

# WORLD ENGLISH<sup>1A</sup>



Real People • Real Places • Real Language





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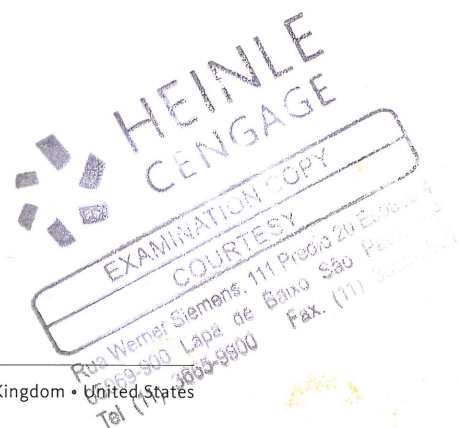
# WORLD ENGLISH 1A

Real People • Real Places • Real Language

Martin Milner



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States





**World English 1A****Real People • Real Places • Real Language**  
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**Unit Goals****Grammar****Vocabulary****Listening****Speaking and Pronunciation****Reading and Writing****UNIT 1****People** page 2

- Meet people
- Ask for and give personal information
- Describe different occupations
- Talk about people and their occupations

Review of present tense:  
*to be*  
*Be + adjective*  
(+ noun)  
Possessive nouns

Occupations  
Countries  
Nationalities  
Descriptive adjectives

Focused listening:  
Personal introductions

Asking for and giving personal information  
  
Contractions:  
*-'m, -'re, -s*

"People from Around the World"  
  
Writing about a person and her occupation

**UNIT 2****Work, Rest, and Play** page 14

- Talk about a work day
- Talk about free time
- Describe a festival or a celebration
- Compare different festivals

Review:  
Simple present tense  
Adverbs of frequency

Daily activities  
Party words

Focused listening:  
A radio celebrity interview

Talking about daily schedules and free time  
  
Verbs that end in *-s*

"Carnival: One Festival, Many Faces"  
  
Writing a descriptive paragraph

**UNIT 3****Going Places** page 26

- Identify possessions
- Ask for and give personal travel information
- Give travel advice
- Share special travel tips with others

Possession  
Imperatives and *should* for advice

Travel preparations and stages  
Travel documents and money

General listening:  
Conversations at travel destinations

Giving personal information for travel forms  
  
Rising intonation in lists

"Smart Traveler: Expert Opinion"  
  
Writing travel tips

**UNIT 4****Food** page 38

- Talk about food
- Order a meal
- Talk about diets
- Discuss unusual and favorite foods

Count and noncount nouns: *some* and *any*  
  
*How much, how many* with quantifiers:  
*lots of, a few, a little*

Food  
Diets

General and focused listening:  
In a restaurant

Role-play:  
purchasing food at a store  
Ordering from a menu  
  
Reduced forms:  
*Do you have ...*  
and *Would you like ...*

"Bugs as Food"  
  
Writing a favorite recipe

**UNIT 5****Sports** page 50

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- Compare every day and present time activities
- Talk about favorite sports
- Discuss adventure holidays

Present continuous tense  
  
Stative verbs

Doing sports  
Team sports  
Individual sports

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Every day activities vs. today's activities

Talking about what people are doing now  
  
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Writing an email

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- Talk about past vacation trips
- Exchange information about vacations
- Use *was/were* to describe a personal experience
- Talk about a discovery from the past

Simple past tense  
  
Simple past tense:  
*to be*

Travel activities  
Emphatic adjectives

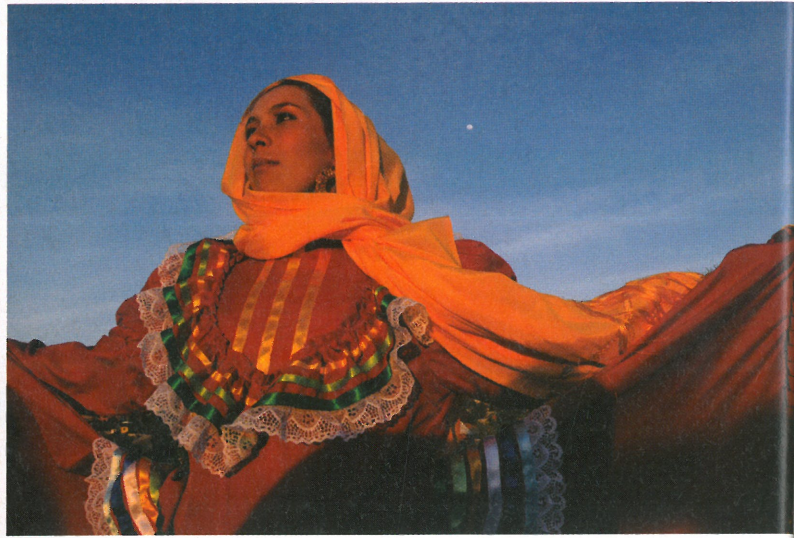
General listening:  
A vacation

Comparing vacations  
  
Describing personal experiences  
  
Sounds of *-ed* endings

"The City of Machu Picchu, the Cradle of the Inca Empire"  
  
Writing a postcard



# PEOPLE



1. Who are these people? Share your ideas with a partner.

- a. What are their names?
- b. How old are they?
- c. Where are they from?
- d. What do they do?

2. Are they like you?

## UNIT GOALS

Meet people

Ask for and give personal information

Describe different occupations

Talk about people and their occupations





# UNIT

# 1





# A GOAL 1 MEET PEOPLE



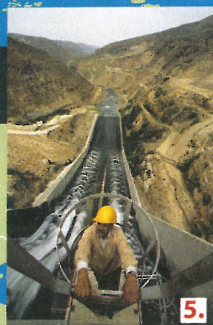
1.

San Miguel de Allende, Mexico



3.

Dublin, Ireland



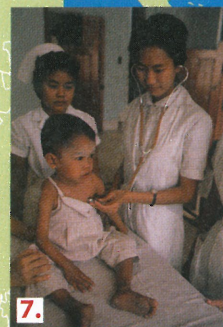
5.

Zarqa River Basin, Jordan



6.

Bahrain



7.

Thailand

Barranca, Peru



2.



4.

Bioko, Equatorial Guinea



8.

Tasmania, Australia

## Countries and Nationalities

Australia — Australian	Mexico — Mexican
Jordan — Jordanian	Peru — Peruvian
Bahrain — Bahraini	Thailand — Thai
France — French	Ireland — Irish

## Occupations

dancer	teacher	police officer
engineer	doctor	travel agent
pilot	photographer	

## Engage!

Which occupations do you think are the most difficult?

## Real Language

We say *what does she/he do* to ask about a person's occupation or job.

## Vocabulary

A. Fill in the blanks. Use words from the boxes.

- This is Norma. She's a dancer from Mexico.
- This is Maria. She's a \_\_\_\_\_ from \_\_\_\_\_.
- This is Frank. He's a \_\_\_\_\_ from \_\_\_\_\_.
- This is Nicolas. He's a \_\_\_\_\_ from \_\_\_\_\_.  
He works in Africa.
- This is Mohamed. He's an \_\_\_\_\_ from \_\_\_\_\_.
- This is Fatima. She's a \_\_\_\_\_ from \_\_\_\_\_.
- This is Sutanee. She's a \_\_\_\_\_ from \_\_\_\_\_.
- This is David. He's a \_\_\_\_\_ from \_\_\_\_\_.



B. Work with a partner. Talk about the people in the pictures.

Norma is from Mexico.

Oh, she's Mexican.  
What does she do?

She's a dancer.



## Grammar: *Be*

Statements with <i>be</i>			
Subject pronoun	<i>be</i>	Negative	
I	am		
You/We/They	are	not	a dancer.
He/She/It	is		
Yes/no questions			
<i>Be</i>	Pronoun		Short answers
Are	you/they		Yes, I am. No, I'm not.
Is	he/she/it	Mexican?	Yes, they are. No, he isn't.

Subject pronoun + <i>be</i>	<i>Be</i> contractions		
I am		I'm	
You/We/They are		You're We're They're	
	Thai.		Thai.
He/She/It is		He's She's It's	

**A.** Match the questions and the answers.

- |  |   |
|--|---|
| 1. Are you a doctor? ____              | a. Yes, he is.                              |
| 2. Is she Korean? ____                 | b. No, she isn't. She's Japanese            |
| 3. Is Ben British? ____                | c. Yes, they are. They come from Argentina. |
| 4. Are you American? ____              | d. No, I'm not. I'm a nurse.                |
| 5. Are Mario and Teresa students? ____ | e. No, I'm not. I'm Canadian.               |

**B.** Fill in the blanks with a pronoun and the correct form of the verb *be*.

- \_\_\_\_\_ from Japan. I'm from Thailand.
- \_\_\_\_\_ from Indonesia? Yes, I am.
- Where \_\_\_\_\_ from? They're from China.
- \_\_\_\_\_ an architect. He's a doctor.
- \_\_\_\_\_ from Canada? No, we're from the United States.

## Conversation



Track 1-2

**A.** Listen to the conversation. Where is Sean from?

**Sean:** So, Claudia, where are you from?

**Claudia:** I'm from Chile.

**Sean:** So, you're Chilean, eh. Sounds cool. Are you from Santiago?

**Claudia:** Yes, I am. And you, Sean? Where are you from?

**Sean:** I'm Canadian.

**Claudia:** Wow! Canada. I'd love to go to Canada. Which city are you from?

**Sean:** I'm from Toronto.



**B.** Practice the conversation with a partner. Switch roles and practice it again.



## ✓ Goal 1 Meet people

Work with a partner. Create new personal IDs. Use the conversation above to meet each other.

## Listening

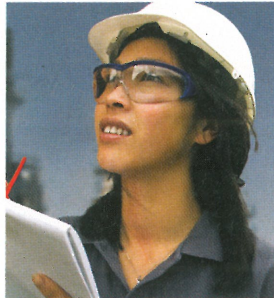


**A.** Look at the pictures. Talk to a partner. Guess the missing information.



Track 1-3

**B.** Listen to the TV game show. Fill in the blanks with the correct information.



1. Name: Kyoko Hashimoro

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

City: Tokyo

Country: Japan

Occupation: \_\_\_\_\_



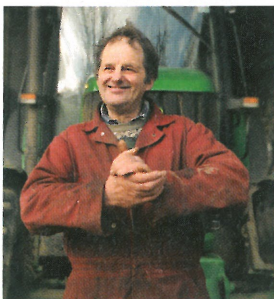
2. Name: Luis Gomez

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

City: Bogota

Country: \_\_\_\_\_

Occupation: \_\_\_\_\_



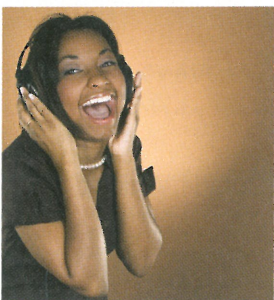
3. Name: Jim Waters

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

City: Coldstone

Country: \_\_\_\_\_

Occupation: Farmer



4. Name: Bianca da Silva

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

City: Rio de Janeiro

Country: \_\_\_\_\_

Occupation: Musician



Track 1-3

**C.** Listen again. Check your answers.



## Pronunciation: Contractions of *be*



**A.** Listen and repeat.

Track 1-4

- |            |        |
|------------|--------|
| 1. I am    | I'm    |
| 2. you are | you're |
| 3. he is   | he's   |
| 4. she is  | she's  |
| 5. it is   | it's   |



**B.** Listen. Circle the verb or contraction you hear. Then listen again and repeat.

Track 1-5

1. I am/I'm a teacher.
2. He is/he's an engineer.
3. She is/she's not a nurse.
4. They are/they're interesting.
5. You are/you're welcome.

## Communication

**Student A** chooses a card. **Student B** guesses the card by asking questions.

**B:** Are you 28 years old?

**A:** No, I'm not.

**B:** Are you a doctor?

**A:** Yes, I am.

**B:** Are you Argentinean?

**A:** No, I'm not.

**B:** Is your name Helen?

**A:** Yes, it is.

Name: Andrew  
Nationality: American  
Age: 28  
Job: Teacher

Name: Pablo  
Nationality: Argentinean  
Age: 28  
Job: Doctor

Name: Mi Hi  
Nationality: Korean  
Age: 23  
Job: Architect

Name: Ana  
Nationality: Argentinean  
Age: 23  
Job: Teacher

Name: Kwan  
Nationality: Korean  
Age: 30  
Job: Architect

Name: Helen  
Nationality: American  
Age: 30  
Job: Doctor



### **Goal 2** Ask for and give personal information

Interview some of your classmates. Ask their name, their age, and the job they do or want to do.

## Language Expansion: Descriptive adjectives

$$2 + 2 = 4$$

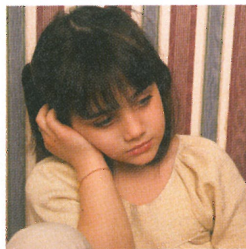
▲ easy

$$\frac{1}{2\pi} + \frac{1}{n} = x$$

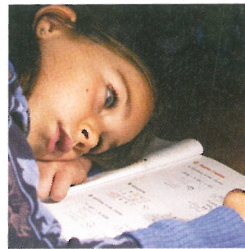
▲ difficult



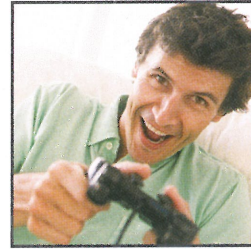
▲ happy



▲ unhappy



▲ boring



▲ interesting



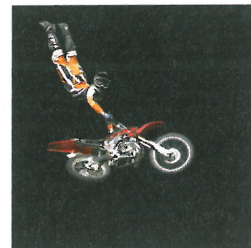
▲ rich



▲ poor



▲ safe



▲ dangerous

**A.** Write the words in the correct column.

Good	Bad
happy	unhappy

**B.** Fill in the blanks with adjectives.

Mrs. Green is \_\_\_\_\_, but she is not happy. Why? Her husband's job is \_\_\_\_\_. He is a helicopter pilot.

Mr. Green says, "I like my job. It is an \_\_\_\_\_ job and the **salary** is \_\_\_\_\_. It's not dangerous. In fact, it's very \_\_\_\_\_." But Mrs. Green is still \_\_\_\_\_.

### Word Focus

**salary** = money earned by the work you do

## Grammar: Be + adjective (+ noun)

Subject	Be	Adjective
My friend	is	rich.
His job	is	dangerous.
I	am	not happy.
My brother's job	is	interesting.

Subject	Be	Article	Adjective	Noun
It	is	an	easy	job.
Your friend	is	an	interesting	person.
It	is	a	difficult	life.



**A.** Circle the correct word or phrase in the parentheses.

1. My father's job is (interesting/an interesting).  
He is a newspaper photographer. It's not (easy/  
an easy) job but he enjoys it.
2. I am a teacher. The salary isn't very (good/an good).  
I'm not (rich/an rich).
3. John is an engineer. It's (difficult/a difficult) job but  
it's (interesting/an interesting) job.

### Possessive Adjectives

This is **my** friend.

Is that **your** brother?

**His/her** friend comes from Uruguay.

**Their** parents are nice people.

\*Possessive nouns are formed with an apostrophe (') + -s.  
*Laura's friend is from London.*

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

1. job friend's is My dangerous.  
\_\_\_\_\_
2. is person. interesting Kim's friend an  
\_\_\_\_\_
3. your brother happy? Is  
\_\_\_\_\_
4. rich is not a My father man.  
\_\_\_\_\_
5. Chile. friend John's from is  
\_\_\_\_\_

## Conversation



Track 1-6

**A.** Listen to the conversation. What does Graham do?

**Graham:** What do you do, Elsa?

**Elsa:** I'm an engineer.

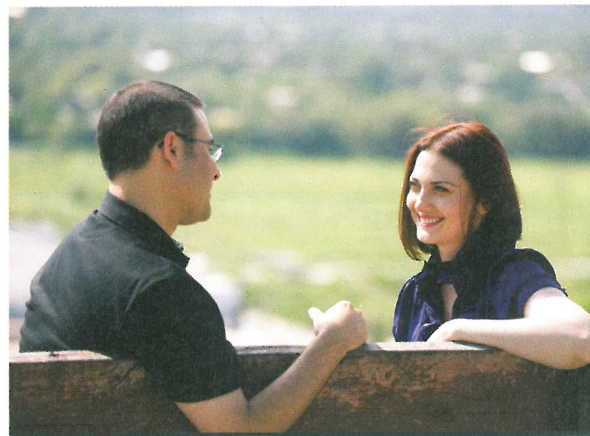
**Graham:** An engineer! That's interesting.

**Elsa:** Yes, but it's difficult work. And you, Graham?  
What do you do?

**Graham:** I'm a policeman.

**Elsa:** A policeman! Is it dangerous?

**Graham:** No, in fact, sometimes it's boring.



**B.** Practice the conversation with a partner. Switch roles and practice it again.



### Goal 3

### Describe different occupations

Work with a partner. Take turns. Choose an occupation and say two things about it.



## Reading

**A.** Look at the pictures. What do these people do?



**B.** Circle **T** for *true* and **F** for *false*.

- |                                     |   |   |
|-------------------------------------|---|---|
| 1. Peter is a pilot.                | T | F |
| 2. Rimii Sen is Indian.             | T | F |
| 3. Alan Kirby's job is boring.      | T | F |
| 4. Angutikavsak's life is not easy. | T | F |
| 5. Tanya is an actress.             | T | F |

**C.** Answer the questions.

- Where is Tanya from? \_\_\_\_\_  
\_\_\_\_\_
- Who is Shep? \_\_\_\_\_  
\_\_\_\_\_
- Why does Alan like his job? \_\_\_\_\_  
\_\_\_\_\_
- What does Angutikavsak do? \_\_\_\_\_  
\_\_\_\_\_
- What does Rimii say about her job? \_\_\_\_\_  
\_\_\_\_\_

## People from Around the World



Angutikavsak is from Greenland, and he is a hunter. All his friends are hunters too. "It is a difficult life here. In winter, it is very cold. We are not rich, but we are happy," he says.



Peter Elworthy is from New Zealand. He is not a pilot; he is a farmer! His farm is very big, so he uses an airplane. Peter's dog, Shep, is also in the plane.

"Is Shep frightened in the plane?" I ask.

"No, he's happy. He loves flying."



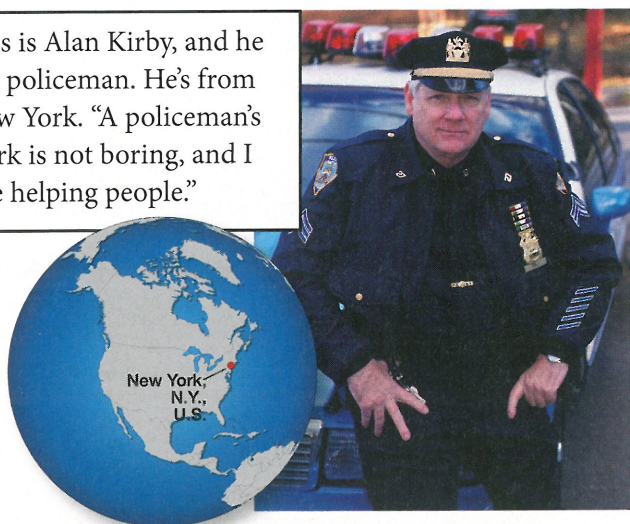


Rimii Sen is an actress. She is Indian, and she is from Mumbai. "People think an actress's life is exciting, but it is difficult work. However, the salary is good!"



Tanya Rogers is from Boulder, Colorado, in the United States. She is a student, and she is also a musician. "I love my music, but it's very cold here in winter."

This is Alan Kirby, and he is a policeman. He's from New York. "A policeman's work is not boring, and I like helping people."



## Writing

Write about Angeline and her occupation.




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### Goal 4

**Talk about people and their occupations**

Work with a partner. Talk about a friend or family member and their occupation.





## Before You Watch

Fill in the blanks. Use the words in the box.

**tour guide divers seafood**

In Korea, there is a group of women  
 \_\_\_\_\_. They go to the sea  
 every day to catch \_\_\_\_\_, like  
 octopus and shellfish. Some of the women are not  
 divers. One of them works with tourists. She is a  
 \_\_\_\_\_.

## While You Watch



**A.** Watch the video and fill in the blanks.



Name: Sunny Hong

Country: Korea

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

Occupation: \_\_\_\_\_

Age: 28



Name: Ms. Hong

Country: \_\_\_\_\_

Nationality: Korean

Occupation: \_\_\_\_\_

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





**B.** Watch again. Circle **T** for *true* and **F** for *false*.

1. Diving is difficult and dangerous.
2. The water is cold.
3. The divers can stay underwater for 10 minutes.
4. Sunny Hong is a diver.
5. The women sell the seafood.

T	F
T	F
T	F
T	F
T	F

## After You Watch



Sunny Hong speaks English. She is a tour guide. She is not a diver. She says, "I am lucky." How can speaking English help *you*?



## Communication

1. Write jobs in the chart.

Jobs women do well	Jobs men do well



2. Work with a partner. Compare your lists. Are they the same? Do you agree with your partner?



# WORK, REST,



1. Which word or phrase describes each photo?

- a. work day
- b. weekend
- c. festival
- d. celebration

2. Where do you want to be? Why?

## UNIT GOALS

Talk about a work day

Talk about free time

Describe a special celebration or festival

Compare different festivals





# AND PLAY

## UNIT 2

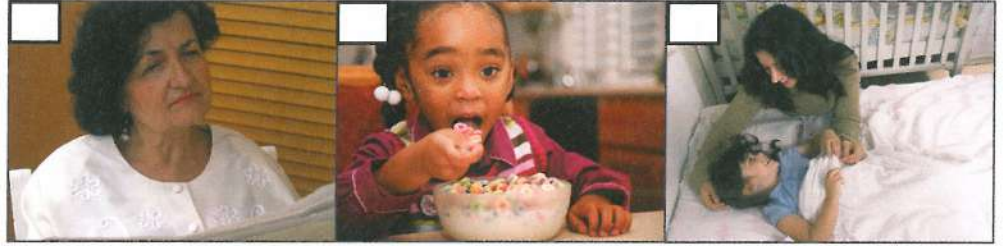




## Vocabulary

A. Label the pictures. Use phrases from the box.

read the newspaper  
get up  
eat breakfast  
go to bed  
take a shower  
catch the bus  
go to the movies  
take a nap  
watch TV  
visit friends  
start work  
eat out



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_



d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_



g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_



j. \_\_\_\_\_ k. \_\_\_\_\_ l. \_\_\_\_\_

**First** I get up, **then** I take a shower, **next** I get dressed ...

B. Circle the activities in exercise A that you do every day.

C. In what order do you do these activities? Number the pictures.



D. Describe your daily routine to a partner. Use *first*, *next*, *then*, *finally*.



## Grammar: Simple present tense

### Simple present tense

#### Statements

I/you **start** work at eight o'clock.  
 Alison **catches** the bus at five-thirty.  
 We/They **go** to the movies every Saturday.

#### Negative

I/you **don't start** work at eight o'clock.  
 Alison **doesn't catch** the bus at five-thirty.  
 We/they **don't go** to the movies every Saturday.

#### Yes/no questions

**Do** you **start** work at eight o'clock?  
**Does** Alison **catch** the bus at five-thirty?  
**Do** we/they **go** to the movies every Saturday?

#### Short answers

Yes, I do. No, I don't.  
 Yes, she does. No, she doesn't.  
 Yes, we/they do. No, we/they don't.

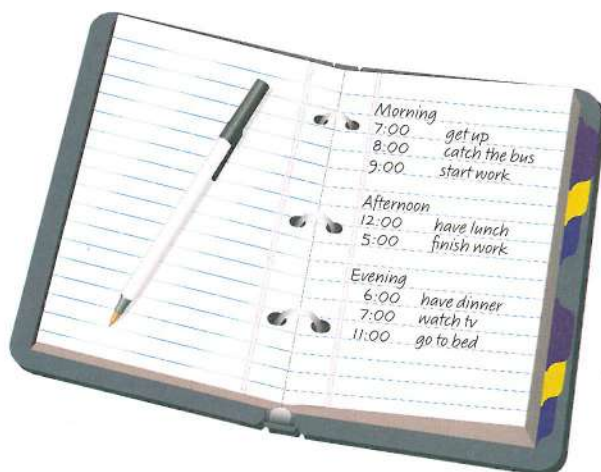
\*We use the simple present tense to talk about habits and things that are always true.

