

Front cover art by Eduardo Kobra in Sao Paulo, Brazil.

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ABOUT THE ARTIST

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

WORLDLINK

Developing

English Fluency

Basic 11

James R. Morgan

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

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ICPNA Track 2

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GUIDE TO PRONUNCIATION SYMBOLS

Vowels Consonants

Symbol Key Word Pronunciation Symbol Key Word Pronunciation /ɑ/ hot /hɑt/ /b/ boy /bɔɪ/ far /fɑr/ /d/ day /deɪ/ /æ/ cat /kæt/ /ʤ/ just /ʤʌst/ /aɪ/ fine /faɪn/ /f/ face /feɪs/ /aʊ/ house /haʊs/ /g/ get /gɛt/ /ɛ/ bed /bɛd/ /h/ hat /hæt/ /eɪ/ name /neɪm/ /k/ car /kɑr/ /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/ /ʧ/ cheap /ʧip/ /ɜr/ bird /bɜrd/ /v/ vote /voʊt/ /ɛr/ error /’ɛrər/ /w/ west /wɛst/ /ə/ about /ə’baʊt/ /y/ yes /yɛs/ after /’æftər/ /z/ zoo /zu/

/ð/ they /ðeɪ/

/θ/ think /θɪŋk/

/ʃ/ shoe /ʃu/

/ʒ/ vision /’vɪʒən/

Stress

/ˈ/ city /ˈsɪti/

used before a syllable to show primary (main) stress

/̩/ dictionary /ˈdɪkʃə n̩ ɛri/

used before a syllable to show secondary stress

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Soccer

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A Super Bowl party p. 97 *attend, go to, organize, decorate*

The International Festival of the Sahara p. 102

*compete, participate, perform*

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*made-up, characters,*

*realistic, violent*

Modern fairy tales p. 116 *discover, overcome, struggle*

An exciting job p. 125 *responsible, punctual, adventurous*

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Learning OUTCOMES

The list below will help you focus your learning and follow up on your achievement. Please put a check (✓) in the box that in your opinion shows your progress. Make sure you demonstrate you can do the following when finishing the respective unit.

Basic 11 (B11)

Learning Outcomes I saw it I understand it I use it

I can make, accept, and refuse invitations. (p. 99)

~ How’d you like / Do you want / Would you like to go with me? ~ Sure, I’d love

to. / That sounds great. / I’m sorry, but I can’t. I have plans. / Unfortunately,

I can’t. I have to work. / I’d love to, but I’m busy.

I can agree with other people’s statements using *so, too, neither,* and *either*. (p. 100)

~ I am going to Emi’s party. ~ So am I. / Me too. / I am too. / ~ I don’t have a

costume for the party. ~ Neither do I. / I don’t either. / Me neither.

I can talk about customs and facts using time clauses with *before, after,* and *when*.

(p. 106)

7

t

Before the festival starts, Violetta speaks. / After the party ended, we went

i

n

home. / When you throw powder in the air, you say, “Holi Hai!”

U

I can listen for the main idea and details (in a news report or interview). (p. 103)

I can read about festivals and holidays and categorize information about them.

(p. 104)

I can write a description of a festival or holiday. (p. 107)

I can keep a story going. (p. 113)

One day... / So, (then),... / Later,... / After that,... / As it turns out,...

I can talk about actions definitely finished and actions in progress at a certain time

in the past using the past continuous and the simple past tenses. (p. 114)

He was studying English at four o’clock. / ~ Were you reading a story? ~ Yes,

I was. / ~ What were you reading? ~ (I was reading) a story.

I can express how an action is done using adverbs of manner. (p. 120)

Cinderella smiled shyly at the prince. / He opened the door quietly. / You seem

8

unhappy. / She drives too fast.

t

i

n

U

I can listen for main ideas and details. (p. 117)

I can read for main ideas to match headers with paragraphs. (p. 118)

I can write a diary entry (for a character in a story). (p. 121)

I can interview for a job using a variety of expressions. (p. 127)

Thanks for coming in today. / Tell me a little about yourself. / Do you have any

experience (writing a blog)? / I’ll be in touch. / I look forward to hearing from

you. / When can you start?

I can talk about actions that started in the past and continue up until now using

the present perfect tense with *for* and *since*. (p. 128)

~ How long have you worked there? ~ (I’ve worked there) for two years. / ~ How

long has she worked there? ~ (She’s worked there) since 2012.

9

I can express different meanings using verbs + infinitives. (p. 134)

t

i

n

I like to sing. I want to be a singer. / She needed to move to London for work.

U

I can make and check predictions. (p. 126)

I can identify main ideas in paragraphs. (p. 132)

I can write a description of a job (past job, dream job) for a presentation. (p. 135)

vii

WELCOME UNIT

1 Grammar

A Replace the percentages with the correct quantity expressions from the box.

all a lot ~~half~~ most none some

Half

1. 50%: of my family members have a four-year college degree.

2. 0%: of my friends speak Chinese.

3. 65%: of us are learning English.

4. 80%: of the residents in this city own a car.

5. 35%: of them also take public transportation at times.

6. 100%: of my classmates live at home.

B Work with a partner. Take turns giving each other advice about the situations below. Use *should, could, ought to,* and *had better*.

1. I don’t know what to wear to my job interview.

2. I’m going to live with a family in the US for a year.

3. I want to change my look a little bit.

4. Oh, no. It’s starting to rain!

5. These are my favorite old jeans—I’m going to wear them on my date.

6. I need some new clothes, but I don’t have very much money.

| Formal vs. Informal  In English, you have to think about which phrases you use with friends and which ones you use in formal situations. For example, you can give advice to your friends using the words above, but you should not be so straightforward with elders or your boss. *Would you mind* is more formal. |
| --- |

C Work with a partner. Take turns making requests for the situations below.

1. There isn’t any food in the kitchen. (would / mind / go)

Would you mind going to the grocery store?

2. There are a lot of dirty clothes in the bedroom. (could / do)

3. The living room rug is dirty. (will / vacuum)

4. It’s almost dinnertime and you’re hungry. (can / make)

5. You’re at the train station and there aren’t any taxis. (could / pick up)

6. You want to go to a popular restaurant for lunch. (would / mind / make)

viii Welcome unit

D Circle the correct word to complete each sentence.

1. My schedule isn’t very / pretty busy this week.

2. I really / very love that new restaurant on Park Street.

3. This movie theater is very / pretty new—it opened three years ago.

4. We don’t like eating in restaurants very / really much.

5. My neighbors are pretty / very quiet. I never hear them.

6. They are really / pretty nice people. They would do anything for you.

E Complete the sentences with the correct form of *be going to* or *will*.

is going to

1. My study group meet at 6:00 tonight.

2. Our class was canceled—I think I go to the gym.

3. Martina told me she visit Ireland next summer.

4. Wait! I help you with those boxes.

5. My best friend and I attend the same college in the fall. 6. The senior class members observe some classes at City College.

F Complete the conversations with predictions using *be going to* or *will*. Some sentences may have more than one correct answer. Then practice the conversations with a partner.

1. A: What are your plans after graduation?

I’ll probably travel / I’m probably going to travel

B: I’m not sure. to Europe. (I / probably / travel) 2. A: Jacob is missing a lot of classes!

B: the exam if he doesn’t start coming soon. (he / definitely / fail)

3. A: Is Ricki coming to the library after class?

B: I think she . She likes to study at home. (probably / come) 4. A: What’s the weather forecast for tomorrow?

B: It might be sunny, but . (maybe / it / rain) 5. A: I heard Tony applied to Stanford.

B: Yeah, and . He’s an excellent student.

(he / definitely / get accepted)

6. A: Where is the taxi? My interview is in 30 minutes!

B: Don’t worry. I’m sure soon. (it / arrive)

Welcome unit ix

2 Vocabulary

A Look at the pie charts. Complete the sentences with the correct word from the box.

Americans receiving four

year college degrees

33% 10% 1970 Today

about exactly fall nearly ~~over~~ rose over

College graduates moving

back home

1970 10% Today 55%

1. In 1970, 75% of Americans didn’t have a college degree.

2. Today, 35% of Americans have a degree.

3. The number of college graduates from 1970 to now.

4. In 1970, 10% of college graduates moved home after they finished school. 5. Now, that number is 50%.

6. Do you think the number of college graduates will rise or in the future?

B Correct the errors in the sentences below. One sentence is correct. Then check your corrections with a partner.

do

1. You ~~make~~ the dishes when they are dirty.

2. You do breakfast in the morning.

3. You pick up your friends from the train station when they arrive.

4. You make grocery shopping when you don’t have any food. 5. You ask a reservation when you want to go to a restaurant. 6. You drop out your classmate at home after class.

C Complete the paragraph with the words in the box. bike lanes on foot pedestrians sidewalks traffic ~~walkable~~ walkable

| Using the Internet  The Internet is a great resource for practicing reading in English. Look up topics that interest you, like cooking, sports, or movies, and read short articles about them in English. Read for the gist, or main idea. Don’t look up every word. It’s fun! |
| --- |

Every day, more people are moving to (1.) neighborhoods. They want to get around (2.) or by using one of the city’s many (3.) to ride to work. The best neighborhoods don’t have very much (4.) , and they have wide (5.) that are in good condition for pedestrians. That makes it easier for (6.) to go where they need to safely.

x Welcome unit

D Circle the correct words to complete the email.

| Hi James,  How are you doing? Have you made a (1.) decide / decision about where you want to (2.) apply / application to college? I don’t know where I want to go yet, but I have a few under (3.) consider / consideration. Next week, I am going to (4.) observe / observation classes at State University. My first choice is Harvard, but I know there’s a lot of (5.) compete / competition to get in. My counselor (6.) recommends / recommendation that I apply to a couple of schools that are easier to get into, as well.  Good luck!  Gina |
| --- |

3 lEarNING WITH oTHErS

A Write three sentences about yourself in your notebook. Use three of the sentence starters below.

My name is…

I am a student at…

I am going to graduate in…

My degree will be in…

I have experience working in… I enjoy…

B Then work in a group of three students. Take turns reading your sentences. Each person asks group a question about your sentences. One student will record the responses. When everyone is done, share some of the sentences with the class.

My name is Alejandro. 4 WrITING

Is Alejandro a common name in your family?

A Interview a classmate to find out the information below. Then write a personal profile (about ten sentences) about him or her.

• School

• Major

• Graduation date

What do you do at school? 

I’m on the baseball team!

• School activities

• Other abilities

• Work experience (what / where / when) 

Welcome unit xi

7celebrations

Look at the photo. Answer the questions. 1 What is this festival? What do people do? 2 Is there a festival like this in your country?

3 Look up the word *holiday* in your dictionary. What is an important holiday in your country?

UNIT GOALS

1 Invite someone to do something and accept or refuse an invitation

2 Agree with someone else

3 Describe different parties, festivals, and holidays

4 Talk about what people do on those days

People light lanterns and make wishes for good luck at a festival in Chiang Mai, Thailand.

LESSON A PARTIES

1 ViDeo Soccer Celebrations

A Look at the photo and the title of the video. Then watch the video and answer the question below.

Fans of the Colombian soccer team

cheer for their team in Brazil.

| Word Bank  *fan* = person who enjoys something  *inspiration* = something that makes a person want to act  *live* = in person |
| --- |

The people in the video are watching an important sporting event. What event do you think it is?

B Read questions 1–3 and guess the answers. Then watch again and write the answers you see and hear in the video.

1. Where do people watch big sporting events?

2. When a favorite team wins an important game, why do people feel so happy? 3. When their team scores a point, what do fans do?

C Answer the questions with a partner.

1. What was the last big sporting event you watched? Where did you watch it? Who won?

2. Are you a fan of any team? If yes, which one?

I watched the Copa America final. Chile won. 

3. When you watch your team play, do you get emotional (do you yell or jump up and down)? 96 UNIT 7 • Celebrations

2 Vocabulary

A What do you know about an event called the Super Bowl? Take the quiz and find out! Compare your answers with a partner’s. Check your answers at the bottom of the page.

1. The Super Bowl is the championship game for American football / soccer in the United States.

2. It is currently held on the first Monday / Sunday in February.

3. It is usually the most-watched television broadcast of the year in the US.

More than ten million / one hundred million people watch it every year.

4. Not all of the TV viewers are football fans. Many watch to see the commercials / fireworks. 5. There is a big halftime show featuring famous athletes / singers.

B Read the information about how people celebrate the Super Bowl. Answer the questions below. Then compare your answers with a partner’s.

