

THIRD EDITION

# WORLDLINK

Developing  
English Fluency



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

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

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INSTITUTO CULTURAL PERUANO NORTEAMERICANO

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English Fluency

## Basic 9

James R. Morgan  
Nancy Douglas



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



**ICPNA World Link Basic 9, Third Edition**

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## GUIDE TO PRONUNCIATION SYMBOLS

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

### Stress

'/ /      city      /'sɪti/

used before a syllable to show primary (main) stress

/' /      dictionary      /'dɪkʃə nəri/

used before a syllable to show secondary stress

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# 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 9 (B09)



	Learning Outcomes	I saw it	I understand it	I use it
Unit 1	<p><b>I can</b> introduce a person to someone else and respond to introductions. (p. 7)  <b>~ Mr. Otani, I'd like to introduce you to Andres. ~ It's (very) nice to meet you. / ~ Junko, this is Ricardo. ~ Good to meet you. ~ You too.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> contrast the use of the simple present tense (habits / routines) and the present continuous tense (temporary / ongoing events). (p. 8)  <b>I take a shower every day at six AM, but today I'm taking a bath.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>(Review) <b>I can</b> ask and answer questions using the simple past. (p. 14)  <b>~ Did you go to class today? ~ Yes, I did. / ~ Where were you last night? ~ (I was) at my friend's house.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> listen for gist to confirm predictions. (p. 11)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> read for main ideas and details. (p. 12)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> write about an experience when I learned to do something. (p. 15)</p>			
	<p><b>I can</b> make and respond to suggestions. (p. 21)  <b>~ Let's have Thai food for dinner. ~ Great idea! / ~ How about having Thai food for dinner? ~ I don't really feel like it.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> describe and compare using the comparative and superlative form of adjectives. (pp. 22, 28)  <b>The red curry is spicier than the green curry. / It was the weirdest but most interesting dining experience I ever had.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> ask questions and compare and contrast two things (places, food, situations, etc.) using the comparative form of adjectives. (p. 22)  <b>~ Which is better, drinking water or drinking coffee? ~ Drinking water is better for your health.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> listen for details. (p. 20)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 2	<p><b>I can</b> scan a text for information (p. 26)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> write a restaurant review. (p. 29)</p>			
	<p><b>I can</b> talk about possibilities using different expressions. (p. 35)  <b>I bet (that) Marco plays the drums. / Marco probably plays the drums. / Maybe Marco plays the drums. / I doubt (that) Marco plays the drums.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> use stative verbs to express states, feelings, and different meanings. (p. 36)  <b>He seems like a nice guy. / Do you think he's lucky? / He looks happy.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> express possibility using modals. (p. 42)  <b>~ Is the Loch Ness monster real? ~ It might be real. Maybe it's a large animal.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> listen for details to complete graphs and charts. (p. 39)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> read an interview script for main ideas and insert appropriate questions. (p. 40)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>I can</b> research for facts and experts' opinions to write a paragraph about an inexplicable issue. (p. 42)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# WELCOME UNIT

## 1 GRAMMAR

- A**  Work with a partner. Take turns giving advice for the situations below. Use the positive or negative imperative form of the verbs in the box.

drink eat go stay up take **wash**

1. A: I don't want to catch a cold.  
B: Wash your hands often.
2. A: I need to lose weight.  
B: \_\_\_\_\_ too much soda.
3. A: I want to be healthier.  
B: \_\_\_\_\_ a lot of fruit and vegetables.
4. A: My head hurts.  
B: Here, \_\_\_\_\_ an aspirin.
5. A: I'm so tired!  
B: Well, \_\_\_\_\_ so late every night!
6. A: I think my arm is broken!  
B: Why are you waiting? \_\_\_\_\_ to the hospital right now!

- B**  Match the parts of the sentences. Then create questions to ask and answer with a partner.

1. When I meet new people, b  
a. when I have to wait in line.
2. I feel happy \_\_\_\_  
b. I don't know what to say.
3. When I fail an exam, \_\_\_\_  
c. when I spend time with my family.
4. I get impatient \_\_\_\_  
d. I get stressed and anxious.
5. When I don't feel well, \_\_\_\_  
e. I take aspirin and drink tea.
6. When I have a lot to do, \_\_\_\_  
f. I make a schedule to get everything done.

Do you know what to say  
when you meet new people?

Not really. I'm not good  
at small talk.

- C** Complete the sentences with the affirmative or negative form of *can* or *could*.

1. Nadia can speak Russian, but she can't read or write it.
2. My father \_\_\_\_\_ ride a bike until he was 15 years old.
3. \_\_\_\_\_ Pablo and Michele play basketball well?
4. Alex \_\_\_\_\_ draw and paint anything he sees.
5. Tere \_\_\_\_\_ play the piano when she was four years old.
6. \_\_\_\_\_ you speak English when you were ten?

- D** Correct the errors with *because* and *so* in the sentences. Two of the sentences are correct.

1. I'm afraid of animals, ~~because~~<sup>so</sup> I don't have a pet.
2. Jon exercises every day because he wants to do a triathlon.
3. Iris can't speak English, because she's learning it.
4. We did well on the test so we studied.
5. Angel missed class yesterday so he had a headache.
6. Maria and Chris are working, so they can't come to the movies with us.

- E** Complete the sentences with the present continuous or the *going to* form of the verbs in parentheses.

1. Hugo and Zoe (see) ~~are seeing~~ a comedy tomorrow night.
2. I (go) \_\_\_\_\_ to the beach this weekend.
3. A famous director (film) \_\_\_\_\_ a movie in our town this summer.
4. They say it (rain) \_\_\_\_\_ tonight, so let's stay home.
5. We (watch) \_\_\_\_\_ the Copa America on TV.
6. Miguel (get) \_\_\_\_\_ sick if he doesn't sleep more.

- F** Complete the sentences. Make *-ing* or *-ed* adjectives with the words in the box.

amaze	bore	depress	<del>entertain</del>	excite	surprise
-------	------	---------	----------------------	--------	----------

1. Do you think that old musicals are ~~entertaining~~?
2. Miguel Angel is \_\_\_\_\_ in his new movie. He's my favorite actor!
3. Did you see *Mad for You*? I was \_\_\_\_\_ that it was so good.
4. Silvia is a little \_\_\_\_\_, so she wants to see a comedy tonight.
5. Javier saw an action movie last weekend and he said it was totally \_\_\_\_\_.
6. I thought that movie was so \_\_\_\_\_. I couldn't stay awake!

### Agreeing and Disagreeing

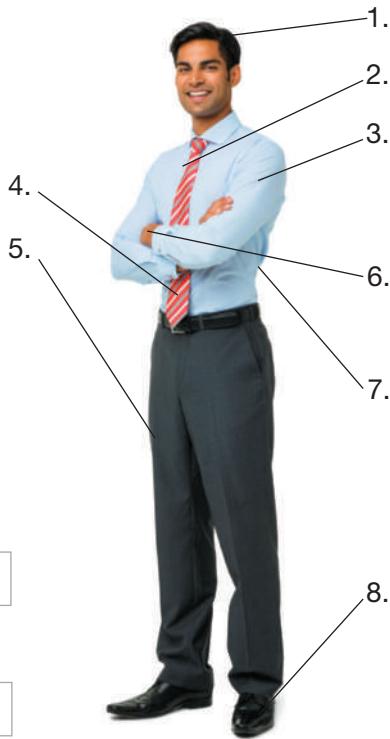
When you're sharing opinions with your classmates, use language like this to agree and disagree.

Give an opinion	Agree	Disagree
In my opinion...	I agree with you 100%.	I don't think so.
The way I see it...	You're absolutely right.	I (totally) disagree.
If you ask me...	That's exactly how I feel.	That's not always true.

## 2 VOCABULARY

**A** Use the words in the box to label the picture.

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



arm back chest foot hand head leg stomach

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

brave careful curious dangerous interested safe

1. Roberto isn't a risk taker—he's quite careful, in fact.
2. Javier wants to go rock climbing—he doesn't think it's \_\_\_\_\_ at all.
3. I think Gloria is \_\_\_\_\_ to go on vacation alone.
4. I'm very \_\_\_\_\_ about other countries, so I like to travel.
5. Carmen isn't very \_\_\_\_\_ in meeting new people.
6. Do you think it's \_\_\_\_\_ to jump off that rock?

**C** Write the kind of movie next to the description. Then tell your partner what your favorite movie is.

action movie classic drama horror film musical science fiction

My favorite movie is *Casablanca*. I love classic movies.

- |   |  |
|---|--|
| 1. <u>classic</u> an old, famous movie    | 4. _____ a very frightening movie          |
| 2. _____ a movie with singing and dancing | 5. _____ a movie about a serious subject   |
| 3. _____ an exciting movie about spies    | 6. _____ a movie about an imaginary future |

**D** Unscramble the adjectives used to describe movies. Then work with a partner to make sentences using the words.

- |                 |                      |
|-----------------|----------------------|
| 1. neantigernti | e <u>ntertaining</u> |
| 2. liotevn      | v_____               |
| 3. shorliaui    | h_____               |
| 4. gupsnirris   | s_____               |
| 5. ysarc        | s_____               |
| 6. serdpeigns   | d_____               |

*Ghostbusters* was an entertaining movie.

## 3 WRITING

- A Write a paragraph about a challenging experience. What difficult thing happened to you? Why was it difficult? Did things get better? Why or why not? Use the simple past; connect your ideas with *because* and so.

When you check a classmate's writing, ask:

- Is the paragraph organized well?
- Do all of the sentences begin with a capital letter?
- Are all of the words spelled correctly?
- Was the correct punctuation used?
- Are there any grammar mistakes?

## 4 PLUG INTO ADDITIONAL RESOURCES

- A  Circle Yes or No to answer the questions below. Then ask and answer the questions with a partner. Use *because* to explain your reasons.

- |  |     |    |
|--|-----|----|
| 1. Do you write emails in English?                   | Yes | No |
| 2. Do you text in English?                           | Yes | No |
| 3. Do you write comments in English on social media? | Yes | No |
| 4. Do you read web pages in English?                 | Yes | No |
| 5. Do you listen to songs in English?                | Yes | No |
| 6. Do you watch movies or TV shows in English?       | Yes | No |

Do you write emails in English?  
Yes, I do.  
Why?  
Because my colleague works in the United States.



# 1 MY LIFE



A college student in Baghdad, Iraq  
rides a motorcycle with his friends.

A photograph of a young man performing a wheelie on a Yamaha motorcycle. He is leaning into the turn, and the motorcycle's front wheel is lifted off the ground. The background is a colorful sunset or dusk sky with a gradient from blue to orange. The motorcycle has "YAMAHA" and "R1" visible on its side panel.

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

- 1 What is the man doing?
- 2 How do you think the men in the photo know each other?
- 3 Does this activity look fun to you? Why or why not?

### UNIT GOALS

- 1 Talk about the important people in your life
- 2 Introduce a person to someone else
- 3 Talk about classes and lessons you're taking
- 4 Describe something you learned to do

# LESSON A PEOPLE



Shabana Basij-Rasikh talks with students at her school.

## 1 VIDEO Inside Afghanistan's First Boarding School for Girls

- A** Read the sentences and answer the questions.

/ʃə'bənə ˈbəsɪdʒ'rasɪk/

Shabana Basij-Rasikh is an educator at SOLA (the School of Leadership, Afghanistan). It is the first girl's boarding school in Afghanistan.

1. What is a boarding school? (Use your dictionary to find out.)
2. Would you like to go to a boarding school? Why or why not?

### Word Bank

*educator* = a teacher

*leader* = a person who inspires and manages other people

- B** Read the sentences before you watch. Then watch the video about SOLA. Complete the sentences with the missing words.

1. When Shabana Basij-Rasikh was young, there were no \_\_\_\_\_ for \_\_\_\_\_.
2. \_\_\_\_\_ percent of women in Afghanistan have a college degree.
3. Shabana needed to become an \_\_\_\_\_.
4. She is the \_\_\_\_\_ and cofounder of SOLA.
5. At SOLA, they create a \_\_\_\_\_ space for girls.
6. The girls come to SOLA to learn to become future \_\_\_\_\_.
7. When you educate a girl, you educate her \_\_\_\_\_ and the world.

I think that SOLA is a great place for girls to learn.

- C** Get into small groups and check your answers from **B**. What do you think of SOLA? Discuss.

# **2 VOCABULARY**

- A** Read about the people in Mario's life. Complete the sentences with a word for each person.

**acquaintance**   **classmate**   **coworker / colleague**  
**friend**            **girlfriend / boyfriend**   **neighbor**



**Jason** is Mario's \_\_\_\_\_.

We're best friends. We met when we were in elementary school.

/eɪ/ Lei is Mario's \_\_\_\_\_

We both attended the same school last year. We met and started going out.

Hakim is a(n) \_\_\_\_\_ of Mario's.

We met once at a party, but I don't know him well. He seems like a nice guy.

# Emma is Mario's

We go to the same college and have two classes together this year.

We go to the same college and have two classes together this year.  
*/'dʒʊlɪə/*

**Julia** is a(n) \_\_\_\_\_ of M

We **work together** in the same office, but in different departments.

**David is Maria's**

**David is Mario's** \_\_\_\_\_.

We live on the same street

## Word Bank

## Word Partnerships

We're **good** / **close** / **best** /  
**old** friends.

They're my **next-door**  
neighbors.

We're **just** acquaintances.



**My name is Mario. I'm a student at City College. I also work part time in an office.**

- C**  Tell your partner about the people in your life.

Sergio is my friend. We met in class last year.

I know Sergio! He's my  
classmate, too.

# 3 LISTENING

## A Pronunciation: Question stress. Listen and repeat. CD 1 Track 2

1. A: Is he your boyfriend?  
B: No, we're just friends.
2. A: Is he your boyfriend?  
B: No, he's going out with Maria.
3. A: Is he your boyfriend?  
B: No, he is.

## B Pronunciation: Question stress. Say these three sentences and responses.

Then listen for the stressed word in each sentence. Choose the best answer (a or b). CD 1 Track 3

1. Are you a student at City College?
  - a. No, I work there.
  - b. No, I go to Essex College.
2. I thought you were her classmate.
  - a. No, my brother is.
  - b. No, we go to different schools.
3. I think his best friend lives next door, right?
  - a. No, I think it's his colleague.
  - b. No, I think he lives down the street.

## C Listen for gist. Listen to the conversations and number the pictures in the order (1, 2, 3) you hear them. CD 1 Track 4



## D Listen for details. Read the sentences about each conversation. Then listen again and circle the correct answers. CD 1 Track 4

1. a. They are / aren't dating now.  
b. They are / aren't friends now.
2. a. They are / aren't friends.  
b. They know / don't know each other well.
3. a. They know / don't know each other.  
b. They are / aren't classmates now.

## E Look at your answers in D. Choose one of the situations and create a short dialog with a partner. Perform it for another pair.

# 4 SPEAKING

- A  Listen to the conversations. Which one is more informal? In each conversation, who is meeting for the first time? **CD 1 Track 5**

## Conversation 1

/dʒʌŋkou/

MARIA: Hi, Junko.

JUNKO: Hi, Maria. It's good to see you again! How are you?

MARIA: Fine. How about you?

JUNKO: Pretty good.

MARIA: Oh, and this is my friend Ricardo. We both go to City University.

JUNKO: Hey, Ricardo. Nice to meet you.

RICARDO: Yeah, you too.

## Conversation 2

MR. OTANI: Morning, Miriam.

MIRIAM: Good morning, Mr. Otani. Oh, Mr. Otani, I'd like you to meet Andres Garcia. He started working here yesterday. Andres, Mr. Otani is our V.P. of Sales.

MR. OTANI: Nice to meet you, Andres.

ANDRES: It's very nice to meet you, too, Mr. Otani.

- B  What does Maria say to introduce Ricardo? What does Miriam say to introduce Andres? Underline your answers. Then practice the conversations in a group of three.

## SPEAKING STRATEGY

- C  Work in groups of three. Follow the steps below.

- Student A:** Choose a famous person to be. Write the name on a piece of paper and give it to Student B.
- Student B:** Read the identity of Student A. Then introduce Student A to Student C formally.
- Student C:** Respond to the introduction.
- Change roles and follow steps 1 and 2 again.

- D  Now introduce the “famous friends” you met in C to your other classmates. Use a formal or informal style.

Useful Expressions		
	Introducing a person to someone else	Responding to introductions
formal ↑	Mr. Otani, I'd like to introduce you to Andres. Mr. Otani, I'd like you to meet Andres. Junko, this is Ricardo. Junko, meet Ricardo. Junko, Ricardo.	It's (very) nice to meet you. (It's) nice / good to meet you, too.  Nice / Good to meet you. You, too.
↓ informal		
Speaking tip		
When you forget someone's name, it's best to be direct and say <i>I'm sorry, I'm terrible with names</i> , or <i>I'm sorry, I've forgotten your name</i> .		

Ana, I'd like you to meet Li.

It's nice to meet you, Ana.



# 5 GRAMMAR

- A Study the chart. Turn to page 193. Complete the exercises. Then do **B–D** below.

## The Simple Present Tense vs. the Present Continuous Tense

I always <b>take</b> a shower in the morning. She's <b>taking</b> a shower. Can she call you back?	Use the simple present to talk about habits, schedules, and facts. Use the present continuous to talk about actions that are happening right now.
I <b>live</b> in Taipei. (my permanent home) /'tarpei/ At the moment, I'm <b>living</b> in Taipei. (my home for now)	The present continuous can show that a situation is more temporary.
How many classes <b>are</b> you <b>taking</b> <u>this term</u> ?	Use the present continuous to talk about actions happening in the extended present (nowadays).

- B Read the sentences below. Circle the simple present tense verbs and underline the present continuous tense verbs. Then match each sentence to its usage on the right.

1. Sophia **is** my classmate. → a. describing a routine
2. She's living at home this term. → b. stating a truth or fact
3. She comes to school every day at 8:00. → c. happening right now
4. She's majoring in science. → d. happening in the extended present (nowadays)
5. We're studying together for a test right now. → e. suggesting a temporary situation

- C Complete the sentences to make questions in the simple present or the present continuous. Use the verbs in the box.

do eat have study take talk

1. A: Why are you studying English now?  
B: I need it for work.
4. A: How many brothers and sisters  
\_\_\_\_\_?  
B: Four brothers and one sister.
2. A: \_\_\_\_\_ any other classes this term?  
B: Yes, I am. Two business classes.
5. A: What \_\_\_\_\_ on the weekends?  
B: I relax and hang out with friends.
3. A: When \_\_\_\_\_ breakfast?  
B: Around 7:00, usually.
6. A: Who \_\_\_\_\_ to right now?  
B: Alex.

- D Now take turns asking and answering the questions in C with a partner.



Why are you studying English now?

Well, I'm taking the TOEFL soon. I want to apply to Harvard University in the /'harvəd/ United States.

## 6 COMMUNICATION

- A** Take a sheet of paper and cut it into five strips.

On strips 1–3, write the following:

1. a routine you never change
2. an unusual habit
3. a general fact about yourself

On strips 4 and 5, write the following:

4. an activity you are doing these days
5. why you are studying English

- B** Give your papers to your instructor. He or she will mix up the papers and give you five new sentences.

1. I always get up at 5 AM.

2. I sometimes eat peanut butter and tomato sandwiches.

3. I have a twin brother.

4. I'm learning to play the guitar.

5. I'm studying English because it's my major.

- C**  Talk to your classmates. Ask questions to find out who wrote each sentence.



- D**  Tell the class an interesting fact you learned about one of your classmates.

I learned that Monica is learning to play the guitar!

# LESSON B LESSONS LEARNED



## 1 VOCABULARY

- A** Match a statement (1, 2, or 3) with a person above. Then ask a partner: What is each person doing? Why?

1. “I **have** track **practice** every day after school. I also **take** tennis **lessons** on the weekend.”
2. “I’m **taking** a **class** to **prepare** for the university entrance **exam**. The class **meets** for three hours a day. It’s a lot of work, but I need help to **pass** the test.”
3. “Last term, I **failed** science. Now a **tutor** comes and helps me with my homework. This term, I’m **getting** a good **grade** in my science class!”

- B** Complete the sentences with the **blue** words in **A**. Then check answers with a partner.

1. I can’t go out with you. I \_\_\_\_\_ baseball \_\_\_\_\_ this afternoon.  
*/'taɪlər/*
2. Tyler never studies, so now he is \_\_\_\_\_ a bad \_\_\_\_\_ in all of his classes.
3. If I study really hard, I know I can \_\_\_\_\_ the test!
4. This term, I’m \_\_\_\_\_ two business classes at City University.
5. Our English class \_\_\_\_\_ on Tuesdays and Thursdays.
6. To \_\_\_\_\_ for tomorrow’s class, please read pages 20 to 45.
7. My piano \_\_\_\_\_ aren’t long. They’re only 30 minutes.  
*/'liəm/*
8. Liam \_\_\_\_\_ his math class, so he has to retake it next term.
9. Nico is a \_\_\_\_\_. He helps students with their homework.
10. The \_\_\_\_\_ is this week, so I need to study.

### Word Bank

#### Word Partnerships

**have** baseball / soccer / swim **practice**

**take** music / tennis **lessons**

**take a(n)** class / exam

**C**  Ask a partner the questions.

1. What classes are you taking now? When do they meet?
2. Are you taking any music or sports lessons?
3. How are you doing in your classes?  
Are you getting good grades?

What classes are you taking now?

I'm taking English, Spanish, and American history.

When do they meet?

## 2 LISTENING



- a. He has practice in the morning only.
- b. The camp lasts for a week.
- c. At night, he stays in a dorm.

- a. The class meets two times a week.
- b. Students can work with a tutor.
- c. The class is expensive.

- a. The class is at a school in Singapore.
- b. The class meets every day for four weeks.
- c. Her teacher is Japanese.

