



NATIONAL
GEOGRAPHIC
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CENGAGE
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THIRD EDITION

WORLDLINK

Developing
English Fluency



James R. Morgan ■ Nancy Douglas

BASIC 4



INSTITUTO CULTURAL PERUANO NORTEAMERICANO

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English Fluency

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ACKNOWLEDGMENT

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GUIDE TO PRONUNCIATION SYMBOLS

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

Stress

/'/ city /'sɪti/

used before a syllable to show primary (main) stress

// dictionary /'dɪkʃə nəri/

used before a syllable to show secondary stress

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 4 (BO4)



	Learning Outcomes	I saw it	I understand it	I use it
Unit 10	<p> I can describe places (housing / rooms) using <i>how many</i>, <i>there is / are</i>, and prepositions of place. (pp. 146, 212) ~ Are there (any) windows in the room? ~ Yes, there are. / No, there aren't (any). / How many windows are there?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can show surprise using rising intonation and useful expressions. (p. 144) My house has 20 rooms. ~ For real? ✅ / No way! ↗</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can describe and express opinions using <i>too</i> and <i>very</i>. (pp. 152, 213) He talks too fast, and I can't understand him. / He talks very fast.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen for numbers and amounts. (p. 144)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can scan for information. (p. 150)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write a description of where I live. (p. 153)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 11	<p> I can shop for clothing items using <i>how much</i>, <i>numbers</i>, and <i>colors</i>. (p. 159) ~ How much is the red T-shirt? ~ It's 19 euros. ~ I'll take it. / – How much are the scarves? ~ They're 60 dollars. ~ Thanks, I'll think about it.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can express wants, possessions, and necessity using <i>want</i> and <i>have</i>. (pp. 160, 214) I want these boots. / I want to buy these boots. / I have a coat. / I have to buy a coat.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can talk about singulars and plurals using count and noncount nouns. (pp. 166, 215) I need (some) new winter boots. / This clothing is expensive. / He has ten pairs of shoes. / I want to save money.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen for details (likes and dislikes). (p. 158)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can read to infer meaning (p. 164)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 12	<p> I can write about the things I'm wearing. (p. 167)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can ask and answer questions about jobs using the simple present and prepositions. (p. 173) ~ What does he do? ~ He has his own business. / He works for Delta. / He works in a dentist's office.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can describe jobs. (p. 175) I'm a reporter. I work for a music show. ~ What's that like? ~ It's fun.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can ask and answer questions about abilities using <i>can</i> / <i>can't</i>. (pp. 180, 217) ~ Can you speak French? - Yes, I can/can't. / ~ Who can speak Japanese? - Toshi can.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen to confirm predictions. (p. 177)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can scan for information. (p. 178)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write about my personal (work) goals. (p. 181)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCOPE & SEQUENCE

	Unit / Lesson	Video	Vocabulary	Listening
Welcome Unit p. vi				
UNIT 10 HOME p. 140				
	LESSON A <i>Rooms</i> p. 142	Small Spaces, Small Ideas <i>p. 142</i>	<i>* Rooms, areas, and items in a house</i> p. 143 <i>kitchen, living room, yard, window</i>	<i>* Renting an apartment</i> p. 144 Listen for gist Listen for details Listen for numbers
	LESSON B <i>Home design</i> p. 148		<i>* Colors and design</i> p. 148 <i>red, yellow, green, dark blue</i>	<i>* Green housing</i> p. 149 Make and check predictions Make predictions Listen for details
UNIT 11 CLOTHING p. 154				
	LESSON A <i>Shopping</i> p. 156	Street Style in New York City <i>p. 156</i>	<i>* Clothing</i> p. 157 <i>shirt, jeans, blouse, sweater</i>	<i>* Window-shopping</i> p. 158 Listen for gist Listen for details
	LESSON B <i>Style</i> p. 162		<i>* Describing clothes</i> p. 162 <i>baggy, casual, long, put on</i>	<i>* Job interview</i> p. 163 Make predictions Listen for gist Listen for details Infer information
UNIT 12 JOBS p. 168				
	LESSON A <i>What do you do?</i> p. 170	Career Day <i>p. 170</i>	<i>* Jobs</i> p. 171 <i>doctor, programmer, lawyer, nurse</i>	<i>* A part-time job</i> p. 172 Listen for details Draw conclusions
	LESSON B <i>Getting a job</i> p. 176		<i>* Work goals</i> p. 176 <i>internship, experience, make money</i>	<i>* Summer jobs</i> p. 177 Make predictions Listen for details Listen for a speaker's attitude

Review Units 10–12 p. 182

Unit Consolidation

p. C22

Process Writing

p. P7

Workbook

p. 56

Video Worksheets

p. VW28

Communication Worksheets

Grammar	Pronunciation	Speaking	Reading	Writing	Communication
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* <i>There is / There are</i> pp. 146, 212 * <i>Very / too</i> pp. 152, 213	Rising intonation to show surprise p. 144	Showing surprise p. 145	The power of color p. 150 Make predictions Check predictions Scan for information	Describe where you live p. 153	* Describe the location of objects in a room p. 147 * Identify and fix problems with a room p. 153
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* <i>Want to / have to</i> pp. 160, 214 * Count and noncount nouns pp. 166, 215	<i>Want to and have to</i> p. 160	Saying what you want; asking for and giving prices p. 159	What do I pack? p. 164 Make predictions Read for details Infer meaning	Describe clothing p. 167	* Ask and answer questions about clothing p. 161 * Talk about and create fashion inventions p. 167
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* Questions with <i>like</i> pp. 174, 216 * Talking about ability with <i>can / can't</i> pp. 180, 217	Reduced words p. 173	Talking about jobs p. 173	Internet entrepreneur Michelle Phan p. 178 Make predictions Read for details Skim for information	Write about personal work goals p. 181	* Exchange business cards and personal information p. 175 * Interview a partner about his or her job skills p. 181
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Language Summaries p. 192

Grammar Notes p. 212

WELCOME UNIT

1 GRAMMAR

A Circle the correct word to complete the sentences.

1. My birthday is at / on / from Friday this year.
2. She does her homework in / at / on the afternoon.
3. Our class is from / at / on 10:00 in / on / to 11:30.
4. The basketball game is on / from / at 3:00 this afternoon.
5. I like to exercise to / in / from the morning.
6. Let's go to the movies on / to / at 6:00.

B  Read the sentences and look at the words in parentheses. Write questions. Then replace the underlined words with people that you know and practice asking and answering with a partner.

1. I study in the morning. (when) _____ *When do you study?* _____
2. Liz goes out with David on Saturdays. (who)

3. Pablo lives in Lima. (where)

4. We study in the afternoon. (what)

5. Mike works on Mondays, Wednesdays, and Fridays. (when)

6. They have class in the morning. (what)

C Write questions with the cues.

1. when / be / break _____ *When is your break?* _____
2. when / you / study / English _____
3. how long / be / the movie _____
4. when / vacation / start _____
5. when / be / your birthday _____
6. how long / you / study _____

D  Put the conversation in order. Then practice with your partner.

1. _____ That sounds great. How long is the flight?
2. _____ Twelve hours!
3. _____ Wow... New York. That's great! How long is your trip?
4. _____ *a* Hi, Tony! When is your vacation?
5. _____ It's five days. New York is a big city!
6. _____ Oh, hi, Hector. I'm leaving next week. I'm visiting New York.



E Rewrite the sentences with the frequency adverb in parentheses in the correct place.

1. I go to the park on the weekend. (rarely)

I rarely go to the park on the weekend.

2. They talk on their phones in class. (always)

3. You wash the dishes. (hardly ever)

4. We don't make dinner on Fridays. (usually)

5. My roommate empties the trash. (never)

6. She watches movies on her computer. (often)

F  Match the questions and the answers. Then replace the underlined names with people you know and practice asking and answering with a partner.

1. b Where does Rachel go to school?

a. He has a Toyota.

2. _____ Who does Greg live with?

b. She goes to National University.

3. _____ What do Will and Lee do on the weekends?

c. They usually play tennis.

4. _____ How old is Josh?

d. He's 22.

5. _____ What kind of car does Marcos have?

e. He lives with a roommate.

6. _____ Where does Jenni work?

f. She works at a bank.



Learning Strategy

When you aren't sure you understand someone, try repeating what they said in your own words.

Cuando no estés seguro que entendiste, trata de repetir lo que dijeron en tus propias palabras.

So you're saying...

2 VOCABULARY

A Write the times under the clocks. Express the time in two ways for each clock.



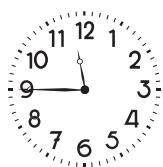
1. nine fifteen;
quarter past nine



2. _____



3. _____



4. _____



5. _____



6. _____

B Write the expressions under the pictures.

go dancing go for a walk go out with friends go shopping go to a movie go to work



1. go for a walk

2. _____

3. _____



4. _____

5. _____

6. _____

C Unscramble the months. Remember to capitalize the first letter.

1. m r d e e c b e December

4. s g a t u u _____

2. a r j a y n u _____

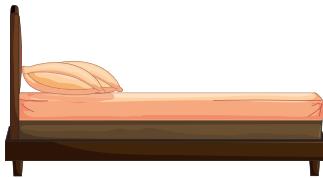
5. v e n b m o e r _____

3. c r m a h _____

6. y l j u _____

- D** Write the expressions under the pictures. Some pictures need more than one expression.

~~clean a room~~ do the laundry go shopping make dinner ~~make the bed~~ wash the dishes



1. clean a room;
make the bed

2. _____

3. _____

4. _____

3 WRITING

- A** In your notebook, write a paragraph giving your opinion about a place. Use ideas from the box, or write about your own idea.

cafe concert movie museum park restaurant

4 CLASSROOM EXPRESSIONS

- A** Put the conversation in the correct order. Then practice it with a partner.

1. _____ How do you spell that?
2. _____ How do you say *tareas* in English?
3. a Can I use your dictionary?
4. _____ You're welcome!
5. _____ Sure. What's the problem?
6. _____ It's *homework*.
7. _____ H-O-M-E-W-O-R-K.
8. _____ Thank you!

Learning Strategy

Don't worry about understanding every word you hear or read. Pay attention to the words you already know. You'll add words to your vocabulary quickly.

No te preocipes de comprender cada palabra que escuchas o lees. Pon atención a las palabras que ya conoces. Agregarás palabras a tu vocabulario rápidamente.

10 HOME



A stained glass house in Brooklyn, the United States

A large, modern building with a facade made of colorful, stained-glass-like windows at night. The windows are arranged in a grid pattern and emit various colors like red, yellow, green, and blue. The building is illuminated from within, and a bridge is visible in the background.

Look at the photo. Answer the questions.

- 1** What do you see?
- 2** Who lives here?
- 3** Do you like this house? Why or why not?

UNIT GOALS

- 1** Identify objects and rooms in a home
- 2** Show surprise
- 3** Describe rooms in a house
- 4** Talk about ways to improve a room or house

LESSON A ROOMS



Many modern apartments have to use space in creative ways.

1 VIDEO Small Spaces, Small Ideas

A Look at the photo. Is the room big or small? Is it a comfortable room? Do you like it? Tell a partner.

B Watch the video with the sound off. You will see three rooms. Check the two things you see people doing in each room.

Room 1

- reading
 - playing
 - cooking
- cooking
 - watching TV
 - eating and drinking

Room 2

- studying
- watching TV
- sleeping

Room 3

C Watch the video again. Is each room comfortable or not?

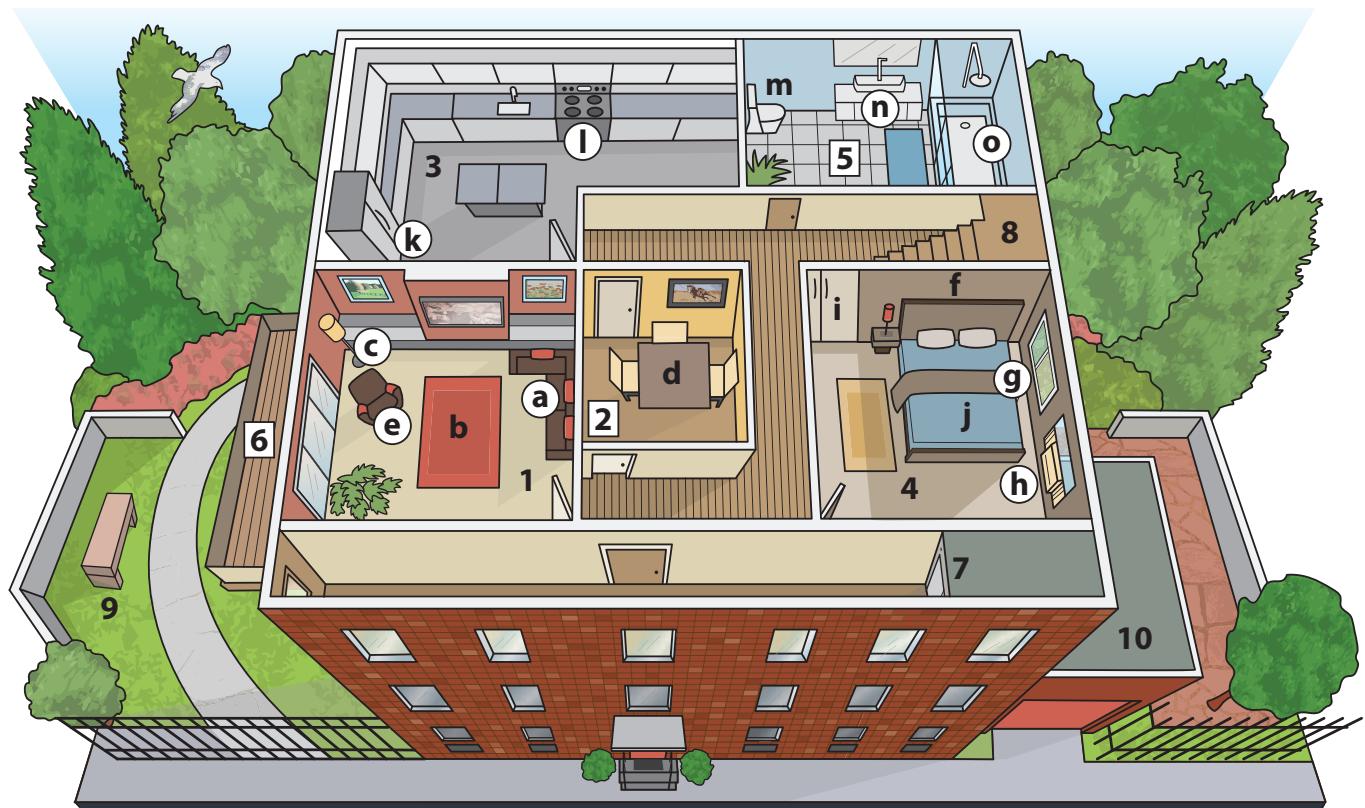
D Explain your answers in C to a partner.

I don't like room 2. It's very dark.

2 VOCABULARY

- A**  Look at the apartment. With a partner, use the list to identify the different rooms, areas, and items.

ROOMS	AREAS	ITEMS
1. living room	6. balcony	a. sofa
2. dining room	7. elevator	b. rug
3. kitchen	8. stairs	c. lamp
4. bedroom	9. yard	d. table
5. bathroom	10. garage	e. chair
		f. wall
		g. window
		h. air conditioner
		i. closet
		j. bed
		k. refrigerator
		l. stove
		m. toilet
		n. sink
		o. shower



- B**  Cover up the lists in **A**. Can you and your partner identify the different rooms, areas, and items?

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

1. What rooms are in your apartment or house?
2. Where are items d, g, and i in your home?
3. Where do you watch TV? cook? hang out with friends? sleep? eat dinner? take a shower?

I usually hang out with my friends in
the living room.

My family cooks dinner in the kitchen.

3 LISTENING

- A   **Pronunciation: Rising intonation to show surprise.** You can show surprise by repeating certain information with rising intonation (↗). Listen and repeat. Then practice the dialogs with a partner. **CD 2 Track 24**

1. A: The rent is 2,000 a month.
B: Two thousand? ↗ That's expensive!
2. A: There's no elevator in the building.
B: No elevator? ↗ But you live on the sixth floor!
3. A: I live on a houseboat.
B: A houseboat? ↗ That's cool!

- B Look at the pictures in D. Name the rooms in each apartment.

- C  **Listen for gist.** Yao is a student in Vancouver, Canada. He needs a place to live. Listen and check (✓) the correct answers. **CD 2 Track 25**

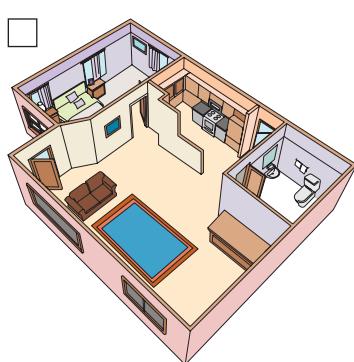
/jəou̯ 'peŋ̩ 'wɔŋ̩/

CITY RENTALS

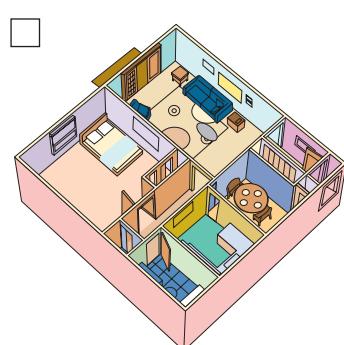
Name: Yao Peng Wong Job: Student

I want to rent... a house. an apartment. a room in a house.
I want to rent for... a month. nine months. twelve months.
I want to live... alone. with a roommate. with a family member.

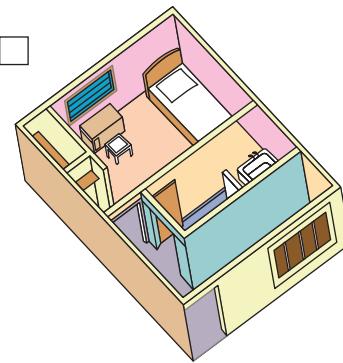
- D  **Listen for details.** Amy is telling Yao about three apartments. Listen and notice the rooms as Amy talks. Number the apartments 1–3. **CD 2 Track 26**



\$ _____ per month



\$ _____ per month



\$ _____ per month

- E   **Listen for numbers.** Listen again. Write the rent amount per month for each apartment in D. Circle the apartment Yao likes. What do you think of Yao's choice? Tell a partner. **CD 2 Track 26**

I like Yao's choice.

I don't like Yao's choice.
I like the rooms in ...

Word Bank

rent = money paid to use a house or apartment

Listening Strategy

Listen for Numbers

Listen carefully for numbers and amounts.

4 SPEAKING

- A** Listen for a speaker's attitude. In the conversation, Tim uses two expressions (/tm/) to show surprise. Listen. Notice how Tim says these expressions. **CD 2 Track 27**

TIM: Hey, Yao. How are you doing?
YAO: Hi, Tim. Come in.
TIM: Thanks. So, this is your new place. It's nice.
YAO: Yeah, and it's only \$625 a month.
TIM: Are you serious? 625? That's cheap.
YAO: Yeah, and I've got free WiFi.
TIM: No way!
YAO: It's true. I've got a great apartment.
There's just one problem.
TIM: What's that?
YAO: There's no elevator, and I'm on the sixth floor!



- B** Practice the conversation with a partner.

SPEAKING STRATEGY

- C** Make two new conversations with a partner. Use the Useful Expressions and the conversation above. Pay attention to your intonation (↗ or ↘).

