nervous and stressed.
3. Which gesture means "I don't know"?  
a. Pointing at someone.  
b. Shrugging your shoulders.  
c. Crossing your fingers.  
d. Calling to someone with your finger.
4. In Peru, which gestures do you use when you meet someone for the first time?  
a. Shaking hands and pointing at someone.  
b. Bowing and looking at someone.  
c. Kissing on the cheek and shaking hands.  
d. Waving to someone and shrugging your shoulders.
5. To be friendly, what can you do when you shake someone's hand?  
a. Point to the person and wave.  
b. Shout at the person and smile.  
c. Look at the person and smile.  
d. Look at the person and wave.

# UNIT 3 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

- A Complete the sentences with *a*, *an*, or – (if no article is needed).

1. We need \_\_\_ bread.
2. Do you want \_\_\_ apple?
3. I like \_\_\_ cheese on my hamburger.
4. Let's put \_\_\_ carrot in the salad.
5. \_\_\_ banana is my favorite snack.
6. Luis doesn't drink \_\_\_ milk.

### 2 QUESTION FORMULATION

- A Unscramble the words to make questions.

1. favorite / your / what / food / is \_\_\_\_\_ *What is your favorite food* ?
2. like / do / any / you / vegetables \_\_\_\_\_ ?
3. you / eat / a lot / junk / food / do / of \_\_\_\_\_ ?
4. birthday / eat / cake / your / do / you / on \_\_\_\_\_ ?
5. buy / much / do / food / organic / you \_\_\_\_\_ ?
6. shopping / what's / your / list / on \_\_\_\_\_ ?

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

What is your favorite food?

I love *sopa de lima*.  
I eat it a lot.

### 3 SPEAKING

- A  Take turns telling a partner about a dish you want to make. What do you need to buy?  
Use a dictionary to help with the words you don't know. Look at the example below.

I want to make a salad. We need lettuce and tomatoes. We have carrots, so we don't need those. What do you want to make?

- B  Get together with another pair. Take turns describing the dish you want to make and the ingredients in it. If possible, explain why you want to make this dish.

## 4 WRITING

- A** Write a short paragraph about your favorite place to shop for clothes for special occasions (weddings, graduations, ceremonies, etc.). Answer the questions below in your paragraph.
- What is the name of the store?
  - Is the store online?
  - Why do you like shopping there? (two reasons)
  - How often do you shop there?

## 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 5**
1. Where is the woman shopping?
    - a. In a grocery store.
    - b. Online.
    - c. In a jewelry store.
    - d. In a shopping mall.
  2. Where are these people?
    - a. At a candy store.
    - b. At home.
    - c. At a coffee shop.
    - d. In a grocery store.
  3. What can you buy at Enrique's thrift store?
    - a. Jewelry, sweaters, coffee.
    - b. Electronics, junk food, and furniture.
    - c. Clothes, toys, and books.
    - d. Clothes, furniture, and books.
  4. Why doesn't the man want to go shopping?
    - a. He doesn't have any money.
    - b. He's tired.
    - c. He doesn't need any shoes.
    - d. It isn't the weekend.
  5. Where are the people going?
    - a. To the candy store.
    - b. Home.
    - c. To the shopping mall.
    - d. To the grocery store.
  6. What does the man need?
    - a. Tomatoes, milk, and lettuce.
    - b. Bread and cheese.
    - c. Milk and ice cream.
    - d. Carrots, lettuce, and cheese.
- B**  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 6**
1. What kind of laptop does the woman need?
    - a. An expensive one.
    - b. A good one.
    - c. An old one.
    - d. An average one.
  2. Who has an electronics store?
    - a. Hugo.
    - b. Hugo's father.
    - c. Hugo's brother.
    - d. Hugo's uncle.
  3. When are they going to the store?
    - a. Right now.
    - b. Tomorrow.
    - c. Later.
    - d. This weekend.
  4. What does the man like?
    - a. The woman's tablet.
    - b. The woman's shoes.
    - c. The woman's coat.
    - d. The woman's phone.
  5. Where did the woman get the coat?
    - a. At a thrift store.
    - b. Online.
    - c. At a shopping mall.
    - d. From a friend.
  6. What does the woman say about the coat?
    - a. It's expensive.
    - b. It's old and new.
    - c. It's nice.
    - d. It's ugly.

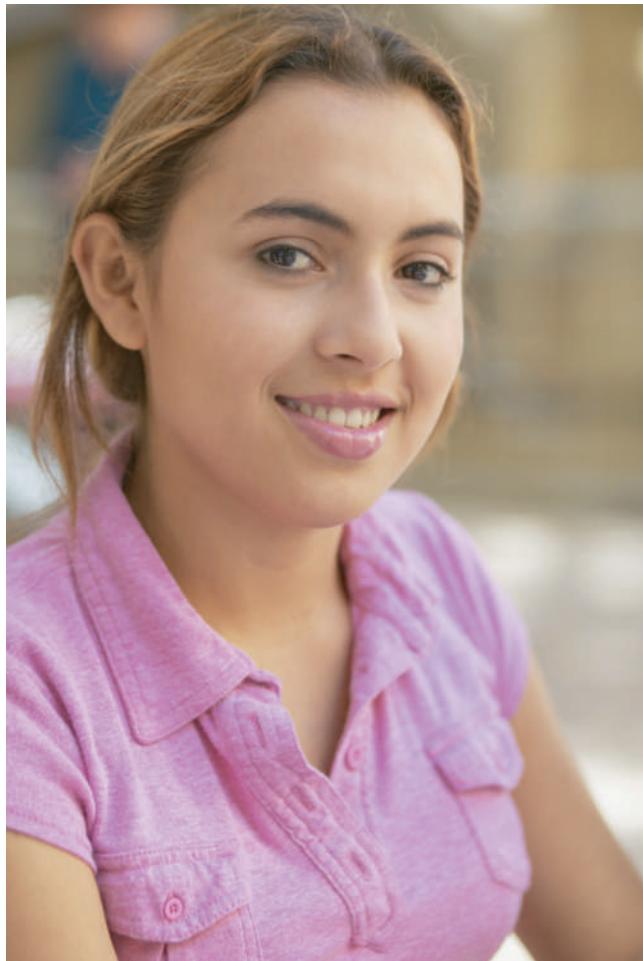
## 6 EXAM PREPARATION: READING

A Read the following text. Then answer the questions.

### Online Shopping

**Why do I shop online?** Hi, I'm Angela. I'm a student and I also have a job, so I don't have a lot of time. I can still go shopping, though... online! You can shop online any time you want to, even at night. (That's my favorite time!) When I shop online, I can look at new clothes, and I can see their prices in different online stores. That way, I can be sure that I am getting the best price. For me, there's only one problem with online shopping—I can't see my friends and have a cup of coffee at the mall!

1. Where does Angela usually go shopping?
  - a. At a shopping mall.
  - b. Online.
  - c. At thrift stores.
  - d. At a coffee shop.
2. Why does Angela have very little time for shopping?
  - a. Because she spends too much time with her friends.
  - b. Because she spends too much time online.
  - c. Because she has school and work.
  - d. Because she likes to see new clothes.
3. When is Angela's favorite time to shop?
  - a. At night.
  - b. In the morning.
  - c. In the afternoon.
  - d. Any time.
4. Why does Angela look at different online stores?
  - a. Because it's fun.
  - b. Because she sees a lot of clothes.
  - c. Because she wants to get the best price.
  - d. Because she spends time with her friends.
5. What is one problem with online shopping, for Angela?
  - a. It's very expensive.
  - b. She buys too many clothes.
  - c. She has a cup of coffee.
  - d. She doesn't see her friends.



# PROCESS WRITING

- A** Write sentences or questions. Use correct capitalization and punctuation.

1. is he from this city \_\_\_\_\_ *Is he from this city?* \_\_\_\_\_
2. hes a taxi driver \_\_\_\_\_
3. is his first name luis \_\_\_\_\_
4. are you friends with him \_\_\_\_\_
5. does he speak english \_\_\_\_\_
6. i live in santiago \_\_\_\_\_

- B** Choose the correct word or phrase to complete the text.

Juanita (1.) **is** / **has** in her twenties. She (2.) **is** / **has** average height and (3.) **is** / **has** beautiful eyes. Her eyes are (4.) **dark brown** / **blond** and she has (5.) **tall** / **curly** hair. She (6.) **has** / **is** slim.

- C** Describe your favorite celebrity. Write a short paragraph (about four sentences) in your notebook. Talk about the person's age, height, weight, eye color, hair color, and hairstyle.

- D** Choose the correct option to complete the sentences.

1. I / **I'm** waving goodbye to you.
2. He's talking **at** / **to** my sister.
3. The dog **is not** / **does not** barking at the people.
4. Who **is** / **has** talking to them?
5. Is he **sits** / **sitting** on the bench?
6. **Do** / **Are** you smiling at us?

- E** Complete the message with the correct words from the box. One word is extra.

I'm **excited** her sad She's she they

Sue is (1.) **excited** about traveling to Australia tomorrow! I'm very happy for (2.) \_\_\_\_\_. Sue's parents are (3.) \_\_\_\_\_ because it's very far away, but (4.) \_\_\_\_\_ know she is relaxed and confident. (5.) \_\_\_\_\_ not worried about anything. (6.) \_\_\_\_\_ having a party for her tonight. Please come! ☺

## Order of Adjectives

### Remember ...

When using two adjectives in front of a noun, describe the size or shape **first**, and the color **second**.

**F** In your notebook, write a short paragraph to a friend about something that is happening soon. Choose an idea from the list, or use an idea of your own. Remember to say how you feel about the news.

- you're going on a date
- you're starting a new job
- a good friend is very ill
- you're meeting your favorite celebrity

**G** Match the sentence halves.

1. I try not to eat junk food, like a  
a. candy and chips.
2. They want two apples and a carton \_\_\_\_  
b. of carrots.
3. Let's have some \_\_\_\_  
c. of milk.
4. We're drinking tea \_\_\_\_  
d. a loaf of bread.
5. She's buying a head of lettuce  
and a bunch \_\_\_\_  
e. cheese and grapes.
6. Hugo is baking \_\_\_\_  
f. and coffee.

**H** Read the questions. Then unscramble the words and write the correct answers.

1. Do you have any running shoes?  
have / shoes / No, / running / don't / I / any  
No, I don't have any running shoes.
2. Do you have any expensive jewelry?  
expensive / I / much / No, / have / jewelry / don't  
.
3. Do you have any new electronics?  
some / Yes, / electronics / I / new / have  
.
4. Do you have any old T-shirts?  
T-shirts / I / Yes, / many / have / old  
.
5. Do you drink a lot of water?  
much / don't / water / I / drink / No,  
.
6. Do you have many Facebook friends?  
of / have / Facebook / Yes, / lot / I / a / friends  
.