**A** **Make predictions.** Look at the photos. Guess: What do people learn to do in each place?

**B**  **Listen for gist; Check predictions.** You will hear three people talking. Listen and number the pictures in the order you hear them (1, 2, or 3). **CD 1 Track 6**

### Listening Strategy

#### Listen for Gist

Listen for gist to confirm predictions.

**C**  **Listen for details.** Listen again. Below each photo, circle the answer that is not true. Then correct it. **CD 1 Track 6**

**D**  **Listen for details.** What are the benefits (good things) of taking each class? Listen again and write your answers below. **CD 1 Track 6**

1. Her score \_\_\_\_\_ 50 points.
2. She will know how to \_\_\_\_\_ beautiful cakes.
3. He will be a \_\_\_\_\_ next year.

**E**  Would you like to take any of these classes? Tell a partner.

I'd like to take a cooking class....

### 3 READING CD 1 Track 7

- A Understand the main idea.** Look at the words in the Word Bank. Then read the title and text below it. What is the main idea?

#### Word Bank

##### Opposites

fail (v.) ↔ succeed (v.)  
failure (n.) ↔ success (n.)  
successful (adj.)  
give up (quit) ↔ keep trying

- B** **Read for details.** Work with a partner. Then answer the questions below about your person.
- STUDENT A:** Read about Black. */lɪŋzi 'stɜːrlɪŋ/*
- STUDENT B:** Read about Lindsey Stirling.
- What is the person's job?
  - What difficult things happened to the person?
  - What finally happened to the person? Was he or she successful?
- C** **Summarize.** Ask your partner the questions in **B** about his or her person. Listen and take notes. Then read about the other person. Check your partner's answers.
- D** **Synthesize information.** Work with a partner. Answer the questions.
- If at first you don't succeed, try, try again.* What does this expression mean? How are Black's and Lindsey Stirling's experiences an example of this expression?
  - Talk about a time you failed at something. Did you give up or keep trying? Did you learn anything?

I used to be bad at soccer. I didn't make the team. But I didn't give up....

# TRY, TRY AGAIN!

*At some point in our lives, we all fail at something.*

*We don't pass an important exam or get good grades. We aren't popular in school or picked to be on a sports team. Failure isn't easy, but when things are hard or you do poorly at something, try not to give up. You can be successful—as these two personal stories show—but you have to keep trying.*

#### Reading Strategy

##### Synthesize Information

Summarize what you've read and give it personal meaning.



**Black** is a Japanese performance artist. Today he is a successful entertainer,<sup>1</sup> but as a teenager, his life was very different. In school, he was quiet and shy, and other boys bullied<sup>2</sup> him. People said to him, “Play a sport!” but Black wasn’t good at sports. Then one day, Black bought a yo-yo and his life changed. At first, he couldn’t do any tricks, but he didn’t give up. He watched videos and practiced. In time, he became very good, and he decided to prepare for the World Yo-Yo Contest.<sup>3</sup> For four years, Black worked hard and practiced. Then, at age 18, he entered the contest, and he won. On that day, he was no longer a shy high school student. He was a world champion.<sup>3</sup>

**Lindsey Stirling** is an American musician. She mixes classical violin with dance music and hip-hop. As a child, Lindsey learned to play the violin. Her parents didn’t have a lot of money, so she could only take lessons part time. Despite this, Lindsey practiced a lot, and she became very good. In high school, she started writing her own songs. Then at age 23, Lindsey was on a popular TV talent show. She did well, but in the end, she lost. The judges said she wasn’t interesting enough. Lindsey was very sad, but she didn’t give up. She kept trying. In time, she made a music video and her first album. Later, she won an important music award. Today, she has one of the most popular channels on YouTube.

<sup>1</sup>An *entertainer* is someone like an actor, musician, dancer, or singer.

<sup>2</sup>If someone *bullies* you, they try to hurt you or make you afraid.

<sup>3</sup>A *contest* is a game that people try to win. The winner is the *champion*.

# 4 GRAMMAR

**A** Study the chart. Turn to page 194. Complete the exercises. Then do **B–D** below.

Review of the Simple Past Tense		
	Yes / No questions	Answers
With <b>be</b>	Were you in class today?	Yes, I was. / No, I wasn't.
With other verbs	Did you pass the test?	Yes, I did. / No, I didn't.
	Wh- questions	Answers
With <b>be</b>	Where were you last night?	(I was) at my friend's house.
With other verbs	When did you meet your girlfriend?	(We met) last year.



**B** Complete the profile with the simple past tense form of the verbs in parentheses. Then take turns reading the profile aloud with a partner.

/stɪv 'dʒɒbz/

Apple cofounder Steve Jobs (1. not graduate) \_\_\_\_\_ from college. Jobs (2. be) \_\_\_\_\_ a smart guy, but his school (3. be) \_\_\_\_\_ expensive, and he (4. not have) \_\_\_\_\_ enough money to go. So he (5. leave) \_\_\_\_\_ college, and he (6. take) \_\_\_\_\_ a calligraphy class instead. When his parents (7. hear) \_\_\_\_\_ this, they (8. be) \_\_\_\_\_ worried. "Why calligraphy?" his parents (9. ask) \_\_\_\_\_. "What can you do with that?" Jobs (10. not be) \_\_\_\_\_ sure. The class (11. not help) \_\_\_\_\_ him get a job, but years later, it (12. help) \_\_\_\_\_ him in another way. Jobs (13. use) \_\_\_\_\_ ideas from his calligraphy class to create Apple's famous computer fonts.

**C** Write three Yes / No and three Wh- simple past tense questions about Jobs on a piece of paper. Take turns asking and answering the questions with a partner. Do not look at the profile in **B** for the answers.

Did Steve Jobs graduate from college?

No, he didn't.

Why not?

**D** Think of a famous person from the past. Ask your partner five past tense questions to try to guess your partner's person. Then switch roles and repeat.

Did your person live in the United States?

No, he didn't.

## 5 WRITING

When I was fourteen, I couldn't swim. As a child, I was afraid of the water, so I never learned. Usually, this wasn't a problem, but in the summer, things were different. All of my friends went to the public pool on hot days. I went, too, but I had to watch them have fun. Finally, I decided to take swimming lessons at a place near my house. The class met every day. At first, I was very nervous, but I didn't give up. I practiced and, by the end, I was a good swimmer.

I couldn't... well, but I learned to.

dance  
drive  
play a sport  
play an instrument  
ride a bike  
speak a language  
speak in public  
my idea: \_\_\_\_\_

- A**  Read the paragraph. Then answer the questions with a partner.

1. What couldn't the person do?
2. Why was this a problem?
3. How did the person learn?
4. Was the person successful?

- B** Think about something you couldn't do, but learned to do. Answer the questions in **A** about yourself. Then use your ideas and the example above to help you write your own paragraph.

- C**  Exchange papers with a partner. Circle any mistakes in your partner's paper. Answer the questions in **A** about your partner. Are your experiences similar or different?

## 6 COMMUNICATION

- A**  Work in a small group. Read the questions below. Then add one simple past tense Yes / No question and one simple past tense *Wh-* question.

**In high school...**

1. were you a good or bad student?
2. did you play any sports?
3. what was your favorite subject?
4. what did you do for fun?
5. \_\_\_\_\_
6. \_\_\_\_\_

- B** Think about your answers to the questions in **A**. Make some notes.

- C**  Get into a group of four people. Choose a question in **A**. Talk for one minute without stopping. If you talked without stopping a lot and your partners understood you, you get one point. Repeat with different speakers. The person with the most points wins.

I was a good student in high school. I got good grades and...

# 2 LET'S EAT!



A large, multi-layered scoop of pink ice cream is shown in a waffle cone. A person's hand is visible, holding the cone from behind. The background is dark and out of focus.

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

- 1** What food is in the photo? Do you like it?
- 2** Is this food healthy or not? Why?
- 3** What are three of your favorite foods? Why do you like them?

### **UNIT GOALS**

- 1** Describe foods and how they are prepared
- 2** Make and respond to suggestions
- 3** Describe a healthy diet and lifestyle
- 4** Rate a restaurant and explain why you like it

A man presents ice cream at an ice cream shop in Buenos Aires, Argentina.

# LESSON A FOODS WE LIKE



1

## VIDEO Frozen, Fresh, or Canned?

- A Look at these words that describe food. Use your dictionary to look up any you don't know. Guess: Which kind of food is the healthiest to eat? Tell a partner.

*fresh*      *frozen*      *canned*

- B Watch the beginning of the video with the sound off. What kind of food do you see? Check (✓) your answers.

fresh food       frozen food       canned food

- C Watch again. Write one or two words to complete each sentence.

1. Frozen and canned vegetables are \_\_\_\_\_ you, too, because most are packed (put in bags and cans) right after picking.
2. But beware (be careful) of the \_\_\_\_\_ in \_\_\_\_\_ veggies.
3. \_\_\_\_\_ overboil vegetables.

- D How often do you eat fresh fruit and vegetables? How about frozen or canned ones? Tell a partner.

I usually eat frozen vegetables. They don't go bad as quickly as fresh vegetables do.

## 2 VOCABULARY

- A Read about a snack food called *paletas*. Find two words that mean the food is good and circle them. Would you like to try this food? Why or why not?

Paletas are **delicious**, **frozen** fruit snacks.

Their name comes from *palo* or “stick.”

They are made with water or juice and fresh fruit, so they are **sweet**.

Sometimes chili pepper is added, so they can be **spicy**, too.

These **tasty** treats are a popular street food in Mexico.



- B Think of a popular street food. Make notes. Use words from the Word Bank below.

Name of the food: \_\_\_\_\_

Taste: \_\_\_\_\_

Preparation: \_\_\_\_\_

**i** You can add *y* to many nouns to make adjectives meaning “full of (something).”  
**juicy oily salty spicy tasty**



a banh mi sandwich

- C Tell a partner about your food. Use your notes from B.

Banh mi sandwiches are tasty. My favorite kind is made with grilled pork, cucumbers, and carrots. They are a popular street food in Vietnam.

### Word Bank

#### How foods taste

**spicy** ↔ **mild**

**sweet** ↔ **sour / bitter**

**delicious / tasty / yummy** ↔ **awful / terrible**

#### How foods are prepared

**baked, fried, frozen, grilled**

# 3 LISTENING

- A **Make predictions.** Look at the four photos below. What do you think each food tastes like? Tell your partner.

- B **Check predictions.** Listen to the beginning of Bill and Marta's conversation. Complete the information about the food. **CD 1 Track 8**

Foods from the (1.) \_\_\_\_\_ United States



grits



(3.) \_\_\_\_\_ green tomatoes



(2.) \_\_\_\_\_ chicken



(4.) Mississippi \_\_\_\_\_ pie

- C **Listen for details.** Listen to the rest of the conversation. Write the words used to describe the foods. Then circle the food above that Marta *didn't* like. Why didn't she like it? **CD 1 Track 9**

1. The chicken was \_\_\_\_\_.
2. The grits tasted like oatmeal with a strong \_\_\_\_\_ flavor.
3. The tomatoes were \_\_\_\_\_, but they went \_\_\_\_\_ with the chicken and grits.
4. The dessert was a thick \_\_\_\_\_ pie. It was too \_\_\_\_\_.

- D Talk with a partner. Do these four foods sound good to you? Why or why not? Is your hometown (or region) famous for a special food? Describe it.

My hometown is famous for a dish called *chicken riggies*. It's pasta with chicken in a spicy tomato and hot pepper sauce.

- E **Pronunciation: Sentence stress and rhythm.** Read these complaints. Then say the sentences. Underline the stressed syllables or words in each sentence. Then listen and check your answers.

**CD 1 Track 10**

1. The dinner was cold.
2. The chicken was dry.
3. The grits were terrible.
4. The lemon pie was too sour.



Go online and find one more food from the southern United States. Describe it. Would you like to try it?

# 4 SPEAKING

**A**  Listen to the conversation. Then answer the questions.

CD 1 Track 11

/dʒɪl/

1. What are Jose and Jill going to eat for dinner?
2. How do Jose and Jill make and respond to suggestions?  
Underline the words.

**JOSE:** So, Jill, where do you want to go to dinner tonight?

**JILL:** I don't know. Why don't we go to the pizza place on the corner?

**JOSE:** Pizza again? I don't really feel like it.

**JILL:** OK, how about Thai food instead?

**JOSE:** Fine with me. Where do you want to go?

**JILL:** Well, Thai House is near here. And there's another place—The Thai Cafe—but it's downtown.

**JOSE:** Thai House is closer. Let's go there.

**JILL:** Sounds good!



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

## SPEAKING STRATEGY

**C**  Study the Useful Expressions.

Then complete the dialogs below with a partner. Sometimes more than one answer is possible.

1. A: \_\_\_\_\_ stop at that cafe for coffee.  
B: Good \_\_\_\_\_!

2. A: What time do you want to meet in the morning?  
B: \_\_\_\_\_ meet at 7:00?

A: That's a little early. \_\_\_\_\_ meeting at 8:00 instead?

B: That's \_\_\_\_\_ with me. See you then.

3. A: What do you want to do today?  
B: \_\_\_\_\_ going to the beach?  
A: I don't \_\_\_\_\_ to. \_\_\_\_\_ see a movie instead.  
B: OK, \_\_\_\_\_ good.

**D**  On your own, think of two good restaurants. In a group of three, suggest one of the restaurants. Your partners can accept or refuse. If someone refuses, he or she should say why and suggest another restaurant. Repeat until everyone makes a suggestion.

Useful Expressions		
Making suggestions		Responding to suggestions
<b>Statements</b>		Good / Great idea! (That) sounds good (to me). (That's) fine with me.
Let's	have	Thai food for dinner.
<b>Questions</b>		I don't really want to. I don't really feel like it.
Why don't we	have	Thai food for dinner?
How about	having	
Speaking tip		
When rejecting a suggestion, it's common to give an explanation: <i>I don't really feel like it. I'm too tired.</i>		

Why don't we go to Parr's Steakhouse for lunch?

That's a great idea!

I don't really feel like steak.  
How about having Indian food instead?

# 5 GRAMMAR

**A** Study the chart. Turn to page 195. Complete the exercises. Then do **B** and **C** below.

The Comparative Form of Adjectives			
One syllable	Two syllables	Three or more syllables	Irregular forms
old → older	quiet → quieter	comfortable → <b>more</b> comfortable	good → <b>better</b>
nice → nicer	spicy → spicier		bad → <b>worse</b>
big → bigger	famous → <b>more</b> famous		

Note: The comparative form of *well* (an adverb) is *better*.

**B** Use the words to make questions with *which* in the comparative form.

1. tasty / restaurant food / your own cooking

Which is tastier, restaurant food or your own cooking?

2. go well with steak / french fries / a baked potato

\_\_\_\_\_

3. good / drinking tea / drinking coffee

\_\_\_\_\_

4. fun / eating out with family / getting fast food with friends

\_\_\_\_\_

5. bad / arriving 30 minutes early to a dinner party / being 30 minutes late

\_\_\_\_\_



We typically use *which*, not *what*, when there is a smaller, more defined number of choices.

*What did you have for dessert last night?*

*Which pie did you bake for the party, the chocolate one or the lemon one?*

**C** Ask and answer the questions in **B** with a partner. Give reasons for your answers.



Which is tastier, restaurant food or your own cooking?

My own cooking is tastier.  
I'm a pretty good cook!

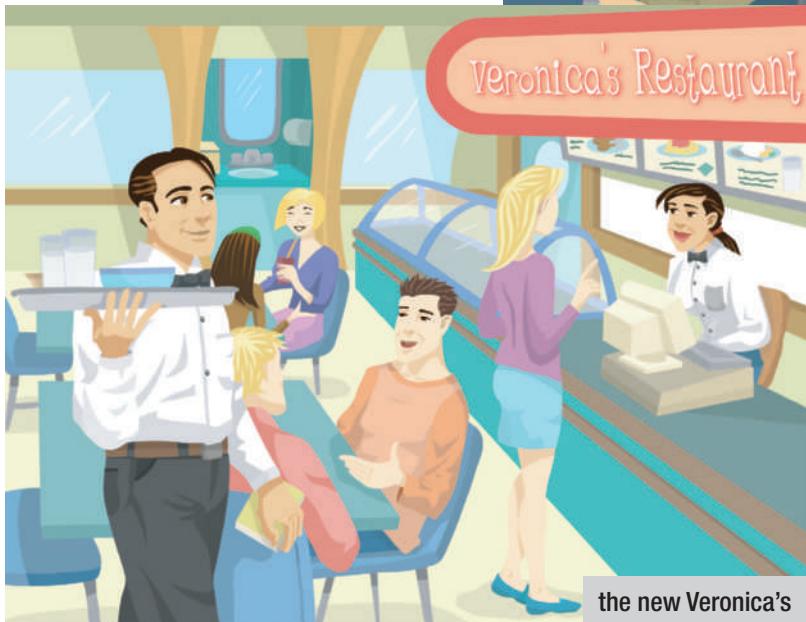
# 6 COMMUNICATION

- A**  Look at the pictures of Veronica's Restaurant. Talk with a partner about the changes you see. Use the adjectives in the box to help you.

bad	comfortable	new
bright	dirty	nice
busy	good	old
cheerful	messy	sad
clean		



the old Veronica's



the new Veronica's

The old Veronica's was dirty.  
The new Veronica's is cleaner.

- B**  With a partner, make a 20-second radio advertisement for the new Veronica's using your ideas from **A**. Write your ideas below. Then practice the announcement aloud.

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- C**  Present your radio advertisement to the class. Whose was the best? Why?

Come and see the new Veronica's!  
It's brighter and better than ever.

# LESSON B EATING WELL

/kæmə'rʌn/ Mexico, Japan, Cameroon, and *gris/* Greece. How are these countries similar? In her book *The Jungle Effect*, Dr. Daphne Miller says these places have some of the world's healthiest people. Why? Their traditional **diets** have important health **benefits**, says Dr. Miller. The things they eat and drink **increase** their energy and **protect** them from dangerous illnesses.

Dr. Miller says a healthy diet and **lifestyle** are important. She says we should:

- eat more fresh fruit, vegetables, and fish.
- **cut back on** red meat and instant (pre-made) foods. Only eat these sometimes.
- completely **eliminate** unhealthy **habits** like smoking.
- get **plenty** (lots) of exercise.



a table of traditional Greek food

## 1 VOCABULARY

**A** Read the information above. Then answer the questions with a partner.

1. How are the four countries mentioned similar? Why are their traditional diets special?
2. Would Dr. Miller agree with these statements? Why or why not?

*Eat more hamburgers.*      *Don't smoke at all.*      *Going to the gym once a month is enough.*

**B** Take the quiz. Circle T for *True* and F for *False*. Choose the answers that are true for you.

- |   |   |   |
|---|---|---|
| 1. I need to cut back on red meat in my diet. | T | F |
| 2. I eat plenty of fruit and vegetables.      | T | F |
| 3. I get plenty of exercise.                  | T | F |
| 4. I have one or two bad habits.              | T | F |

**C** Do you have a healthy diet and lifestyle? Why or why not? Use your answers in **B** to tell a partner.

I have a healthy diet and lifestyle.  
I get plenty of exercise, and I eat...

## 2 LISTENING



Dal tadka, a spicy traditional dish (food) from India, has many health benefits.



Today, more people worldwide eat fast food, and health problems are increasing.

**A** Look at the photos. Which is healthier: dal tadka or fast food?

**B** **Make predictions.** You will hear two people talking about the Slow Food Movement. Guess: Which idea(s) (a–d) do its members believe are true? Circle the idea(s). Explain your guesses to a partner.

People should \_\_\_\_\_.

- a. not eat fast or instant foods
- b. grow food slowly and carefully
- c. not eat meat
- d. learn to cook their own meals

### Word Bank

*movement* = a group of people with the same beliefs

*member* = part of a group

**C** **Check predictions.** Listen and check the correct answer(s) in **B**. CD 1 Track 12

**D** **Listen for details.** Read the sentences. Then listen again and circle *True* or *False*. CD 1 Track 12

**Alessandro Moretti thinks...**

- |   |      |       |
|---|------|-------|
| 1. most Slow Food members are Italian.              | True | False |
| 2. eating a slow food diet is hard for busy people. | True | False |
| 3. a slow food diet has health benefits.            | True | False |
| 4. many people today don't know how to cook.        | True | False |
| 5. you should learn your grandparents' recipes.     | True | False |

### Listening Strategy

#### Listen for Details

Listen carefully for specific information.

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

1. Do you like the Slow Food Movement's ideas? Why or why not?
2. Do you eat a lot of fast food? Can you cook any traditional dishes?

### 3 READING

CD 1 Track 13

- A**  **Skim for the main idea; Make predictions.** Look at the title, picture, and article. Then guess the correct answers below. Explain your ideas to a partner.
1. The reading is mainly about \_\_\_\_\_.
    - a. people from around the world
    - b. healthcare for older people
    - c. a group of people from Japan
  2. What is unusual about these people?
    - a. Most of them are women.
    - b. Many live to age 100 or older.
    - c. They have the spiciest food in the world.

- B** **Check predictions.** Now read the article and check your answers in **A**.
- C** **Scan for information.** Read quickly through the article again and complete the chart.

