

CEFR A2/B1

Jane Revell • Mary Tomalin • Jeremy Harmer

AMERICAN

JETSTREAM

PRE-INTERMEDIATE

Second Edition



LMS



e-book+



APP



Student's Book

CONTENTS

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 0 Getting to know you page 6	LESSON 1 Who are you?	Personal information The alphabet Physical activities Work and life Musical instruments	Questions (R) <i>be</i> (R) <i>have</i> (R) Present simple (R)		Introducing yourself and other people Asking personal questions
	LESSON 2 Why are you learning English?		<i>need</i> or <i>want</i> (R) Present continuous		Talking about objectives Writing about yourself

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 1 Doing things in different ways page 10	LESSON 1 Are you a multi-tasker?	<i>make</i> or <i>do</i>	Present continuous (R) Present simple (R) Adverbs of frequency Expressions + <i>-ing</i> form	Reading: Is Multi-tasking a Myth?	Talking about popular activities
	LESSON 2 Make the most of your talents	Your talents /ɔ:/		Reading: A Quiz about Talents	Writing about your talents and interests
	LESSON 3 Count on your memory		Reflexive pronouns	Listening 1: Dominic O'Brien: World Memory Champion Listening 2: Remembering words	Talking about how to improve your memory
	VOCABULARY PLUS LANGUAGE IN ACTION	Subjects /dʒ/ Uncountable nouns Wordbuilder: Verbs and nouns FOCUS ON: <i>up</i> and <i>down</i> Expressing opinions: strong likes and dislikes Agreeing and disagreeing			

UNIT 2 Amazing ... or crazy? page 18	LESSON 1 You're never too old!	Life events	Past simple affirmative (R) Past simple negative (R) Past simple questions (R)	Reading: Fauja Singh (centenarian marathon runner)	Talking about important life events
	LESSON 2 He was swimming when ...	Transportation	Past continuous vs. past simple	Reading: Around the World in 13 Years! Irregular past simple verbs	Planning and comparing world trips
	LESSON 3 Why was she wearing a mask?		Past continuous vs. past simple: questions	Listening 1: A conversation about Diana Nyad Listening 2: A conversation about Rosie Swale Pope	Writing about an adventurer
	VOCABULARY PLUS LANGUAGE IN ACTION	Places Ordinal numbers Wordbuilder: Compound nouns FOCUS ON: <i>come</i> Strong and weak pronunciation of <i>the</i> Telling stories			

REVIEW Units 1 & 2 page 26; Culture Matters: Social etiquette

e-ZONE **Cambridge B1 Preliminary** Listening Part 1, Reading Part 1, Writing Part 1 **TOEFL** Reading **TOEIC** Listening

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 3 Work and its problems page 28	LESSON 1 The world of work	Work Word stress	<i>going to</i> (R) Verb + infinitive	Reading: A Clear Plan	Asking for a raise Talking about your job and career plan
	LESSON 2 Getting the story right	Professions Word stress	Present continuous for future use	Reading: A Scriptwriter's Life	Writing a reply to a work email
	LESSON 3 Will they like this?	Time expressions	<i>will</i> future	Listening 1 and 2: Information about a stand-up comedian /w/	Talking about your job and making predictions about other people's jobs
	VOCABULARY PLUS LANGUAGE IN ACTION	Verb + infinitive Similar words FOCUS ON: Phrases about work Silent <i>d</i> Giving instructions Making requests Useful expressions Instant decisions and promises			

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 4 How we live page 36	LESSON 1 Is your phone your life?	Money Technology	Present perfect vs. past simple (R)	Reading: Al's Story Listening: A conversation about technology	Talking about the uses of technology
	LESSON 2 What's your life dream?		<i>for</i> and <i>since</i>	Reading: Georgina's Dream P /ɪ/ and /i/	Talking about your dream in life Writing a biography
	LESSON 3 Just finished!	Household tasks	<i>already</i> , <i>yet</i> , <i>just</i>	Listening 1: A radio program about housework Listening 2: Three conversations about household tasks Listening 3: A conversation between two roommates	Talking about gender, age, and household roles and tasks
	VOCABULARY PLUS LANGUAGE IN ACTION	Words and phrases for tech Relationships FOCUS ON: <i>go</i> Opening and closing a conversation P Intonation P Word stress			

REVIEW Units 3 & 4 page 44: Culture Matters: Cultural differences in business
e-ZONE ▶ **Cambridge B1 Preliminary** Listening Part 2, Reading Part 2 **IELTS** Reading **TOEIC** Listening & Reading