**I** Write your own answers to the questions. In your answers, use *some*, *many*, *much*, *a lot of*, and *any*.

1. Do you go shopping in your free time? \_\_\_\_\_.
2. Do you buy your fruit at a farmers' market? \_\_\_\_\_.
3. Do you buy things that are affordable? \_\_\_\_\_.
4. Do you buy any full-price things? \_\_\_\_\_.
5. Do you spend much money on food? \_\_\_\_\_.
6. Do you pay for things with a credit card? \_\_\_\_\_.

**J** Write three sentences about things you buy at the grocery store.

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

# LANGUAGE SUMMARIES

## UNIT 1 PEOPLE

### LESSON A

#### Vocabulary

born in  
city  
contact information  
email address  
favorites  
first / last name  
friends  
hometown  
interested in  
job  
languages  
phone number  
subject

#### Speaking Strategy

##### Introducing Yourself

A: My name is Mariana.  
B: Hi, I'm Danny. (It's) Nice to meet you.  
A: (It's) Nice to meet you, too.

##### Asking about Occupations

A: What do you do?  
B: I'm a music student.

### LESSON B

#### Vocabulary

Use *be* with...      Use *have* with...  
**Age**  
**young**  
**in his / her teens\***  
**in his / her twenties\***  
**elderly (80+)**  
**Weight**  
**skinny**  
**thin**  
**slim\*\***  
**average weight**  
**heavy**  
**Height**  
**short**  
**average**  
**tall**  
**Hair color**  
**black**  
**(light / dark brown)**  
**blond**  
**red**  
**gray**  
**Facial hair**  
**beard**  
**mustache**

\*teens (13–19), twenties (ages 20–29), thirties, forties, etc.

\*\**Slim* means *skinny / thin*, but *slim* has a positive meaning.

## UNIT 2 BEHAVIOR

### LESSON A

#### Vocabulary

asking  
**barking**  
helping  
**looking**  
meeting  
**pointing**  
**running**  
saying  
**shouting**  
sitting  
smiling  
talking  
**walking**  
**waving to**

#### Speaking Strategy

##### Greeting people and asking how they are

- 😊 A: Hi, \_\_\_\_\_. How's it going?  
B: Fine. / OK. / All right. / Pretty good. / Not bad.  
How about you?  
A: I'm fine, thanks.
- 😢 A: Hi, \_\_\_\_\_. How are you doing?  
B: So-so. / Not so good.  
A: Really? What's wrong?  
B: I'm (a little) worried. / I'm (kind of) tired. I have a big test tomorrow.

### LESSON B

#### Vocabulary

**Feelings**  
angry  
bored  
confused  
confident  
embarrassed  
excited  
happy  
**nervous / worried**  
relaxed  
sad

**Gestures / Actions**  
bow  
kiss  
press noses together  
shake hands

## UNIT 3 SHOPPING

### LESSON A

#### Vocabulary

**apple**  
(a bunch of) **bananas**  
(ground) **beef**  
(a loaf of) **bread**  
**butter**  
(a piece of) **cake**  
(a bunch of) **carrots**  
(a box of) **cereal**  
**cheese**  
**chicken**  
**coffee**  
**chips**  
(a carton of) **eggs**  
**fish**  
(a bunch of) **grapes**  
(a carton of) **ice cream**  
(a head of) **lettuce**  
**milk**  
**noodles**  
(orange) **juice**  
**rice**  
**salad**  
(a can of) **soda**  
**soup**  
**sugar**  
**tea**  
**tofu**  
**tomato**  
**yogurt**  
fresh / frozen / junk food

#### Speaking Strategy

##### Talking about things you need

- Do we need anything?  
Yes, we do. We need soda and bottled water.  
Let's see... we need...  
No, we don't. We (already) have everything.  
What else do we need?  
We still need...  
Nothing. I think we're all set.  
Anything else?  
Yes, we need...  
No, that's it. We have everything.

### LESSON B

#### Vocabulary

**affordable ↔ expensive**  
**buy ↔ sell**  
**cash**  
**credit card**  
**debit card**  
**full price**  
**go shopping**  
**mall**  
**on sale**  
**pay**  
**shop (for something / at a place)**  
**shop / spend (money)**

# GRAMMAR NOTES

## UNIT 1 PEOPLE

### LESSON A

#### Review of the Simple Present Tense

Affirmative statements			Negative statements		
I / You / We / They	speak	English.	I / You / We / They	don't	speak English.
He / She / It	speaks		He / She / It	doesn't	

Yes / No questions with be				Short answers	
Is	she	a	student?	Yes, she is.	No, she's not.* / No, she isn't.
Are	you			Yes, I am.	No, I'm not.
	they		students?	Yes, they are.	No, they're not.* / No, they aren't.

\*In spoken English, this negative form is more common.

Yes / No questions with other verbs				Short answers	
Do	you	speak	English?	Yes, I do.	No, I don't.
Does	she			Yes, she does.	No, she doesn't.

Wh- questions				Short answers	
Where	do	you	live?	I live in Buenos Aires.	
	does	he		He still lives in his hometown.	
What	do	you	do?	I'm a student.	
	does	she		She's a doctor.	

A Complete the questions and answers. Then match each question to an appropriate answer.

1. \_\_\_\_\_ you live alone? a. No, \_\_\_\_\_. I'm a student.
2. \_\_\_\_\_ you do for fun? b. My mother and father.
3. \_\_\_\_\_ you a good student? c. Yes, \_\_\_\_\_. I get good grades.
4. \_\_\_\_\_ you live with? d. I'm in a band.
5. \_\_\_\_\_ you a teacher? e. I'm an office clerk.
6. \_\_\_\_\_ is your part-time job? f. No, I \_\_\_\_\_. I live with my family.

## LESSON B

Describing Appearance			
Subject	be / have	Adjective	Noun
He	is	tall.	
		average	height / weight.
	has	young / in his teens.	
		blue spiky, black, short	eyes. hair.

Use **be** to describe a person's height, weight, and age.

Use **have** to describe a person's eye color, hairstyle and color, and facial hair.

\*The exceptions: He **is** bald. (He has no hair on his head.)

He **is** clean-shaven. (He has no hair on his face.)

When using two or more adjectives, the words usually follow this pattern:

*length / size—style—color*

He has **short, curly, red** hair.      She has **big blue** eyes.

Wh- questions			
What	does	he	look like?

Yes / No questions with <b>be</b>			
Is	he	tall?	

Yes / No questions with other verbs			
Does	he	have	blue eyes?

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

1. Tanya's dad \_\_\_\_\_ average height.
2. Ricardo and his sister \_\_\_\_\_ wavy hair.
3. My grandmother \_\_\_\_\_ in her eighties. She \_\_\_\_\_ elderly.
4. I \_\_\_\_\_ green eyes.
5. Max and Charlie are brothers. Max \_\_\_\_\_ a beard and mustache.  
Charlie \_\_\_\_\_ clean-shaven. They both \_\_\_\_\_ blond hair.
6. Damon \_\_\_\_\_ heavy. He weighs 150 kilos.

**B** Look at the photo and make sentences about the woman.

Describe her appearance.

Name: Lupita Nyong'o

Job: Actress

Nationality: Kenyan, Mexican

Hair: She \_\_\_\_\_ hair.

Eyes: She \_\_\_\_\_ eyes.

Age: She \_\_\_\_\_ in  
her \_\_\_\_\_.

Weight: She \_\_\_\_\_.



**C** Tell a partner about the woman in **B**.

Lupita Nyong'o is an actress. She is...

## UNIT 2 BEHAVIOR

### LESSON A

#### Review of the Present Continuous Tense

##### Affirmative and negative statements

I	am		
He / She / It	is	(not)	going.
You / We / They	are		

##### Contractions

I am → I'm  
she is → she's  
they are → they're

##### Spelling Rules

work → working  
smile → smiling  
sit → sitting

##### Yes / No questions

##### Short answers

Is	she	smiling?	Yes, she is.	No, she's not.* / No, she isn't.
Are	you		Yes, I am.	No, I'm not.
	they		Yes, they are.	No, they're not.* / No, they aren't.

\*In spoken English, this negative form is more common.

##### Wh- questions

##### Answers

Where	are	you	sitting?	(I'm sitting) in the front row.
	is	he		(He's sitting) over there.

- A** Use the words in parentheses to make questions and statements in the present continuous.  
Use the correct punctuation.

1. A: \_\_\_\_\_ (the dog / bark)  
B: I think he's hungry.
2. A: \_\_\_\_\_ (you / do)  
B: \_\_\_\_\_ (watch / TV)
3. A: \_\_\_\_\_ (you / study)  
B: No, I'm not. \_\_\_\_\_ (I / take a break)
4. A: Where are Eric and Susan?  
B: \_\_\_\_\_ (come / not / today)
5. A: \_\_\_\_\_ (it / go)  
B: Not bad. How about you?
6. A: Where's Tina? \_\_\_\_\_ (she / work)  
B: Yes, she is. She finishes at 5:00.
7. A: \_\_\_\_\_ (we / win / the game)  
B: \_\_\_\_\_ (we / no)

## LESSON B

Object Pronouns		
Subject	Verb	Object
Leo	knows	my parents. <b>them.</b>
I love my parents. My parents love <b>me</b> . You need help. I can help <b>you</b> .* He / She knows Jon. Jon knows <b>him / her</b> . It is expensive. I can't buy <b>it</b> . We are having a party. Please join <b>us</b> . They are popular. Everyone likes <b>them</b> .	In English, an object pronoun ( <i>them</i> ) can replace a noun ( <i>my parents</i> ).  Subject pronouns come before a verb: I love my parents. <b>Object pronouns</b> come after... a verb: My parents <i>love me</i> . a preposition: Jon is angry <i>at her</i> .	

\*For both singular and plural you

### A Complete the sentences with the correct subject and object pronouns.

1. David kisses his mother every day.  
He kisses her every day.
2. Mrs. Wang is shouting at Carlos.  
\_\_\_\_\_ is shouting at \_\_\_\_\_.
3. The dog is barking at Simone and me.  
\_\_\_\_\_ is barking at \_\_\_\_\_.
4. Simone and I are nervous about the test.  
\_\_\_\_\_ are nervous about \_\_\_\_\_.
5. In Japan, people give business cards with two hands.  
In Japan, \_\_\_\_\_ give \_\_\_\_\_ with two hands.
6. I am waving to you and Leo.  
I am waving to \_\_\_\_\_. Can you see \_\_\_\_\_?