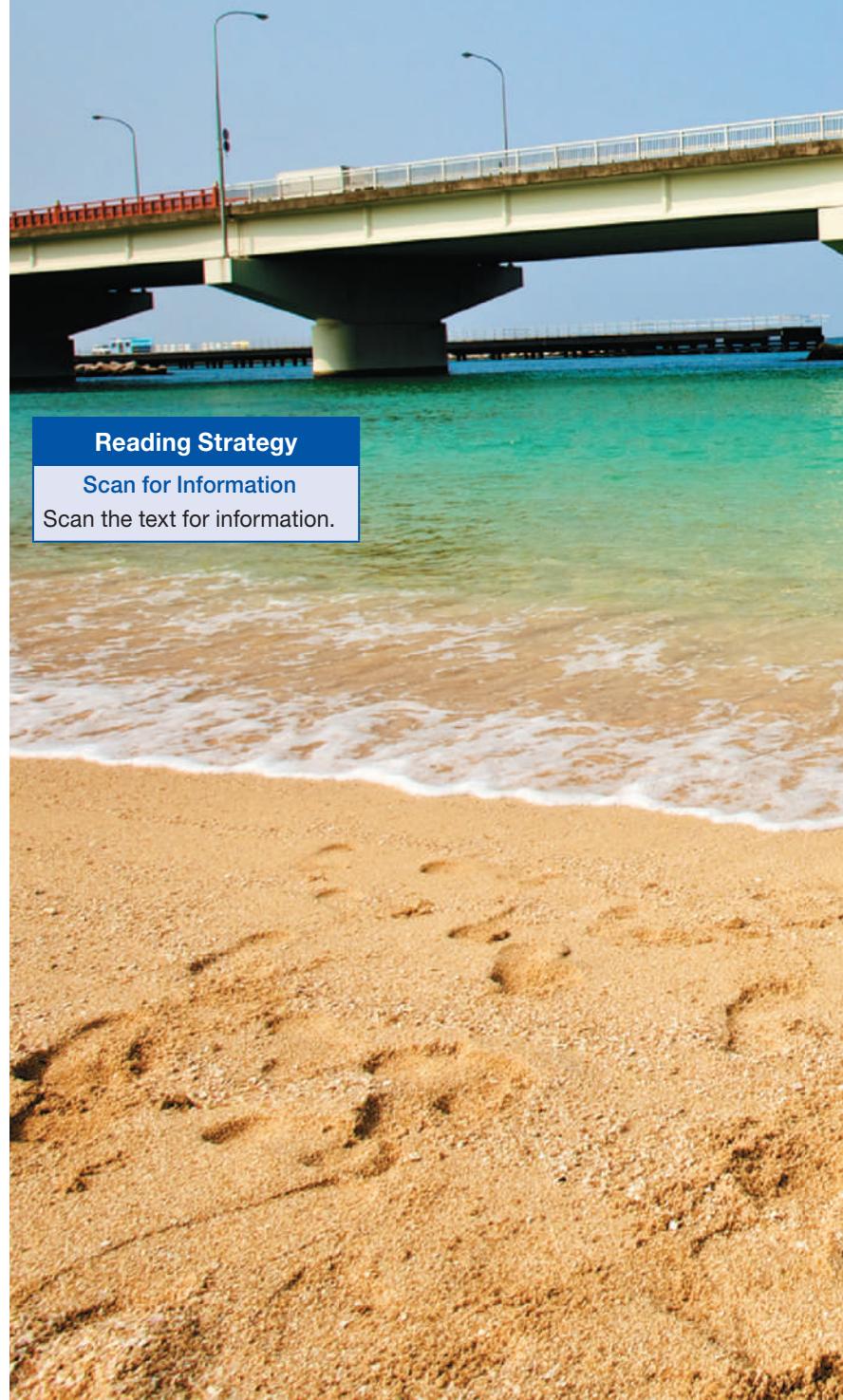
#### Okinawan Centenarians

What they eat	What they drink
1. _____	1. _____
2. _____	2. _____
3. _____	How they relax
4. _____	1. _____
How they exercise	2. _____
1. _____	3. _____
2. _____	4. _____

- D**  Answer the questions with a partner.
1. Why do Okinawans live so long? Give reasons from the reading.
  2. Do people in your country have healthy lifestyles? Use the chart in **C** to give examples.

Some people in my country have healthy lifestyles. They eat a lot of fruit and vegetables and very little red meat and junk food.

# THE HEALTHIEST LIFESTYLE IN THE WORLD?



#### Reading Strategy

##### Scan for Information

Scan the text for information.

A photograph of an elderly man performing a headstand on a sandy beach. He is wearing a blue tank top and black pants. His arms are extended upwards, supporting his body weight. The background shows a bridge over the ocean and some industrial structures.

An 84-year-old Okinawan man does yoga daily on the beach in Naha.

In many countries around the world, people are living longer than before. People have healthier lifestyles, and healthcare is better, too.

Okinawa is an island off the coast of Japan. The people on Okinawa, the Okinawans, may have the longest lives and healthiest lifestyles in the world.

Researchers did a study. They started by looking at city and town birth records from 1879. They didn't expect to find many centenarians (hundred-year-olds) in the records, so they were very surprised to find so many old and healthy people living in Okinawa. The United States, for example, has ten centenarians per 100,000 people. In Okinawa, there are 34 centenarians per 100,000 people!

What is the Okinawans' secret? First, they eat a healthy diet that includes fresh fruits and vegetables. They also eat fish and tofu and drink plenty of water and green tea. But researchers think that the Okinawans have other healthy habits as well. They don't do hard exercise such as weightlifting or jogging. Instead, they prefer relaxing activities like gardening and walking. They sit quietly and relax their minds by breathing deeply. They also spend time with family members and friends.

# 4 GRAMMAR

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

The Superlative Form of Adjectives				
One syllable	Two syllables	Three or more syllables	Irregular forms	
old → <b>the oldest</b>	quiet → <b>the quietest</b>	comfortable → <b>the most</b> comfortable	good → <b>the best</b>	
large → <b>the largest</b>	spicy → <b>the spiciest</b>	important → <b>the most</b> important	bad → <b>the worst</b>	
big → <b>the biggest</b>	famous → <b>the most</b> famous	relaxing → <b>the most</b> relaxing		

- B** Complete the restaurant profile with the superlative form of the adjectives in parentheses.



Are you looking for an interesting place to have a meal? One of (1. unusual) \_\_\_\_\_ places in the world is Ithaa Restaurant in the Maldives, where you eat underwater! Ithaa is one of (2. trendy) \_\_\_\_\_ restaurants in the world. For many, it is also (3. popular) \_\_\_\_\_ place to visit in the Maldives. It's not (4. cheap) \_\_\_\_\_ restaurant, but it's (5. good) \_\_\_\_\_ way to see the island's coral and fish. The food is good, too. "I had (6. delicious) \_\_\_\_\_ meal of my life," says one visitor to the restaurant. His girlfriend agrees. "It was (7. weird) \_\_\_\_\_ but (8. interesting) \_\_\_\_\_ dining experience I ever had!"

- C** Answer the questions with a partner.

1. Why is the restaurant in **B** unusual?
2. Why do people like it?
3. Does it sound interesting to you? Why or why not?

bad	cheap	romantic
boring	noisy	trendy

- D** Work with a partner. Use the adjectives in the box to talk about restaurants and cafes you know.

The Left Bank is the noisiest cafe in this area.

## 5 WRITING

**Amazon Sun**

Amazon Sun is the best Brazilian restaurant in this city. The food is delicious, the service is friendly, and the prices are moderate. One of the tastiest dishes on the menu is the *feijoada completa*—a traditional dish of meat, beans, and Brazilian spices. It's excellent!

- A** Read the restaurant review and complete the notes about the place. Then ask and answer questions about the restaurant with a partner.

Restaurant name: \_\_\_\_\_

Is it an expensive restaurant?

Type of food: \_\_\_\_\_

No, the prices are moderate.

Prices: expensive / moderate / cheap

Service: \_\_\_\_\_

Best dish: \_\_\_\_\_

- B** Choose a restaurant you know and make some notes about it. Use the model in **A**. Then use your notes to write your own restaurant review.

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

1. Are there any mistakes? If yes, circle them.
2. Complete the notes in **A** about your partner's place.
3. Give the review back to your partner. Do you want to try his or her restaurant? Why?

## 6 COMMUNICATION

- A** With a partner, create a menu for a new restaurant or coffee shop. Divide the menu into sections (appetizers, main dishes, drinks, desserts). Include prices.

- B** Post your menu for the class to see. Then walk around and learn about the restaurants in your class. Take notes.

- C** Work with your partner. Answer the questions about the restaurants in your class.

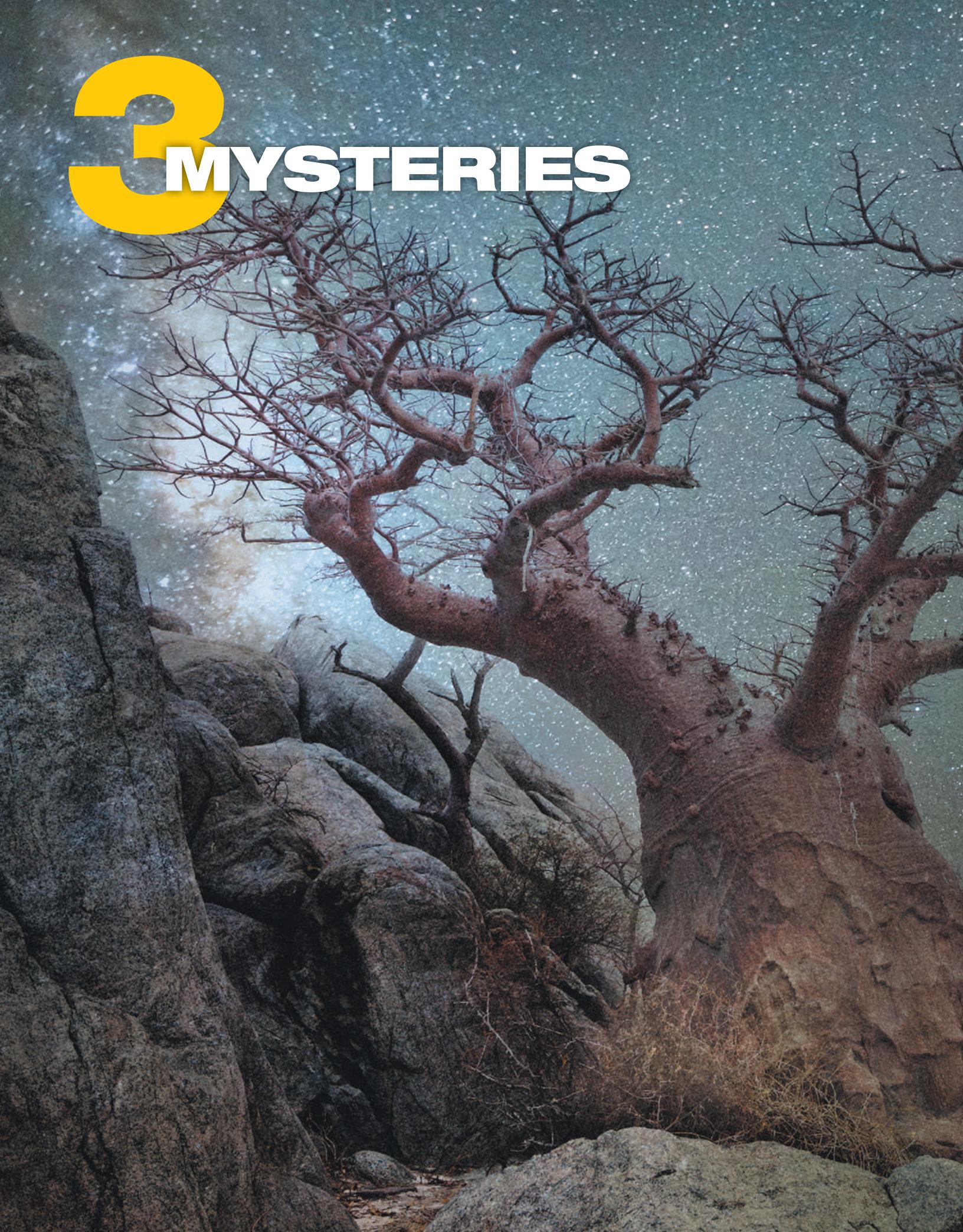
1. Which restaurant is the cheapest?
2. Which is the most expensive?
3. Which has the healthiest food?
4. Which is the best? Why?

Why don't we try Noodle Barn?

- D** Choose a restaurant from the class list. Suggest eating there with your partner. Use the Useful Expressions on page 21.

Sounds good.  
I love ramen!

# 3 MYSTERIES

A large, gnarled tree with a thick trunk and many bare branches, standing among large rocks against a dark, star-filled background.



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

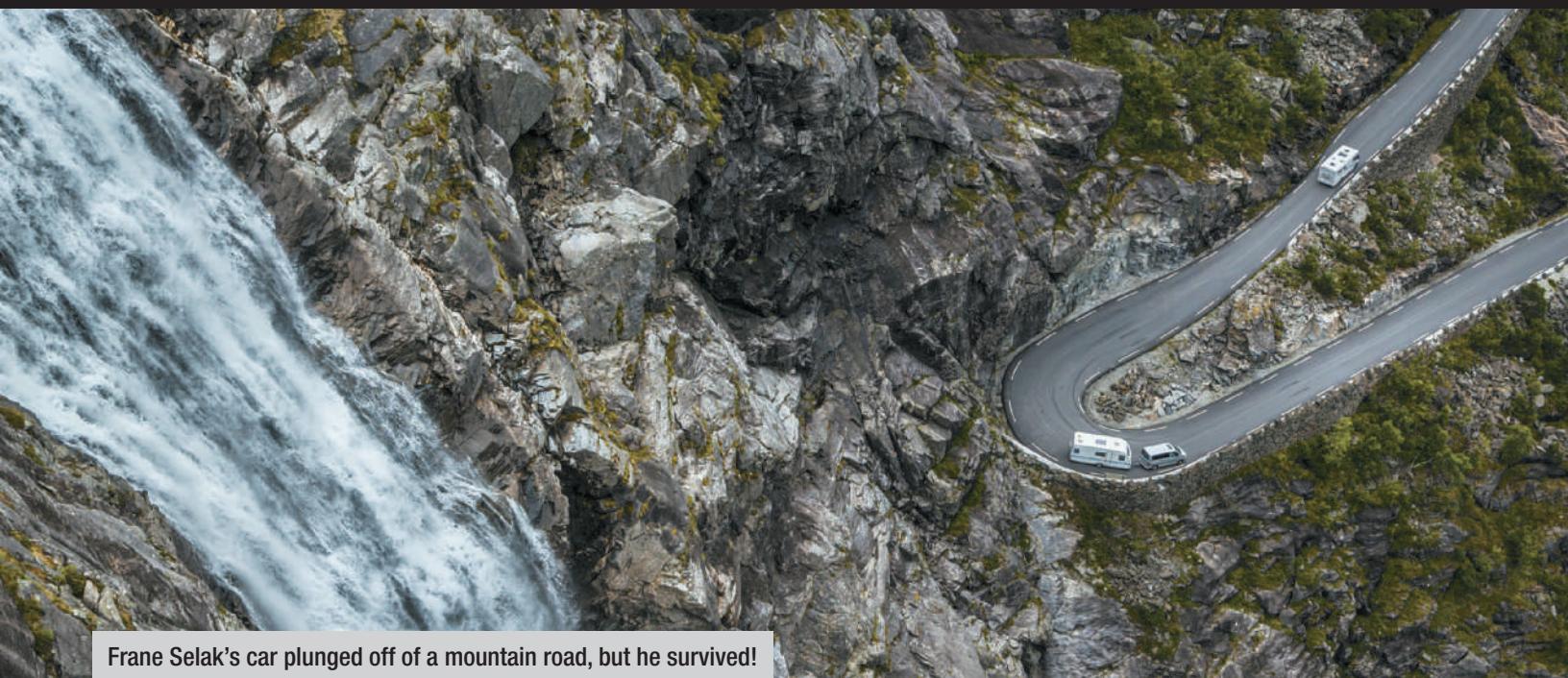
- 1** What is unusual about the tree in the photo?
- 2** Can scientists explain this mystery?
- 3** What other mystery do you know about? Can science explain it?

**UNIT GOALS**

- 1** Say how likely something is
- 2** Talk about states and feelings
- 3** Say if something is possible or impossible
- 4** Explain a mystery

African baobab trees can live to be thousands of years old. Scientists still don't understand why some trees live so long.

# LESSON A YOU'RE IN LUCK!



Frane Selak's car plunged off of a mountain road, but he survived!

## 1 VIDEO The Luckiest Unlucky Man to Ever Live

/'freɪn 'selæk/

- A Frane Selak is called the “luckiest unlucky man to ever live.” Complete the information about Frane with the words in the box.

lucky  
unlucky  
survived  
accidents

Frane had many \_\_\_\_\_. That was \_\_\_\_\_. But he \_\_\_\_\_. That was \_\_\_\_\_.

- B ▶ Read the question and answers on the left. Watch the video. Then put the events in order from 1 to 7.

**What unlucky things happened to Frane?**      **Why was he lucky?**

- \_\_\_\_\_ His car went off a mountain road.
- \_\_\_\_\_ He was in a plane crash.
- \_\_\_\_\_ He was in a bus crash.
- 1 \_\_\_\_\_ He was in a train crash.
- \_\_\_\_\_ His car burst into flames.
- \_\_\_\_\_ A bus hit him.
- \_\_\_\_\_ His car burst into flames—again.

- a. A door blew off, and Frane landed in a haystack.
- b. Frane only broke his arm.
- c. Frane jumped free.
- d. Four people were killed but not Frane.
- e. Frane survived.
- f. Frane jumped out and landed in a tree.
- g. Frane survived (but with less hair).

- C ▶ Why was Frane lucky each time? Watch again. Match each event (1–7) with a reason (a–g).

- D Answer the questions with a partner.

In 2003, Frane...

1. What lucky thing happened to Frane in 2003?
2. Why is Frane the luckiest unlucky man to ever live? Explain in your own words.

## 2 VOCABULARY

**A** Answer the questions.

1. **Lucky** people have good things happen to them. Are you lucky?  
Why or why not? \_\_\_\_\_  
\_\_\_\_\_
2. Do you ever do things (like wear a lucky color) for **good luck**? Do you do anything to avoid **bad luck**? \_\_\_\_\_  
\_\_\_\_\_
3. Write down some notes about something good that has happened to you. Did you do it **on purpose** (plan it), or did it happen by **chance** (by luck)? \_\_\_\_\_  
\_\_\_\_\_
4. Do you make decisions based more on **facts** (true information about something) or on your **intuition** (feelings)? Explain. \_\_\_\_\_  
\_\_\_\_\_
5. What lucky objects do you know about? Do you own a lucky object? Where do you keep it? How does it help? \_\_\_\_\_  
\_\_\_\_\_
6. *It's better to be lucky than to be smart.* Do you agree or disagree with this statement? Why? \_\_\_\_\_  
\_\_\_\_\_

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

Do you do anything to avoid bad luck?

People say that stepping on a crack in the sidewalk is bad luck, so I don't do it.

Some people think that seeing a rainbow is a lucky sign.



### Word Bank

#### Opposites

**lucky** ↔ **unlucky**

**good luck** ↔ **bad luck**

(do something) **on**

**purpose** ↔ (happen)

**by chance**

**facts** ↔ **intuition**

# 3 LISTENING

- A** **Pronunciation: Dropped syllables.** Say these words. Look up any words that you don't know. Then listen and repeat. **CD 1 Track 14**

1. interesting      2. generally      3. everywhere      4. finally

- B** Read the sentences. Which one do you agree with more? Tell a partner.

1. Some people are just lucky in life.      2. You can learn to be lucky in life.

- C** **Listen for gist.** You will hear a talk about psychologist Professor Wiseman */waɪzəmən/* and his research on luck. Listen. Which sentence in **B** (1 or 2) does he believe? Circle it. **CD 1 Track 15**

- D** **Make predictions; Listen for details.** Read the statements below. Do they describe lucky people or unlucky people? Make predictions. Then listen and check your answers. **CD 1 Track 16**

Write *L* for “lucky people.” Write *U* for “unlucky people.”

Write *B* if it is true for both types of people.

1. \_\_\_\_\_ They spend more time alone.
2. \_\_\_\_\_ They don't like surprises.
3. \_\_\_\_\_ They have a lot of friends.
4. \_\_\_\_\_ They make decisions.
5. \_\_\_\_\_ They follow their intuition.
6. \_\_\_\_\_ They have bad experiences.
7. \_\_\_\_\_ They try to find the good in a bad situation.

- E** Answer the questions with a partner.

1. Was your answer in **B** the same as Professor Wiseman's? Do you agree with him? Why or why not?
2. Look at the statements in **D**. Which ones are true for you?



Word Bank
Sometimes, words have different meanings depending on how they are used. <b>take a chance</b> chance = risk <b>by chance</b> chance = luck <b>increase your chances</b> chances = opportunities

Notice as you listen: The speaker uses *on the other hand* to introduce a contrasting (or an opposite) idea.

## Listening Strategy

### Listen for Details

Listen carefully for specific information.

I like spending time alone. Sometimes, I need time to be by myself.



Go online and learn about a lucky charm that is used in another culture. Tell a partner about it.

## 4 SPEAKING

- A  Nico and Sandra are talking about a news article.  
Listen and answer the questions. **CD 1 Track 17**

1. What did a woman in New York City do?
2. What is she going to do now?

**SANDRA:** Anything interesting in today's news?

**NICO:** Yeah, I'm reading about a woman  
in New York City. She just won \$25,000.

**SANDRA:** That's a lot of money. Did she win  
the lottery?

**NICO:** No, she guessed the correct number of  
candies in a jar.

**SANDRA:** Really? How many were there?

**NICO:** 7,954.

**SANDRA:** Wow. That was a lucky guess!

**NICO:** I know. I doubt that I could do that!

**SANDRA:** So, what's she going to do with the money?

**NICO:** I don't know. Perhaps she'll go on a  
vacation or use it for school.

- B  Practice the conversation with a partner.

### SPEAKING STRATEGY

- C On the lines below, write two things about yourself  
that are true. Write one thing that is a lie.

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- D  Get into a group of three or four people. Read your sentences  
to the group. Your partners will ask you questions to find out  
which sentence is a lie. When you guess correctly, you get a point.  
The person with the most points wins.

I bet Marco plays the drums.  
I saw him with a pair of  
drumsticks one time.

Are you sure they were his  
drumsticks? Maybe they  
belong to someone else.



How many candies are in this jar?