Useful Expressions: Showing surprise	
Said with rising intonation ↗	Said with falling intonation ↘
My house has 20 rooms.	My house has 20 rooms.
Really?	You're kidding. / You're joking.
Are you serious?	No way. [informal]
For real? [informal]	(No,) it's true.
Yeah.	

Word Bank
I live <u>in</u> a house / an apartment building.
I live <u>on</u> the first / second / third / top floor.

- D** Read the examples below. Then tell four people something they don't know about you. If you cannot think of anything, make something up.

- A:** I play the guitar. **A:** My sister lives near a famous soccer player.
B: For real? **B:** You're kidding.
A: Yeah. I play in a band. **A:** No, it's true.
B: Where do you practice? **B:** What's his name?

- E** Which answer from **D** is the most interesting or unusual? Tell the class.

5 GRAMMAR

A Study the chart. Turn to page 212. Complete the exercises. Then do **B–D** below.

There is / There are			
singular	There is (There's) There isn't	a	rug
plural	There are There aren't any		rugs
			in my bedroom.

Questions	Short answers
Is there an elevator in your building?	Yes, there is. / No, there isn't.
Are there (any) windows in your living room?	Yes, there are. / No, there aren't (any).
How many windows are (there) in your bedroom?	There's one. / There are two. / There aren't any.

B  Work with a partner. Look at the chart below. On a piece of paper, make as many sentences as you can.

There	are aren't is isn't	a any some two	chairs sofa TV windows	in the living room.
-------	------------------------------	-------------------------	---------------------------------	---------------------

How many rooms are in your house?

There are ten.

Is there a bedroom?

There are three bedrooms.

C Imagine your dream house. Answer the questions.

- How many rooms are there in your house? What are the rooms?
- What items are in each room?

D  Take turns asking and answering questions with a partner.

Talk about your dream house.

Adare Manor, Limerick, Ireland



6 COMMUNICATION

- A Look at the picture and read about the bedroom.

In my room, the bed is **near** a big window. The window is **to the right** of the bed. Next to the bed (**on the right**), there's a small table with a lamp **on** it. There is also a table **to the left** of the bed. There is a mirror **above** my bed and a chair **in front of** my bed.



- B Talk about your room with a partner.

Student A: Think about your bedroom. On a piece of paper, draw your bedroom door and your bed. Then give the paper to your partner. What other things are in your room? Where are they? Tell your partner.

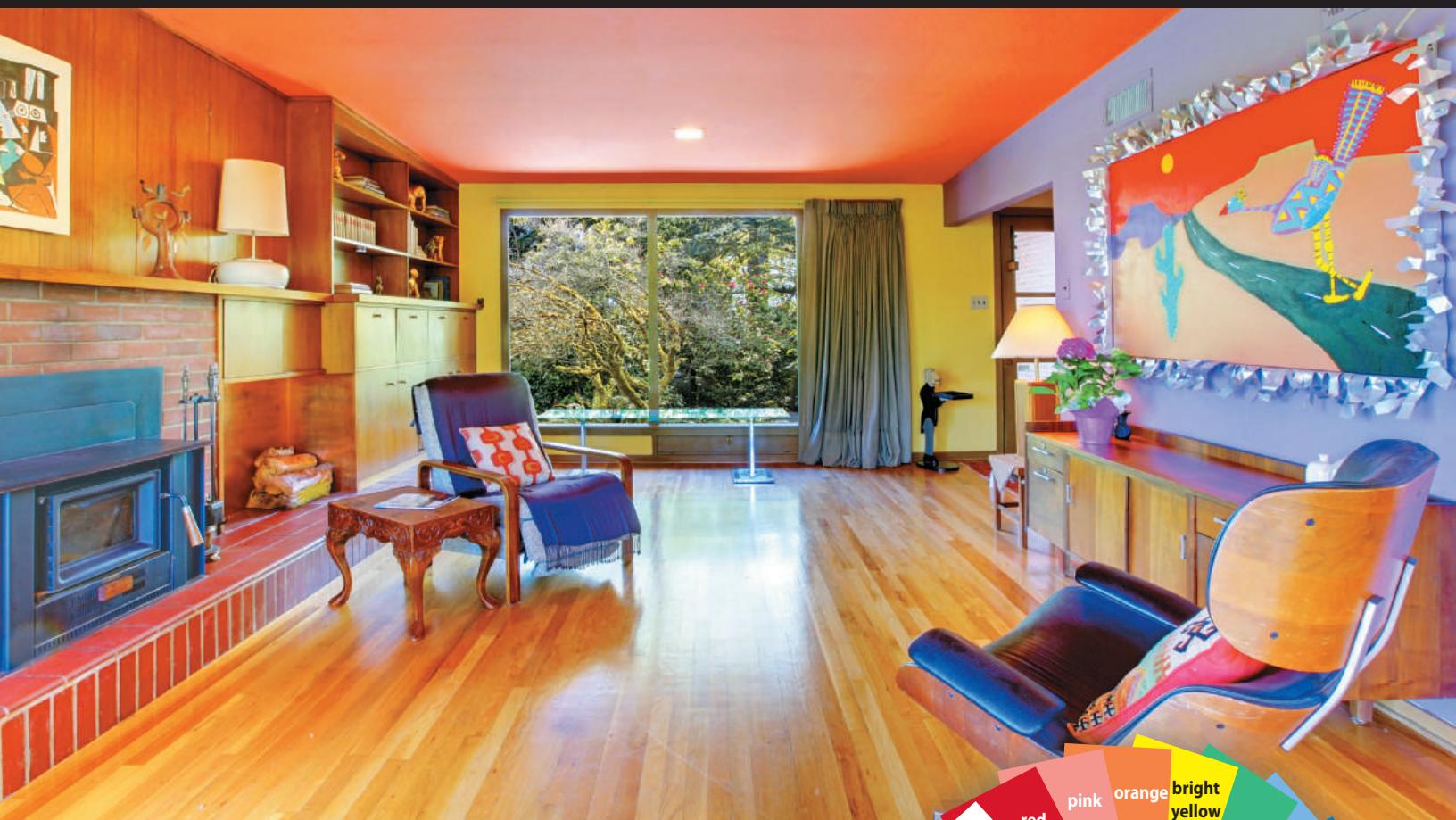
There's a bed under the window. The window is on the wall in front of the door.

Student B: Listen to your partner's description. Draw your partner's bedroom.

- C **Student A:** Check your partner's drawing. Does it look like your room? Switch roles and do B again. Are your rooms similar or different?

Word Bank

mirror = a flat piece of glass that reflects things



1 VOCABULARY

A Say the colors with your instructor. Then ask a partner: What is your favorite color?

B Look at the photo. Answer the questions with a partner.

- What things are in the room? What colors are they?
- When you look at the room, how do you feel?

Complete this sentence with a word from the box.

This room makes me feel _____.

- Do you like the room? Why or why not?

The colors are very bright. They make me feel happy. I like the room.



Word Bank

Opposites (feelings)

relaxed ↔ nervous, uncomfortable

happy ↔ unhappy, sad

- C** Find another photo of a room in a house. Answer the questions in **B** about it with a partner.

2 LISTENING

- A** Look up the word *energy* in your dictionary. Then ask a partner: Does your home use a lot of energy?
- B** **Make and check predictions.** You will hear a man talk about a “green home.” Read the sentence below and guess the answer(s). Then listen and circle the correct answer(s). **CD 2 Track 28**

A “green home” _____.

- a. saves energy
- b. is the color green
- c. is expensive
- d. is good for the environment (plants, land, water)

- C** **Make predictions.** You want your house to be more “green.” How can you do it? Look at the photos and read the sentences. Guess the answers with a partner.



1. Unplug your _____, _____, and _____.



2. Use CFL light bulbs. They use _____ energy.



3. When you leave a room, always turn _____ the lights.



4. Take _____-minute showers.

- D** **Listen for details.** Listen to the full interview. Complete the sentences in **C**. **CD 2 Track 29**

- E** Do you do any of the things in **C** in your house? Tell a partner.



These houses use solar energy (from the sun) for heat and electricity.

Listening Strategy

Make/Confirm Predictions

Guess what you think you will hear and listen carefully to confirm your guess.

Word Bank

Word partnerships

If you save *energy*, you use less energy.

You can also save *money* and *water*.

Turn on (+) / off (-) the light switch / TV.

3 READING CD 2 Track 30

- A**  **Make predictions.** Read the title of the article and the question below it. Guess the answers below with a partner. One set of colors is extra.

Room	A good color for the room
1. bedroom	a. red, orange, or yellow
2. living room	b. white only
3. dining room	c. light blue, light green, or light purple
4. kitchen	d. white and light blue
5. home office / study room	

- B** **Check predictions.** Read the passage. Check your answers in **A**.

- C** **Scan for information.** Complete the chart with the correct colors and feelings.

Room color(s)	Feeling(s)
light blue, light green, or light purple	1. _____
2. _____	alert, sometimes 3. _____, and happy
lots of dark or bright colors	4. _____
5. _____ walls and _____ lights	uncomfortable
6. light _____ and _____	relaxed and ready to study

- D**  Answer the questions with a partner. Use ideas from the reading.

1. Look at the photo. Is this room good for studying? relaxing? eating? Why?
2. Answer the questions above about a room in your house.

THE POWER OF COLOR

What are the best colors for rooms in your home?

Reading Strategy

Scan for Information

Look at the text quickly to find specific information.





We see color everywhere. It makes our world beautiful, but it can also affect¹ our feelings and behavior.² For this reason, it is important to use the right colors in different rooms in a home. For example, light colors—like light blue, green, or purple—relax us. They are perfect in a bedroom or living room.

Other colors—like red, orange, and yellow—are different. They make us feel alert³ and sometimes hungry, studies show. For this reason, they can be good to use in a dining area or a kitchen.

A room with some red, orange, or yellow can also feel happy and can be good in a living area. But these colors are very strong,⁴ and it's best to only use a little of them. People feel

nervous in rooms with too many dark or bright colors.

Other colors help us work or study. Many people think white walls and bright lights are best for this. But people are often uncomfortable in this kind of room. It is hard to sit and think. Instead, use white with another color, especially light blue. This color relaxes people. In a home office or a room for studying, light blue and white can help people think better.

¹ If something affects you, it changes you in some way.

² Your *behavior* is the way you act.

³ If you are *alert*, you feel very awake and ready to do things.

⁴ A *strong* color is bright or intense.



4 GRAMMAR

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

		very / too				
	Verb	a / an	very / too	Adjective / Adverb	Noun	to + Verb
This room	is		very / too	dark.		
He	talks		too	fast. I don't understand.		
I	am		too	tired		to watch TV.
They	have	a	very	big	house.	

B Write two sentences about each photo with a partner. Use *too* or *very*. Put your sentences on the board.



C Read the sentences on the board.

Do you agree with them? Are any incorrect? If yes, correct them with a partner.

This is a very colorful room.

Yeah, but the colors are too bright.

5 WRITING

- A Read about an apartment in Santiago. Then write about your house or apartment.

I live with my family in an apartment in Santiago. We live on the 6th floor. There are two bedrooms in the apartment. I share one with my sister. In our room, there are two beds, a desk, a bookshelf, and a closet. It's too small for all our clothes! The apartment also has a living room, dining area, a kitchen, and a very big balcony with lots of plants. I like our apartment a lot!

- B  Share your writing with a partner. Correct any mistakes in his or her writing.
- C  Return your partner's paper. Then explain: Are your homes similar or different? Give examples.

6 COMMUNICATION

- A The TV show *Room Redo* helps a person change a room in his or her home to make it better. Look at the room. Read about this week's person.
- B  Work with a partner. You work for *Room Redo*. What are the problems with Felix's dorm room? How can you fix these problems? On a piece of paper, list and then draw your ideas.

The walls are too.... Let's....

- C  Work with another pair. Explain your ideas to them. When you listen, take notes. What do you like about their ideas?

It is a good idea to put the clothes away in the closet.

- D  Repeat C with three other pairs. At the end, review your notes. Then ask a partner: Whose room redo is the best? Why?

Name: Felix Hernandez (male)

Age: 22

Job: Student

His room: Felix lives in a dorm room at City University.



11 CLOTHING



A group of fashion models wearing colorful outfits



Look at the photo. Answer the questions.

- 1 What colors are the clothes?
- 2 Where are these people?
- 3 Would you wear clothes like these?

UNIT GOALS

- 1 Identify clothing and accessories
- 2 Ask for and give prices of things
- 3 Describe clothing and personal style
- 4 Talk about dress codes

LESSON A SHOPPING



A fashion model walks down the street.

1 VIDEO Street Style in New York City

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

1. Where are the people?
2. Do you like their clothes?
3. Do people in your city dress like the people in the video?

B Watch the video again. What pieces of clothing do you see in the video? Do you know any of the words in English? Make a list with a partner.

C Share your ideas in **B** with the class.

2 VOCABULARY

- A**  Say the words in the box with your instructor. Tell a partner what each person is wearing. Then talk about what you are wearing.

He's wearing a T-shirt, jeans, and a pair of sandals.

- a. **T-shirt**
- b. **jeans***
- c. **sandals***
- d. **dress**
- e. **heels***
- f. **jacket**
- g. **pants***
- h. **sneakers***
- i. **shorts***
- j. **socks***
- k. **boots***
- l. **blouse**
- m. **skirt**
- n. **shirt**
- o. **suit**
- p. **coat**
- q. **belt**
- r. **hat**
- s. **sweater / pullover**
- t. **scarf**
- u. **gloves***
- v. **uniform**

*a pair of (item)



- B**  Cover up the list of words. Look at the pictures again. How many kinds of shoes can you name? How many pieces of clothing? How many accessories? Make lists with a partner.

Word Bank

Word partnerships

a pair of sunglasses /
headphones / chopsticks

Word Bank

accessory = item worn or carried that is not clothing, for example, jewelry or a hat.

3 LISTENING

- A With a partner, name the clothes in the store windows below. Are any of the clothes your style?



Word Bank
If certain clothes are *your style*, you like to wear them.



Word Bank
window-shopping = to look at items in a store window

- B Listen for **gist**. Listen to Rafa and Lucy as they go window-shopping. **CD 2 Track 31**

1. Write 1, 2, or 3 in the correct window. One picture is extra.
2. Circle the store Rafa and Lucy go in.

- C Listen for **details**. Listen again. Circle the best answer to complete each sentence.

CD 2 Track 31

1. Lucy **likes / doesn't like** the T-shirt.
2. She **likes / doesn't like** the sandals.
3. She **likes / doesn't like** the blouse.
4. She **is / isn't** looking for summer clothes.
5. It **is / isn't** her brother's birthday soon.
6. She **likes / doesn't like** the boots.

- D Answer the questions with a partner.

- What is a good area for window-shopping in your city?
- What are the best stores?
- What can you buy there?

There is good window-shopping in Miraflores.

Listening Strategy

Listen for Details

Listen carefully for important details (likes and dislikes).

4 SPEAKING

/dʒɪn/

- A  Jin is from South Korea. He's in Rome now on vacation. Listen. Then answer the questions. **CD 2 Track 32**

1. What is Jin doing?
2. What doesn't Jin want? How does he say that? Underline the words.
3. What does Jin buy? How does he say it? Circle the words.

STORE CLERK: *Buon giorno.*

JIN: Um, hello. Do you speak English?

STORE CLERK: Yes, I do. Can I help you?

JIN: Oh, yeah... thanks. I'm shopping for a gift for my sister. I want to get something Italian.

STORE CLERK: I see. Well, we have some nice traditional scarves.

JIN: Yeah, they are nice. How much are they?

STORE CLERK: Sixty euros.

JIN: Sixty euros? Um... I'll think about it.

STORE CLERK: We also have T-shirts... like this Roma one.

JIN: Oh, that's cool. How much is it?

STORE CLERK: Nineteen euros.

JIN: That's perfect. I'll take it.

- B  Practice the conversation with a partner.

SPEAKING STRATEGY

- C  Imagine you're on vacation in Italy. You want to buy a gift for someone. With a partner, make a new conversation.

- **Shopper:** Who are you shopping for? Tell the clerk.
 - **Store clerk:** Show the shopper at least three items. Use the prices below. Try to make a sale!
- | | | | | |
|------|-----|-----|-----|------|
| €300 | €40 | €35 | €95 | €235 |
|------|-----|-----|-----|------|

- D  Switch roles and do C again.



Trajan's Forum, Rome, Italy

Useful Expressions

Saying what you want

I'm looking for a gift for my sister.

Asking for and giving prices

How much are they?

They're 60 euros.

Thanks, I'll think about it.

How much is the T-shirt?

It's 19 euros.

I'll take it.

Speaking Tip

When you're not looking for anything in particular:

Can I help you?

No thanks, I'm just looking.

5 GRAMMAR

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

want to / have to	
1. I want <u>these boots</u> . They're cool.	want + noun
2. I want to <u>buy</u> these boots. They're cool.	want to + verb
3. I have <u>a coat</u> . It's in the closet.	have + noun
4. I have to <u>buy</u> a coat. I don't have one.	have to + verb

- B** Read the sentences in the chart above. Then circle yes or no about each of the statements below.

- Sentences 1 and 2 have the same meaning. yes no
- Sentences 3 and 4 have the same meaning. yes no
- Sentence 4 means something is necessary. yes no

i In spoken English, want to can sound like "wanna." Have to can sound like "hafta."

- C** **Pronunciation: Want to and have to.** Work with a partner.

Listen and repeat. Then complete the sentences with *want to* or *have to*. **CD 2 Track 33**

- I _____ buy a new belt. This one is old.
/dʒə'meɪkə/
- I _____ visit Jamaica or Puerto Rico this summer.
- It's a formal party. You _____ wear a jacket and tie.
- I have free time now. Do you _____ do something?

- D** You are going to go skiing in Switzerland. Look at your checklist. What things do you already have? Check them off.

- E** Take turns telling a partner about your list. What are two things that are not necessary that you want to take anyway?

My Travel Checklist	
(1)	a hat and gloves
	jeans
(2)	a passport
	a place to stay
(3)	a plane ticket
	skis
	sneakers
	sunglasses
	sweaters
(4)	Swiss money
	a warm jacket and boots

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

I want to get a new
pair of skis.



6 COMMUNICATION



A Read the questions and think about your answers.

1. Do you buy clothes often? Where do you shop?
How much do you usually spend?
2. Complete this sentence: If you want to speak English well, you have to _____.
3. Look at three people in your class. What are they wearing?
4. What is something you want to do this year?
5. At school or work, do you have to wear a uniform?
Are there things you cannot wear?
6. Think about the clothes in your closet. Which clothing item is your favorite? Why?
7. Is it OK for men to wear jewelry (rings, earrings)?
What jewelry looks good on a man?
What jewelry only looks good on a woman?

I don't buy clothes very often.

If you want to speak English, you have to practice.

I want to travel to Patagonia.

I have to wear a uniform at the hospital.

My favorite item is my jacket.

B Work with three or four other people.

1. Take turns. Choose a question from **A**.
2. Answer the question. If you can talk for one minute without stopping, you get one point.
3. Continue until there are no more questions.
The winner is the person with the most points.

Word Bank

jewelry = decoration worn on the body

earrings = jewelry worn on the ears

ring = jewelry worn on the fingers

LESSON B

STYLE



Even at school,
I usually wear
something kind
of **dressy**.



What's your personal **style**?

I like **casual** clothes—
something I can **put on**
quickly in the morning.

1 VOCABULARY

- A What are the people wearing? With a partner, match the items below with the photos.

a **light** shirt with **short** sleeves
baggy sweatpants
fitted jeans

- B Answer the questions with a partner.