Complete the exchanges (questions and answers) with information from the date book.

- Q:** What time do you \_\_\_\_\_?  
**A:** I get up \_\_\_\_\_ seven o'clock.
- Q:** \_\_\_\_\_ you watch TV in the morning?  
**A:** No, I \_\_\_\_\_ watch TV in the morning.
- Q:** What time \_\_\_\_\_ start work?  
**A:** He starts work \_\_\_\_\_.
- Q:** Do they \_\_\_\_\_ at ten o'clock?  
**A:** No, they go to bed \_\_\_\_\_.

### Prepositions of time

on	in	at
on Saturday(s)	in the morning	at eight o'clock
on the 4th of July	in the afternoon	at night
on Valentine's Day	in the evening	



## Conversation



Track 1-7

**A.** Listen to the conversation. Does Mia work on Saturday?

**Chris:** So, Mia, you're a secretary.  
**Mia:** That's right.  
**Chris:** What time do you start work?  
**Mia:** At nine o'clock.  
**Chris:** Do you work on Saturday?  
**Mia:** Yes, I do, but we finish work at twelve o'clock on Saturdays.  
**Chris:** What do you do in the evenings?  
**Mia:** I watch TV or read the newspaper.



**B.** Practice the conversation with a partner. Switch roles and practice it again.



### Goal 1

### Talk about a work day

Talk with your partner about your work day.



## B GOAL 2 TALK ABOUT FREE TIME



### Listening



Track 1-8

**A.** Listen to the interview with Bob Hardy. What is Bob talking about?

Circle the correct answer.

- a. his daily routine
- b. his free time
- c. his work



Track 1-8

**B.** Listen again. Circle the correct answer.

1. On Sundays, Bob gets up at \_\_\_\_.
  - a. eight o'clock
  - b. nine o'clock
  - c. ten o'clock
2. In the morning he \_\_\_\_.
  - a. reads the newspaper
  - b. visits friends
  - c. goes to a movie
3. What does he do at one o'clock?
  - a. He has lunch.
  - b. He takes a nap.
  - c. He visits friends.
4. What does he do in the evening?
  - a. He watches TV.
  - b. He goes out for a meal.
  - c. He reads.

### Pronunciation: Verbs that end in -s



Track 1-9

**A.** Listen and check (✓) the correct column.

	Ends with /s/	Ends with /z/	Ends with /iz/
starts			
comes			
catches			
watches			
gets			
eats			
goes			




Track 1-9

**B.** Listen again. Repeat the words.



## Communication

-  Work with a partner. Fill in the date book with your information. Then fill in your partner's information. Ask questions like:

What do you do  
in the evening?

What time do you  
have breakfast?



Me	My Partner
<u>Sunday</u>	<u>Sunday</u>
Morning	Morning
Afternoon	Afternoon
Evening	Evening



### Goal 2 Talk about free time

Talk with a partner about your free time.



## C

## GOAL 3 DESCRIBE A SPECIAL CELEBRATION OR FESTIVAL

## Language Expansion: Party words

A. Read the text. Pay attention to the words in **blue**.

All around the world, people need to **celebrate**. During the week we work, on weekends we rest, but we also need to have fun. Festivals are special celebrations. During festivals people dance, sing, wear different clothes, eat special food, and give **presents** to friends and family.

▲ In the United States, Americans always end their Independence Day celebrations with **fireworks**.

▼ In Venice, people wear **costumes** and cover their faces with **masks** to celebrate Carnival.



◀ People in India enjoy Diwali, the Festival of Lights. They **decorate** streets and houses with lights of many colors.



◀ On the feast of San Fermin every year, Spaniards and tourists run with the bulls in Pamplona. It is very dangerous, but they say it's **fun**.

B. Complete the sentences with the words in **blue** from exercise A.

1. We watch the \_\_\_\_\_ on New Year's.
2. I love parties. You can dance and sing. It's \_\_\_\_\_!
3. At Halloween, children wear \_\_\_\_\_ and \_\_\_\_\_ to cover their faces.
4. We \_\_\_\_\_ Christmas on the 24th and 25th of December.
5. At Christmas, we \_\_\_\_\_ a tree with colored lights and put \_\_\_\_\_ under it for friends and family.

## Grammar: Adverbs of frequency

0% \_\_\_\_\_ 100%

never sometimes often always



### Word order

Subject	Adverb of frequency	Verb	
We	always	give	presents on Christmas.
We	never	dance	in the streets at Christmas.
Subject	Be	Adverb of frequency	
Christmas	is	always	in December.
Carnival	is	usually	in February or March.

\*We use adverbs of frequency to say how often we do something.

\*Adverbs of frequency come **before** the verb.

\*Adverbs of frequency come **after** *be*.

**A.** Unscramble the words to make sentences. Write the sentences.

1. always We have a on Christmas turkey.

2. Valentine's Day. never I send cards on

3. sometimes on visit our We neighbors New Year's.

4. Alan his forgets wife's sometimes birthday.

5. go They the movies often to on the weekend.



**B.** Take turns. Tell a partner what sentences in exercise **A** are true for you.

## Conversation



Track 1-10

**A.** Listen to the conversation. Does Carol have a family meal on New Year's?

**Neil:** What do you do on New Year's Day?

**Carol:** Well, we sometimes go downtown. They have fireworks. It's really pretty. Other people invite friends to their house and they have a party.

**Neil:** Do you give presents to your friends and family?

**Carol:** No, we never give presents on New Year's.

**Neil:** Do you have a meal with your family?

**Carol:** No, we do that on Christmas. On New Year's we just party!

### Real Language

We say *we party* when we have fun with friends.



**B.** Practice the conversation with a partner. Switch roles and practice it again.



### Goal 3

**Describe a special celebration or festival**

Talk with a partner about your favorite celebration or festival.



## Reading

**A.** Look at the photos. Guess the country.



▲ The costumes often take a year to make and cost thousands of dollars.



► Samba schools compete in the Sambadrome.

**B.** Circle **T** for true or **F** for false.

- |  |   |   |
|--|---|---|
| 1. People often wear costumes for Carnival.                | T | F |
| 2. The writer comes from Trinidad.                         | T | F |
| 3. In New Orleans, people dance in the street at Carnival. | T | F |
| 4. Carnival is in May.                                     | T | F |
| 5. There are Samba schools in Venice.                      | T | F |

**Trinidad and Tabago**

# Carnival: One Festival, Many Faces



A girl throws yellow paint in my face. I'm not angry. I laugh and I throw paint at her. This is fun! This is Carnival—Trinidad style.

Carnival is a festival that takes place before the Christian season of Lent, 40 days before Easter. The date changes every year, but it is usually in

February or March. It is the last chance to have some fun before Lent begins.



▲ More than 300,000 tourists come to New Orleans for Carnival. And they spend half a billion dollars!



Around the world people celebrate Carnival in different ways. In New Orleans, musicians play jazz and people dance in the streets. In Rio de Janeiro, samba schools spend a year making fantastic costumes for the Carnival parade. In Venice, they wear beautiful masks. In some parts of Germany, for one day the women take control of the town and cut off men's **ties**. Here in Trinidad, people party!

It is two o'clock in the morning on *Dirty Monday* and we are having a street party. People get dressed in old clothes and throw mud and paint at each other. But tomorrow the serious celebrations begin. People spend the whole year making costumes and writing songs for Carnival. Tomorrow is their big day. There is a competition for the best costumes and songs. The winners get money and a car. It's serious business.

So, why don't *you* come to Trinidad to celebrate Carnival?



### Word Focus

**tie** = a long piece of cloth worn around the neck; usually worn by men.

## Writing

Write about a festival in your country. Answer these questions.

- What is the name of the festival?
- When do you celebrate the festival?
- Why do you celebrate this festival?
- What do you do?

Songkran is a very important festival in Thailand. It is the Thai New Year and we celebrate it from the 13th to the 15th of April.

We celebrate it to say goodbye to the old year and to welcome the new year.

Traditionally, at Songkran we visit old people to pay respect. And many people clean their houses. But the best part of Songkran is when we throw water at other people in the street. We even throw water at strangers, but they do not get angry. It's just good fun.

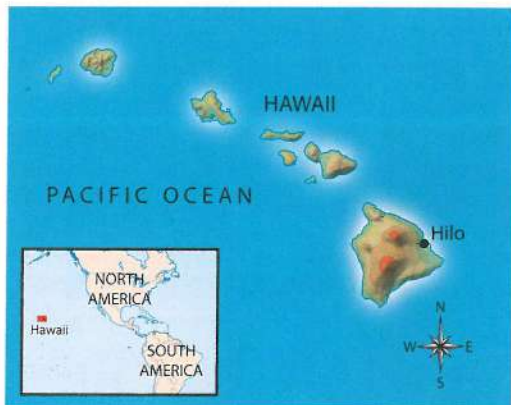


### Goal 4

### Compare different festivals

Share your writing with a partner. Tell your partner how your festival is different from Carnival.





## Before You Watch

**A.** Where are these dances from?



**B.** Study the words and definitions. Use the words in the box to complete the sentences.

**legends** = stories about the past  
**waves** = movement on water  
**missionary** = a person who brings a new religion to a country  
**surprised** = when you don't expect something  
**judge** = a person who decides which person is the winner

1. Juan and Maria are together again. I'm \_\_\_\_\_!
2. Old people tell \_\_\_\_\_ to young children.
3. My uncle is a \_\_\_\_\_ in Africa.
4. It is dangerous to swim here. The \_\_\_\_\_ are very big.
5. The \_\_\_\_\_ is wrong! I am the winner.





## While You Watch



**A.** Watch the video. Number the sentences in the correct order.

- \_\_\_ But some Hawaiian people dance the hula in secret.
- \_\_\_ The hula starts 300 years ago.
- \_\_\_ The missionaries tell the queen of Hawaii to stop the dance.
- \_\_\_ The hula dancers take part in a festival every year.
- \_\_\_ Today there are special schools where people learn the hula.



**B.** Watch the video again. Circle the correct answer.

1. The hula is \_\_\_ years old.
  - a. 300
  - b. 3,000
2. The girls in the legend copy the \_\_\_\_\_.
  - a. waves
  - b. trees
3. The missionaries were \_\_\_\_\_.
  - a. surprised
  - b. interested
4. The dancers have to practice for many \_\_\_ before they can perform.
  - a. days
  - b. hours
5. The judges look at the dancers' \_\_\_\_\_.
  - a. hair
  - b. costumes



## After You Watch



Talk with a partner. What traditional dances do you have in your country?  
What is your favorite dance?

## Communication



Describe the pictures to a partner. Talk about the following.

- a. Where are the dancers from?
- b. Are the people happy?
- c. Which dance do you like most? Why?





# GOING PLACES

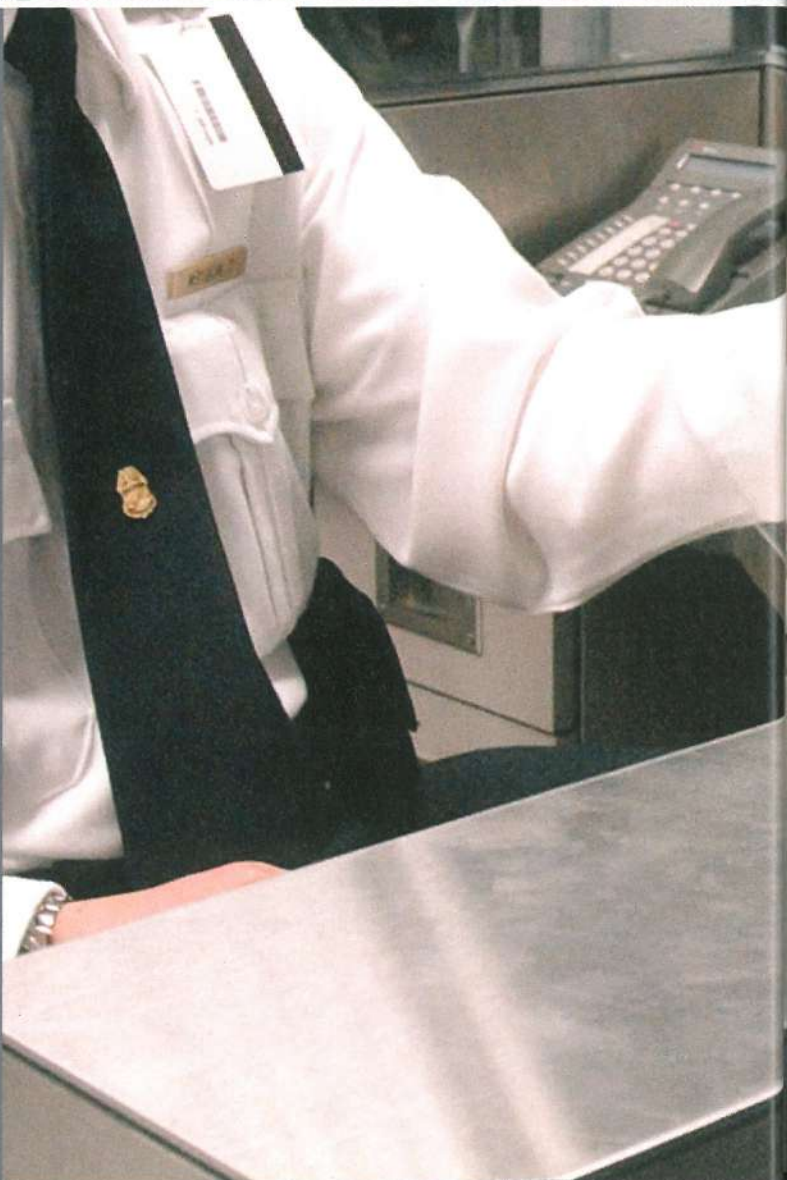


1. Which word best describes each picture?
  - a. immigration
  - b. baggage carousel
  - c. check-in desk
  - d. security

2. What do you do at these places?

## UNIT GOALS

Identify possessions  
Ask for and give personal travel information  
Give travel advice  
Share special travel tips with others






# UNIT 3





## Vocabulary

 **A.** In what order do you do these things? Number the pictures.



▲ take a taxi



▲ pack your bags



▲ go through customs



▲ go through security



▲ buy your ticket



▲ board the airplane



▲ claim your baggage



▲ go through immigration



▲ check in



▲ buy duty free goods

**B.** Complete the sentences. Use a phrase from exercise **A**.

1. After you \_\_\_\_\_, you can leave the airport.
2. Do I have to take off my shoes when I \_\_\_\_\_?
3. At the airport, the first thing you do is \_\_\_\_\_.
4. Many people \_\_\_\_\_ like perfume and chocolates at the airport.
5. When you \_\_\_\_\_ you can only take a small bag.
6. Make sure you don't take the wrong bag when you \_\_\_\_\_ at the carousel.



## Grammar: Possession

Possessive adjective	Possessive pronoun	Belong to	
my	mine	It <b>belongs to</b>	me.
your	yours		you.
his	his		him.
her	hers		her.
our	ours		us.
their	theirs		them.

### Real Language

To ask about possession we can say *Whose \_\_\_\_\_ is this?*

**A.** Complete the conversations. Use a word or phrase for possession.

**A:** Excuse me. Is this \_\_\_\_\_ bag, Karen?

**B:** No, it's not \_\_\_\_\_.

**A:** Is this Anna's bag?

**B:** No, \_\_\_\_\_ is green.

**A:** \_\_\_\_\_ ticket is this?

**B:** I think it \_\_\_\_\_ Shawn.

**B.** Answer the questions using *belong to* and a possessive pronoun.

- Whose passport is this? (Ali) It belongs to Ali. It's his.
- Whose keys are these? (my keys) \_\_\_\_\_
- Whose camera is this? (my sister's) \_\_\_\_\_
- Whose bags are these? (John and Lucy's) \_\_\_\_\_
- Whose tickets are these? (Logan's and mine) \_\_\_\_\_

## Conversation



Track 1-11

**A.** Listen to the conversation. Who does the bag belong to?

**Anna:** Whose bag is this?

**Bill:** It's not mine.

**Anna:** Maybe it's Jim's. Is this your bag, Jim?

**Jim:** No, mine is black.

**Anna:** Well, whose is it?

**Bill:** Maybe it belongs to this woman. Excuse me, does this bag belong to you?

**Woman:** Yes, it's mine. Thank you so much.



**B.** Practice the conversation in a group of four students. Switch roles and practice it again.



### Goal 1

### Identify possessions

Work with a partner. Use the conversation for ideas to ask about different possessions.



## Listening



Track 1-12



▲ hotel reception



▲ immigration



▲ check-in counter

**A.** Listen to the conversations. Where do the conversations take place?

Conversation 1 \_\_\_\_\_

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

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



Track 1-12

**B.** Listen again. Circle **T** for *true* and **F** for *false*.

### Conversation 1

- |                                 |   |   |
|---------------------------------|---|---|
| 1. The man books a window seat. | T | F |
| 2. The man has two bags.        | T | F |

### Conversation 2

- |   |   |   |
|---|---|---|
| 1. This is the woman's first visit to the United States.      | T | F |
| 2. The woman is staying in the United States for three weeks. | T | F |

### Conversation 3

- |   |   |   |
|---|---|---|
| 1. The man is staying at the hotel for one night. | T | F |
| 2. The man has one bag.                           | T | F |



Track 1-12

**C.** In which conversation did you hear these questions? Listen again and check your answers.

- Is this your first time in the United States? 2
- Can I see your U.S. visa, please? \_\_\_\_
- Where are you staying? \_\_\_\_
- Are these your bags? \_\_\_\_
- Can I see your passport, please? \_\_\_\_
- Can I see your ticket and passport, please? \_\_\_\_
- What is the purpose of your visit? \_\_\_\_
- Window or aisle seat? \_\_\_\_

## Pronunciation: Rising intonation on lists



Track 1-13

**A.** Listen and repeat the sentences.

- I'm going to London, Paris, Rome, and Madrid. ↗ ↗ ↗ ↘
- I've got my camera, cell phone, laptop, and Palm™. ↗ ↗ ↗ ↘
- You can take a taxi, the shuttle bus, or a rental car. ↗ ↗ ↘





**B.** Practice these sentences with a partner.

1. We want to travel by bus, train, plane, and taxi.
2. I need to pack a sweater, a jacket, a scarf, and a warm hat.
3. Let's visit Argentina, Brazil, Chile, and Peru.
4. When I get to the hotel, I need to check in, take a shower, and change my clothes.

## Communication



Take turns. Ask a partner questions to fill out the immigration form below with his or her information.

Department of Immigration PERMISSION TO ENTER
1. First name
2. Middle name
3. Family name
4. Date of birth
5. Place of birth
6. Nationality
7. Country of residence
8. Principal destination in this country
9. Hotel and/or street address
FORM 12a/PTO (Revised08) [Pursuant to Section 211(d)(3) of the IPA]



### Goal 2

### Ask for and give personal travel information

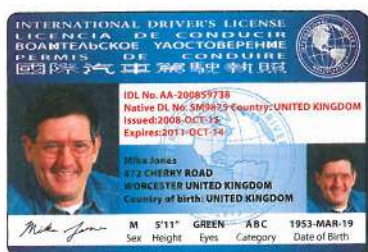
Work with a partner. Plan a trip. Tell your partner where you want to go, what you need to do before you travel, and when you want to travel.



## C GOAL 3 GIVE TRAVEL ADVICE



▲ travel insurance



▲ international driver's license



▲ visa



▲ passport



▲ airline ticket

### Language Expansion: Travel documents and money

A. Complete the sentences. Use the names of the travel documents.

1. You need an \_\_\_\_\_ to drive a car in a foreign country.
2. In some countries you need a \_\_\_\_\_ to enter.
3. It's a good idea to buy \_\_\_\_\_. Medical bills are expensive.
4. Your \_\_\_\_\_ is your photo ID in any foreign country.
5. You can buy an \_\_\_\_\_ on the Internet. But you need to write down or print the confirmation number.

B. Talk to a partner. What is the best form of money to take on your trip? Why?

Give an opinion

I think credit cards are good.

The best idea is to take ...

Give a reason

People steal ...

... don't accept ...

People lose cash.

... don't cash checks.



▲ credit cards



▲ traveler's checks



▲ checks



▲ cash



## Grammar: *Should* for advice

### *Should*

Subject	<i>should</i>	Adverb of frequency	Verb	Complement
You	should	(always)	make	a copy of your passport.
You	shouldn't		wear	expensive jewelry.

\*We use *should/shouldn't* to give advice.

### Questions with *should*

<i>Should</i>	Subject	Verb	Complement
Should	I	take	a taxi from the airport?

\*We use questions with *should* to ask for advice.

**A.** Ask for advice. Write the questions.

- Q:** *Should I take the shuttle bus to the airport?*  
**A:** Yes, you should. The shuttle bus is quick and cheap.
- Q:** \_\_\_\_\_  
**A:** No, you shouldn't. It is hot at the beach. You don't need a sweater.
- Q:** \_\_\_\_\_  
**A:** Yes, you should. Credit cards are accepted in a lot of shops.
- Q:** \_\_\_\_\_  
**A:** No, you shouldn't. It's dangerous to carry cash.



**B.** Work with a partner. Take turns. Ask the questions in exercise **A** and give different advice. Use imperatives and *should*.

## Conversation



Track 1-14

**A.** Listen to the conversation. What does Claudia want from the United States?

**Greg:** Hi, Claudia. You know the USA. Can you give me some advice? I'm going to New York in January.

**Claudia:** Lucky you! How can I help?

**Greg:** First. Should I buy travel insurance?

**Claudia:** Yes, you should. Hospitals and doctors are very expensive in the U.S.

**Greg:** OK. That's another \$200. What about clothes? Should I take a coat?

**Claudia:** Definitely. It's very cold in January. You should take a warm sweater as well and some gloves and a scarf.

**Greg:** Mmm, that's another \$100.

**Claudia:** Oh, just one more thing! Don't forget to buy me a nice present.

**Greg:** Oh no! That's another \$500! Traveling is expensive.



**B.** Practice the conversation with a partner. Switch roles and practice it again.



### Goal 3

### Give travel advice

Take turns. Tell a partner where you want to go. Then give your partner travel advice. Use the conversation for ideas.



## Reading



**A.** Answer the questions.

1. Do you think the author enjoys traveling? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Why should you check the expiration date of your passport? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why should you tie a sock to your bags? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Why should you take a good book when you travel? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Write a list of snacks you would take when traveling by air. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Real Language

We use the expression *share some pointers* to say *give advice*.

### Word Focus

**expiration date** = The *expiration date* of a document is the date it comes to an end or can no longer be used.

## Smart Traveler



### EXPERT OPINION

*In his book Easy Travel, Mike Connelly, shares some pointers on making travel easy:*

■ **DOCUMENTS** Make sure you have all your documents: passport, visas, tickets, traveler's checks, etc. You should always check the **expiration date** of your passport. Many countries won't let you enter with less than six months left on your passport. Don't forget to buy medical insurance. Medical bills



can be very expensive, especially in the United States and Europe. Finally, you should make copies of all your important documents and credit cards and keep them in another bag.

■ **PACKING** My advice is—always travel light! I hate to carry heavy bags. Just take the minimum. There is an old saying: *Breakfast in Berlin. Dinner in Delhi. Bags in Bangkok!* So, don't pack anything important in your check-in bag; put important things in your carry-on bag. You don't want to arrive home without your house keys. Another tip—don't use expensive suitcases. People don't steal dirty old bags. Finally, here's a good little tip—tie a sock or brightly colored string to your bags. Why? So you can quickly see your bag on the airport carousel.