Many people celebrate the day by throwing a party. They invite friends to come to their home. Everyone gets together in the afternoon, and the game begins in the early evening.

| Word Bank  Word partnerships  with *party*  attend / go to / have /  host / throw / organize / plan a party |
| --- |

Do you want to have your own Super Bowl party? Here is some advice on how to plan for it: • Decorate your home or bake a cake with the teams’ colors.

• Play games. Have your guests try and guess the final score of the game. • Make sure you have enough seating for everyone. You may need to borrow extra chairs!

• Buy plenty of “finger foods”—things like chips and salsa. Chili is also good to cook for the occasion.

• Don’t forget to have a good time!

1. When do people in your country throw a party? What occasion are they celebrating? 2. Who gets together on that day?

3. What special decorations are there? What foods are served for the occasion? 1. American football; 2. Sunday; 3. one hundred million; 4. commercials; 5. singers LESSON A • Parties 97

3 listening 

A Listen for gist. Two people

are going to talk about an

important celebration in their

countries. Read the sentence.

Then listen and complete it.

CD 2 Track 2

Both speakers are talking about

special days that celebrate .

a. getting a driver’s license

b. graduating from college

c. growing up

d. getting married

B Listen for details. Read the sentences below. Then listen and match each sentence with the correct celebration. Some sentences are true for both celebrations. CD 2 Track 3

a,

The Rose Party: Coming of Age Day: a. You are 20.

b. You are 15.

c. It happens in Japan.

d. It happens in El Salvador.

e. It’s only for young women.

f. You wear special clothes.

g. Everyone celebrates together on a day in January. h. There’s a ceremony at City Hall fi rst.

i. There’s a religious ceremony fi rst.

j. You get gifts.

k. Many people come to your home to eat and dance. l. You go with friends to different clubs and parties.

| Listening Strategy  Listen for Details  Listen carefully for specific information. |
| --- |

C Choose one of the celebrations above. Use your answers in A and B to describe it to a partner.

D Discuss the questions with a partner.

1. Is there a similar celebration in your country?

2. When is it held, and what happens on that day?

In my country, some parents throw 

a large, elegant party when their

daughters turn 15....

98 UNIT 7 • Celebrations

4 sPeaKing

A Pronunciation: Reduced *want to*. Listen and complete the dialog. Notice the pronunciation of *want to*. Then practice the dialog with a partner. CD 2 Track 4

A: do you do this weekend?

B: I don’t know. Maybe see that new sci-fi movie? you come with me? A: Sorry, but I don’t really see that movie.

B Listen to the conversation. Then answer the questions with a partner. CD 2 Track 5 /leɪn/

1. Omar is going to a party. What kind of party is it? How does Omar invite Lane? 2. Does Lane accept? What does she say?

OMAR: Hey, Lane. My classmate Sayuri is having a

party this weekend.

LANE: Really?

OMAR: Yeah, it’s a costume party.

LANE: Sounds like fun.

OMAR: Do you want to go with me?

LANE: Are you sure? I don’t really know Sayuri.

OMAR: No problem. She said I could invite a friend.

LANE: OK, then. I’d love to go. When exactly is it?

OMAR: On Saturday night.

LANE: Wow, that’s the day after tomorrow! I need to get a costume.

OMAR: Me too. There’s a good place near here that rents them. Let’s go there after school. LANE: Sounds good!

C Practice the conversation with a partner.

SPEAKING STRATEGY

D On a piece of paper, write four invitations using the information in the box. Use the Useful Expressions to help you.

E Take turns inviting your partner to the

events in D. Refuse two of your partner’s

invitations. Give an excuse (a reason for saying “no”).

| come to my birthday party  study together  see a movie  your idea: | after class tomorrow this weekend tonight |
| --- | --- |

| Useful Expressions | | |
| --- | --- | --- |
| Inviting someone to do something | | Accepting or refusing an invitation |
| Do you want  Would you like How’d you like | to go with me? | Sure, I’d love to.  That sounds great.  I’m sorry, but I can’t. I have plans. Unfortunately, I can’t. I have to work. I’d love to, but I’m busy (then / that day). |
| Speaking tip  When refusing an invitation, it’s polite to give a simple explanation. | | |

We have an English test this Friday. 

How’d you like to study for it after class? I’d love to, but...

LESSON A • Parties 99

5 graMMar

A Study the chart. Turn to page 205. Complete the exercises. Then do B–D below. Agreeing with Other People’s Statements: *so*, *too*, *neither*, and *either*

| Affirmative |
| --- |
| I’m going to Emi’s party.  /ˈɛmi/  So am I. / I am too. / Me too. |
| I have a costume for the party.  So do I. / I do too. / Me too. |

Negative

With *be* I’m not going to Emi’s party. Neither am I. / I’m not either. / Me neither.

With other

verbs

B Match each statement with a correct response.

I don’t have a costume for the party.

Neither do I. / I don’t either. / Me neither.

*Me too* and

*me neither* are

1. I’m having a party this weekend. a. Neither was I. 2. The teacher wasn’t there yesterday. b. Neither did I. 3. I missed the bus this morning. c. So do I. 4. I was late for my first class. d. So did I. 5. I didn’t have a good time at the party. e. I was too.

6. Tim and Monica speak Spanish. f. So am I. /tɪm/ /ˈmɒnɪkə/

C Circle the option that makes each sentence true for you.

1. I like / I don’t like to stay at home on the weekend.

2. I like / I don’t like to talk during class.

3. I need / I don’t need to study harder.

4. I think / I don’t think big parties are fun.

5. I’m good at / I’m not good at remembering new vocabulary. D Compare your opinions in C with a partner’s.



common in casual spoken conversation.

I like to stay at home on the weekend.

I like to stay at home on the weekend.



So do I. What do you like

to do?

Play games on my computer. 100 UNIT 7 • Celebrations

Really? Not me! I like to go out with my friends.

6 coMMunication

A Plan a party with a partner. Choose a place or thing from each category, or think of an idea of your own.

Type of party 

a. a costume party b. a pool party c. a birthday party

Place a. a friend’s house b. a nightclub c. a park 

Type of food a. finger foods b. barbecue c. pasta salad

B Invite four other pairs to your party. Ask and answer questions about each other’s parties. group Complete the invitations below.

Would you like to come to our party next week? 

What kind of party is it?

It’s a surprise birthday party for Antonio. He turns 22 next Friday. 

Type of party: Place: 

Food:

Type of party: Place: 

Food:

Type of party: Place:

Food:

Type of party: Place:

Food:

I really like the surprise

C Discuss the parties in group B with your partner. What do you think  of each one? Choose your favorite party together and then share your choice with the class.

birthday party. 



So do I. The costume

party sounds fun, too.

LESSON A • Parties 101

LESSON B FESTIVALS AND HOLIDAYS

The International Festival of the Sahara takes place in December for four days in Douz, a village in Tunisia near the /duz/ /tuˈniʒə/ 

Sahara Desert. Thousands of people gather to celebrate the traditions of the desert people. /səˈhærə ˈdɛzərt/

Events

• Watch people compete in different games to win prizes. Be sure to see one of the horse or camel races. • Love words? Don’t miss the festival’s poetry competition.

1 Vocabulary

• Local musicians and DJs from around the world perform every night.

• Participate in activities outside of Douz. Visit the dunes (large sand hills) for sand skiing and other sports.

A Take turns reading the information about the festival aloud with a partner.

B Complete each definition with the correct form of a word or phrase in blue.

1. To play a game or other activity and try to

| Word Bank | | |
| --- | --- | --- |
| Word Families | | |
| Verb | Noun | Noun (person) |
| compete | competition | competitor |
| participate | participation | participant |
| perform | performance | performer |

be the best:

compete

2. A type of activity (running, driving) that you try to be the fastest in: 3. To sing, dance, or play music in front of others:

4. To come together in a group:

5. To happen:

6. Something (like money) given to the winner of a game or activity: 7. To join in and do something together with others: 8. The customs or ways of doing something for a long time:

race

C Cover the information about the festival. Ask and answer the questions with a partner. 1. Where and when does the festival take place? 2. What happens at the festival? 102 UNIT 7 • Celebrations

2 Listening

Mount Cameroon is an active volcano.

A Listen for the main idea. You will hear a news report about an event in the African country of Cameroon.

Listen and answer the questions. CD 2 Track 6 1. What event is the reporter talking about? a. a musical performance

b. a big competition

c. a special parade

2. What is the event called? Write the word. The of Hope

/ˌkæməˈrun/

B Listen for details. Listen and complete the notes about the event. CD 2 Track 7 1. When the event takes place: every year, usually in

2. Number of participants this year: people 3. Distance: about kilometers

4. What people do: They run up a and then back down. 5. Prize: over $

6. Other events: During the weekend, there’s also a .

| Listening Strategy  Listen for Details  Listen for specific information to complete the notes. |
| --- |

C Draw conclusions. Think about the name of this event. Why do you think it has this name? Listen again and write your answer. Then compare your ideas with a partner’s. CD 2 Track 7

D Imagine you and your partner work for an advertising agency. You are helping the government of Cameroon tell the world about this special event. Create a print or video advertisement about the event. Use your notes in A–C.

E Share your advertisement with two other pairs. Which one is the best? group LESSON B • Festivals and holidays 103

3 READING CD 2 Track 8

A Make predictions; Draw

conclusions. Read the title and look at the photo. What do you think happens at this festival? Tell a partner.

B Read for details. Work with a partner. Answer questions 1–3 about your festival only.

Student A: Read about the Orange Festival.

Student B: Read about the Festival of Color (Holi).

1. Where and when does it take place? 2. What is the purpose of the festival? What event does it celebrate?

3. What do people do at the festival?

C Ask your partner the questions in B about his or her festival. Then read about the festival. Check your partner’s answers.

D Scan for details; Categorize

information. What festival is each

sentence about? Write *O* for Orange Festival and *H* for Holi. Write *B* if both answers are possible.

1. It’s celebrated in different

countries.

2. It’s about an old story.

3. It celebrates good over bad.

4. You throw things at people.

5. You need to join a team.

6. The day before, people

light a fire.

| Reading Strategy  Categorize Information Classify details. |
| --- |

E Answer the questions with a partner.

1. Do you want to go to Holi or the

Orange Festival? Why?

2. Are there any old, traditional festivals in your country? Answer the

questions in B about them.

104 UNIT 7 • Celebrations

GET READY TO GET DIRTY

The Orange Festival 

/iˈvreɪə/

It’s a cool February afternoon in the small town of Ivrea in Northern Italy. The streets are usually quiet, but today they’re full of people as the four-day Orange Festival begins. The “Carnevale di Ivrea” is over 900 years old. It celebrates the story of a girl named Violetta. She killed the town’s evil1 leader and freed2 the people of Ivrea. The festival remembers the ght that took place between the people of Ivrea and the evil leader’s soldiers. In the original ght, people threw rocks at the soldiers. Today, participants throw oranges. At the start of the Orange Festival, a young woman dressed as Violetta speaks to the people and gives them candy. After that, the orange ghts begin. To participate, you need to join a team—you can be on a team of “freedom ghters” or soldiers. If you don’t want to ght, you must wear a red hat. Then no one will throw oranges at you. It’s a lot of fun! 

1Something *evil* is very bad.

2To *free* people means to let them go.

People throw colorful powder during Holi.

The Festival of Color 

The Festival of Color, also called Holi, is a popular spring celebration. It takes place every year, usually /ˌsri ˈlɑŋkə/

in early or mid March, in India and other countries like Nepal and Sri Lanka. In Indian mythology,3 an evil woman tried to kill a young man named Prahlad by burning him in a fi re. Because Prahlad was a good person, he escaped4 from the fi re unhurt. Today, people remember this event by lighting large

fi res in the streets on the night before Holi. The fi re is a symbol5 of the end of all bad things. The next day, Holi, celebrates the start of spring and a new beginning. To celebrate, people gather in the streets. They throw colored powder into the air and say, “Holi Hai!” Others throw colored water or powder at each other. By the end of the festival, the streets are fi lled with color and smiles!

3*Mythology* is a collection of very old traditional stories.

4If you *escape* from something bad, you get away from it.

5A *symbol* is something that represents something else. For example, a picture of a heart is a symbol of love. LESSON B • Festivals and holidays 105

4 graMMar

A Study the chart. Turn to page 206. Complete the exercises. Then do B and C below.

Time Clauses with *before*, *after*, *when*

Time clause Main clause

Before the festival starts,

After the party ended,

When you throw powder in the air,

Violetta speaks. we went home. you say, “Holi Hai!”

Main clause Time clause

Violetta speaks We went home You say, “Holi Hai!”

before the festival starts.

after the party ended.

when you throw powder in the air.