1. Describe your classmates' clothes. Use words in the box.
2. What's your personal style—dressy or casual? What do you usually wear?
3. After work or school, do you change your clothes? What do you put on?

I put on **baggy**
shorts and a
fitted shirt with
long sleeves.

Word Bank

Opposites

baggy / loose ↔ **fitted / tight**
casual ↔ **dressy / formal**
heavy ↔ **light**
long ↔ **short**
put on ↔ **take off**

Word Bank

put on = to place clothes or shoes on your body to wear
change clothes = to take off your clothes and put on different clothes

2 LISTENING

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

If you *change* (*your*) *clothes*, you take off your clothes and put on different clothes.

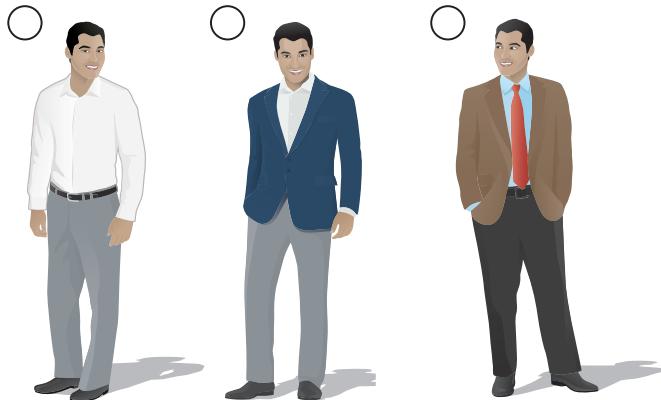
If your clothes *match*, they look good together.

1. Do you change your clothes during the day?
2. Do the clothes you're wearing today match?

- B**  **Make predictions.** Look at the pictures.

With a partner, answer the questions.

1. What is the man wearing in each of the pictures below?
2. Which clothes are best for a job interview? Why?



Listening Strategy

Make Predictions

Say what you think you will hear based on the photos.

- C**  **Listen for gist.** Diego has a job interview. Listen. At the beginning, what clothes is he wearing? Write 1 next to the picture above. At the end, what is he wearing? Write 2 next to the picture. One picture is extra. **CD 2 Track 34**

- D**  **Listen for details.** Diego changes his clothes. Why? Listen again and match the clothes (1–4) with the reasons (a–d). **CD 2 Track 34**

- | | |
|-----------------|---------------------|
| 1. jacket _____ | a. too formal |
| 2. pants _____ | b. doesn't match |
| 3. tie _____ | c. has coffee on it |
| 4. shirt _____ | d. too dark |

- E**  **Infer information.** What clothing is best for a woman to wear to an interview? Tell a partner.

It is best for a woman to wear a suit to an interview.

3 READING CD 2 Track 35

A  **Make predictions.** Read *only* Tomas's post on the next page. Then answer the questions with a partner.

- Tomas* /tō'mas/
1. Where is Tomas from? Where does he want to go?
2. Guess the answer to Tomas's question. Make a list of ideas.

B  **Read for details.** Read Rayyan's reply. Which items (1–6) are good for Tomas to pack? Circle them. Which aren't? Put an X. Explain your answers to a partner.

1. T-shirts
2. a short skirt
3. long, baggy pants
4. an umbrella
5. a shirt with long sleeves
6. shoes you can take off easily

C  **Infer meaning.** Find the underlined words in the reading. Complete the "a" sentences with the correct word. Then answer the "b" questions with a partner.

- 1a. If you wear suitable clothes, they are / aren't right for a situation.
- 1b. What clothes are suitable for school? Which aren't?
- 2a. A shirt with short / long sleeves covers your arms.
- 2b. What other clothing can cover your arms?
- 3a. An umbrella / A bathing suit protects you from the sun.
- 3b. What else can protect you from the sun?
- 4a. If something fits, it is comfortable / uncomfortable to wear.
- 4b. What makes a piece of clothing fit well?

WHAT DO I PACK?



Reading Strategy

Infer Meaning

Say what you think based on the information.

Tomas
Location:
Chile

Δ Posted: Saturday May 17

What do I pack¹?

I plan to visit Malaysia in June (when it's 30–33 degrees Celsius). I know many people in Malaysia are Muslim, and I need information about clothing customs.² Is it okay to wear shorts and T-shirts in most places? What about for women?

Rayyan
Location:
Malaysia

Δ Posted: Saturday May 17

Tomas — Here's some advice:

- It's hot here, especially in the summer, so light clothing is best. At the beach and other touristy areas, the style is casual. Many people wear shorts and T-shirts there. Also, it rains in some places in early June, sometimes a lot. Bring an umbrella and maybe a light jacket. A hat is also good.
- In Kuala Lumpur and other cities, casual clothes are okay, but they should **cover** you. For women, it's best not to wear short dresses or skirts in public. Long, loose pants (or a long skirt for women) and light shirts or blouses are often best. They're more **suitable**. These clothes also **protect** you from the sun!
- Bring a pair of comfortable shoes and some sandals, or buy some here. (Be sure to try on shoes first to make sure they **fit**; sizes can be different from your country.) And remember: you have to take off your shoes in some buildings, like temples and people's houses.
- Do you plan to attend a formal event? If yes, bring a nice pair of pants, a shirt with long sleeves, and a tie. For women, a long dress is best.

Hope this helps!

¹ If you **pack** clothes for travel, you put them in a suitcase or bag to take with you.

² A **custom** is a common, traditional activity in a certain country or place.



People with traditional
Malaysian clothing and kites

4 GRAMMAR

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

Count Nouns	Noncount Nouns
This shirt is / These shirts are expensive.	This clothing is expensive.
This ring is a dollar / two dollars .	I want to save money . (Not: a money)
I need (some) new winter boots .	I need (some) luggage for my trip.
I have a pair of sunglasses . He has ten pairs of shoes in his closet.	a piece of / two pieces of jewelry

B Carmen's parents want to give her a gift. Look at the things Carmen wants. Next to each item, write *a*, *some*, *a pair of*, *a piece of*, or nothing. Sometimes, more than one answer is possible.

Carmen wants...

- | | |
|------------------------|-------------------------------------|
| 1. _____ new scarf. | 5. _____ furniture for her bedroom. |
| 2. _____ money. | 6. _____ bag. |
| 3. _____ new clothes. | 7. _____ jewelry. |
| 4. _____ new sneakers. | 8. _____ sunglasses. |

C  Work in a small group.

- One person begins. Suggest something to give Carmen from **B**. Explain your answer.
- If you make a correct sentence, you get a point.
- If the sentence is incorrect, another person can correct it and get a point.
- Then the next person takes a turn.
- Talk about all the items. The winner is the person with the most points.

Let's give her some money. Money is good for a college student.

Or we can get her a new clothes.

Wait, "a new clothes" isn't correct.
We can get her *some* new clothes.
Let's buy a scarf.



5 WRITING

- A On a piece of paper, write about the things you are wearing.

Describe...

- your clothes and their colors and style.
- other things you are wearing—jewelry, glasses, a hat, etc.

- B  Give your paper to your instructor. Your instructor gives you another student's paper. Read it. Correct any mistakes. Then guess the writer. Give the paper to that person.

I'm wearing a pair of fitted jeans, a gray T-shirt, a heavy sweater, and a hat. My socks are white and my boots are black. I'm also wearing some jewelry.

6 COMMUNICATION

- A  Read about these two items. Which is interesting to you? Tell a partner.



How much exercise are you getting? This wristband shows you. Most people put on the fitness band and never take it off!



This clothing changes color and shows others your feelings. When you're happy or relaxed, it's blue. When you're nervous, it's red.

- B  With a partner, research an interesting type of clothing, jewelry, or accessory. Find a photo of it. Then answer these questions:

1. What kind of clothing, jewelry, or accessory is it?
2. Who is it for (men, women, children, everyone)?
3. What does it do?
4. How much does it cost?
5. Why do you like it?

- C  Present your idea to the class. Then listen to your classmates talk about their ideas. For each item, answer questions 1–5 in B. Which one is your favorite?

I want to talk about a pair of sneakers. They are for children. They light up when you walk. They cost \$20 dollars. They are cute!



12 JOBS

A close-up photograph of a blacksmith's hands and arms as he works with metal. Sparks are flying in all directions, creating a dynamic and intense visual effect. The blacksmith is wearing a leather apron and a cap. The background is dark, making the bright sparks stand out.

Look at the photo. Answer the questions.

- 1** What is the man's job?
- 2** Is this job hard or easy?
- 3** Do you want to do a job like this? Why or why not?

UNIT GOALS

- 1** Identify and describe jobs
- 2** Talk about where you work and who you work for
- 3** Describe your work goals
- 4** Talk about things you can and can't do

A blacksmith demonstrates his metal work,
Memphis, the United States.

LESSON A WHAT DO YOU DO?



A stunt pilot doing a trick. Would you want to do this job?

1 VIDEO Career Day

- A** Look at the jobs below. Which do you know? Look up the ones you don't know in a dictionary.

- a doctor a surfer a veterinarian the president
- an actress a pilot a lawyer a musician
- a web designer a photographer a filmmaker a baseball player

- B** Watch the video with the sound off. Guess: What jobs do the students want to do? Check (✓) your answers in **A**.

- C** Watch the video with the sound on. Check your answers in **B**.

- D** Choose the job you want to do in **A**. Tell a partner.

I want to be a pilot. It's an exciting job.

2 VOCABULARY

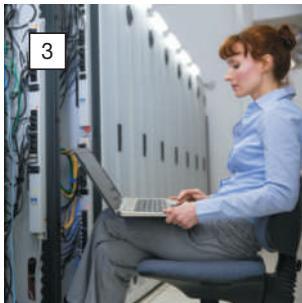
A  Look at the pictures below. Then follow these instructions:

- Cover the chart and look at the pictures. Can you name any of the jobs?
- Check your answers. Practice saying the jobs with a partner.

He's a doctor.

Nouns ending in **-er / -or** or **-ist** often describe a job or something a person does.

-er / -or	1. doctor	2. web designer	3. programmer
	4. telemarketer	5. police officer	6. lawyer
-ist	7. receptionist	8. hairstylist	
person	9. businessperson	10. delivery person	
other	11. flight attendant	12. nurse	



B  Look at the jobs in **A**. Answer the questions with a partner.

- Which jobs make the most money?
- Which jobs are easy? Which ones are hard?
- Do you know anyone with these jobs?

3 LISTENING

- A**  In your country, do students ever go to school and work? Discuss with a partner.

- B**  **Listen for details.** Yana is a student. She is looking for a job. Read the question below. Then listen and circle the correct answer. **CD 2 Track 36**

/'jɑːnə/
When can Yana work?

- a. on some weekdays and all weekend
- b. on some weekdays but not on the weekend
- c. only on Saturdays and Sundays

- C**  **Listen for details.** Listen and complete the information about each job. **CD 2 Track 37**



Word Bank

Word partnerships with *job*

look for / get / have / find a job
a part-time / a full-time job

Jobs		
Job 1: a waitress at the Sunflower _____ Days/hours: from _____ to _____ in the _____	Job 2: a tutor at the _____ Days/hours: _____ or _____	Job 3: a cashier in a _____ store Days/hours: on _____ from _____ to _____

- D**  **Draw conclusions.** Look at your answers in **B** and **C**. Which jobs are good for Yana? Why? Tell a partner.

- E**  Read this list of different places to work. Where do you want to work? Rate the places from 1 (like a lot) to 6 (don't like very much). Tell a partner.

- _____ in a cafe
- _____ at school
- _____ in a clothing store
- _____ at home
- _____ in an office
- _____ outdoors

Word Bank

cashier = the person who gives and receives money at a store

tutor = a teacher for one student

waiter / waitress = someone who brings food and takes orders at a restaurant

Listening Strategy

Listen for Details

Listen carefully for important details.

4 SPEAKING

- A**  /bræd/ Valentina and Brad are at Ramon's party. Listen to their conversation. Then answer the questions. **CD 2 Track 38**

1. What does Valentina do? (What's her job?)
2. Does she like her job? Why or why not?

VALENTINA: Hi, are you a friend of Ramon's?

BRAD: Yeah, hi. My name is Brad.

VALENTINA: Hi, Brad. I'm Valentina.

BRAD: Valentina... I know you.... You're Ramon's friend, too, right? You're a chef at that restaurant, the Boulevard....

VALENTINA: Yeah, that's me. But I'm not a chef anymore.

BRAD: Really? What do you do now?

VALENTINA: I work for a company called the Olive Kitchen. It imports food from Italy, Greece, and Turkey.

BRAD: Wow, what's that like?

VALENTINA: It's great. I travel, meet interesting people, and eat good food!

- B**  Practice the conversation with a partner.

- C**   **Pronunciation: Reduced words.** Work with a partner. Practice saying these two questions. Then listen and repeat. **CD 2 Track 39**

What do you do? Where do you work?

- D**   **Pronunciation: Reduced words.** Listen and fill in the missing words. Then practice the dialogs with a partner. **CD 2 Track 40**

A: What do you do?

A: What do you do?

i In spoken English, small words like *do* and *you* are often reduced. Reduced forms are short. They sound different.

B: I'm a _____.

B: I'm a _____.

A: Where do you work?

A: Where do you work?

i In questions, *do* is reduced from /du/ to /də/.

B: In a _____ downtown.

B: In a large _____.

SPEAKING STRATEGY

- E**  Use the Useful Expressions to complete the dialogs below. Then read the dialogs with a partner.

1. **A:** So, what _____ do?

B: I _____ Apple. _____ a programmer.

2. **A:** What _____ your parents _____?

B: My mom works _____ a bank. My dad works _____ Samsung.

Useful Expressions

Talking about jobs

What do you / does she do?

I'm a student. / She's a nurse.

I work for myself. / She works for Telefonica.

I work in / She works in a hospital / an office / a cafe.

- F**  Create a new dialog with a partner. Use a job that you'd like to do. Then change roles and repeat.

5 GRAMMAR

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

Questions with *like*

1. A: My mom works in a hospital.	2. A: My coworker is from Brazil.
B: Really? What's that like ?	B: Oh? What's he like ?
A: It's hard, but she enjoys it.	A: He's really nice.

- B** Read the two dialogs in the chart above. Pay attention to the questions. Which question asks about an experience? Which question asks about a person?

- C**  What are the jobs below like? Take turns talking about each job with a partner. Use the words in the chart to help you.

- | | |
|---------------------|---------------------|
| 1. police officer | 4. telemarketer |
| 2. pilot | 5. delivery person |
| 3. flight attendant | 6. your idea: _____ |

What's a delivery person's job like?

It's exciting.

Words to describe experiences	Words to describe people
fun / exciting / cool / interesting ↔ boring safe ↔ dangerous easy ↔ hard	friendly / nice ↔ unfriendly fun ↔ serious hardworking ↔ lazy

- D**  What are these people like? Take turns talking about the people with a partner. Use the words from the chart in **C** to help you.

1. you
2. your classmates or coworkers
3. your parents

What are you like?

I think I'm a friendly person....

Some delivery people in cities use bikes to get around. It's a dangerous job!



6 COMMUNICATION

- A**  Practice the conversation with a partner. Then answer the questions about Elena. What does she do? Who does she work for? What's her job like?

/kɔrt/
KURT: So, what do you do, Elena?

ELENA: I'm a reporter. I work for a music show called *Que Colores*. Here's my card.

KURT: Oh, thanks. So, what's your job like?

ELENA: It's fun. I meet different artists and go to concerts and film festivals.

KURT: That's cool!

Word Bank

reporter = someone who gets stories for the news

Que Colores

Elena Perez Ramirez

Reporter

Princesa 25 8-B

28003 Madrid

Tel: 91 555 53 26

elenapr@quecolores.es



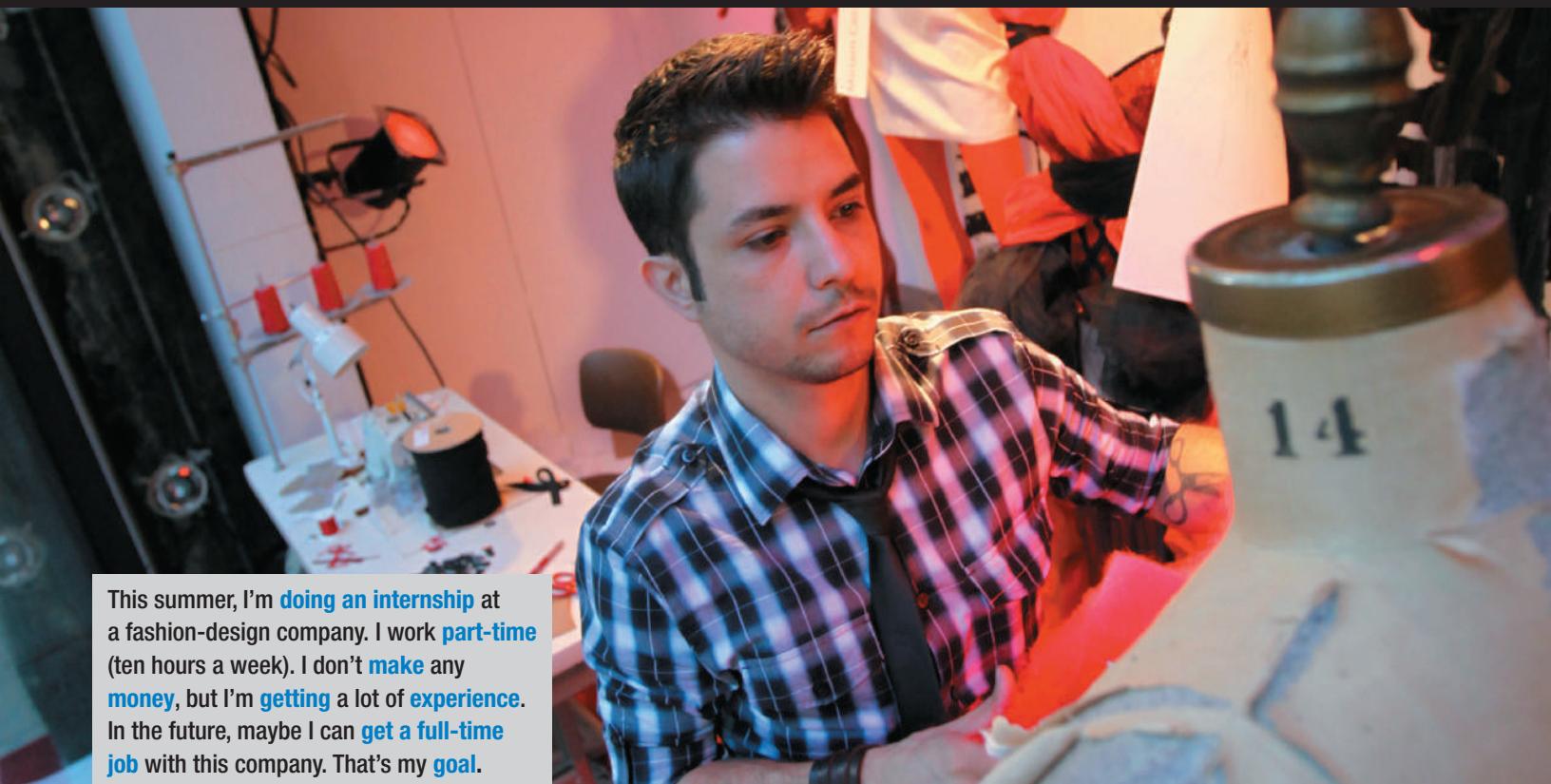
- B** Think of your dream job. Make three identical business cards on three pieces of paper. Then answer the questions below about your job. Use the model above.