Useful Expressions: Talking about Possibility	
<b>Saying something is likely</b>	
I bet (that)	Marco plays the drums.
Marco probably	plays the drums.
Maybe / Perhaps	Marco plays the drums.
<b>Saying something is not likely</b>	
I doubt (that)	Marco plays the drums.
<b>Speaking tip</b>	
You can use <i>Are you sure?</i> to ask if a person is certain about something.	

# 5 GRAMMAR

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

Stative Verbs				
Thinking verbs	Having verbs	Feeling verbs	Sensing verbs	Other verbs
believe know _____	have _____	appreciate _____ love	see _____ taste	seem look mean cost need

- B** Look at the stative verbs in the box below. Then add them to the chart at the top of the page.

belong hate hear like own smell think understand

- C** Read the story below. Circle the correct form of each verb. Use the present continuous wherever possible.

Winning the lottery—to most people, it (1.) **seems / is seeming** like great luck. Unfortunately, for the winners, it's often the opposite. Ian Walters, for example, won a million dollars in a lottery five years ago. "Suddenly (2.) **you have / you're having** a lot of money," he explains. "(3.) **You think / You're thinking** it will last forever, and you spend it quickly." And then one day, the money is gone. "These days, (4.) **I live / I'm living** with my sister temporarily, and (5.) **I work / I'm working** in a small cafe. (6.) **I don't own / I'm not owning** a car because I can't afford it," says Ian. "It's not so bad, though. I now (7.) **know / am knowing** that money can't buy happiness. (8.) **I appreciate / I'm appreciating** each day. And (9.) **I look forward / I'm looking forward** to the future."

**i** Stative verbs are not usually used in the present continuous tense.

- D**  Answer the questions with a partner.

1. *Winning the lottery seems like good luck.* Do you agree with this statement?
2. Do you think money can buy happiness?
3. Do you need a certain amount of money to live?
4. What do you do to appreciate every day?

I agree that winning the lottery seems like good luck.  
You can buy a new house and a new car!

Winning the lottery can change your life, but I think sometimes it can be bad luck....

# 6 COMMUNICATION

- A**  Read the story. Then look at the photo. Without looking back at the story, answer these questions with a partner.

1. Who is Corina Sanchez?
2. What happened to Corina at around 12:00?
3. What happened to her son at around the same time?
4. How did Corina know?



On the morning of February 19, Corina Sanchez said goodbye to her husband and 17-year-old son and went to work. “It was a normal day,” Corina remembers.

She went to lunch at the usual time: 12:00. Suddenly, she started to feel terrible. “I had a strong pain in my chest—near my heart,” says Corina. “The pain came and went quickly. It was very strange.”

Two hours later, Corina got a phone call with some bad news. Her son was in a car accident. Luckily, he wasn’t hurt badly. The time of the accident? 12:02 PM.

- B**  Discuss the questions with a partner.

I believe in a “mother’s intuition.” My mom always seems to know what I am doing!

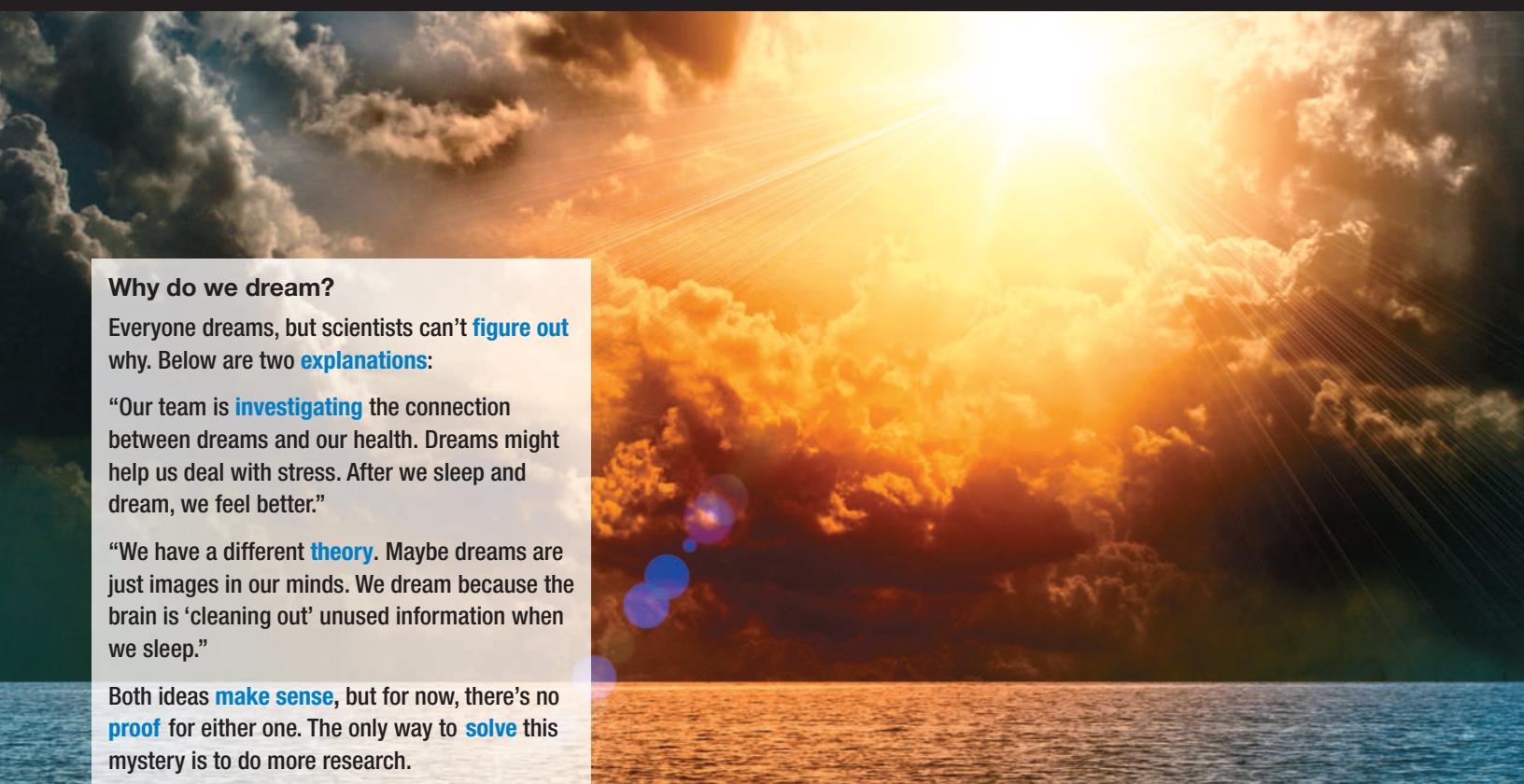
1. How did Corina know that something was wrong?
2. Some people think that mothers have special abilities. Do you believe in a “mother’s intuition”?

- C** Think of a time when you had intuition about a situation or when something strange happened to you or someone you know. Complete the chart with your notes.

Who is the story about?	
What happened?	

- D**  Tell your story to a partner.

# LESSON B UNSOLVED MYSTERIES



## Why do we dream?

Everyone dreams, but scientists can't **figure out** why. Below are two **explanations**:

"Our team is **investigating** the connection between dreams and our health. Dreams might help us deal with stress. After we sleep and dream, we feel better."

"We have a different **theory**. Maybe dreams are just images in our minds. We dream because the brain is 'cleaning out' unused information when we sleep."

Both ideas **make sense**, but for now, there's no **proof** for either one. The only way to **solve** this mystery is to do more research.

## 1 VOCABULARY

- A** Look at the photo and the question *Why do we dream?* Think of answers with a partner.
- B** Take turns reading the information above with a partner. Then match the words in blue with a definition below. Some words have the same definition.

Word or Phrase	Definition
<i>figure out,</i>	to find an answer to a question or problem
<i>theory,</i>	a guess or idea
	to study something closely
	to be logical or understandable
	facts that show that something is true

- C** Answer the questions with a partner. Use your ideas from **A** to explain your answers.

1. What are the two theories about dreams?
2. Do scientists have proof for either idea?
3. In your opinion, which explanation makes more sense?

### Word Bank

#### Word Partnerships

have / need / there's (no) **proof**  
have a **theory**

## 2 LISTENING

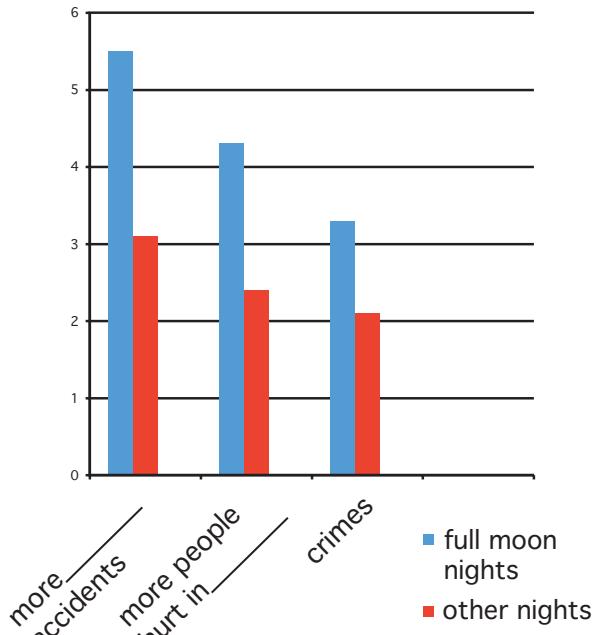
**A**  **Make predictions.** Look at the photo and the graph. Read the information. Then answer the questions with a partner.

1. What do some people think about the full moon?
2. Look at the graph. What do you think it's showing?



### Word Bank

If something *affects* you, it causes you to change in some way.  
*behavior* = the way you act



**B**  **Use visual aids; Listen for details.** You are going to hear a news report. **CD 1 Track 18**

1. Listen and complete the graph in **A**. Write one word in each blank.
2. What are city officials planning to do? Write your answer.

**C**  **Listen for a speaker's opinion; Listen for details.**

Read the questions and answers. Then listen and check (✓) Yes or No and complete the chart. **CD 1 Track 19**

### Listening Strategy

#### Listen for a Speaker's Opinion

Listen for details that tell you what each person thinks.

	Does the moon affect our behavior?	What's the person's theory?
The woman	<input type="checkbox"/> Yes <input type="checkbox"/> No	The moon affects the _____. Maybe it affects _____, too.
The man	<input type="checkbox"/> Yes <input type="checkbox"/> No	On full moon nights, there's more _____, so more people _____.

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

1. What do you think? Can the moon change our behavior?
2. Can you think of any other explanations for the higher crime and accident rates?

I don't think that the moon changes our behavior.

Really? I do.

### 3 READING CD 1 Track 20

#### A Make predictions; Scan for details.

Look at the title and photo and answer the questions below. Then look quickly through the article to check your answers.

1. What do you think the drawing in the photo is?
2. Who do you think made it?

#### B Identify main ideas.

Read the passage. Then write the questions below in the correct places in the interview. Two questions are extra.

How did they make the lines?  
What was the purpose of the lines?  
How do the local people feel about the lines?  
What exactly are the Nazca Lines?  
Can anyone visit the Nazca Lines?  
Who made the ground drawings?

#### C Read for details.

The statements below are wrong. Change them so that they are correct. Underline the sentence(s) in the interview that helped you make your changes.

1. The lines are small; you can only see them by looking closely at the ground.
2. North Americans probably created the lines in the year 1500.
3. It was probably difficult for people to make the lines without simple tools.
4. The Nazca Lines definitely were a calendar, say scientists.

#### D

Look at the four questions in the interview. Take turns asking and answering them with a partner.

What exactly are the Nazca Lines?

They are...

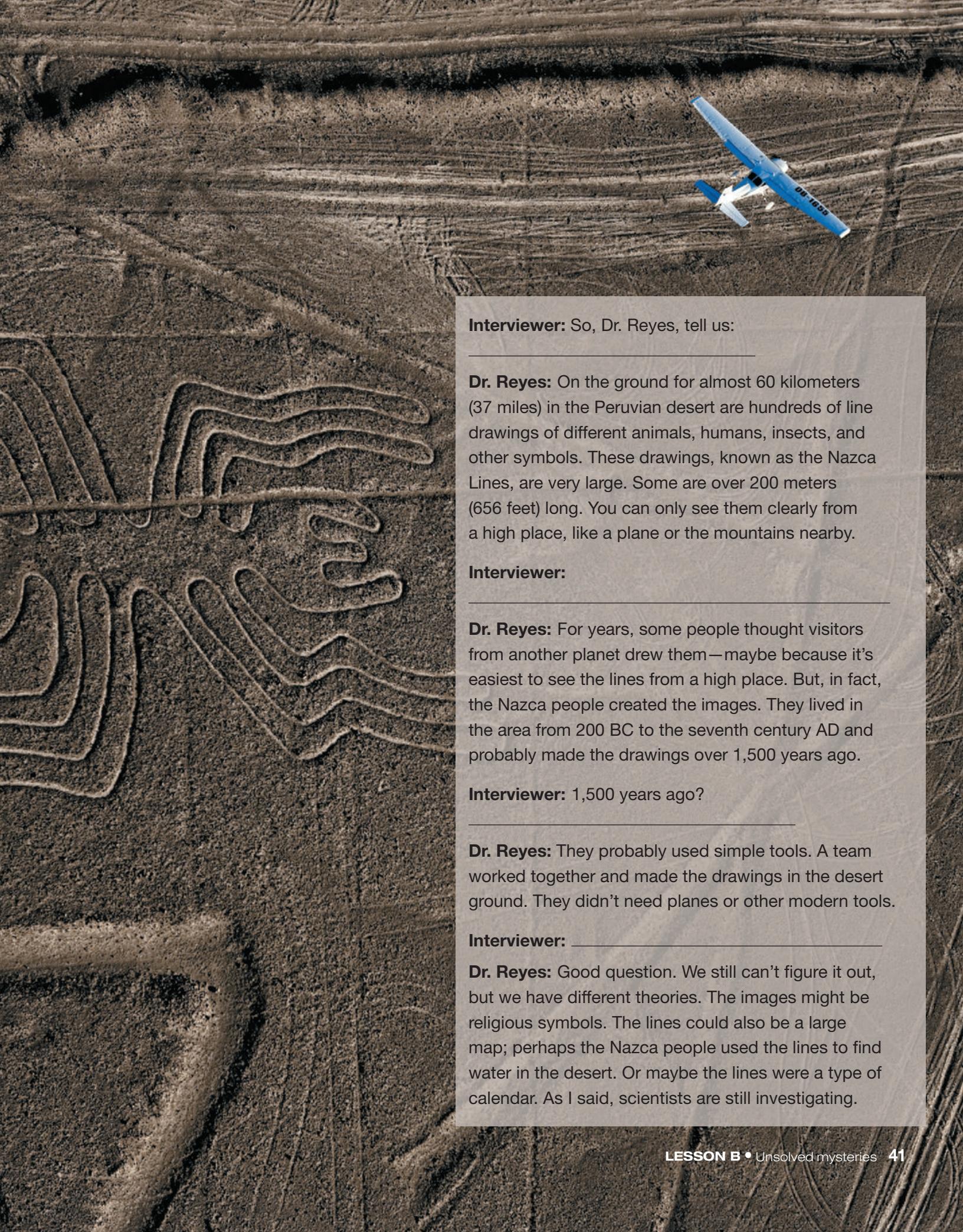
# MYSTERIOUS ARTWORK

*The Nazca Desert in Peru is home to one of the most unusual sites in the world. In this issue, we talk with Dr. Gabriel Reyes about the Nazca Lines and why they are one of history's greatest mysteries.*

#### Reading Strategy

##### Identify Main Ideas

Read to understand the main ideas.



**Interviewer:** So, Dr. Reyes, tell us:

**Dr. Reyes:** On the ground for almost 60 kilometers (37 miles) in the Peruvian desert are hundreds of line drawings of different animals, humans, insects, and other symbols. These drawings, known as the Nazca Lines, are very large. Some are over 200 meters (656 feet) long. You can only see them clearly from a high place, like a plane or the mountains nearby.

**Interviewer:**

**Dr. Reyes:** For years, some people thought visitors from another planet drew them—maybe because it's easiest to see the lines from a high place. But, in fact, the Nazca people created the images. They lived in the area from 200 BC to the seventh century AD and probably made the drawings over 1,500 years ago.

**Interviewer:** 1,500 years ago?

**Dr. Reyes:** They probably used simple tools. A team worked together and made the drawings in the desert ground. They didn't need planes or other modern tools.

**Interviewer:**

**Dr. Reyes:** Good question. We still can't figure it out, but we have different theories. The images might be religious symbols. The lines could also be a large map; perhaps the Nazca people used the lines to find water in the desert. Or maybe the lines were a type of calendar. As I said, scientists are still investigating.

## 4 GRAMMAR

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

Modals of Present Possibility			
Subject	Modal	Main verb	
The Loch Ness Monster	may / might / could	be	real. Maybe it's a large animal.
	can't		real. There are no sea monsters.
Questions and short answers			
With <b>be</b>	Is the Loch Ness Monster real?	It <b>may / might / could</b> be.	
With other verbs	Does the full moon affect us?	It <b>may / might / could</b> .	

- B  Complete the dialogs with a modal and a verb, if needed. Sometimes, more than one answer is possible. Then ask and answer the questions with a partner.

1. A: Does life exist on other planets?  
B: It \_\_\_\_\_. There are billions of planets. We \_\_\_\_\_ be the only intelligent life.
2. A: Worldwide, millions of bees are dying. Scientists can't figure out why. What's happening?  
B: Pesticides \_\_\_\_\_ be killing the bees. But it \_\_\_\_\_ be climate change, too.
3. A: Are ghosts real?  
B: Sure, they \_\_\_\_\_. A lot of people see them.  
C: No, they \_\_\_\_\_. There's no scientific proof for them.

### Word Bank

**pesticide** = a chemical used to kill insects

- C  Ask the questions in **B** with a partner again. This time, give and explain your own opinion.

## 5 WRITING

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

1. What question is the writer answering?
2. What is the writer's opinion? What ideas does he use to support his opinion?

- B Read the question below and circle your answer. Then complete the notes. Research facts and experts' opinions to support your opinion.

**Are ghosts real?** They might be. / They probably aren't. Fact(s) / Findings / Experts' opinions about this:

1.

2.

Does life exist on other planets? It might. **Scientists think that** there are billions of planets in the universe. Some of these planets may be similar to Earth. **In fact**, scientists found hundreds of planets like Earth last year. These planets might have water, and they might not be too hot or too cold. There could be simple life forms on them. Maybe one day we will solve this mystery.

**C** Use your ideas in **B** and the example in **A** to write a paragraph of your own.

**D**  Exchange papers with a partner.

1. Circle any mistakes in your partner's writing.
2. Answer question 2 in **A** about your partner's paragraph. Do you agree with your partner?

### Word Bank

#### Giving experts' opinions

(Scientists / Experts) say / think / believe (that) + sentence

#### Stating facts and findings

In fact, + sentence

## 6 COMMUNICATION

**A** Look at the photos and read the notes about these unsolved mysteries. What do you think each thing is? Circle your answers.



The Yonaguni Monument

**What:** The Yonaguni Monument is a large underwater rock formation about 25 meters (82 feet) high in the Pacific Ocean, near Japan. The mysterious objects look like the pyramids in Egypt and the Americas.

- a. an underwater city
- b. a pyramid built by the Egyptians
- c. nothing, just some rocks
- d. your idea:



The Marfa Lights

**What:** The Marfa Lights are lights that appear suddenly in the night sky. Often, there are two or three of them. They are about the size of a basketball. Sometimes they fly close to people's houses. People first saw them in 1883 in the desert near the town of Marfa, Texas (US).

- a. lights from a car or plane
- b. some kind of strange weather
- c. a UFO
- d. your idea:

**B**  Work in a small group. Discuss each of the possible answers to the question in **A**. Which is the most likely explanation?

The Marfa Lights might be lights from a car or plane...

No, they can't be because...

**C**  Can you think of another unsolved mystery like the ones in **A** or on the Grammar page? Tell your group about the mystery. They will think of explanations for it.

# REVIEW UNITS 1–3

## 1 STORYBOARD

- A Susan, Maya, and Bruno work together. Look at the pictures and complete the conversations. For some blanks, more than one answer is possible.



- B Practice the conversations with a group of three. Then change roles and practice again.

- C Role-play. Introduce a friend to another friend. Invite both friends out to dinner.

## 2 SEE IT AND SAY IT

- A**  Below is a page from Anna Lopez's high school yearbook. She graduated in 2010. Read what her classmates wrote in her yearbook. How did Anna know each person? Discuss your ideas with a partner.



Sorry I didn't get to know you better, Anna. Good luck in college! Bobby

/maɪkəl 'evənz/  
Michael Evans



Hey, Anna! Best friends 4-ever!  
Rachel

/'bɒbi li̯ɔŋ/  
Bobby Leong



Anna Lopez



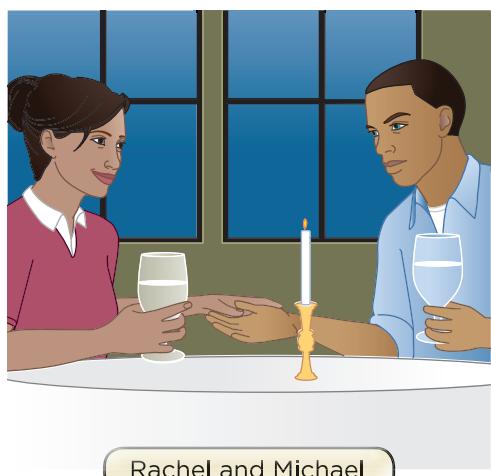
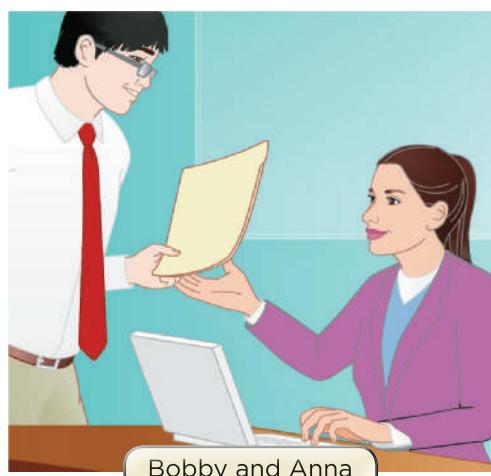
/reɪtʃəl 'wɪljəmz/  
Rachel Williams

We're graduating, but  
you'll always be my girl,  
Anna. ~Michael

- B**  Look below to see the people in A as they are today.