■ **THE AIRPORT** My first piece of advice is that you should always carry a good book. It helps to pass the time as you wait for your delayed flight. Don't forget to take a sweater or a jacket on the plane. It can get very cold on a long night flight. And then there is airline food. Take a snack (cookies or fruit) with you. Sometimes the food is late, sometimes it doesn't arrive at all, and it's never very good.



**B.** Circle **T** for *true* and **F** for *false*.

- |   |   |   |
|---|---|---|
| 1. You need a lot of documents to travel.         | T | F |
| 2. You need to take a lot of clothes in your bag. | T | F |
| 3. Bags can be hard to identify at the airport.   | T | F |
| 4. Flights are never late.                        | T | F |
| 5. Airplane food is always good.                  | T | F |

## Writing

Write some travel tips for your country. Think about the following topics:

- transportation
- how to carry money
- Can you drink the water?

Thailand is a safe country and the people are very friendly. But, like most places, you should be careful. Here are some tips:

- Taxis are cheap, but ask the price first.
- Many tourists use *tuk tuks*. However, they are dangerous. Be careful.
- Don't use the buses. They are slow and crowded.
- Don't carry a lot of money with you. Most shops accept credit cards.
- The water is not safe to drink, so you should buy water in bottles.
- Don't go out alone at night.

Have a nice stay!



### Goal 4

**Share special travel tips with others**

Read your travel tips to a partner. Then share them with the class.





## Before You Watch

- A.** Look at the photos. Do you have working dogs in your country? How do these dogs help us?



▲ guide dog



▲ sheepdog



▲ detector dog



▲ police dog

- B.** Study the words and the sentences. Then read the video summary. Use the words to complete the text.

**disease to bother illegal**

Rats are dirty. Sometimes they carry **disease**.

Hey kids! Please be quiet. I'm trying to work. You're **bothering** me.

You can't park your car there. It's not allowed. It's **illegal**.

### Video summary

Airline passengers sometimes carry food, for example fruit, that may bring \_\_\_\_\_ into a country. Detector dogs can find this food by smelling the passengers' bags. Brent Heldt is training a dog called Stockton to be a detector dog. Stockton has to find the \_\_\_\_\_ food, but also he must not \_\_\_\_\_ the passengers.





## While You Watch



A. Watch the video. Circle the names of things you see.

uniform      apples      suitcase      passport  
gun      orange      mango      beef jerky



B. Watch the video again. Circle **T** for *true* and **F** for *false*.

1. Brent and Stockton play before they start work.
2. Detector dogs look for meat.
3. Stockton does not find the meat.
4. Stockton eats the meat he finds.
5. Stockton is learning slowly.

T    F  
T    F  
T    F  
T    F  
T    F

## After You Watch



In the video we saw that dogs can be very useful in airports. Work with a partner to write a list of possible problems with dogs in airports.

## Communication



Role-play the following situations.

### Situation 1

**Student A** is a dog handler.

**Student B** is a passenger. The dog is sniffing your bag. You don't like dogs. In your culture dogs are dirty. Complain to the dog handler.

### Situation 2

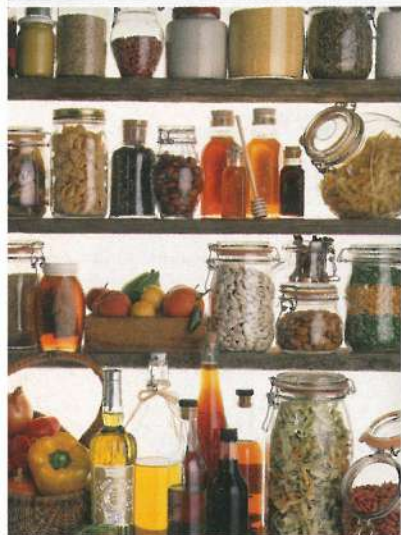
**Student A** is a passenger. The dog finds some fruit in your bag. It is a gift for your mother.

**Student B** is the dog handler. Explain that the passenger shouldn't bring fruit into the county. Take the fruit.





# FOOD



1. Can you name any of the foods in the pictures?

2. What is your favorite food?

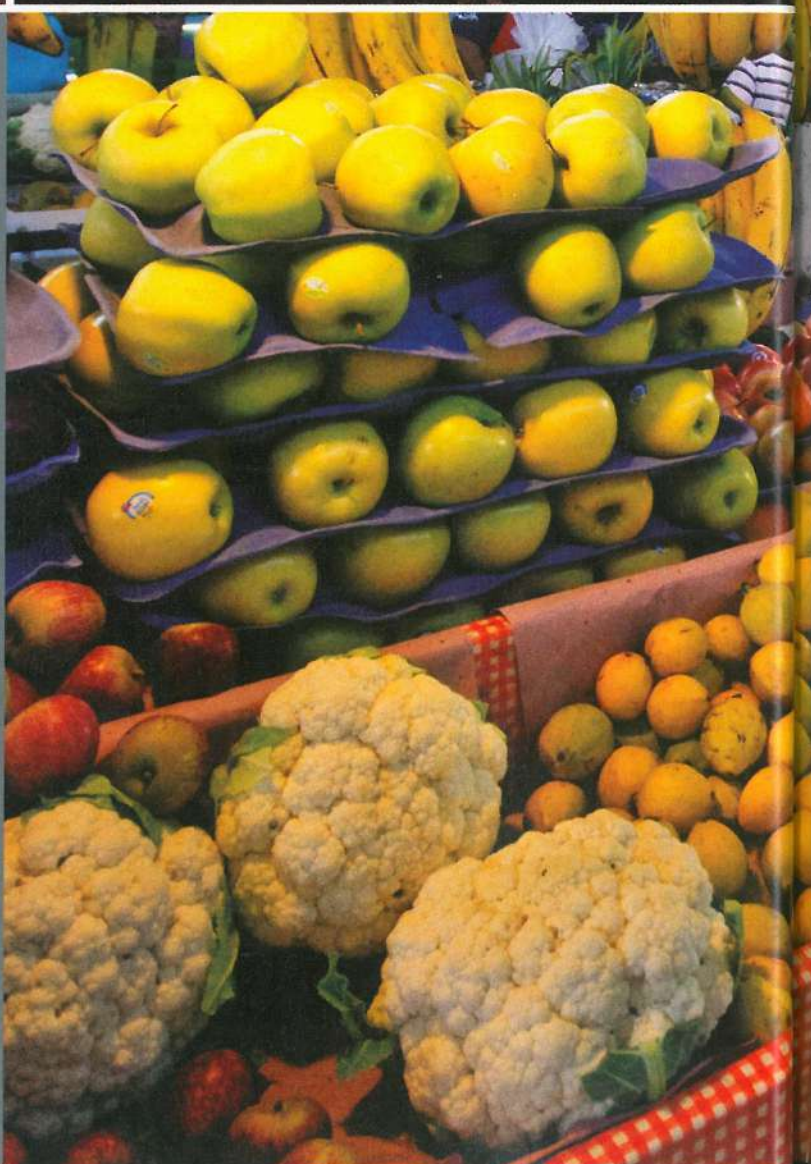
## UNIT GOALS

Talk about food

Order a meal

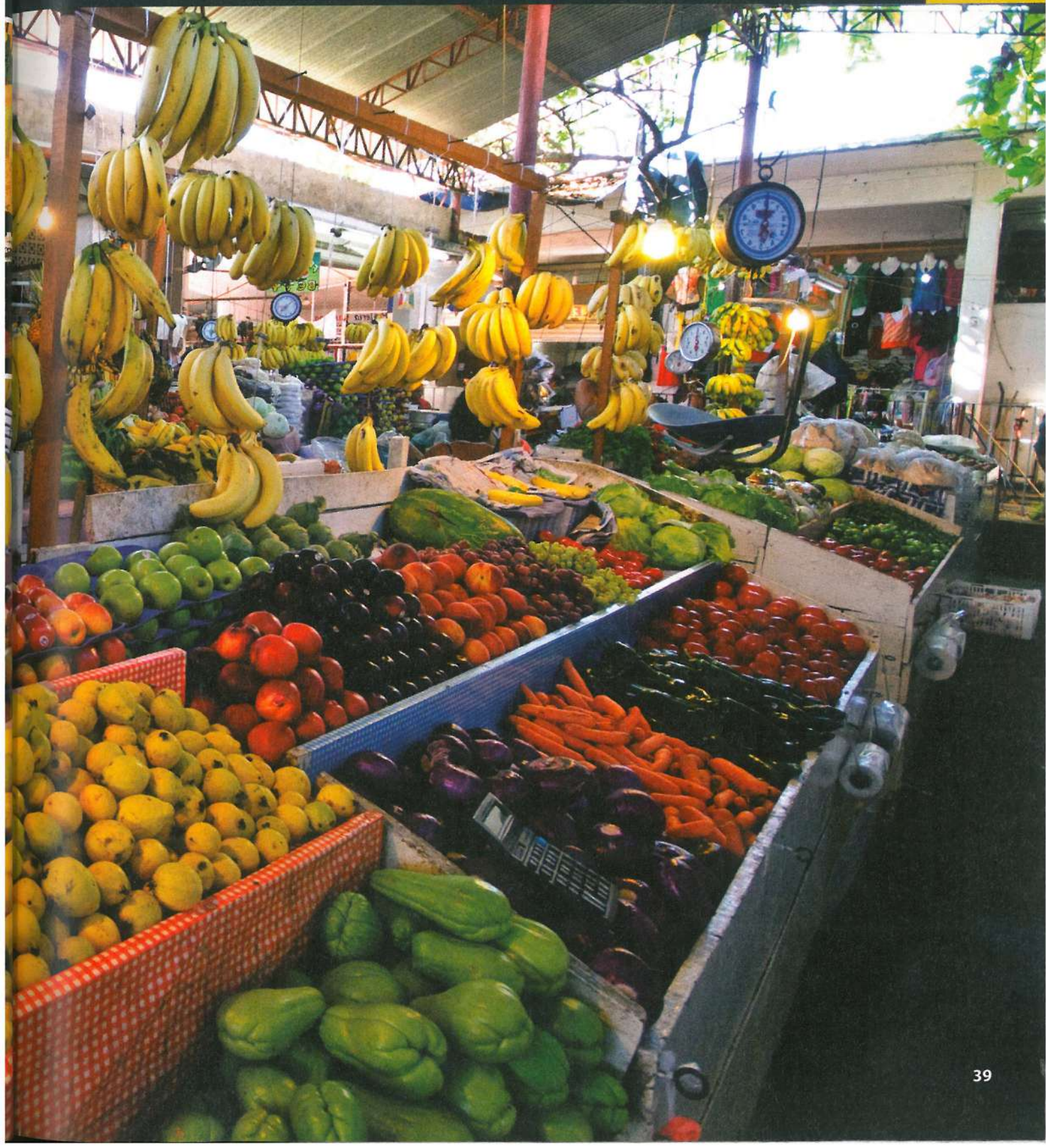
Talk about diets

Discuss unusual and favorite foods





# UNIT 4



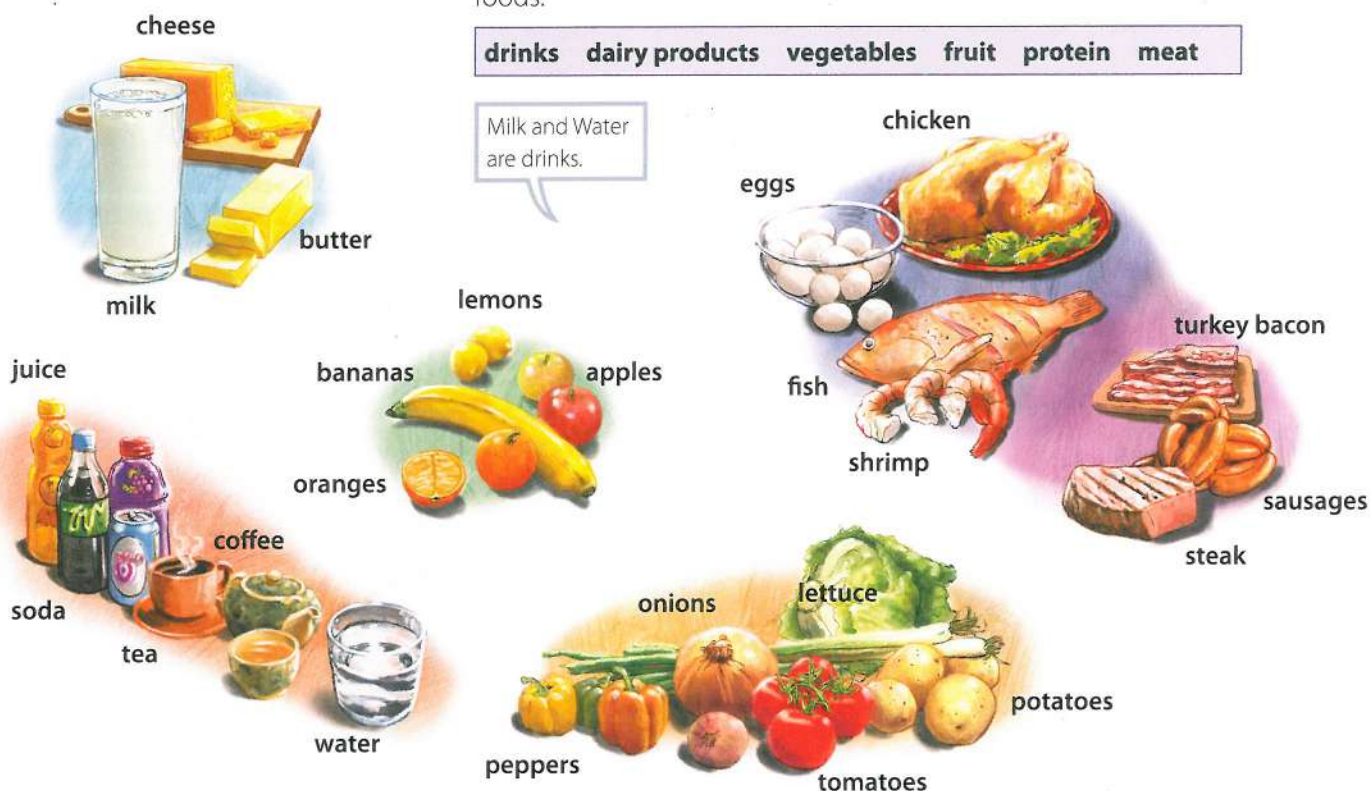


## Vocabulary



Talk to a partner. Choose a word or phrase from the box to describe each group of foods.

drinks dairy products vegetables fruit protein meat

Grammar: *Some* and *any* with count and non-count nouns

## Count and non-count nouns

## Singular

This is a lemon.

This is milk.

## Plural

Those are lemons.

Those are milks.

\*For nouns you can count, we add -s or -es to form the plural.

\*Nouns you cannot count don't have a plural form.

***Some* and *any***

	Count nouns		Non-count nouns
	Singular	Plural	
Statement	We need an apple.	There are <b>some</b> oranges on the table.	There is <b>some</b> cheese on the table.
Negative	We don't have a lemon.	There aren't <b>any</b> bananas at the store.	We don't have <b>any</b> milk.
Question	Do we have a red pepper?	Are there <b>any</b> eggs?	Do you have <b>any</b> butter?

\*You can also use *some* for questions with *would* and *could*.

Would you like **some** apples?

Could I have **some** milk?



A. Write the food words from the picture in the correct column.

Count nouns	Non-count nouns

B. Add other food words to the chart. Use your dictionary.

C. Complete the sentences with *a/an, the, some, or any*.

- Do we have \_\_\_\_\_ tomatoes?
- There aren't \_\_\_\_\_ eggs.
- There is \_\_\_\_\_ milk in the fridge.
- I think \_\_\_\_\_ cheese is on the table.
- Pass me \_\_\_\_\_ apple, please.

## Conversation



Track 1-15

A. Listen to the conversation. What do you need to make a Spanish omelet?

- Lee:** Let's make a Spanish omelet.  
**Hyejin:** Great. What do we need?  
**Lee:** OK, it says here you need some olive oil. Do we have any olive oil?  
**Hyejin:** No, we don't, but it doesn't matter; we have some corn oil. That will do.  
**Lee:** Next, we need some potatoes, a large onion, and a red pepper.  
**Hyejin:** We don't have a red pepper.  
**Lee:** Never mind. We can use a green pepper.  
**Hyejin:** OK. And then we need some eggs. Four eggs.  
**Lee:** OK, let's begin!

B. Practice the conversation with a partner. Switch roles and practice it again.

C. Choose a new recipe and repeat the conversation.



**Spanish omelet**  
Ingredients

- 1/2 cup of olive oil
- 1/2 kilo of potatoes
- 1 large onion
- 1 red pepper
- 4 eggs
- salt and pepper



**Quiche from France**  
Ingredients

- 3 eggs
- 2 cups of grated cheese
- 2 cups of milk
- 2 onions
- salt and pepper

**Quick Egg Dishes**  
from Around the world





**Frittata from Italy**  
Ingredients

- 1/4 cup of butter
- 3 or 4 eggs
- 1/2 cup of cheese
- 100 grams of bacon
- 2 tomatoes
- salt and pepper

Breakfast
Lunch
Dinner
Dessert

### Real Language

We can use *never mind* or *it doesn't matter* to show something is not important.

### Word Focus

Names of fractions:

- $\frac{1}{2}$  = one half
- $\frac{1}{3}$  = one third
- $\frac{1}{4}$  = one fourth  
or one quarter



**Goal 1**

**Talk about food**

Tell a partner the name of a food dish you like. Talk about the ingredients you need to make it.



## B GOAL 2 ORDER A MEAL



### Listening



Track 1-16

A. Listen to the **waiter** taking an order from **customers**. How many customers are there?



Track 1-16

B. Listen again and write the food and drink that each person ordered.

	Drink	Food
Man		
Woman		

#### Word Focus

**waiter** = A waiter is a person who works in a restaurant and serves food and drinks.

**customer** = A customer is a person who buys goods or services.

#### Menu

##### Appetizers

##### Chicken n' Cheese

Deep-fried chicken served with fresh tomatoes and sliced Cheddar cheese

##### Vegetable Soup

Made from fresh vegetables

##### Main Dishes

##### Seashore Shrimp

Grilled shrimp served with broccoli and boiled rice

##### Butter-Baked Chicken

Roasted half-chicken in a mushroom sauce, served with steamed carrots

##### Filet Mignon

8 oz. grilled tenderloin steak, served with Iceberg salad and your favorite salad dressing

##### Drinks

Red wine, White wine, Beer, Soda, Coffee





C. Listen again. Who asked these questions?

1. Are you ready to order? waiter
2. Do you have any mineral water? \_\_\_\_\_
3. What would you recommend? \_\_\_\_\_
4. Does the filet mignon come with salad? \_\_\_\_\_
5. Anything else? \_\_\_\_\_

## Pronunciation: Reduced forms *do you have ... and would you like ...*



A. Listen to the full form and the reduced form.



B. Listen and check (✓) the correct column. Then listen again and repeat.

	Full form	Reduced form
1. Do you have a pen?		
2. Would you like some more bread?		
3. Do you have any paper?		
4. Would you like a cup of coffee?		
5. Do you have any change?		

Do you have any oranges?

Would you like some milk?

## Communication



Role-play the following situation.

### Student A

You work in a food store. Serve the customer.

### Student B

You want to make one of the dishes on page 41. Ask for the food you need from the sales assistant.



## Goal 2 Order a meal

Work with a partner. Choose roles and role-play. Switch roles and role-play again.

**Student A** You are a customer in a restaurant. Order a meal from the menu on page 42.

**Student B** You are the waiter. Take the customer's order.



## Language Expansion: Diets

Many people eat a special diet. Sometimes they go on a diet to lose weight and sometimes so that they will feel healthier. Here are two diets.

	High-fiber diet	High-protein diet
<b>Breakfast</b>	1 bowl of high-fiber breakfast cereal or 2 slices of whole-grain bread or 1 bagel fruit	5 slices of bacon or 2 sausages 3 eggs a glass of milk
<b>Snack</b>	popcorn or dried fruit	1 hamburger (without the bread) or 2 hot dogs (without the bread)
<b>Lunch or Dinner</b>	vegetables dried pea, bean or lentil soup berries nuts	1 large steak or chicken cheese

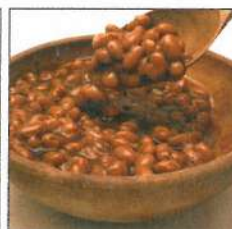
**A.** Write the names of these foods in the correct column.



▲ broccoli



▲ cauliflower



▲ baked beans



▲ bagels



▲ breakfast cereal



▲ nuts



▲ hamburger



▲ tuna salad

High fiber	High protein

**B.** Add the names of other high-fiber and high-protein foods you know to the chart.



## Grammar: *How much* and *how many* with quantifiers: *lots of*, *a few*, *a little*

	Information question	Quantifiers	
		++++	+
<b>Count</b>	<b>How many</b> oranges do you need?	I need <b>lots of</b> oranges.	I need <b>a few</b> oranges.
<b>Non-count</b>	<b>How much</b> milk do we have?	We have <b>lots of</b> milk.	We have <b>a little</b> milk.

\*We use *lots of* and *a few* to answer questions about quantity.  
 \*We use *a little* to answer questions about small quantities we cannot count.

### A. Match the questions and the answers.

- |   |   |
|---|---|
| 1. How many lemons do you want? ____          | a. We need a lot. We don't have any meat at home. |
| 2. How much chicken should I buy? ____        | b. I'm not very thirsty. Just a little, please.   |
| 3. How many heads of lettuce do we need? ____ | c. We have a lot of lemons. We only need a few.   |
| 4. How much sugar do you want? ____           | d. Just one. We have a lot of salad.              |
| 5. How much water do you want? ____           | e. Just a little. I don't like sweet coffee.      |

### B. Fill in the blanks with *How much*, *How many*, *lots of*, *a few*, *a little*.

- |  |  |
|--|--|
| 1. Q: <u>How many</u> potatoes would you like? | A: Just <u>a few</u> , thanks.                       |
| 2. Q: _____ steak do we need?                  | A: There are eight of us so we need _____ steak.     |
| 3. Q: _____ broccoli would you like?           | A: I'm not very hungry. Just _____.                  |
| 4. Q: _____ apples do we need?                 | A: We only need _____. We already have some at home. |

## Conversation



### A. Listen to the conversation. Can Pat eat popcorn?

- Kim:** You're looking good.  
**Pat:** Thanks, Kim. I'm on a special diet. It's a high-fiber diet.  
**Kim:** High fiber? You mean lots of bread and fruit?  
**Pat:** That's right.  
**Kim:** How much bread can you eat for breakfast?  
**Pat:** I can eat two slices of whole grain bread for breakfast or one bowl of high-fiber cereal.  
**Kim:** And what about snacks?  
**Pat:** No problem. I can eat lots of popcorn and dried fruit.  
**Kim:** Mmm, sounds like a delicious diet. Maybe I'll join you.



### B. Practice the conversation with a partner. Switch roles and practice it again.



### Goal 3

### Talk about diets

Repeat the conversation. Use the high-protein diet on page 44.





▲ crickets, grasshoppers, and other insects on a stick for sale at a Donghaumen Night Market near Wangfujing Dongcheng, Beijing, China.

## Reading

**A.** Look at the photos. Do people eat insects in your country?



**B.** Answer the questions.

1. What insects are on the menu in the restaurant? \_\_\_\_\_
2. In Thailand are insects luxury food? \_\_\_\_\_
3. How many bits of insects are allowed in peanut butter? \_\_\_\_\_
4. What does the author order? \_\_\_\_\_
5. Do you like to eat insects? Give your reasons. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Word Focus

**luxury** = A *luxury* is something we do not really need.

**unintentionally** = When something happens *unintentionally*, we don't mean for it to happen.



New York City, USA

## Bugs as Food



▲ worms at Thongkuean market, Chiang Mai, Thailand

I am sitting in an expensive New York restaurant and I read the menu. I can't believe my eyes! Chocolate-covered crickets. Yuck! I can also order Ant Egg Soup or Silkworm Fried Rice. And it's expensive—\$25 for 5 crickets!