	Me	Partner 1	Partner 2	Partner 3
What do you do?				
Who do you work for?				
What's your job like?				

- C**  Imagine you are at a party. Introduce yourself to three people. Give each person your business card. Then complete the chart in **B** with information about each person you meet.

- D**  Which person has the most interesting job? Tell the class.

LESSON B GETTING A JOB



This summer, I'm **doing an internship** at a fashion-design company. I work **part-time** (ten hours a week). I don't **make** any **money**, but I'm **getting** a lot of **experience**. In the future, maybe I can **get a full-time job** with this company. That's my **goal**.

1 VOCABULARY

- A Read about Philippe's work goals. Tell a partner which things are true. Philippe...

/fɪlɪp/

1. works 40 hours a week.
2. works for free.
3. is learning to do a job.
4. has two jobs.
5. wants to work at the same place in the future.
6. wants to make money in the future.

Word Bank

goal = something you want to do in the future

Philippe doesn't work 40 hours a week. He works part-time.

- B Complete the sentences with your ideas.

My work goals (in the future)

1. I want to get...
 a full-time job.
 a part-time job.
 a different job.
 some work experience.
2. I want to work in / for _____.
I want to do an internship at _____.
3. Pay: I want to make _____ a year / an hour.

- C Tell a partner your answers in B. Are your goals the same?

I want to get a part-time job this summer.

In the future, I want to make \$60,000 a year.

2 LISTENING

A  **Make predictions.** Look up the words in the box. Then look at two students' summer jobs below. Answer the questions with a partner.

1. Where do Yuko and Davi work? What do they do?
2. Guess: What are their job responsibilities and requirements?

coach	tour guide
requirement	volunteer
responsibility	



Listening Strategy

Make Predictions

Say what I think about something based on the words and photos.

/'jukou̯ 'abeɪ/

Name: Yuko Abe **Age:** 21 **From:** Japan

Tour guide, Tokyo Disneyland

Job responsibilities:

- _____ people to the park
- Answer _____ about where to go

Job requirements:

- Speak _____ and basic _____

Pay: _____ yen per month

Name: Davi Santos **Age:** 22 **From:** Brazil

Soccer coach, Madagascar

Job responsibilities:

- Teach _____ to play soccer

Job requirements:

- Be able to play _____
- Speak some _____ or _____

Pay: _____

B  **Listen for details.** Write a word or number in each blank in **A. CD 2 Track 41**

C  **Listen for a speaker's attitude.** Listen again. Circle the correct word in the first column. Then complete each word in the second. **CD 2 Track 41**

Word Bank

Large numbers

1,000	one thousand
10,000	ten thousand
100,000	one hundred thousand
1,000,000	one million

Do they like their jobs?

1. Yuko **likes** / **doesn't like** her job.

2. Davi **likes** / **doesn't like** his job.

Why?

The job is f_____. She meets people from all over J_____ and the w_____

The kids are g_____, the country is b_____, and he's l_____ a lot.

D  Are Yuko's and Davi's jobs interesting to you? Why or why not? Tell a partner.

I like Yuko's job. You can get experience and make some money. And it's a fun place to work.

3 READING CD 2 Track 42

A  **Make predictions.** Look at the title and photos on the next page. Guess: What does Michelle Phan do? Use ideas from the box.

- a. department store cashier
- b. waitress
- c. model
- d. businessperson
- e. makeup artist

B **Read for details.** Read the article. Then complete the sentences with the jobs (a–e) from **A**. Two answers are extra.

1. In college, Michelle Phan was a(n) _____.
2. Today, she's a(n) _____.

C  **Scan for information.** Ask and answer the questions with a partner. Find the answers quickly in the reading.

1. What do Michelle Phan's videos teach people?
2. How many people watch her videos?
3. Why is she popular?
4. How much money does she make a year?
5. In the future, what is her goal?

D  Answer the questions with a partner.

1. Name another entrepreneur. What does he or she do?
2. Do you have a hobby? Can you make money doing it? How?

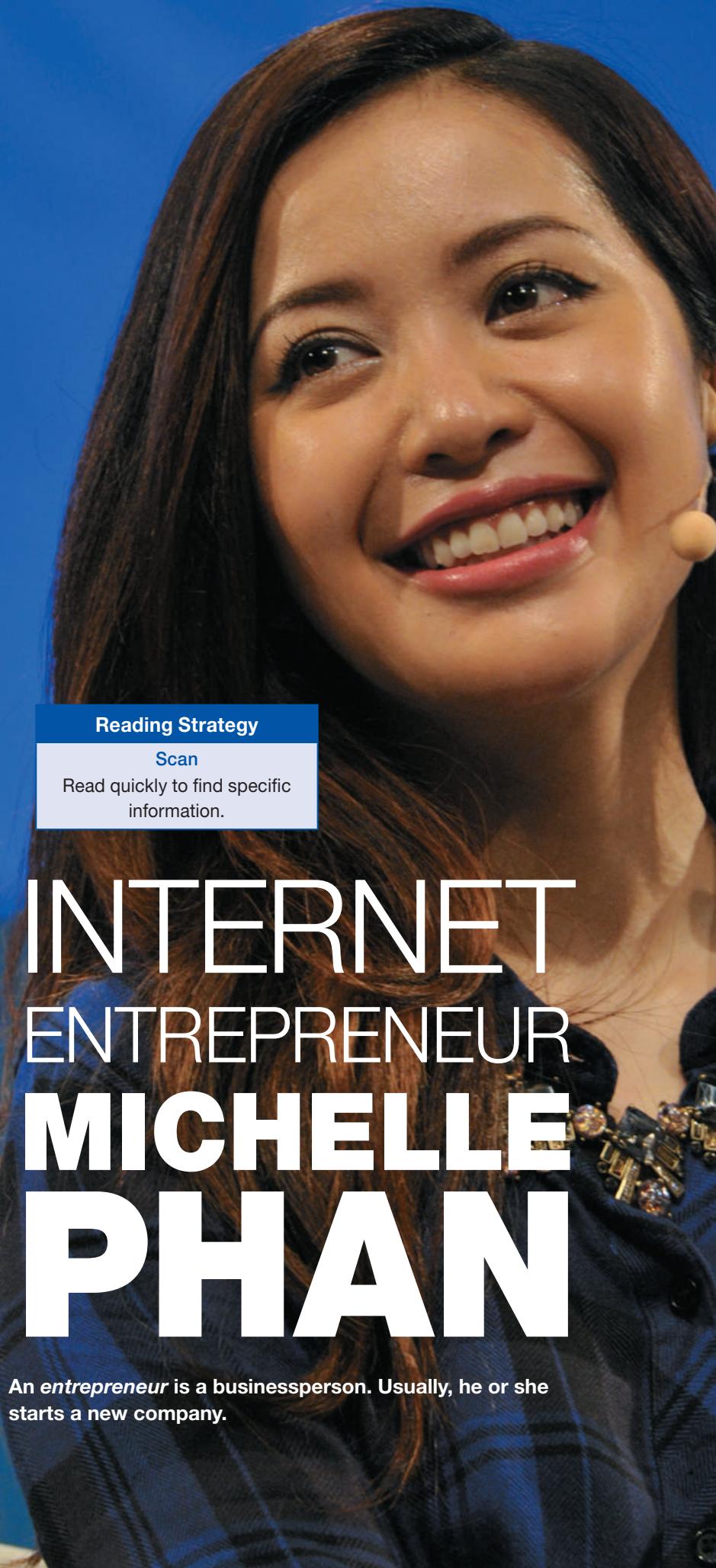
Reading Strategy

Scan

Read quickly to find specific information.

INTERNET ENTREPRENEUR **MICHELLE PHAN**

An *entrepreneur* is a businessperson. Usually, he or she starts a new company.



Michelle Phan has one of the most popular channels on YouTube. Her videos teach people to put on makeup. A billion people have watched them.

Why is Phan so popular? She knows about makeup, of course. She also gives people helpful tips (what makeup to buy, how to look good with very little money, and many other ideas). But there's another reason: Phan is a regular¹ person, not a perfect model in a magazine. People watch her videos and they think, "I can look like her."

In addition to her YouTube channel, Phan now has her own makeup business (called "ipsy") and a line of makeup called "em." She also wrote a book and started a music business. In the future, she wants to start a new business, maybe in lifestyle or food.

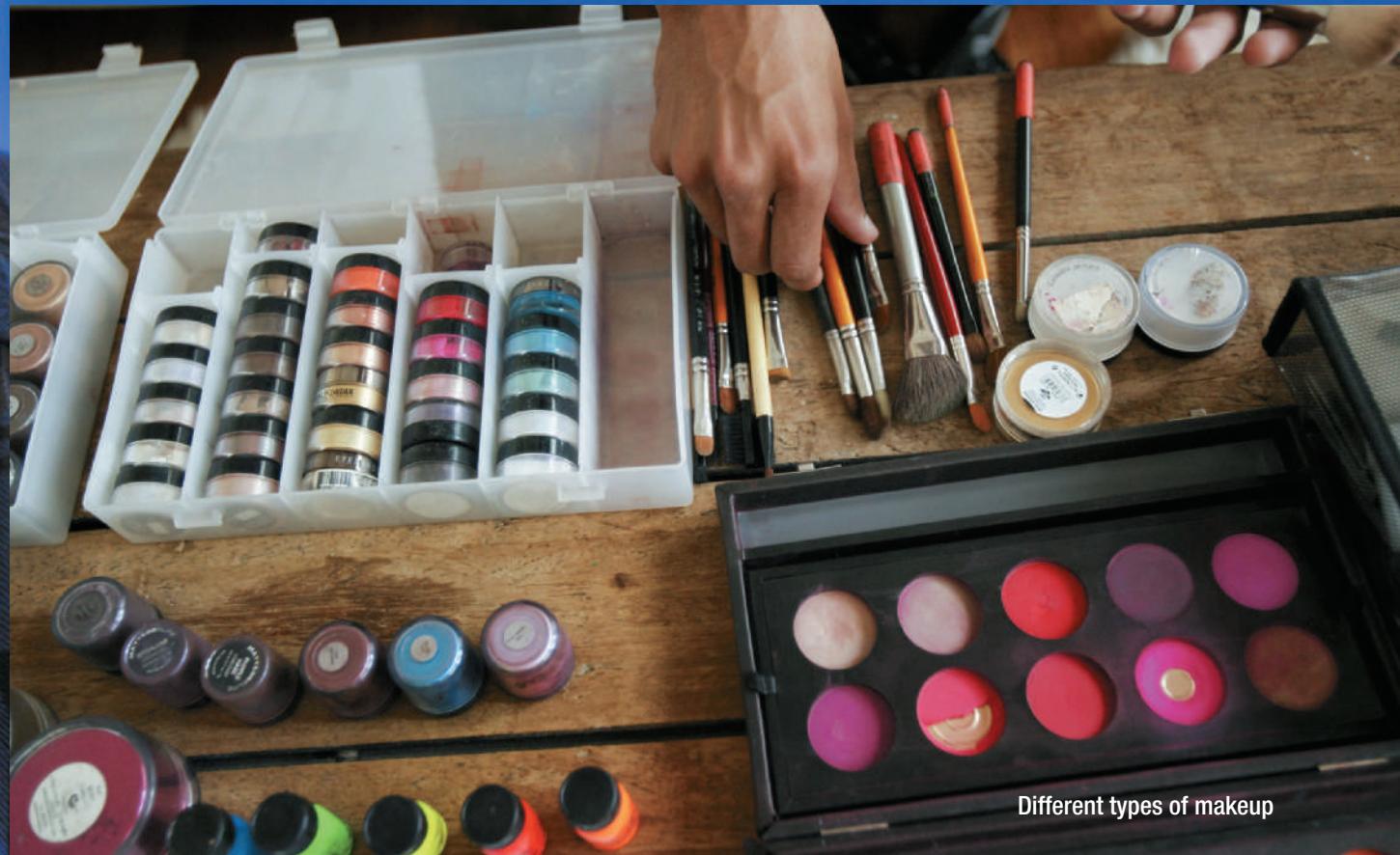
Michelle Phan's work history

- As a college student, she works as a waitress.
- She tries to get a job in a department store selling makeup, but she can't. She has no experience.
- In college, she starts making videos about makeup as a hobby.² Soon, thousands of people are watching them on YouTube.
- By age 27, she has a very popular channel and owns her own company. The company makes millions of dollars every year.

¹ A *regular* person is very similar to others.

² A *hobby* is something you do for fun.

YouTube entrepreneur Michelle Phan



Different types of makeup

4 GRAMMAR

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

Talking about Ability with <i>can / can't</i>		
Yes / No questions	Can you speak French?	Yes, I can . / No, I can't .
Wh- questions	Which languages can Carla speak? Who can speak Japanese?	(She can speak) Spanish and English. Toshi (can).

B Read the job ad. Then complete the interview questions below. Write three Yes / No and two Wh- questions with *can*.

Yes / No question

- 1a. Can you work in Bali this summer?
- 2a. Can _____ English?
- 3a. _____ another language?
- 4a. _____?



WANTED: Tour guide

Vacation hotel in beautiful Bali needs hardworking, friendly tour guides this summer.

Your job: Lead groups of people to areas of interest around the island.

Please be able to...

- speak English and one other language.
- drive a car.

Hours: Work full-time Monday - Saturday

Follow-up Wh- question

- 1b. When can you start?
- 2b. How well can you speak it?
- 3b. What other language _____?
- 4b. _____?

C Ask a partner the interview questions in **B**. Is your partner a good person for the job?

Can you work in
Bali this summer?

When can you
start?

Yes, I can.

In June.

D Think of a job and make a new ad with your partner. Then write four or five interview questions with *can*.

E Get together with another pair.

1. Show them your job ad and questions. Read theirs.
2. Use your questions and interview one person from the other pair for your job. Your partner does the same. Take notes on the person's answers.
3. Compare notes with your partner. Which person is best for your job? Why?

5 WRITING

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

1. What can he do well?
2. What are his goals? What does he want to be?

- B Write about your work goals. Answer the questions in A about yourself. Exchange papers with a partner. Answer the questions in A about your partner. Correct any mistakes.

My work goals

I like comics and I can draw well. I usually draw my own characters. I practice every day. Right now, I'm majoring in digital art. In the future, I want to be a video game designer. Maybe I can do an internship first. Then I can get a full-time job and work for a big animation company. That's my goal.

6 COMMUNICATION

- A Read the questions in the chart. Think about your answers.

Can you...					
<input type="checkbox"/> speak and write well in your first language?	<input type="checkbox"/> remember phone numbers and names easily?	<input type="checkbox"/> tell interesting stories?	<input type="checkbox"/> play a musical instrument?	<input type="checkbox"/> read or write music?	<input type="checkbox"/> sing well?
Group 1 Total: _____			Group 3 Total: _____		Group 5 Total: _____
<input type="checkbox"/> solve problems quickly?	<input type="checkbox"/> play chess well?	<input type="checkbox"/> do math quickly in your head?	<input type="checkbox"/> fix or make things?	<input type="checkbox"/> draw or paint well?	<input type="checkbox"/> follow directions on a map?
Group 2 Total: _____			Group 4 Total: _____		Group 6 Total: _____

- B  Ask a partner the questions in the chart. Use Can you.... For your partner's answers, write a number:

3 = Yes, I can. 2 = Yes, a little. 1 = No, I can't.

Can you play a musical instrument?

- C Now add the points for each group and write the totals. Look at the chart below. What are good jobs for your partner?

Yes, I can.

7–9 points in...	Good jobs for you:	7–9 points in...	Good jobs for you:
Group 1	teacher, lawyer, writer, salesperson, actor	Group 4	web designer, fashion designer, photographer, engineer
Group 2	businessperson, programmer, doctor	Group 5	dancer, athlete, coach
Group 3	musician, DJ, singer	Group 6	teacher, manager, salesperson

- D  Look again at the chart in A. When did your partner say, "Yes, I can"? Ask your partner questions about these abilities.

What instrument can you play?

I can play the violin.

REVIEW UNITS 10-12

1 STORYBOARD

A Gary and Mina are at a party. Eun Mi and Carlos are shopping in Mexico City.

Complete the two conversations.

/'gærɪ/ /'mɪnə/

Conversation 1: Gary and Mina



/'jʌn 'mi/

Conversation 2: Eun Mi and Carlos



B Practice the conversations with a partner.

C Change roles and practice again.

2 SEE IT AND SAY IT

A  Study the picture. Take turns answering the questions with a partner.

1. What things are in the picture?
2. Look at the people in the picture. What are they wearing?



B  What are the people in the photo saying? Create a conversation with a partner.

Excuse me. How
much is that sofa?

It's \$2,000.

Oh, that's too
expensive!

3 SPOT THE DIFFERENCES

- A  Look at the two pictures. What are the people doing? What are they wearing? What colors are the items? With a partner, find as many differences between the two pictures as you can in five minutes.



- B  How many did you see? Compare your ideas with another pair.

4 JOB ADS

I can do the receptionist job.
I can type quickly and...

- A  Look at the job ads. Can you do these jobs? Tell your partner.



Sundance Studio needs an outgoing dance teacher!

Teach children to dance

You: Friendly and outgoing dance teacher. Work well with children ages 6-8.

Days and hours: Thursday, Friday, and Saturday part-time, 5-9 PM.

Pay: \$35 per hour

Wanted: Friendly, hardworking receptionist for an international office

You: Type quickly
Speak English on the phone
It helps if you can speak one of these languages: Chinese, Japanese, Korean, Portuguese, Russian, Spanish, or Thai.

Days and hours: Monday – Friday 8 AM – 5 PM.

Pay: \$28,000 per year

- B Now make your own job ad on a piece of paper. Write the name of the job, the responsibilities and requirements, the days and hours, and the pay.
- C Put your ad on the classroom wall. Read the other ads. Which jobs can you do? Make a list.
- D  Tell a partner about the jobs on your list. Which jobs are good for you? Why?

5 WHAT DO YOU DO?

- A**  **Predict.** Look at the photos. Can you guess any information in the chart? Work with a partner.



Name	Job	Where	What's the job like?	Wants to...
Bill	_____	at a place called The Matrix	works _____	have his own <u>restaurant</u>
/kɪərə/ Kira	works for herself	has a _____ store online	great, but she's _____ busy	get someone to _____ her
Juan	_____	in _____	sometimes _____	work during the _____
Diya	is doing an internship as a _____	at a tech company	interesting	get a _____ job there

- B**  **Listen for details.** Listen. Complete the chart above with the correct word(s). **CD 2 Track 43**

- C**  Answer the questions. Then ask a partner four *Wh-* questions of your own about the people.

/bɪl/

1. What does Bill do?
2. Where does Juan work?
3. Who works for herself?
4. What is Juan's job like?
5. Who works a lot?
6. In the future, what does Diya want to do?
/dīə/

- D**  Work with a partner. Make a dialog between two people in the photos. Use the notes in the chart and your own ideas. Try to talk for two minutes.

So, what do you do, Bill?

What's that like?

I'm a chef.

It's interesting, but I have to
work a lot.

UNIT 10 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Complete the sentences with the correct form of *there is* or *there are*.

1. There isn't (not) a TV in the bedroom.
2. _____ some chairs in the dining room.
3. _____ (not) a shower in the bathroom.
4. _____ two windows in the kitchen.
5. _____ (not) any rugs in the living room.
6. _____ a table in the dining room.