1. What are their relationships now?
2. Choose one of the pictures below. Make up a story about it. Answer these questions:
  - What happened to the people after high school?
  - How did they meet again?
3. Tell your partner the story of your picture.

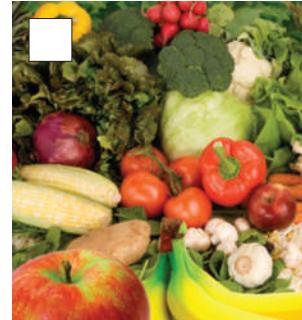
After high school, Bobby went to college and got a degree in business....



### 3 LISTENING

A Look at the photos below. What words would you use to describe these things? Tell your partner.

B Four people are going to talk about their eating habits. Listen. Which food does each person like or eat a lot? Match a speaker (1, 2, 3, or 4) with the correct photo. **CD 1 Track 21**



C Read the sentences below. Then listen. Choose the correct answer for each sentence.

**CD 1 Track 22**

1. If you *get in shape*, you...
  - a. gain weight.
  - b. do things to be healthier.
  - c. don't do much exercise.
2. If food tastes *bland*, it has...
  - a. a strong taste.
  - b. a lot of spices in it.
  - c. no flavor.
3. If you *have a sweet tooth*, you...
  - a. like sugary foods.
  - b. can't eat sweets.
  - c. are a good cook.

D Work with a partner. Write three more food items in the chart. Then listen again. Which person (1, 2, 3, or 4) probably eats the items on your list often? Check (✓) your answers. Discuss with your partner.  
**CD 1 Track 21**

I doubt that Person 1 eats pizza because...

I don't know. He might eat it because...

Food or drink item	Person 1	Person 2	Person 3	Person 4
1. pizza				
2. a salad				
3. a candy bar				
4. _____				
5. _____				
6. _____				

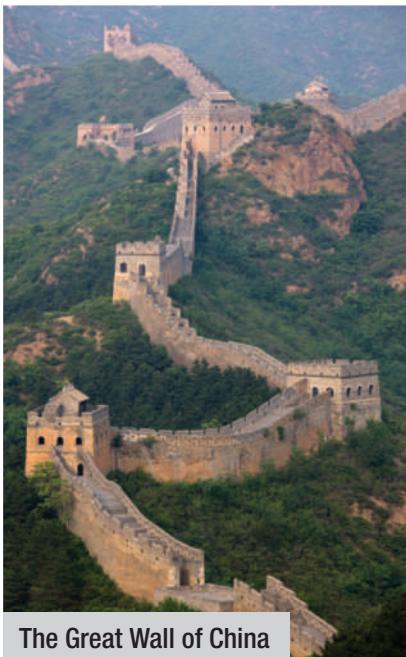
E Which person (1, 2, 3, or 4) are you most like? Why? Tell your partner.

I'm most like Person 2.  
I really like spicy foods!

# **4 WONDERS OF THE WORLD**

- A**  Use the adjectives in the box to ask and answer questions about these monuments with a partner.

beautiful      interesting      popular      strange  
impressive    old                remote        tall



## The Great Wall of China



## The statues on Easter Island /ˈiːstər ˈaɪlənd/



# The Eiffel Tower

/'aɪfəl 'taʊər/



# The Roman Colosseum

Which monument is the  
oldest?

Well, the statues on Easter Island look old, but  
I think the Roman Colosseum is older.

**5 I'M READING AN INTERESTING BOOK.**

- A** Choose three words from the box. Write three sentences about yourself in your notebook. Use the simple present or the present continuous tense.

eat know like own  
read study work

- B**  Work in small groups. Read one of your sentences. Each person in your group asks a question about your sentence.

I always eat cereal  
for breakfast.

What kind of cereal  
do you eat?

I'm reading an interesting book.

Oh, really? What  
are you reading?

# UNIT 1 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

- A Unscramble the sentences and questions. Two of the items can be statements or questions. Be sure to use the correct capitalization and punctuation.

1. best / meet / when / friend / you / did / your \_\_\_\_\_ *When did you meet your best friend?*
2. is / right / Monica / now / studying \_\_\_\_\_
3. taking / English / you / this / are / term \_\_\_\_\_
4. do / what / this / did / weekend / you \_\_\_\_\_
5. your / lesson / when / tennis / is \_\_\_\_\_
6. meets / Fridays / this / on / class \_\_\_\_\_

### 2 QUESTION FORMULATION

- A  Work with two classmates to create conversations. Person A is new in the neighborhood, Person B is a neighbor, and Person C is Person B's friend. Choose a role, then introduce yourself and ask each other questions using at least three words and phrases from the box below. Switch roles until everyone has role-played Person A, B, and C.

close friends	go out with	introduce	prepare	take lessons	tutor
coworker	have practice	like you to meet	take a class	this is...	work together

Hi, my name is Olivia!

Welcome to the neighborhood, Olivia!  
I'd like you to meet my close friend Karina.

Hi, Karina. How do  
you know Carlos?

### 3 SPEAKING

- A  Work with a partner. One of you is Student A and the other is Student B. Student A reads about Amy and Louis; Student B reads about Leah and Jorge. Find out how the four people know each other.

**Student A:**

**Amy:** Leah's classmate, acquaintance of Jorge

**Louis:** Leah's coworker, doesn't know Jorge

**Student B:**

**Leah:** Amy's classmate, Louis's coworker

**Jorge:** acquaintance of Amy, doesn't know Louis

Does Amy know Leah?

Yes, they're classmates.

- B  With your partner, perform introductions between Jorge and Louis as Amy or Leah.

## 4 WRITING

- A Choose two people you know. They can be friends, acquaintances, classmates, or coworkers. Write sentences to explain how you know each person.

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## 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. At what time is this conversation happening?  
a. 11:30. b. 12:00. c. 12:30. d. 1:00.
  2. What is the purpose of this talk?
    - a. To set the date for the barbecue.
    - b. To determine the location for the barbecue.
    - c. To ask people to bring food and drinks to the barbecue.
    - d. To explain why there was not enough food.
  3. What happened in Springville?
    - a. Someone was driving in the snow and there was an accident.
    - b. The city cleaned the streets.
    - c. A big storm came and it snowed.
    - d. The electricity started working again.
4. Who is Yukiko?  
a. A new student. b. Chris's girlfriend.  
c. Mr. Morris's daughter. d. A new colleague.
5. Why does the speaker like yoga?  
a. It's fun. b. It's relaxing.  
c. It's too hard. d. She goes with her boyfriend.
6. Who went to Blue Dragon last night?  
a. Erica, Mike, Maria, and Maria's parents.  
b. Erica, Maria, and Mike's parents.  
c. Erica and her roommate.  
d. Maria and her boyfriend.

- 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. Who are the man and woman?
    - a. They are boyfriend and girlfriend.
    - b. They are colleagues.
    - c. They are students.
    - d. They are next-door neighbors.
  2. What class is the woman NOT taking?
    - a. English. c. Science.
    - b. Math. d. Computer science.
  3. What time does the man have swim practice?
    - a. 6:00 in the evening. c. 7:00 in the morning.
    - b. 6:00 in the morning. d. 3:00 in the afternoon.
4. How long have these people known each other?  
a. A year. b. A few months.  
c. A few days. d. They just met.
5. What kind of class is the woman taking?  
a. Spanish. b. English.  
c. History. d. Chemistry.
6. How often does the man's class meet?  
a. Every day. b. Four days a week.  
c. Every weekend. d. Once a week.

# UNIT 2 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

- A Find the error in each sentence in the usage of comparatives, superlatives, and vocabulary from the unit. Write the correct word(s).

1. Which is healthier, eating eggs or eat a donut for breakfast? \_\_\_\_\_ *eating*
2. El Arbol is oldest restaurant in the city. \_\_\_\_\_
3. My father likes grill fish, not fried fish. \_\_\_\_\_
4. No, I don't feeling like it. \_\_\_\_\_
5. Miguel speaks English more good than Magaly. \_\_\_\_\_
6. My grandma makes the better food I have ever had! \_\_\_\_\_

### 2 QUESTION FORMULATION

- A Write questions with *which* in the comparative form in your notebook. Use the words in the box.

delicious friendly funny healthy interesting popular relaxing romantic trendy

*Which is more delicious, pollo a la brasa or lomo saltado?*

- B  With a partner, take turns asking and answering the questions you wrote in A. Give additional information to support your opinion.

*Which is more delicious, pollo a la brasa or lomo saltado?*

*Pollo a la brasa! I like chicken more than beef.*

### 3 SPEAKING

- A  Read about three food trucks. Get together with a partner to talk about the similarities and differences among the foods. Say whether you like or dislike the foods, and whether or not you think the food from the trucks is healthy. Use comparisons, superlatives, and the vocabulary from the unit.

**Pete's Meats:** grilled hamburgers, spicy ribs, hot roast beef sandwiches, and more

**Snack Attack:** desserts, chips, French fries, fruit salad, coffee and tea, smoothies

**World on Wheels:** food from Greece, Italy, Japan, Brazil, Peru, and the United States

*Pete's Meats has delicious hamburgers!*

*Yes, but are they good for you?*

*Well, they're healthier than French fries...*

- B  Imagine there is a food truck outside your school. What kind of food do you want it to have? Tell your partner.

*I want the food truck to have tacos and quesadillas.*

*Why?*

*I love Mexican food!*

## 4 WRITING

- A Write a short article for a travel website about the food in Peru. In the article, tell readers about the best food or foods to eat in your city or town. Use the vocabulary from the box below, as well as comparative and superlative forms.

delicious fried juicy salty spicy sweet taste like tasty

*Paiche is my favorite fish. It's from the Amazon, but you can try it when you visit Lima, too....*

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## 5 EXAM PREPARATION: READING

- A Choose the best answer for each question or words to complete each sentence.

1. May I have \_\_\_\_\_ fish?
  - a. grilled
  - b. sweet
  - c. awful
  - d. vegetable
2. What word means the opposite of *cut back*?
  - a. Increase.
  - b. Eliminate.
  - c. Protect.
  - d. Trendy.
3. “Let’s have Thai food,” he said. I love Thai food! I said, “\_\_\_\_\_”
  - a. Great idea!
  - b. I don’t really want to.
  - c. How about having Thai food?
  - d. Can you look at something for me?
4. Do we have any sweet food?
  - a. It doesn’t have any.
  - b. Yes, we have popsicles and candy.
  - c. Yes, it’s on sale.
  - d. They cost \$1.99.
5. How is that band’s new album?
  - a. It goes on sale tomorrow.
  - b. I have it on my computer.
  - c. The band is coming to town soon.
  - d. It’s better than the last one.
6. Do you have any bad habits?
  - a. No, I never do my homework.
  - b. I’m on a diet.
  - c. I really like fruits and vegetables.
  - d. Yes, I eat a lot of fast food.

# UNIT 3 CONSOLIDATION

## International Exam Preparation and Communication Practice

### 1 ACCURACY PRACTICE

A Circle the correct form of each verb.

1. Juana **believes** / is believing in her intuition about things.
2. This year she **is studying** / **studies** English in Toronto.
3. She **knows** / **is knowing** it's a good idea to learn English in another country.
4. Juana **makes** / **is making** friends with English speakers.
5. She **appreciates** / **is appreciating** her opportunity to study abroad.

### 2 QUESTION FORMULATION

A  Unscramble the words to make questions. Compare your questions with a partner's. Then ask and answer the questions with your partner. Use your imagination.

1. you / lucky / think / are / do / you \_\_\_\_\_ Do you think you are lucky?
2. figure / you / English / can / out / homework / the \_\_\_\_\_
3. proof / life / of / on / Mars / there / is \_\_\_\_\_
4. meet / best / did / by / your / friend / chance / you \_\_\_\_\_
5. like / do / the / you / lottery / play / to \_\_\_\_\_
6. movie / doesn't / famous / make / which / sense \_\_\_\_\_

Do you think you are lucky?

I think so. A lot of good things happen to me!

### 3 SPEAKING

A  Think of an unsolved mystery that you know about. You may use mysteries from the unit such as why people dream, the moon's effect on behavior, the Nazca lines, or the Marfa Lights. Write some notes about what you know. Tell a partner everything you know about the mystery.

B  Now think of some questions about things you don't know about your mystery. You and your partner ask questions and suggest answers. Use the modals from the box in your answers.

can / could many / might shall / should will / would must

Do children dream more than adults?

They might. That could be true.

## 4 WRITING

- A Write about the mystery you talked about in Speaking. Include all of the information you know, questions you have, and possible answers. Use modals in your answers.

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## 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. Who is Paula?
  - a. Miriam's sister.
  - b. Felipe's girlfriend.
  - c. Miriam's friend.
  - d. Felipe's friend.
  
2. Where are these people?
  - a. They might be in a taxi.
  - b. They can't be in front of a building.
  - c. They could be at a park.
  - d. They may be in a store.
  
3. What is the purpose of this announcement?
  - a. To figure out what you can do at the post office.
  - b. To tell people to sign the application.
  - c. To explain how to get a passport.
  - d. To make travel plans.
  
4. Why was the woman's day strange?
  - a. She cleaned her room.
  - b. She saw her friend Lauren.
  - c. She found a friend's letter and then got a call from her.
  - d. She made a new friend named Lauren.
  
5. What is NOT a reason why chocolate is good for you?
  - a. It can help you live longer.
  - b. It makes you happy.
  - c. It can give you more energy.
  - d. It can help you sleep better.
  
6. Does the woman believe that the Loch Ness Monster is real?
  - a. Yes, because there is photographic proof.
  - b. Yes, because her friend thinks that it is real.
  - c. No, because photographs could be fake.
  - d. No, because she's never been to Loch Ness.

- 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 are the man and woman talking about?
  - a. The lottery.
  - b. Lucky numbers.
  - c. Things they buy.
  - d. The future.
2. What does the man say about himself?
  - a. He doesn't want to win.
  - b. He might be lucky.
  - c. He isn't lucky.
  - d. He could win.
3. Why won't the man win?
  - a. He already won.
  - b. He didn't buy a lottery ticket.
  - c. He lost the lottery ticket.
  - d. The woman doesn't want him to.
4. What is one reason the man thinks he is lucky?
  - a. He has a great job.
  - b. He has a nice apartment.
  - c. He is rich.
  - d. He won the lottery.
5. Why does the woman think that the man has a nice apartment?
  - a. He is lucky.
  - b. He has a lot of friends.
  - c. He goes to a good school.
  - d. He's smart about how he spends money.
6. What is one way in which the man is smart?
  - a. He only lives in nice apartments.
  - b. He doesn't go to expensive restaurants often.
  - c. He spends a lot of money on clothes.
  - d. He got accepted to ten colleges.

## 6 EXAM PREPARATION: READING

- A** Read the text. Then read each question and circle the letter that corresponds to the correct answer.

Dear Residents,

Starting next Monday, we will be repaving the parking lots. The project will take two weeks. You will receive a notice the day before work starts in your section. Please move your vehicle no later than 8:00 the

\*removed by an authority; the car owner will have to pay for the move

following morning. Any cars left in the lots will be towed\*. If you have any questions, please call the office.

Sincerely,  
Sun Point Apartments Management

1. When will the project begin?
  - a. Last week.
  - c. In two weeks.
  - b**. Next Monday.
  - d. At 8:00.
2. Residents will receive their notices \_\_\_\_\_.
  - a. when construction begins
  - b. no later than 8:00
  - c. the following morning
  - d. before work starts in their section
3. What are residents asked to do with their cars?
  - a. Get rid of them.
  - c. Move them.
  - b. Park them near the office.
  - d. Tow them.
4. What should residents do if they have questions?
  - a. Email the management company.
  - b. Call the management office.
  - c. Ask their neighbors.
  - d. Send a letter to the office.

# PROCESS WRITING

- A** Complete the paragraph with the correct verbs from the box.

didn't have give up grew-up failed wanted

Rapper Jay Z (1.) grew up in a poor neighborhood in New York City. His family (2.) \_\_\_\_\_ much money, and life was difficult sometimes. But Jay Z loved music and (3.) \_\_\_\_\_ to make records. He tried to get a record deal, but he (4.) \_\_\_\_\_. Jay Z didn't (5.) \_\_\_\_\_. He created his own record label. Today, he is one of the world's most successful rappers.

- B** Circle the correct form of each verb to complete the paragraph.

I want to learn how to (1.) **speak** / **speaking** French. I know Spanish and English, but (2.) **learn** / **learning** languages is not easy for me. But now I (3.) **need** / **needed** to learn French because my wife, Cecile, is from France. Her parents only speak French, and I (4.) **want** / **wanted** to impress them. So, I am (5.) **practice** / **practicing**. I take classes every Monday and Thursday. Maybe by the next time we visit them, I will be able to (6.) **have** / **having** a conversation with Cecile's parents! That's my goal!

- C** In your notebook, write a short paragraph about something you find difficult, but are learning to do. Remember to write a topic sentence and to use the simple present and present continuous tenses. Answer these questions:

- What do you want to do?
- Why do you want to do it?
- How are you learning to do it?
- What is your goal?

## Topic Sentences

A **topic sentence** tells the reader the main point of the paragraph. Usually, it's the first sentence in the paragraph. It should be short and clear. Follow your topic sentence with supporting information that explains your main point in more detail.

- D**  **Peer editing.** Exchange papers. Identify mistakes. Give suggestions for improving writing.

- E** Look at the numbered list. A good restaurant review should be organized this way. Number the sentences (1–7) to put the restaurant review into the correct order.

1. give the name of the restaurant
2. explain where it is
3. say what type of food it serves
4. mention whether it's expensive
5. say what the service is like
6. talk about the best dish
7. say whether you would recommend it, and why

\_\_\_ Cheese sticks are the best dish. They're delicious! The cheese is fried and very tasty.

\_\_\_ 1 Happy Snacks is my favorite restaurant.

\_\_\_ I recommend Happy Snacks because it's more fun to eat there than anywhere else!

\_\_\_ The friendliest people work there. For example, the waiters always sing funny songs.

\_\_\_ It's in the Baytree Mall, and I go there every Saturday with my friends.

\_\_\_ It's cheaper than most restaurants. For example, a slice of pizza is only \$1.50.

\_\_\_ It serves lots of different snacks, such as grilled tomatoes, chicken wings, and baked potatoes.

- F** In your notebook, write a short restaurant review. Use the numbered list in **E** to organize your points. Remember to include examples.

### Introducing Examples

Examples help the reader to understand your ideas more clearly.

Use these phrases to introduce your examples:

- *For example, ...*
- *For instance, ...*
- *such as ...*

- G**  **Peer editing.** Exchange papers. Identify mistakes. Give suggestions for improving writing.

- H** Read the paragraph. Write *F* for facts and *O* for opinions.

Stonehenge, in England, is a very old monument—that is, a special building or statue to honor an important person or event.

(1.) *F* Research shows that building at Stonehenge began 5,000 years ago. We know some things for sure about Stonehenge. (2.) \_\_\_\_\_ For example, it took hundreds of years to complete. But this amazing monument contains some extremely large and heavy stones. (3.) \_\_\_\_\_ Many experts believe that these came from an area 20 miles (32 km) away.

Without modern machines, how did they get to Stonehenge? (4.) \_\_\_\_\_ They could have been carried on very heavy ice. (5.) \_\_\_\_\_ These days, most scientists think that they were carried by people. (6.) \_\_\_\_\_ However, many of the details are still not known. Maybe we'll never know how Stonehenge was built.



- I** Choose one of these topics and do some research on it. Then, in your notebook, write a short paragraph about it. Use suitable phrases to introduce the facts and the opinions. Follow the steps.

#### Topics

- Bermuda Triangle
- Chupacabra
- Crop circles
- Your own idea

#### Steps

1. Start with a topic sentence.
2. Explain the main idea.
3. Support your points with examples.
4. Use phrases to show facts and opinions.

### Presenting Facts and Opinions

When you research a topic, it helps if the reader can easily see which points are facts, and which are opinions. You can signal this by using phrases like these ones.

#### Facts

*Research tells us... Experts think...*

*We know that... Some people believe...*

*Findings show... It could / might / may...*

#### Opinions

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

# LANGUAGE SUMMARIES

## UNIT 1 MY LIFE

### LESSON A

#### Vocabulary

**friend**

We're good / close / best / old friends.

**acquaintance**

I don't know her (very) well. / She's just an acquaintance.

**girlfriend / boyfriend**

We're dating. / We're seeing each other. / We're going out.

**coworker / colleague**

We work together. / We're in the same department / office.

**neighbor**

We're next-door neighbors.

**classmate**

We're in the same class. / We go to the same school.

#### Speaking Strategy

**Introducing a person to someone else**

Mr. Otani, I'd like to introduce you to Andres.

Mr. Otani, I'd like you to meet Andres.

Junko, this is Ricardo.

Junko, meet Ricardo.

Junko, Ricardo.

**Responding to introductions**

It's (very) nice to meet you.

(It's) nice / good to meet you, too.

Nice / Good to meet you.

You, too.

### LESSON B

#### Vocabulary

**get a (good) grade**

have (baseball, soccer) practice  
meet

pass ↔ fail

prepare (for something)

take (music, swimming, tennis)  
lessons

take a (class, test) / an exam  
tutor

win, won, winner ↔ lose, lost,  
loser

failure (n.), fail (v.) ↔ success (n.)

succeed (v.), successful (adj.)

give up (quit) ↔ keep trying

## UNIT 2 LET'S EAT!

### LESSON A

#### Vocabulary

**baked**

delicious / tasty / yummy ↔ awful / terrible

**fried****frozen****grilled****juicy****oily****salty**

**spicy** ↔ **mild**

**sweet** ↔ **sour / bitter**

#### Speaking Strategy

**Making suggestions**

Let's have Thai food for dinner.  
Why don't we have Thai food for dinner?