B Look at the photo. Then read about Paloma’s activities on Three Kings’ Day. With a partner, combine the different sentences using *before*, *after*, and *when*. Multiple answers are possible.

January 5 

9:00 PM Paloma and her family go to the Three

Kings’ Parade.

January 6

7:00 AM Paloma’s younger brothers get up.

7:00 AM They wake Paloma up.

7:15 AM The family gathers in the living room.

7:20 AM They open presents.

8:00 AM Everyone relaxes and enjoys the morning.

11:00 AM Paloma and her mom prepare lunch.

2:00 PM Paloma’s grandparents arrive at her house.

Everyone has lunch.

3:00 PM The family eats a special sweet bread

called a *roscón*.

3:30 PM The adults talk, and the children play

games.

On January 6, people around the world celebrate

Three Kings’ Day. In Spain and many Latin American

countries, children get presents, and families eat a special meal together.

When Paloma’s brothers get up, they...

C Think of a holiday you know. What happens on this day? Use *after*, *before*, and *when* to describe the day’s events. Tell a partner. 

When it gets dark on the Fourth of July, we watch fireworks.

106 UNIT 7 • Celebrations

5 Writing

A Read the paragraphs on the right. Then tell a partner: 1. Is the person writing about a festival or holiday? 2. What is it called?

3. Where and when does it happen?

4. What do people do, and when?

B What is an important holiday or festival in your city or country? Use the questions in A to make some notes. Then use your ideas and the example to help you write a paragraph or two about it.

C Exchange papers with a partner. Answer the questions in A about your partner’s writing. Circle any mistakes. Then return the paper to your partner. Make corrections to your own paper.

6 coMMunication

In Korea, we have a holiday called *Chuseok*. It usually takes place in September or early October. It is a holiday for giving thanks and remembering our ancestors. 

Many people travel to their

hometowns to spend Chuseok with their families. Every family celebrates Chuseok a little differently. In my family, we prepare traditional foods a day or two before Chuseok. On Chuseok morning, my family does a special ceremony to remember our ancestors. After this, we have a big meal, and we give each other small gifts. In the evening, we have a nice dinner. After the meal, we play games or watch TV. There are lots of fun TV shows on during Chuseok!

A Look at these unusual holidays. Then ask and answer the questions below with a partner.

World Tourism Day 

*September 27*

1. What do you think happens on each day?

National Men Make Dinner Day 

*the fi rst Thursday of November*

2. Which one(s) would you like to celebrate? Why?

B With your partner, use the questions to invent an unusual holiday.

• What is the name of the holiday? • When does the holiday take place? • What is the reason for the holiday? • Who celebrates it?

• What do people do on the holiday?

• Do people celebrate it at home or outside the home? • What do people wear?

• Are there any special foods or decorations?

C Present your holiday to the class. When you listen, take notes and answer the questions in group B. Our holiday is called World Language Day. 

D Review your notes. In your opinion, which holiday is the most interesting? Tell the class. group LESSON B • Festivals and holidays 107

8STORYTeLLing

A group of friends tell stories around a campfire in yosemite National Park, California, the United States.

Look at the photo. Answer the questions. 1 Where are the people? What are they doing?

2 What kind of stories do you think they are telling?

3 Look up *fairy tale* in your dictionary. What is a famous fairy tale you know? What happens in the story?

UNIT GOALS

1 Describe a story and explain why people like or don’t like it

2 Use transitions to keep a story going

3 Talk about fairy-tale characters and what stories mean

4 Describe how something is done

leSSOn A WHAT’S THE STORY ABOUT?

People dress up as the characters

Princess Leia and the stormtroopers

from the original *Star Wars* movie.

1 VideO Star Wars Subway Car

A Look at the photo. Who are these characters? What do you know about them and about the movie *Star Wars*? Discuss with a partner.

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

1. Where are the people? 2. What are they doing?

C Watch the video again. Put the events in order.

/ˈprɪnsɪs ˈleɪə/

Stormtroopers get on the subway. Princess Leia reads a book. /ˈdɑrθ ˈveɪdər/

Darth Vader gets on the subway. Everyone gets off the subway. Princess Leia gets on the subway. A stormtrooper grabs Princess Leia. Darth Vader and Princess Leia argue.

D Answer the questions with a partner.

1. Who are the people under the costumes? Why are they acting out the *Star Wars* story?

2. The people on the subway are enjoying the *Star Wars* characters. How would you feel if you saw these characters in public?

110 UNIT 8 • Storytelling

If I saw this, I would feel...

2 VOCaBULaRY

A With a partner, read about two popular TV shows. Which show is more interesting? Why?

|  | *Game of Thrones* (fantasy drama) | *True Detective* (crime drama) |
| --- | --- | --- |
| The story | It tells the story of three royal families fighting for control of a made-up world. | the story is about a small team of detectives solving one major crime. |
| The setting | It takes place hundreds of years ago in a made-up land. | It takes place in the modern-day  United States. |
| The cast | It has one of the largest casts of  characters on television. | It has a small cast of main characters, and they change every season. |
| Where the idea  came from | It’s based on a popular fantasy book series. | It’s created and written by one man. |
| Why fans say they like it | The characters are exciting to watch, and the story is unpredictable. | The quality of the acting is very high, and the story is realistic. |
| Why others say  they don’t like it | There are too many characters, and the story is hard to follow. | The story is too violent. |

B Now think of your favorite TV show. Answer the questions about it on a separate piece of paper. Then tell a partner.

1. What’s the name of the show?

2. Who are the main characters?

3. Where does it take place?

4. Is it based on anything?

5. What’s the story about?

6. How would you describe the story?

predictable / unpredictable easy / hard to follow realistic / unrealistic your idea:

| Word Bank  Word partnerships with *story* The story is about… / It tells the story of…  a character in a story  tell a story  make up a story |
| --- |

My favorite show is Sherlock. The main characters are... 

*Game of Thrones* takes place in a made-up land populated by dragons and other imaginary creatures.

LESSON A • What’s the story about? 111

3 LiSTening

A Infer information. Answer the questions. Take notes and share your ideas with a partner.

1. Have you ever heard the word *crowdsourcing* in English?

| Listening Strategy  Infer Information  Use what you already know to answer the questions. |
| --- |

2. Can you guess the meaning by looking at the two parts of the word: *crowd* and *source*?

B Listen for details. Listen to the conversation about how crowdsourcing is used to write a story. Circle the correct answer to complete each sentence. CD 2 Track 9

/dʒəˈmɑl/

1. Jamal is working .

a. alone

b. with a couple of friends

c. with a lot of people

2. Jamal met the other writers . a. at school

b. in writing class

c. online

3. Each person suggests for the story. a. a character

b. a sentence

c. an ending

4. The story is .

a. unpredictable

b. unrealistic

c. hard to follow

5. Jamal is working on a story. a. fantasy

b. love

c. crime

6. The story isn’t .

a. realistic

b. true

c. well known

C Look at your notes in A and your answers in B. What is a crowdsourced story? Complete the summary below. Compare your answers with a partner’s.

To create a crowdsourced story, (1.) work

together. They don’t work in an office. They work

(2.) . Everyone contributes (3.) .

The people don’t (4.) each other, and they

don’t receive any (5.) for their work.

D Discuss the questions with a partner.

1. Do you think crowdsourcing is good or bad?

2. Do you think crowdsourcing is a good way to

tell a story? 

I think crowdsourcing is good

in some ways....

ORLD LINK 

W

Part of Jamal’s story takes place in Madrid. What

place do you think would make a good story setting?

112 UNIT 8 • Storytelling

Crowdsourcing is used for business and marketing purposes, to solve math or science riddles, and more. Go online and find another interesting way that crowdsourcing is used.

4 SPeaKing

A Pronunciation: Compound words. Here are more words used to describe stories. Look up the ones you don’t know in your dictionary. Then listen and repeat. Pay attention to the stress. CD 2 Track 10

1. heartbreaking 2. heartwarming 3. uplifting

/ˈmiə/

B Mia is telling Nico a story. Listen and then answer the questions about the story. CD 2 Track 11

1. How many characters are in the story? 2. Where does it take place?

MIA: Wow, I just heard an amazing story. NICO: Yeah? What’s it about?

3. What happened? Was the story easy to follow?

4. This is an example of a *feel-good* story. What do you think that means?

MIA: It’s a story about a waitress. She had a lot of money problems.

NICO: That sounds hard.

MIA: It is. Anyway, she found out she was losing her apartment. She had to move, but she didn’t have enough money.

NICO: Oh no!

MIA: As it turns out, she told one of her customers about the situation. This customer was special. He came to the restaurant often and knew the waitress well. And he wanted to help her. NICO: So what did he do?

MIA: One day he paid his bill and left the restaurant, as usual. When the waitress went to collect her tip, she found a $3,000 tip... on a bill of $43.50!

NICO: Are you serious?

MIA: I am. It’s a true story. And in the end, the waitress was OK. NICO: What a heartwarming story. I’m glad it had a happy ending.

C Practice the conversation with a partner.

SPEAKING StRAtEGy

D On a piece of paper, write a word or single sentence for each item below. Then exchange papers with a partner. Use your partner’s notes and the Useful Expressions to write a story.

1. a person’s name 4. how the two people met 2. another person’s name 5. what happened to the two people 3. a place

E Tell your story to a new partner. He or she will listen and tell you what he or she liked about the story.

When eating out in North

America, it is customary

to tip your server an extra

20 percent for service after you have fi nished eating your meal.

| Useful Expressions |
| --- |
| Keeping a story going  One day, …  So, (then), ...  Later, …  After that, …  As it turns out, …  It turns out that, … |

/ˈdʒoʊnə/

F Switch roles and do E again.

My story is about a student named Jonah. Something amazing happened to him. 



What happened?

LESSON A • What’s the story about? 113

5 gRaMMaR

A Study the charts. Turn to page 207. Complete the exercises. Then do B and C below. the Past Continuous tense: Statements

Subject

| *was / were (not)* | Verb + *ing* |  |
| --- | --- | --- |
| was(n’t) | studying | English |
| were(n’t) |

I / He / She at four o’clock. last summer.

You / We / They after lunchtime.

the Past Continuous tense: Questions

| *Wh-* word | *was / were* | Subject | Verb + *ing* |  |
| --- | --- | --- | --- | --- |
|  | Were | you | reading | a story? |
| What | were | you | reading? |  |

Answers

*Yes / No* Questions Yes, I was. / No, I wasn’t. *Wh-* Questions (I was reading) a story.

B Unscramble the questions and their answers.

1. were / doing / at / what / you / last night / 8:00

*Game of Thrones* / watching / I / on TV / was

2. yesterday / friend / was / what / wearing / best / your

wearing / school / her / she / uniform / was

3. your / were / phone / talking / earlier / you / cell / on

wasn’t / no, / I

lunch / was / I / eating

4. studying / was / your / yesterday / class / what

were / *World Link* / grammar / we / studying / in

5. summer / family / was / your / traveling / last

were / we / yes,

to / went / Spain / we

C Ask and answer the questions in B with a partner. Give answers that are true for you. Then think of a follow-up question to ask a partner.



What were you doing last

night at 8:00? How long were you studying?

I was studying at home in 

my room.

114 UNIT 8 • Storytelling

For about three hours. I was preparing for a big test. 

6 COMMUniCaTiOn

A You are going to hear two

people talk about a car accident.

One person is lying. Listen to each

person’s story and take notes

below. CD 2 Track 12

|  | Jenna /ˈdʒɛnə/ | Ryan/ˈraɪən/ |
| --- | --- | --- |
| When did it happen? |  |  |
| Where did it happen? |  |  |
| What happened? |  |  |
| What color was the car? |  |  |
| Who was driving? |  |  |

B Circle your answers below. Discuss your ideas with a partner.

3. Jenna / Ryan hesitates more.

1. Jenna / Ryan remembers the details clearly. 2. Jenna / Ryan sounds more confident.

3. Jenna / Ryan hesitates more.

4. I think Jenna / Ryan is making up the story. 4. I think Jenna / Ryan is making up the story.

C In your notebook, write three sentences. Two should be true facts about you that people in your class do not know. One should be a lie. Use your imagination.

D Get into a group of four people. One at a time, read your sentences. Your partners will try to group guess which one is the lie by asking follow-up questions. Then switch roles and repeat until everyone has gone.

I have lived in ten different countries. My 

grandmother is 110 years old. I was in

a movie when I was a kid.



Hmm. Why have you lived in so many

countries?

My dad works for the government and has 

to travel a lot.