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 5 Getting away page 46	LESSON 1 Jobs with adventure!		<i>must</i> / <i>mustn't</i> / <i>have to</i> / <i>don't have to</i> ; <i>can</i> / <i>can't</i>	Reading: Come Join Us!	Writing about job requirements Talking about things you can do to become fluent in English
	LESSON 2 It might rain ...	Travel P Word stress Clothes P /ʃ/	<i>might</i> , <i>may</i> , <i>will probably</i>	Reading: Traveling Light	Talking about tips for traveling light
	LESSON 3 Enjoy the ride!	Personal items		Listening 1: A radio interview with a regular traveler Listening 2: A story about a missed flight	Talking about bus travel Writing and acting out a conversation
	VOCABULARY PLUS LANGUAGE IN ACTION	Useful things Useful expressions Wordbuilder: Negative prefixes: <i>im-</i> , <i>in-</i> , <i>un-</i> FOCUS ON: <i>get</i> Describing an object Speculating about the present and the future			
UNIT 6 Survival page 54	LESSON 1 If you get stuck, don't panic!	Emergency equipment (1)	Zero conditional and <i>when</i> clauses	Listening: A road expert talking about dealing with snow	Talking about what to do if you're lost
	LESSON 2 If we don't act now ...	Global warming	First conditional	Reading and Listening: Climate catastrophe / Global warming quiz Listening: Interview responses about global warming	Talking about global warming Writing predictions for the year 2050
	LESSON 3 Animals that live in the jungle	Animals in danger P /aɪ/ and /ɪ/	Relative pronouns: <i>who</i> , <i>which</i> , and <i>that</i>	Listening: A talk about endangered animals Reading: The World Wide Fund	Talking about how to help animals in danger Analyzing an ad for a volunteer organization
	VOCABULARY PLUS LANGUAGE IN ACTION	P Emergency equipment (2) Wordbuilder: Nouns from verbs P Three-syllable words FOCUS ON: <i>keep</i> Giving instructions Checking understanding			

REVIEW Units 5 & 6 page 62: Culture Matters: Giving presents
e-ZONE ▶ **Cambridge B1 Preliminary** Listening Part 3, Reading Part 3 **IELTS** Writing **TOEFL** Reading & Listening

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 7 Danger page 64	LESSON 1 What's more dangerous?	Animals P Three-syllable words P Different ways of saying o	Comparison: <i>a little (more) or a lot (less)</i>		Describing an animal Talking about danger signs and creating a sign
	LESSON 2 What really IS dangerous?	Dangers	Comparison: (<i>not</i>) <i>as ... as</i>	Reading: Some Surprising Statistics	Talking about dangerous things and the movie <i>Jaws</i>
	LESSON 3 What are you afraid of?		-ing forms as nouns	Listening 1: Street interviews about phobias Listening 2: A story about a frightening experience	Talking about phobias Writing about a frightening experience
	VOCABULARY PLUS LANGUAGE IN ACTION	Idioms with <i>as ... as</i> -ed or -ing adjectives P Word stress FOCUS ON: <i>out</i> Giving yourself time to think Writing a movie review			

UNIT 8 Just go for it! page 72	LESSON 1 Is anyone home: ... ?		<i>something, anything, everything, etc</i> <i>must</i> and <i>can't</i> for deductions	Listening: A scary scene	Talking about a scene from a movie script Making deductions
	LESSON 2 Does it make you nervous?	Presentations	<i>make, let, or help</i>	Reading: An article about talking in public	Talking about ways of feeling more confident
	LESSON 3 And now some practical advice: ...	Presentation equipment P Word stress	Possessive pronouns	Listening 1: A conversation about self-help techniques Listening 2: An interview with a sports psychologist	Discussing self-help techniques
	VOCABULARY PLUS LANGUAGE IN ACTION	Speaking verbs Adjective + <i>to</i> + infinitive Wordbuilder: Adjectives FOCUS ON: <i>give</i> and <i>take</i> Beginning and ending a talk P /h/			

REVIEW Units 7 & 8 page 80; Culture Matters: Attitudes towards time

e-ZONE ▶ **Cambridge B1 Preliminary** Listening Part 4, Writing Part 2 **IELTS** Reading **TOEIC** Reading