I don't like the idea of eating insects. However, in many countries insects are not **luxury** food. They are part of an everyday diet. In Thailand, open-air markets sell silkworms and grasshoppers. Movie theaters in South America sell roasted ants as snacks instead of popcorn.

I am probably eating insects without knowing it, anyway. "It's estimated that the average human eats half a kilogram of insects each year, **unintentionally**," says Lisa Monachelli, director of youth and family programs at New Canaan Nature Center in Connecticut. "For example, in the United States, chocolate can have up to 60 bits of bugs (like





▲ roasted insects—Bangkok

legs and heads) per 100 grams. Tomato sauce can contain 30 fly eggs per 100 grams and peanut butter can have 30 insect bits per 100 grams.”

Well, if I am eating insects anyway . . . I decide to order the chocolate covered crickets and hey, they taste good.



▲ boy eating insects

## Writing

Write about your favorite food by answering the questions. Use the recipe below as a model.

- What is your favorite recipe?
- What are the ingredients?
- How do you make it?
- Do you eat it for breakfast, lunch, snack, or supper?

My favorite food is chicken pozole. It is a Mexican white-corn soup and it is delicious.

### You need the following ingredients:

- 2 kilos chicken
- ½ kg canned hominy (white corn)
- 1 slice of onion
- 3 red chili peppers
- 1 head of garlic
- 1 teaspoon of oregano

### Steps

1. Boil the chicken, slice of onion, and the head of garlic in 2 liters of water for 1 hour.
2. Cut the chicken into small pieces and return to the water.
2. Add the hominy, the ground red chili peppers, and the cumin. Cook for 15 minutes.
3. Serve with chopped lettuce, sliced radishes, chopped onion, oregano, and lemon juice.

You can eat pozole at any time, but we usually eat it for supper.



▲ chicken pozole



▲ pozole ingredients



## Goal 4

## Discuss unusual and favorite foods

Tell a partner about your experiences eating unusual and favorite foods.





## Before You Watch



Work with a partner. Discuss these questions.

1. Which of these fish can kill you?
2. How can they kill you?



▲ great white shark



▲ puffer fish



▲ stone fish



▲ sting ray



▲ whale shark

## While You Watch



A. Watch the video. Match the person with the comments.

- |   |  |
|---|--|
| 1. Tom Cardonnam ____                                 | a. A tiger <i>fugu</i> has enough toxin to kill 30 people.     |
| 2. Chef Hayashi ____                                  | b. I can still breathe.  |
| 3. Hidenori Kadobayashi, Tokyo Health Department ____ | c. It'll be fine, don't worry.                                 |
| 4. Yuji Nagashima, Tokyo University of Fisheries ____ | d. About 70 percent of the poisonings happen in private homes. |



B. Watch the video again. Circle **T** for true and **F** for false.

- |  |     |
|--|-----|
| 1. The puffer fish is not expensive.   | T F |
| 2. Chef Hayashi has a license to prepare <i>fugu</i> .                         | T F |
| 3. About 30 people die every year because they eat <i>fugu</i> .               | T F |
| 4. American General Douglas MacArthur introduced a test for <i>fugu</i> chefs. | T F |
| 5. Tom likes the <i>fugu</i> .   | T F |

C. Answer the questions.

1. Is Tom worried about eating *fugu*? \_\_\_\_\_
2. Why did General Douglas MacArthur introduce a test for *fugu* chefs?  
\_\_\_\_\_
3. When did Chef Hayashi get his license? \_\_\_\_\_
4. How does *fugu* poison kill a person? \_\_\_\_\_
5. How many people can a tiger *fugu* kill? \_\_\_\_\_





## After You Watch



Discuss these questions with a partner.

1. Why do you think people like to eat *fugu*?
2. Would you eat *fugu*?

## Communication



Read the menu. Take turns being a waiter and a customer at the Funky Food Restaurant.

Menu

**Funky Food Restaurant**

**Ostrich Burger**

Try our African Special.

Quarter pound .....	\$10
Half pound .....	\$15

Served with French fries and salad



**Fugu**

Prepared by our licensed chef

Small .....	\$50
Large .....	\$75



**Frog Legs**

Served in a cream sauce

6 legs .....	\$20
12 legs .....	\$35





▲ an ostrich



▲ a frog



# SPORTS



1. What are these sports?

2. What sports do you do? What sports would you like to do?

## UNIT GOALS

Talk about activities happening now

Compare everyday and present-time activities

Talk about favorite sports

Discuss adventure holidays





# UNIT 5





## Vocabulary

A. Read the conversations. Use the words in **blue** to label the photos.

Anna is studying for a test. She is bored and tired, so she is calling some friends.

**Anna:** Hi! What's up? What are you doing?

**Bridget:** We're at the beach, Kenny's **swimming**, and the twins are **playing soccer**. How about you? What are you doing?

**Anna:** I'm working! Grrrr!

**Anna:** Hi Jill. What are you doing?

**Jill:** I'm at the Extreme Sports Center with Alan and Pete. They're **climbing** and I'm **rappelling**. It's really cool. Why don't you come?

**Anna:** I can't. I'm studying for the test.

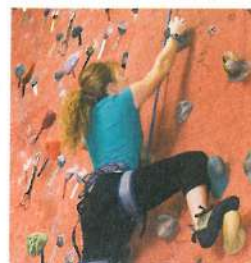
**Anna:** Hi Edith. What's happening?

**Edith:** Hi. I'm at the gym. I'm **taking a break**. Mary and Jill are here too. Mary is **lifting weights** and Jill is **jogging**. What are you doing?

**Anna:** I'm studying. Boring!!!



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



5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_



B. Take turns. Read the clues to a partner. Guess the activity. Write your answer.

1. You do this in the gym. \_\_\_\_\_
2. You do this in a swimming pool. \_\_\_\_\_
3. You play this with a ball. \_\_\_\_\_
4. It is like running. \_\_\_\_\_
5. You do this at home or in the library. \_\_\_\_\_
6. You do this when you are tired. \_\_\_\_\_



## Grammar: Present continuous tense

### Present continuous tense

Statement	I <b>am playing</b> soccer	right now.
Negative	They <b>are not taking</b> a break	at the moment. now.
Yes/no question	<b>Are you studying</b>	right now?
Wh- question	What <b>are you doing</b>	at the moment? now?

\*We use the present continuous tense to talk about things that are happening at the moment.

A. Complete the email. Remember to use the present continuous tense.



B. Ask a partner these questions.

What is Ramon doing?  
What is Salvador doing?

Mail

New Print Delete Move Spell Check

TO:  
CC:  
BC:  
Subject: (no subject)

What's up? Ramon and I are at the Cybercafe. Ramon \_\_\_\_\_ computer games as usual of course. I \_\_\_\_\_ some research for my project. It's a bit boring, so I \_\_\_\_\_ some emails.

Salvador

Send Close

## Conversation



Track 1-20

A. Look at the picture and listen to the conversation. What are the twins doing?

**Mom:** Hey, it's quiet today. Where are the kids?  
**Dad:** Well, Mario's playing basketball in the yard.  
**Mom:** What's Betty doing?  
**Dad:** She's swimming in the pool.  
**Mom:** And the twins? What are they doing?  
**Dad:** Uhh. I don't know.  
**Mom:** Hey, you two. What are you doing?  
**Twins:** We're playing soccer.



B. Practice the conversation with a partner. Switch roles and practice it again.



C. Make a new conversation using other sports.



### Goal 1

### Talk about activities happening now

Talk to a partner. What are your family and friends doing now?



## Listening



Track 1-21

A. Listen to the phone calls. The people are talking about \_\_\_\_.

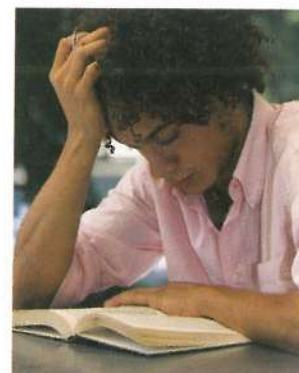
- a. what they usually do
- b. what they are doing at the moment
- c. both



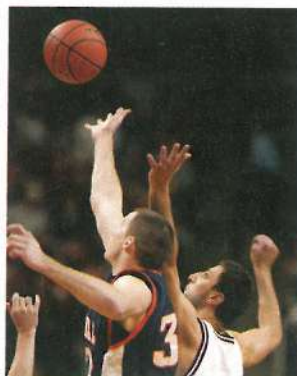
▲ go ice skating



▲ go to the movies



▲ study



▲ play basketball



▲ go to a ball game



▲ fix the roof



Track 1-21

B. Listen again. What do these people usually do? When?

- 1. Allan and Karen always \_\_\_\_\_ on \_\_\_\_\_.
- 2. Dave always \_\_\_\_\_ in the \_\_\_\_\_.
- 3. Robin always \_\_\_\_\_ on \_\_\_\_\_.



Track 1-21

C. Listen again. What are they doing today?

- 1. Allan and Karen \_\_\_\_\_.
- 2. Dave \_\_\_\_\_.
- 3. Robin \_\_\_\_\_.



## Pronunciation: Reduced form of *what are you* ...



Track 1-22

**A.** Listen to the full form and the reduced form.

What are you doing?

What are you eating?



Track 1-23

**B.** Listen and check (✓) the correct column.

	Full form	Reduced form
1. What are you reading?		
2. What are you thinking?		
3. What are you playing?		
4. What are you cooking?		
5. What are you writing?		



Track 1-23

**C.** Listen again. Repeat the sentences.

## Communication



One member of the group mimes a sport. The other members of the group try to guess the sport.

Are you playing basketball?

No, I'm not.

Are you rock climbing?

Yes, I am.



### Goal 2

### Compare everyday and present-time activities

Work with a partner. What are you doing now? What do you do at this time on a Sunday?







# C GOAL 3 TALK ABOUT FAVORITE SPORTS

## Language Expansion: Team sports and individual sports

A. Write the following sports in the correct box according to the categories.

baseball golf gymnastics football volleyball ice hockey diving skateboarding

	INDOOR ↓	OUTDOOR ↓
TEAM →	 <p>1. _____</p> <p>2. _____</p>	 <p>1. _____</p> <p>2. _____</p>
INDIVIDUAL →	 <p>1. _____</p> <p>2. _____</p>	 <p>1. _____</p> <p>2. _____</p>

### Word Focus

We use *play* for team games—for example / **play** soccer.

We use *go* for individual sports—for example / **go** swimming.



B. Work in groups. Think of other ways to categorize sports. Prepare a chart with your new groups of sports. Have the other groups guess the names of your categories.

C. Write the names of more sports.

play	soccer,
go	swimming,



## Grammar: Stative verbs

### Stative verbs

like	Why do you <b>like</b> outdoor sports? I <b>like</b> to be outdoors.	know	You <b>know</b> I can't swim.
hate	I <b>hate</b> indoor sports.	want	I don't <b>want</b> to go bungee jumping.
think	I <b>think</b> indoor sports are boring.	need	You <b>need</b> a lot of equipment. The equipment is expensive.
prefer	Do you <b>prefer</b> outdoor sports?	cost	It <b>costs</b> a lot of money.

\*We usually do not use stative verbs in the present continuous tense.

#### A. Circle the correct form of the verb in parentheses.

1. Skiing is expensive. It (is costing/costs) a lot of money.
2. I (am needing/need) a new soccer shirt.
3. The kids (are playing/play) in the garden at the moment.
4. I don't like team games. I (am preferring/prefer) outdoor sports.
5. Susan (is thinking/thinks) that all sports are boring.

#### B. Write the correct form of the verb in parentheses.

1. Ashira \_\_\_\_\_ (not like) to go swimming.
2. I \_\_\_\_\_ (play) golf right now. Can I call you back?
3. I like rock climbing but my friend \_\_\_\_\_ (think) I'm crazy.
4. Frederick can't come. He \_\_\_\_\_ (fix) the car.
5. \_\_\_\_\_ (you want) to go to the movies?

### Real Language

We say *me too* to agree with a positive statement and *me neither* to agree with a negative statement.

## Conversation



Track 1-24

#### A. Listen to the conversation. Does Adrian want to try rock climbing?

**Adrian:** Why do you like rock climbing?

**Chris:** I hate to be indoors all the time.

**Adrian:** Me too, but it looks dangerous. I don't want to die.

**Chris:** Me neither! That's why we use ropes.

**Adrian:** Do you need a lot of equipment?

**Chris:** Yes, you do and it costs a lot of money.

**Adrian:** So it's expensive and dangerous! Well, I think it's a crazy sport. Definitely not for me.



#### B. Practice the conversation with a partner. Switch roles and practice it again.



#### C. Change the sport and practice the conversation again.



### Goal 3

### Talk about favorite sports

Tell a partner about your favorite sport. Say why you like it.



## Reading

- A.** Look at the photos. Where are the people?  
What are they doing?




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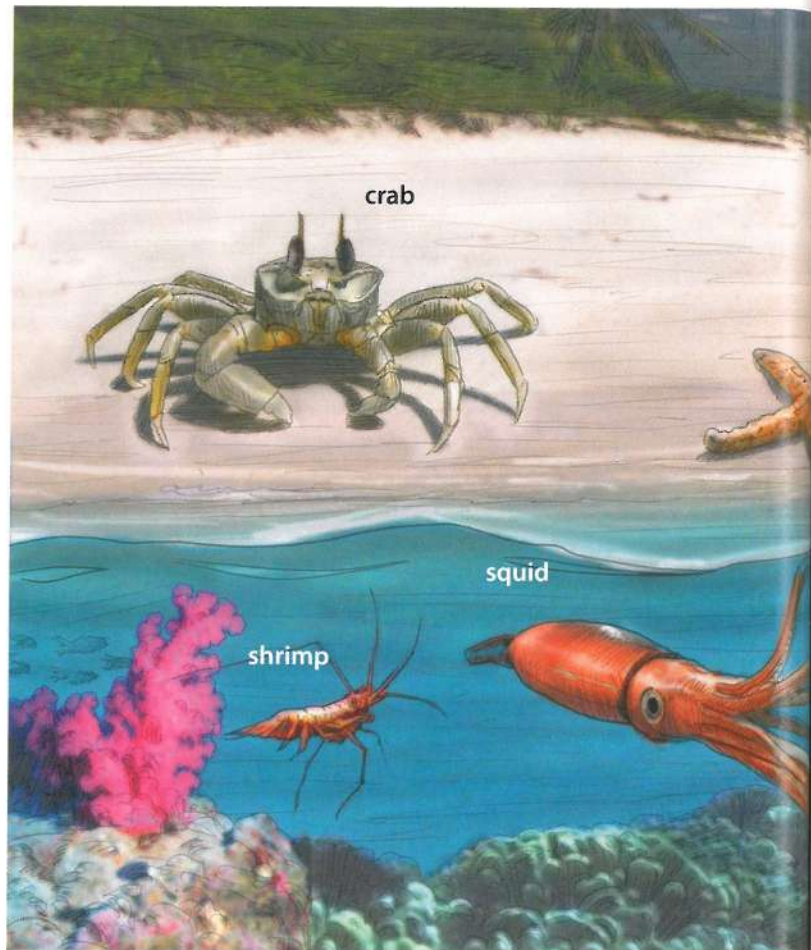
### Word Focus

**look for** = try to  
find



Vietnam

## Climbing the Dragon's Spires



"What are you **looking for** up there?" asks Nguyen Mien, a Vietnamese fisherman.

"Nothing," I say. "I climb for fun."

It is difficult for a poor fisherman to understand why I am climbing the rock cliffs of Ha Long Bay in Vietnam. He works very hard and he has no time for sports. He lives on his fishing



boat in a *floating village*. It isn't really a village because all the people live on boats. They move from one place to another. Nguyen catches **squid, shrimps, and crab**. He sells them to buy fresh water, vegetables, fuel, and clothes for his family.

So, what am I doing here? I am spending my vacation doing what I enjoy—rock climbing. Nguyen thinks I am crazy. But to me rock climbing is like dancing—dangerous dancing. I need some danger in my life.



**B.** Reread the article. Underline all the stative verbs.

**C.** Circle **T** for true or **F** for false.

1. Lynn is not a very good climber. T F
2. Nguyen Mien doesn't understand why Lynn is climbing the cliffs. T F
3. Nguyen Mien lives on his boat. T F
4. Lynn prefers dancing to rock climbing. T F
5. Nguyen Mien buys fresh water, vegetables, and fuel. T F

## Writing

Read John's email. Then write a similar email about another sport.

Mail

New
Print
Delete
Move
Spell Check

TO:

CC:

BC:

Subject: (no subject)

Hi, Pete.

Guess what? I'm joining the rock climbing club. It's cool. You know I don't like team games and I love to be outdoors, so this is the sport for me. The bad thing is the equipment is expensive.

Jo

Send
Close



### Goal 4

### Discuss adventure holidays

Talk with a partner. What type of adventure holiday would you like to take? Why?





## Before You Watch



**A.** Which of these unusual sports would you like to try? Why?



▲ octopush



▲ sumo wrestling



▲ sepak takraw



▲ cheese rolling

**B.** Match the words with the definitions.

- |                   |  |
|-------------------|--|
| 1. cheese ____    | a. unusual, mad                          |
| 2. prize ____     | b. when you hurt yourself                |
| 3. crazy ____     | c. a person who watches a race           |
| 4. injury ____    | d. a competition                         |
| 5. a race ____    | e. something you get when you win a race |
| 6. spectator ____ | f. a food made from milk                 |





## While You Watch



**A.** Fill in the blanks. Use the words in the box. Watch the video and check your answers.

**injuries cold spectators winner**

1. The first \_\_\_\_\_ of the day is Craig Brown, a pub worker.
2. One year, one of the cheeses rolled down the hill and went into the \_\_\_\_\_.
3. It's not just spectators who get injured: competitors do as well, especially when it's \_\_\_\_\_ or there hasn't been much rain.
4. Cheese-rolling spectator: "It's when the ground is really hard . . . that's when the \_\_\_\_\_ are going to happen."



**B.** Watch the video again. Circle **T** for *true* and **F** for *false*.

1. Cheese rolling is an indoor sport.
2. The prize is a wheel of cheese.
3. The spectators sometimes get injured.
4. The cheese-rolling race is not dangerous.
5. Only British people can enter the cheese-rolling race.

T F  
T F  
T F  
T F  
T F

## After You Watch



Discuss these questions with a partner.

1. Why do you think people join the cheese-rolling race?
2. Do they want the cheese?
3. Do they want to have fun?
4. Are they crazy?

## Communication



Role-play the following situation.

**Student A** is a competitor in the cheese-rolling race.

**Student B** interviews him/her.

Where do you come from?

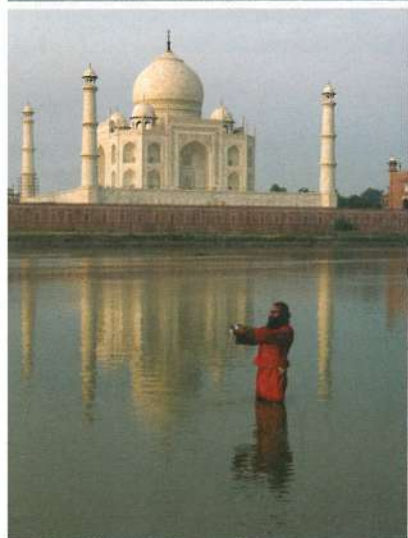
Do you come every year?

Why do you come?





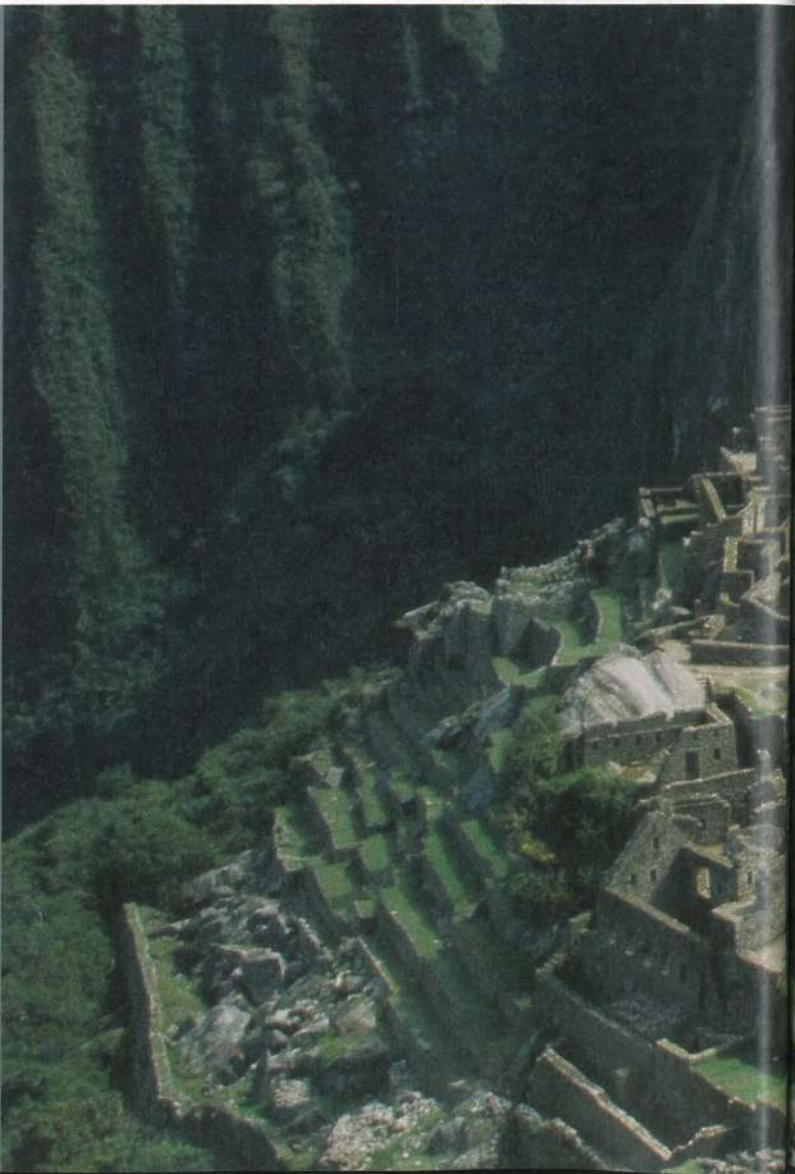
# DESTINATIONS



1. Do you know the names of these places?  
Where are they?
2. Do you enjoy traveling? Why?

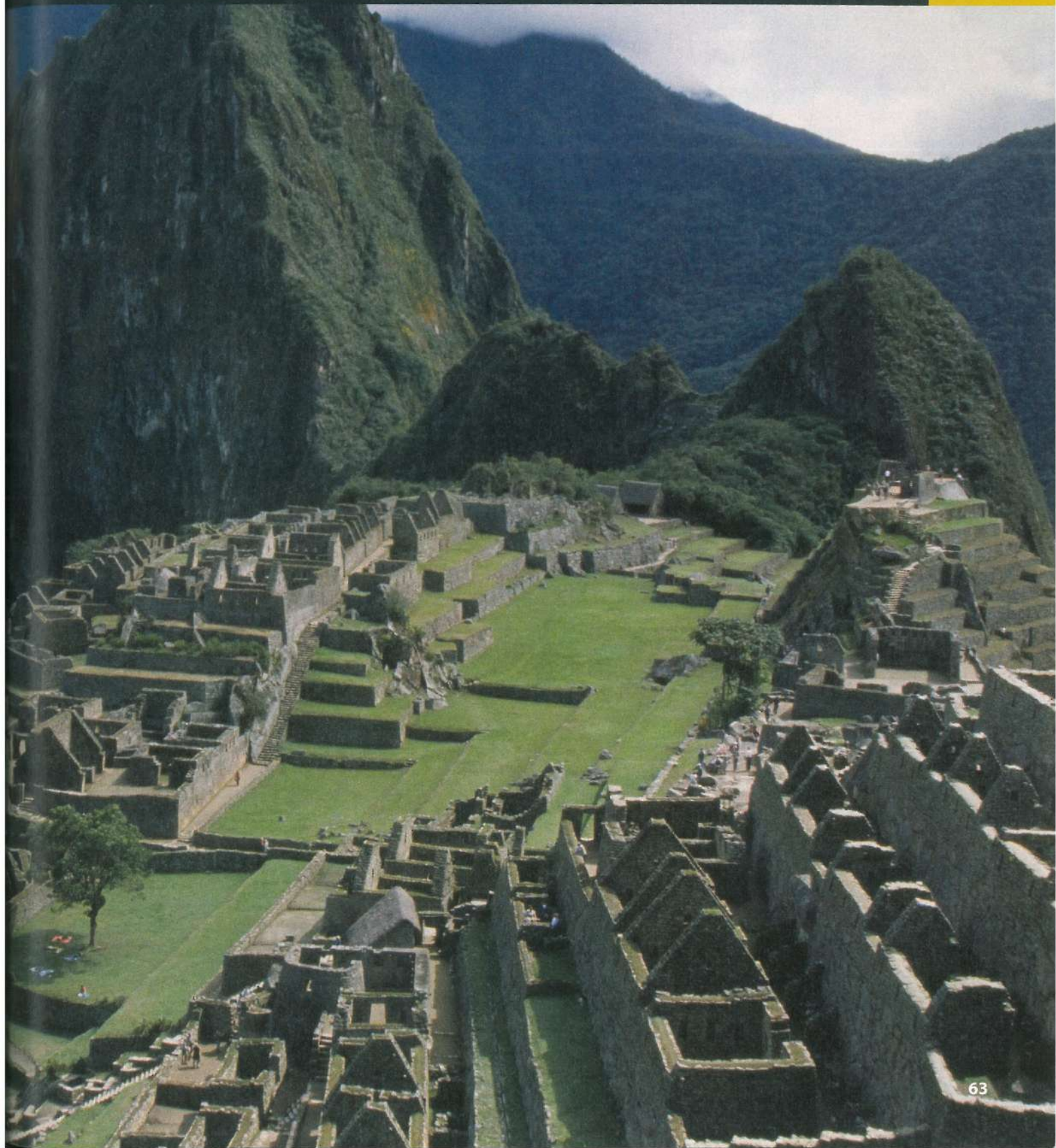
## UNIT GOALS

Talk about past vacation trips  
Exchange information about vacations  
Use *was/were* to describe a personal experience  
Talk about a discovery from the past





# UNIT 6





# A GOAL 1 TALK ABOUT PAST VACATION TRIPS

## Vocabulary

A. Match the photos to an activity from the box.

visit places of interest \_\_\_\_  
take a bus tour \_\_\_\_  
check into the hotel \_\_\_\_  
rent a car \_\_\_\_

take photos \_\_\_\_  
pack/unpack suitcases \_\_\_\_  
buy souvenirs \_\_\_\_



1.