2 QUESTION FORMULATION

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

bedroom / apartment	closets / house	color / bedroom
favorite color / your	furniture / living room	TV / your

1. How many bedrooms are in your apartment ?
2. Where _____ ?
3. What _____ ?
4. How many _____ ?
5. What _____ ?
6. What _____ ?

3 SPEAKING

- A  Mrs. Cruz wants to buy some things for her family's new apartment. Her friend, Paula, is selling some things. She is talking on the telephone with Paula. Practice the conversation with a partner. Then switch roles.

MRS. CRUZ: I need a microwave.

PAULA: My microwave is only \$40. Do you need a refrigerator?

MRS. CRUZ: No, but I need things for the living room.

PAULA: I have some comfortable chairs.

MRS. CRUZ: What color are they?

PAULA: They're red and blue.

- B  Now replace the items in the conversation with words from the box. Practice the new conversation with a partner. Then switch roles.

air conditioner	bed	bookcase	sofa	table	TV
-----------------	-----	----------	------	-------	----

4 WRITING

- A Write a short paragraph in your notebook. Describe a room in your apartment. Use the words in the box.

above	in front of	near	next to	to the left / right
-------	-------------	------	---------	---------------------

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 23**

1. How big is Pablo's apartment?
 - a. It has four rooms.
 - b. It has two rooms.
 - c. It has three rooms and a terrace.
 - d. It has six rooms.

2. Who is good for this apartment?
 - a. A family with a dog.
 - b. An older married couple (grandparents).
 - c. One young woman.
 - d. Two young men.

3. How does Lisa feel about her apartment?
 - a. She doesn't like it.
 - b. She likes it.
 - c. An air conditioner.
 - d. A garage.

4. Why doesn't the man like the sofa?
 - a. It's too small.
 - b. It's ugly.
 - c. It's really big.
 - d. It isn't comfortable.

5. Who has free wifi in their apartment?
 - a. The woman
 - b. The man.
 - c. The man and the woman.
 - d. Nobody.

6. Why does the woman like her living room?
 - a. It has a balcony.
 - b. It has a lot of light.
 - c. It has a big TV.
 - d. It has two closets.

B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 24**

1. What color is the living room now?
 - a. Green.
 - b. Orange.
 - c. Blue.
 - d. White.

2. Why does the woman want to paint the living room?
 - a. The color now is boring.
 - b. The color now is relaxing.
 - c. The color now is too strong.
 - d. The color now is pretty.

3. What color are they going to try?
 - a. Blue.
 - b. Purple.
 - c. Orange.
 - d. Green.

4. What is the man looking for?
 - a. A new house.
 - b. A new sofa.
 - c. A new apartment.
 - d. A washing machine.

5. How big is the apartment in the woman's building?
 - a. It has two bedrooms and one bathroom.
 - b. It has one bedroom and one bathroom.
 - c. It has two bedrooms and two bathrooms.
 - d. It has three bedrooms and two bathrooms.

6. Does the man want to look at the apartment?
 - a. Yes, he does.
 - b. No, he doesn't.
 - c. He doesn't know.
 - d. Maybe he does.

UNIT 11 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Circle the correct word or words to complete the sentences.

1. I want / want to this sweater. It's pretty.
2. Berta has / has to buy some new shoes.
3. We want / want to get those cool jeans.
4. You don't have / don't have to buy a warm coat. You have one already.
5. Santiago has / has to wear a uniform to work.

2 QUESTION FORMULATION

- A Make questions with the words in the box.

are / those sneakers	buy / cool clothes	have / in your closet
need / pairs of glasses	wear / work	

1. What do you wear to work ?
2. How many _____?
3. Where _____?
4. What _____?
5. How much _____?

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

1. What do you wear on the weekend? _____
2. Where do you buy your clothes? _____
3. What kind of sneakers do you wear? _____
4. How many pairs of shoes do you have? _____
5. What do you wear to work? _____

3 SPEAKING

- A You have \$200 to buy some new clothes. Look at the items in the box below. Circle the things you decide to buy with your \$200.

a sweater \$40	a coat \$70	a T-shirt \$10	a suit \$95
a scarf \$15	a pair of jeans \$45	a jacket \$25	a pair of boots \$50

- B** Now discuss the clothes you want to buy with your partner. Be prepared to share your partner's choices with the class.

What do you want to buy?

How much is it?

What else do you want?

I want to get a new coat.

It's \$70.

4 WRITING

- A** Pick a classmate and write a description of what he or she is wearing in your notebook. Use the words in the box. Do not say the person's name. Then read your description to a partner. Can he or she guess who you are describing? Finally, listen to your partner's description and guess the classmate he or she is describing.

baggy / loose ↔ fitted / tight
casual ↔ dressy / formal
heavy ↔ light
long ↔ short

5 EXAM PREPARATION: READING

- A** Circle the best response for each question or statement.

1. Who is the girl wearing the pink sweater?
 - a. I like that sweater a lot.
 - b. That's my cousin, Liliana.
 - c. That sweater doesn't fit.
 - d. She's wearing a pink sweater and a pair of jeans.
2. What do you wear at home?
 - a. A suit and a belt.
 - b. Baggy shorts and a T-shirt.
 - c. A dress and high heels.
 - d. A coat and a hat.
3. Finish this phrase: a pair of...
 - a. gloves / pants / socks.
 - b. shoes / glasses / scarves.
 - c. necklaces / pants / earrings.
 - d. shorts / uniforms / heels.
4. Does this shirt fit?
 - a. It matches your jacket.
 - b. No, it's too long.
 - c. Yes, that's a great outfit.
 - d. It's too formal.
5. What should a woman wear to a formal job interview?
 - a. Shorts and a T-shirt.
 - b. A nice blouse and jeans.
 - c. A long skirt, a blouse, and a jacket.
 - d. A suit and a pair of sneakers.
6. It's cold outside!
 - a. I'm wearing shorts and sandals.
 - b. I'm wearing a uniform.
 - c. I'm wearing a scarf and gloves.
 - d. I'm wearing a T-shirt and jeans.

UNIT 12 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Unscramble the sentences. Remember to capitalize the first word.

1. can / work / week / begin / you / next _____ *You can begin work next week* _____.
2. remember / names / I / well / can't _____.
3. to / talk / Juan / other / can / people / easily _____.
4. we / stories / can / interesting / tell _____.
5. can't / Chinese / she / any / speak _____.

2 QUESTION FORMULATION

- A  Make questions with the words in the box. Work with a partner. Ask and answer the questions.

follow / directions	play / instrument	speak / language
start / job	tell / interesting stories	

1. When can you start the job ?
2. Which _____ ?
3. How well _____ ?
4. Who _____ ?
5. What _____ ?

3 SPEAKING

- A  Look at the job advertisement below. What do you think about this job? Do you meet the job requirements? Discuss with a partner.

GENERAL HOSPITAL

Office Assistant needed

Responsibilities:

- Answer phones
- Greet people

Pay: \$900 a month

Job Requirements:

- Must be organized
- High school graduate
- Know how to use computers
- Previous office experience

You have to answer
the telephone.

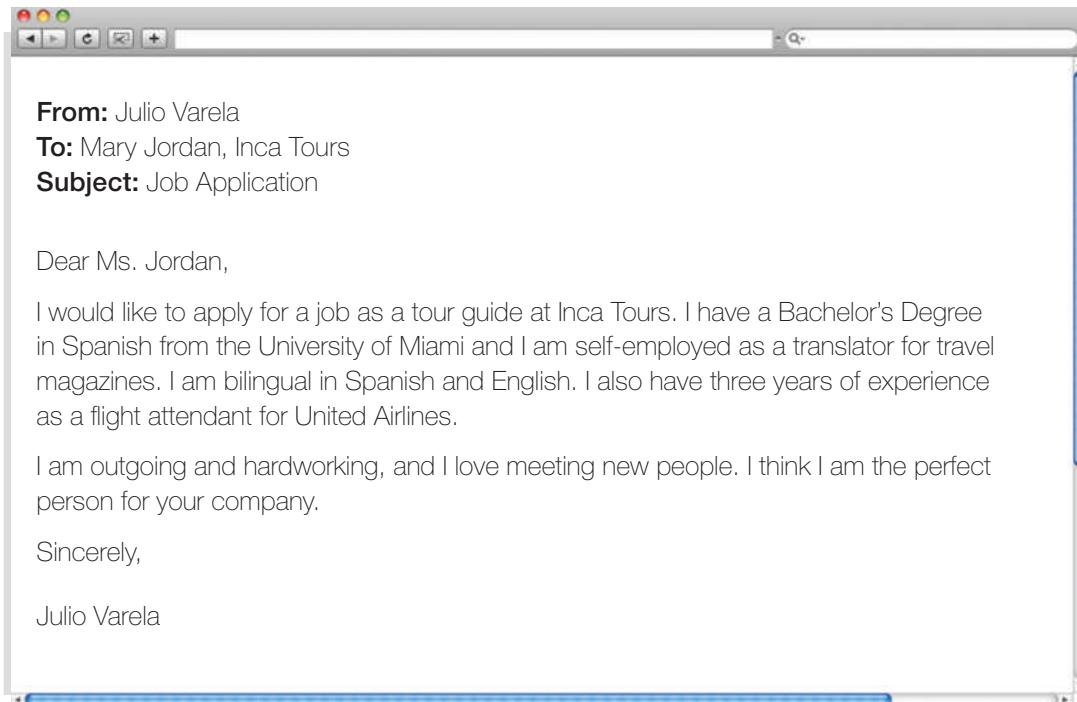
Good! I love to talk
on the phone!

4 WRITING

- A Write a short paragraph about your work goals in your notebook. Answer these questions:
- What can you do? (Write two or three things.)
 - What are your goals?
 - What do you want to do?

5 EXAM PREPARATION: READING

- A Read the email. Circle the best answer for each question.



1. Does Julio meet the job requirements?
 - a. Yes, he wants to live in Peru.
 - b. Yes, he loves working with people.
 - c. No. He can't speak Quechua.
 - d. Yes—He's bilingual, he has a college degree, and he has experience in the travel industry.
2. What is Julio's job now?
 - a. He's a flight attendant.
 - b. He's a translator.
 - c. He's a tour guide.
 - d. He's a pilot.
3. What languages can Julio speak?
 - a. English and Spanish.
 - b. Spanish and Quechua.
 - c. Spanish and Chinese.
 - d. English and Portuguese.
4. What is Julio like as a person?
 - a. He's really cool and fun.
 - b. He's hard-working and outgoing.
 - c. He's very handsome. He's 28 years old.
 - d. He's interesting.

5. Why does he want to change jobs?
 - a. His job is really dangerous.
 - b. He is a volunteer. He has to make money.
 - c. Right now he's self-employed. It pays him well, but he's very outgoing, and he wants to work with people.
 - d. Here's his card. It has his work e-mail and phone number.

6. Does he have any questions?
 - a. What's the job like?
 - b. What are you like?
 - c. What do you do?
 - d. What languages can you speak?

6 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 25**

1. What is the man's job like?
 - a. Exciting.
 - b. Interesting.
 - c. Boring.
 - d. Hard.
2. What is the woman's job?
 - a. Hairstylist.
 - b. Doctor.
 - c. Police officer.
 - d. Lawyer.
3. What kind of job does the woman want to find?
 - a. Internship.
 - b. Full-time.
 - c. Part-time.
 - d. Volunteer.
4. When can the man work?
 - a. Every day.
 - b. Any morning.
 - c. On the weekend.
 - d. Only from Monday to Friday.
5. What is the man's job?
 - a. Waiter.
 - b. Chef.
 - c. Programmer.
 - d. Dentist.
6. What job can the woman get?
 - a. Programmer.
 - b. Telemarketer.
 - c. Nurse.
 - d. Chef.

B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 26**

1. Where does the man work?
 - a. At a hotel.
 - b. At a school.
 - c. In a shop.
 - d. At a hospital.
2. What is his job like?
 - a. Dangerous and fun.
 - b. Difficult and interesting.
 - c. Boring and hard.
 - d. Cool and easy.
3. When does he work?
 - a. Usually in the morning.
 - b. Some weekends.
 - c. Usually at night.
 - d. Every day.
4. What job does the man want to find?
 - a. Volunteer job.
 - b. Delivery person.
 - c. Teacher.
 - d. Part-time job.
5. Where is the man working as a volunteer?
 - a. In the country.
 - b. In a store.
 - c. In a hospital.
 - d. At a school.
6. Who does he love working with?
 - a. Kids.
 - b. Teachers.
 - c. Volunteers.
 - d. People.

PROCESS WRITING

A Write answers using the information in parentheses. Write complete sentences.

1. Is there a yard at your house?

(no) _____ *No, there isn't.* _____

2. How many bathrooms are there in your house?

(two) _____

3. Are there any lamps in the dining room?

(yes) _____

4. How many sofas are in the living room?

(one) _____

5. Is there a rug on the floor?

(yes) _____

6. Are there many bedrooms upstairs?

(no) _____

B Complete the sentences with *too* or *very*. Sometimes both options are possible.

1. We're _____ *too* tired to paint the walls now.

2. The dark blue sofa is _____ uncomfortable.

3. I have a _____ big home office.

4. I'm _____ angry to call him!

5. There are _____ many stairs to climb.

6. It's _____ difficult to choose the right color!

C Now write a short paragraph (4–5 sentences) about your home. Describe the rooms, the things in them, and the colors using *there is / are* and *too / very*.

D Circle the correct word or words to complete the sentences.

1. I **want** / **want to** wear this blue sweater.

4. She **wants** / **wants to** change her dress.

2. We **have** / **have to** the same brown belt!

5. Kelly **has** / **has to** a cool pair of sneakers.

3. I **have** / **have to** buy a new suit.

6. Boris **wants** / **wants to** a scarf for Christmas.

E Correct one error in each sentence. If there is no error, write *correct*.

1. I have a new luggage at home.

I have new luggage at home.

4. He wants to put on a sandals.

2. She's buying five jewelry.

3. Your jeans are too baggy.

5. We can buy two more clothes.

6. These shoes are very dressy.

Count and Noncount Nouns

Don't place a number in front of **noncount nouns**:

- *a lot of clothing*
- *some furniture*
- *a little information*

Place a number in front of **count nouns**:

- *two skirts*
- *four T-shirts*
- *nine belts*

- F** Write three sentences that are true for you. Describe what you are wearing today. What do you wear every day? What do you want to buy next?

- G** Match the answers to the interview questions.

- a. I make \$23 an hour. b. I work 15 hours a week. c. ~~I'm doing an internship.~~
d. It's hard sometimes, but it's interesting. e. I want to get work experience in marketing.
f. Yes, I can. g. I work part time at a marketing company.

1. What are you doing right now? _____
2. Where do you work? _____
3. What's that like? _____
4. How many hours do you work? _____
5. How much do you make? _____
6. What's your goal? _____
7. Can you drive a car? _____

- H** Answer the questions above with your own information.

- I** Write a short paragraph about what you are doing right now, and what you hope to do in the future. Use the information in **H**.

LANGUAGE SUMMARIES

UNIT 10 HOME

LESSON A

Vocabulary

air conditioner (A/C)	sink
balcony	sofa
bathroom	stairs
bed	table
bedroom	toilet
chair	wall
closet	window
dining room	yard
elevator	
garage	
kitchen	
lamp	
living room	
oven	
refrigerator	
rent	
rug	
shower	

Speaking Strategy

Showing surprise

My house has 20 rooms.
Really? / Are you serious? / For real?
Yeah.

My house has 20 rooms.
You're kidding. / You're joking. / No way.
(No,) it's true.

LESSON B

Vocabulary

Colors
black
(dark / light) blue
brown
gray
green
orange
pink
purple
red
white
(bright) yellow

Feelings

relaxed ↔ nervous, uncomfortable
happy ↔ unhappy, sad

save energy / water / money
turn on ↔ turn off the TV, the lights,
the A/C

UNIT 11 CLOTHING

LESSON A

Vocabulary

CLOTHING
blouse
coat
dress
jacket
jeans
pants
pullover
shirt
shorts
skirt
socks
suit
sweater
T-shirt
uniform

SHOES
boots
heels
sandals
sneakers

ACCESSORIES

belt
gloves
hat
scarf
a pair of (earrings)

jewelry

rings
window-shopping

Speaking Strategy

Saying what you want

I'm looking for a gift for my sister.

Asking for and giving prices

How much are they?

They're 60 euros.

Thanks, I'll think about it.

How much is the T-shirt?

It's 19 euros.

I'll take it.

When you're not looking for anything in particular:

Can I help you?

No thanks, I'm just looking.

LESSON B

Vocabulary

baggy / loose ↔ fitted / tight
casual ↔ dressy / formal
heavy ↔ light
long ↔ short
put on ↔ take off
style

change clothes

cover
match
protect
suitable
tie

try on (clothes, shoes, glasses)

UNIT 12 JOBS

LESSON A

Vocabulary

businessperson
cashier
chef
delivery person
doctor
flight attendant
hairstylist
lawyer
nurse
police officer
programmer
receptionist
reporter
telemarketer
tutor
waiter / waitress
web designer

business card

Speaking Strategy

Talking about jobs

What do you do?
What does he / she do?

I'm a student / programmer / doctor.

He's a waiter. / She's a nurse.
I work for Telefonica / Bank of China / DHL Global Mail / myself.

She works in a hospital / an office / a cafe.

LESSON B

Vocabulary

do an internship
(have, get) experience
(have a) full-time ↔ part-time job
(work) full time ↔ part time
get a job
goal
make money
pay

Using large numbers / Talking about pay

I want to make... (dollars) a (year).

1,000	one thousand
2,000	two thousand
10,000	ten thousand
50,000	fifty thousand
100,000	one hundred thousand
150,000	one hundred fifty thousand
500,000	five hundred thousand / half a million
1,000,000	one million
1,000,000,000	one billion

GRAMMAR NOTES

UNIT 10 HOME

LESSON A

There is / There are			
There is / isn't		Singular noun	
There is (There's)	a / an one	chair / air conditioner closet	in my bedroom.
There is There isn't	no a / an	balcony garage / elevator	in my building.
There are / aren't		Plural noun	
There are	— / four / some / many	elevators	
There are There aren't	no any		in that building.

Use *there is* / *there are* to say that something does or doesn't exist, or to say its location.
there's is the contracted form of *there is*. *There are* does not have a contracted form.

Questions	Short answers
Is there an elevator in your building?	Yes, there is . / No, there isn't .
Are there (any) windows in your living room?	Yes, there are . / No, there aren't (any) .
How many windows are (there) in your bedroom?	There's one. / There are two. / There aren't any.

- A Read about the Winchester Mystery House. Complete the sentences with *there's*, *there isn't*, *there are*, or *there aren't*.

- (1.) _____ a big, strange house in California: the Winchester Mystery House. (2.) _____ about 160 rooms in the house, including 40 bedrooms, and (3.) _____ three elevators. (4.) _____ stairs and doors that go nowhere. (5.) _____ a special room in the house. (6.) _____ only one door that goes into the room, but (7.) _____ three doors that exit it. (8.) _____ a beautiful garden and a large bell. Many tourists visit the house. (9.) _____ tours during the day, but (10.) _____ any tours at night. (11.) _____ an easy way to get out—so be careful! Don't get lost!



- B** Complete the questions about the Winchester Mystery House. Then ask and answer them with a partner.

1. _____ rooms are there in the house?
2. _____ any elevators?
3. _____ bedrooms are there?
4. _____ a garden?
5. _____ bells are there?
6. _____ tours at night?