### B Read the sentences. Underline the subject. Circle the object.

1. Angie is waving to her son.  
5. Peter and Cindy are talking to Bill and Anna.
2. Tom is smiling at Jane.  
6. Rick and I can meet you and Mike at 3:00.
3. Carlos is worried about the test.  
7. The dog is barking at Taylor and me.
4. Do your parents like Indian food?  
8. Maya is calling David on her cell phone.

### C Rewrite the sentences in B. Use the correct subject and object pronouns.

1. She's waving to him \_\_\_\_\_.  
5. \_\_\_\_\_.
2. \_\_\_\_\_.  
6. \_\_\_\_\_.
3. \_\_\_\_\_.  
7. \_\_\_\_\_.
4. \_\_\_\_\_.  
8. \_\_\_\_\_.

# UNIT 3 SHOPPING

## LESSON A

Count Nouns		Noncount Nouns		
Singular	Plural			
apple	apples	beef	bread	English divides nouns into things we can count (count nouns) and things we can't (noncount nouns). Count nouns have singular and plural forms.
carrot	carrots	cereal	cheese	
tomato	tomatoes	rice	soda	

Singular and Plural Count Nouns; Noncount Nouns					
	Article	Noun	Verb		
Singular count nouns	A	banana	is	a good snack.	Use a / an or the before the noun.
	The	banana	is	in the bowl.	Use a singular form of the verb.
Plural count nouns	—	Bananas	are	good for you.	Use the or no article before the noun.
	The	bananas	are	on the table.	Use a plural form of the verb.
Noncount nouns	—	Bread	is	inexpensive.	Use the or no article before the noun.
	The	bread	is	in the bag.	Use a singular form of the verb.

Partitives: Talking about Specific Amounts					
General amount		Specific amount			
some	bread	a	loaf	of	bread
	lettuce		head		lettuce
	eggs		carton		eggs
	grapes		bunch		grapes
			bottle		water
			glass		juice
			cup		coffee
			can		soda
			piece		cake
			slice		pizza

**A** Read this recipe for beef stir-fry. Circle the count nouns. Underline the noncount ones.

Pour some (1.) oil into (2.) a pan and heat it up. Add (3.) some garlic, (4.) mushrooms, and (5.) carrots into the pan and cook them. Remove the garlic and (6.) the vegetables from the pan. Next, cook (7.) the beef. Put (8.) the meat and (9.) vegetables together and cover with (10.) soy sauce. Serve over (11.) rice on (12.) a dinner plate. Don't forget to have (13.) a drink with it!

**B** Complete the partitives.

- You can have a \_\_\_\_\_ of soda or a \_\_\_\_\_ of water.
- I'd like a \_\_\_\_\_ of hot tea.
- Please buy a \_\_\_\_\_ of lettuce and a \_\_\_\_\_ of bananas at the store.
- This \_\_\_\_\_ of bread smells delicious!
- Here, have a \_\_\_\_\_ of birthday cake.
- There's one \_\_\_\_\_ of pizza left.
- Is there a \_\_\_\_\_ of ice cream in the freezer?
- Can you pour me a \_\_\_\_\_ of water?

## LESSON B

	Yes / No Questions with <b>any</b>		Answers
Plural count nouns	Do you have <b>any</b>	friends?	Yes, I do.
Noncount nouns		money?	No, I don't.

Use **any** in Yes / No questions to ask about unknown amounts.

Quantifiers with Affirmative and Negative Statements			
		Quantifier	Noun
Plural count nouns	I have	a lot of / many some	friends.
	I don't have	a lot of / many any	
Noncount nouns	I have	a lot of some	money.
	I don't have	a lot of / much any	

Quantifiers give information about an amount of something.

You can answer a question with a short answer:

*Do you have **any** friends?* Yes, I have **a lot** (of friends).

*Do you have **any** money?* No, I don't have **much** (money), just two dollars.

Notice: *I don't have **any** friends / money.* = *I have **no** friends / money.*

**A** Complete each sentence with the best answer.

- Juan has \$1,000,000. He has **much** / **a lot of** money.
- Barry only has \$2. He doesn't have **any** / **much** money.
- This store only sells clothes. You can't buy **any** / **many** shoes here.
- Rita has **a lot of** / **many** beautiful jewelry.
- There aren't **much** / **many** department stores in this city. There are only two.
- Leo has three friends. He has **many** / **some** friends.

**B**  Write a quantifier in each blank. Then practice the dialogs with a partner.

- A:** Do you have \_\_\_\_\_ questions about the homework?  
**B:** No, I don't have \_\_\_\_\_. I understand everything.
- A:** Are there \_\_\_\_\_ girls in this class?  
**B:** Yes, there are \_\_\_\_\_—three, I think.
- A:** Do you have \_\_\_\_\_ cash? I want a soda.  
**B:** Yes, but I don't have \_\_\_\_\_. I only have \$1.
- A:** Is there \_\_\_\_\_ room in the closet for my suitcase?  
**B:** Yes, the closet is empty. There's \_\_\_\_\_ room.

# 1 PEOPLE

# LESSON A GETTING TO KNOW YOU

# **1 VOCABULARY**

- A** Complete the form with your own information. Draw or paste a picture of yourself in the box.

# International Travelers' Club

- B** Match the questions with the answers.

- |                                     |                           |
|-------------------------------------|---------------------------|
| 1. <u>d</u> What's your name?       | a. I'm from Japan.        |
| 2. _____ Do you speak English?      | b. I'm a student.         |
| 3. _____ Where are you from?        | c. Keiko333@*memail.co    |
| 4. _____ Where do you live now?     | d. <del>Keiko Goto</del>  |
| 5. _____ What's your email address? | e. I'm 20.                |
| 6. _____ How old are you?           | f. Yes, I do.             |
| 7. _____ What do you do?            | g. I like to travel.      |
| 8. _____ What do you do for fun?    | h. I live in Los Angeles. |

## 2 CONVERSATION

- A Number the sentences in order to make a conversation.

\_\_\_\_\_ Yeah. I study art at Hunter College.  
1 \_\_\_\_\_ Hi. My name is David. I'm in apartment B-10.  
\_\_\_\_\_ What do you do, Anna?  
\_\_\_\_\_ Nice to meet you, too.  
\_\_\_\_\_ So, are you a student, David?  
\_\_\_\_\_ That's interesting.  
\_\_\_\_\_ I'm a student at NYU. I also work at  
a restaurant.  
\_\_\_\_\_ Hi, David. I'm Anna. I'm in C-6. It's nice  
to meet you.



- B Now write new conversations. Use the example above to help you.

1. Conversation with a classmate

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

Classmate: \_\_\_\_\_

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

Classmate: \_\_\_\_\_

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

Classmate: \_\_\_\_\_

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

Classmate: \_\_\_\_\_

2. Conversation with an instructor

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

Instructor: \_\_\_\_\_

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

Instructor: \_\_\_\_\_

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

Instructor: \_\_\_\_\_

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

Instructor: \_\_\_\_\_

### 3 GRAMMAR

- A** What do these people do for fun? Fill in the information for **YOU**. Then write sentences. Follow the example.

	Jason	Cristina	Sue and Ann	YOU
Go dancing	✓	X	✓	_____
Watch TV	X	✓	✓	_____
Read books	✓	✓	X	_____
Play tennis	X	✓	✓	_____

1 Jason goes dancing. \_\_\_\_\_  
He doesn't watch TV. \_\_\_\_\_  
He reads books. \_\_\_\_\_  
He doesn't play tennis. \_\_\_\_\_

2 Cristina \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Sue and Ann \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- B** Match the questions and the answers. Write the letter of the answer on the line.

- |   |                     |
|---|---------------------|
| 1. Do they have a child? _____            | a. No, she isn't.   |
| 2. Is Ms. Baker your teacher? _____       | b. Yes, I do.       |
| 3. Are you from Mexico? _____             | c. Yes, they do.    |
| 4. Are the new students from China? _____ | d. Yes, she does.   |
| 5. Do you speak Spanish? _____            | e. No, I'm not.     |
| 6. Does your mother work? _____           | f. No, they aren't. |

- C** Unscramble the words to make questions. Then write answers with your own information.

1. (you / do / what / do) \_\_\_\_\_ ?  
\_\_\_\_\_
2. (live / the / you / in / city / do) \_\_\_\_\_ ?  
\_\_\_\_\_
3. (weekends / you / what / do / do / on) \_\_\_\_\_ ?  
\_\_\_\_\_
4. (English / are / you / an / student) \_\_\_\_\_ ?  
\_\_\_\_\_

# LESSON B APPEARANCE

## 1 VOCABULARY AND GRAMMAR

- A Write the words in the correct column. Three answers will be in more than one column. Then circle the words that describe you.

average (x2)	blue	elderly	heavy	short (x2)	straight	wavy
black	brown (x2)	gray	long	slim	tall	young
blond	curly	green	red	spiky	thin	

Age	Height	Weight	Hair Color	Hairstyle	Eye Color

- B Write sentences about you. What do you look like?

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

- C Describe these people. What do they look like?