2.



3.



4.



5.



6.



7.

B. Which of these do you do *before* and *during* your vacation?

Before \_\_\_\_\_

During \_\_\_\_\_



C. Take turns. Tell a partner what other things you do before or during a vacation.

## Grammar: Simple past tense

### Simple past tense

Statement	He <b>rented</b> a car on his trip to Europe last November.
Negative	I <b>didn't have</b> a reservation yesterday.
Yes/no questions	<b>Did they go</b> to Asia last year?
Short answers	Yes, they <b>did</b> . No, they <b>didn't</b> .
Information questions	Where <b>did you go</b> for your vacation last year?

\*We use the simple past tense to talk about completed actions or conditions.

\*Some verbs are regular in the simple past tense. They have an *-ed* ending.

learn — learned  
arrive — arrived  
play — played  
ask — asked

travel — traveled  
want — wanted  
need — needed  
help — helped

\*Some verbs are irregular in the simple past tense. They have many different forms.

agree — agreed  
buy — bought  
fly — flew  
know — knew  
go — went  
tell — told  
leave — left  
say — said  
see — saw  
take — took



**A.** Complete the sentences. Use the simple past tense form of the verb in parentheses.

1. Last year, we \_\_\_\_\_ (visit) Machu Picchu in Peru.
2. We \_\_\_\_\_ (not, like) the hotel.
3. We \_\_\_\_\_ (buy) some interesting souvenirs.
4. When \_\_\_\_\_ (you arrive) at the airport?
5. We \_\_\_\_\_ (go) to Paris and Rome last year.

**B.** Unscramble the words to write questions and answers.

1. **Q:** to Europe Did you go year? last  
\_\_\_\_\_
2. **A:** to we No, went America.  
\_\_\_\_\_
3. **Q:** did buy you those Where souvenirs?  
\_\_\_\_\_
4. **A:** them bought in We Egypt.  
\_\_\_\_\_

### Real Language

You can use the following expressions to show interest.

**Informal** → **Formal**  
Wow! Sounds cool. Really! That's interesting.

## Conversation



Track 1-25

**A.** Listen to the conversation. How long did Maria stay in Cuzco?

- Christine:** Hey, I love that poncho, Maria. Where did you buy it?  
**Maria:** I bought it in Peru. We went to Peru for our vacation last year.  
**Christine:** Wow! Sounds cool. Did you go to Lima?  
**Maria:** No, we flew directly to Cuzco. We wanted to see the Inca ruins at Machu Picchu.  
**Christine:** How long did you stay there?  
**Maria:** We stayed for five nights.  
**Christine:** Lucky you!



**B.** Practice the conversation with a partner. Switch roles and practice it again.



**C.** Practice the conversation again and change the underlined words using the information in the chart.

<b>Country</b>	Italy	United States	Great Britain
<b>Capital</b>	Rome	Washington, DC	London
<b>Other City</b>	Venice	Orlando	Edinburgh
<b>Place of special interest</b>	Doge's Palace	Disneyland	The Castle



### Goal 1

### Talk about past vacation trips

Take turns with a partner telling about a vacation you took.



## B GOAL 2 EXCHANGE INFORMATION ABOUT VACATIONS

### Listening



A. Listen to the conversation. Circle the correct answer.

Track 1-26

1. Glenn is telling his friend about \_\_\_\_\_.
  - a. his vacation
  - b. his hobby
  - c. his work
2. His friend is \_\_\_\_\_.
  - a. bored
  - b. interested
  - c. tired



B. Listen again. Circle **T** for *true* or **F** for *false*.

Track 1-26

1. Glenn went to Oklahoma.
2. He visited five theme parks.
3. He didn't like Sea World.
4. He went to the Harry Potter exhibition.
5. He visited Islands of Adventure.

T	F
T	F
T	F
T	F
T	F

### Pronunciation: Sounds of -ed endings



A. Listen. Check the correct boxes. Then listen again and repeat.

Track 1-27

	/d/	/t/	/id/
arrived	✓		
packed		✓	
visited			✓
rented			
liked			



B. Listen to the sentences and check the pronunciation of the -ed ending.

Track 1-28

	/d/	/t/	/id/
We <b>checked</b> into the hotel.			
I <b>packed</b> my bags.			
He <b>traveled</b> to Europe.			
They <b>stayed</b> at an expensive hotel.			



C. Listen again and repeat the sentences.

Track 1-28



## Communication



Read your travel blog. Take turns with a partner asking each other questions about your vacation.

### STUDENT A

#### From Zanzibar to Zebras

Africa » Tanzania

December 12th 2008

Day 1 Arrived in Dar es Salaam. Checked in to hotel. Went swimming.

Day 2 Took boat to the island of Zanzibar.

Days 3-5 Sunbathed on the beach. Went diving.

Day 6 Flew to Arusha. Saw Kilimanjaro. It's BIG!

Days 7-10 Took a safari tour. Saw hundreds of wild animals. Took lots of photos.

Day 11 Returned to Arusha. Bought souvenirs. Took plane to Dar es Salaam and then flew home. Great holiday.



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Where did you go next?

What did you do?

How long did you stay there?

Did you enjoy it? Why?

### STUDENT B

#### Mexico: Beaches and Pyramids

Mexico » Mexico City » Cancun » Tulum » Oaxaca

December 18th 2008

Day 1 Arrived in Mexico City. Took subway to Chapultepec Park. Went to zoo.

Day 2 Rented a car. Visited the pyramid of the Sun and the Moon.

Days 3-5 Flew to Cancun. Went to beach.

Day 6 Visited ruins at Tulum. Watched traditional dance show.

Day 7 Colonial city of Oaxaca. Took a tour of the city. Drank hot chocolate in market.

Day 8 Returned to Mexico City. Flew home.



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### Goal 2

### Exchange information about vacations

Join another pair of students. Tell them about your partner's vacation from the activity above.



## Language Expansion: Emphatic adjectives

Adjectives	Emphatic adjectives
good/nice	excellent outstanding magnificent amazing
bad	awful terrible horrible
interesting	fascinating
tiring	exhausting
dirty	filthy
clean	spotless
big	enormous huge

**A.** Write an emphatic adjective below each picture.



**B.** Use emphatic adjectives to complete the text.

We had an \_\_\_\_\_ vacation. We visited six European countries in six days. My favorite country was Italy. Rome is a \_\_\_\_\_ city. There is so much to see: museums, churches, ruins. We stayed in a \_\_\_\_\_ hotel. Everything about it was perfect. It had an \_\_\_\_\_ swimming pool and very friendly people.

## Grammar: Simple past tense of *to be*

### Simple past tense of *to be*

Statement

Negative

Information questions

Yes/No Questions

Short answers

I **was** exhausted.

The food **wasn't** great.

Why **was** your vacation awful?

**Were** they tired?

No, they **weren't**.



**A.** Match the questions and the answers.

- |                               |  |
|-------------------------------|--|
| 1. Were you tired? ____       | a. No, he wasn't. He was on time.      |
| 2. Where were they? ____      | b. They were in Peru.                  |
| 3. Was the weather good? ____ | c. No, they weren't. They were filthy. |
| 4. Was he late? ____          | d. Yes, I was. I was exhausted.        |
| 5. Were the rooms clean? ____ | e. Yes, it was.                        |

**B.** Complete the sentences with *was* or *were*.

1. We didn't enjoy our vacation. The weather \_\_\_\_\_ very bad.
2. How \_\_\_\_\_ the food?
3. \_\_\_\_\_ you tired when you got home?
4. I \_\_\_\_\_ really interested in the ruins. They were boring.
5. \_\_\_\_\_ the hotel clean?

## Conversation



Track 1-29

**A.** Listen to the conversation. What was good about the vacation?

**Gill:** How was your vacation?

**Mike:** It was terrible.

**Gill:** Why? What happened?

**Mike:** Well, first of all the weather was bad. It rained nonstop for two weeks.

**Gill:** Oh, no.

**Mike:** And the hotel was dirty. It was full of cockroaches.

**Gill:** Yuck! And how was the food?

**Mike:** Actually, the food was good.

**Gill:** Well, at least you enjoyed something.

**Mike:** Not really. I had a bad stomach and couldn't eat. Some vacation!



**B.** Practice the conversation with a partner. Switch roles and practice it again.



**C.** Practice again and change the underlined adjectives with emphatic adjectives.



### Goal 3

**Use *was/were* to describe a personal experience**

Tell a partner about a good or bad experience you had.

The weather was awful.

The food was excellent.



## Reading

- A.** Look at the photo of Hiram Bingham. Is he on vacation? What is he doing?



▲ Hiram Bingham

- B.** Read the article. Underline the emphatic adjectives.



- C.** Answer the questions.

- Did Hiram Bingham discover Inca ruins in Ollantaytambo? \_\_\_\_\_
- How much did he pay Arteaga? \_\_\_\_\_
- Was the climb to Machu Picchu easy? \_\_\_\_\_
- Where did they eat? \_\_\_\_\_
- How did the Incas cut the stones? \_\_\_\_\_

## □ The City of Machu Picchu, the Cradle of the Inca Empire



*Most people travel for vacations, but some people travel to explore and discover new places. In 1911, Hiram Bingham, an American archaeologist, traveled to Peru where he discovered Machu Picchu, the lost city of the Incas. Read his report of the discovery.*

In 1911, I went to Cuzco in Peru looking for ancient Inca ruins. We left Cuzco and traveled to the modern city of Urubamba and then continued down the Urubamba River until we came to the beautiful little town of Ollantaytambo with its amazing Inca **fortress**. At this point we entered the Urubamba **gorge** and the journey became more difficult. However, we continued down the river and six days after we left Cuzco, we arrived at a place called Mandorpampa. A



man came and introduced himself as Arteaga and I asked him about ruins. He told us of some ruins called Machu Picchu, 2,000 or more feet above the valley floor. I offered to pay him 50 cents per day to take us to the ruins and he agreed.

The next day, we crossed the river on a bridge made from four tree **trunks** and began an exhausting climb. At noon we arrived at a little grass hut. The **occupants** were very friendly and gave us some boiled potatoes and a gourd of cool water. The view was magnificent, the water was delicious, and the shade of the hut was agreeable, but there were no ruins. However, we continued upwards, sometimes climbing **ladders**, until at last we arrived in a **tropical forest** on top of the mountain.

Immediately we found some ancient Inca walls made of white stone. I knew at once that this was a truly amazing discovery.

I returned to Machu Picchu in 1912 and we began to clear the forest. The ruins started to appear and they were outstanding. The walls are made from enormous stones and they **fit** together perfectly. As we continued to clear the forest, we discovered more and more ruins, until at last the lost city of Machu Picchu stood before us.



▲ The walls of the main temple are made from enormous stones. The Incas had no metal tools, and no one knows how they cut the stones. We started to dig up the floor of the temple but we didn't find anything of interest.

### Word Focus

**occupants** = The *occupants* of a house are the people that live there.

**fit** = If something *fits*, it is the right shape and size.

## Writing

Read the postcard. Write a similar postcard about your last vacation or one of the vacations on page 67.

Hi everyone,

Greetings from Phuket. We're having a great time here. We arrived in Bangkok last Saturday and we went to The Golden Temple. It was fascinating. There was an enormous statue of the Buddha. The hotel was spotless and the food was excellent, but the traffic was terrible. It is much more relaxing here on the beach in Phuket.

Love  
G&D



### Goal 4

**Talk about a discovery from the past**

Talk to a partner about another discovery from the past that you have read or heard about.



## E VIDEO JOURNAL MACHU PICCHU



### Before You Watch

 **A.** Which of these beaches would you like to visit? Why?



#### Word Focus

Cuzco is also spelled Cusco.

**B.** Fill in the blanks. Use the words in the box to complete the video summary.

**tourists environment quiet business**

#### Video summary

When Hiram Bingham discovered Machu Picchu it was a \_\_\_\_\_ place. Now, many \_\_\_\_\_ go to Machu Picchu every day. Some people say it is good for \_\_\_\_\_, but other people say it is bad for the \_\_\_\_\_.





## While You Watch

**A.** Watch the video. Circle **T** for *true* and **F** for *false*.

- |   |   |   |
|---|---|---|
| 1. Machu Picchu is a popular tourist destination.                 | T | F |
| 2. Machu Picchu is sometimes known as the Lost Town of the Incas. | T | F |
| 3. Conservationists think tourism is good for Machu Picchu.       | T | F |
| 4. Jose wants more people to come to Machu Picchu.                | T | F |

**B.** Watch again. Fill in the numbers and dates.

- Machu Picchu is nearly \_\_\_\_\_ feet up in the Andes.
- Machu Picchu is more than \_\_\_\_\_ years old.
- Hiram Bingham found Machu Picchu in \_\_\_\_\_.

**C.** Answer the questions.

- What is Julio's job? \_\_\_\_\_
- What is Jose's job? \_\_\_\_\_
- What jobs do the people of Aguas Calientes do? \_\_\_\_\_



## After You Watch



Discuss these questions with a partner.

- What are the big tourist attractions in your country?
- Are there any problems with tourism in your country?
- What are they?

## Communication

**A.** Check (✓) the correct boxes.

Advantage (+)      Disadvantage (-)

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. Tourism is good for business.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tourists do not respect the local culture.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Tourists cause environmental damage.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Tourism helps people understand other cultures. | <input type="checkbox"/> | <input type="checkbox"/> |



**B.** Discuss the question. Give examples.

**Is tourism good or bad?**

Tourists buy presents and stay in hotels.

That's good. It brings money to the country.

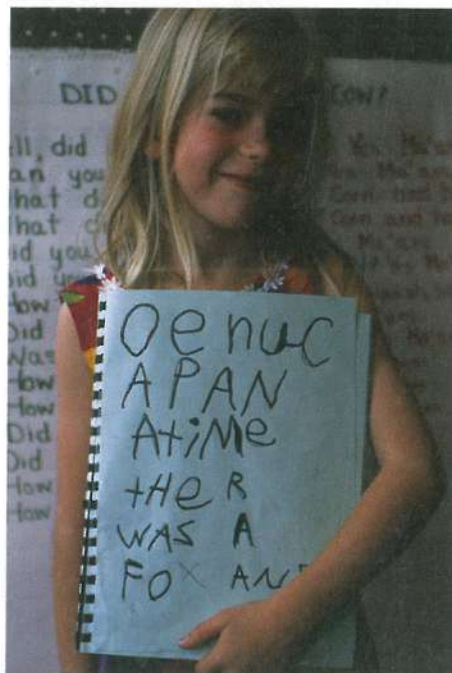


## Activity 1



Look at the picture. Discuss the questions.

- Where is Carmen from?
- How old is she?
- Can you read her writing?
- Are there any mistakes?
- Is she worried?
- Do you make mistakes with your English?
- Are mistakes important?



## Activity 2



Work with a partner.

### STUDENT A

Describe Nakshatra's clothes to a partner.



▲ Nakshatra Reddy and her daughter Meghana

### STUDENT B

Describe Meghana's clothes to a partner.

Discuss these questions together.

- Do you think Nakshatra likes Meghana's clothes? How do you know?
- Do you think young people should wear traditional clothes? Give your reasons.



## Activity 3



Work with a partner.

### STUDENT A

Describe the picture to a partner. What is Koko doing? What expression does he have on his face? What are Francine's feelings?



▲ Francine Patterson and Koko

### STUDENT B

Describe the picture to a partner. What are Jane and Flint doing? Describe their feelings.

Discuss together.  
Which picture do you prefer?  
Why?



▲ Jane Goodall and Flint



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Workbook

# WORLD ENGLISH<sup>1</sup>A

Real People • Real Places • Real Language

Kristin L. Johannsen



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States



**World English 1 Workbook**  
**Real People • Real Places • Real Language**  
**Kristin L. Johannsen**

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# SCOPE AND SEQUENCE

	Grammar	Vocabulary	Communication	Reading and Writing
<b>People</b> page 7				
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<b>Food</b> page 25				
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UNIT 5	Present continuous tense  Simple present tense vs. present continuous tense	Sports	Describing present time activities	"Sports Around the World"  Writing about a popular sport
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UNIT 6	Simple past tense (regular and irregular verbs)  <i>Was, were</i>	Vacation travel  Emphatic adjectives	Talking about a vacation	A letter from a friend  Writing a letter to a friend



Grammar		Vocabulary	Communication	Reading and Writing
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	Linking verbs	Sensory adjectives		Writing about personal communication
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	<i>Going to</i> and <i>will</i> for predictions	Weather and accessories	Making predictions about the weather	Writing predictions about schools in the future
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		Animals and habitats	Giving financial advice	Writing about the best and worst vacation spots for the environment

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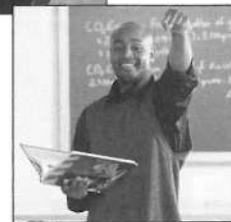
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## Lesson A

**A.** Unscramble the job titles. Complete the sentences.

- (hpootragephr) 1. He's a photographer  
 (cnadre) 2. He's a \_\_\_\_\_  
 (rotcdo) 3. She's a \_\_\_\_\_  
 (ginreeen) 4. She's an \_\_\_\_\_  
 (icelop fofcire) 5. She's a \_\_\_\_\_  
 (tolpi) 6. She's a \_\_\_\_\_  
 (lervta getna) 7. He's a \_\_\_\_\_  
 (chaetre) 8. He's a \_\_\_\_\_



**B.** Write the nationality.

- |                         |                            |
|-------------------------|----------------------------|
| 1. France <b>French</b> | 5. Australia _____         |
| 2. Jordan _____         | 6. Peru _____              |
| 3. Bahrain _____        | 7. Mexico _____            |
| 4. Thailand _____       | 8. Your nationality: _____ |

**C.** Read the conversations. Write the pronouns and the correct form of *be*.

**Cristina:** Where (1) are you from, Mike?

**Mike:** (2) \_\_\_\_\_ from Australia.

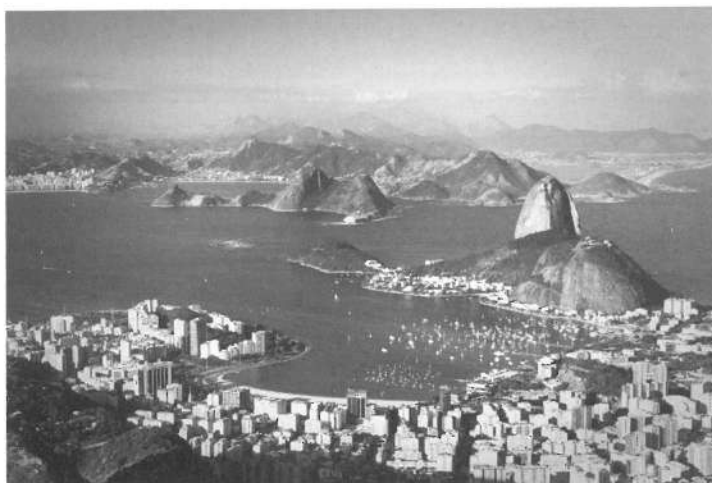
**Cristina:** So, (3) \_\_\_\_\_ Australian. Sounds cool. (4) \_\_\_\_\_ from Sydney?

**Mike:** Yes, I am. And you, Cristina? (5) \_\_\_\_\_ Mexican?

**Cristina:** No, (6) \_\_\_\_\_. (7) \_\_\_\_\_ Brazilian.

**Mike:** Wow! Brazil. I'd love to go to Brazil. Which city (8) \_\_\_\_\_ from?

**Cristina:** (9) \_\_\_\_\_ from Rio de Janeiro. (10) \_\_\_\_\_ a cool city!



## Lesson B



**A.** *What's My Name?* is a TV show.  
Read the information and complete the sentences.

Name: Anita Age: 23 Nationality: Mexican City: Puebla Job: travel agent	Name: Isabel Age: 25 Nationality: Chilean City: Santiago Job: travel agent	Name: Carmen Age: 25 Nationality: Mexican City: Mexico City Job: dancer
---	--	---

**Contestant:** (1) Are you a travel agent?

**Woman #1:** (2) \_\_\_\_\_, I am.

**Contestant:** And (3) \_\_\_\_\_ Chilean?

**Woman #1:** No, (4) \_\_\_\_\_.

**Contestant:** Hmm. So, you're Mexican.

**Woman #1:** Yes, (5) \_\_\_\_\_.

**Contestant:** Are you 23 (6) \_\_\_\_\_?

**Woman #1:** Yes!

**Contestant:** Is (7) \_\_\_\_\_ Anita?

**Woman #1:** Yes! You're right!

**Contestant:** Are you Mexican?

**Woman #2:** Yes, (8) \_\_\_\_\_.

**Contestant:** (9) \_\_\_\_\_ 25 years old?

**Woman #2:** Yes.

**Contestant:** Are you a travel agent?

**Woman #2:** No, (10) \_\_\_\_\_.

**Contestant:** So, (11) \_\_\_\_\_ a dancer.

**Woman #2:** Yes. You're right.

**Contestant:** Is your name Carmen?

**Woman #2:** Yes, (12) \_\_\_\_\_!

**B.** Write the contractions.

- I am I'm
- she is \_\_\_\_\_
- it is \_\_\_\_\_
- you are \_\_\_\_\_
- is not \_\_\_\_\_
- he is \_\_\_\_\_
- they are \_\_\_\_\_
- we are \_\_\_\_\_
- are not \_\_\_\_\_



# Lesson C

## A. Match the opposites.

- |                        |                |
|------------------------|----------------|
| 1. good <u>b</u>       | a. easy        |
| 2. rich <u>  </u>      | b. bad         |
| 3. boring <u>  </u>    | c. safe        |
| 4. happy <u>  </u>     | d. poor        |
| 5. dangerous <u>  </u> | e. unhappy     |
| 6. difficult <u>  </u> | f. interesting |



## B. Complete the sentences about jobs. Use your ideas.

- Her job is dangerous. She's a pilot.
- His job is interesting. He's \_\_\_\_\_.
- Her job is boring. She's \_\_\_\_\_.
- His job is difficult. He's \_\_\_\_\_.
- Her job is easy. She's \_\_\_\_\_.
- My job is \_\_\_\_\_. I'm \_\_\_\_\_.