E Discuss the game as a class. Who had the most interesting truths? Who was the best at making group up facts?

LESSON A • What’s the story about? 115

leSSOn B MODERN FAIRY TALES

In most modern fairy tales… 

1. there is a good character and a bad character.

2. the good character is often clever and brave.

*The Hunger Games* is a modern fairy tale. The main character is brave and overcomes many challenges on her journey.

1 VOCaBULaRY

A The movie in the photo is an example of a modern fairy tale. Can you guess why? Tell a partner. Then take turns reading sentences 1–7 aloud.

3. the good character struggles to do something difficult (like escape from a dangerous situation and survive).

4. incredible things happen (animals talk, ghosts appear).

5. the good character overcomes the difficult situation and succeeds.

6. the good character often discovers something important about life.

7. the story usually ends happily.

B Match the correct form of each word in blue in sentences 1–7 with a definition below.

1. to deal with a difficult situation

4. hard to believe

successfully 2. intelligent

overcome

5. to try hard to do something difficult

3. to learn something you didn’t know in the past

C Work with a partner. Follow the steps below. 1. Choose a modern fairy tale to talk about.

2. Are sentences 1–7 true about the story? Explain.

3. Do you like the story? Why or why not? 4. Switch roles and repeat 1–3.

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6. to stay alive in a difficult situation

Examples of modern fairy tales

*The Hunger Games Star Wars*

*Harry Potter* Your idea:

In The Hunger Games, Katniss 

Everdeen is the good character. She’s clever and brave. For example…

2 LiSTening

A Build background knowledge; Make predictions. Answer the questions with a partner.

1. What do the words in the box below mean?

2. Which words do you think describe

the animals in the picture?

arrogant patient quick slow

3. Do you know the story of the tortoise and the hare?

/ˈmɑrni/

a hare 

a tortoise

B Listen for main ideas. Marnie and her dad are talking. Read the sentences. Then listen and circle the correct answer(s). CD 2 Track 13

1. There’s a contest / game / test at school, and Marnie thinks she’s going to fail / lose / win. /ˈlɔrə ˈsændərz/

2. Laura Sanders is Marnie’s friend / competitor / teacher.

3. Laura is very talented / funny / kind.

C Listen for details. Marnie’s dad tells her the story *The Tortoise and the Hare*. Listen and write *H* for hare and *T* for tortoise. CD 2 Track 14

1. The challenges the . 2. The thinks he will win the race. 3. The takes a rest during the race. 4. The finishes the race first. 5. The was arrogant.

6. The was clever.

| Listening Strategy  Listen for Details  Listen for specific information. |
| --- |

D Summarize. Listen again. Marnie’s dad is giving her some advice by telling the story. What is his advice? Listen again. Then list your ideas. CD 2 Track 14

Marnie’s dad gives her this advice:

E Answer the questions with a partner.

1. Why does Marnie’s dad tell her the story?

2. Do you agree with her dad’s advice?

3. Can you think of another old or traditional story that can still “teach a lesson” about life?

Marnie’s dad tells her the 

story because...

LESSON B • Modern fairy tales 117

3 Reading CD 2 Track 15

A Use background knowledge. Look at the title and the photo. What do you know about the fairy-tale character Cinderella? Tell a partner.

/ˌsɪndəˈrɛlə/

B Identify main ideas. Read the passage. Then write the headers below in the correct places in the reading. One is extra.

One story, many cultures

Why we love her

A present-day Cinderella

The African Cinderella

A famous fairy tale

| Reading Strategy  Identify Main Ideas  Read for main ideas to match headers with paragraphs. |
| --- |

C Scan for details. Match the names (1–5) with the answers (a–e) to make true sentences. One answer is extra.

1. The African Cinderella

/bɛˈkɑn/

2. Becan

/ˈsɪndi ˈɛlə/

3. Cindy Ella

4. The Filipina Cinderella

/sɛˈtɑrɛ/

5. Settareh

a. attends a New Year’s party.

b. has a forest spirit help her.

c. has only one stepsister.

d. is a boy “Cinderella.”

e. is an unpopular high school student.

D Answer the questions with a partner.

1. Why is the Cinderella story so popular? The reading lists three reasons. Do you agree with them?

2. Is there a Cinderella story in your country? If so, what is the story?

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The Cinderella story

1.

The Cinderella story is a famous one. Cinderella was living happily with her family when her mother died. Her father remarried. Cinderella’s new stepmother and two stepsisters treated her poorly. She had to wear old clothes and work hard while the sisters wore beautiful clothes and had fun.

You know the rest of the story. A good fairy1 helped Cinderella. She turned Cinderella’s old clothes into a beautiful dress. Cinderella went to a party, and a prince fell in love with her. Cinderella left the party quickly and didn’t tell the prince her name. But she did leave a glass slipper, and the prince used that to find her. Eventually, Cinderella and the prince married and lived happily ever after. 2.

That’s one telling of the story, but the Cinderella fairy tale is found in many different countries with some differences. In an African version, for example, there is one stepsister, not two. In a version from the Philippines, a forest spirit helps the Cinderella character. Settareh, a Middle Eastern Cinderella, goes to a New Year’s party. And Cinderella is not always a woman. In an Irish story, a young boy, Becan, marries a princess and lives happily ever after. 3.

There are also modern retellings of the Cinderella story. In one, a girl named Cindy Ella is a student at a Los Angeles high school. Her fashionable stepmother and older stepsisters care a lot about shopping and money. Cindy doesn’t. When she writes a letter to her school newspaper against a school dance, she becomes very unpopular with both students and teachers. Only her two best friends— and later the school’s most handsome boy—support her. 4.

Why is the Cinderella story so popular and found in so many cultures? There are a few reasons. First of all, it’s a romantic story, which is a popular style. Also, Cinderella is a kind girl with a hard life. People want her to succeed. But maybe the most important reason is that in the Cinderella story, a person struggles, but overcomes the difficulties in the end. That’s a story that everyone—boy or girl, young or old—wants to believe can happen.

1A *fairy* is a person with magical power.

Cinderella and the prince dance at the party.

LESSON B • Modern fairy tales 119

4 gRaMMaR

A Study the chart. Turn to page 209. Complete the exercises. Then do B–E below.

Adverbs of Manner

Cinderella smiled shyly at the prince. Adverbs of manner describe how something is done. Many end in *-ly,* and they often come after a verb.

He opened the door quietly.

She answered the question correctly. She was different from other children. You seem unhappy.

She drives too fast.

He studied hard for the exam. They didn’t do well in school.

When there is an object (a noun or pronoun) after the verb, the adverb usually comes at the end of the sentence.

Adjectives, not adverbs, come after stative verbs (words like *be, have, hear, know, seem*).

Some adverbs of manner don’t end in -*ly.*

B Circle the adjectives or adverbs to complete the profile. 

Then take turns reading the story aloud with a partner.

/ˈdænjəl ˈtæmɪt/

As a child in the UK, Daniel Tammet was

different / differently from other children. As a boy, he

liked to play alone and acted strange / strangely around

others. In school, he struggled to do good / well. To

many of his classmates, Daniel seemed unusual /

unusually, and they laughed at him. This hurt Daniel

deep / deeply, and he became very shy / shyly.

As a teenager, Daniel discovered he had an incredible ability. He could solve difficult math problems almost instant / instantly. He also discovered another talent: he could learn to speak a language very

quick / quickly. Today, he is fluent / fluently in ten languages.

As an adult, Daniel overcame his shyness. He wrote three books in which he speaks eloquent / eloquently about his life and ideas.

C Take turns asking and answering the questions with a partner. 1. As a child, how did Daniel act?

2. How did people treat Daniel? How did this make him feel? 3. What two special abilities does Daniel have?

4. Does Daniel’s story end happily?

| Word Bank  An *eloquent* speaker talks in a clear and powerful way. |
| --- |

Why or why not?

D Get into a small group. Add four verbs and group two adverbs to the chart.

E Choose a verb and an adverb. Then act group out the combination. Can your group guess what you’re doing? Take turns with the people

| Verbs | Adverbs |
| --- | --- |
| talk  climb  dance  laugh  run  sing | calmly  patiently  carefully  quietly  gracefully  terribly  happily  nervously |

in your group.You’re singing terribly! 120 UNIT 8 • Storytelling

5 WRiTing

A Look at the picture from the Cinderella story. Answer the questions with a partner. 1. Who are the characters?

2. Where are they?

3. How do you think each person feels?

B Imagine it is the day after the party. Choose a character

from the picture. Write an email (at least 8 sentences) in that character’s words to a friend about the party. See the example to the right. Use the simple past and past continuous tenses and three adverbs of manner.

C Exchange papers with a partner. Did he or she follow the directions in B? Circle any mistakes. Then give the paper back to your partner.

6 COMMUniCaTiOn

Last night, my parents had a big party at a hotel downtown for my father’s friends and coworkers. I didn’t want to go, but I had to. At first, the party was incredibly boring. I waited patiently for an hour, and then I decided to leave. But then, when I was walking out, an amazing girl arrived and the whole night changed... 

A Work in a small group. One person begins. Read your message from Writing group B to the group  aloud and with feeling. When you listen, guess: Who is the speaker?

B Were the stories with the same characters from group A the same or different? Which one did you like  the most?

LESSON B • Modern fairy tales 121

9Work

Astronauts test a vehicle in the desert in Arizona in the United States.

Look at the photo. Answer the questions. 1 What job do these people do?

2 Would a job like this be interesting to you? Why or why not?

3 A *dream job* is an ideal or perfect job. What is your dream job?

Unit Goals

1 Describe a job.

2 Discuss the qualities needed to do a job well. 3 Practice a job interview.

4 Talk about how long something has happened.

Lesson A WorKPLaCe TraITs

1 ViDeo Job Interview Advice

A This video gives advice for going on a job interview. Look up the expression *break the ice*. What is a good way to break the ice in an interview? Tell a partner.

B Read the job interview tips from the video. Guess the answers with a partner. For some items, both answers are possible.

1. You should be in the building minutes before your interview.

a. 15 b. 30

2. is important.

a. The handshake b. Eye contact

3. Be ready to answer when the interviewer says, “Tell me about your .” a. goals b. background

4. Go into the interview with a clear .

a. question b. goal

5. The most important piece of advice is to .

a. know your audience b. try not to make mistakes

6. When you apply for a creative job, don’t .

a. ask too many questions b. overdress for the interview

7. The final advice is to .

a. talk about your best work b. be confi dent

C Watch the video. Check your answers in B.

D Think of one more piece of job interview advice. Tell a partner.

You should always study the company before the interview.

124 Unit 9 • Work

2 VocabuLary

A Read about the job. Then tell a partner: could you be a paramedic? Why or why not?

I’m a paramedic. I give medical

help in an emergency. You have to be responsible to do this job. Each day is different, so you have to be fl exible, too.

I report to work at 5:30 AM. I’m a punctual person, so the early start isn’t a problem.

Some people work independently, but not me. I’m part of a team that includes a driver and a doctor. The driver knows the most effi cient

ways to get around, and the doctor is knowledgeable about medical problems.

Our team tries to approach people in a personable manner, even if they are confused or angry. And when people are injured, we are cautious when moving them into the ambulance.

This is a good job for someone

who likes to take risks. I’m pretty adventurous. People also say

I’m courageous to face these

A paramedic works in an ambulance and provides emergency medical care.

dangerous situations. I say I’m just doing my job. B Complete the Word Bank with the words in blue in A.

C Answer the questions with a partner. 1. What is the hardest thing about being a paramedic?

2. What other jobs require you to be courageous? personable? flexible?

3. Which words in A describe you?

I’m a pretty personable person. I like talking to people and making them feel better.

| Word Bank  Similar / Same Meaning  changes easily → flexible  careful →  brave →  likes risk →  intelligent →  friendly →  on time →  quick / easy →  dependable →  by yourself → |
| --- |

lEsson a • Workplace traits 125

3 Listening

A Use background knowledge. Look at the jobs below. What are the most challenging aspects of each job? Tell your partner.

taxi driver flight attendant travel writer

B Infer information. You will hear a man talking about his job. Listen. Which job in A does he do?

Circle it. What information helped you choose your answer? CD 2 Track 16

C Make and check predictions. What are the challenges of this job? 1. Read the statements in the chart. Try to guess the answers.

| Listening Strategy  Make and Check Predictions Guess what you will hear. Then check your answers. |
| --- |

2. Listen and complete the statements. Use one word in each blank. CD 2 Track 17

| Challenges |
| --- |
| 1. You’re from a lot—about days a month. • It’s hard to have a life.  2. The job is hard on your .  • You a lot.  • It’s difficult to get enough and to right. 3. Sometimes there’s a person, but you still have to be friendly. • It’s not easy to stay .  4 Sometimes a flight is , and people get . 5. You meet some people and get to a lot of places. |

D Listen to the sentences. Circle the quality that they describe. CD 2 Track 18 1. cautious knowledgeable flexible

2. courageous personable independent

3. adventurous punctual efficient

E Discuss these questions with a partner.