LESSON B

very / too						
	Verb	a / an	very / too	Adjective / Adverb	Noun	to + Verb
❶ This room	is		very / too	dark.		
❷ He	talks		too	fast. I don't understand.		
❸ I	am		too	tired		to watch TV.
❹ They	have	a	very	big	house.	

- ❶ Very and too make adjectives and adverbs stronger.
- ❷ Use too when something is more than you need or want and there is a negative result.
☞ He talks too fast. I can't understand him. / This room is too dark, and I can't see.
- ❸ Use too with this pattern (too + verb).
☞ I'm too tired to watch TV. I'm going to bed.
- ❹ Use very to modify an adjective + noun: They have a very big house.
Don't use too: They have a too big house.

A Complete the sentences with *very* or *too*.

1. It's _____ noisy in here. I can't hear you. Let's go outside.
2. This is a _____ beautiful color. Let's use it in the dining room.
3. These chairs are _____ old, but we can still use them.
4. This dorm room is _____ small for four people. Four students can't live in here.
5. My neighbor is a _____ nice person. I like him a lot.
6. We're _____ late for the movie. It started at 7:00, and now it's 8:20. It's almost over.
7. He lives in a _____ large apartment; it's almost 400 square meters!
8. I'm _____ tired to walk to the fifth floor. I'm taking the elevator.
9. The rent here is \$1,000 a month. That's _____ expensive for me. I can only pay \$800.
10. These apartments are _____ expensive, but a lot of people buy them.

B  Complete the sentences with *very* or *too* and your ideas. Then explain your answers to a partner.

1. My bedroom is _____.
2. I'm _____ old to _____.
3. I'm _____ young to _____.
4. English is _____.
5. Right now, it's _____ early to _____.

UNIT 11 CLOTHING

LESSON A

want to / have to					
Subject	want / want to	Base form	Noun	Second sentence	
I	want		these boots.	They're cool.	These sentences have almost the same meaning. Only the form is different.
	want to	buy			
Subject	have / have to	Base form	Noun	Second sentence	
I	have		a coat.	It's in the closet.	Use <i>have</i> + noun to show possession.
	have to	buy		I don't have one.	Use <i>have to</i> to say something is necessary.

A Complete the sentences with *to*. If *to* isn't needed, don't write anything.

1. I have _____ a test tomorrow. I have _____ study tonight.
2. Does Aya want _____ a new jacket for her birthday?
3. Diego doesn't have _____ wear a suit on Fridays. He can wear jeans.
4. Cleo wants _____ buy a new dress for the party.
5. I don't have _____ money for the bus. Do you?
6. Martin has _____ class at 9:00 AM. He has _____ leave home by 8:00.
7. Do you want _____ see a movie tonight?
8. My parents want _____ visit China this summer. Do they have _____ get a visa?

B  Make the sentences true for you. Complete each one with (*don't*) *want to* or (*don't*) *have to*. Share your answers with a partner.

1. I _____ study English.
2. I _____ wear jeans on the weekend.
3. I _____ stay at school every day until 3 PM.
4. I _____ wear a uniform to school.
5. I _____ buy some new clothes.

LESSON B

Count Nouns	Noncount Nouns	
This shirt is / These shirts are expensive.	This clothing is expensive.	Count nouns can be singular or plural. Noncount nouns are always singular.
This ring is a dollar / two dollars .	I want to save money . (Not: <i>a</i> money)	Only count nouns can have <i>a</i> , <i>an</i> , or a number in front of them.
I need (some) new winter boots .	I need (some) luggage for my trip.	Both count and noncount nouns can use <i>some</i> .
I have a pair of sunglasses . He has ten pairs of shoes in his closet.	a piece of / two pieces of jewelry a cup of / two cups of coffee a glass of / two glasses of water	You can use <i>a pair of</i> to count items that are always plural (<i>pants</i> , <i>glasses</i> , <i>pajamas</i> , <i>headphones</i>) and items that come in twos (<i>shoes</i> , <i>gloves</i> , <i>earrings</i>). You can also make some noncount nouns countable by adding words like <i>a piece of</i> , <i>a cup of</i> , <i>a glass of</i> .

Some common noncount nouns:

- Collective items: *clothing*, *jewelry*, *money*, *luggage*, *furniture*
- Certain food and drink items: *bread*, *rice*, *fruit*, *meat*, *water*, *coffee*, *tea*, *milk*
- Abstract ideas: *life*, *time*, *love*, *information*, *evidence*

A  Complete the dialogs with *a(n)* or nothing. Then practice with a partner.

1. A: Your dad wears _____ jewelry, right?
B: Yes. He wears _____ wedding ring.
2. A: I need _____ new pair of gloves. Let's go shopping.
B: I can't. I have _____ homework.
3. A: Can I have _____ money for the bus?
B: Sure. Here's _____ dollar.
4. A: I need _____ information about fashion design classes.
B: There's _____ link on the school website. Check it out.
5. A: I'm bringing _____ luggage on the plane. Are you?
B: Yeah, I have _____ small bag.

B  Imagine you are going to Lima for a week. Make a list of clothes and other items you need. Finish the sentences with count or noncount nouns. Then compare your ideas with a partner.

1. I need some _____ for my trip.
2. I also have to get _____ and some _____.
3. And finally, I need a(n) _____, two _____, and a pair of _____.

I have to get some snacks for the plane.

UNIT 12 JOBS

LESSON A

Questions with *like*

A: My mom works in a hospital. B: Really? What's that like ? A: It's hard, but she enjoys it.	You can use <i>like</i> to ask questions about an experience. In this question, <i>that</i> = <i>working in a hospital</i> .
A: My coworker is from Brazil. B: Oh? What's he like ? A: He's really nice / friendly / outgoing / smart.	You can also use <i>like</i> to ask questions about a person and his or her personality. <i>What's (he) like?</i> <i>What are (they) like?</i>

A Complete the dialogs with the correct questions.

1. A: Ms. Collins is my math teacher this term.
B: Oh? _____
A: She's really nice.

2. A: I'm a student at Stanford University.

B: Really? _____

A: It's a great school. I love it.

3. A: My brother works in an office.

B: _____

A: Sometimes it's boring, but he likes it.

4. A: My tutor is from London.

B: Really? _____

A: He's very friendly.

LESSON B

Talking about Ability with *can / can't*

I / You / He / She / We / They **can / can't** speak French.

Can and *can't* are followed by the base form of the verb.

Can't is the short form of *cannot*. In spoken English, *can't* is more common.

Questions with *can / can't*

Yes / No questions	Can you speak Spanish?	Yes, I can . / No, I can't .
Wh- questions	Which languages can Carla speak? Who can speak Japanese?	(She can speak) Spanish and English. Toshi (can).

A Complete the dialogs with a question or answer with *can* or *can't*.

1. A: Can Mario drive?

B: No, _____. He's only 14.

2. A: _____?

B: Yes, I can. I'm a good driver.

3. A: _____?

B: No, Jun's parents **can't** speak English.

4. A: _____?

B: Yes, Linda **can** swim, but her sister _____.

- B** Make questions and answers about Adam and Sonya using *can* and the words given.

Adam: musician

Languages: English and Chinese

Hobbies: I like to ski and play guitar.

Sonya: programmer

Languages: Spanish and English

Hobbies: I like to dance and ski.

1. Who / speak Chinese? _____

Adam can speak Chinese.

2. What / languages / Sonya / speak? _____

3. Who / build / websites? _____

4. What / instrument / Adam / play? _____

5. Who / ski? _____

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

10 HOME

LESSON A ROOMS

1 VOCABULARY

A Match the room or area with the description. Write the letter of the answer on the line.

- | | |
|----------------------|--|
| 1. elevator _____ | a. You wash dishes there. |
| 2. balcony _____ | b. You wash your hair there. |
| 3. dining room _____ | c. You put a sofa there. |
| 4. garage _____ | d. It goes up and down. |
| 5. bathroom _____ | e. You sleep there. |
| 6. bedroom _____ | f. It is an outdoor area
behind a house. |
| 7. living room _____ | g. It is a part of the house,
but outdoors. |
| 8. yard _____ | h. You keep your car there. |
| 9. stairs _____ | i. You eat dinner there. |
| 10. kitchen _____ | j. You walk up these. |



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

air conditioner closet table window refrigerator sink

1. Please put the clean clothes in the bedroom _____.
2. Put your dirty dishes in the _____.
3. I'm too warm. Please turn on the _____.
4. I don't like the noise in the street. Please close the _____.
5. Please put the plates and cups on the _____.
6. Please put the milk in the _____.

C What items are in these rooms in your house? Make lists.

Living Room	Kitchen	Bedroom

2 CONVERSATION

- A** Complete the conversation. There can be more than one right answer. Use page 145 of the student book to help you.

Max: Hi, Tranh.

Tranh: Hi, Max. (1.) _____ in.

Max: Thanks. So, this is your new place. (2.) _____ nice apartment!

Tranh: Yeah, and (3.) _____ \$600 a month.

Max: (4.) _____? \$600? That's cheap.

Tranh: Yeah, and there's free Internet.

Max: (5.) _____.

Tranh: It's true. (6.) _____ great apartment. (7.) _____ just one problem.

Max: What's that?

Tranh: (8.) _____ air-conditioning.

- B** Now write a conversation about this picture. Use your own ideas.



You: Hi, _____.

Your friend: Hi, _____. Come in.

You: _____. So, this is your new _____.

Your friend: Yeah, and it's only _____.

You: You're joking. _____? That's _____.

Your friend: Yeah, and there's _____.

You: For real?

Your friend: It's true. It's a great _____. There's just one _____.

You: What's that?

Your friend: There's no _____.

3 GRAMMAR

- A** Write questions and answers about this living room. Follow the example.

Example: Is there _____ a TV in the living room? No, there isn't.

1. _____ a sofa? _____
2. _____ windows? _____
3. _____ a table? _____
4. _____ lamps? _____
5. _____ a chair? _____
6. _____ a rug? _____



- B** Write sentences about your bedroom. Follow the example.

Example: There is a bed. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

- C** Make questions using the words. Then write answers that are true for you. Follow the example.

Example: How many rooms are there in your apartment? _____

There are four rooms in my apartment. _____

1. people / your family _____

2. pages / this book _____

3. students / your class _____

4. windows / your bedroom _____

5. units / this book _____

6. shirts / your closet _____

7. chairs / your kitchen _____

1 VOCABULARY AND GRAMMAR

- A** Circle the correct word in each sentence.

Example: Look at those white / blue clouds.

1. The leaves of plants are usually *pink* / *green*.
2. The sky is *brown* / *blue*.
3. Linda's eyes are *brown* / *yellow*.
4. My grandfather's hair is *dark blue* / *dark gray*.
5. When you mix red and white, you get *purple* / *pink*.
6. A person's eyes are never *orange* / *brown*.
7. When you mix black and white, you get *green* / *gray*.
8. In the fall, the leaves on the trees turn *blue* / *orange*.
9. Dogs never have *light pink* / *dark brown* hair.
10. The morning sunlight looks *black* / *yellow*.

- B** Rewrite the underlined sentences correctly. Use *very*, *too*, or *really*. If the sentence is correct, write C.

Example: I worked ten hours today. I'm very tired to go out.

I'm too tired to go out.

1. Lisa is really nice. She always helps people.

2. Bob can't stop jumping around. He's very excited to sit down.

3. Lauren studied a lot. She got a too good grade on the test.

4. Ali is very rich. His family has a lot of money.

5. The baby is too young. She's only six days old.

6. Fatima is 70 years old. She's too old to ride a bicycle.

7. Elementary school students can't vote. They're very young.

8. I can't go to the party tonight. I'm really busy to go.

NOTICE!

Very and *really* can be used interchangeably.

2 READING AND WRITING

A Scan the article very quickly. Who writes about each of these colors?

1. yellow _____
2. blue _____
3. green _____

B Read the magazine article.

How the Color of Our Walls Affects Us



Emily Lawson

Interior Decorator

Blue is one of my favorite colors. **It** can really change how a room feels. Light blue walls make people feel calm. However, dark blue has a very different effect. **It** often makes people feel sad and depressed. Most decorators love light blue, but **others** can't stand it.

Bruce Fieldson

Psychologist

I tell all my clients to avoid painting their rooms yellow. This color seems to stimulate the nervous system. Babies cry more in a yellow room, and people are more likely to lose their temper there than in blue or green rooms. Some scientists also think that it causes the eyes to get tired faster when reading.

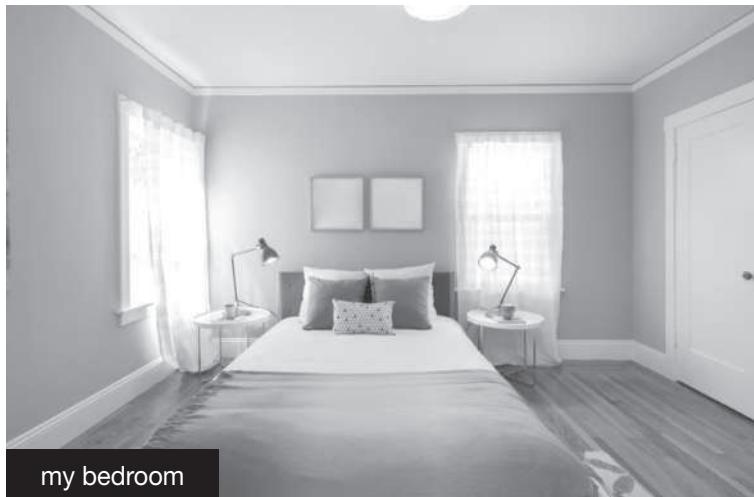
Pamela Geer

Office Manager

I always paint the walls in the office where I work light green. It helps people feel relaxed and at ease. Researchers have also found that green helps people read better. If you put transparent green paper over the page of a book, you will read faster. That's good in an office, too.

C Look at the Emily Lawson section of the text. Find the meaning of each pronoun.

1. The first word *it* means _____.
2. The second word *it* means _____.
3. The word *others* means other _____.



- D** Read the description of an apartment. Circle the names of rooms. Underline the names of colors.

I love my apartment. The living room is a big, square room. I painted it bright yellow. There is a dark blue sofa. Across from it are two big red chairs. There's a white plastic table between the sofa and the chairs. The dining table is in the dining room. It is painted bright red. There is a dark green rug under the table. My bedroom is very restful and relaxing. The walls are light blue. There are windows on two walls so the room is always very bright. The kitchen walls are white. The refrigerator and other appliances are white, too. There's a big table and chairs in the middle of the room. I always keep some bright yellow flowers on the table.

- E** Reread D. Then rewrite the description of the apartment. Make it a place you would like to live in. Change the rooms, furniture, and colors to ones you would like. Use your own ideas. You can add new items if you wish.

11 CLOTHING

LESSON A SHOPPING

1 VOCABULARY

A Unscramble the letters to write the names of clothing.

- | | | | |
|--------------------|-------|------------------|-------|
| 1. hitsr | _____ | 6. fr c s a | _____ |
| 2. sersd | _____ | 7. el o b s u | _____ |
| 3. o l l u p r e v | _____ | 8. w a t s e e r | _____ |
| 4. t a c k e j | _____ | 9. f u r i n o m | _____ |
| 5. to a c | _____ | 10. t u s i | _____ |

B Write the clothing words in the correct column in the chart.

boots	hat	jeans	sandals	skirt	socks
gloves	heels	pants	shorts	sneakers	

For Your Head	For Your Feet	For Your Legs	For Your Hands

C Describe clothing that you own. Tell the color of each item.

Example: I have brown boots.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2 CONVERSATION

- A** Name one object and one item of clothing for each color. Follow the example.

Example: red: tomatoes, my T-shirt

1. blue: _____

2. green: _____

3. white: _____

4. yellow: _____

- B** Ming and Brittany are shopping. Complete the conversations. There is more than one correct answer.

1. **Clerk:** (1.) _____ you?

Ming: Yes, (2.) _____. I'm (3.) _____ for a gift for a friend.

Clerk: Well, (4.) _____ these beautiful sweaters.

Ming: How much (5.) _____?

Clerk: Fifty dollars.

Ming: I'll think (6.) _____.

Clerk: You can buy this scarf for fifteen dollars.

Ming: It's great! I'll (7.) _____.

2. **Clerk:** Can I (1.) _____?

Brittany: Oh, yeah, (2.) _____. I'm (3.) _____ a gift for my brother.

Clerk: Well, (4.) _____ these nice gloves. They're from France.

Brittany: How much (5.) _____?

Clerk: Forty dollars.

Brittany: I'll think (6.) _____.

Clerk: You can buy these warm winter socks for five dollars.

Brittany: They're nice. (7.) _____.

- C** Write a conversation between yourself and a clerk in a clothing store.

Clerk: _____?

You: Yes, _____. _____.

Clerk: _____.

You: _____?

Clerk: _____.

You: _____.

Clerk: _____.

You: It's nice. _____.

3 GRAMMAR

A Unscramble the words to make sentences.

Example: scarf / want / you / buy / do / this / to

Do you want to buy this scarf?

1. has / T-shirt / he / new / a

2. go / they / mall / the / want / to / to

3. shoes / want / he / new / doesn't

4. she / want / hat / for / pay / does / to / \$20 / that

?

B Circle the correct word or words.

Example: I don't have boots. I have / have to buy some.

1. I don't *want* / *want to* go shopping today.
2. My sister *has* / *has to* three pairs of heels.
3. They *want* / *want to* some new clothes.
4. We *have* / *have to* a lot of clothing stores in our town.
5. Do you *want* / *want to* get new shoes?
6. Erica *doesn't want* / *doesn't want to* any new clothes.
7. You *don't have* / *don't have to* buy that belt.
8. The clerk *has* / *has to* work all day.
9. My mother *wants* / *wants to* a new coat.
10. Michael *doesn't want* / *doesn't want to* pay \$15 for that hat.

C Complete the sentences. Use your own ideas.

1. I want _____.
2. I want to _____.
3. (My friend) _____ wants to _____.
4. (My friend) _____ wants _____.
5. I have _____.
6. I have to _____.
7. (My friend) _____ has to _____.
8. (My friend) _____ has _____.

1 VOCABULARY AND GRAMMAR**A** Match the sentence parts. Write the letter of the answer on the line.

- | | |
|---|---------------------------|
| 1. T-shirts usually _____ | a. put on a sweater. |
| 2. If you are warm, _____ | b. take off your sweater. |
| 3. Around the house, I _____ | c. have long sleeves. |
| 4. If those pants are too loose, you should _____ | d. wear a heavy coat. |
| 5. Before you buy that jacket, _____ | e. try it on. |
| 6. These gloves are too tight. They _____ | f. have short sleeves. |
| 7. If you are too cool, _____ | g. don't fit. |
| 8. Coats always _____ | h. wear casual clothes. |
| 9. In winter, I always _____ | i. buy a smaller size. |
| 10. You wear formal clothes _____ | j. on special occasions. |

B Identify the underlined word. Write *C* for *count noun* and *N* for *noncount noun*.

- _____ 1. I need to buy some new clothes.
 _____ 2. Where did you buy those boots?
 _____ 3. What is the price of that shirt?
 _____ 4. That necklace is my favorite piece of jewelry.
 _____ 5. Wearing dressy clothes is a lot of fun.
 _____ 6. That skirt is really cool.
 _____ 7. New clothing can be expensive.
 _____ 8. Do you own a pair of sandals?

**C** Complete the sentences. Write *a*, *an*, or *—* (if no article is needed).**Example:** Did you study — history last night?