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 9 What's the alternative? page 82	LESSON 1 Living on the water	The cost of living P Silent letters	Verb + -ing form	Reading: Living off the Grid	Talking about reducing living costs
	LESSON 2 Kept in small places	Farming	Present simple passive Past simple passive	Reading: The Animal as an Object	Talking about factory farming Writing your opinion on an online forum about factory farming
	LESSON 3 How do you treat a cold?	Health	Subject and object questions with <i>who, what, or which</i>	Listening 1: A talk about alternative medicine Listening 2: Interviews with people about health issues	Talking about your experiences of alternative medicine
	VOCABULARY PLUS LANGUAGE IN ACTION	Health Useful expressions P Sentence stress Managing a conversation			
UNIT 10 The news and journalism page 90	LESSON 1 She had fallen through a window!	Verbs of movement	Past perfect and <i>when</i> clauses with the past simple and past perfect	Reading: Two short news stories	Finding out information to complete a news story
	LESSON 2 He said / she said ...	Crime (1)	Reported speech (1) <i>say</i> and <i>tell</i>	Reading: Money, not Love	Writing a story about a robbery
	LESSON 3 What questions did he ask?	Personality P Word stress	Reported speech (2) P Intonation with <i>wh-</i> and <i>yes / no</i> questions	Listening 1: A job interview Listening 2: A conversation about a job interview	Acting out an interview
	VOCABULARY PLUS LANGUAGE IN ACTION	Verbs of movement Telling an anecdote	Crime (2) Wordbuilder: Prefix <i>un-</i>	P Syllable stress	FOCUS ON: <i>the news</i>

REVIEW Units 9 & 10 page 98; Culture Matters: Table manners

e-ZONE ▶ **Cambridge B1 Preliminary** Reading Part 4 **IELTS** Listening **TOEFL** Listening & Writing

		VOCABULARY	GRAMMAR	READING AND LISTENING	SPEAKING AND WRITING
UNIT 11 Artists and writers page 100	LESSON 1 Are artists ordinary people?	The arts P Word stress	Zero and first conditional (R)	Reading: An article about Yayoi Kusama Listening: A conversation about an exhibition P Intonation in conditional sentences	Talking about things that may happen
	LESSON 2 If I took one novel ...		Second conditional	Reading: A book blog	Discussing different types of books Writing a paragraph about a novel or movie you enjoyed
	LESSON 3 A magical writer	P Writing and novels	Purpose clauses	Listening 1: An interview about Gabriel García Márquez Listening 2: A talk about <i>One Hundred Years of Solitude</i>	Discussing a photo Talking about fantasy novels
	VOCABULARY PLUS LANGUAGE IN ACTION ▶	The arts Book types Useful expressions Expressing strong feelings P Adjective / noun stress			
UNIT 12 Special occasions page 108	LESSON 1 Making it memorable	Weddings P Word stress	Verb + infinitive <i>or</i> / <i>and -ing</i> form	Reading: Our Fabulous Beach Wedding	Talking about a couple's wedding
	LESSON 2 Celebrations, past and present		<i>used to</i>	Reading: Two Spring Festivals Discussing festivals around the world	Talking about past habits
	LESSON 3 Reliving an experience		Review (1) Review (2)	Listening 1: A conversation about special places Listening 2: A conversation about an old friend P Liaison	Describing a special place Writing about a special person
	VOCABULARY PLUS LANGUAGE IN ACTION 🔊	Adjectives describing feelings Useful expressions FOCUS ON: like Making invitations and suggestions P Sentence stress for changing meaning			
REVIEW Units 11 & 12 page 116; Culture Matters: Wedding traditions					
e-ZONE ▶ Cambridge B1 Preliminary Reading Parts 5 & 6 IELTS Listening TOEIC Reading					
EXTENDED PRACTICE page 118	Pairwork & Extra material pages 118–125				
	Grammar Reference pages 126–135				
	Exam Training pages 136–147 Cambridge B1 Preliminary • TOEIC Bridge • Aptis General • MET				
	Speaking & Pronunciation pages 148–156				
	Irregular verbs page 158				

KEY

	Audio
	Video
	Pronunciation activities
	Pair- and groupwork
OVER TO YOU	Over to you
MEMORY	Test your memory
EVERYBODY UP!	Share with others
TAKE AWAY	Language you take with you
YOUR VIDEO	Create your own video
EXPLORE	Extend your learning with online projects
YOUR STORY	Tell your own story
	Link to Workbook

On Helbling media app

- Audio
- Video

On helbling-ezone.com

- Cyber Homework
- Exam Practice
- Projects
- Audio and video

- A1 Grammar:** questions; *be*; *have*; present simple; present continuous; *want* or *need*
Vocabulary: personal information; the alphabet; physical activities; work and life; musical instruments
Functions: introducing yourself and other people; asking personal questions; talking about objectives

LESSON 1 Who are you?