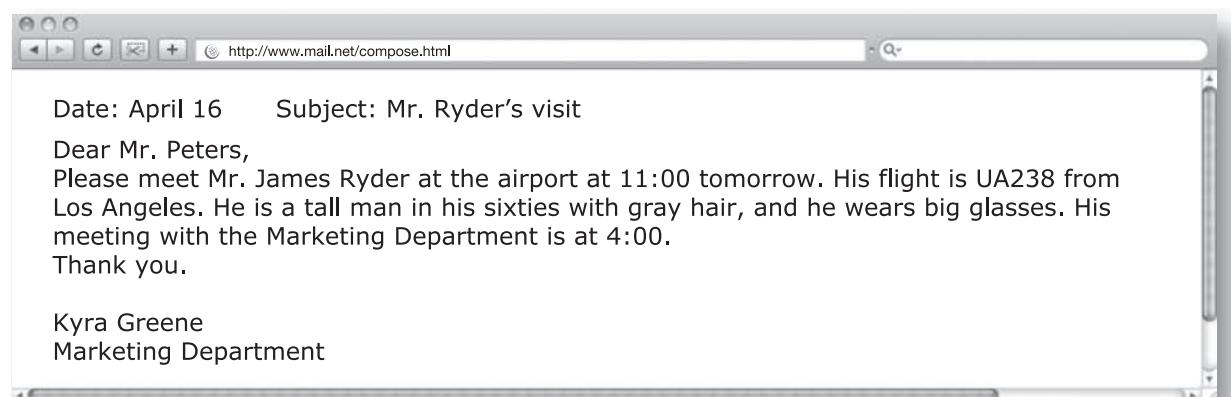
1. Liz She \_\_\_\_\_  
\_\_\_\_\_
2. Ed \_\_\_\_\_  
\_\_\_\_\_
3. Ana \_\_\_\_\_  
\_\_\_\_\_



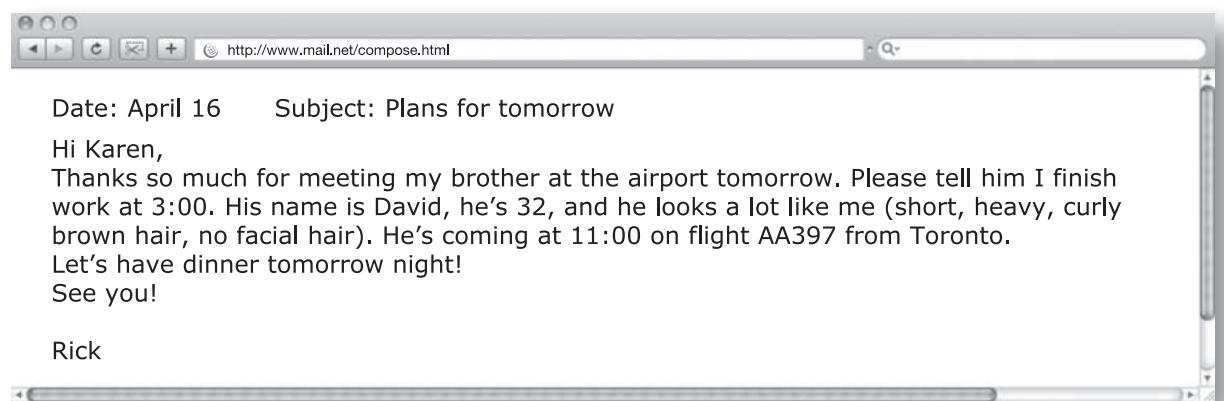
## 2 READING AND WRITING

A Read these email messages.

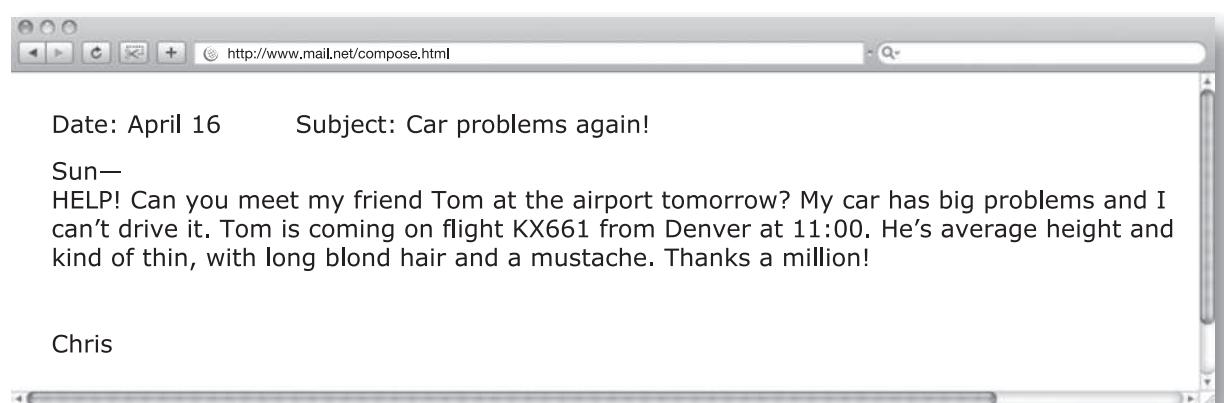
1.



2.



3.



- B** Look at this picture. Label each person, based on the email descriptions in **A**. There are three extra circles.



- C** Read and complete the descriptions with *has*, *have*, *is*, *are*, *wear*, or *wears*.

My favorite actress is Mariana Ortiz. She (1.) \_\_\_\_\_ short, black hair. She (2.) \_\_\_\_\_ average height.

She (3.) \_\_\_\_\_ big blue eyes and she doesn't (4.) \_\_\_\_\_ glasses. She (5.) \_\_\_\_\_ very young. I think she (6.) \_\_\_\_\_ in her twenties.

My favorite singers are the Bell Tones. They (7.) \_\_\_\_\_ in their thirties. They (8.) \_\_\_\_\_ all tall and thin. They (9.) \_\_\_\_\_ long blond hair. The lead singer (10.) \_\_\_\_\_ big glasses.

- D** Now write a description of a famous person.

---

---

---

---

---

---

---

---

---

# 2 BEHAVIOR

## LESSON A ACTIONS

### 1 VOCABULARY

**A** Unscramble the letters to write verbs.

- |          |       |          |       |
|----------|-------|----------|-------|
| 1. lakt  | _____ | 6. tipno | _____ |
| 2. abrk  | _____ | 7. its   | _____ |
| 3. stuoh | _____ | 8. vewa  | _____ |
| 4. elims | _____ | 9. kwal  | _____ |
| 5. okol  | _____ | 10. nur  | _____ |

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

1. She is *sitting* / *pointing* at the TV.
2. He is *walking* / *smiling* away quickly.
3. The dog is *talking* / *barking*.
4. They are not happy. They are *shouting* / *smiling*.
5. I am *sitting* / *running* on the sofa.
6. She sees her brother. She is *waving* / *looking* to him.

**C** Complete the sentences. Use the correct form of the words in the box. Use each word only once.

bark	point	shout	sit	walk
look	run	smile	talk	wave

**Example:** She's \_\_\_\_\_ *looking* \_\_\_\_\_ at the man.

1. I'm \_\_\_\_\_ because I'm happy.
2. The dog's \_\_\_\_\_ at Jim.
3. He's \_\_\_\_\_ because he's mad.
4. We're \_\_\_\_\_ on the bus.
5. They're \_\_\_\_\_ at the expensive car.
6. I'm \_\_\_\_\_ goodbye to my roommate.
7. He's \_\_\_\_\_ to his wife.
8. She's \_\_\_\_\_ to catch the train.
9. You're \_\_\_\_\_ the wrong way!



## 2 CONVERSATION

**A** Write each word or phrase in the correct column.

all right	great	not so good	so-so	tired
fine	not bad	pretty good	stressed	unhappy

I feel good. 😊	I feel OK. 😐	I feel bad. 😥

**B** Complete the sentences. Use your own ideas.

1. **Barbara:** Hi, Lisa.

**Lisa:** \_\_\_\_\_

**Barbara:** Great! \_\_\_\_\_

**Lisa:** Not so good.

**Barbara:** \_\_\_\_\_

**Lisa:** I'm \_\_\_\_\_. I have to go to the dentist tomorrow.

**Barbara:** \_\_\_\_\_

2. **Carlos:** Hi, Rick.

**Rick:** \_\_\_\_\_

**Carlos:** Great! \_\_\_\_\_

**Rick:** \_\_\_\_\_

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

**Rick:** I'm \_\_\_\_\_. My brother used my car and had a big accident.

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

3. **Shauna:** Hi, Jeff.

**Jeff:** \_\_\_\_\_

**Shauna:** I'm kind of tired. \_\_\_\_\_

**Jeff:** I'm doing great! \_\_\_\_\_

**Shauna:** I'm happy for you. \_\_\_\_\_

**Jeff:** Sounds good!

### 3 GRAMMAR

- A** What are they doing? Write sentences. Follow the example.

**Example:** Pat / plan                   the sofa

1. My sister / talk to                   TV
2. I / sit on                              a trip
3. They / watch                         the phone
4. Lee / talk on                         her friend

**Example:** Pat is planning a trip.

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

- B** Complete the sentences. Use the present continuous tense.

**Paula:** So, Jane, what (1. you, do) \_\_\_\_\_ these days?

**Jane:** I (2. work) \_\_\_\_\_ in an office. And I (3. study) \_\_\_\_\_ computer science in the evening.

**Paula:** You're really busy!

**Jane:** That's for sure! And in my free time, I (4. learn) \_\_\_\_\_ Spanish for my vacation. I (5. plan) \_\_\_\_\_ a trip to Mexico.

**Paula:** Wow! What about your brothers? How (6. they, do) \_\_\_\_\_?

**Jane:** They (7. do) \_\_\_\_\_ great! Alex (8. help) \_\_\_\_\_ our father in his business, and Adam (9. study) \_\_\_\_\_ at Pacific University.

- C** Unscramble the words to make questions.

1. (studying / English / is / where / Nelson)

\_\_\_\_\_ ?

2. (they / where / this / summer / are / traveling)

\_\_\_\_\_ ?

3. (Sayid / meeting / are / we / when)

\_\_\_\_\_ ?

4. (with / you / are / dinner / eating / Megan / when)

\_\_\_\_\_ ?

- D** What are they doing now? Write true sentences about you, your family, and your friends.

**Example:** My mother is working now.

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

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

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

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

# LESSON B FEELINGS AND GESTURES

## 1 VOCABULARY AND GRAMMAR

**A** Circle the correct answer to complete each sentence.

1. I have a test tomorrow. I'm \_\_\_\_\_.
  - a. excited
  - b. nervous
  - c. hungry
3. I have no money for lunch. I'm \_\_\_\_\_.
  - a. confident
  - b. happy
  - c. embarrassed
2. He's shouting. I think he's \_\_\_\_\_.
  - a. angry
  - b. bored
  - c. confused
4. She's sleeping at the movies. She's \_\_\_\_\_.
  - a. thirsty
  - b. bored
  - c. worried

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

1. To greet people formally in Brazil, \_\_\_\_\_
  2. To greet someone formally in New Zealand, \_\_\_\_\_
  3. If you arrive late to class, \_\_\_\_\_
  4. If you are not worried, \_\_\_\_\_
  5. If you are not afraid, \_\_\_\_\_
  6. If you want to eat, \_\_\_\_\_
  7. If a TV show isn't any good, \_\_\_\_\_
  8. If you don't understand, \_\_\_\_\_
- a. you are embarrassed.
  - b. you are hungry.
  - c. you are bored.
  - d. you shake hands.
  - e. you are confident.
  - f. you are confused.
  - g. you kiss on the cheek.
  - h. you are relaxed.