1. The speaker talked about many of the challenges

of his job. What are some of the good points

of the job?

2. Would you like to do this job? Why or why not?

ORLD LINK 

W

Think of another job where you get to

travel a lot or meet people from around

the world. Do research on the job, and describe it to the class.

Archaeologists travel the world looking for clues about ancient cultures.

126 Unit 9 • Work

4 Speaking

**Student Blogger: Zooma Magazine** Search

/iˈnɛs/

A Read the job ad. Then listen to Ines’s interview. Is she the right person for the job? Why or why not? CD 2 Track 19

/ˈsaɪmən/

Simon: So, Ines, tell me a little about yourself. Ines: Well, I’m a first-year student at City University, and I’m majoring in

journalism.

**Posted 3 days ago**

Other Details

**About this Job**

**Zooma Magazine needs student bloggers who:** • know a lot about pop culture.

• have good writing skills.

• are punctual and can work independently.

**Apply now Save**

Simon: And you’re working for your school’s online newspaper, right? 

Ines: Yeah. I write a blog. It focuses on pop culture, fashion,

music—stuff like that.

Simon: How long have you worked there?

Ines: For about six months. I post an entry once a week.

Simon: Excellent. But if you work here, you’ll need to post every

Tuesday and Friday—by noon.

Ines: No problem. I’m very punctual.

Simon: Great. Now, we need someone right away. When can you start?

Ines: On Monday.

Simon: Perfect. Let me talk to my boss, and I’ll be in touch with you

later this week.

B Practice the conversation in A with a partner.

Speaking Strategy

| Useful Expressions: Interviewing for a Job | | |
| --- | --- | --- |
|  | The interviewer | The applicant |
| Starting the interview | Thanks for coming in today. | It’s great to be here. / My pleasure. |
| Discussing abilities and experience | Tell me a little about yourself.  Can you (work independently)? Are you (punctual)?  Do you have any experience (writing a blog)? | I’m a first-year university student. I’m majoring in journalism.  Yes, I can. For example,...  Yes, I am. For example,...  Yes, I write one for my school  newspaper now. |
| Ending the interview | Do you have any questions? When can you start?  I’ll be in touch. | Yes, I do. / No, I don’t think so.  Right away. / On Monday. / Next week. I look forward to hearing from you. |

C Imagine that you’re applying for the blogger job from A. Add two more skills or adjectives to the job description and create a new dialog with a partner. Use the Useful Expressions to help you.

D Perform your conversation for another pair. group

LESSON A • Workplace traits 127

5 graMMar

A Study the chart. Turn to page 210. Complete the exercises. Then do B–E below.

the present perfect tense

Question response

How long have you worked there? How long has she worked there?

(I’ve worked there) for two years. (She’s worked there) since 2012.

Use *for* + a length of time (*for ten minutes, for the summer, for two years, for a while,*

*for a long time, for my whole life*).

Use *since* + a point in time (*since 2014, since last September, since Friday, since*

*I was a child*).

B pronunciation: reduced *for* in time expressions. Say the first question and answer in the grammar chart above. Then listen and repeat. CD 2 Track 20

C pronunciation: reduced *for* in time expressions. Listen and complete the sentences with a time expression. Then practice saying them with a partner. CD 2 Track 21

1. I’ve lived in the same city for .

2. He hasn’t been in class for .

3. I haven’t eaten for .

D Write questions in the present perfect with *how long*.

1. go to this school How long have you gone to this school?

2. study English

3. know your best friend

4. have the same hairstyle

5. live in your current home

E Use the questions in group D to interview three of your classmates. Write their answers in the chart.  Who has done each thing the longest? Share your results with the class.

| name | Question 1 | Question 2 | Question 3 | Question 4 | Question 5 |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Rita has known her best 

friend for 25 years!

128 Unit 9 • Work

6 coMMunication

A Look at the chart below. On a separate piece of paper, list the qualities, abilities, and experience needed for these jobs: *video-game tester*, *camp counselor*, *lifeguard*, *dog walker*. Use the ideas in the box. Add your own ideas, too.

| Qualities | Abilities / experience |
| --- | --- |
| • a personable and energetic person who loves the outdoors  • an efficient person who is knowledgeable about computers  • flexible, patient, and kind to animals  • an adventurous and responsible person | be able to... have experience... • swim well  • caring for animals  • work flexible hours  • working with children  • walk long distances  • playing video games  • work independently  • speak English well |

a lifeguard

B Choose a job in A to apply for. Tell your partner your choice. Then:

• Complete the questions according to the job that your partner is applying for. Then use them to interview your partner. Take turns.

• After the interview, decide if your partner is good for the job. Why or why not? 

Thanks for coming in today.

So, tell me… what do you

do now?

Interview questions 

Name:

Job he or she is applying for:

1. What do you do now? How long have you done it?

2. Are you ? Give me an example. (quality)

3. Do you have any experience ? (doing something)

4. Can you ? Please explain. (ability)

5. Your question: ?

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Lesson B dream jobs

I’m a crab fisherman in Alaska. It’s a physically demanding

job. I move cages that weigh over 50 kilos (110 pounds),

often in terrible weather. It’s also one of the most hazardous

jobs in the world: a lot of people die doing it. But it’s

well-paid: I can make $50,000 in eight weeks.

1 Vocabulary

A Read about the jobs. Then answer the questions with a partner. Make lists in your notebook.

1. Look at the words in blue. Which have a positive meaning? Which have a negative meaning?

2. What are the advantages and disadvantages of each job?

B Think of a different job for each adjective below. Which would you like to do? Which would you never do? Tell your partner.

dull:

exhausting:

glamorous:

hazardous:

demanding:

dead-end:

rewarding:

A lot of people think being a model is glamorous, but it can be exhausting (you work long hours) and dull (you wait for hours to be photographed). But it can be rewarding, too, especially if your picture is in a magazine. 

| Word Bank  demanding ↔ easy  dull / boring ↔ glamorous / exciting exhausting / tiring ↔ relaxing  hazardous / dangerous ↔ safe  rewarding / pleasing ↔ unsatisfying well-paid ↔ dead-end |
| --- |

130 Unit 9 • Work

2 Listening  

A Make predictions.

/ˈdʒinoʊ/

Look at the photo. Gino is

a storyboard artist. What

do you think he does? Tell

a partner.

B Check predictions.

Listen and choose the

correct answer. CD 2 Track 22

a. He illustrates comic

books.

b. He draws pictures for

children’s books.

c. He draws pictures of events in a movie.

d. He takes photos of famous actors.

C Listen for details. Read the sentences. Then listen and circle *True* or *False*. Correct the false sentences. CD 2 Track 23

gino thinks...

1. the best part of his job is meeting famous people. True False 2. his job is dull sometimes. True False 3. working with a director is usually pretty easy. True False 4. it’s common to work long hours in his job. True False

D take notes; Identify details. Gino gives people advice about becoming a storyboard artist. Which advice does he give? Listen for key words and

take some notes. Then choose the correct answers below. CD 2 Track 24

a. Be knowledgeable about making movies. b. Be able to work independently. c. Be a good artist.

d. Be a hard worker.

| Listening Strategy  Take Notes  Use the details in your notes to answer the question. |
| --- |

Notice how Gino uses the words *fi rst*, *second*, and

*fi nally* to list his points.

E Does Gino’s job sound interesting to you? Why or why not? Tell a partner.

I think that Gino’s job sounds 

really interesting! I would love

to help make a movie!

lEsson B • Dream jobs 131

3 reaDing CD 2 Track 25

A Find these words in your dictionary: *job, career, profession*. How are they similar? How is a *career* or *profession* different from a *job*? Tell a partner.

B Make predictions. Read

the title of the article and look at the images. Guess: What does a creative conservationist do? Tell a partner. Then read paragraph 1 to check your ideas.

C Identify main ideas. Read the article. In which paragraph (1–6) can you find the answer to each question below? Write the paragraph number next to the question.

Is Asher’s job ever dangerous?

If so, how?

When did Asher fi rst become

interested in animals?

What’s a typical day like for Asher?

What caused Asher to make

conservation her full-time job?

D Scan for details. Check your answers in C with a partner. Then take turns asking and answering the four questions.

E Scan for details; Infer information. What personal qualities does Asher Jay have that make her good at her job? Find the words in the reading. Then

think of two words not in the reading.

F Answer the question at the end of the last paragraph of the passage. Your partner will suggest one possible job that matches your interests.



I love to play the guitar. I also

like to play video games.

Maybe you could write music

/ˈæʃər ˈdʒeɪ/

ASHer JAy: CReATIVe ConseRVATIonIsT

One of Asher Jay’s paintings is of a cheetah. this animal’s habitat (the land where it lives) is in danger.

| reading Strategy  Identify Main Ideas  Identify main ideas in paragraphs. |
| --- |

for video games.A *conservationist* is a person who works to protect the environment.

132 Unit 9 • Work

Can your passion also be your profession? For

1.

“creative conservationist” Asher Jay, the answer is yes. She is an artist, writer, and activist. She uses her art to tell people about issues that affect animals around the world, like the illegal ivory trade and habitat loss. 

Asher was born in India and was raised around the

2.

world to be a global citizen. She now lives in New York. She has been passionate1 about wildlife since she was a child. As a girl, she often found sick animals and brought them home and cared for them. Her mother taught her that all life has a right to exist.

After learning about the BP oil spill2 in 2010, Asher 

3.

decided that caring for her planet was no longer a choice. She could no longer doubt her passion for wildlife. “I think that was when I realized this was more than a profession. It was my purpose on this planet!” she says. “I love animals, and when you care about something, it becomes your… responsibility to protect it for future generations.”

Asher loves what she does, but working with

4.

nature can still result in unexpected and hazardous experiences. One night, while she was in Africa for work, she woke up and heard lions walking around her tent. Asher was scared, but the experience was

still rewarding. “Nature is a… tutor,” she says, “and the learning never stops.”

On a typical day, Asher spends a lot of time working

5.

on her art, which includes paintings, billboards, fi lms, and sculptures. But anything can happen, and each day is unpredictable, so Asher has to

be fl exible. “I never know what’s next for me,” she explains.

Asher Jay has turned her love for art and animals

6.

into a job. She says there are many ways to turn what you care about into a career. So, what are *you* passionate about?

1A *passion* is something you love or feel strongly about. If you are *passionate* about something, you care about it a lot.

2If there is an *oil spill*, oil comes out of a ship and goes into the water. lEsson B • Dream jobs 133

4 graMMar

A Study the chart. Turn to page 211. Complete the exercises. Then do B and C below.

Verb + Infinitive

Certain verbs can be followed by an

I like to sing. I want to be a singer. She needed to move to London for work.

infinitive (*to* + verb): *agree, arrange, attempt, choose, decide, expect, forget, hate, hope, learn, like, love, need, plan, prepare, start, try, want.*

B Work in a small group. Look at the list of jobs below. Add two more ideas group to the list.

taxi driver film director fashion designer

flight attendant ski instructor

police officer astronaut

C Choose a job from group B. Don’t tell your group the job. Using a verb from the box  below, your partners take turns asking one question each to discover your job. Together, your partners guess your job. Then repeat until everyone in the group has gone.

try choose want learn need plan hate like hope love

How did you learn to do 

your job?



I taught myself.



In the job, do you need

to wear special clothes?

5 Writing

A Read the note about Career Day and look at the presentation slides on the next page. Then answer the questions with a partner.

1. Have you ever been to a Career Day at school or another place?

In the United States, Career Day is a day when students learn about different jobs. Students might give presentations, or people who do certain jobs might come to school to talk about their careers.

2. Have you ever used visual support (slides, video, or photos) in a presentation?

My colleagues and I use slides at work to 

present our company to customers.

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1. 3.

SO yOU WAnt tO 

Be A CHeF?

2. 4. the Advantages

1. there are many jobs.

Chefs work in restaurants, hotels,

schools, cruise ships, and even on TV.

2. It’s rewarding.

It feels good to feed people good food. 3. It’s never dull.

Every day is busy and different.

the Disadvantages

1. It’s demanding.

You work long hours, often six or seven days a week.