1. I like — clothing from Italy.
2. He is trying on — suit.
3. My mother lost — earring.
4. I spend — time at the mall every weekend.
5. I have to get — new hat.
6. Do you want — long-sleeved shirt?

2 READING AND WRITING

A Match the people with their clothes.

What are you wearing at work today?

- a. I'm wearing old jeans and a casual red shirt. My hat and boots are brown.
- b. I'm wearing a uniform: dark blue pants and a light blue shirt. I'm also wearing a big blue hat and black shoes.
- c. My clothes are green and yellow. I'm wearing a short-sleeved shirt, shorts, and socks. It's my uniform.
- d. I'm wearing a white blouse, a white skirt, and white shoes. My hat is also white. My clothes are always very clean.
- e. Today I'm wearing a loose jacket, a fitted blouse, and a skirt. I'm also wearing a pair of heels. My clothes are always very beautiful.



1. A policeman _____

2. A model _____

3. A soccer player _____



4. A nurse _____



5. A cowboy _____

- B** Jinny Kim is talking about her favorite party clothes. Complete the sentences with an article (a or an). Write X if the sentences don't need an article.

I usually wear (1.) _____ casual clothes to (2.) _____ party. I wear (3.) _____ blouse and (4.) _____ jeans, or I sometimes wear (5.) _____ skirt. And I love (6.) _____ jewelry and (7.) _____ shoes. I always wear (8.) _____ heels or (9.) _____ pair of boots.



- C** What are your favorite party clothes? Write about them.

12 JOBS

LESSON A WHAT DO YOU DO?

1 VOCABULARY

A Unscramble the letters to write the names of jobs.

- | | |
|-----------------|------------------------------------|
| 1. crodot _____ | 4. melatkertert _____ m_____m_____ |
| 2. rewaly _____ | 5. mogmeprrra p_____m_____ |
| 3. surne _____ | 6. shaylitris h_____s_____ |

B Complete the sentences. Use the words in the box. Each answer will only be used once.

receptionist	nurse	flight attendant	lawyer	delivery person	doctor
hairstylist	web designer	police officer	telemarketer	businessperson	programmer

Example: A receptionist answers phones and greets people.

1. A _____ brings packages and mail to customers.
2. A _____ works in an office.
3. A _____ helps keep people safe on the street.
4. A _____ tries to make people look good.
5. A _____ helps a doctor at the hospital.
6. A _____ calls people to sell things.
7. A _____ works in an airplane.
8. A _____ helps people with legal problems.
9. A _____ creates new websites.
10. A _____ takes care of people when they are sick.
11. A _____ works on the computer.

C Write the names of friends and family members. Tell what job they do.

Name	Job
------	-----

1. _____
2. _____
3. _____
4. _____
5. _____

2 CONVERSATION

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

____ I'm a receptionist at Dr. O'Neill's office.
____ Hi, Jack. I'm Hannah.
____ Yeah, that's me. But I don't work in the library anymore.
1 Hi. Are you a friend of Linda's?
____ Really? What do you do now?
____ I like it a lot and the money's good.
____ Yeah, hi. My name is Jack.
____ Hannah... I know you. You're Linda's friend, too, right?
You work in the library.
____ What's that like?



- B Today magazine is interviewing people about their jobs. Complete the interview. There may be more than one correct answer.

Reporter: (1.) _____?

Wendy: I'm Wendy Chang.

Reporter: Where (2.) _____?

Wendy: (3.) _____ Chang's Driving School.

Reporter: What (4.) _____?

Wendy: I'm a driving instructor. I teach people how to drive.

Reporter: (5.) _____?

Wendy: Yes, I like my job a lot.

Reporter: (6.) _____ your students like?

Wendy: They're very friendly.

- C Write another interview. The reporter is interviewing your friend.

Reporter: _____

Your friend: _____

3 GRAMMAR

A Ask about the sentences with questions using *what* and *like*.

Example: Tell me about Alice.

What's she like?

1. I work in an animal hospital.

2. You haven't met my brother yet.

3. My art teacher is Mrs. Granger.

4. I work six days a week.

5. I've met a lot of new people this year.

B Complete the conversations with questions with the word *like*.

Example: A: Chris has a job at the police department.

B: What's that like?

A: Well, sometimes the work is dangerous.

1. A: I almost never see my parents anymore.

B: _____

A: They're nice, but they don't understand me.

2. A: My boyfriend is from Mexico.

B: _____

A: He's very outgoing.

3. A: My new doctor is only 26 years old.

B: _____

A: She's very smart.

4. A: I work at a candy factory.

B: _____

A: It's pretty boring most of the time.

5. A: My dad's a lawyer.

B: _____

A: It's a lot of work, but he enjoys it.



LESSON B GETTING A JOB

1

VOCABULARY AND GRAMMAR

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

- | | |
|--|-------------------------------------|
| 1. I'm looking for a job because _____ | a. is a good way to get experience. |
| 2. A person with a full-time job _____ | b. has a part-time job. |
| 3. She doesn't get any pay because she _____ | c. to get a job as an engineer. |
| 4. Erika works on weekends. She _____ | d. I need to make money. |
| 5. An internship _____ | e. is doing an internship. |
| 6. Kate's goal is _____ | f. works 40 hours a week. |

B Can you do these things? Write yes or no. What about your friend?

	Speak German	Use a Computer	Paint	Play Basketball
You				
Your friend				

C Now write sentences with *can* or *can't*. Use the information from the chart above.

- | | |
|--------------------------|----------------------------------|
| 1. I _____ speak German. | 5. My friend _____ speak German. |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

D Naomi is an actress. She wants a job in a new movie. Complete the conversation.

Mrs. Lee: So, Naomi, (1.) _____ can you do? (2.) _____ sing?

Naomi: Yes, I (3.) _____ sing a (4.) _____ bit, but not very well.

Mrs. Lee: Hmm. (5.) _____ dance?

Naomi: I (6.) _____ dance a (7.) _____.

Mrs. Lee: Hmm. You (8.) _____ sing or dance very (9.) _____. (10.) _____ you cry?

Naomi: Oh, yes! I (11.) _____ very well.

Mrs. Lee: That's great! Our new movie is *Lost Love*. You can do the job!

2 READING AND WRITING

- A Marisol is writing to her new friend about looking for a job. Scan her message and circle the three questions.

Dear Cho Sun-Ah,

Hello! My name is Marisol Torres. I'm from Guadalajara, Mexico. Nice to meet you! I have a problem: I am trying to find a summer job, but I don't know what I want to do!

I can speak Spanish, English, and a little French, so maybe I can find a job as a translator. Can you speak Spanish? I can teach you some words!

I love music, so maybe I can teach music lessons. I can sing, and I can play the piano. I can also play the guitar and the violin, but not very well. Can you play any instruments?

I also like sports, so maybe I can work at a sports camp. I can play soccer and tennis, but I can't swim. I don't know how! Can you swim?

Please write soon! I'm waiting for your first email.

Your friend,

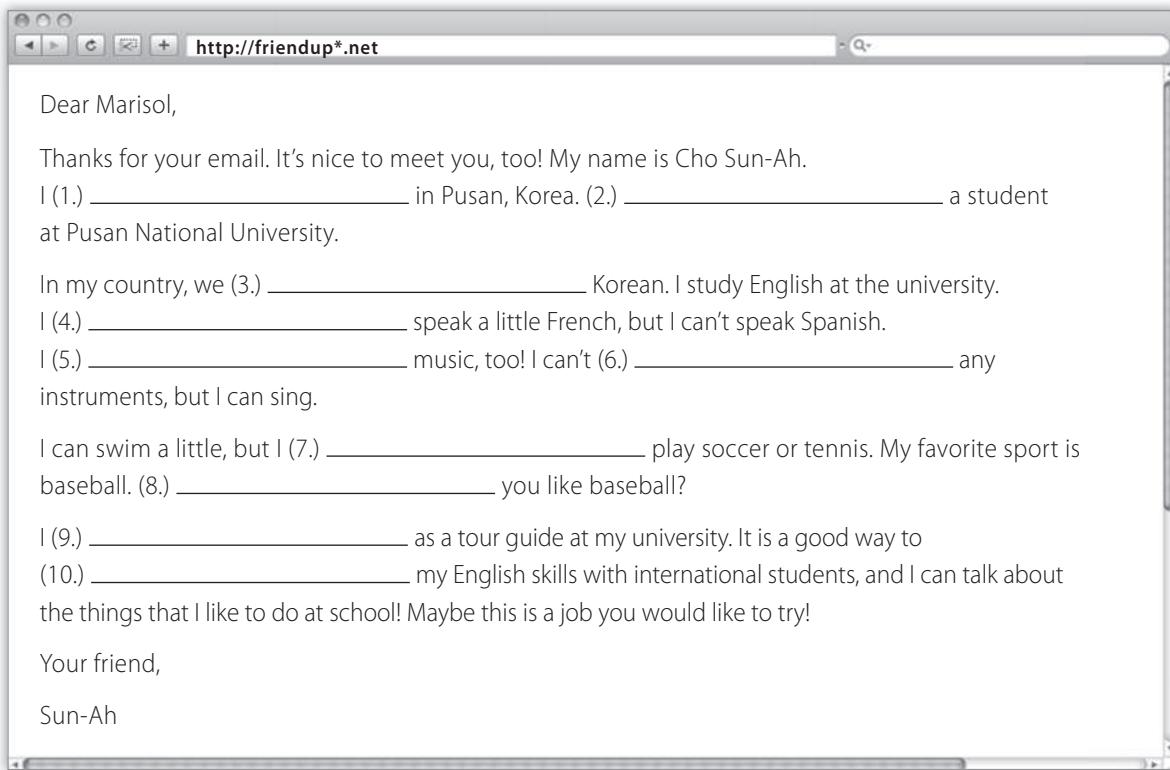
Marisol

- B Now read the message. What can Marisol do? Check (✓) the correct answers.

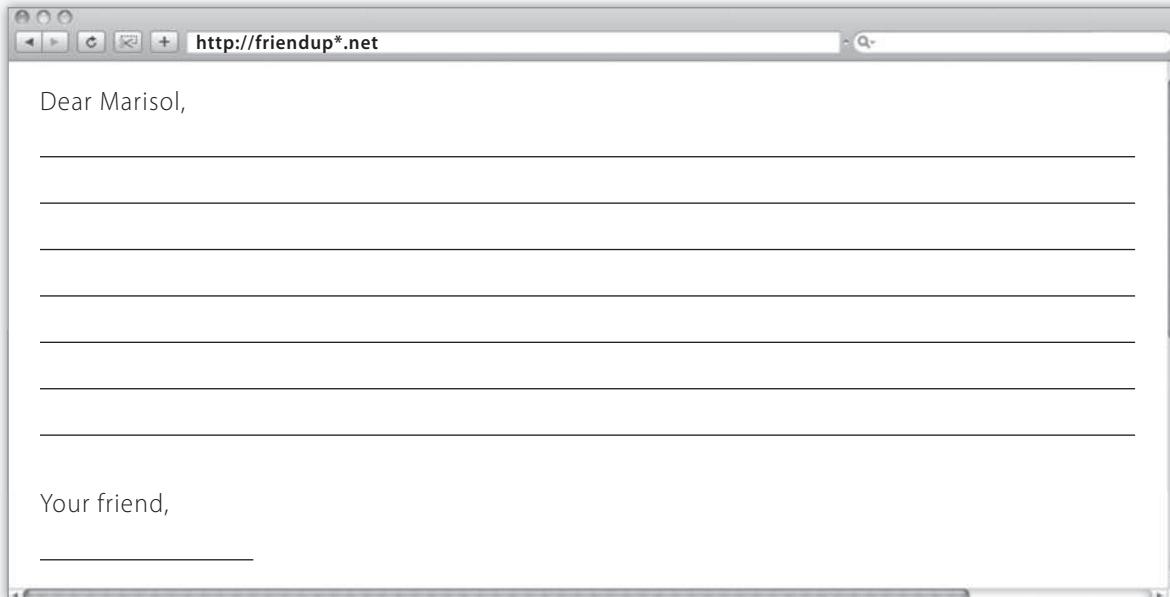
	yes	a little	no
1. sing			
2. speak French			
3. play tennis			
4. swim			
5. play the piano			
6. speak English			
7. play soccer			
8. play the violin			

- C** Read this email and fill in the blanks with words from the box.

can can't do I'm live love play practice speak work



- D** Write to Marisol. Answer the three questions in Marisol's email.



10 Good Morning World

From House to Home

- A Watch the video and check (✓) Yes or No. Then check your answers with a partner.

	Yes	No
1. Does Kim live in an apartment building?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does Kim live on the first floor?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does Kim have a dining room?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are there six rooms in Kim's apartment?	<input type="checkbox"/>	<input type="checkbox"/>
5. Are there any windows in the living room?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are the walls and ceiling painted green?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there a sofa in the living room?	<input type="checkbox"/>	<input type="checkbox"/>
8. Is there a table in the living room?	<input type="checkbox"/>	<input type="checkbox"/>

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

1. Where is Kim's apartment building?
 - a. It is on Sixth Street.
 - b. It is on Tenth Street.
2. Who always says he is too busy?
 - a. Rashid says he is too busy.
 - b. Jay says he is too busy.
3. Does Jay live in a house or an apartment?
 - a. He lives in a house.
 - b. He lives in an apartment.
4. How many rooms are in Kim's apartment?
 - a. There are five rooms.
 - b. There are six rooms.
5. What is Kim's favorite room?
 - a. The dining room is her favorite room.
 - b. The living room is her favorite room.
6. How many windows are in the living room?
 - a. There are three windows.
 - b. There are two windows
7. What color does Pierre say to paint the living room?
 - a. He says to paint it light yellow.
 - b. He says to paint it bright blue.
8. What is in Kim's living room?
 - a. There is a box and a chair.
 - b. There is a sofa and two chairs.

- C Draw a picture of a house. Have your partner ask you the questions below without looking at the picture. Then have your partner try to draw the same house. Compare your drawings.

How many floors are there? _____

How many rooms are there? _____

Is there a garage? _____

Are there two bathrooms? _____

Is there a balcony? _____

How many bedrooms are there? _____

10 City Living

Welcome to New York!

- A** Do you live in an apartment or a house? What rooms do you have in your home? Who do you live with? Fill in the chart. Then compare your answers with a partner's.

	Me	My partner
Apartment or house		
Rooms		
People I live with		

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

1. “Tara and I were old friends.” Tara Mike Takeshi
2. “Welcome to New York!” Tara Mike Takeshi
3. “—no apartment, no job—goodbye New York!” Tara Mike Takeshi
4. “My friend Takeshi needs a roommate.” Tara Mike Takeshi
5. “Wow. This is a nice apartment.” Tara Mike Takeshi
6. “ . . .and there are two chairs for you.” Tara Mike Takeshi
7. “That’s kind of expensive for me.” Tara Mike Takeshi
8. “Believe me, for New York, that’s cheap.” Tara Mike Takeshi
9. “I’ll take it, but just for one or two months.” Tara Mike Takeshi
10. “And two years later, we’re still roommates.” Tara Mike Takeshi

- C** What’s your opinion? Circle Yes or No. Then work with a partner. Compare and explain your answers.

1. Is \$800 a month expensive for an apartment? Yes No
2. Do you like Takeshi and Mike’s apartment? Yes No
3. Is Mike lucky to find the apartment? Yes No
4. Is it hard to find a nice apartment in a big city? Yes No
5. Are Mike and Takeshi friends? Yes No
6. Is it a good idea to live with friends? Yes No

10 Global Viewpoints

Where I Live / Student housing

- A Watch the interviews about “Where I live.” Where do these people live? Match the names with the correct information. Compare answers with a partner.

1. Alejandra _____
a. lives in a small house.
2. Jackie _____
b. lives with his parents.
3. José Luis _____
c. lives with six other people.
4. Jonathan _____
d. lives in a one-bedroom apartment.
5. Catherine _____
e. lives with two roommates.

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

1. Hana lives in *an apartment / a dormitory*.
2. Dave has *one roommate / two roommates*.
3. Dave’s room has *two beds / chairs*.
4. Vanessa has *one TV / roommate*.
5. Vanessa’s room has *two beds, two dressers, and two closets / desks*.
6. Calum’s dorm is *big and new / old*.
7. Calum’s dorm is *very noisy / quiet at night*.
8. Calum’s dorm room is *very small / large*.

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

Find someone who . . .	Name
lives alone	
has a roommate	
lives on the 2nd floor	
lives in a dorm	
has a small bedroom	
lives with a parent	
lives in a small house	
lives in a big apartment	
has a big kitchen	
lives with a child	

11 Good Morning World

Dress the Part

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

- | | |
|--------------------|--------------------------|
| 1. a dress | <input type="checkbox"/> |
| 2. a pair of heels | <input type="checkbox"/> |
| 3. a ring | <input type="checkbox"/> |
| 4. a necklace | <input type="checkbox"/> |
| 5. a sweater | <input type="checkbox"/> |
| 6. a skirt | <input type="checkbox"/> |
| 7. a belt | <input type="checkbox"/> |
| 8. a pair of jeans | <input type="checkbox"/> |
| 9. a pair of boots | <input type="checkbox"/> |
| 10. a scarf | <input type="checkbox"/> |
| 11. a jacket | <input type="checkbox"/> |
| 12. a suit | <input type="checkbox"/> |

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

1. Jay: "If you are like me, you *want to / have to* look your best all the time."
2. Isadora: "A woman *wants to / has to* own an outfit like this for parties . . ."
3. Jay: "First, Kim shows us *formal/ casual* clothes that you can wear at a special event."
4. Isadora: "And for jewelry, Kim has a necklace and a pair of *heels / earrings*."
5. Jay: "Can she *have / wear* a scarf?"
6. Jay: "Next, Rashid shows us casual clothes that you can *wear / try on* at home or out with friends."
7. Isadora: "Yes, he looks very good, very *dressy/ casual*."
8. Isadora: "We *have* a coat, a scarf, a hat, and a pair of *gloves/ socks*."
9. Jay: "We *have / need* formal clothes, casual clothes."
10. Isadora: "The *shirt / suit* you have on is perfect."

- C** Role-play a conversation between someone shopping and someone who works at a store. Use expressions like the ones below in your conversation.

Person shopping	Person working
I want these boots / shoes / jeans. How much are the shorts / sandals / sneakers? How much is the T-shirt / jacket / dress? I'll take it. Thanks, I'll think about it.	Try them on. They're 19 dollars. It's 10 dollars. I have a nice pair of sandals / socks / shorts. You're welcome.

11 City Living

What Do I Wear to the Party?

- A**  What kind of clothes do you usually wear for casual events? What do you wear for parties? Use the chart to make a list for each. Then share with the class.

Casual / Informal clothes	Party / Formal clothes

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

1. “Oh yeah. What kind of *restaurant / party* is it?”
2. “But what do I *bring / wear*?”
3. “Roberto’s an important *businessman / salesman*.”
4. “That’s a beautiful *dress / blouse* outside.”
5. “*The dark one. / That one*. How much is it?”
6. “\$285? That’s pretty *expensive / cheap*!”
7. “\$245 / \$225? That’s not a bad price . . .”
8. “\$125 / \$145? For *shoes*? ”
9. “That’s \$50 off ! I’ll take *it / them*.”
10. “So, this isn’t a *formal / casual* party?”