**C** Complete the sentences. Use the words in the box. One word is extra.

me    you    him    her    it    us    them

1. I like Maria. I see \_\_\_\_\_ every day.
2. That driver is angry with you and me. She is shouting at \_\_\_\_\_.
3. You are my best friend. I like \_\_\_\_\_ a lot.
4. You have my keys. Please give \_\_\_\_\_ to me.
5. I am planning a trip to Paris. I am happy about \_\_\_\_\_.
6. My son is on vacation. I am writing a letter to \_\_\_\_\_.

## 2 READING AND WRITING

- A Read this article about gestures in three countries.

**TRAVEL ASIA** 

### Know Before You Go!

**➤ Bangladesh**

People greet their friends by shaking hands softly and then putting their hands over their hearts. People in Bangladesh don't use many gestures. Waving at people and winking<sup>1</sup> are very rude. Don't touch people on the head. Don't point with your foot—Bangladeshi people think feet are very dirty.

**➤ Indonesia**

Indonesians greet people with a long handshake, and they bow at the same time. At a meeting, give every person your business card, but use your right hand—using your left hand is very rude.

**➤ Thailand**

In Thailand, the traditional greeting is called *wai*—people put their hands together and bow. Men and women don't often touch each other in public. Thai people don't use their hands for gestures, but they smile a lot. They sometimes laugh when they feel nervous or embarrassed.

<sup>1</sup> Winking is closing and opening one eye quickly.



The map shows the outline of Southeast Asia. Three countries are highlighted in dark gray: Bangladesh in the north, Thailand in the center, and Indonesia in the south. The rest of the region is shown in a lighter shade of gray.

- B Put checks (✓) in the correct boxes, based on what you read.

	Bangladesh	Indonesia	Thailand
<b>1.</b> People shake hands.			
<b>2.</b> People bow.			
<b>3.</b> People give business cards.			
<b>4.</b> There are rules about touching.			
<b>5.</b> It's rude to wave here.			
<b>6.</b> There aren't many hand gestures.			
<b>7.</b> People don't wink.			
<b>8.</b> Don't use your left hand here.			

- C** Read the paragraph. Circle the correct answers.

My country is the United Arab Emirates.

(1.) *We / Us* have some special gestures.

When two men meet, (2.) *they / them* shake hands. Sometimes old men press their noses together. Women kiss (3.) *their / them* friends on the cheek. If a man meets a woman, he doesn't shake hands with (4.) *she / her*.

(5.) *He / Him* just smiles. When you give your friend a drink or a paper, give it to (6.) *he / him* with your right hand. Don't use your left hand. And don't point at people with your finger. Use your hand to gesture towards (7.) *they / them*.

- D** Write about gestures in your country.

---

---

---

---

---

---

---

---

---

---

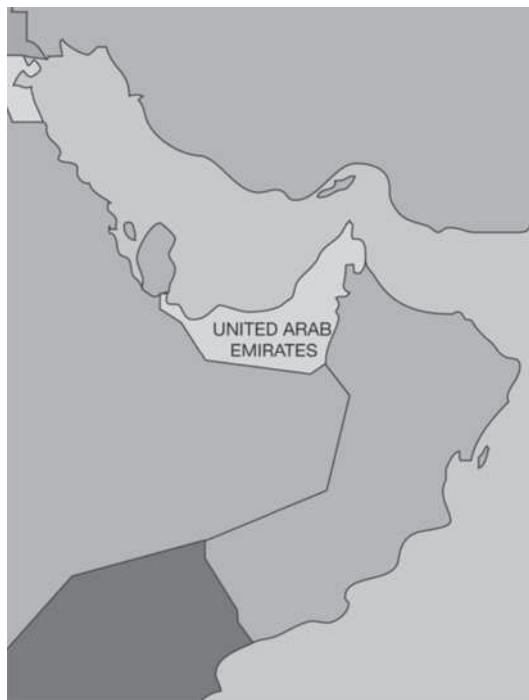
---

---

---

---

---



# 3 SHOPPING

## LESSON A AT THE MARKET

### 1 VOCABULARY

- A** Unscramble the letters to write the names of food.

- |            |       |           |       |
|------------|-------|-----------|-------|
| 1. sehece  | _____ | 6. mootat | _____ |
| 2. nickche | _____ | 7. torcar | _____ |
| 3. primsh  | _____ | 8. ragep  | _____ |
| 4. tulecet | _____ | 9. nnaaab | _____ |
| 5. troguy  | _____ | 10. lappe | _____ |

- B** Cross out the word that's different.

**Example:** apple    shrimp              grapes              banana

- |           |              |           |        |
|-----------|--------------|-----------|--------|
| 1. chips  | sugar        | cake      | fish   |
| 2. yogurt | salad        | ice cream | butter |
| 3. tea    | orange juice | rice      | milk   |
| 4. cereal | carrots      | lettuce   | tomato |
| 5. beef   | chicken      | bread     | fish   |

- C** Complete the chart. Use foods from this unit and other foods you know.

Foods I like 😊	Foods that are OK 😐	Foods I don't like 😞

## 2 CONVERSATION

- A Number the sentences in order to make a conversation.

\_\_\_\_\_ OK. What about frozen food?  
\_\_\_\_\_ We need some drinks. Buy a bottle of soda and some juice.  
\_\_\_\_\_ OK. I'm going to the store. See you later.  
\_\_\_\_\_  
1 \_\_\_\_\_ I'm making a shopping list for the class party. We have cake. What else do we need?  
\_\_\_\_\_ We don't need any. We have frozen shrimp and ground beef already.

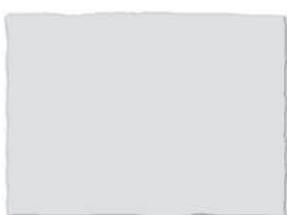
- B Now write three new conversations.

Barbecue  
*beef, shrimp,  
potatoes, carrots  
dessert: grapes, apples*

1. Jim: \_\_\_\_\_  
Ellen: \_\_\_\_\_  
Jim: \_\_\_\_\_  
Ellen: \_\_\_\_\_  
Jim: \_\_\_\_\_

Graduation Party  
*chicken, fish  
lettuce, tomatoes  
soda, ice cream*

2. Toshi: \_\_\_\_\_  
Leo: \_\_\_\_\_  
Toshi: \_\_\_\_\_  
Leo: \_\_\_\_\_  
Toshi: \_\_\_\_\_



3. You: \_\_\_\_\_  
Your friend: \_\_\_\_\_  
You: \_\_\_\_\_  
Your friend: \_\_\_\_\_  
You: \_\_\_\_\_

- C Complete the conversation using the correct partitives.

loaf head slice piece glass bunch

Miguel: Hey, Laura. What are you up to?

Laura: I'm making the world's best sandwich.

Miguel: Really? What's in it?

Laura: Well, you start with a fresh (1.) \_\_\_\_\_ of bread.

Miguel: OK.

Laura: And you also need a (2.) \_\_\_\_\_ of lettuce, a (3.) \_\_\_\_\_ of carrots, and a (4.) \_\_\_\_\_ or two of tomato.

Miguel: That sounds more like a salad than a sandwich! What else do you need?

Laura: A (5.) \_\_\_\_\_ of chicken for protein, and a (6.) \_\_\_\_\_ of chocolate milk to drink!

### 3 GRAMMAR

- A** What's on the table? Write the count and noncount items in the correct list.

**Count:** *three apples*

---

---

---

---

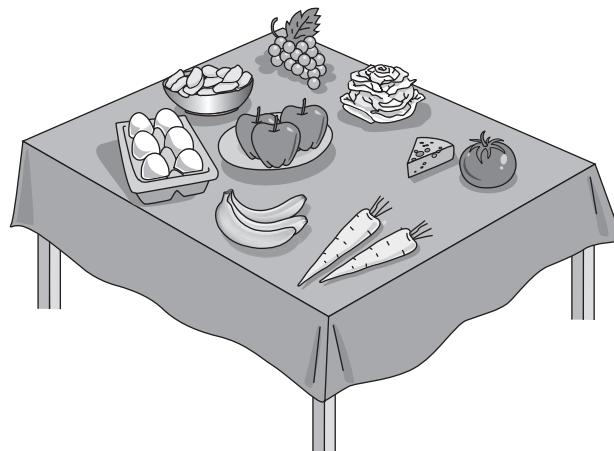
**Noncount:** *grapes*

---

---

---

---



- B** Complete the sentences with *a*, *an*, or — (if no article is needed).

1. I need to buy \_\_\_\_\_ new refrigerator.
2. Do you drink coffee with \_\_\_\_\_ milk?
3. Jose is reading \_\_\_\_\_ interesting book.
4. I live in \_\_\_\_\_ old building.
5. Where can we buy \_\_\_\_\_ bread?
6. There is \_\_\_\_\_ mountain near my city.
7. Please get \_\_\_\_\_ soap at the store.
8. Mrs. Yoon is baking \_\_\_\_\_ cake.
9. Hannah eats \_\_\_\_\_ sandwich for lunch.
10. Can I have \_\_\_\_\_ bread, please?

- C** Rewrite the sentences. Correct one mistake in each item.

1. I'm sorry. I don't have a money with me today.

---

2. We have tomatoes and lettuces for the salad.

---

3. I'll go to the store and buy four rice.

---

4. Do we have an soap in the bathroom?

---

5. Are there banana on the table?

---

6. Do you want a cheese on your sandwich?

---

7. I need to buy a new clothes.

---

8. There is egg in the refrigerator.

---

# LESSON B LET'S GO SHOPPING!

## 1 VOCABULARY AND GRAMMAR

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

1. If the price of something goes down, it is *full price* / *on sale*.
2. I go to a *mall* / *cash* to buy gifts for my family.
3. This apartment is too *affordable* / *expensive*. I don't have enough money for it.
4. I need to *sell* / *buy* some food for dinner tonight.
5. I use a *credit card* / *debit card* when I don't have enough money in my bank account.
6. I *spend* / *buy* a lot of money on the weekends.

**B** Circle the correct answer to complete each sentence.

- |  |  |
|--|--|
| 1. There are ____ eggs on the table.   | 4. There aren't ____ students in this class. |
| a. some                                | a. some                                      |
| b. any                                 | b. much                                      |
| c. much                                | c. many                                      |
| 2. I have ____ clothing.               | 5. There isn't ____ salad on the table.      |
| a. any                                 | a. any                                       |
| b. much                                | b. a lot of                                  |
| c. a lot of                            | c. many                                      |
| 3. There isn't ____ milk in the glass. | 6. There is ____ butter on the bread.        |
| a. some                                | a. any                                       |
| b. much                                | b. some                                      |
| c. many                                | c. much                                      |

**C** Write sentences about yourself. Use *some*, *any*, *much*, *many*, or *a lot of*.

**Examples:** magazines—I have *a lot of* magazines.      newspapers—I don't have *any* newspapers.

1. T-shirts \_\_\_\_\_
2. close friends \_\_\_\_\_
3. jewelry \_\_\_\_\_
4. books in English \_\_\_\_\_
5. extra money \_\_\_\_\_
6. pairs of shoes \_\_\_\_\_
7. new clothes \_\_\_\_\_
8. glasses \_\_\_\_\_

## 2 READING AND WRITING

- A Read the shopping guide.