2. It’s not well-paid.

According to\* *Chef Career Magazine*, an assistant chef only makes $20,000 a year at first.

the requirements

You need to be…

1. passionate about food.

You have to love to cook and be willing to try new things in the

kitchen.

2. energetic.

You’re going to work LONG hours.

\*If you use specific facts or quote something directly, name your source by using *according to.*

B A student has prepared a short Career Day presentation about a job. Read the slides in A and answer the questions with a partner.

1. What job is it?

2. What are the advantages and disadvantages of this job?

3. What training, skills, or personal qualities do you need for the job?

C Choose a job and prepare a short slide show presentation about it. Use the example in A as a model, and answer questions 1–3 in B. Your goal is to teach others about this job.

6 coMMunication

A Work in a group. Take turns giving your presentation from Writing group C. When you listen, answer  questions 1–3 from Writing B about your group members’ jobs.

Today, I’m going to talk to you about being a chef. There are good and bad 

things about this job. Let’s talk about the advantages first...

B At the end, tell your group: Which of your group members’ jobs would you like to do? group Which would you hate to do? Why?

I don’t like to cook, so I’d hate to be a 

chef. It would be unsatisfying to me…

lEsson B • Dream jobs 135

REVIEW UNITS 7–9

1 STORYBOARD

/ˈhæri/ /ˈlɪndə/

A Harry is telling Linda about his dream. Complete the story. For some blanks, more than one answer is possible.

I had a very strange

dream last night.

Then suddenly, everything changed. I on

Really? What 

?

We’re having a party.

Would you ?

I in the sky. It very cold. In fact, it  . 

a farm. While the farmer was talking, I a strange feeling... like I into a hole. 

Help!

 , but 

I can’t. I’m in a hurry.

Wow! That’s a really

dream.

Then I suddenly . I on the oor.

My window was open, and it .

Yeah, I know!

B Cover the story. Take turns telling it to your partner.

136 REVIEW • Units 7–9

2 See it anD SaY it

A Yesterday there was a movie premiere at the Galaxy Theater. Look at the picture. What were the people doing when the movie star arrived? Tell your partner.



B Think of a movie you know. Write the name of the movie on the sign in the picture. Invite your partner to the premiere. Your partner should ask one or two questions. 

How’d you like to see the new

Batman movie with me?

Sure. When?





After class.

I’d love to, but...

C Invite other friends to see the movie. Practice inviting and accepting or refusing invitations. group Review • Units 7–9﻿ 137

3 LiSteninG

A Read the information in the box. Then listen and complete each person’s profile below. Use one word in each blank. CD 2 Track 26

Every year, the Dream Big Foundation gives $10,000 to a person between the ages of 17 and 22 so that he or she can do something important—go to college, study abroad, start a business, and so on. This year, the foundation received thousands of applications from all over the world. There are now two finalists—Teresa Silva and Daniel Okoye. Who should get the prize? /təˈrisə/ /ˈdænjəl oʊˈkɔjɛ/

Name: Teresa Silva Age: 21 

What she does: 

• She created a to help poor artists sell their products to the .

• When a product sells, she takes  percent and gives

 percent to the artists.

• Since , she has already sold items.

Why she needs the money:

• There’s a lot of to do. What she plans to do with the money:

• She plans to one more person.

• She hopes to sell as many items. 

Name: Daniel Okoye Age: 18 

What he does: 

• He’s a .

• He’s from , but he moved to when he was eleven.

Why he needs the money:

• His parents when he was .

• He has no money for . What he plans to do with the money: • He wants to study .

• He hopes to become a and help others.



B You work for the Dream Big Foundation. Review your notes in A. Answer the questions. 1. Which words in the box below would you use to describe Teresa and Daniel? Why? 2. In your opinion, which person should win the money? Why? Give at least two reasons.

courageous cautious clever efficient flexible

ambitious careless independent pleasant punctual

C Get into a group of three or four people. Compare your answers in group B. Together choose the winner of this year’s prize. Then share your answer with the class.

I think Teresa should get the money 

because she’s very clever. Yeah, but Daniel lost his parents as a teenager and... So do I. 

138 Review • Units 7–9﻿

4 Spot the Errors

A Find and correct the mistake(s) in the sentences. You have five minutes.

1. A: I really liked that movie.

B: So am I.

2. After graduation, I hope visit my cousin in New York City.

3. Sorry I missed your call. I watched TV, and I didn’t hear the phone.

4. You seem quietly today. Are you OK?

/ˈmɑjə/

5. Maya’s worked for the same company since two years. Now she wants quit and get a new job. /dʒɒn/

6. A: How long you know John?

B: Since high school. We are friends for many years.

B Compare your answers in A with a partner’s. If you have different answers, explain your corrections.

5 Speak for a Minute!

A Read the questions and think about your answers. Do not tell anyone your answers. 1. Talk about the last movie you saw. What was the story about?

2. Talk about a festival or holiday that you know. Where and when does it take place? What happens?

3. Which would you prefer to do—work for a company or work for yourself? Why?

4. Talk about the last party you went to. What was it for? Who hosted it? Did you have a good time? Why or why not?

5. To speak English well, what do you need to do? What should you try not to do? 6. Name something you’ve wanted to do for a long time. Why haven’t you done it yet?

B Get into a group of four people. Follow the steps below. group

1. On six small pieces of paper, write the numbers 1 to 6 (for questions 1–6 in A). Put the six numbers in a hat or bag.

2. One person picks a number out of the hat or bag and answers that question in A.

3. If the person can talk for one minute without stopping, he or she gets one point. Then put the number back in the bag.

4. Then it’s another person’s turn. Repeat steps 2 and 3. Continue playing for 20 minutes. The winner is the person with the most points.

1 2 3 4 5 6 Review • Units 7–9﻿ 139

Unit 7 Consolidation

International Exam Preparation and Communication Practice1 Accuracy Practice

A Unscramble the sentences and questions. Some sentences have two correct answers. We put on costumes before we went to the party. /

1. we / before / the party / we / put on / went to / costumes 2. is / a / party / Vera / throwing / Saturday / on

3. day / love to go / but / busy / I’m / I’d / that

4. to / festival / go / do / with / the / me / you / to / want 5. after / the / there / a party / graduation ceremony / is 6. when / gift / a / you / say / receive / thank you

2 Question FORMULATION

Before we went to the party, we put on costumes.

A Student A: Imagine that you are an officer in the Ministry of Cultural Affairs of Peru and want to make some improvements to a festival in your country. Consider the items from the list.

Student B: You are a journalist and want to interview the officer about the changes. Ask six to eight questions on how he or she would improve the festival using the items from the list.

Things to consider...

1. Location 2. Length

3. Date

4. Activities

5. Food 6. Safety

7. Publicity

8. Other ideas?

So, you think the Festival of Lights needs to be changed?

Yes, I think it should be three days long so more tourists will attend and participate in it.

Me too. Now, what do you think...

B Switch roles. Share your ideas with the class. 3 Speaking

I think we should do a guessing game.

A You and your partner are on the party committee for your class. You need to think of a fun activity to do at the party. Plan the activity.

So do I. Let’s see...

I think a costume party would be so much fun!

I disagree. How about we have a formal party instead?

B Explain your activity from group A to another pair. Then, if possible, do the activity. 4 Writing

A Write about a holiday or festival that you know and enjoy. Explain the purpose of the celebration, when and where it is, and what people do. Include appropriate details such as special clothes or food.

C15 Unit 7 • Unit Consolidation

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 11

1. What event is the man going to?

a. A job interview. c. A costume party. b. A wedding. d. A pool party. 2. Which statement is true?

a. Before the woman pays a fine, she borrows another book.

b. When the woman finishes the book, she has to pay a fine.

c. After the woman finishes the book, she has to pay a fine.

d. Before the woman can borrow another book, she has to pay a fine.

3. When does the teacher think students should start studying?

a. Before Thursday.

b. Before Wednesday.

c. When Wednesday night comes, students should start studying.

d. Students should study after next Thursday.

4. What will the woman probably do tomorrow night?

a. Make a reservation.

b. Call back the restaurant.

c. Have dinner at Mistral Restaurant. d. Work late.

5. What problem does the woman have? a. The music is too loud.

b. Her headphones don’t work.

c. Her friend has bad taste in music. d. Her friend can’t turn the music down. 6. What does the man suggest the woman do? a. Go to the birthday party.

b. Stay home and relax.

c. Go to dinner with her friend.

d. Try to go to dinner and the party.

B Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. ICPNA Track 12

1. What doesn’t the woman like?

a. Parties. c. Nightclubs.

b. Barbecues. d. Loud music. 2. What happens to the man after he goes to a nightclub?

a. His head hurts.

b. His ears hurt.

c. His throat hurts.

d. He feels tired.

3. Where are the man and woman going to be on Friday night?

a. At a nightclub.

b. At a barbecue.

c. At a birthday party.

d. At a friend’s house.

4. What will happen to the woman soon? a. She will graduate.

b. She will leave home.

c. She will travel with friends.

d. She wants to travel with friends.

5. What does the woman want to do? a. Graduate from college.

b. Visit a friend in Bogotá.

c. Go to a music festival.

d. Save money for a trip.

6. Why can’t the man go with her?

a. It’s expensive and dangerous.

b. He’s visiting his parents in July.

c. He doesn’t want to go.

d. It’s too far away.

Unit 7 • Unit Consolidation C16

Unit 8 CONSOLIDATION

International Exam Preparation and Communication Practice1 aCCUraCY PraCtiCE

A Find the error in the use of the past continuous tense and adverbs in each sentence. Rewrite each sentence so that it is correct.

1. Were you tell that story? Were you telling that story?

2. Ken does eating dinner when I called him.

3. When I’m nervous, I speak quick.

4. She didn’t do good on the math test.

5. Fairy tales are unusually stories.

6. They wasn’t reading when I came in the room.

2 QUEStion FormULation

A Your friend watched a great movie on TV last night, but you missed it. Think of questions to ask about the movie, and write them.

B Find a partner who watched a movie that you did not. Ask questions about the movie, and listen to your partner’s answers. Switch roles.

What movie did 

you see?

3 SPEaKing

I saw The Force Awakens. 

Who were the main characters in it? 

Rey, Finn, Kylo Ren, and Han Solo. 

A Get into a group of four. You are going to tell a story together and record it group 1. The first student thinks of a title and says it. The next student adds the first sentence of the story, and so on. Continue for at least three rounds so you have a total of eleven sentences, plus a title. Don’t forget the ending!

1*record it = write it down*

The Golden Light 

One day, a boy was walking through the woods. 

Suddenly, he heard a loud noise. 

Next, he ran to the... 

B Share your story with the class. group C17 Unit 8 • Unit Consolidation

4 Writing 

A Think of a movie or a book whose

ending you did not like. In your notebook,

write a summary of the story, but change

the ending to one you think is better.

Share it with a partner.

5 Exam Preparation:

Reading

A Circle the letter that corresponds to the correct answer.

1. What type of story is usually realistic?

a. A true story.

b. A fairy tale.

c. A soap opera.

d. None of the above.

2. Alejandra has an interview for a really important job in a few minutes. What do you think she is doing?

a. Walking slowly.

b. Speaking fluently.

c. Coughing constantly.

d. Waiting patiently.

3. Which of these situations is *unpredictable*?

a. Alexa exercises every day.

b. We never know what time Rico will arrive.

c. The good guy wins.

d. The train is always on time.

4. Which sentence does not describe a *character*?

a. Emilia is really clever and brave.

b. Thomas is arrogant. He always thinks he’s right.

c. Florida is beautiful. It’s a great place to live.

d. Mark is too violent.

5. “I’m hooked on this new show! I can’t stop watching it!” What does it mean if you are *hooked on* a TV show?

a. You watch it once in a while.

b. You think it’s predictable.

c. You are really interested in it.

d. You have never watched it before.

Unit 8 • Unit Consolidation C18

UNIT 9 CONSOLIDATION

International Exam Preparation and Communication Practice1 ACCURACY PRACTICE

A Find the error in the use of the present perfect tense or the verb + infinitive in each sentence. Rewrite each sentence so that it is correct.

1. How long have you work here? How long have you worked here?

2. How long does Patricia had her driver’s license?

3. I’ve been a nurse since twelve years.

4. He needs pass the exam.

5. My friends wanting to travel after graduation.

6. I am start to work part-time.

2 QUESTION FORMULATION

A Imagine you are at a job interview. Work in pairs.

Student A: You are a job candidate and want to know more about the company and the job you are applying for. Think of four to six questions to ask the employer.

Student B: You are the employer. Answer the candidate’s questions. Switch roles.

What are some of the 

advantages to working here?