SPEAKING

1. 02 Listen and repeat the conversation. Then say hello to other people.

FIRAT Hi! I'm Firat.
 OLGA Hello! My name's Olga.
 FIRAT Good to meet you.
 OLGA Nice to meet you, too.

2. 03 Complete the conversation below. Then listen and check.

TEACHER Hello! ¹ _____ here for the Pre-intermediate English course?
 CARLA Yes, I am.
 TEACHER What's ² _____?
 CARLA Carla Valenzuela.
 TEACHER How ³ _____ that?
 CARLA C-A-R ...
 TEACHER No, sorry, I meant, how ⁴ _____ your last name?
 CARLA Oh, sorry. V-A-L-E-N-Z-U-E-L-A.
 TEACHER Ah. OK. And where ⁵ _____?
 CARLA I'm from La Paz.
 TEACHER In Bolivia?
 CARLA No, in Mexico!
 TEACHER Oh! There's a La Paz in Mexico?
 CARLA Yes, in Baja California!



3. 04 These letters are sometimes tricky to say in English. How do you say them? Listen and check.

a e i o u w y g j

4. Act out the conversation in Exercise 2 with three different people. Use your own name and place.

VOCABULARY

5. Write the words under the correct heading. Which word doesn't fit? Add two more words to each category.

drums	keyboard	Pilates	retired	running	saxophone	snake
student	swimming	teacher	unemployed	violin	volleyball	
PHYSICAL ACTIVITIES		WORK AND LIFE		MUSICAL INSTRUMENTS		

6. Complete the phrases with words from Exercise 5.

- do judo, yoga, _____
- go jogging, climbing, _____, _____
- play soccer, ping pong, tennis, _____
- play the piano, guitar, _____, _____

7. Add these words to the lists in Exercise 6.

banjo	flute	golf	horseback riding	karate	sailing	skiing	sports
-------	-------	------	------------------	--------	---------	--------	--------

8.  In groups of three, take three minutes to agree on three activities you all do.

GRAMMAR Questions

9. Complete questions 1–8 with *are* or *do*. Then match them with a possible answer a–i.

- | | |
|--|---|
| 1. Where _____ you from? | a) No, I'm on my own right now. |
| 2. Where _____ you live now? | b) I'm from Cuba. |
| 3. What _____ you do? | c) I play the trumpet, but not very well. |
| 4. Where _____ you work? | d) I'm not working at the moment. I'm unemployed. |
| 5. _____ you do any sports or physical activities? | e) Yes, I do zumba! |
| 6. _____ you married, or _____ you have children? | f) In a children's hospital. |
| 7. _____ you play a musical instrument? | g) Here in Miami. |
| 8. How old _____ you? | h) I'm a social worker. |
| | i) That's not important, is it? |

> PAGE 126

10.  05 Listen and check your answers.

Remember

If you don't know the English word for something, ask *How do you say ... in English?*



What do you do?

I'm a bus driver.

SPEAKING

- Think of your own answers to the questions in Exercise 9.
-  Ask another student five of the questions from Exercise 9.
-  Introduce your partner to other people. Tell them something about him/her.

WRITING

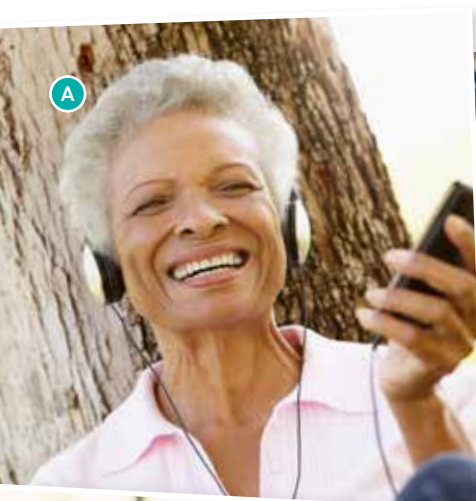
14. Write a short paragraph about yourself and give it to your teacher. Use your answers to the questions in Exercise 9 to help you.

My name is ... I'm a ... I have ...

Remember

I'm a teacher.	He's a waiter.	She's an engineer.
I'm not working today.	He isn't studying French.	She's training to be a doctor.
I work at the school.	He works in a restaurant.	She doesn't work in an office.
I have two children.	He doesn't have a car.	She has a great job.