### SHOPPING GUIDE

#### 1. Metro Department Store

**Prices:** \$\$\$\$\$

**Service:** ☺☺☺☺☺

Metro Department Store is big and new. It's a great place for electronics. There are a lot of cool new cameras, cell phones, and even computers. You can buy many things for your house. The clothes are great too, but the prices are crazy! Everything is very expensive, but the sales assistants are very friendly and helpful.

#### 2. Gracy's Department Store

**Prices:** \$\$

**Service:** ☺☺

Gracy's Department Store has some nice clothes for your parents, but there aren't many things for young people. The prices are quite low. Don't shop for most electronics here—there are just a few cameras, and there aren't any TVs or computers. But the music department is great. It has a good selection of headphones and speakers, as well as new music from popular singers.

#### 3. The Little Shop of Sales

**Prices:** \$

**Service:** ☺☺☺

The Little Shop of Sales isn't like most stores. They don't sell new items. Their stuff is "like new" or "gently used." They sell only clothing and furniture. However, you won't find any junk here. If you don't have a lot of spending money, this is the place for you. Come early on Saturday mornings before all the good stuff is gone.

- B Skim the shopping guide. Then write the number of each store in front of the correct description.
- \_\_\_\_\_ A good place for people who like music
  - \_\_\_\_\_ A good place to buy electronics
  - \_\_\_\_\_ A good place to buy affordable items

**C** Circle T for *True* and F for *False*. Rewrite the false sentences to make them true.

**Example:** The Little Shop of Sales has high prices.

T

F

The Little Shop of Sales has low prices.

1. Gracy's has a lot of clothing for young people.

T

F

2. You can buy a computer at the Little Shop of Sales.

T

F

3. Metro has a good electronics department.

T

F

4. Gracy's has low prices.

T

F

5. Metro sells used items.

T

F

**D** Write about your favorite store. What does it sell? How are the prices? What do you buy there?



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# 1 Good Morning World

## Have We Met?

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

1. \_\_\_\_\_ Jay Jones and Kim Kimal are the hosts of Good Morning World.
2. \_\_\_\_\_ Jay says that Natalie is a very nice girl.
3. \_\_\_\_\_ Jay says that the intern is short and slim.
4. \_\_\_\_\_ Jay says that the intern lives in the city with two of her friends.
5. \_\_\_\_\_ Jay says that the intern speaks three languages.
6. \_\_\_\_\_ The intern has black hair and blue eyes.
7. \_\_\_\_\_ Natalie is a hairstylist.
8. \_\_\_\_\_ Natalie is tall and has red hair.
9. \_\_\_\_\_ The intern's name is Adrian.
10. \_\_\_\_\_ Jay says that the new intern is very nice.

- B** Now watch the video again and check (✓) Yes or No. Then compare your answers with a partner's.

	Yes	No
1. Are Jay and Kim students?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does Jay have red hair?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does Kim have black hair?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does Jay know Natalie?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is Natalie short?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does Natalie live in the city with two friends?	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the new intern have blond hair and blue eyes?	<input type="checkbox"/>	<input type="checkbox"/>
8. Is Natalie tall with gray hair?	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the intern's name Adrian?	<input type="checkbox"/>	<input type="checkbox"/>

- C** Work with a partner to ask and answer questions like the ones below. Then tell the class about your partner.

What do you do?

---

Where do you live?

---

What do you do on the weekend?

---

What are your interests?

---

# 1 City Living

## Sun-hee's Favorite Cousin

- A  Do you sometimes meet people at the airport, bus station, or train station? How do you find people you don't know? Write your ideas below and share with the class.

---

---

---

- B  Watch the video and check (✓) True or False. Then correct the false sentences. Compare your answers with a partner's.

	True	False
1. Sun-hee plans to meet her cousin at the airport.	<input type="checkbox"/>	<input type="checkbox"/>
2. Professor Albee asks Sun-hee to teach a class from three to four p.m.	<input type="checkbox"/>	<input type="checkbox"/>
3. Sun-hee agrees to teach Ms. Leska's class.	<input type="checkbox"/>	<input type="checkbox"/>
4. Sun-hee asks Tara to meet her cousin.	<input type="checkbox"/>	<input type="checkbox"/>
5. Sun-hee tells Tara that her cousin wears big glasses.	<input type="checkbox"/>	<input type="checkbox"/>
6. Sun-hee's cousin does not speak English.	<input type="checkbox"/>	<input type="checkbox"/>
7. When Sun-hee gets home, Tara and Jung-hoon are there.	<input type="checkbox"/>	<input type="checkbox"/>
8. Sun-hee thinks Jung-hoon looks the same as always.	<input type="checkbox"/>	<input type="checkbox"/>
9. Jung-hoon goes to the gym every day.	<input type="checkbox"/>	<input type="checkbox"/>
10. Tara used a sign to find Jung-hoon.	<input type="checkbox"/>	<input type="checkbox"/>

- C  What do you think happened at the bus station? Work with a partner. Write out a conversation between Tara and Jung-hoon. Then act out your conversation for the class.

Tara: \_\_\_\_\_

Jung-hoon: \_\_\_\_\_

Tara: \_\_\_\_\_

Jung-hoon: \_\_\_\_\_

Tara: \_\_\_\_\_

Jung-hoon: \_\_\_\_\_

Tara: \_\_\_\_\_

Jung-hoon: \_\_\_\_\_

# 1 Global Viewpoints

## Describing Yourself and Others

- A** What do you know about these people? Watch the video “Describing yourself and others” and match the correct information to make true sentences. Then check your answers with a partner.

- |                                      |   |
|--------------------------------------|---|
| 1. Nick is _____                     | a. Antonio Banderas.                      |
| 2. Woo Sung speaks _____             | b. a reporter at a television station.    |
| 3. Natalie is _____                  | c. curly black hair.                      |
| 4. Dayanne is not _____              | d. English, Korean, and French.           |
| 5. Dan is _____                      | e. very tall or skinny.                   |
| 6. Dan has _____                     | f. a muscular build and short blond hair. |
| 7. Kevin’s sister is _____           | g. 23 years old.                          |
| 8. Dayanne’s friend looks like _____ | h. short, muscular, and tan.              |
| 9. Woo Sung’s parents are _____      | i. short.                                 |
| 10. Natalie’s daughter has _____     | j. 28 years old and works at a hospital.  |

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

1. Nick speaks English and *French / Spanish*.
2. Woo Sung is a *teacher / student*.
3. Natalie is *25 / 29* years old.
4. Dayanne has brown eyes and *short, brown / long, black* hair.
5. Dan is from *Brazil / the United States*.
6. Dan is pretty *short / tall*.
7. Kevin has *brown / hazel* eyes.
8. Dayanne’s friend is *thinner / taller* than Antonio Banderas.
9. Woo Sung looks like his *parents / sister*.
10. Natalie’s daughter has *straight / curly* hair.

- C** Play “Who is it?” Make notes describing three of your favorite celebrities. Read your descriptions to the class. Don’t say the names of the people. The class guesses who each one is.

Celebrity	Description

# 2 Good Morning World

## More than Words

- A** Watch the video. Check (✓) if the feeling is mentioned. Then compare your answers with a partner's.

- |             |                          |
|-------------|--------------------------|
| 1. excited  | <input type="checkbox"/> |
| 2. happy    | <input type="checkbox"/> |
| 3. sad      | <input type="checkbox"/> |
| 4. confused | <input type="checkbox"/> |
| 5. relaxed  | <input type="checkbox"/> |
| 6. angry    | <input type="checkbox"/> |
| 7. hungry   | <input type="checkbox"/> |
| 8. stressed | <input type="checkbox"/> |
| 9. bored    | <input type="checkbox"/> |
| 10. nervous | <input type="checkbox"/> |

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

1. Kim: “It sounds like Jay is / is not excited.”
2. Jay: “You are *talking to* / *looking at* the champion of the Jones Family Charades Contest.”
3. Kim: “. . . how do you show that you are excited that Shalia is *singing* / *dancing* today?”
4. Jay: “Rashid is *eating* / *hitting* something.”
5. Kim: “No, he is telling us he’s *fine* / *bored*.”
6. Jay: “You are *pointing at* / *waving to* Kim.”
7. Jay: “Now you are *shrugging your shoulders* / *crossing your fingers*.”
8. Kim: “Hey, *I* / *you* got one right!”
9. Jay: “And now he’s *smiling at me* / *her*.”
10. Kim: “I think he’s a little *stressed* / *confused*.”

- C** Play “Charades” in small groups. Choose a feeling from the list below. Then act it out without saying any words. The group tries to guess the feeling.

angry	happy
bored	hot
cold	hungry
confused	relaxed
embarrassed	sad
excited	thirsty

# 2 City Living

## An Important Rule for Traveling

- A** How do you feel before you take a trip? What do you worry about? Make a list and compare it with a partner's.

Before a trip, I...	Before a trip, my partner...

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

1. Takeshi: “In Japan, you bow when you *greet / introduce* people.”
2. Claudia: “Takeshi is teaching me traditional Japanese *greetings / rules* for my trip. . .”
3. Tara: “Your *meeting in / trip to* Japan?”
4. Claudia: “I have a big meeting in Tokyo in *June / July*.”
5. Claudia: “I’m kind of worried about *making mistakes / meeting people*.”
6. Takeshi: “Always use *two hands / one hand* when you give a person your business card.”
7. Tara: “Hey! That looks really *good / bad*, Claudia.”
8. Takeshi: “And remember, *always / never* use your finger to point.”
9. Takeshi: “In Japan, for luck, you *jump / bow* three times and nod your head.”
10. Claudia: “Hey! They *always / don’t* do that in Japan!”