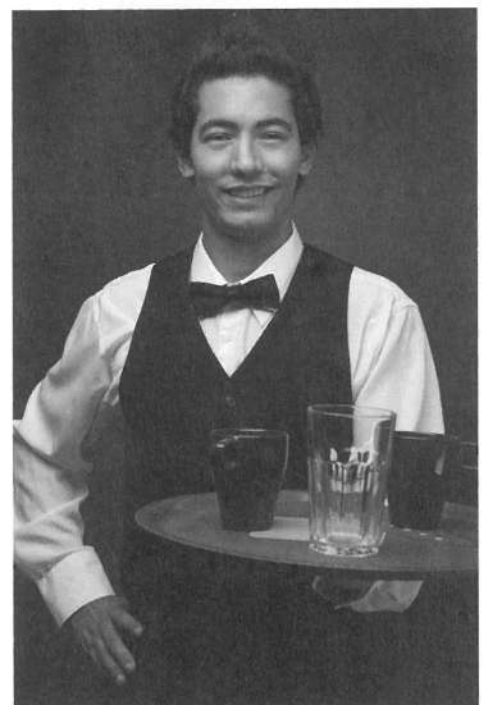
## C. Complete the sentences with possessive adjectives (*my, your, his, her, their*).

- Hello! \_\_\_\_\_ name is Yong-Min.
- Ms. Costa is a photographer. \_\_\_\_\_ job is very interesting.
- They're my brothers. \_\_\_\_\_ names are Martin and Julio.
- You're a dancer! Is \_\_\_\_\_ job difficult?
- I like my teacher. \_\_\_\_\_ name is Mr. Clark.
- Mr. Shen likes \_\_\_\_\_ job. He's an engineer.
- I'm very happy. I like \_\_\_\_\_ new job.



## D. Unscramble the questions. Then write your answers.

- (your what name is) \_\_\_\_\_?
- (from you are where) \_\_\_\_\_?
- (you what do do) \_\_\_\_\_?
- (work is your interesting) \_\_\_\_\_?
- (your is easy work) \_\_\_\_\_?





# The World of Work

Today, many people go to work in new countries. Here, four of these people talk about their jobs.



Michael Murphy is a doctor. He's from Ireland, but he works in many countries. He says, "My work is sometimes dangerous, but it's always interesting. I love helping people."



Shaukat Ali is a taxi driver in London, England. He's from Pakistan. He says, "I love my job! It's difficult, because London is so big. But the people are very nice."



Natsuko Mori is from Osaka, Japan. She works in Brazil now. She says, "I'm a teacher in a language school. I teach Japanese to Brazilian students. My students are very good, and I like my job."



Moses Agba is a soccer player from Nigeria, in Africa. Now he plays for a team in Italy. He says, "People think my job is exciting. That's true, but it isn't easy. I like living in Italy, but it's very cold here."

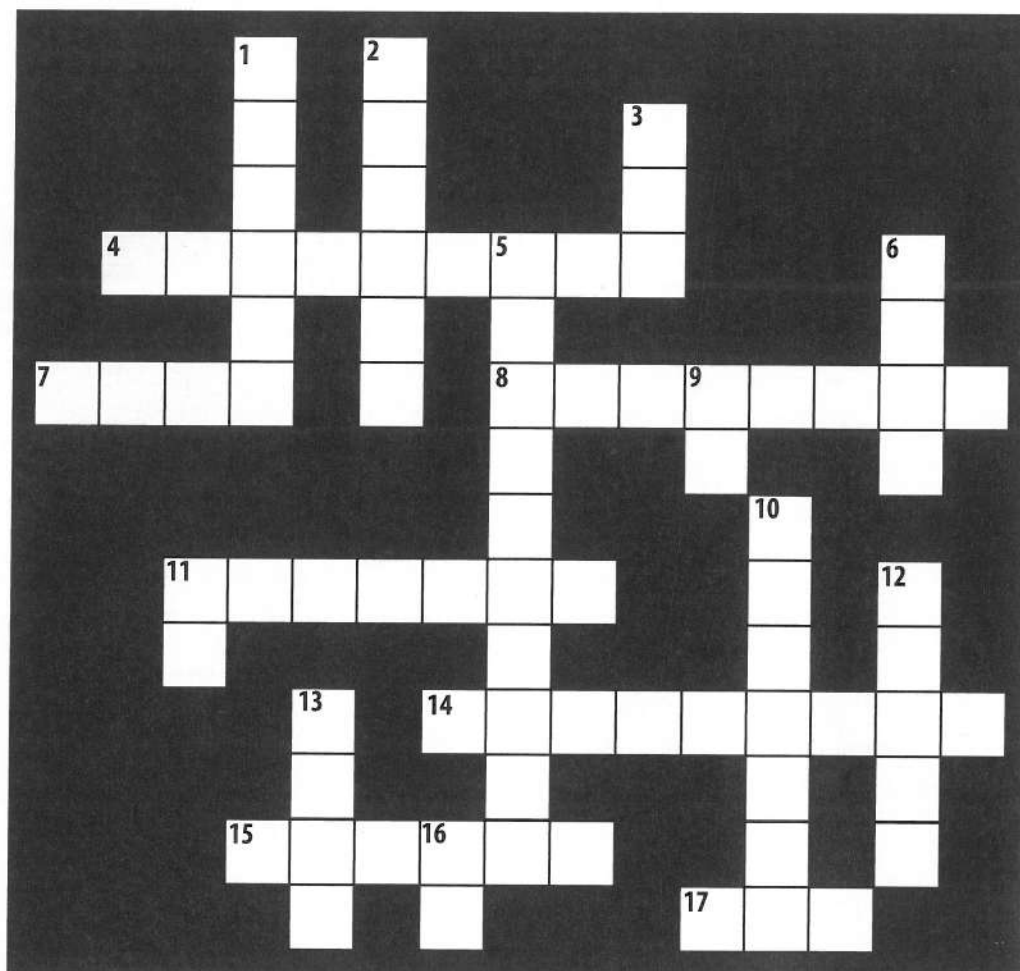






## Review

Solve the crossword puzzle with vocabulary and grammar from this unit.



### Across

4. not safe
7. not poor
8. He's from Canada. He's \_\_\_\_\_.
11. I'm from Mexico. I'm \_\_\_\_\_.
14. not easy
15. not interesting
17. They \_\_\_\_\_ students.

### Down

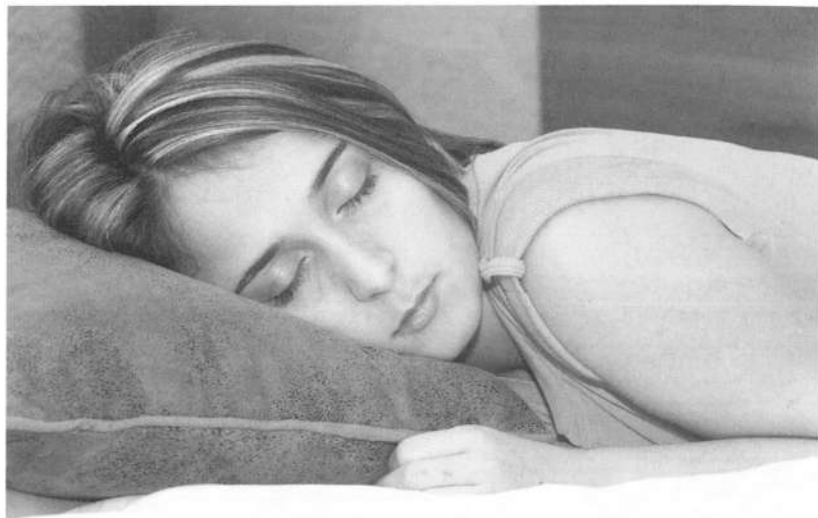
1. She's from France. She's \_\_\_\_\_.
2. They're from Korea. They're \_\_\_\_\_.
3. I have a brother. \_\_\_\_\_ name is Hiroshi.
5. job
6. He's from Thailand. He's \_\_\_\_\_.
9. I \_\_\_\_\_ an engineer.
10. A \_\_\_\_\_ works in a school.
11. I like \_\_\_\_\_ job because it's exciting.
12. A \_\_\_\_\_ works in an airplane.
13. I'm \_\_\_\_\_ Colombia.
16. My name \_\_\_\_\_ Elisa.



## Lesson A

### A. Match the columns to make activities.

- |                     |                  |
|---------------------|------------------|
| 1. read <u>j</u>    | a. work          |
| 2. get <u>  </u>    | b. the bus       |
| 3. eat <u>  </u>    | c. breakfast     |
| 4. go <u>  </u>     | d. out           |
| 5. take <u>  </u>   | e. TV            |
| 6. catch <u>  </u>  | f. up            |
| 7. go to <u>  </u>  | g. nap           |
| 8. take a <u>  </u> | h. to bed        |
| 9. watch <u>  </u>  | i. a shower      |
| 10. visit <u>  </u> | j. the newspaper |
| 11. start <u>  </u> | k. friends       |
| 12. eat <u>  </u>   | l. the movies    |



### B. What do you do every day? Write activities from exercise A.

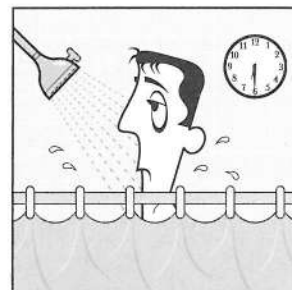
get up, \_\_\_\_\_  
 \_\_\_\_\_

### C. Complete the sentences with prepositions of time (*in, on, at*).

- Mark gets up \_\_\_\_\_ 4:00 \_\_\_\_\_ the morning. He's a policeman.
- In my country, people take a shower \_\_\_\_\_ the evening.
- I visit my friends \_\_\_\_\_ Sunday.
- Katie works \_\_\_\_\_ Christmas. She's a nurse.
- Our English class is \_\_\_\_\_ 2:30 \_\_\_\_\_ the afternoon.
- Do you go to school \_\_\_\_\_ Saturday?

### D. Look at the pictures and write sentences about Elvin.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





## Lesson B

**A.** You are a guest on a TV program called *Everyday Life*.  
Unscramble the questions. Then write your answers.

1. have what breakfast you time do What time do you have breakfast ?

\_\_\_\_\_

2. what the do you in evening do \_\_\_\_\_?

\_\_\_\_\_

3. have do restaurant dinner you in a \_\_\_\_\_?

\_\_\_\_\_

4. free time you do what do in your \_\_\_\_\_?

\_\_\_\_\_

5. you what Saturdays do do on \_\_\_\_\_?

\_\_\_\_\_

6. do sports like you \_\_\_\_\_?

\_\_\_\_\_

7. what you do on do Sundays \_\_\_\_\_?

\_\_\_\_\_

8. do the go to movies you \_\_\_\_\_?

\_\_\_\_\_

**B.** Think about a person in your family. What does he or she do on Sunday?  
Complete the chart.

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

Sunday morning	He/She _____
Sunday afternoon	_____
Sunday evening	_____



# Lesson C

A. Label the pictures.

celebrate fireworks costume mask present decorate



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



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



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



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



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



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

B. Write the adverbs of frequency on the line.

usually never sometimes always often



C. Write the sentences again using the adverbs of frequency.

1. I eat breakfast at home. (usually)

\_\_\_\_\_

2. American Independence Day is on July 4. (always)

\_\_\_\_\_

3. We work on New Year's Day. (never)

\_\_\_\_\_

4. It is cold at Christmas. (usually)

\_\_\_\_\_

5. We give presents to our friends. (often)

\_\_\_\_\_

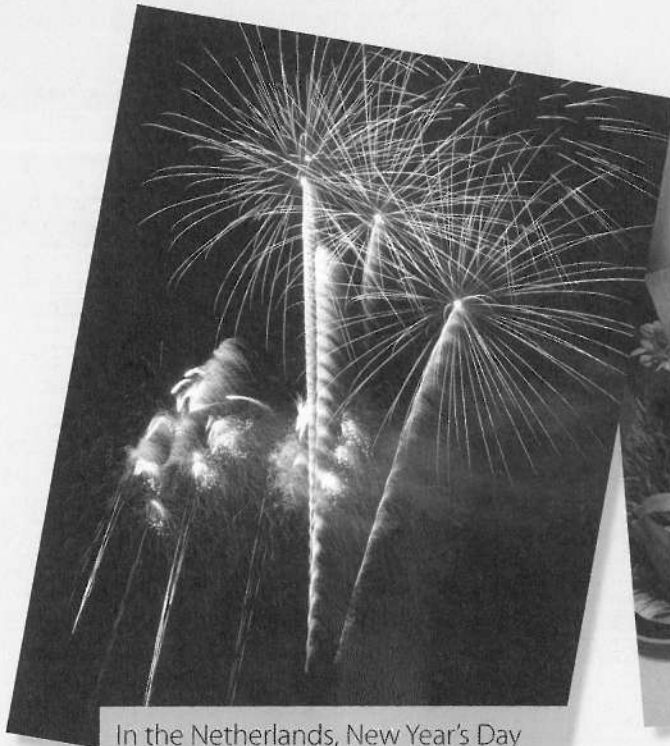
D. Write sentences about things you do.

1. (never) **I never** \_\_\_\_\_

2. (always) \_\_\_\_\_

3. (sometimes) \_\_\_\_\_

# Happy New Year!



In the Netherlands, New Year's Day is always on January 1. It's very cold, so people stay home, and they clean their houses. They have a party with their friends, and they eat special food like donuts. In the evening, they watch a funny TV program about the old year, and then they have fireworks.



In Iran, New Year's Day isn't in January. It's called Nowruz, and it's in March. People always buy new clothes and clean their houses. They make special food, like meat and rice. They visit all the people in their families and give them presents. It's a very busy time!



Chinese New Year is in January or February. The date is different every year. It's a big celebration for 15 days. People don't go to work. They clean their houses and send cards to their friends. They eat a big dinner with their families, and they give presents and money to all the children. At night, they watch fireworks.





**A.** Which country is it? Check ✓ the answers. You can have one, two, or three answers.

New Year's Day celebrations	The Netherlands	Iran	China
1. People eat special food.			
2. People watch fireworks.			
3. It's in January.			
4. People give presents.			
5. It's a long celebration.			
6. People watch TV.			
7. People clean their houses.			

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

- On New Year's Day, I \_\_\_\_\_  
\_\_\_\_\_
- I would like to celebrate New Year's Day in (the Netherlands/Iran/China) because  
\_\_\_\_\_

**C.** Write about your favorite celebration. What do people do then?

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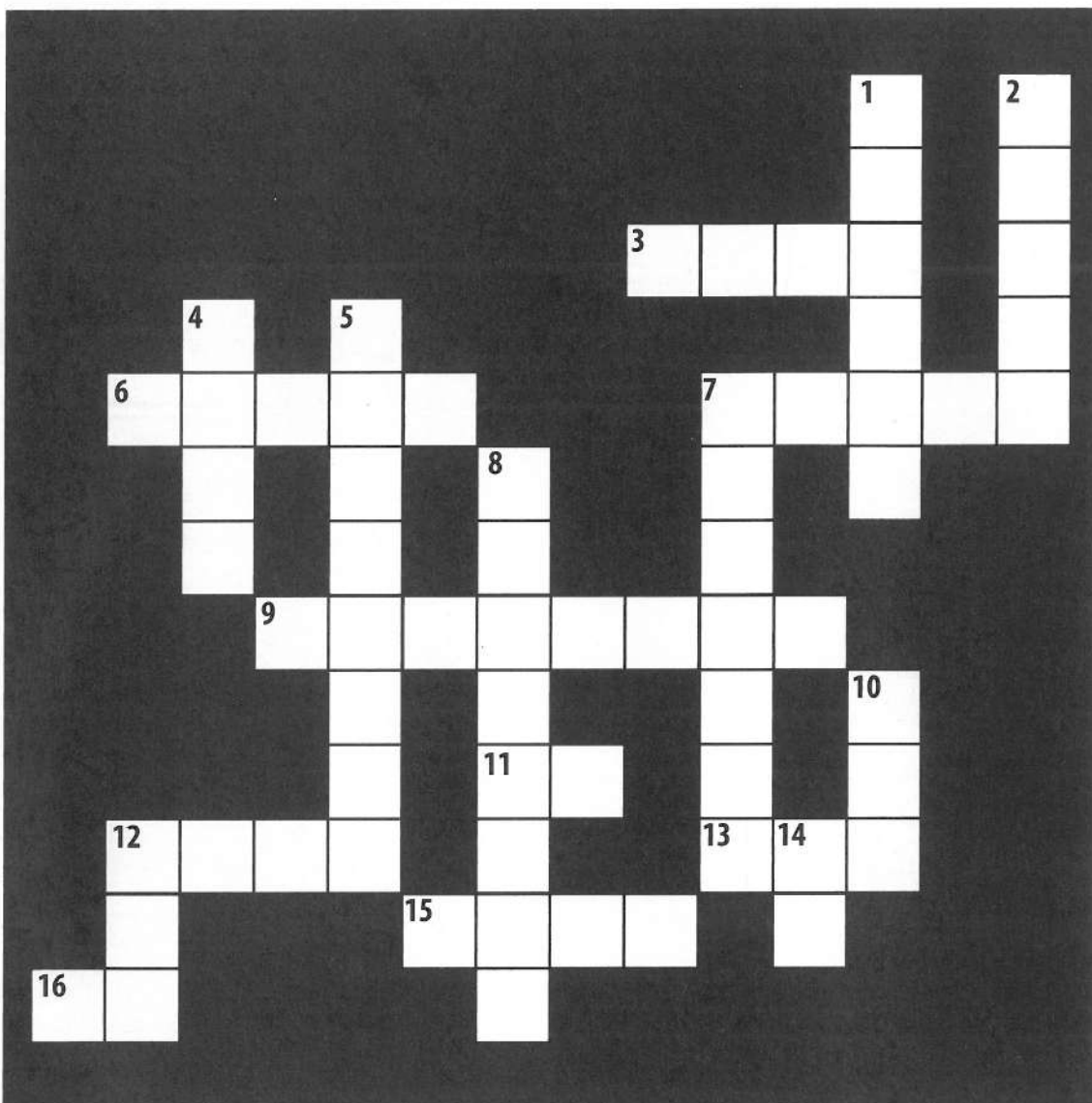
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## Review

Solve the crossword puzzle with vocabulary and grammar from this unit.



### Across

3. She always \_\_\_ to bed at eleven o'clock.
6. He always \_\_\_ a shower at eight o'clock.
7. I \_\_\_ the bus at nine thirty.
9. We give \_\_\_ to our friends for Christmas.
11. I go to work \_\_\_ the morning.
12. In my \_\_\_ time, I play sports.
13. We usually \_\_\_ breakfast at home.
15. You cover your face with a \_\_\_.
16. I see my family \_\_\_ Sunday.

### Down

1. She \_\_\_ her friends on Saturdays.
2. I never \_\_\_ TV.
4. I sometimes \_\_\_ a nap.
5. People \_\_\_ their houses with lights.
7. special clothes for a festival
8. a time to do special things
10. We sometimes eat \_\_\_ in restaurants.
12. We have \_\_\_ on special days.
14. I get up \_\_\_ seven o'clock.



## Lesson A

**A.** What are the steps in a trip? Fill in the correct verb in each sentence. You can use the verbs again.

**claim take check buy pack go**

1. You \_\_\_\_\_ your ticket from a travel agent.
2. You \_\_\_\_\_ your bags at home before your trip.
3. You \_\_\_\_\_ a taxi to go to the airport.
4. You \_\_\_\_\_ in when you get to the airport.
5. You take off your coat when you \_\_\_\_\_ through security.
6. Sometimes you \_\_\_\_\_ duty-free goods in a shop at the airport.
7. You \_\_\_\_\_ one small bag when you board the airplane.
8. You \_\_\_\_\_ your baggage at the baggage carousel.
9. Officers look in your passport when you \_\_\_\_\_ through immigration.
10. Custom officials look in your bag when you \_\_\_\_\_ through customs.



**B.** Whose bag is this? Write three sentences about each picture.



1.
  - a. It's my bag.
  - b. It belongs to me.
  - c. It's mine.



2.
  - a. It's your
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_



3.
  - a. It's
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_



4.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_



5.
  - a. It's our bag.
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_



6.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

## Lesson B

### A. Match the questions and answers.

- |   |   |
|---|---|
| 1. Is this your first time in our country? __ | a. Yes. Here it is.                       |
| 2. Where are you staying? __                  | b. I'd like a window seat.                |
| 3. Is this your bag? __                       | c. I have an e-ticket. Here's the number. |
| 4. Can I see your passport please? __         | d. No. I was here last year.              |
| 5. Can I see your ticket please? __           | e. At the Grand Hotel.                    |
| 6. What is the purpose of your visit? __      | f. I'm here on vacation.                  |
| 7. Window or aisle? __                        | g. No, it isn't. The brown bag is mine.   |

### B. Claudia Torres is traveling to Bertastan (a fictitious island country) for her vacation. Complete the immigration form with her information.



<b>Argentinean</b>	<b>July 1, 1988</b>	<b>Claudia</b>	<b>Buenos Aires</b>	<b>Metro City</b>
<b>Paradise Hotel, 118 Beach Road, Metro City</b>			<b>Argentina</b>	<b>Torres</b>

#### REPUBLIC OF BERTASTAN Immigration Form

1. Family name:
2. First name:
3. Date of birth:
4. Place of birth:
5. Nationality:
6. Country of residence:
7. Destination in this country:
8. Hotel address:

### C. Mark the rising and falling tone in the sentences with ↗ ↘. Then say the sentences out loud.

- Let's visit New York, Boston, and Miami.
- Here are my passport, visa, and ticket.
- Every morning, I get up, take a shower, and read the newspaper.
- We're going to China, Japan, Korea, and Thailand.
- You can have coffee, tea, milk, or juice.
- In the evening, I eat dinner, do my homework, and watch TV.



# Lesson C

## A. Unscramble the words.

1. This has your name and photo in it: (ssporpta) \_\_\_\_\_
2. You use this card to buy things: (dercti drac) \_\_\_\_\_
3. You need this to enter a country: (svai) \_\_\_\_\_
4. You show this to get on an airplane: (leinria icktte) \_\_\_\_\_
5. This is a kind of money for traveling: (svarterle cksech) \_\_\_\_\_
6. You need this to drive a car in other countries: (rentnilatioan verdirs censile) \_\_\_\_\_
7. You use this money every day: (hasc) \_\_\_\_\_
8. You need this if you get sick: (vartle sniruacen) \_\_\_\_\_
9. You write this to pay for something: (khcce) \_\_\_\_\_

## B. Write advice about these things for travelers in your country. Use imperatives.



1. **Don't bring a lot of cash. It isn't safe.** \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## C. Unscramble the questions. Write answers about your country with *should* or *shouldn't*.