> PAGE 126



SPEAKING

1. Match verbs in A with words in B.

A

get go on meet pass
read speak watch

B

English an exam a job movies
news articles people vacation

2. Suggest two other words that can go with each of the verbs in A.
3. What is happening in each of the photos above? How do they relate to English?

LISTENING

4. These are all replies to the same question. What's the question?

1. I need it for my work. ☐
2. I need it for my studies. ☐
3. I want to understand the words of songs. ☐
4. I need to pass an English exam. ☐
5. I need it to go on vacation. ☐
6. I want a better job. ☐

7. I want to read books and articles in English. ☐
8. I don't really need it at all. I just enjoy meeting people. ☐
9. Because everybody needs to speak English! ☐

5. 06 Listen to six English-language students answering the question in Exercise 4. Which replies from Exercise 4 do you hear? Mark them.

6. 06 Listen again. What extra information do you hear for each speaker?

SPEAKING

7. Which of the statements in Exercise 4 are true for you? Add other reasons.
8. 🗨️ Compare your ideas with other people. Do you have the same objectives?

LEARNING STRATEGIES

9. Read the information. Then write a list of your goals for learning English. Put it up on a wall at home where you will see it often.

Did you know that it's very important to write down your goals?

Research shows that people who write down their goals are very likely to achieve what they want. But people who don't write down their goals are less likely to be successful. So it's a good idea to write them down!

It's also a very good idea to look at your goals occasionally, and remind yourself of what you want to accomplish. So put them up somewhere where you can see them!



Remember

need ... for + noun:

I **need** English **for** college.

want + noun:

I **want** a better job.

need or **want** + *to* infinitive:

I **want to** study.

> PAGE 126

10. 🗨️ Decide with a partner what you can say in these situations.

1. You don't know how to spell something.
2. You didn't understand what someone said.
3. You want to get someone's attention.
4. You want to get past someone.
5. You step on someone's foot.
6. Your teacher is speaking too fast!

11. 🎧 07 Listen and check. Remember to use these expressions in your English classes and outside of class, too!

✓ we say ...	✗ we don't say ...
Sorry, I don't understand.	No understand.
How do you spell ...?	How do you write ...?
Can you say that again, please?	What? Repeat, please!
What does "unemployed" mean ?	What means "unemployed"?
What's "dibujo" in English?	How is "dibujo" in English?

1 Doing things in different ways

A1 A2 Grammar: present continuous; present simple; adverbs of frequency; expressions + *-ing* form; reflexive pronouns
Vocabulary: *make* or *do*; your talents
Functions: expressing opinions; agreeing and disagreeing

LESSON 1 Are you a multi-tasker?

 **YOU FIRST!** How many things can you do all at once?



 **YOUR RESPONSE?** How do you feel when you have to do more than one thing at the same time?

SPEAKING

1. Look at the picture and answer the questions.

- How many things is the woman doing at the same time? What are they?
- Why do you think she has to be good at multi-tasking?

3.  08 Complete sentences 1–7 with these verbs. Then listen and check. Which activity is missing from the sentences?

do	drink	make	pay	play	send	work on
1. She's _____ with her dog.		4. She's _____ coffee.		7. She's _____ for something with her credit card.		
2. She's _____ yoga.		5. She's _____ her laptop.				
3. She's _____ a text message.		6. She's _____ cookies.				

VOCABULARY *make* or *do*

4.  09 Complete the table with these phrases. Then listen and check.

coffee	cookies	a decision	homework
the housework	a mistake	a noise	
a phone call	sports	Sudoku	yoga

MAKE	DO
coffee	homework

GRAMMAR 1 Present continuous

2. Complete the rule.

We use the **present continuous** to describe a picture or scene, or talk about what _____ (happen) now(ish) or at the present moment.

> PAGE 126

GRAMMAR 2 Present simple; adverbs of frequency

5. Complete the rule. Then answer the questions. Share your ideas.

We use the **present simple** to talk about what _____ (happen) generally.

We use **adverbs of frequency** to say how often we do things (*all the time, every day, always, often, usually, sometimes, hardly ever, never*).

- Which of the things in Exercise 4 do you ...
a) do every day? b) sometimes do? c) never do?
- Are you doing any of the things right now?