How about having Thai food for dinner?

**Responding to suggestions**

Good / Great idea!  
(That) sounds good (to me).  
(That's) fine with me.  
I don't really want to.  
I don't really feel like it.

### LESSON B

#### Vocabulary

**benefit**

**cut back on** ↔ **increase**  
(something)

a (healthy) diet

a (traditional) dish

**eliminate**

fast food

a (bad / unhealthy) habit

**lifestyle**

member

movement

**plenty** (of something)

**protect** (you from something)

# UNIT 3 MYSTERIES

## LESSON A

### Vocabulary

**lucky ↔ unlucky**

**good luck ↔ bad luck**

**(do something) on purpose ↔**

**(happen) by chance**

**facts ↔ intuition**

take a chance (= risk)

by chance (= luck)

increase your chances

(= opportunities)

### Speaking Strategy

#### Talking about possibility

Saying something is likely

I bet (that) Marco plays the drums.

Marco probably plays the drums.

Maybe / Perhaps Marco plays the drums.

Saying something is not likely

I doubt (that) Marco plays the drums.

## LESSON B

### Vocabulary

affect

behavior

**explanation**

**figure (something) out**

**figure out** (why something happens)

Experts / Scientists say / think / believe (that)...

In fact...

**investigate**

mysterious

**make sense**

(have / need / show / there's no proof)

**solve** (a problem / a mystery)

(have a) **theory**

# GRAMMAR NOTES

## UNIT 1 MY LIFE

### LESSON A

#### The Simple Present Tense vs. the Present Continuous Tense

Simple present	Present continuous
Use the simple present to talk about habits, schedules, and facts.	Use the present continuous to talk about actions that are happening right now*.
I always <b>take</b> a shower in the morning. The express train <b>arrives</b> at 9:03 AM. They <b>don't speak</b> Italian. They <b>speak</b> French.	She's <b>taking</b> a shower. Can she call you back? Hurry up! The train <b>is leaving</b> ! Look at me! I'm <b>speaking</b> to you!
Sometimes the simple present and the present continuous have similar meanings, but use of the present continuous can show a situation is more temporary.	
I <b>live</b> in Taipei.  <b>A:</b> Every summer, my family goes to the beach. <b>B:</b> Nice! <b>Do</b> you <b>stay</b> in a hotel?	
  <b>A:</b> Let's have lunch at my hotel. <b>B:</b> Sounds good. Where <b>are</b> you <b>staying</b> ?   <b>*Also use the present continuous to talk about actions happening in the extended present (nowadays). Notice the <u>time expressions</u>.</b>  <b>How many classes <b>are</b> you <b>taking</b> <u>this term</u>?</b> <b>She <b>is living</b> in Singapore <u>these days</u>.</b>	

- A** Veronique Lesarg is a doctor. Use the simple present or present continuous to complete her profile.

My name (1. be) \_\_\_\_\_ Veronique Lesarg. I (2. live) \_\_\_\_\_ in Montreal.

I (3. be) \_\_\_\_\_ a pediatrician, a doctor for children. I usually (4. work) \_\_\_\_\_ in a hospital, but these days, I (5. volunteer) \_\_\_\_\_ for an organization called *Doctors Without Borders*. They (6. send) \_\_\_\_\_ staff to other countries. This year, I (7. work) \_\_\_\_\_ in Africa. At the moment, I (8. write) \_\_\_\_\_ to you from a small village. There's no hospital here, so right now we (9. build) \_\_\_\_\_ one.

- B** Write two simple present and two present continuous questions about Veronique Lesarg.

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

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

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

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

## LESSON B

Review of the Simple Past Tense				
Subject	Verb		Time expressions	
I You	missed <b>didn't miss</b>		yesterday. two days / weeks ago. last week / month.	The past tense ending of regular verbs is -ed. For irregular verbs, see the list below.
He / She We They	had <b>didn't have</b>	a tennis lesson		

	Yes / No questions	Answers
With <b>be</b>	Were you in class today?	Yes, I was. / <b>No, I wasn't.</b>
With other verbs	Did you pass the test?	Yes, I did. / <b>No, I didn't.</b>
	Wh- questions	Answers
With <b>be</b>	Where were you last night?	(I was) at my friend's house.
With other verbs	When did you meet your girlfriend?	(We met) last year.

Regular Past Tense Verbs				Irregular Past Tense Verbs			
Base form	Past tense	Base form	Past tense	Base form	Past tense	Base form	Past tense
change	changed	pass	passed	be	was / were	know	knew
die	died	play	played	come	came	make	made
enter	entered	prepare	prepared	do	did	meet	met
finish	finished	practice	practiced	eat	ate	read	read
graduate	graduated	study	studied	give	gave	run	ran
help	helped	talk	talked	get	got	take	took
live	lived	travel	traveled	go	went	think	thought
marry	married	use	used	have	had	win	won
move	moved	work	worked	keep	kept	write	wrote

- A** Read about Diego's experience. Complete the sentences with the correct simple past tense forms of the verbs in parentheses.

In high school, I (1. study) \_\_\_\_\_ a lot and got good grades. But the first time I (2. take) \_\_\_\_\_ the university entrance exam, I (3. fail) \_\_\_\_\_. That (4. be) \_\_\_\_\_ hard. To prepare for the next exam, I (5. go) \_\_\_\_\_ to a test prep center. Two good things (6. happen) \_\_\_\_\_ there: I (7. meet) \_\_\_\_\_ my girlfriend in the class. And the next time I (8. take) \_\_\_\_\_ the entrance exam, I (9. pass) \_\_\_\_\_ it!

- B** Write six past tense questions about Diego. Then answer them on a separate piece of paper.

1. Was Diego a good student in high school?
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**C** Write sentences about things you did or didn't do yesterday. Use the verb phrases provided.

1. go to school I didn't go to school yesterday. I was sick.
2. study for a test \_\_\_\_\_
3. do homework \_\_\_\_\_
4. practice English \_\_\_\_\_

Did you go to school yesterday?

No, I didn't.

Why not? What did you do?

**D**  Ask a partner Yes / No questions to learn his or her answers in **C**.

Then ask a follow-up *Wh-* question.

I stayed home. I was sick.

## UNIT 2 LET'S EAT!

### LESSON A

#### The Comparative Form of Adjectives

This restaurant is **bigger than** that one.

Use the comparative form of an adjective to compare two things.

Your cooking is **better than** my mom's.  
My cold is **worse** today **than** it was yesterday.

The comparative of *good* is *better*. The comparative of *bad* is *worse*.

I'm tall, but Milo is **taller**.

Sometimes, you can use the comparative form without *than*.

<b>One syllable</b>	sweet → sweeter	Add -er to many one-syllable adjectives.
	large → larger	Add -r if the adjective ends in -e.
	big → bigger	Double the final consonant and add -er if the adjective ends in a vowel + consonant.
<b>Two syllables</b>	simple → simpler quiet → quieter	Add -r or -er to two-syllable adjectives that end in an unstressed syllable.
	spicy → spicier	Change the final -y to -ier if the adjective ends in -y.
	crowded → <b>more</b> crowded famous → <b>more</b> famous	Add <b>more</b> to other adjectives, especially those ending in -ing, -ed, -ous, or -ful.
<b>Three syllables</b>	relaxing → <b>more</b> relaxing delicious → <b>more</b> delicious	Add <b>more</b> to all adjectives with three or more syllables.

**A** Write the comparative form of the adjectives.

- |            |       |                |       |
|------------|-------|----------------|-------|
| 1. mild    | _____ | 6. big         | _____ |
| 2. tasty   | _____ | 7. good        | _____ |
| 3. popular | _____ | 8. comfortable | _____ |
| 4. hungry  | _____ | 9. nice        | _____ |
| 5. bad     | _____ | 10. expensive  | _____ |

**B** Read the facts. Then make a sentence using the comparative followed by *than*.

A can of regular cola has 44 grams of sugar.

A can of diet cola has 0 grams of sugar.

1. (sweet) \_\_\_\_\_

 Use *than* after the comparative when the two things being compared are mentioned in the same sentence: *The popcorn is saltier than the pretzels.*

Some people like baked chicken.

Everyone loves grilled chicken.

2. (popular) \_\_\_\_\_

Korean dishes are very spicy.

English dishes are not so spicy.

3. (spicy) \_\_\_\_\_

The streets in the village are empty.

There are a lot of cars on the streets in the city.

4. (busy) \_\_\_\_\_

It costs \$30 to eat at the French restaurant.

It costs \$10 to eat at the coffee shop.

5. (expensive) \_\_\_\_\_

## LESSON B

### The Superlative Form of Adjectives

It's **the oldest** restaurant in Paris.

(= The other restaurants are not as old.)

It's **one of the oldest** restaurants in Paris.

(= It's one of many old restaurants in Paris.)

Mario's has **the best** pizza in the city.

It was **the worst** movie of the year.

Use the superlative form of an adjective to compare something to an entire group.

Use **one of...** to show that something or someone is part of a group.

The superlative of *good* is *the best*. The superlative of *bad* is *the worst*.

<b>One syllable</b>	sweet → <b>the sweetest</b> large → <b>the largest</b>	Add <i>the</i> and -est or -st to many one-syllable adjectives.
<b>Two syllables</b>	quiet → <b>the quietest</b> simple → <b>the simplest</b>	Add <i>the</i> and -est or -st to two-syllable adjectives that end in an unstressed syllable.
	spicy → <b>the spiciest</b>	Add <i>the</i> and change the final -y to -iest if the adjective ends in -y.
	crowded → <b>the most</b> crowded famous → <b>the most</b> famous	Add <i>the most</i> to other adjectives, especially those ending in -ing, -ed, -ous, or -ful.
<b>Three syllables</b>	relaxing → <b>the most</b> relaxing delicious → <b>the most</b> delicious	Add <i>the most</i> to all adjectives with three or more syllables.

**A** Write the superlative form of the adjectives.

- |             |       |               |       |
|-------------|-------|---------------|-------|
| 1. cheap    | _____ | 6. unusual    | _____ |
| 2. healthy  | _____ | 7. good       | _____ |
| 3. nervous  | _____ | 8. helpful    | _____ |
| 4. friendly | _____ | 9. tasty      | _____ |
| 5. bad      | _____ | 10. expensive | _____ |

**B** Complete the questions with the superlative form of the adjectives in parentheses.

1. Who is \_\_\_\_\_ (healthy) person in your family?
2. What is \_\_\_\_\_ (expensive) restaurant in your city?
3. What is \_\_\_\_\_ (good) food to eat when you're sick?
4. Who is \_\_\_\_\_ (popular) celebrity chef today?
5. What is \_\_\_\_\_ (bad) tasting food or drink?
6. What is \_\_\_\_\_ (hard) food or drink to eliminate from your diet?

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

## UNIT 3 MYSTERIES

### LESSON A

#### Stative Verbs

Stative verbs describe states and feelings (not actions).

agree	belong	hate	like	mind	prefer
appear	dislike	hear	love	need	seem
believe	doubt	know	mean	own	want

Usually, they are not used in the present continuous tense.

He **seems** like a nice guy.

He is ~~seeming~~ like a nice guy.

Some stative verbs, however, can be used in the continuous. When used this way, their meaning changes.

Do you **think** he's lucky? (*think* = believe)

I'm **thinking** about it. (*think* = consider)

He **looks** happy. (*look* = appear)

Who is **looking** in the window? (*look* = direct eyes toward)

She **has** a lucky object. (*has* = own; possess)

They're **having** coffee. (*have* = drink)

I can't **see** without my glasses. (*see* = view with eyes)

Are you **having** fun? (*have* = experience)

I **see** what you mean. (*see* = understand)

I'm **seeing** her tomorrow. (*see* = meet)

When you ask about how someone feels, you can use either form with no change in meaning.

How do you **feel**?

How are you **feeling**?

**A** Circle the correct answer to complete each sentence. (In one case, both answers are possible.)

1. I bet that lucky people **have / are having** more friends.
2. **Do you think / Are you thinking** some people are just luckier in life?
3. Lucky charms **seem / are seeming** to really work.
4. **I think / I'm thinking** about this statement: It's better to be lucky than smart.
5. **I doubt / I'm doubting** it's a fact.
6. **I hear / I'm hearing** that Professor Wiseman is a well-known psychologist.
7. It **looks / is looking** like Amy called me at 2:00.
8. **A:** **Do you belong / Are you belonging** to the International Student Club?  
**B:** Yes. **Do you know / Are you knowing** that **we have / we're having** a party next week?
9. **A:** **How do you feel? / How are you feeling?**  
**B:** **I have / I'm having** a cold.
10. **I see / I'm seeing** my best friend tomorrow. **We have / We're having** lunch together.

## LESSON B

Modals of Present Possibility			
Subject	Modal	Main verb	
The Loch Ness Monster	may / might / could	be	real. Maybe it's a large animal.
	can't		real. There are no sea monsters.

You can use *may*, *might*, and *could* to say something is possible in the present tense.

Use *can't* to say something is impossible.

You can use *may* or *might* with *not*: **He might / may not** speak French.

Do not use *could* with *not* for present possibility.

Questions and Short Answers		
With <b>be</b>	Is the Loch Ness Monster real?	It <b>may / might / could</b> be.
With other verbs	Does the full moon affect us?	It <b>may / might / could</b> .

**A** Complete the dialogs with a modal and a verb if needed.

1. **A:** How old is Karen?  
**B:** I don't know. She \_\_\_\_\_ 35.  
**C:** She \_\_\_\_\_ be 35. She graduated from college in 1980.
2. **A:** Do ghosts exist?  
**B:** They \_\_\_\_\_. No one knows for sure.
3. **A:** Where's Lauren?  
**B:** I'm not sure. She \_\_\_\_\_ with Lin. They always hang out together after school.  
**A:** She \_\_\_\_\_ be with Lin. Lin is on vacation.
4. **A:** Are the Nazca Lines a type of calendar?  
**B:** They \_\_\_\_\_. It's one possible explanation.

**B** Read each situation. Write two possible explanations for each one on a piece of paper.

1. Your friend isn't answering her phone.
2. You received a mysterious package in the mail.
3. The teacher isn't here today.
4. A new student in class is very quiet.

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

1. **Student A:** Tell your partner one situation in **B**.
2. **Student B:** Give a possible reason, using one of your sentences in **B**.
3. **Student A:** Answer with a negative modal.
4. **Student B:** Give your second idea.
5. Change roles and repeat steps 1–4. Do this until you talk about all the situations in **B**.

My friend isn't  
answering her phone.

Her phone might be off.

It can't be. She called  
me two minutes ago.

Oh, then she may be...

# 1 MY LIFE

## LESSON A PEOPLE

### 1 VOCABULARY

A Who is Linda talking to? Fill in the blanks with words from the box.

an acquaintance    a close friend    a neighbor  
a coworker                  her boyfriend    a classmate

1. There's something I need to tell you. It's something I can't even tell my boyfriend.

*She's talking to \_\_\_\_\_.*

2. Could you check this report for me before I give it to the boss?

*She's talking to \_\_\_\_\_.*

3. I remember meeting you at Jack's party, but I can't remember your name.

*She's talking to \_\_\_\_\_.*

4. I think the deliveryman delivered your package to the wrong house!

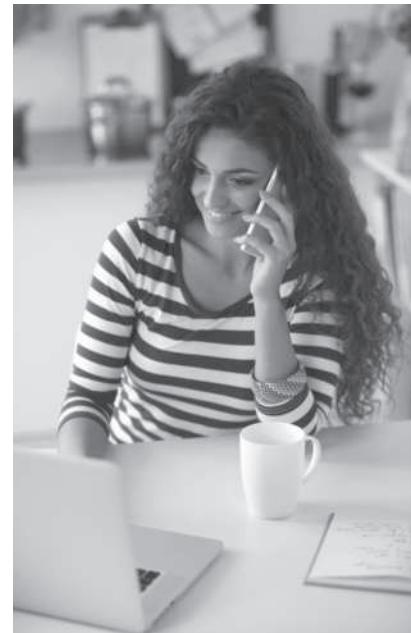
*She's talking to \_\_\_\_\_.*

5. We should stop talking and get back to studying.

*She's talking to \_\_\_\_\_.*

6. We've been going out for six months. It's time for you to meet my parents.

*She's talking to \_\_\_\_\_.*



B Who are they? Complete the chart with the names of people in your life.

Coworkers / classmates	_____	_____
Acquaintances	_____	_____
Neighbors	_____	_____
Close friends	_____	_____
People I went out with, but now we're just friends	_____	_____

## 2 CONVERSATION

- A** Read these introductions. Circle the more formal introduction. Underline the words or phrases that make it formal.

1. A: Hello, Michelle. I'd like you to meet Susan Chang.  
B: It's nice to meet you, Susan.  
C: It's nice to meet you too, Michelle.
2. A: Dave, this is my sister, Graciela.  
B: Hi, Graciela. Nice to meet you.  
C: Nice to meet you, too.

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

- \_\_\_\_\_ I'm good! And you?  
\_\_\_\_\_ Hi, Emily.  
\_\_\_\_\_ Busy, but good. Oh, and this is my mom. She's visiting this weekend.  
\_\_\_\_\_ Hi, Yuna! How are you?  
\_\_\_\_\_ It's really nice to meet you, too.  
\_\_\_\_\_ Hello, Mrs. White! Nice to meet you!

- C** Write conversations.

1. Introduce your best friend to a famous person.

You: \_\_\_\_\_  
Famous person (\_\_\_\_\_): \_\_\_\_\_  
Best friend (\_\_\_\_\_): \_\_\_\_\_

2. Introduce a classmate to a member of your family.

You: \_\_\_\_\_  
Family member (\_\_\_\_\_): \_\_\_\_\_  
Classmate (\_\_\_\_\_): \_\_\_\_\_

3. Introduce a colleague to an acquaintance.

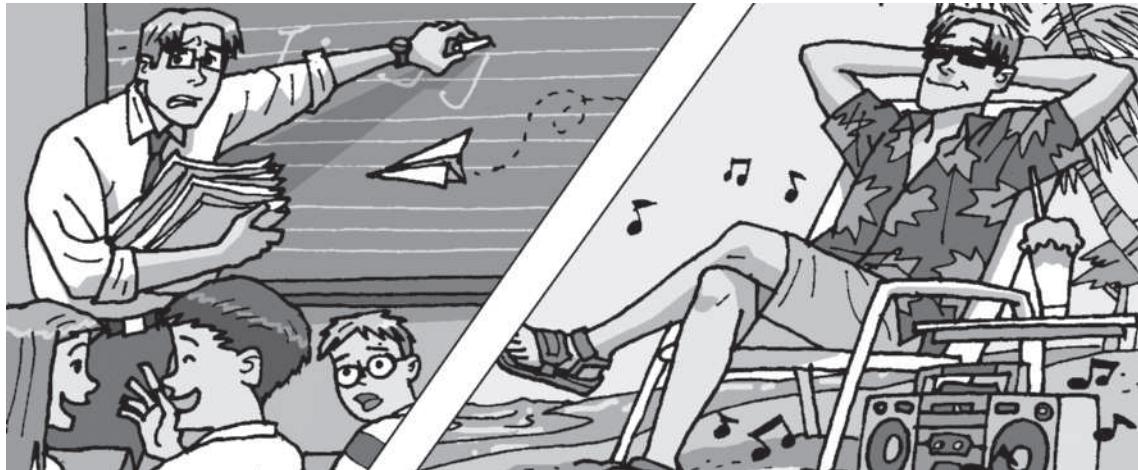
You: \_\_\_\_\_  
Acquaintance (\_\_\_\_\_): \_\_\_\_\_  
Colleague (\_\_\_\_\_): \_\_\_\_\_

4. Introduce your boyfriend or girlfriend to your father.

You: \_\_\_\_\_  
Father: \_\_\_\_\_  
Boyfriend / girlfriend (\_\_\_\_\_): \_\_\_\_\_

# 3 GRAMMAR

- A** Richard is a teacher, but now he's on vacation. Look at the pictures and write sentences about Richard using the simple present or the present continuous tense.



<b>Usually</b>	<b>Today</b>
Richard _____.	He _____.
He _____.	He _____.
He _____.	He _____.
He _____.	He _____.

- B** Complete each sentence with the correct form of the verb in parentheses. Use the simple present or the present continuous tense.

- Sorry, I can't talk to you right now. I (be) \_\_\_\_\_ late for work.
- Kevin (not, like) \_\_\_\_\_ loud music.
- Don't turn off the TV! I (watch) \_\_\_\_\_ a great movie.
- Sarah usually (play) \_\_\_\_\_ tennis with her friends on Saturday.
- I (study) \_\_\_\_\_ English now. I (study) \_\_\_\_\_ every day for an hour after class.
- This basketball game is really exciting—my team (win) \_\_\_\_\_ by only two points!
- Usually, my mother (cook) \_\_\_\_\_ dinner, but today my brother (cook) \_\_\_\_\_ for us.
- Jason (not, drink) \_\_\_\_\_ coffee. He (like) \_\_\_\_\_ tea.

- C** Find the mistake in each sentence. Cross it out and correct it.

- Luis speaks Spanish at home, but now he is speak English.
- Do you listening to me?
- We usually are having a lot of homework in this class.
- Right now, Irena writes an email to her family.

# LESSON B LESSONS LEARNED

## 1 VOCABULARY AND GRAMMAR

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

1. I am studying so that I will \_\_\_\_\_  
a. need a tutor.
2. I can't understand this lesson. I \_\_\_\_\_  
b. prepare for the tests.
3. I can't study now because I \_\_\_\_\_  
c. get a good grade.
4. If you don't study, you will \_\_\_\_\_  
d. meet on Friday afternoons.
5. You can learn how to sing beautifully if you \_\_\_\_\_  
e. take a music class.
6. To get good grades, you need to \_\_\_\_\_  
f. fail the exam.
7. If you don't fail an exam, you \_\_\_\_\_  
g. have basketball practice.
8. The school clubs all \_\_\_\_\_  
h. pass it.