3 SPEAKING

We are a team, so we support each other. 

Great! Will I have to... 

A Think of a job that seems very difficult to you. How could you change this job to make it better? Think of at least six things you would change.

B Get together with a partner and describe the job. Tell your partner what is difficult about the job, and what you plan to change to make it better.

First, I’ve decided to change the schedule. Instead of 

6 AM to 4 PM, I want to make the hours flexible.

4 WRITING

A What is your dream job? Write about it in your notebook. Explain why you want to do that job. Describe the qualities and abilities or experience needed to do that job.

C19 UNIT 9 • Unit Consolidation

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 13

1. Who has been to Spain?

a. The man. c. Both.

b. The woman. d. Neither.

2. How long has the speaker known Jose? a. Since he went to Mexico.

b. Since he went to college.

c. For several years.

d. We don’t know.

3. Who is this information for?

a. Students.

b. department secretaries.

c. journalists.

d. Computer technicians.

4. How does the man feel?

a. Happy. c. Angry.

b. Disappointed. d. Confused. 5. What problem does the man have? a. He doesn’t know how to cook.

b. He doesn’t know anyone at the barbecue. c. He doesn’t like finger foods.

d. He doesn’t eat meat.

6. What does the woman say about the movie? a. She wants to read the book.

b. The book is better.

c. The story is hard to follow.

d. It was unpredictable.

B Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. ICPNA Track 14

1. What did the man do before his interview? a. He drank coffee.

b. He talked with his friend.

c. He took a walk.

d. He met two people.

2. Who is Teresa Perez?

a. The department manager.

b. The human resources manager.

c. The man’s friend.

d. The receptionist.

3. What two qualities does the man talk about? a. Being cautious and punctual.

b. Being responsible and personable. c. Being responsible and efficient.

d. Being personable and flexible.

4. What are these people talking about? a. English homework.

b. Action movies.

c. Fairy tales.

d. Bad people.

5. What do old and modern fairy tales have in common?

a. Happy endings.

b. Good and bad characters.

c. Violence.

d. Giving advice.

6. What does the woman say makes a good story?

a. A clever hero and a stupid villain. b. A simple problem with an easy solution. c. More than one good character.

d. The struggle of good overcoming bad. Unit 9 • Unit Consolidation C20

6 Exam Preparation: Reading

A Read the text. Then choose the correct answer for each question.

Attention Employees



The annual company picnic will be on Friday, July 24th this year. We need lots of volunteers! We hope to find eight people to grill the food. We also need three judges for the baking contest and ten people to organize the activities for children. Volunteers need to come to an informational meeting on Wednesday, July 22nd from 9–11 AM and need to be available on the 24th from 10 AM until 3 PM. We might also ask volunteers to attend a brief meeting on Thursday the 23rd (details to come). Volunteers will get a gift to thank them for their help. Please don’t volunteer if you cannot attend all of the meetings. If you would like to volunteer, please contact the director’s executive assistant, Marisol Venegas.

1. What will happen on July 24th?

a. There will be a party for Marisol Venegas. b. There will be a cooking contest.

c. There will be a meeting with the director. d. There will be a picnic for the company.

2. What adjectives do you think describe a good volunteer?

a. Unpredictable; demanding.

b. Cautious; hazardous.

c. Organized; flexible.

d. Dull; courageous.

3. Who is Marisol Venegas?

a. The director of the company.

b. A judge for the baking contest.

c. A volunteer at the company.

d. The director’s executive assistant.

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4. How many volunteers are needed? a. Three.

b. Eight.

c. Ten.

d. Twenty-one.

5. What is NOT something a volunteer will do? a. Prepare the food.

b. Judge a contest.

c. Buy gifts for the participants.

d. Organize children’s activities.

6. Which statement is true?

a. The picnic is for employees only. b. The picnic begins at night.

c. Volunteers do not need to go to all of the meetings.

d. The baking contest will have three judges.

Process Writing

A Complete the paragraph with the correct words from the box.

attend ~~festival~~ gets together parade performers takes place

In Ireland, we have an interesting (1.) festival called the Puck Fair. It (2.) every year during August in a small town called Killorglin. Thousands of people travel from all over the world to (3.) this unusual festival. The Puck Fair is more than 400 years old, and no one is sure why it started, but everyone (4.) and has a good time. On the first day, there’s a special (5.) with lots of music and family activities. The party continues the next day with more great singing, dancing, (6.) , and theater in the street. I really love the Puck Fair!

| Adjectives  When you write a description, you use adjectives. Adjectives give the reader more information and they make your writing more interesting. Notice the difference between these descriptions.  without adjectives with adjectives  *I went to a festival.*  *I went to an amazing festival.*  *There was a performance.*  *There was an exciting performance.* |
| --- |

B In your notebook, write a short description of a holiday or festival that you know about. Remember to use adjectives. Provide the following information, in this order:

1. the name of the festival 2. where it takes place

3. when it takes place 4. different things that people do

5. when they do these things 6. how you feel about this event

C Peer review. Exchange papers. Identify mistakes. Give suggestions for improving writing.

D Read the sentences. Pay attention to the words in bold. Are they characters (C), setting (S), or story (St)? 1. Then James Bond fights the bad guy and escapes. C

2. It’s about a kid who dreams of becoming a famous drummer.

3. The movie starts in New York City, and ends in California.

4. We discover what happened when the Titanic sank.

5. Hermione and Ron are Harry’s best friends.

6. All of the action takes place in an imaginary world called Narnia.

E Choose the correct adjectives or adverbs to complete the story.

Last week, a very (1.) strange / strangely thing happened. I sat on the train and opened my book. At the same moment, an old woman arrived and sat next to me. This was (2.) unusual / unusually because the train was almost empty. I wondered (3.) quiet / quietly why she didn’t sit somewhere

else. Just then, I noticed that she was acting (4.) nervous / nervously. She was holding a piece of paper in her hand. Suddenly, she stood up and walked away. Almost as (5.) quick / quickly, I discovered that the piece of paper was still there. I picked it up and read it. (6.) Incredible / Incredibly, my address was written on it!

Process Writing • P5

F In your notebook, write a story about something that happened to you. It can be true or made up. Choose from the ideas below, and follow the steps. Use adjectives, adverbs, and transition words

and phrases.

Topics

something funny something scary something strange your idea

Include:

when the story starts. where it takes place. who the characters are. what happened.

| Narrative Transitions  When you write a story, use words and phrases that help the reader understand the sequence of events. This way, the reader will know when things happened, and when the action is changing. We call these transition words and phrases.  *• One morning / Last week / When I*  *was young / A few years ago / It all started... • Just then / Soon after / A moment*  *later / After a while / As soon as...*  *• Suddenly / Immediately / Almost as quickly / A day later / The following evening...* |
| --- |

G Peer review. Exchange papers. Identify

mistakes. Give suggestions for improving writing.

H Complete the presentation with the correct words

from the box.

boring disadvantages exhausting ~~fashion designer~~ glamorous responsible

| SO YOU WANT TO BE A… FASHION DESIGNER ? | | |
| --- | --- | --- |
| The Advantages  1. It’s exciting.  You can be adventurous with your designs!  2. It’s .  You could work with famous people, like movie stars. | The  3. It’s .  Designers work long hours, nights and weekends, too.  4. It’s demanding.  It can be difficult to please your customers. | The Requirements  *You need to be…*  5. creative.  You can’t be in fashion design. Be different!  6. a hard worker.  You must be and efficient in this job. |

| Creating a Presentation  Do… Don’t…  write short sentences.  put more than three points on a slide.  give each slide a clear heading.  use colors or designs that are distracting.  use bullet points or numbers.  make the writing too small or hard to read.  mark important points in bold or another color.  have more than eight lines of text on a slide. |
| --- |

I Write a presentation about a job that interests you. Follow the writing tips and the model in H.

| SO YOU WANT TO BE A… | | |
| --- | --- | --- |
|  |  |  |

J Peer review. Exchange papers. Identify mistakes. Give suggestions for improving writing. P6 • Process Writing

LANGUAGE SUMMARIES

| UNIT 7 CELEBRATIONS |
| --- |
| LESSON A  LESSON B  Speaking Strategy  Vocabulary  Vocabulary  Inviting someone to do  attend / go to  compete → competitor →  }  something  have / host / throw a party  competition  Do you want / Would you like /  organize / plan  gather  How’d you like to go with me?  celebrate → celebration  participate → participant →  decorate → decoration  participation  Accepting an invitation  fan  perform → performer →  Sure, I’d love to.  get together  performance  That sounds great.  guest  (win a) prize  have a good time  race  Refusing an invitation  inspiration  take place  I’m sorry, but I can’t. I have  invite → invitation  tradition  plans.  live  Unfortunately, I can’t. I have to  occasion  work.  I’d love to, but I’m busy (then /  that day). |



| UNIT 8 STORYTELLING |
| --- |
| LESSON A  LESSON B  Speaking Strategy  Vocabulary  Vocabulary  Keeping a story going  a character in a story  arrogant  One day,…  based on  clever  So, (then),…  the beginning / end of a story  discover (+ *that* + sentence)  Later,…  easy ↔ hard to follow  eloquent  After that,…  fantasy  incredible  As it turns out,…  heartbreaking  overcome (a problem)  It turns out that,…  heartwarming  patient  (happy) ending  quick ↔ slow  made-up (land)  struggle (to do something)  make up a story  survive  series  The story is about… / It tells  the story of…  tell a story  true  (un)predictable  (un)realistic  uplifting  violent |

LANGUAGE SUMMARIES 189

| UNIT 9 WORK |
| --- |
| LESSON A  LESSON B  Speaking Strategy  Vocabulary  Vocabulary  Interviewing for a job  adventurous  de manding  *Starting the Interview*  cautious  dull ↔ glamorous  Thanks for coming in today.  courageous  exhausting  It’s great to be here. / My  efficient  hazardous  pleasure.  flexible  job / career / profession  independently  passion  *Discussing abilities and experience*  knowledgeable  passionate (about something)  Tell me a little bit about yourself.  personable  rewarding ↔ unsatisfying  I’m a rst-year university  punctual  well-paid ↔ dead-end  student.  responsible  I’m majoring in journalism.  Can you (work independently)?  Yes, I can. For example,…  Are you (punctual)?  Yes, I am. For example,…  Do you have any experience  (writing a blog)?  Yes, I write one for my school  newspaper now.  *Ending the interview*  Do you have any questions?  Yes, I do. / No, I don’t think so.  When can you start?  Right away. / On Monday. /  Next week.  I’ll be in touch.  I look forward to hearing  from you. |

190 LANGUAGE SUMMARIES

Grammar Notes

Unit 7 Celebrations

Lesson A

Agreeing with Other People’s Statements: *so*, *too*, *neither*, and *either*

Statements *So / Neither be / do* Subject

Affirmative Negative

| *With* be: I’m going to Emi’s party. | So | am |
| --- | --- | --- |
| are |
| *With other verbs:* I have a costume for the party. | So | do |
| *With* be: I’m not going to Emi’s party. | Neither | am |
| are |
| *With other verbs:* I don’t have a costume for the party. | Neither | do |

I.

we.

I.

we.

I.

we.

I.

we.

Responses like *So am I* or *Neither do we* can be used to agree with other people’s statements. Use *so* in your response when agreeing with an affirmative statement. Use *neither* when agreeing with a negative one.

These responses are most common in the first person singular: *So do I*. Other forms can also be used: *Neither do we*.

The tense in the response should match the tense used in the statements:

A: *I bought my costume for the party.* B: *So did I.*

You can also use this structure to combine two ideas:

*I like parties. Ali likes parties.* → *I like parties*, *and so does Ali.*

In casual conversation, you can use *Me too* (with affirmative statements) or *Me neither* (with negative statements). They can both be used as responses to statements with *be* as well as other verbs:

A: *I’m going to Emi’s party. I have my costume ready.* B: *Me too.*

A: *I don’t have my costume. I am not worried about it.* B: *Me neither.*

Affirmative Negative

| Statements | Subject | *be / do* |
| --- | --- | --- |
| *With* be: I’m going to Emi’s party. | I | am |
| We | are |
| *With other verbs:* I have a costume for the party. | I | do |
| We |
| *With be:* I’m not going to Emi’s party. | I | ’m not |
| We | ’re not |
| *With other verbs:* I don’t have a costume for the party. | I | don’t |
| We |

*too / either* too.

too.

either.

either.

Like the expressions with *so* and *neither*, you can use responses with *too* and *either* to agree with other people’s statements.

Use *too* in your response when agreeing with an affirmative statement. Use *either* when agreeing with a negative one.