> PAGE 127

6. Write the correct form of the missing verbs in the correct place in the sentences.

do	go	have	listen to (x2)	check
	read	send	use	watch

- I always the radio in the morning. I never the newspaper.
- Ruth often breakfast out. She to a different place every day.
- Jack hardly ever TV at breakfast. He usually Sudoku.
- I never my cell phone in the car, but I sometimes music.
- They usually text messages and their emails on their way to work.

7. Rewrite the sentences in Exercise 6 so they are true for you. Compare with a partner.

READING

8. Read the extract from an article on the right. Do you agree with Dave Crenshaw?

Is multi-tasking a myth?

Many employers say they like **employees** who are good at multi-tasking. But in his recent time management **bestseller**, *The Myth of Multi-tasking: How "Doing it All" Gets Nothing Done*, Dave Crenshaw says that people can't do two things at once. It's impossible. A person only has one brain. If you're doing one thing, you can't do something else at the same time. Multi-tasking doesn't exist. What we're doing is "switch-tasking." We move very quickly between two or more **tasks**, and pay little attention to each of them in turn. Crenshaw says that if we do this for a long time—as many people do—it's very bad for us. It can make us stressed and unhappy and **inefficient** at our job.

9. Match the words in bold in the extract in Exercise 8 with the correct meaning 1–5.

- | | | |
|----------------------------|-----------------------------------|--------------------------------|
| 1. activities | 3. not working well | 5. people who work for someone |
| 2. a story that isn't true | 4. a book that lots of people buy | |

10. **MEMORY** Choose the best answers. Then look at the extract again to check.

- | | |
|---|---|
| 1. Many employers
a) are good at multi-tasking.
b) think multi-tasking is a good thing.
c) agree with Dave Crenshaw's ideas. | 3. "Switch-tasking" means
a) moving quickly from one activity to the next.
b) spending a long time on each activity.
c) doing several things at the same time. |
| 2. Dave Crenshaw says
a) we can only do two things at once.
b) some people are better at multi-tasking than others.
c) multi-tasking isn't possible. | 4. In the long-term, switch-tasking
a) is very good for us.
b) can lead to stress.
c) can make us happy. |

11. Circle the items in the grammar box that are true for you. Compare with a partner.

SPEAKING

- In groups of four, you have four minutes to agree on four things you all really like doing and four things you all hate doing.
- Compare your list with those in other groups. What are the most / least popular activities?

GRAMMAR 3 Expressions + -ing form

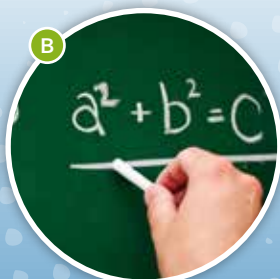
✓	X	X X
good at multi-tasking	not good at sitting still	bad at reading maps
like or love taking photos	don't like drawing	hate doing Sudoku
enjoy solving problems	doesn't like singing	hopeless at making things

> PAGE 127



YOU FIRST! Are you pretty good at everything? Or are you especially good at one or two things?

QUIZ: WHAT DO YOU ENJOY? WHAT ARE YOU GOOD AT?



1. Are you good with words?

Do you like playing with words (e.g., playing Scrabble)?
Do you like reading?
Do you communicate well in your own language?
Do you enjoy learning languages?

2. Do you understand yourself well?

Do you enjoy being on your own?
Do you write down your thoughts in a diary?
Do you sometimes like to sit quietly and reflect?
Do you enjoy learning things about yourself?

3. Do you have "a good ear"?

Can you play a musical instrument?
Are you a good singer?
Do you really enjoy listening to music?
Do you often sing (or whistle or hum)?

4. Are you highly visual?

Do you like drawing, painting, and architecture?
Do you enjoy taking photos, making videos, etc.?
Are you good at reading maps?
Was art one of your favorite subjects in school?

5. Are you good with people?

Do you enjoy being in a group or team?
Do you like team games and sports?
Do you get along with lots of different people?
Do you like parties and meeting up with people?

6. Do you enjoy sports or other physical activities?

Do you enjoy physical activities like sports, dancing, etc.?
Do you walk around to help yourself think?
Do you like making things with your hands?
Do you hate sitting still for a long time?

7. Are you good at math and logic?

Are you good at numbers and calculations?
Do you play number games like Sudoku?
Do you like analyzing things and solving problems?
Was math one of your favorite school subjects?

8. Are you interested in the natural world? (Are you into nature?)

Can you name lots of different plants and animals?
Do you care a lot about conservation and the environment?
Are you interested in astronomy and how life began?
Was biology one of your favorite school subjects?