1. rent I a car should \_\_\_\_\_?  
You \_\_\_\_\_ because \_\_\_\_\_
2. I a warm coat should take \_\_\_\_\_?  
You \_\_\_\_\_ because \_\_\_\_\_
3. should insurance get travel I \_\_\_\_\_?  
You \_\_\_\_\_ because \_\_\_\_\_
4. should I take lots of money \_\_\_\_\_?  
You \_\_\_\_\_ because \_\_\_\_\_

# Travel *Light!*



*Even on a long trip, you don't need a lot of heavy suitcases. You need only two bags—a carry-on bag and a check-in bag. Here are some pointers for packing them.*

## *Carry-on bag*

- Your carry-on bag should be small and light.
- The most important things for your trip (passport, plane tickets, traveler's checks, credit cards, keys, etc.) should go in your carry-on bag.
- Bring snacks to eat on the plane. Cookies, nuts, and dried fruit are good. Don't bring chocolate—it's very messy. For long trips, bring a sandwich. And don't bring water—it's heavy and you can get it at the airport.
- Remember to bring a good book or some magazines to read.



## *Check-in bag*

- Your check-in bag should be strong.
- Your clothes, shoes, and other everyday things should go in your check-in bag.
- Make a list to help you remember everything.
- Pack your bag early—don't pack on the same day as your trip!
- Think about the weather. Do you need a coat and gloves, or t-shirts and shorts? Choose the right clothes! Pack your clothes inside plastic bags.
- Put your name and your hotel's address and telephone number on your bag. Put this information inside the bag too.

*Have a great trip!*



**A.** Answer true or false. Circle **T** for *true* or **F** for *false*.

- |  |   |   |
|--|---|---|
| 1. You need three bags to go on a trip.                                  | T | F |
| 2. Your carry-on bag should be big and strong.                           | T | F |
| 3. Your carry-on bag is for things you need on the airplane.             | T | F |
| 4. Your check-in bag is for clothes and things you use on your vacation. | T | F |
| 5. You should put your home address on your check-in bag.                | T | F |

**B.** Are these things good ideas or bad ideas?

	good idea	bad idea
1. packing your bag a few days before your trip		
2. putting your keys in your carry-on bag		
3. getting information about the weather before you pack		
4. packing chocolate in your check-in bag		
5. bringing water in your bags		
6. putting your name on your bags		
7. bringing a sandwich with you		
8. putting your credit card in your carry-on bag		

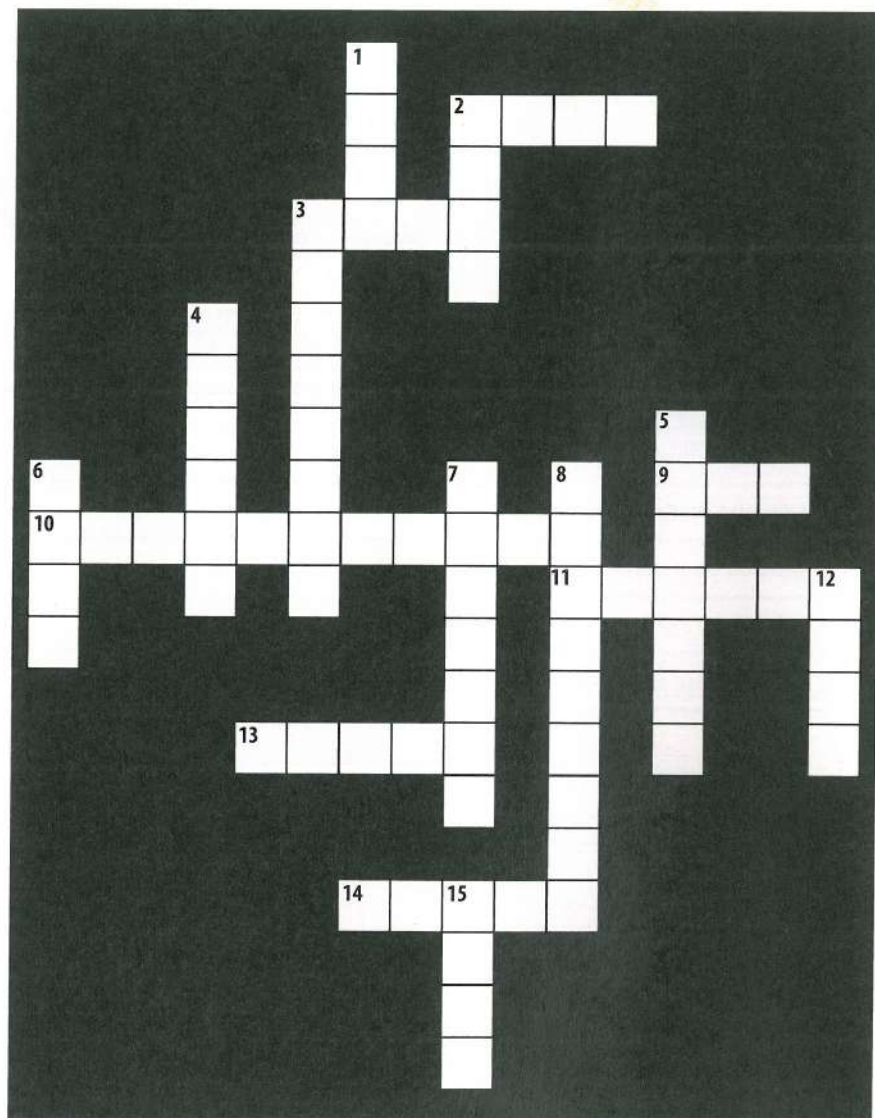
**C.** What do you pack in your bags for a trip? Why?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a standard ruled sheet of paper. There is no handwriting or other markings on the page.



## Review

Solve the crossword puzzle with vocabulary and grammar from this unit.



### Across

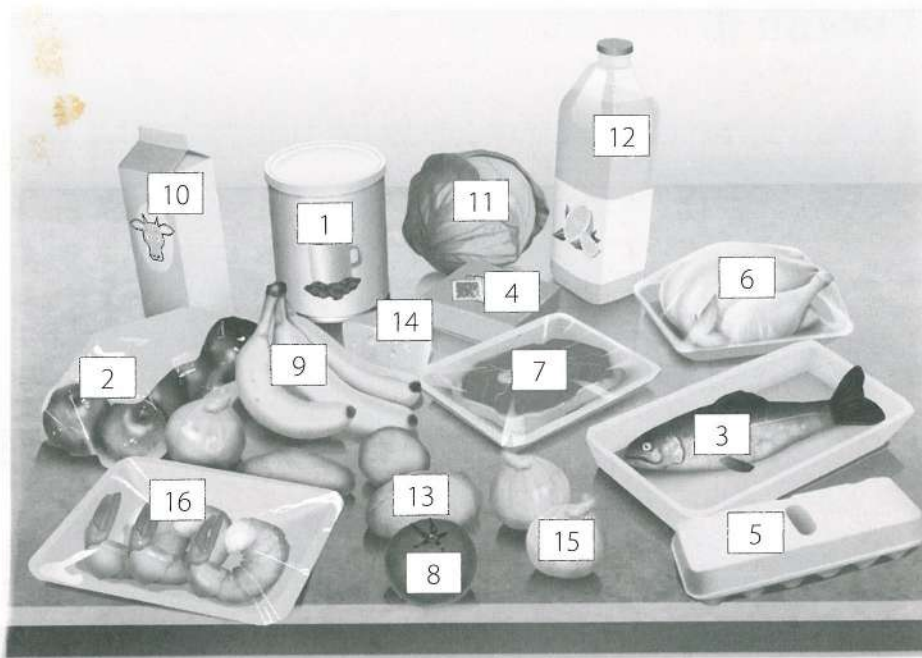
2. It's their car. It belongs to \_\_\_\_.
3. I \_\_\_\_ my bags in the morning.
9. It's his book. It belongs to \_\_\_\_.
10. Show your passport at \_\_\_\_.
11. You \_\_\_\_ bring a sweater. It's a good idea.
13. It's your ticket. It's \_\_\_\_.
14. \_\_\_\_ house is it? It's Omar's.

### Down

1. You need a \_\_\_\_ to go into this country.
2. I always \_\_\_\_ a taxi to the airport.
3. an ID with your name and photo
4. You buy things with a \_\_\_\_ card.
5. You go \_\_\_\_ security at the airport.
6. It's my bag. It's \_\_\_\_.
7. You need an international driver's \_\_\_\_ to rent a car.
8. You need travel \_\_\_\_ if you get sick.
12. \_\_\_\_ bring cash. It's not safe!
15. It's our car. It's \_\_\_\_.



## Lesson A



**A.** Write the names of the foods on the lines.

- |          |          |           |           |
|----------|----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____  | 13. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ |

**B.** Look at the picture in exercise **A**. What's in the kitchen? Complete the sentences with *a*, *an*, *some*, or *any*.

- We have \_\_\_\_\_ cheese.
- There isn't \_\_\_\_\_ soda.
- Do we have \_\_\_\_\_ coffee?
- We need \_\_\_\_\_ tomato for the salad.
- There aren't \_\_\_\_\_ lemons.
- We have \_\_\_\_\_ bananas.
- We don't have \_\_\_\_\_ green peppers.
- There is \_\_\_\_\_ juice.

**C.** What's in your kitchen now? Write sentences about food.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Lesson B

**A.** A waiter and a customer are in a restaurant. Unscramble the sentences in their conversation.

1. (are order ready you to)

**Waiter:** \_\_\_\_\_?

2. (recommend what you would)

**Customer:** \_\_\_\_\_?

3. (excellent the chicken is)

**Waiter:** \_\_\_\_\_

4. (come does chicken with salad the)

**Customer:** \_\_\_\_\_?

5. (does yes it)

**Waiter:** \_\_\_\_\_

6. (a baked potato have I'll the and chicken)

**Customer:** \_\_\_\_\_

7. (like would else you anything)

**Waiter:** \_\_\_\_\_?

8. (like I a glass of would mineral water)

**Customer:** \_\_\_\_\_

**B.** Read the menu. Write a new conversation. Use your ideas.

<i><b>Main Dishes</b></i>	<i><b>Side Dishes</b></i>
<b>Lemon Chicken</b> Half a chicken in lemon sauce, served with rice	Green salad Tomato salad Vegetable soup Onion soup
<b>Fried Fish</b> Three pieces of fish, served with fried potatoes	<i><b>Drinks</b></i> Wine Cola Mineral water Coffee Tea
<b>Italian Sausages</b> Two large sausages, served with spaghetti and tomato sauce	

**Waiter:** \_\_\_\_\_

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

**Waiter:** \_\_\_\_\_

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

**Waiter:** \_\_\_\_\_

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

**Waiter:** \_\_\_\_\_

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



# Lesson C

## A. Label the foods.



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



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



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



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



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



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



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



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

## B. What should these people eat? Write foods from Lesson A and Lesson C and your own ideas. Use *lots of*, *a few*, or *a little*.



lots of salad



lots of cheese

## C. Write questions with *How much* or *How many*.

1. DVDs **How many DVDs do you have?** \_\_\_\_\_
2. books \_\_\_\_\_
3. money \_\_\_\_\_
4. time \_\_\_\_\_
5. good friends \_\_\_\_\_

## D. Answer the questions in exercise C. Write answers that are true for you. Use *lots of*, *a few*, or *a little*.

1. **I have lots of DVDs.** \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# *International Recipes:* **Colcannon from Ireland**

People in Ireland like to eat this dish in cold weather.

### **Ingredients:**

500 grams of cabbage  
4 large potatoes  
2 onions  
½ cup of milk  
salt  
pepper  
butter

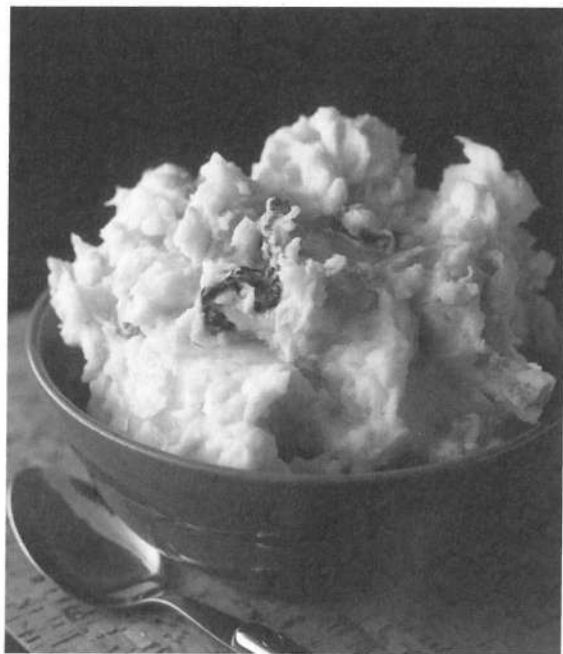
**Step 1** Cut the cabbage in large pieces. Put it in a pan with a little water and boil it for 10 minutes. Pour out the water.

**Step 2** Cut the potatoes in pieces. Boil them in water for 15 minutes. The potatoes should be very soft. Pour out the water. Add salt and pepper and mash the potatoes.

**Step 3** Cut 2 onions into small pieces. Cook them in ½ cup of milk for 10 minutes.

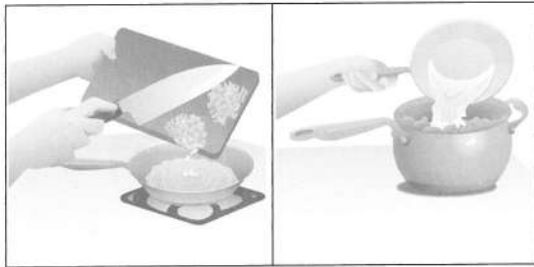
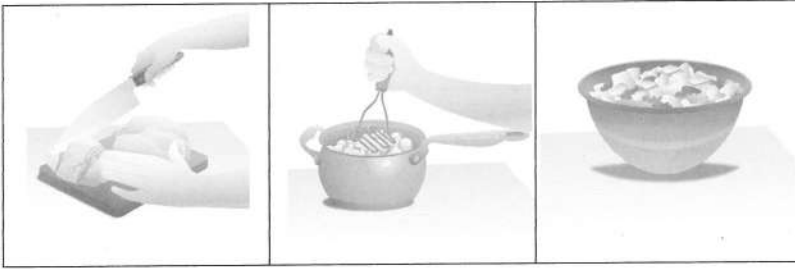
**Step 4** In a large pan, mix the milk and onions with the potatoes. Then add the cabbage. Cook until it is hot.

**Step 5** Put the hot colcannon in a large bowl. Add pieces of butter on top.





**A.** Write the numbers of the steps in the recipe below the pictures.



**B.** Answer true or false. Circle **T** for *true* or **F** for *false*.

- |  |   |   |
|--|---|---|
| 1. Colcannon is a cold food.             | T | F |
| 2. Colcannon has three vegetables in it. | T | F |
| 3. You cook the cabbage for colcannon.   | T | F |
| 4. You need some tomatoes for colcannon. | T | F |
| 5. You need some salt for colcannon.     | T | F |

**C.** Write about a famous food from your country. What are the ingredients? How do you make it?  
When do people eat it?

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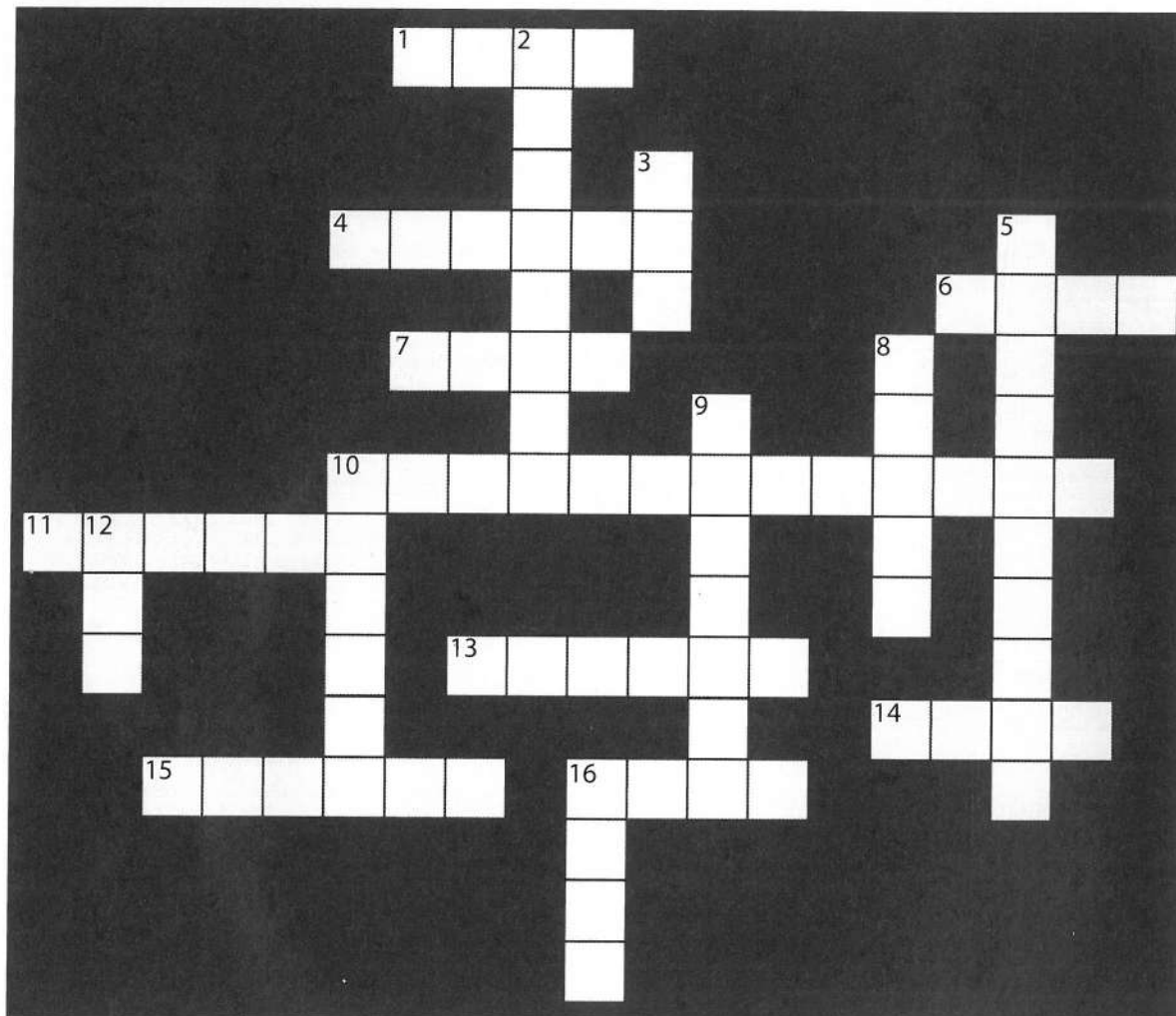
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## Review

Solve the crossword puzzle with vocabulary and grammar from this unit.



### Across

1. How \_\_\_\_\_ money do you have?
4. We have a \_\_\_\_\_ milk.
6. bacon, steak, and sausages
7. We have \_\_\_\_\_ popcorn.
10. milk, cheese, and butter (2 words)
11. he works in a restaurant
13. It's not important. It doesn't \_\_\_\_\_.
14. all the food you eat
15. I have \_\_\_\_\_ books. (2 words)
16. How \_\_\_\_\_ potatoes are there?

### Down

2. a person who buys things
3. We have a \_\_\_\_\_ tomatoes.
5. tomatoes, onions, and potatoes
8. oranges, bananas, and apples
9. chicken, fish, and shrimp
10. water, tea, and juice
12. Do you have \_\_\_\_\_ fruit?
16. Never \_\_\_\_\_. It's not important.



## Lesson A

## A. Unscramble the activities.

1. aprlingpel      r \_\_\_\_\_
2. bimcling      c \_\_\_\_\_
3. akgnit a krbea      t \_\_\_\_\_ a b \_\_\_\_\_
4. gsmiimwn      s \_\_\_\_\_
5. yiplang cesocr      p \_\_\_\_\_ s \_\_\_\_\_
6. gjgiogn      j \_\_\_\_\_
7. iflngti ghwtsei      l \_\_\_\_\_ w \_\_\_\_\_

## B. Write questions and answers about the pictures. Use the present continuous tense.



1.   
 a. What are they doing now?   
 b. They're cooking.



2.   
 a. \_\_\_\_\_   
 b. \_\_\_\_\_



3.   
 a. \_\_\_\_\_   
 b. \_\_\_\_\_



4.   
 a. \_\_\_\_\_   
 b. \_\_\_\_\_



5.   
 a. \_\_\_\_\_   
 b. \_\_\_\_\_



6.   
 a. \_\_\_\_\_   
 b. \_\_\_\_\_

## C. What are they doing now? Write sentences about friends and family members. Use your ideas and the present continuous tense.

1. My brother is playing computer games.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Lesson B

A. Label the pictures with phrases from the box.

watch a ball game   study   ice skate   fix the roof   play basketball   watch a movie



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

B. Today is a holiday. Look at these people's activities and write sentences with the simple present and present continuous tenses.

	Mondays	Today, Monday, May 1
Beth	clean her house	watch a movie
Eric	go to his office	sleep late
Ms. Tyson	teach classes	swim at the Sports Center
Yuki and Yoko	study English	take a break
Mr. Kim	drive a bus	watch a ball game

- (Beth) On Mondays, Beth always cleans her house.  
Today, she is watching a movie.
- (Eric) On Mondays,  
Today,
- (Ms. Tyson) \_\_\_\_\_
- (Yuki and Yoko) \_\_\_\_\_
- (Mr. Kim) \_\_\_\_\_

C. Read the phone conversation. Write the verb in the simple present tense or the present continuous tense.

**Jason:** Hi, Rick. What are you doing?

**Rick:** Hi! You'll never guess. I (1) \_\_\_\_\_ (sit) in the living room at my parents' house.

**Jason:** Really? But you always (2) \_\_\_\_\_ (see) your girlfriend on Saturday.

**Rick:** Not today. She (3) \_\_\_\_\_ (work), so I

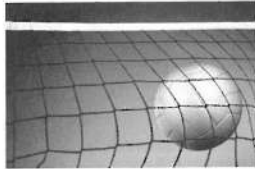
(4) \_\_\_\_\_ (visit) my parents. We (5) \_\_\_\_\_ (look) at vacation photos and (6) \_\_\_\_\_ (talk about) their trip. And my mother (7) \_\_\_\_\_ (cook) dinner!



## Lesson C

A. Write the sport that you play with these things.

ice hockey   gymnastics   baseball   skateboarding   golf   football   volleyball   diving



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



5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

B. Read the phone conversation. Write the correct form of the verb—simple present tense or present continuous tense.

**Andy:** Hi, Yoshi. What (1) are you doing (you, do)? It's very noisy there.

**Yoshi:** I (2) \_\_\_\_\_ (watch) a football game at the stadium! It's American football.

**Andy:** Really? (3) \_\_\_\_\_ (you, like) it?

**Yoshi:** Yes! But I (4) \_\_\_\_\_ (know, not) very much about the sport. Wow! Now all the players (5) \_\_\_\_\_ (run), and one player (6) \_\_\_\_\_ (throw) the ball.

**Andy:** And all the people (7) \_\_\_\_\_ (shout).

**Yoshi:** You should go to a game with me. The tickets only (8) \_\_\_\_\_ (cost) \$5.

**Andy:** I (9) \_\_\_\_\_ (want, not) to watch football. I (10) \_\_\_\_\_ (hate) outdoor sports. I (11) \_\_\_\_\_ (prefer) to be inside.