- C** At the end of the video, Claudia says, “Some teacher you are!” What does she mean? Check (✓) *True* or *False*. Then compare and discuss your answers with a partner.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1. Claudia thinks Takeshi is a bad teacher.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Claudia thinks Takeshi is a very good teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Claudia is joking.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Claudia is mad at Takeshi.                     | <input type="checkbox"/> | <input type="checkbox"/> |

# 2 Global Viewpoints

## Feelings and Emotions / Greetings Around the World

- A** Watch the interviews about “Feelings and Emotions.” Match the names with the correct information. Then compare your answers with a partner’s.

- |                   |  |
|-------------------|--|
| 1. Dave _____     | a. sometimes gets stressed at the office.            |
| 2. Natalie _____  | b. eats a lot and yells at people when she is angry. |
| 3. Dayanne _____  | c. gets stressed because of school.                  |
| 4. Alyssa _____   | d. takes her dog to the park when she is stressed.   |
| 5. Agnes _____    | e. likes to be alone when she is angry.              |
| 6. Jennifer _____ | f. is happy when she goes to the beach.              |

- B** Now watch the interviews about “Greetings around the world.” Check (✓) the sentences that are true. Then compare your answers with a partner’s.

1. \_\_\_\_\_ People in the Philippines greet their elders by kissing their cheeks.
2. \_\_\_\_\_ Waving is a common greeting in the Philippines.
3. \_\_\_\_\_ When Brazilians greet friends, they give them a big hug.
4. \_\_\_\_\_ People in Brazil sometimes greet friends with two kisses on their cheeks.
5. \_\_\_\_\_ Bowing is a polite gesture in Japan.
6. \_\_\_\_\_ Shaking hands is very common in Japan.
7. \_\_\_\_\_ People in Senegal greet people by shaking hands or hugging.
8. \_\_\_\_\_ Kissing is a common greeting in Senegal.

- C** Go around the class and ask the questions below. Write the people’s names and answers on the chart. Then report your information to the class.

Question	Name	Answer
1. What makes you happy?		
2. What do you do when you’re happy?		
3. What do you do when you’re angry?		
4. What makes you stressed?		
5. What do you do when you’re nervous?		
6. What do you do when you’re sad?		
7. What makes you frustrated?		
8. What do you do when a friend is sad?		
9. What do you do when a family member is angry?		
10. What do you do when a friend is stressed?		

# 3 Good Morning World

## Food for Naught

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

- |   |     |     |           |
|---|-----|-----|-----------|
| 1. "There are two things that I really don't like to do." | Jay | Kim | Chef Tony |
| 2. "He tells us how we can use any food we have at home." | Jay | Kim | Chef Tony |
| 3. "What can we make, and what do we need?"               | Jay | Kim | Chef Tony |
| 4. "Apple. Banana. Grapes. Tomato. Lettuce."              | Jay | Kim | Chef Tony |
| 5. "No, there aren't any carrots..."                      | Jay | Kim | Chef Tony |
| 6. "You can add yogurt to the fruit salad for flavor."    | Jay | Kim | Chef Tony |
| 7. "Do we have any onions?"                               | Jay | Kim | Chef Tony |
| 8. "No, there aren't any onions..."                       | Jay | Kim | Chef Tony |
| 9. "You can have some of my healthy tofu stir fry."       | Jay | Kim | Chef Tony |

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

1. Two things that Jay does not like to do are \_\_\_\_\_ and \_\_\_\_\_.  
a. go to the shopping mall; eat healthy food  
b. go grocery shopping; spend money
2. Chef Tony tells us how we can make delicious meals and spend \_\_\_\_\_.  
a. more money at the shopping center  
b. less money at the grocery store
3. There aren't any \_\_\_\_\_.  
a. carrots  
b. grapes
4. Chef Tony puts \_\_\_\_\_ in the "Healthy Food" group.  
a. yogurt, rice, and tofu  
b. an apple, lettuce, and a cake
5. Two things that they need are \_\_\_\_\_ and \_\_\_\_\_.  
a. carrots; onions  
b. onions; lettuce
6. Chef Tony puts the \_\_\_\_\_ in the trash.  
a. organic food  
b. junk food

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

Find someone who . . .	Name
has a bunch of carrots at home.	
has a box of cereal at home.	
has three potatoes at home.	
does not have any tomatoes at home.	
has some lettuce at home.	
does not have any junk food at home.	
has a lot of organic food at home.	

# 3 City Living

## Do We Need Anything?

- A** How is your memory? Write down your five favorite foods. Work with a partner and tell each other your favorite foods. Recite each other's lists from memory. How many foods can you remember? How many foods can your partner remember?

My five favorite foods

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

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

- |  |                          |
|--|--------------------------|
| 1. Mike calls Takeshi from _____                           | a. eggs.                 |
| 2. Takeshi says they need some _____                       | b. fruit and vegetables. |
| 3. Takeshi tells Mike to get a pound of _____              | c. hamburgers.           |
| 4. Takeshi says they don't need any _____                  | d. rice.                 |
| 5. Mike says they don't need any _____                     | e. the supermarket.      |
| 6. Takeshi tells Mike to get only two _____                | f. a great memory.       |
| 7. Takeshi tells Mike that there isn't much _____          | g. his keys.             |
| 8. Mike tells Takeshi he has _____                         | h. lettuce.              |
| 9. Mike calls Takeshi because he can't find _____          | i. his wallet.           |
| 10. Takeshi leaves the apartment and forgets to take _____ | j. carrots.              |

- C** What's your opinion? Read the statements below and check (✓) I agree or I disagree. Then work with a partner. Compare and explain your answers.

I agree    I disagree

- |  |                          |                                     |
|--|--------------------------|-------------------------------------|
| 1. Mike has a good memory.                               | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Mike needs a list for grocery shopping.               | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. Takeshi has a good memory.                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Takeshi needs to help Mike.                           | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. My own memory is pretty good.                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. You should make a list before going grocery shopping. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

# 3 Global Viewpoints

## Grocery Shopping / At the Mall

- A** Watch the interviews about “Grocery Shopping.” What do these people say? Match the names with the sentences. Then compare your answers with a partner’s.

- |                    |  |
|--------------------|--|
| 1. Alyssa: _____   | a. “I buy a lot of meat, a lot of cheese, and grab some eggs.” |
| 2. Miyuki: _____   | b. “I normally buy fruits, vegetables, some deli meats. . .”   |
| 3. Kevin: _____    | c. “In my refrigerator, I have a bottle of orange juice. . .”  |
| 4. Dayanne: _____  | d. “My refrigerator is empty. Not even ice cubes.”             |
| 5. Jennifer: _____ | e. “I’m vegetarian, so I never buy meat.”                      |

- B** Now watch the interviews about “At the mall” and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner.

- |   |      |       |
|---|------|-------|
| 1. There aren’t many stores in Dennis’s neighborhood mall.              | True | False |
| 2. Dennis’s neighborhood mall has a supermarket.                        | True | False |
| 3. There are restaurants in the mall near Jennifer’s neighborhood.      | True | False |
| 4. There’s a stationery store in the mall near Jennifer’s neighborhood. | True | False |
| 5. Senegal does not have big shopping malls.                            | True | False |
| 6. Agnes goes shopping in a big shopping mall.                          | True | False |

- C** Interview a partner about his or her shopping habits. Ask questions like the ones below. Then tell the class about your partner’s habits.

Q: Do you like to go shopping for food? Why or why not?

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

Q: Where do you usually shop for food?

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

Q: How often do you usually shop for food?

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

Q: Do you like to go shopping for clothes? Why or why not?

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

Q: Where do you usually shop for clothes?

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

Q: Do you buy clothes on the Internet? Why or why not?

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

Q: What’s your favorite store? Why?

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

This page intentionally left blank

# Worksheet

## 1A: Find a roommate!

STUDENT A			STUDENT B
Questions	ERIC	SHARON	
married/single?	single		
job?	student		
interests?	parties, rock music		
have a cat/dog?	no		
cook?	no		
clean often?	no		
have many friends?	yes		
get up (time)?	11:00 AM on weekdays, 1:00 PM on the weekend		
go to bed (time)?	2:00 AM on weekdays, 5:00 AM on the weekend		

Who do you want for a roommate? Check the box:  ERIC  SHARON



STUDENT B			STUDENT A
Questions	ERIC	SHARON	
married/single?		single	
job?		waitress, student	
interests?		tennis, animals	
have a cat/dog?		yes—a cat	
cook?		yes	
clean often?		yes	
have many friends?		a few	
get up (time)?		7:00 AM on weekdays, 8:30 AM on the weekend	
go to bed (time)?		11:00 PM on weekdays, 12:30 PM on the weekend	

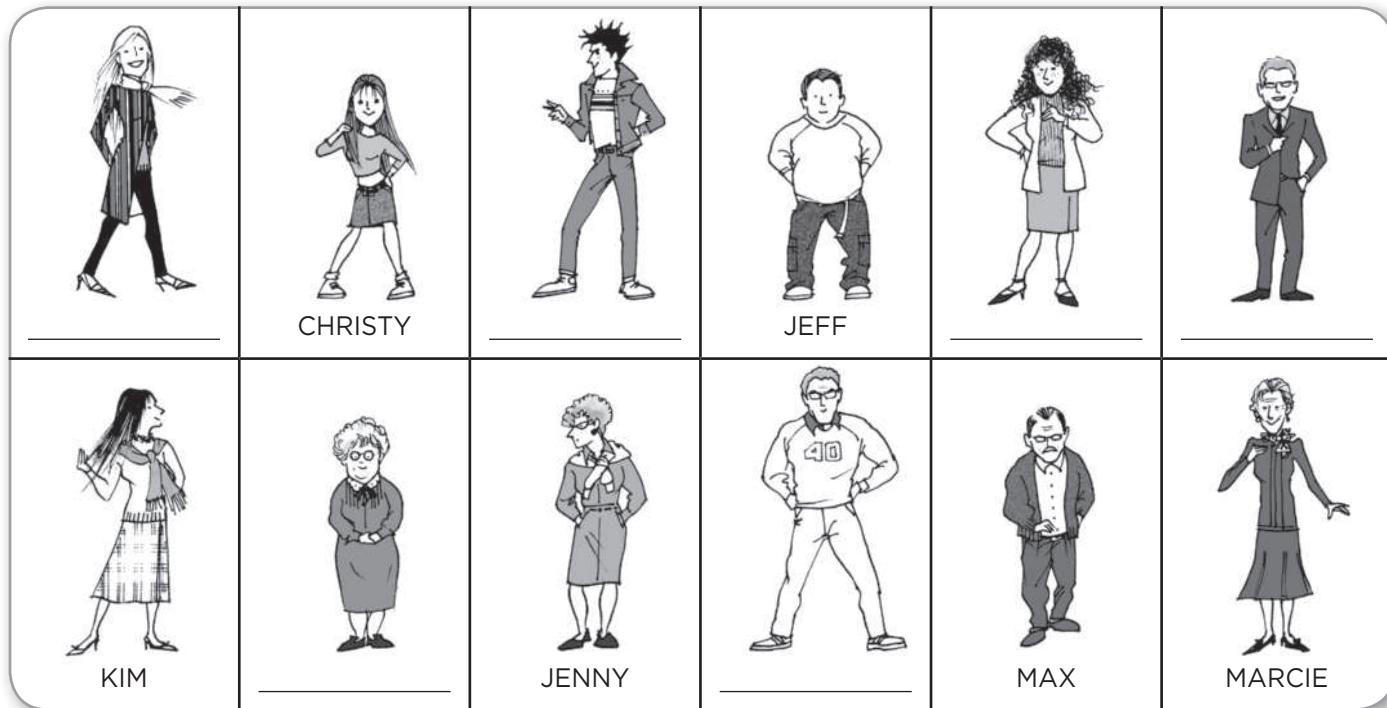
Who do you want for a roommate? Check the box:  ERIC  SHARON

This page intentionally left blank

# Worksheet

## 1B: Describing relatives

### STUDENT A



I didn't meet these people: David, Bob, Tanya, Mark, Gloria, and Sara.