SPEAKING

- Before you take the quiz on page 12, describe photos A–H. Match them with the questions in bold in boxes 1–8. What do you think the quiz is about?
-  **Work in pairs and do the quiz.**
 - Ask each other the questions. Answer each question: yes, no, or so-so.
 - Give yourself 2 points for every yes, 1 point for every so-so, and 0 points for every no.
 - Count the number of points for each section. Are they more or less equal? Are any sections very “yes”? Are any very “no”?!?
-  **Think about these questions for a moment, then share your ideas.**
 What is the point of the quiz? What does it tell you? What doesn't it tell you?

READING

- Read the short text. Why is it useful to think about our preferences and skills? Underline the four reasons given.
-  **TAKE AWAY** What do the words in bold mean? Which words from the text will you keep?
-  **MEMORY** Can you remember the four reasons given? What were they? Reconstruct them with a partner. Then look back and check.
-  **10** Say these words. Which words don't have the /ɔ:/ sound? Listen and check.

all board call drawing false forty four law
more sports talk thought walk work

-  **Practice this tongue-twister exchange with a partner. Be dramatic! Then write another exchange using words with the /ɔ:/ sound from Exercise 7.**

Claude bought 40 more gorgeous pawpaws, Flora!

40, Paul? 40?? That's awful! Maureen ordered 14 ... not 40!

WRITING

- Write a short profile of yourself based on questions you answered “yes” to in the quiz – plus any other information you would like to add.
-  **YOUR VIDEO** Film your profile on your device and “illustrate” it if you want to. Share it with as many – or as few – people as you like.
-  **EVERYBODY UP!** Find someone who:
 is good at jigsaw puzzles (How many pieces?)
 enjoys working in groups (Why?)
 can play a musical instrument (What?)
 likes talking to themselves (When?)
 loves dancing (What kind of dance?)
 doesn't like math (Why not?)

ShelfLife

REVIEW OF BOOKS



The quiz asks us to **reflect on** what we enjoy and what we're good at. Why?

Well, first, the quiz **reminds** us that we're all good at something! We all have **a wide range** of talents – something we can easily forget. So it's good to remember that from time to time.

Second, it **encourages** us to do more of the things that we like doing – things that make us feel positive and give us **a sense of achievement** (since we can sometimes be too busy doing things that don't make us **particularly** happy).

Third, the quiz **indicates** areas that we are less comfortable with ... because if we choose to work on those – even a little – it will **grow** and **improve** what we do and make our life more interesting.

And finally, the quiz **emphasizes** the fact that we are all different. Not everyone thinks and behaves in the same way we do. Of course, we know that already! It's obvious, isn't it? But, still, we often feel that “my way is the right way ... the only way!” And that's not always helpful.

**YOU FIRST!** How good is your memory?**LISTENING 1**

1. Describe the pictures. What do you think connects them?
2. 11 Listen and complete the text with the missing numbers.

An amazing memory for numbers!

Dominic O'Brien has a really amazing memory, and he's won the World Memory Championships ¹___ times. There are ²___ cards in a deck of playing cards (without the jokers), and Dominic can memorize ³___ decks in one hour. That's almost ⁴___ thousand playing cards! He looks at each card just once, puts it away, and then says all the cards in order. There are ⁵___ cards in total - if he uses the jokers.

3. 12 How does Dominic O'Brien do it? Listen and complete the sentences. Check with a partner.

Remember**Dominic O'Brien's three-step strategy for remembering information:**

1. He changes information into _____.
 2. He connects the _____ to _____.
 3. He puts each item of information _____.
- Something very important that he does regularly: He _____.
- O'Brien's biggest secret: He believes _____.

LISTENING 2

4. 13 Listen to a list of 20 words. Don't write anything. At the end of the list, follow the instructions you hear.
5. Check with a partner. Circle the words you both remembered. Why do you think you remembered those words more than others?
6. 14 Guess if these sentences are true (T) or false (F). Then listen and check.
 1. We remember words at the beginning better than at the end.
 2. We remember words better if we hear them just once.
 3. We remember unusual words better than ordinary ones.
 4. We remember words that connect with us personally.
 5. We remember words we learned most recently.

GRAMMAR Reflexive pronouns

I – <i>myself</i>	we – <i>ourselves</i>
you – <i>yourself</i>	you – <i>yourselves</i>
he – <i>himself</i> she – <i>herself</i> it – <i>itself</i>	they – <i>themselves</i>

To help you remember a word, say it to **yourself** several times.