**Yoshi:** What (12) \_\_\_\_\_ (you, do) today?

**Andy:** I (13) \_\_\_\_\_ (sit) in a chair and (14) \_\_\_\_\_ (listen) to some new CDs!

C. Answer the questions. Write complete sentences.

1. What sport do you like? Why? \_\_\_\_\_

\_\_\_\_\_

2. What sport do you hate? Why? \_\_\_\_\_

\_\_\_\_\_

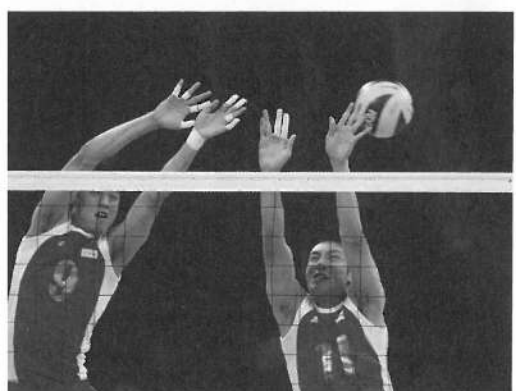
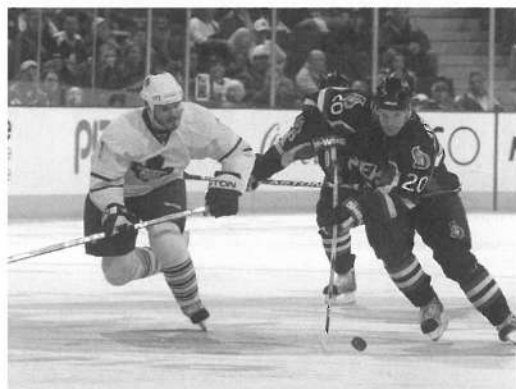
# Sports Around the World

**S**occer is very popular in Brazil. It's a great sport for people of all ages. You don't need much—just a ball and a place to play. You can play on a team, or you can just play with your friends. Soccer is popular in every country around the world. It's really an international sport.

I'm from Canada, and we love ice hockey here. It's very cold in winter, but we don't like to stay indoors. Our children play ice hockey at school. We watch their games and drink hot chocolate! Of course, we also watch famous hockey teams on TV.

The most popular sport in the United States is baseball. Some people think it's very slow, but it's a really interesting game. It's fun to sit outdoors with your friends at a baseball game. We eat hot dogs and cheer for our team.

A lot of people in China play volleyball. We have teams at our schools and our offices. You can play volleyball indoors or outdoors. It's a good sport because you don't need expensive equipment. The only things you need are a ball and a net.





A. Complete the chart.

Country	Sport	Good things about the sport
Brazil		great for people _____ you need _____ and _____ it's _____ sport
	ice hockey	children play _____ people _____ at the games also watch _____
United States		it's _____, but it's _____ sit outdoors with _____ people eat _____ at the game
		teams at _____ and _____ can play _____ or _____ don't need _____

B. Write about a popular sport in your country. Who plays it? Who watches it? Do you like it? Why, or why not?

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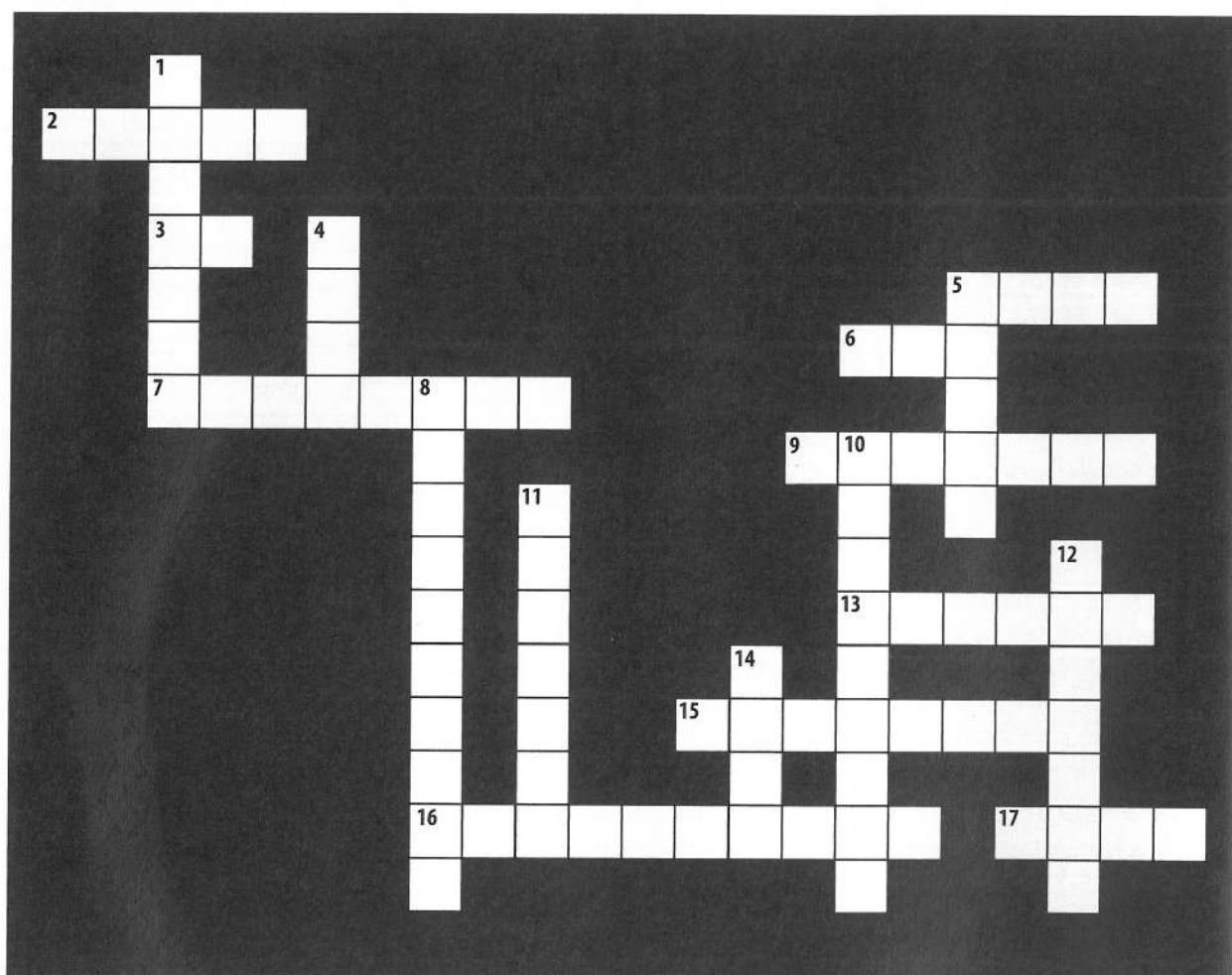
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## Review

Solve the crossword puzzle with vocabulary and grammar from this unit.



### Across

2. I'm tired, so I'm taking a \_\_\_\_\_.
3. On Saturdays I \_\_\_\_\_ ice skating.
5. We (cook) \_\_\_\_\_ dinner every day.
6. "I like basketball." "Me, \_\_\_\_\_."
7. You do this sport in a pool.
9. "I don't like tennis." "Me, \_\_\_\_\_."
13. not outdoor
15. Rock \_\_\_\_\_ is a dangerous sport.
16. I (study) \_\_\_\_\_ right now. (2 words)
17. I (know) \_\_\_\_\_ a lot about sports.

### Down

1. I lift \_\_\_\_\_ at the gym.
4. Baseball is a \_\_\_\_\_ sport. People do it together.
5. It's expensive. It \_\_\_\_\_ a lot of money.
8. Diving is an \_\_\_\_\_ sport. There are no teams.
10. things you need for a sport
11. He (prefer) \_\_\_\_\_ outdoor sports.
12. running
14. I like to \_\_\_\_\_ soccer.



## Lesson A

**A.** Complete the expressions for vacation activities.

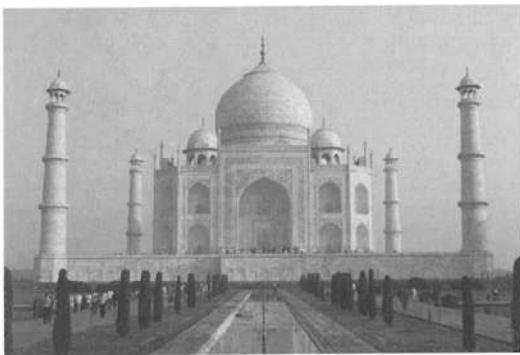
rent take a check in take visit unpack buy

1. \_\_\_\_\_ places of interest
2. \_\_\_\_\_ bus tour
3. \_\_\_\_\_ to the hotel
4. \_\_\_\_\_ a car
5. \_\_\_\_\_ photos
6. \_\_\_\_\_ your suitcases
7. \_\_\_\_\_ souvenirs

**B.** Write the past tense form of the verb. Be careful! Some verbs have *-ed* endings and some verbs are irregular.

1. see	saw	9. buy	
2. help		10. travel	
3. take		11. know	
4. ask		12. leave	
5. need		13. play	
6. fly		14. tell	
7. say		15. agree	
8. go		16. learn	

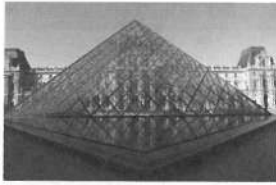
**C.** Look at the pictures and complete the conversation. Write questions and answers in the simple past tense.



- Eric:** Tell me about your vacation! (1) Where did you go (where/go)?
- Katie:** (2) \_\_\_\_\_ (we/go/India). It was great!
- Eric:** (3) \_\_\_\_\_ (where/fly to)?
- Katie:** (4) \_\_\_\_\_ (fly/New Delhi). We stayed for two nights.
- (5) \_\_\_\_\_ (then/take/a train to Agra).
- Eric:** (6) \_\_\_\_\_ (what/do in Agra)?
- Katie:** (7) \_\_\_\_\_ (we/visit/the Taj Mahal). It was beautiful!
- Eric:** What about the food in India? (8) \_\_\_\_\_ (you/like it)?
- Katie:** Yes! (9) \_\_\_\_\_ (we/go/some great restaurants).

## Lesson B

A. Read about the tour. Imagine you took the tour. Write sentences in the simple past tense.



### ***A Week in Paris! Only \$1,995!***

- |                  |   |
|------------------|---|
| <b>Monday</b>    | Leave home and fly to Paris. Go to the hotel.                       |
| <b>Tuesday</b>   | Visit the Eiffel Tower.   |
| <b>Wednesday</b> | See all the famous paintings in the Louvre Museum.                  |
| <b>Thursday</b>  | Take a boat trip on the Seine River.                                |
| <b>Friday</b>    | Watch artists in Montmartre and have dinner in a French restaurant. |
| <b>Saturday</b>  | Go shopping at a famous department store and buy souvenirs.         |
| <b>Sunday</b>    | Go to the airport. Then return home.                                |

1. On Monday, I left home and flew to Paris. I
2. On Tuesday, I
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

B. Two people are talking about a vacation. Write the questions.

1. **Q:** \_\_\_\_\_?
- A:** I went to Buenos Aires, in Argentina.
2. **Q:** \_\_\_\_\_?
- A:** I stayed there for a week.
3. **Q:** \_\_\_\_\_?
- A:** I visited all the famous places and ate great steaks.
4. **Q:** \_\_\_\_\_?
- A:** I bought a cool jacket.
5. **Q:** \_\_\_\_\_?
- A:** Yes, I really enjoyed it! It's a beautiful city!



# Lesson C

**A.** Complete the sentences with the emphatic adjectives from the box. Use each word once.

horrible   huge   filthy   fascinating   excellent   spotless   exhausting

1. The museum was good. In fact, I think it was excellent.
2. The books were interesting. In fact, I think they were \_\_\_\_\_.
3. The food in the restaurant was bad. In fact, I think it was \_\_\_\_\_.
4. My hotel room was very clean. In fact, I think it was \_\_\_\_\_.
5. The trip was really tiring. In fact, I think it was \_\_\_\_\_.
6. The beaches were very dirty. In fact, I think they were \_\_\_\_\_.
7. The store was very big. In fact, I think it was \_\_\_\_\_.

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

- |                          |                         |
|--------------------------|-------------------------|
| 1. _____ is fascinating. | 4. _____ is wonderful.  |
| 2. _____ are amazing.    | 5. _____ are horrible.  |
| 3. _____ is awful.       | 6. _____ is exhausting. |

**C.** Complete the sentences with *was*, *wasn't*, *were*, and *weren't*.

1. Jacob wasn't in class yesterday because he was sick.
2. The stores \_\_\_\_\_ open last Monday because it \_\_\_\_\_ a holiday.
3. I didn't like my vacation. The hotel \_\_\_\_\_ horrible, and the restaurants \_\_\_\_\_ expensive.
4. I got 79 percent on that test. It \_\_\_\_\_ very long, and the questions \_\_\_\_\_ easy.
5. Where \_\_\_\_\_ you last night? I called you, but you \_\_\_\_\_ home.
6. I really liked that movie! The story \_\_\_\_\_ fascinating, and the actors \_\_\_\_\_ excellent.

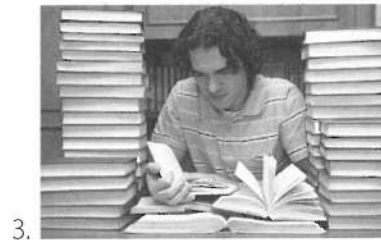
**D.** Complete the conversations.



**A:** \_\_\_\_\_ Alina at school yesterday?  
**B:** No, she \_\_\_\_\_. She \_\_\_\_\_ at home.



**A:** \_\_\_\_\_ you in Mexico on vacation?  
**B:** No, \_\_\_\_\_ in Brazil.



**A:** \_\_\_\_\_ Rick at the sports center on Saturday?  
**B:** No, \_\_\_\_\_ at the library.



## Lesson D

Hi Jessica,

You asked about my vacation. There was good and bad.

It was a long trip. The airline was terrible. Everything was late, and the airplane was filthy with food on the floor and papers everywhere. We flew to the capital city, and then we took a train. We took a boat to get to White Beach. We left home at 5:00 a.m., and we arrived at 10:00 p.m.

The beach was amazing! It really is white, and it's very clean. In fact, it was spotless, and the water was warm and blue. We went swimming every day and walked on the beach. Our hotel was huge, but very nice. The food was OK, but the restaurants had only a few different dishes. We had fish every day.

One day, we took a bus tour. It was exhausting! We went to about 20 different places. We only stayed for 10 minutes at each place, so we didn't have time to take photos. And the tour guide was terrible. He didn't speak English very well.

At the end of our vacation, we went to a gift shop. They had some nice souvenirs there. I bought t-shirts for all my friends. I have a t-shirt for you, too!

See you soon!

Amy



### A. Circle the correct answer.

1. Amy stayed at \_\_\_\_.  
a. the capital city      b. a beach      c. a small town
2. Her trip to White Beach was \_\_\_\_.  
a. easy      b. hard      c. short
3. The hotel was \_\_\_\_.  
a. big      b. dirty      c. fascinating
4. The food wasn't \_\_\_\_.  
a. healthy      b. interesting      c. delicious

### B. What did Amy think about these things? Check ✓ her opinions.

	😊	😐	😞
1. her vacation			
2. the airplane			
3. the beach			
4. the hotel			
5. the food			
6. the bus tour			
7. the souvenirs			

### C. You took a vacation in London. Look at the vacation information. Write a letter to your friend about it.

#### Your London Tour

- fly to Heathrow Airport
- five days in a big hotel
- eat in English restaurants
- visit the Tower of London
- see Buckingham Palace
- take a boat trip on the Thames River
- buy souvenirs in famous department stores

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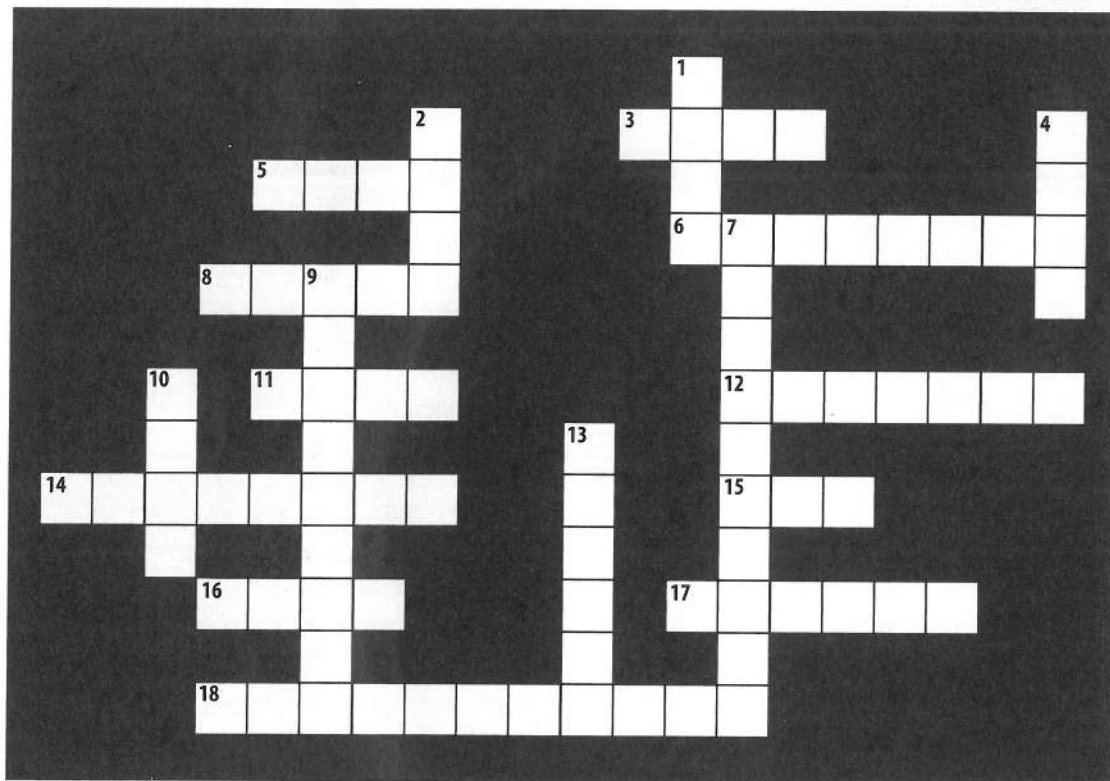
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## Review

Solve the crossword puzzle with vocabulary and grammar from this unit.



### Across

3. past tense of *go*
5. I like to \_\_\_\_\_ photos.
6. very bad
8. I always \_\_\_\_\_ places of interest on vacation.
11. very big
12. very good
14. very clean
15. past tense of *see*
16. past tense of *say*
17. very dirty
18. very interesting

### Down

1. past tense of *leave*
2. I always \_\_\_\_\_ a car to drive on vacation.
4. past tense of *fly*
7. very tiring
9. I always buy \_\_\_\_\_ to remember my vacation.
10. past tense of *take*
13. past tense of *buy*



# VOCABULARY INDEX

airline ticket .....U 3	doctor .....U 1	Ireland .....U 1	Sambadrome .....U 2
airport .....U 3	documents .....U 3	Irish .....U 1	sausages .....U 4
amazing .....U 6	drinks .....U 4	jogging .....U 5	shrimp .....U 4
apples .....U 4	easy .....U 1	Jordan .....U 1	skateboarding .....U 5
Australia .....U 1	eat breakfast .....U 2	Jordanian .....U 1	soda .....U 4
Australian .....U 1	eat out .....U 2	juice .....U 4	spotless .....U 6
awful .....U 6	eggs .....U 4	ladders .....U 6	squid .....U 5
bacon .....U 4	engineer .....U 1	lemons .....U 4	start work .....U 2
bad .....U 6	enormous .....U 6	lettuce .....U 4	steak .....U 4
bagels .....U 4	excellent .....U 6	lifting weights .....U 5	study .....U 5
Bahrain .....U 1	exhausting .....U 6	looking for .....U 5	swimming .....U 5
Bahraini .....U 1	expiration date .....U 3	luxury .....U 4	take a bus tour .....U 6
baked beans .....U 4	fascinating .....U 6	magnificent .....U 6	take a nap .....U 2
bananas .....U 4	feast .....U 2	masks .....U 2	take a shower .....U 2
baseball .....U 5	festivals .....U 2	meat .....U 4	take a taxi .....U 3
big .....U 6	filthy .....U 6	Mexican .....U 1	take photos .....U 6
board the airplane .....U 3	fireworks .....U 2	Mexico .....U 1	taking a break .....U 5
boring .....U 1	fish .....U 4	milk .....U 4	tea .....U 4
breakfast cereal .....U 4	fit .....U 6	nationalities .....U 1	teacher .....U 1
broccoli .....U 4	fix the roof .....U 5	nice .....U 6	terrible .....U 6
butter .....U 4	floating village .....U 5	nuts .....U 4	Thai .....U 1
buy duty free goods .....U 3	football .....U 5	occupants .....U 6	Thailand .....U 1
buy souvenirs .....U 6	fortress .....U 6	occupations .....U 1	tie .....U 2
buy your ticket .....U 3	France .....U 1	onions .....U 4	tiring .....U 6
cash .....U 3	French .....U 1	oranges .....U 4	to cost .....U 5
catch the bus .....U 2	fruit .....U 4	outstanding .....U 6	to hate .....U 5
cauliflower .....U 4	fun .....U 2	pack your bags .....U 3	to know .....U 5
celebrate .....U 2	get up .....U 2	pack/unpack suitcase .....U 6	to like .....U 5
check in .....U 3	go ice skating .....U 5	packing .....U 3	to need .....U 5
check into the hotel .....U 6	go through customs .....U 3	passport .....U 3	to prefer .....U 5
checks .....U 3	go through	peppers .....U 4	to think .....U 5
cheese .....U 4	immigration .....U 3	Peru .....U 1	to want .....U 5
chicken .....U 4	go through security .....U 3	Peruvian .....U 1	tomatoes .....U 4
claim your baggage .....U 3	go to a ball game .....U 5	photographer .....U 1	travel agent .....U 1
clean .....U 6	go to bed .....U 2	pilot .....U 1	travel insurance .....U 3
climbing .....U 5	go to the movies .....U 2	play basketball .....U 5	traveler's checks .....U 3
coffee .....U 4	golf .....U 5	playing soccer .....U 5	tropical forest .....U 6
costumes .....U 2	good .....U 6	police officer .....U 1	trunks .....U 6
countries .....U 1	gorge .....U 6	poor .....U 1	tuna salad .....U 4
crab .....U 5	gymnastics .....U 5	potatoes .....U 4	unhappy .....U 1
credit cards .....U 3	hamburger .....U 4	presents .....U 2	unintentionally .....U 4
dairy products .....U 4	happy .....U 1	protein .....U 4	vegetables .....U 4
dancer .....U 1	horrible .....U 6	rappelling .....U 5	visa .....U 3
dangerous .....U 1	huge .....U 6	read the newspaper .....U 2	visit friends .....U 2
decorate .....U 2	ice hockey .....U 5	rent a car .....U 6	visit places of interest .....U 6
difficult .....U 1	interesting .....U 1	rich .....U 1	volleyball .....U 5
dirty .....U 6	international driver's	safe .....U 1	watch TV .....U 2
diving .....U 5	license .....U 3	salary .....U 1	water .....U 4



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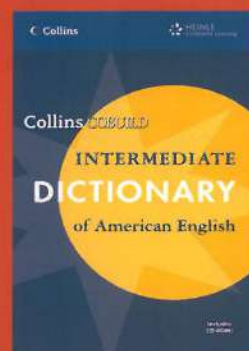
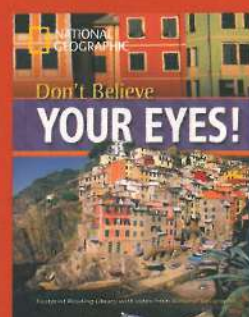
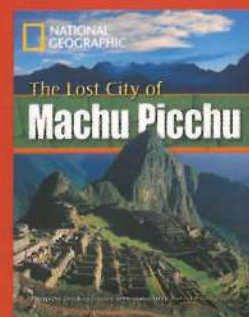
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