**B** Complete the paragraph with the correct past tense verbs. Use the verbs in the box.

be move find live want get go finish

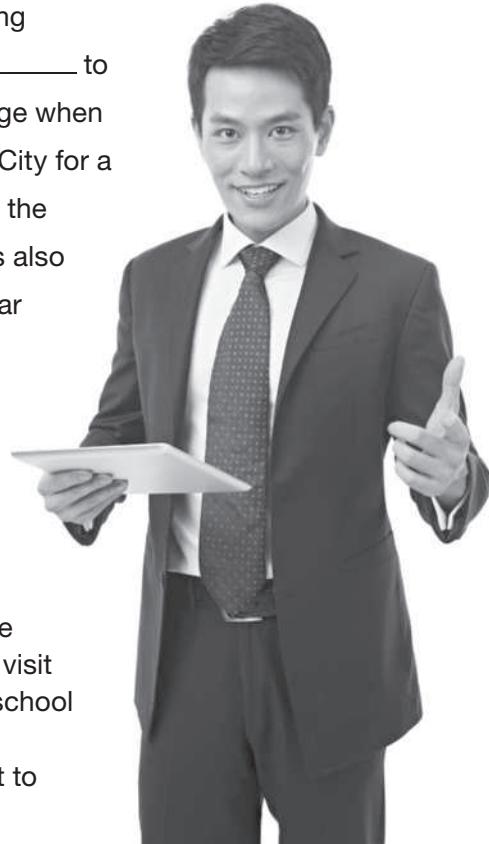
When Chang was young, his family (1.) \_\_\_\_\_ in a small town.

When he was eight, they (2.) \_\_\_\_\_ to Shanghai. Chang

(3.) \_\_\_\_\_ a good education there. He (4.) \_\_\_\_\_ to become a computer programmer. He (5.) \_\_\_\_\_ college when he was 20 years old. Then he (6.) \_\_\_\_\_ to New York City for a job interview. Chang (7.) \_\_\_\_\_ very lucky, and he got the job. He also (8.) \_\_\_\_\_ a cheap apartment, which was also very lucky. Chang invited his parents to visit him, but it was too far for them to travel.

**C** Read more about Chang's life. Underline the regular simple past verbs. Circle the irregular ones.

For many years, Chang worked very hard. Sometimes he forgot to eat lunch because he had so much work to do. He rarely slept because he stayed late at the office. He liked his job and he enjoyed going out with friends on the weekend, but he wondered what other jobs he could apply for. He also wanted to visit his family in China. One day, Chang saw a job posting online. A school needed an information technology instructor to teach classes to students. The school was in Shanghai! Chang did not know what to do. He had a big decision to make....



## 2 READING AND WRITING

A Answer these questions.

1. Do you save a lot of old photos and papers? \_\_\_\_\_
2. Why or why not? \_\_\_\_\_
3. Where do you keep your old photos and papers? \_\_\_\_\_

B Read this article about a new hobby.

+ HOBBIES +

# Making Memories

A popular hobby is scrapbooking—making beautiful books to hold special memories. Scrapbook pages can include photos, drawings, and journal entries. It's not hard to make a scrapbook that you will enjoy for many years. Here are the steps.

1. Choose a theme for your scrapbook pages. Some examples include: "School days," "Family travel," "Memories of my grandparents," and "Baby's first year."
2. Select photos for each page. Two or three really good photos are better than ten so-so photos.
3. Find other paper keepsakes to use with your photos. Look for old newspaper clippings, postcards, tickets, report cards, letters—anything made of paper. Use your imagination!
4. Design the pages. Put photos and keepsakes together on each page, and move them around until you find a layout that you like.
5. Glue your photos and keepsakes into place. Then decorate your pages with markers, paint, and stickers. Use your imagination!
6. Label your pages. This is the most important step! Remember to write down the "5 Ws" of your photos: Who, What, Where, When, and Why. This will make your scrapbook much more interesting and valuable in the future.



C Find this information in the article and write it on the line.

1. the definition of *scrapbooking* \_\_\_\_\_
2. examples of *keepsakes* \_\_\_\_\_
3. important things to write on pages \_\_\_\_\_
4. subjects for a scrapbook \_\_\_\_\_
5. how to make the pages beautiful \_\_\_\_\_

- D** Complete the paragraph. Use the past tense of the verbs in parentheses.

At the age of 13, I (1. take) \_\_\_\_\_ my first trip alone. I (2. go) \_\_\_\_\_ to visit my grandparents in Los Angeles. I (3. feel) \_\_\_\_\_ very nervous about traveling so far, but my mother (4. say) \_\_\_\_\_, “Don’t worry. You’ll be fine.” I (5. get) \_\_\_\_\_ on the airplane and (6. talk) \_\_\_\_\_ for a long time to a very nice woman who (7. sit) \_\_\_\_\_ next to me. My grandparents (8. meet) \_\_\_\_\_ me at the airport and (9. take) \_\_\_\_\_ me to their home. I (10. stay) \_\_\_\_\_ there for two weeks, and I (11. have) \_\_\_\_\_ so much fun with them! It (12. be) \_\_\_\_\_ my first time in Los Angeles, and I (13. see) \_\_\_\_\_ lots of really interesting places. In the end, I (14. not want) \_\_\_\_\_ to go home!



- E** Write about your own happy memory.

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# 2 LET'S EAT!

## LESSON A FOODS WE LIKE

### 1 VOCABULARY

A Unscramble the letters to write words that describe food.

1. yatst *tasty*
2. ycpsi
3. triteb
4. tewes
5. dreif
6. sidecliuo
7. ijuyc
8. yoli
9. rosu

10. talys
11. zonefr
12. trebleri
13. muyyym
14. kabed
15. rigledl
16. lidm
17. flauw

B Label the photos with words from A. There may be more than one correct answer.



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



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



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



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

## 2 CONVERSATION

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

1. movie / a / how / tonight / going / to / about

\_\_\_\_\_?

2. ice cream / why / class / don't / we / after / have / some

\_\_\_\_\_?

3. try / restaurant / let's / that / Italian / new

\_\_\_\_\_.

4. don't / meet / why / 8:00 / we / at

\_\_\_\_\_?

5. playing / how / tennis / tomorrow / about

\_\_\_\_\_?

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

\_\_\_\_ You're right. It's very oily.

\_\_\_\_ OK! Why don't we go to Carl's Chicken?

\_\_\_\_ Well, how about that salad place down the street?

\_\_\_\_ That's a great idea. Their food is much healthier.

\_\_\_\_ Would you like to go out for dinner tonight?

\_\_\_\_ I'm sorry, but I don't like their chicken. It's too greasy.

**C** What would you like to do tonight? Write similar conversations between you and a friend and you and your mother. Use *Would you* and *How about*.

1. **You:** *Would you...* \_\_\_\_\_

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

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

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

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

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

2. **Your mother:** \_\_\_\_\_

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

**Your mother:** \_\_\_\_\_

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

**Your mother:** \_\_\_\_\_

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

# 3 GRAMMAR

- A Write sentences with the comparative form of these adjectives. Look up words you don't know. Use your own ideas.

**Example:** phone calls / letters / nice *Letters are nicer than phone calls.*

1. cats / dogs / friendly \_\_\_\_\_
2. computer games / chess / difficult \_\_\_\_\_
3. Mexico City / Tokyo / interesting \_\_\_\_\_
4. fried chicken / french fries / oily \_\_\_\_\_
5. cookies / donuts / sweet \_\_\_\_\_
6. cleaning the house / cooking / hard \_\_\_\_\_
7. sharks / snakes / dangerous \_\_\_\_\_
8. history class / math class / hard \_\_\_\_\_
9. (your idea) \_\_\_\_\_

- B Complete the paragraph with the correct comparative form of the adjectives provided.

My mother is a great cook. She's (1. good) \_\_\_\_\_ at cooking than anyone in my family. The food she prepares is always (2. tasty) \_\_\_\_\_ than anything you can get at a restaurant. One of my favorite things she makes is baked chicken. It's (3. juicy) \_\_\_\_\_ than the chicken that I make, and it's (4. spicy) \_\_\_\_\_ than you might expect! She also bakes a great chocolate cake. Her recipe is (5. unusual) \_\_\_\_\_ than one you would find in a cookbook. She puts coffee in the cake batter. But, don't worry! The cake is not bitter; it's (6. sweet) \_\_\_\_\_ and (7. delicious) \_\_\_\_\_ than anything from the grocery store. I think my mom should open her own restaurant, but she thinks that's a (8. crazy) \_\_\_\_\_ idea than putting coffee in a cake!



# LESSON B EATING WELL

## 1 VOCABULARY AND GRAMMAR

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

cut back    protect    increase    diet    habits  
plenty    eliminate    lifestyle    benefits

Last week my uncle took me to the most expensive steak restaurant in town. I am trying to (1.) \_\_\_\_\_ on red meat, so I wasn't planning on eating a lot. My eating (2.) \_\_\_\_\_ aren't always good, and I want to (3.) \_\_\_\_\_ unhealthy foods from my (4.) \_\_\_\_\_. I'm also trying to (5.) \_\_\_\_\_ the number of fruits and vegetables I eat every day because they have so many health (6.) \_\_\_\_\_ and can (7.) \_\_\_\_\_ us from illnesses. However, my uncle isn't interested in a healthy (8.) \_\_\_\_\_. He eats lots of meat and (9.) \_\_\_\_\_ of sweets. I tried to enjoy the meal, but it wasn't easy!



- B** Write sentences with the superlative form of these adjectives.

**Example:** exciting / sport in the Olympics I think that skiing is the most exciting sport in the Olympics.

1. beautiful / place in our country

2. good / restaurant in our town

3. healthy / vegetable

4. interesting / show on TV now

5. big / problem in the world today

6. bad / habit

## 2 READING AND WRITING

A Answer these questions.

1. What are some spicy foods? \_\_\_\_\_
2. Do you like any of these foods? \_\_\_\_\_
3. Which countries are famous for spicy food? \_\_\_\_\_
4. Do you think spicy food is good for your health? \_\_\_\_\_  
Why or why not? \_\_\_\_\_

B Now read this article.

### Hot, hotter, hottest! Surprising facts about chili peppers

- (1.) Chili peppers are one of the oldest food **crops** in the world. Farmers grew the first chilies more than 9,000 years ago.
- (2.) The first chili peppers probably grew in Bolivia. From there, the plant **spread** through South America and the Caribbean. Christopher Columbus brought the first chili peppers to Europe.
- (3.) The heat in the chilies comes from a chemical called *capsaicin*. Capsaicin has no smell or flavor, but it makes your mouth feel “hot.”
- (4.) Scientists believe that chili peppers are a very healthy food because they **are rich in** vitamins. Research shows that chilies do not **damage** the stomach, and Indian scientists discovered that eating chilies can help people lose weight.
- (5.) Indian food is **well known** for using lots of chili peppers, but Thai food is spicier. The average person in Thailand eats five grams of chili pepper every day—the most in the world!
- (6.) The Aztec Indians of Mexico loved chili peppers so much that they gave them to their king as a gift.
- (7.) One of the hottest chili peppers in the world is the habanero. It is bright orange and grows in the Caribbean.
- (8.) There are chili sauce factories on every **continent** except Antarctica.

C Match the words from the reading with their meanings.

- |                 |                      |                      |                    |
|-----------------|----------------------|----------------------|--------------------|
| 1. crop _____   | a. hurt              | 4. continent _____   | d. famous          |
| 2. spread _____ | b. move over an area | 5. are rich in _____ | e. large land area |
| 3. damage _____ | c. farm plant        | 6. well known _____  | f. have many       |

D Circle T for *True* and F for *False*. Write the number of the section where you found the answers.

- |  |   |   |       |
|--|---|---|-------|
| 1. Mexicans eat the most chili peppers of any people in the world. | T | F | _____ |
| 2. Chilies are hot because they have capsaicin in them.            | T | F | _____ |
| 3. You can find chili sauce factories in Antarctica.               | T | F | _____ |
| 4. The first chili peppers grew in Europe.                         | T | F | _____ |
| 5. Thai food is spicier than Indian food.                          | T | F | _____ |
| 6. Chili peppers can be dangerous for your health.                 | T | F | _____ |

**E** Read the paragraph and circle the correct words.

I'm from Korea, and kimchi is the  
(1.) *famous / most famous* food from my  
country. It's made from vegetables, chili  
peppers, garlic, and salt. Its flavor is sour,  
salty, and (2.) *spicy / spicier*. The  
(3.) *most popular / popularest* kind of  
kimchi is made from cabbage, but there  
are many other kinds. White kimchi  
doesn't have chili peppers, so it's  
(4.) *milder / the most mild* than others. The  
(5.) *most spicy / spiciest* kind of kimchi is made from radishes. Kimchi is  
(6.) *the most healthy / healthier* than other vegetable dishes because it has more vitamins. I love  
kimchi, and I eat it every day. Some people don't like it, but I think they should try some different  
kinds. In my opinion, cucumber kimchi is the (7.) *more delicious / most delicious*.



**F** Write about a famous dish from your country. What is it made from? How does it taste? Do you like it? Why or why not? Do other people like it?

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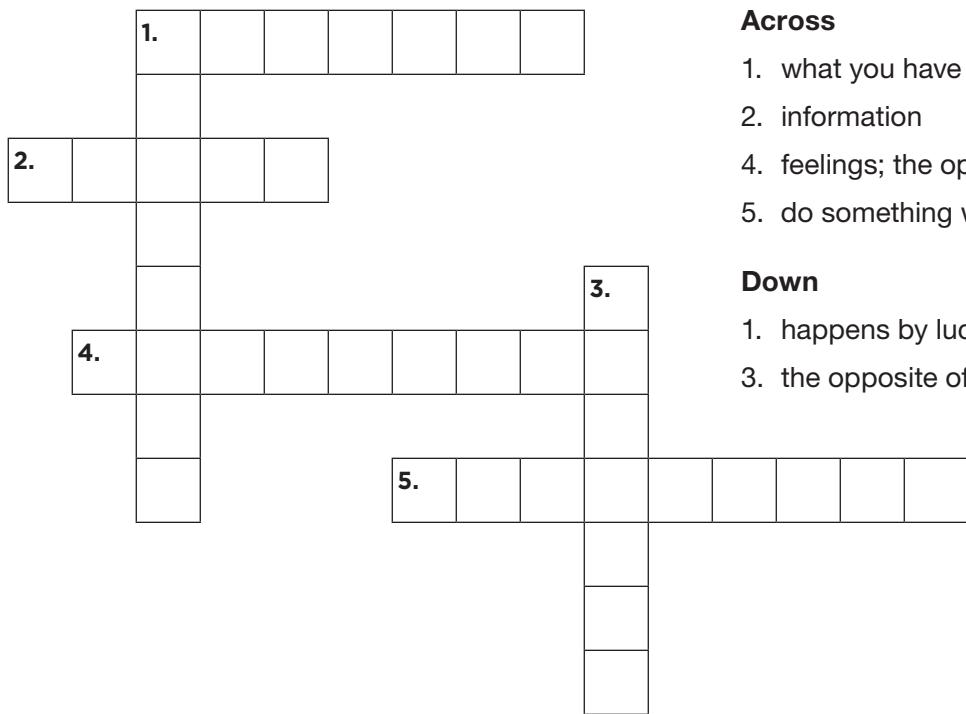
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# 3 MYSTERIES

## LESSON A YOU'RE IN LUCK!

### 1 VOCABULARY

A Solve this crossword puzzle.



#### Across

- what you have if you're unlucky
- information
- feelings; the opposite of 2 Across
- do something with a plan (two words)

#### Down

- happens by luck (two words)
- the opposite of lucky

B Answer the questions. Use your own ideas and the words in bold in your answers.

1. In the United States, it's **bad luck** to open an umbrella inside. What's bad luck in your country?

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2. What's the **luckiest** thing that has ever happened to you?

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3. "No one is successful without some **good luck**." Do you agree or disagree? Why?

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4. "People should only make decisions based on **facts**." Do you agree or disagree?

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## 2 CONVERSATION

- A Who did it? Write sentences about possibility. Use the animal words in the Word Bank, if needed.



bird  
cat  
dog  
fish  
monkey

**Example:** likely *It's likely the cat ate the fish.*

1. doubt

\_\_\_\_\_

2. bet

\_\_\_\_\_

3. unlikely

\_\_\_\_\_

4. not seem possible

\_\_\_\_\_

5. good chance

\_\_\_\_\_

- B What will the woman do or not do? Write sentences with the expressions from A.

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

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

- C What do you think? Complete the conversations with your own ideas. Use the expressions from the unit.

Do you think  
UFOs are real?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you think our country  
will win ten gold medals in  
the next Olympics?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 3 GRAMMAR

- A Find at least three stative verbs in this paragraph.  
List them here.
- 
- 

I love to camp! It's my favorite way to spend my vacation. Every year, my family and I camp in a national park. We sleep in a tent and hike every day. I like to cook over a fire, and the food always tastes wonderful. For a whole week, I see lovely scenery and smell fresh air. At night, I hear the wind blow in the trees, and I feel so peaceful. It doesn't cost much to camp, and I believe it's the best way to appreciate the beauty of our country.



- B Complete the sentences with the simple present or the present continuous form of the verb in parentheses.

1. Mmm! That pizza (smell) \_\_\_\_\_ so good!
2. Please don't talk to me now. I (do) \_\_\_\_\_ my homework.
3. Right now, we (know) \_\_\_\_\_ several hundred English words.
4. Miguel says he won the lottery, but I (not believe) \_\_\_\_\_ him.
5. I (hate) \_\_\_\_\_ hot weather because I always (feel) \_\_\_\_\_ tired.
6. Fred (learn) \_\_\_\_\_ how to cook. His mother (teach) \_\_\_\_\_ him.
7. I (own) \_\_\_\_\_ a car, but today I (take) \_\_\_\_\_ the bus to work.
8. Carol and Aisha (belong) \_\_\_\_\_ to the International Club.
9. Our teacher (look) \_\_\_\_\_ angry. I wonder why.
10. This exercise (seem) \_\_\_\_\_ really easy. I (understand) \_\_\_\_\_ all of the sentences!

- C Mark the sentence correct (C) or incorrect (I). Cross out the mistakes and correct them.

1. Sorry, but I'm not understand that word. \_\_\_\_
2. Right now, we look at photos from our vacation. \_\_\_\_
3. Rose and Angelo are listening to a new album. \_\_\_\_
4. I think that English is a very useful language. \_\_\_\_
5. The onion soup is tasting too salty. \_\_\_\_
6. I don't know Ali's email address. \_\_\_\_
7. Mr. Jones is having a new job. \_\_\_\_
8. This phone doesn't belong to me. \_\_\_\_

# LESSON B UNSOLVED MYSTERIES

## 1 VOCABULARY AND GRAMMAR

- A Read the TV listing and fill in the blanks with words from the box.

proof	figure out	might	investigate	explanations
mysteries	make sense	solved	can't	theory

Tonight at 9:00 on TV3:

### What Happened to Amelia Earhart?

Amelia Earhart was one of the world's greatest aviators. The story of her disappearance is one of the world's greatest (1.) \_\_\_\_\_.

In 1937, she wanted to show that a woman could fly a plane all the way around the world.

On July 2, 1937, Earhart took off on a flight across the Pacific Ocean, and no one ever saw her again. Her plane was never found. There have been many (2.) \_\_\_\_\_ for her disappearance, and some of them

(3.) \_\_\_\_\_, but others (4.) \_\_\_\_\_ be possible. However, no one has been able to (5.) \_\_\_\_\_ for sure what actually happened to her and her partner, Fred Noonan. One popular (6.) \_\_\_\_\_ is that they crashed in a huge rainstorm. Many people are still very interested in the story, so they continue to (7.) \_\_\_\_\_. This TV show (8.) \_\_\_\_\_ give us some (9.) \_\_\_\_\_ about the theories. Will Earhart's disappearance finally be (10.) \_\_\_\_\_? Tune in and see for yourself!



- B You are relaxing in the park with friends. Suddenly you see a strange-looking object in the sky. Make five statements about the object. Use each of these modals once: *may*, *might*, *could*, *can't*, *couldn't*.

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

## 2 READING AND WRITING

A Read the article below.

### The Tunguska Mystery

It was early morning, June 30, 1908, in eastern Russia. Suddenly, a terrible explosion rocked the forest in Tunguska. People fell to the ground, and all the trees for 2,000 square kilometers were knocked down. People heard the explosion 800 kilometers away, and the fire burned for many weeks.

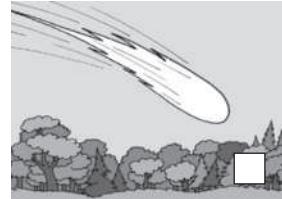
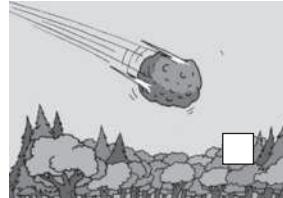
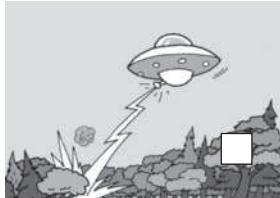
What caused this terrible explosion? Over a century later, scientists are still trying to find the answer. Here are some possible explanations:

1. A meteor: A meteor is a rock from outer space that passes into our atmosphere. Meteors can cause lots of damage. Some of them weigh as much as 100,000 tons. If a meteor hit Earth, it would cause a huge explosion.
2. A comet: Comets are giant balls of gas, ice, and rock with long tails. They travel through space in a regular pattern. Encke's Comet was near Earth in 1908, and it's possible that a part of it broke off and hit Earth.
3. A UFO accident: Some people believe that a spaceship, or other Unidentified Flying Object, crashed into the ground in Siberia and its engine exploded.
4. An extraterrestrial attack: Another idea is that extraterrestrials (people from another planet) attacked Earth.
5. A science experiment: Another idea is that scientists made a mistake during an experiment with electricity. A man named Nikola Tesla tried to build a "supergun" that used electricity. Maybe it was a test of his gun, and it didn't work correctly.