- C**  What’s your opinion? Check (✓) Yes or No. Then work with a partner. Compare and explain your answers.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Is it OK to wear formal clothes to a casual party? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is it OK to wear casual clothes to a formal party? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is it OK to wear jeans to a nice restaurant? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is \$75 a good price for shoes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is \$225 expensive for formal clothes? | <input type="checkbox"/> | <input type="checkbox"/> |

11 Global Viewpoints

Fashion and Colors / Shopping

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

- | | | |
|--|------|-------|
| 1. Paula doesn't like to dress up. | True | False |
| 2. Brad's shirt cost \$10.00. | True | False |
| 3. Brad bought his shirt at a department store. | True | False |
| 4. Dave's shoes are about five years old. | True | False |
| 5. Catherine wears casual clothes to work. | True | False |
| 6. Catherine likes to wear bright colors. | True | False |
| 7. Dennis likes to wear black. | True | False |
| 8. Hana likes to wear black, purple, and green. | True | False |
| 9. Julianna's favorite colors are black and red. | True | False |
| 10. Alejandra's favorite piece of clothing is a scarf. | True | False |

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

1. Catherine *likes / doesn't like* to shop.
2. Brad *shops / doesn't shop* on the Internet.
3. Brad usually *buys clothes / video games*.
4. Alejandra *buys / doesn't buy* clothes on the Internet.
5. Hana *shops / doesn't shop* on the Internet.
6. Hana's *mom / dad* told her not to shop on the Internet.

- C** Class survey. Go around the class and ask the questions below. Write the names and answers in the chart. Then report the information to the class.

Question	Name	Answer
What's your favorite color?		
What's your favorite item of clothing?		
Do you like to shop? Why or why not?		
Where do you shop?		
What's your favorite store?		
Do you shop online? Why or why not?		
Do you wear formal or casual clothes more?		
Do you like to dress up? Why or why not?		

12 Good Morning World

Good jobs

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

- | | | |
|--|------|-------|
| 1. Kim's brother Dylan is a doctor. | True | False |
| 2. Charles, Kim's oldest brother, is a dentist. | True | False |
| 3. Kendell can style hair. | True | False |
| 4. Kim says her sister Sadie can cook anything. | True | False |
| 5. Jay's mother is a cook. | True | False |
| 6. Kim's father is a graphic designer. | True | False |
| 7. Jay always wanted to be a police officer. | True | False |
| 8. Kim says that the job of a police officer has certain requirements. | True | False |

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

- | | |
|--|---|
| 1. What does Kim's brother Dylan do? | a. He is a doctor.
b. He is a lawyer. |
| 2. What does Kim's brother Kendell do? | a. He is a reporter
b. He is a hairstylist. |
| 3. What do Kim's younger sisters Tiana and Alisha do? | a. Tiana is studying to be a computer programmer and Alisha wants to be a reporter.
b. Tiana is studying to be a dentist and Alisha wants to be a nurse. |
| 4. What does Kim say about the job of a housewife? | a. It's a job with a lot of responsibility and no pay.
b. It is a job with no responsibility and a lot of pay. |
| 5. What does Kim's mother do? | a. She is a police officer.
b. She is a nurse. |
| 6. What does Kim say that the job of a police officer is like? | a. It's not a dangerous or interesting job.
b. It is a dangerous job, but always interesting. |
| 7. What is Jay's mother like? | a. She is strict.
b. She is really nice. |

- C** Go around the class. Ask questions and complete the sentences below with your classmates' names. For the last item, find someone with a different ability.

- | | |
|-----------------------------------|-----------------------|
| 1. _____ can speak two languages. | 4. _____ can't dance. |
| 2. _____ can cook. | 5. _____ can _____. |
| 3. _____ can't sing. | |

12 City Living

I Can Get this Job!

- A**  Do you get nervous sometimes? What makes you nervous? Write down your thoughts and share them with a partner.

- B** How does Mike answer Roberto's questions? Watch the video and circle a or b. Then compare answers with a partner.

1. Roberto: "What time is the interview?"
 - a. "It's today at 3:00."
 - b. "Tomorrow at 3:00."
 2. Roberto: "So, are you looking for a full-time or a part-time job?"
 - a. "Full-time."
 - b. "Full-time or part-time."
 3. Roberto: "What do you do now?"
 - a. "I don't have a job right now."
 - b. "I'm a businessman."
 4. Roberto: "What are you like?"
 - a. "I'm shy and intelligent."
 - b. "I'm smart and creative."
 5. Roberto: "What languages do you speak?"
 - a. "I speak Spanish . . ."
 - b. "I can write Spanish very well."
 6. Roberto: "What else can you do?"
 - a. "I can use a Mac."
 - b. "I can use PCs and Macs."
 7. Roberto: "What kind of a job interview is this?"
 - a. "It's a job for a receptionist."
 - b. "It's a job for a lifeguard."
 8. Roberto: "Can you swim?"
 - a. "Yes, I can."
 - b. "No, I can't."

- C**  What's your opinion? Check (✓) the words that you think describe Mike and Roberto. Compare and discuss your answers with a partner.

	<u>Mike</u>	<u>Roberto</u>		<u>Mike</u>	<u>Roberto</u>
hardworking	<input type="checkbox"/>	<input type="checkbox"/>	creative	<input type="checkbox"/>	<input type="checkbox"/>
serious	<input type="checkbox"/>	<input type="checkbox"/>	smart	<input type="checkbox"/>	<input type="checkbox"/>
funny	<input type="checkbox"/>	<input type="checkbox"/>	outgoing	<input type="checkbox"/>	<input type="checkbox"/>
lazy	<input type="checkbox"/>	<input type="checkbox"/>	shy	<input type="checkbox"/>	<input type="checkbox"/>

12 Global Viewpoints

My Job / People at Work

- A** Watch the interviews about “My job.” What do these people do? Match the names with the correct information. Then compare answers with a partner.

- | | |
|--------------------|--|
| 1. Brad _____ | a. is a lawyer. |
| 2. Vanessa _____ | b. is an international student advisor. |
| 3. Kumiko _____ | c. works in a bank and at a mall. |
| 4. Julianna _____ | d. is a teacher. |
| 5. Catherine _____ | e. is a financial manager. |
| 6. Alejandra _____ | f. is a student and a computer technician. |

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

- | | | |
|--|-----|----|
| 1. Brad works in an office with four other people. | Yes | No |
| 2. The people in Brad’s office are friendly. | Yes | No |
| 3. Vanessa’s coworkers are outgoing. | Yes | No |
| 4. Kumiko’s co-teachers are sometimes serious. | Yes | No |
| 5. The people in Alejandra’s office are not hardworking. | Yes | No |
| 6. The people in Alejandra’s office are serious. | Yes | No |

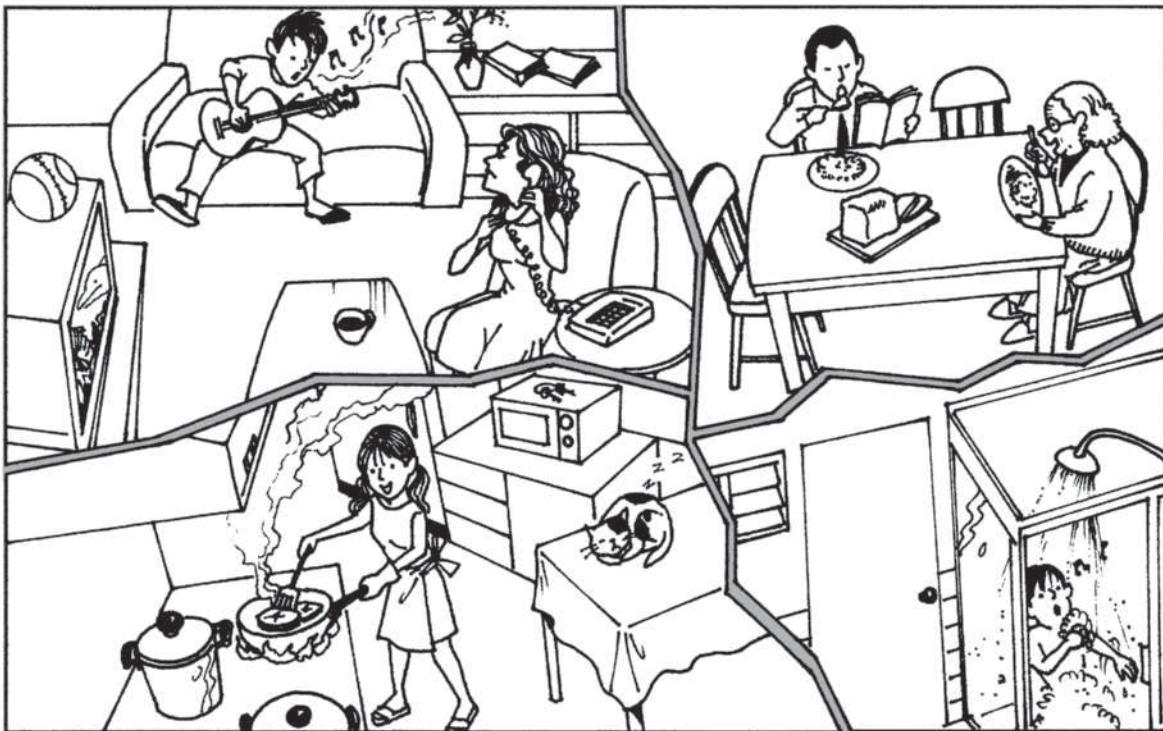
- C** Role-play an employer and a person interviewing for a job. Ask and answer questions like the ones below.

<i>Employer</i>	What do you do now? What languages can you speak? What skills do you have? What can you tell me about yourself? What experience do you have?
<i>Job Seeker</i>	What kind of job is it? How many hours a week? What’s the pay? What are the other employees like? What is it like to work here?

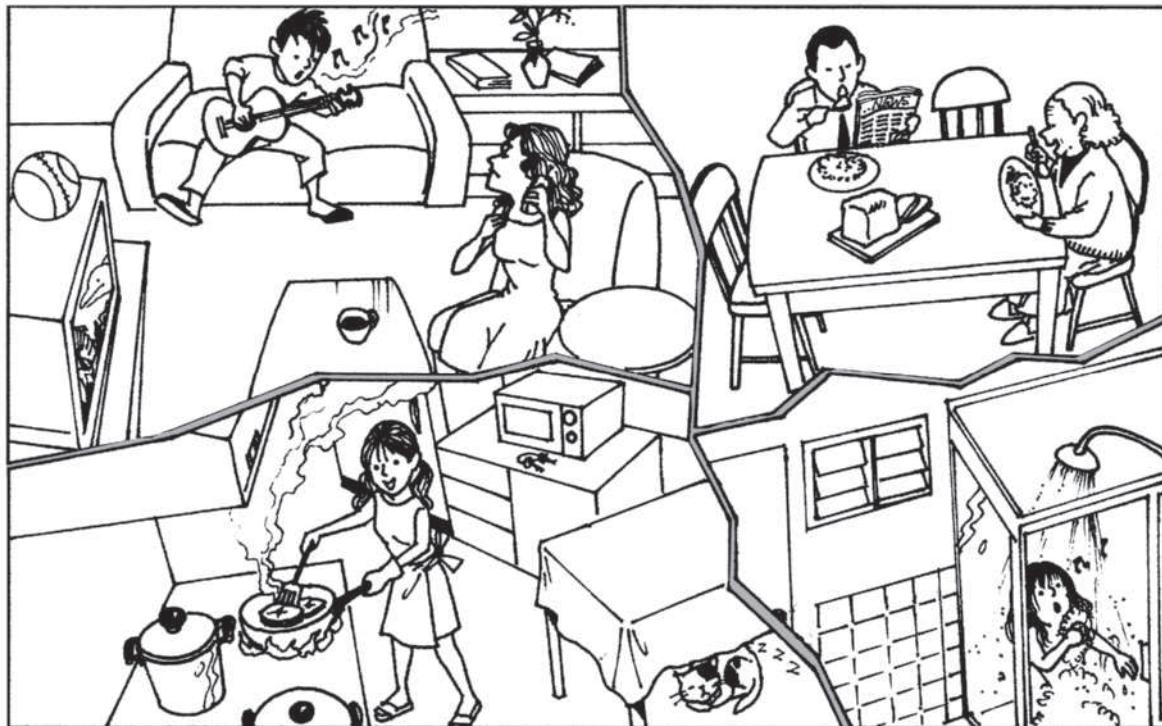
Worksheet

10A: What's the difference?

Student A



Student B



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Worksheet

10B: House swap



Location: Rio de Janeiro, Brazil

The home: three-bedroom apartment

The people: parents, two small children

The neighborhood: near the beach

Looking for: a large house in a big city

Location: Singapore

The home: apartment with two bedrooms, swimming pool

The people: young couple

The neighborhood: near shops, nightlife

Looking for: a quiet place to relax

Location: Hanoi, Vietnam

The home: one-bedroom apartment, small kitchen

The people: single student

The neighborhood: near mountains, old temples

Looking for: something in South America or Africa

Location: London, UK

The home: house with four bedrooms, nice backyard

The people: parents, two young children

The neighborhood: near art galleries, museums

Looking for: a house near the beach

Location: Vancouver, Canada

The home: houseboat with two small bedrooms

The people: two brothers and two sisters

The neighborhood: on the water and near the mountains

Looking for: a house in a big city

Location: Puebla, Mexico

The home: small house with two bedrooms, nice balcony

The people: young person

The neighborhood: quiet, near a park

Looking for: a small apartment in an interesting city

Location: Paarl, South Africa

The home: old house with two bedrooms

The people: young couple

The neighborhood: farm near the mountains

Looking for: something in Asia

Location: Seoul, South Korea

The home: dorm with two bedrooms, pool table, cable TV

The people: two male and two female roommates

The neighborhood: one hour from skiing in winter

Looking for: something in North or South America

Location: Boston, US

The home: four-bedroom house with car, garage, Internet access

The people: parents, two teenage children

The neighborhood: near museums, parks

Looking for: something in Asia

Location: Tokyo, Japan

The home: house with three bedrooms, garage

The people: parents, two teenage children

The neighborhood: near downtown shopping malls

Looking for: something outside of Asia

Location: Lima, Peru

The home: house with two bedrooms, swimming pool

The people: single parent, one young child

The neighborhood: near the beach

Looking for: a good place for a winter vacation

Location: Corfu, Greece

The home: two-bedroom apartment

The people: young couple

The neighborhood: quiet, beautiful beach

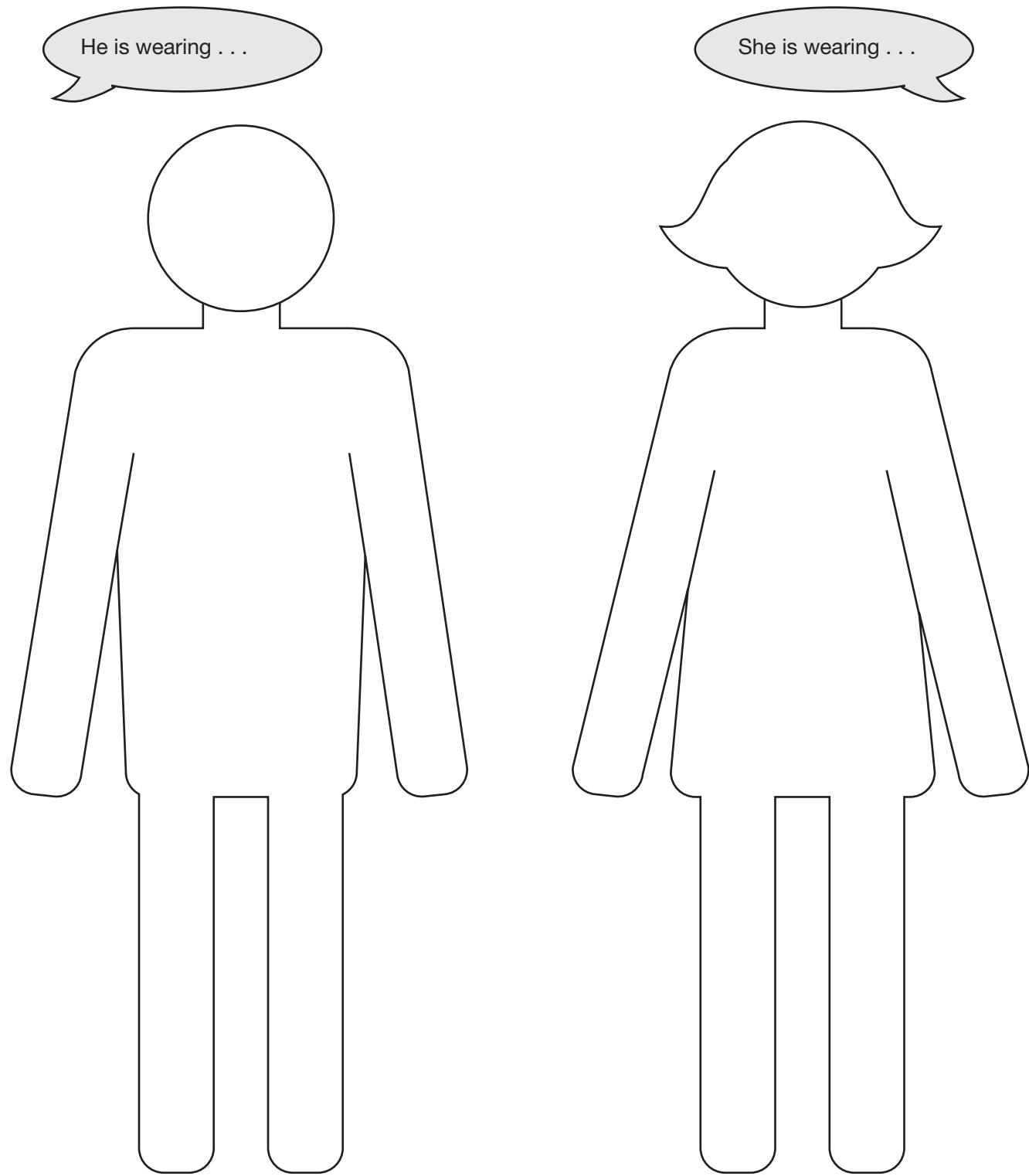
Looking for: a house in a busy city, near good nightlife

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Worksheet

11A: What are they wearing?

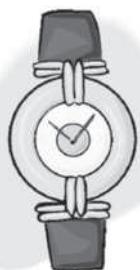
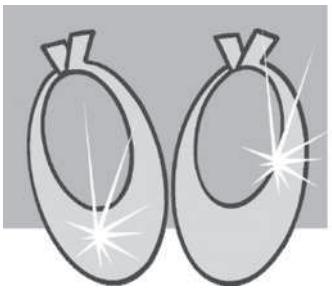
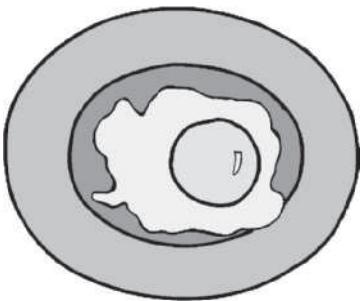
Work with a partner. Choose one of the figures below. Draw clothes on him or her. Then take turns describing the figures. Draw the clothes on your partner's figure.



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Worksheet

11B: I need a jacket.



a an

a

an

X

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Worksheet

12A: What's my job?



parent



movie star



singer



flight attendant



chef



soccer player



artist



golf player



waiter



musician



teacher



receptionist



doctor



ballerina



dentist

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Worksheet

12B: Talent show

Work in groups. Your class is planning a talent show. What can your group do? Talk to your group and write what they can do on the chart.



NAME	ACT

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