The tense in the response should match the tense used in the statements:

A: *I bought my costume for the party.* B: *I did too.*

You can also use this structure to combine two ideas:

*I like parties. Ali likes parties.* → *I like parties*, *and Ali does too.*

Grammar Notes 205

A Agree with each statement in at least two ways.

1. I like to host parties.

2. I’m never late to class.

3. I don’t speak Italian.

4. I’m planning to study abroad next year.

5. I did well on the exam.

B Combine the sentences using the words in parentheses.

1. I’m having a good time. They’re having a good time. (so)

I’m having a good time, and so are they.

2. I throw a lot of parties. She throws a lot of parties. (so)

3. I don’t watch the Super Bowl. He doesn’t watch the Super Bowl. (either) 4. I’m inviting a lot of friends. They’re inviting a lot of friends. (too)

5. You don’t celebrate the lunar New Year. We don’t celebrate the lunar New Year. (neither)

Lesson B

Time Clauses with *before*, *after*, *when*

Time clause Main clause

Before the festival starts,

After the party ended,

When you throw powder in the air,

Violetta speaks. we went home. you say, “Holi Hai!”

Violetta speaks We went home

Main clause Time clause before the festival starts.

after the party ended.

You say, “Holi Hai!”

when you throw powder in the air.

A time clause shows the order of two or more events:

In sentence 1: Violetta speaks. Then the festival starts.

In sentence 2: The party ended. Then we went home.

In sentence 3: The two events ( You say “Holi Hai!” You throw powder in the air.) happen at almost the same time, or one happens immediately after the other. When the time clause comes first, put a comma before the main clause.

206 Grammar Notes

A Combine the two sentences into one sentence using either *after*, *before*, or *when*. Use commas if necessary.

1. I brush my teeth. I eat breakfast.

2. My friends and I get together. We have a good time.

3. I get a present. I send a thank-you message.

4. Guests come to our house. We clean up.

5. A person takes the college entrance exam. He or she studies very hard.

6. A person turns 20 years old. He or she throws a big party.

B Check your answers in A with a partner. Are the sentences in A true for you or your country? Why or why not?

Before I eat breakfast, 

I brush my teeth.

Really? I always brush

my teeth after I eat!

Unit 8 storYtellinG

Lesson A

The Past Continuous Tense: Statements

Subject I

| *was / were (not)* | Verb + *ing* |  |
| --- | --- | --- |
| was / wasn’t | studying | English |
| were / weren’t |

He / She at four o’clock.

You We

They

last summer. after lunchtime.

Use the past continuous tense to talk about an action in progress in the past. The action can happen at a specific point in time or over a period of time.

We don’t usually use the past continuous with stative verbs (*hear*, *need*, *know*, etc.).

Use the simple past, not the past continuous, to talk about a completed action:

A: *I called you last night.* B: *I didn’t hear my phone. I was watching TV.*

You can use the past continuous with the simple past to show that one action was in

progress when another action happened. Notice the use of *when*:

*I was taking a shower when the phone rang.*

Grammar Notes 207

The Past Continuous Tense: Questions

| *Wh-* word | *was /*  *were* | Subject | Verb + *ing* |  |
| --- | --- | --- | --- | --- |
|  | Were | you  they | reading | a story? |
|  | Was | she |
| What | were | you  they | reading? |  |
| was | he |

Answers

*Yes* / *No*

questions

*Wh-* questions

A Read the story. Find the eight grammar errors and correct them.

Yes, I was. / No, I wasn’t.

Yes, they were. / No, they weren’t. Yes, she was. / No, she wasn’t.

(I was reading)

(They were reading) a story. (He was reading) a story.

Last summer, I’m eating dinner in a restaurant with two friends. We were talking and laughing when I was noticing a woman coming in. It was very hot outside, but the woman was wearing a heavy winter coat. The restaurant was nearly empty, but she was sitting next to our table anyway. The woman was looking at me for a second and gave me a friendly smile. After that, I forgot about her.

Later on, we was paying our bill and getting ready to go home when one of my friends was realizing that his wallet was missing from his back pocket. We were calling the police, and they came right away. Unfortunately, I wasn’t seeing anything, so I couldn’t help very much. As it turned out, the police knew the woman and were looking for her. They never found her, and my friend never got his money back.

B Complete the sentences with the past continuous or simple past form of the verb. 1. They (have) a good time when the woman (come) in. 2. The woman (give) a friendly smile when she (sit) down. 3. They (notice) the wallet was missing when they (pay) the bill. 4. They (call) the police when they (notice) the theft.

5. They told the police they (see / not) anything when the woman (take) the wallet.

208 Grammar Notes

Lesson B

Adverbs of Manner

Cinderella smiled shyly at the prince. Adverbs of manner describe how something is done. Many end in *-ly*, and they often come after a verb.

He opened the door quietly.

She answered the question correctly. *Not: ~~He opened quietly the door.~~ ~~She answered correctly the question.~~*

She was different from other children. You seem unhappy.

She drives too fast.

He studied hard for the exam.

They didn’t do well in school.

When there is an object (a noun or pronoun) after the verb, the adverb usually comes at the end of the sentence.

Remember: Adjectives, not adverbs, come after stative verbs (words like *be*, *have*, *hear*, *need*, *know*, *seem*).

Some common adverbs of manner don’t end in *-ly*. Some examples are: *fast*, *hard*, and *well.*

A Rewrite each sentence using the adverb form of the word in parentheses. Use a different verb if necessary.

1. He is fluent in three languages. (fluent)

He speaks three languages fl uently.

2. In the famous story, the hare is a fast runner, and the tortoise is a slow walker. (quick, slow) 3. In the movie *Star Wars*, Luke Skywalker is a brave fighter. (brave)

4. When she left the party, Cinderella lost a shoe. (accident)

5. In the story, the man disappears in a mysterious way. (mysterious)

6. The girl is only six, but she is a very good singer. (good)

B In five minutes, how many sentences can you make with the words below? Time yourself. You can use present or past forms of the verbs. Compare your answers with a partner’s.

boy girl dragon song fight run sing struggle with beautifully bravely fast / quickly slowly

The boy and girl fought the dragon bravely. 

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Unit 9 Work

Lesson A

The Present Perfect Tense: Statements

Contractions

Subect I / You

| *have / has (not)* | Past participle |  |
| --- | --- | --- |
| have  haven’t | worked | there |
| has  hasn’t |
| have  haven’t |

*I have = I’ve*

*she has = she’s we have = we’ve*

He / She for six months.

We / You /

They

Use the present perfect to talk about an action that started in the past and continues up to now. Notice the difference:

simple past: *I worked there for six months*, *and then I quit.* (action finished) present perfect: *I’ve worked there for six months. I love my job!* (action continuing)

Base, Simple Past, and Past Participle Forms

Regular verbs Irregular verbs

*have not = haven’t has not = hasn’t*

Base

call

change live

look

move

study

talk

try

use

want

work

| Simple  past | Past  participle | Base | Simple  past | Past  participle | Base | Simple past |
| --- | --- | --- | --- | --- | --- | --- |
| called  changed  lived  looked  moved  studied  talked  tried  used  wanted  worked | called  changed  lived  looked  moved  studied  talked  tried  used  wanted  worked | be  become  begin  come  do  drink  find  get  give  go  have  know | was/were became  began  came  did  drank  found  got  gave  went  had  knew | been  become  begun  come  done  drunk  found  gotten  given  gone  had  known | leave  make  put  read  say  see  sleep  speak  take  tell  think  write | left  made  put  read  said  saw  slept  spoke  took  told  thought  wrote |

Past

participle left

made

put

read

said

seen

slept

spoken

taken

told

thought

written

Use the past participle after *have* / *has* to form the present perfect.

Verbs that are regular in the simple past take the same *ed* ending for the past participle: *talk / talked / talked.* Verbs that are irregular in the simple past have irregular past participle forms: *speak / spoke / spoken.*

The Present Perfect Tense: *Wh-* Questions

| *have / has* | Subject | Past participle |  |
| --- | --- | --- | --- |
| have | you | worked | there? |
| has | she |

*Wh-* word Answers

How long(I’ve worked there) for two years. (She’s worked there) since 2012.

Use *for* + a length of time (*for two years*, *for a long time*, *for the entire summer*, *for my whole life*). Use *since* + a point in time (*since 2014*, *since last September*, *since Friday*, *since I was a child*).

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A On a piece of paper, make as many sentences in the present perfect as you can using the words below.

| They  He  We | has  have | been  worked | a flight attendant  friends  at that company | for  since | elementary school.  a long time. |
| --- | --- | --- | --- | --- | --- |

B Complete the profiles. Use the present perfect form of the verbs in parentheses and *for* or *since*. “ I (1. live) in the United States (2.) 

August. I (3. study) English (4.)

I was in high school. I’m studying for an exam right now.

I (5. not / sleep) well (6.)

two days. I (7. drink) three cups of coffee

(8.) 9:00.”

“ He (1. be) in college (2.) three years. He (3. not / come) home (4.) a 

year. I miss him. He (5. live) overseas

(6.) 2012. We (7. not / talk) on the

phone (8.) a month.”

Lesson B

Verb + Infinitive

I like to sing. I want to be a singer.

She needed to move to London for work. I’ve tried to get a job for a month, but it’s not easy.

These verbs can be followed by an infinitive:

Certain verbs can be followed by an infinitive (*to* + verb). See below for a list.

Note: The main verb can be in different tenses.

agree attempt decide forget hope like need prepare try arrange choose expect hate learn love plan start want

A Read each sentence. Then do the following:

• Underline the main verb.

• Which verbs are followed by an infinitive? Circle the infinitive forms. Not all the sentences have one. 1. They agree to do the job. 5. I forgot the key to this door. 2. I chose to go to a large university. 6. He hopes to meet her parents. 3. I need a snack before I go to bed. 7. I expect him at ten minutes to three. 4. I like to buy presents for my friends. 8. Can you prepare to give the report?

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B Complete the sentences below with the infinitive form of the verbs in the box. One word will be used twice.

| attend become go graduate help open perform sing ~~speak~~ work |
| --- |

Sanjay: I’ve always liked (1.) to speak foreign languages. I decided (2.) as an

interpreter. I work at the United Nations.

Teresa: I chose (3.) to medical

school because I wanted (4.)

people. I’m planning (5.) a clinic

in my hometown.

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Dan: My sister is learning (6.) . She wants (7.) in an opera someday.

Camille: I want (8.) a flight attendant. I need (9.) a six-week

training course. I expect

(10.) in August and to start (11.) in September.

7 CELEBRATIONS

LESSON A PARTIES

1 VOCABULARY

A Unscramble the letters to write party words.

1. t i n i v e 6. g o r a n i e z 2. b r a l e c e e t 7. c o c a n i s o 3. s h o t 8. c o r d e t e a 4. a n l p 9. w r o t h 5. s t u e g 10. t e g g e e t t r o h 

B Use the words and phrases in the box to complete the sentences.

attend get together guests invited

decorated good time hosted planned

Last week, I (1.) a surprise birthday party at my apartment for my sister, Inez. I (2.) her friends to (3.) at our place. Everyone responded and said that they’d be able to (4.) . On the big day, Inez’s boyfriend took her out to dinner, and I (5.) our apartment with colorful streamers and balloons. The (6.) arrived and then Inez walked into the room. Everyone shouted “Surprise!” Inez was shocked. She could not believe that I had (7.) the whole thing without her knowing! Everyone had a (8.) . It was a celebration all of us will remember for a long time.

C Describe a party you went to recently.

1. Who hosted the party? What was the occasion?

2. Did you have a good time or a bad time? Why?

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2 CONVERSATION

A Number the sentences in order to make conversations.

Conversation 1:

 I hadn’t heard! When is it?

 Would you like to go with me?

 That sounds like fun.

 Did you hear? James and Kelly are having a party.

 On Saturday. It’s a costume party.  I’d love to, but I’m busy.

B Look at the schedules and write conversations.

Conversation 2:

 That sounds interesting.

 I’m going to see it on Friday night with my brother. Do you want to go with us?

 I’m sorry, but I can’t. I have to work.  Oh? What is it?

*Race Against Time* with Jason Gonzalez.  There’s a new movie at the Park Cinema.

Liza’s schedule: Danielle’s schedule: 

1. Liza invites Danielle to a barbecue. Danielle declines.

Liza:

Danielle:

Liza:

Danielle:

Liza:

Danielle:

2. Danielle invites Liza to play tennis. Liza accepts.

Danielle:

Liza:

Danielle:

Liza:

Danielle:

Liza:

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