B Find the answer to these questions in the reading.

1. What happened? \_\_\_\_\_
2. Where did it happen? \_\_\_\_\_
3. When did it happen? \_\_\_\_\_

C Write numbers in the boxes to match the pictures with the explanations in the reading.



- D** Complete the paragraph by completing the words. One of the answers will be two words.

No one has ever been able to (1.) f \_\_\_\_\_ t what happened at Tunguska. There have been many different (2.) i \_\_\_\_\_ n \_\_\_\_\_ s, but there is still no clear (3.) e \_\_\_\_\_ n. And how are we going to get (4.) p \_\_\_\_\_ f ? It happened over 100 years ago! Some of the explanations make (5.) s \_\_\_\_\_ e. But some of the (6.) t \_\_\_\_\_ s are just plain crazy. I have a feeling that this (7.) m \_\_\_\_\_ y may never be (8.) s \_\_\_\_\_ d.

- E** What do you think? Write up your own explanation of the Tunguska mystery.

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# 1 Good Morning World

## You, Adrian

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

1. “Do we have a new coworker?”	Jay	Kim	Adrian
2. “You always forget who she is.”	Jay	Kim	Adrian
3. “It’s nice to meet you.”	Jay	Kim	Adrian
4. “It’s like I’m taking a class.”	Jay	Kim	Adrian
5. “Are you learning a lot from me?”	Jay	Kim	Adrian
6. “I think she’s learning a lot about you.”	Jay	Kim	Adrian
7. “You are going to pass.”	Jay	Kim	Adrian
8. “I want to get good grades.”	Jay	Kim	Adrian
9. “Before Good Morning World, we were just acquaintances.”	Jay	Kim	Adrian
10. “Ah, I know what that means.”	Jay	Kim	Adrian

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

1. Adrian is a *new coworker / an intern* at Good Morning World.
2. Adrian works during the day and *attends classes / takes tennis lessons* at night.
3. Adrian wants to be a *news reporter / teacher*.
4. Adrian doesn't *work / get a grade* as an intern.
5. Kim says that Adrian is going to *pass / fail*.
6. Adrian has *soccer / basketball* practice twice a week.
7. Jay says that you don't have to *study a lot / get good grades* to be on television.
8. Adrian and Rashid *play sports / go to school* together.
9. Adrian and Rashid are *just friends / dating*.
10. Kim says that Jay *passed / failed* the “get to know Adrian” exam.

- C** Work in a group of three. Role-play a conversation. Two of the people have never met. One person introduces them to each other. Then each person says something about work or school.

I'd like to introduce you to...	It's good to meet you.	take a class
I'd like you to meet...	It's nice to meet you.	work together
This is...	Nice to meet you.	coworker
Meet...	You too.	attend
		get good / bad grades

# 1 City Living

## A Favorite Keepsake

- A**  What's your favorite keepsake? Take notes in the chart. Describe it to the class and explain why it's so important.

My favorite keepsake is:

Description:

It is important because:

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

1. Tara has a blind date with \_\_\_\_\_
  2. The bracelet was a present from \_\_\_\_\_
  3. Tara got the bracelet when \_\_\_\_\_
  4. The ring is a souvenir from \_\_\_\_\_
  5. Tara's first trip to the U.S. was when \_\_\_\_\_
  6. The pendant is \_\_\_\_\_
  7. Tara's grandmother gave Tara the pendant when \_\_\_\_\_
  8. Tara's grandmother told Tara a story about \_\_\_\_\_
  9. Tara's grandmother got the pendant from \_\_\_\_\_
  10. Tara is going to wear the pendant on \_\_\_\_\_
- a. Tara's favorite keepsake.
  - b. Claudia's coworker.
  - c. a blind date tonight.
  - d. she was seventeen.
  - e. she was five.
  - f. Tara's first trip to the U.S.
  - g. Joe, her first boyfriend.
  - h. her difficult childhood.
  - i. she was eighteen.
  - j. her mother.

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

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# 1 Global Viewpoints

## Special People / Memories

- A** Watch the interviews about “Special people” and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner.

1. The most important people in Alex’s life are his family members.      True      False
2. Alex has two brothers and one sister.      True      False
3. Alejandra’s grandmother is very important to her.      True      False
4. Alejandra’s grandmother’s name is Ester and she’s 70 years old.      True      False
5. Kumiko says her father is always kind and supportive.      True      False
6. Calum can talk to his friends about most things.      True      False
7. Calum’s three brothers are the most important people in his life.      True      False

- B** Now watch the interviews about “Memories.” Match the names with the things these people mention. Make short notes with details as you watch. Then compare your answers with a partner’s. Discuss any details you can remember.

- a. a trip to an amusement park in France
  - b. his/her first day at school
  - c. a shoe box full of letters, pictures, and other keepsakes
  - d. a visit to his/her grandfather
1. Catherine \_\_\_\_\_  
Details: \_\_\_\_\_
  2. Agnes \_\_\_\_\_  
Details: \_\_\_\_\_
  3. Calum \_\_\_\_\_  
Details: \_\_\_\_\_
  4. Julianna \_\_\_\_\_  
Details: \_\_\_\_\_

- C** Think about a favorite memory. Make notes in the boxes. Then describe your memory to the group and answer any questions they have.

When did it happen?	Where were you?	Who was with you?	What happened?

# 2 Good Morning World

## Fit to Be Fit

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

1.  All week on Good Morning World they are going to talk about how to have a healthier lifestyle.
2.  Kim thinks that running is the best idea ever.
3.  Jay says that it is going to be easier tomorrow.
4.  Jay says, "Why don't we stand up?"
5.  Jay says that dinner is the most important meal of the day.
6.  Kim says that the grapes are juicy, sweet, and delicious.
7.  Jay says, "Let's try some eggs."
8.  Kim says the cereal tastes like a cookie.
9.  Jay says that Kim is running faster now.

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

1. What does Jay say that you need to do for a balanced diet?
  - a. He says you need to eliminate spicy foods and cut back on crunchy foods.
  - b. He says you need to eliminate sweet foods and cut back on fried foods.
2. How does Kim compare grapes and cookies?
  - a. She thinks that cookies are sweeter and more delicious than grapes.
  - b. She thinks that grapes are sweeter and more delicious than cookies.
3. How does Jay compare grapes and cookies?
  - a. He says that cookies have greater health benefits than grapes.
  - b. He says that grapes have greater health benefits than cookies.
4. What has plenty of vitamins for a balanced diet?
  - a. Toast with butter has plenty of vitamins for a balanced diet.
  - b. Cereal with milk has plenty of vitamins for a balanced diet.
5. Does Jay tell Kim to eat faster or slower?
  - a. He tells her to eat slower.
  - b. He tells her to eat faster.

- C** Role-play a conversation between two friends. They are going to go out to dinner and have to choose a restaurant. Use the words from the boxes to talk about the restaurants and their food.

Let's have _____ for dinner. Great idea! Fine with me. I don't really feel like it.	bigger than better than crowded / more crowded relaxing / more relaxing	it's the best... the worst... the most delicious the biggest
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# 2 City Living

## The Spicier the Better

- A  Do you like spicy food? What's the spiciest dish you've ever eaten? Describe it to the class and say when and where you ate it. Write notes in the chart.

The spiciest dish I've ever eaten:	When and where I ate it:

- B   What happens? Watch the video and number the events in order from 1 to 8. Then retell the story to a partner. Include any details you can remember.

- \_\_\_\_\_ Chef Jackson Dupree comes out of the kitchen.  
\_\_\_\_\_ 1 Roberto tastes Mike and Takeshi's chicken.  
\_\_\_\_\_ Roberto says, "I told you, the spicier, the better!"  
\_\_\_\_\_ The chef tastes the Mike and Takeshi's chicken.  
\_\_\_\_\_ Mike adds more hot sauce.  
\_\_\_\_\_ The chef tastes the other contestants' food.  
\_\_\_\_\_ The chef gives Mike and Takeshi first prize for their chicken.  
\_\_\_\_\_ Roberto suggests adding more hot sauce to the chicken.

- C  What do you think Mike, Takeshi, and Roberto will do now? Complete the chart. Then compare and explain your answer(s) with a partner.

I...	My partner...
1. They will eat the chicken.	agree / disagree
2. They will celebrate.	agree / disagree
3. They will go out to eat.	agree / disagree
4. They will _____.	agree / disagree

# 2 Global Viewpoints

## Favorite Foods / International Foods

- A** Watch the interviews about “Favorite foods” and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner.

- |   |      |       |
|---|------|-------|
| 1. Brad says jambalaya is a Cajun dish from New Orleans.    | True | False |
| 2. Jambalaya contains chicken, beans, and pasta.            | True | False |
| 3. Dennis likes spicy food.                                 | True | False |
| 4. Dennis loves overcooked vegetables.                      | True | False |
| 5. Dayanne likes rice and beans that are salty and buttery. | True | False |
| 6. Thales likes grilled chicken because it’s healthy.       | True | False |
| 7. Dan says there’s nothing better than juicy chicken.      | True | False |
| 8. Julianna likes to eat bacon.                             | True | False |
| 9. Alejandra doesn’t like oily foods.                       | True | False |
| 10. Alejandra doesn’t enjoy sweet foods like chocolate.     | True | False |

- B** Now watch the interviews about “International foods.” Circle the answers. Then compare your answers with a partner’s.

1. Catherine says the Trident Café serves *typical* / *delicious* / *expensive* American food.
2. Catherine’s favorite food at the Trident Café is the *pizza* / *hamburgers* / *french fries*.
3. Dave says that *chilaquiles* are fried pieces of *chicken* / *steak* / *tortilla* with salsa.
4. Dave likes *chilaquiles* because they are very *spicy* / *crunchy* / *salty*.
5. Lourdes says Colombians make a dessert out of rice, sugar, and *honey* / *milk* / *chocolate*.
6. Lourdes says Colombians eat rice at least *once* / *twice* / *three times* a day.
7. Woo Sung’s favorite food is a *Korean* / *Mexican* / *Colombian* dish.
8. *Yukkae-jang* is a soup made with *fish* / *beef* / *chicken* and vegetables.

- C** Ask six classmates the questions below. Write their names and answers on the chart. Then report the information to the class.

1. What’s your favorite food?
2. Why do you like it?
3. How often do you eat it?

Name	Favorite food	Why	How often
1.			
2.			
3.			
4.			
5.			
6.			

# 3 Good Morning World

## Sister, Meet Sister

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

1. Today's show is about two sisters separated as children. True False
2. Jay thinks that the last time he cried was the day he was born. True False
3. Marla never remembered she had a sister. True False
4. Maria did not know about Marla. True False
5. Jay does not like a good mystery. True False
6. Marla was trying to prove that she had a younger sister. True False
7. Marla and Maria went to the library on the same day. True False
8. At the library, Marla did not remember her sister. True False
9. Now the Lopez sisters are reunited after many years. True False
10. Jay does not cry after hearing the story. True False

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

1. Jay: "Fortunately / Unfortunately, I came prepared."
2. Kim: "I know / doubt that. Everyone, please welcome..."
3. Maria: "It happened by accident / on purpose."
4. Kim: "And I bet / doubt that no one figured out the truth."
5. Marla: "Fortunately / Unfortunately, no. I tried to explain..."
6. Kim: "And Maria, did you think / know about Marla?"
7. Jay: "Ooh, how interesting / mysterious!"
8. Maria: "I could / couldn't have a sister."
9. Marla: "...I was trying to prove that / figure out if I had a younger sister named Maria Lopez."
10. Kim: "Wow, what good / bad luck!"

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

reunite	mystery	It seems...
separate	figure out	I think...
unfortunately / fortunately	prove / proof	can / can't
by accident	remember	could / couldn't

# 3 City Living

## Elementary, My Dear Tara!

- A** Do you think borrowing or using something without asking is a crime? Why or why not? Write your thoughts below. Explain your viewpoint to a partner.

---

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---

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

- |  |                             |
|--|-----------------------------|
| 1. "She said something about solving a crime..."     | Takeshi / Roberto / Sun-hee |
| 2. "Arresting a criminal?"                           | Sun-hee / Tara / Claudia    |
| 3. "Someone in this room has committed a crime."     | Roberto / Tara / Takeshi    |
| 4. "Well, my yogurt is missing."                     | Claudia / Sun-hee / Tara    |
| 5. "Who knows where it will end?"                    | Takeshi / Claudia / Tara    |
| 6. "I only use my key for emergencies."              | Takeshi / Sun-hee / Claudia |
| 7. "I have an alibi. I was out of town last week"    | Mike / Roberto / Takeshi    |
| 8. "Confess! You're always too busy to go shopping!" | Tara / Sun-hee / Mike       |
| 9. "No! No! It's not true!"                          | Mike / Claudia / Roberto    |
| 10. "Nice hat! What's up?"                           | Claudia / Roberto / Mike    |

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

- |  | I agree                  | I disagree               |
|--|--------------------------|--------------------------|
| 1. It's OK to take food from a friend's refrigerator without asking. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. People should ask for food before taking it from other people.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Drinks and snacks are OK to take, but not expensive items.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Roommates should always share food with each other.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Tara's investigation was a good idea.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Tara did a good job solving the crime.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. What Mike did is a crime.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Sun-hee should be mad at Mike.                                    | <input type="checkbox"/> | <input type="checkbox"/> |

# 3 Global Viewpoints

## Mysteries and Strange Events

- A** What mystery or event does each person mention? Watch the video “Mysteries and strange events” and match the names with the information. Then compare your answers with a partner’s.

- |                    |   |
|--------------------|---|
| 1. Agnes _____     | a. a scary event that happened in his or her dorm             |
| 2. Dave _____      | b. the Jersey Devil   |
| 3. Catherine _____ | c. UFOs   |
| 4. Lourdes _____   | d. a Mexican tale about a woman who wanders the streets       |
| 5. Alejandra _____ | e. a strange event that happened in her grandfather’s village |
| 6. Calum _____     | f. the Pyramids   |

- B** Now watch the video again and circle the answers. Compare your answers with a partner’s. Then decide which is the most interesting story.

1. Agnes says the women went to a special place to make the rain stop / fall.
2. Dave says *La Llorona* is a woman weeping for her dead sons / husband.
3. Dave says people say you can hear *La Llorona* when there is a strong / no wind.
4. Catherine says the Jersey Devil is big, hairy, and very sneaky / slow.
5. Catherine says that the Jersey Devil moves from house to house / tree to tree.
6. Lourdes’s favorite mysteries / stories are about UFOs.
7. Lourdes would like to think that UFOs are real / a hoax.
8. Alejandra would like to know when / how the Pyramids were made.
9. Alejandra wonders how they brought in the heavy pieces of stone / wood.
10. Calum says the lights in his dorm turned on / off suddenly.

- C** Interview a partner about a strange or interesting event he or she has witnessed, or have them make one up. Ask questions like the ones below. Then tell the class about your partner’s experience.

Q: Where did you witness the event? \_\_\_\_\_

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

A: What happened? \_\_\_\_\_

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

Q: When did you witness it? \_\_\_\_\_

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

Q: How did you feel? \_\_\_\_\_

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

Q: Who was with you? \_\_\_\_\_

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

Q: Would you like to see it again? \_\_\_\_\_

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

# Worksheet

## 1A: Things in common

Ask your classmates the questions in the chart and write their answers. Then choose classmates with things in common. Introduce them to each other.

Classmate's name:	What do you do?	Where are you from?	What do you do in your free time?	Why are you studying English?

# Worksheet

## 1B: Did you take the bus today?

Find a classmate for each description. Write their names and any extra information you can find out.

Find someone who...

lived in a small town as a child.  
(Find out where.)

---

---

had an argument with a friend last week.  
(Find out why.)

---

---

had a date last week.  
(Find out with who.)

---

---

didn't eat breakfast this morning.  
(Find out why.)

---

---

didn't like middle school.  
(Find out why.)

---

---

had a bicycle when he or she was a child.  
(Find out what kind.)

---

---

had an unusual hobby when he or she was a child.  
(Find out what.)

---

---

took the bus to school today.  
(Find out from where.)

---

---

had a pet in elementary school.  
(Find out what kind and its name.)

---

---

wanted to be a movie star when he or she was younger.  
(Find out why.)

---

---

bought something expensive last week.  
(Find out what.)

---

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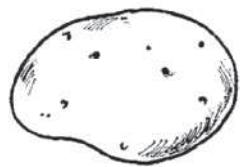
played a musical instrument when he or she was younger.  
(Find out what.)

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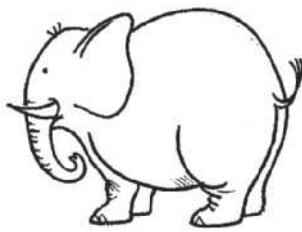
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# Worksheet

2A: Compare them!



potato



elephant



pizza



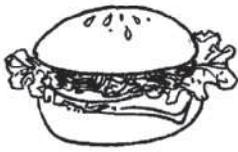
banana



bicycle



teddy bear



hamburger



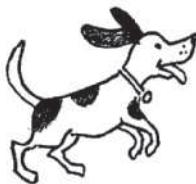
money



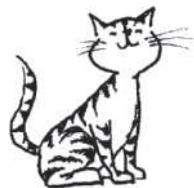
guitar



ring



dog



cat



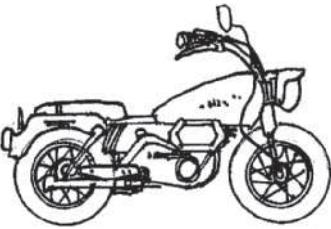
passport



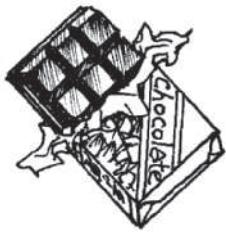
baseball cap



sunglasses



motorcycle



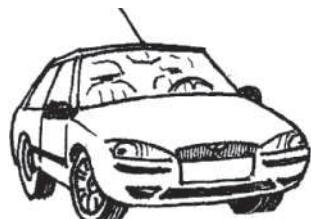
chocolate



sandals



shark



car

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# Worksheet

## 2B: Which city for the Olympics?

Work in groups. The next Summer Olympics is in your country. It's your job to decide the host city. First, list important things the host city should have. Second, choose three cities and list reasons for and against each one. Third, decide the best city to host the Summer Olympics and write reasons why.

1. It's important that the host city...

---

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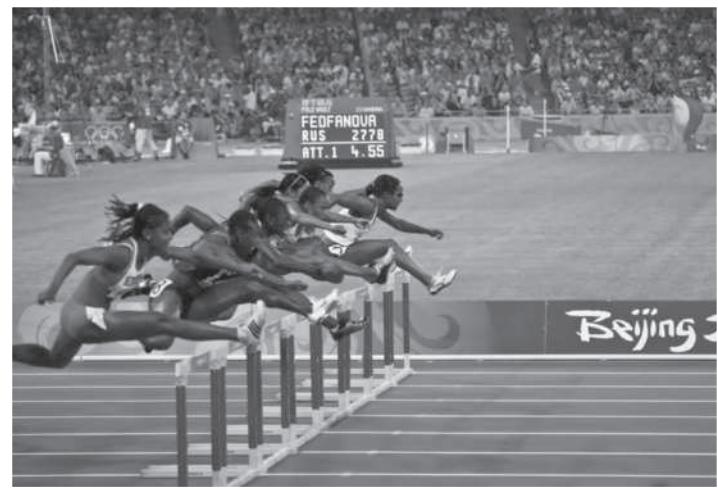
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2. Choose three cities and list reasons for and reasons against each one.

City	Reasons for	Reasons against

3. Now decide which city is the best to host the Summer Olympics. Write the reasons why the city you chose is the best one.

City: \_\_\_\_\_

Why: \_\_\_\_\_

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# Worksheet

## 3A: Solve the crime.



### Dr. Justine Credible

You are a librarian at the Rare Collections Library.

You were there because you wanted to make sure everything was safe.

In your pocket are instructions on how to turn off the security system.

Important information! Your boss sent you an email yesterday. The library has too many librarians. This is your last week in the job after 25 years.



### Dusty Rhodes

You are a student who often uses the library.

You are studying Shakespeare.

You were there because your watch stopped and you thought it was much earlier.

In your pocket is your watch, and it shows the correct time.

Important information! You need some money to pay your rent and your student fees.



2

### Zack Lee Wright

You are a construction worker.

You were there because you are doing some building work at the library.

In your pocket are a small hammer and gloves.

Important information! Your hobby is collecting old books. You are very proud of your Shakespeare collection.



### Ken Knott

You are a janitor responsible for cleaning the library.

You were there because you were doing your job.

In your pocket is a page of the missing book.

Important information! You have a key to the library. You only work mornings.



4

### Penny Less

You are an artist.

You were there because you wanted to draw the outside of the library.

In your pocket are a glass cutter and a map of the library.

Important information! You haven't been able to make much money selling your artwork.



### Lee Vittalone

You don't have a job.

You were there because you were looking for your lost dog.

In your pocket is a magazine article about the Shakespeare book.

Important information! You have a history of committing crimes. Last year you were in prison for stealing. You do not want to go back to jail.



6

5

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# Worksheet

## 3B: Believe it or not.

Work in groups. You are secret agents investigating unsolved mysteries! Make a list of mysteries you have heard about. Then think about logical reasons for them.



What are some supernatural experiences you have heard about?

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

---

---

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

---

---

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

---

---

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

---

---

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

---

---

What do you think are possible reasons for these experiences?

\_\_\_\_\_

---

---

\_\_\_\_\_

---

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\_\_\_\_\_

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