### STUDENT B



I didn't meet these people: Jenny, Kim, Jeff, Christy, Marcie, and Max.

This page intentionally left blank

# Worksheet

## 2A: Find out what's happening!

<b>START</b> How are you feeling?  1	Is your favorite sports team doing well? Why or why not?  2	Are you wearing glasses or contact lenses? Why or why not?  3	<b>Lose a turn!</b>  4
Who are you sitting next to? What do you know about that person?  8  ↓	Are you saving money or spending money? Why?  7  ←	Are you worrying about anything? Do you want to tell the group about it?  6  ←	What problems is your city government working on?  5  ←
What are you carrying in your bag or backpack?  9  →	<b>Go back 3 spaces!</b>  10  →	What's the instructor doing right now?  11  →	What are you doing to stay healthy?  12  ↓
Are you wearing any jewelry? If yes, why is it important to you?  16  ↓	What movies are playing in your town?  15  ←	Are you taking any other classes? If yes, which one do you like best?  14  ←	What do you think your best friend is doing right now?  13  ←
What verb form are we practicing?  17  →	<b>Change spaces with the person on your left!</b>  18  →	What's changing in technology?  19  →	What clothing styles are men wearing these days?  20  ↓
Are you reading a good book? If yes, what is the name of it?  24  ↓	<b>Lose a turn!</b>  23  ←	What jobs are companies hiring for?  22  ←	What shoe styles are women wearing these days?  21  ←
Is your town growing? Why or why not?  25  →	What's happening in your country this week?  26  →	<b>Go back 2 spaces.</b>  27  →	What are you thinking about doing on your next vacation?  28  ↓
<b>FINISH!</b> What problems is the environment facing?  32  ☺	Are you having any problems with English? What are they?  31  ←	What kind of music are you listening to these days?  30  ←	<b>Change spaces with the person on your right!</b>  29  ↓

This page intentionally left blank

# Worksheet

## 2B: Gesture charades



I'm thinking.



I'm thirsty.



It's too loud!



I'm full.



Me?



Don't do that.



Good work!



Hello!



Stop!



Come on!



I'm bored.



You have a phone call.



I'm confused.



I'm cold.



What?



I'm hot.



I understand.



I'm hungry.



I'm nervous.



Oh, no!

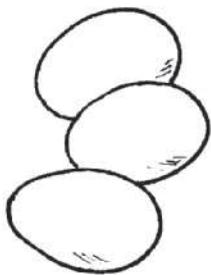
This page intentionally left blank

# Worksheet

3A: Do you have an egg?



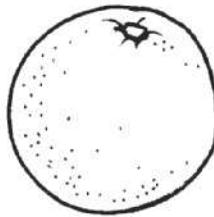
an egg



some eggs



some fruit



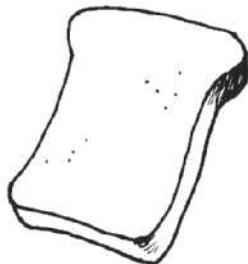
an orange



a cup of coffee



some milk



a slice of bread



some bread



some lettuce



some yogurt



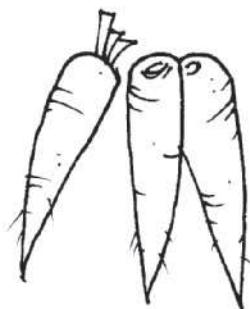
some sugar



some rice



a glass of milk



some carrots



some cheese



some pasta

This page intentionally left blank

# Worksheet

## 3B: My country has a lot of...

**START**

My country has a lot of \_\_\_\_\_.

1



Our city doesn't have much \_\_\_\_\_.

2



I have many \_\_\_\_\_.

3

Young people need a lot of \_\_\_\_\_.

4



There aren't any \_\_\_\_\_ in my closet.



8

**Lose a turn!**

7

New cars don't need much \_\_\_\_\_.



There are many \_\_\_\_\_ in the ocean.



5

I don't have any \_\_\_\_\_ on my computer.

9



You need a lot of \_\_\_\_\_ to learn another language.

10



There usually aren't many \_\_\_\_\_ in the city.

11

**Go back 3 spaces!****Change spaces with the person on your left!**

16

A good party needs many \_\_\_\_\_.



15

Older people need a lot of \_\_\_\_\_.



Some writers have many \_\_\_\_\_.



13

Families need a lot of \_\_\_\_\_.

17



There are some \_\_\_\_\_ in my refrigerator.

18



There are many \_\_\_\_\_ in the world.

19

Our school doesn't have any \_\_\_\_\_.



13

Students have many \_\_\_\_\_.



24

**Lose a turn!**

23

Babies need a lot of \_\_\_\_\_.



There aren't any \_\_\_\_\_ in the sky.



21

Busy people don't have much \_\_\_\_\_.

25



I don't have much \_\_\_\_\_ in my kitchen.

26

**Go back 2 spaces.**

My wallet doesn't have much \_\_\_\_\_ in it.



28

**FINISH!**  
My parents don't need any \_\_\_\_\_.

32

**Change spaces with the person on your left!**

31

There are a lot of \_\_\_\_\_ on the street.



There are some \_\_\_\_\_ at the zoo.



29

# PHOTO CREDITS

**Cover:** © Eduardo Kobra, **Back Cover:** ICPNA Owned

**iv** (tl) Courtesy of Manuel Paz Castanal, (cl) © João Pina, (bl) Alessio Mamo/Redux, **vii** Jason Doiy/iStock/Getty Images Plus/Getty Images, **ix** (tl) Ken Hurst/Shutterstock.com, (tc1) Antonio Guillem/Shutterstock.com, (tc2) Bartłomiej Magierowski/Shutterstock.com, (tr) Yuri Arcurs/Shutterstock.com, (cl1) Comstock Images/Stockbyte/Getty Images, (c1) iStockphoto.com/Aleksey\_Panov, (cr1) Junial Enterprises, 2010/Shutterstock.com, (cl2) Gpointstudio/iStock/Getty Images Plus/Getty Images, (c2) Sean Locke Photography/Shutterstock.com, (cr2) Chinaview/Shutterstock.com, **2-3** Courtesy of Manuel Paz Castanal, **4** © Danilda Izquierdo, **5** (tc) DreamPictures/Blend/Corbis, (tr) Celso Diniz/Shutterstock.com, (cl1) Naka-stockphoto/Shutterstock.com, (cl2) El Nariz/Shutterstock.com, **6** (t) Niar/Shutterstock.com, (tr) Kichigin/Shutterstock.com, **7** Yellow Dog Productions/The Image Bank/Getty Images, **9** (t) Peterfz30/Shutterstock.com, (br) iStockphoto.com/leminuit, **12-13** Lloyd Bishop/NBC/NBCU Photo Bank via Getty Images, **12** (br) Tristan Fewings/WireImage/Getty Images, **15** (tl) Dmitry\_Tsvetkov/Shutterstock.com, (tr) Ammentorp Photography/Shutterstock.com, (cl) Hero Images/Getty Images, (cr) Goodluz/Shutterstock.com, **16-17** © João Pina, **18** Gabe Rogel/Aurora Photos, **20** Olesia Bilkei/Shutterstock.com, **21** Maridav/Shutterstock.com, **23** Inge Johnsson/Age Fotostock/Getty Images, **24** (tl1) (tc1) (tr2) (tl4) (tr4) PathDoc/Shutterstock.com, (t12) (tr1) (tl3) (tc2) (tr3) Ollyy/Shutterstock.com, **25** (cl) Loretta Hostettler/iStock/Getty Images, (cr) 4FR/iStock/Getty Images Plus/Getty Images, (bl) Syda Productions/Shutterstock.com, (br) Kues/Shutterstock.com, **26-27** Blaine Harrington III/Encyclopedia/Corbis, **27** (tr) Kim Steele/Blend Images/Getty Images, (cr) Pete Barrett/Photodisc/Getty Images, (br) Steve Cole/iStock/Getty Images Plus/Getty Images, **30-31** Alessio Mamo/Redux, **32** Karine Aigner/National Geographic Creative, **35** Cultura RM/Gu/Getty Images, **37** Michael Melford/National Geographic Creative, **38** Kirill\_Liv/iStock/Getty Images Plus/Getty Images, **39** (tl) iStockphoto.com/Anna Bryukhanova, (tc1) Brent Lewin/Bloomberg/Getty Images, (tc2) View Pictures/Universal Images Group/Getty Images, (tr) Anton Gvozdikov/Shutterstock.com, **40-41** Massimo Borchi/Terra/Corbis, **47** (cl1) Africa Studio/Shutterstock.com, (c1) Natasha Breen/Shutterstock.com, (c2) NorGal/Shutterstock.com, (cr1) Africa Studio/Shutterstock.com, (cl2) Mama\_mia/Shutterstock.com, (c3) Robert Stone/Shutterstock.com, (c4) Anna Breitenberger/Shutterstock.com, (cr2) Wanchai Orsuk/Shutterstock.com, **196** Dominique Charriau/WireImage/Getty Images, **3a** PhotoAlto/Laurence Mouton/Getty Images, **8a** David Couillard/iStock/Getty Images, **13a** Pornsak Paewlumfaek/Shutterstock.com, **19a** Dinga/Shutterstock.com, **C7** Jack Hollingsworth/Stockbyte/Getty Images.