7. Look at the table on the left, then complete the sentences with the correct reflexive pronoun.

1. Do you talk to _____? – Yes, I sing to _____, too!
2. He fell off his bike and hurt _____ pretty badly.
3. Is she looking at _____ in the mirror again?
4. We went to a very interesting talk and really enjoyed _____.

> PAGE 127

SPEAKING

8. How can you improve your memory? Read the text quickly and underline the answer.

You probably don't want to remember 54 packs of playing cards, but most of us would like to have a better memory. So here's another number: 100,000,000,000. There are one hundred billion cells in your brain. That's a lot of cells! Potentially you have a fantastic memory. But you need to use your brain cells or you lose them. Your brain is like a muscle: you need to exercise it regularly so it works really well. Otherwise, it slows down. And do you know one really good way of exercising your brain? Learning English!



9. **MEMORY** Cover the text in Exercise 8. Tell your partner in one or two sentences what it says.
10. Think of things you can do to improve your memory. Share ideas in small groups and make a list.
11. Match 1–8 with a–h to make memory tips. Were any of these suggestions on your group's list?

Eight tips to improve your memory. It helps if you ...

- | | |
|------------------------------------|---|
| 1. Stop telling yourself: | a) and also eat food with vitamins A, C, and E. |
| 2. Start saying to yourself: | b) because it helps the connections in your brain. |
| 3. Test | c) the more you study, the more you remember. |
| 4. Play | d) "I have a great memory." |
| 5. Relax: | e) yourself often. |
| 6. Drink plenty of water | f) your brain doesn't work well if you're stressed. |
| 7. Eat plenty of fish like salmon, | g) memory games often. |
| 8. Recycle material frequently: | h) "I can't remember things." |

12. Match these suggestions with the tips above.

1. ☐ After reading a chapter of a book, tell yourself what it was about.
2. ☐ Look at a picture for 30 seconds, cover it, and describe it.
3. ☐ Don't criticize your memory.
4. ☐ Tell yourself you're doing well.
5. ☐ At the end of the day, go through everything you've learned that day.

13. **EVERYBODY UP!** Find someone who does 4, 5, 6, or 7 in the memory tips.

14. **MEMORY** Memory games are a great way to exercise your brain. How well can you remember things you hear? Your teacher will give you instructions.

15. **EXPLORE** There are lots of free memory games online – for kids, adults, seniors ... everybody! Find one that you enjoy playing. Describe and show it to other students.

SUBJECTS

1. Reorder the letters to make school or college subjects. Match them with the pictures.

1. ☐ smuci _____
2. ☐ mhat _____
3. ☐ thysori _____
4. ☐ strops _____
5. ☐ chooglyyps _____
6. ☐ graphogey _____
7. ☐ slighen _____
8. ☐ wal _____
9. ☐ rat _____
10. ☐ eeennniiggr _____



2. 15 Listen, check, and repeat. Can you add two more subjects to the list?

3. What were your favorite / least favorite subjects in school?

4. 16 Underline the /dʒ/ sounds in the conversation. Then listen, check, and repeat.

- A Which subjects are you going to study, George? Geography, engineering, or languages?
 B Oh, languages, Julia. German and Japanese!

UNCOUNTABLE NOUNS

5. Circle the one countable noun in the word box.

advice	equipment	furniture	homework	housework	idea
information	knowledge	music	news	stuff	traffic

6. 17 Complete the sentences with *a lot of*, *some*, *any*, or *much*. Then match 1–4 with a–d. Listen and check. Then practice the exchanges with a partner. Be dramatic!

- | | |
|--|---|
| 1. Oh no! There's _____ traffic! | a) Yes, let's sell _____ furniture. |
| 2. Have you had _____ news? | b) A little. But I did _____ housework! |
| 3. There's too _____ stuff in this room. | c) No, we haven't had _____ information at all. |
| 4. Did you do _____ homework? | d) Do you want _____ advice? Let's walk! |

WORDBUILDER: Verbs and nouns

Write the missing vowels in these verbs. What is the noun for each verb?

- | | | | | | |
|----------------|--------------|--------------|--------------------|--------------|---------------------|
| 1. _ n s w _ r | 3. n _ _ d | 5. w _ r k | 7. d _ n c _ | 9. d r _ n k | 11. q _ _ s t _ _ n |
| 2. h _ l p | 4. r _ p l y | 6. s _ _ n d | 8. _ x _ r c _ s _ | 10. c _ l l | 12. t _ s t |

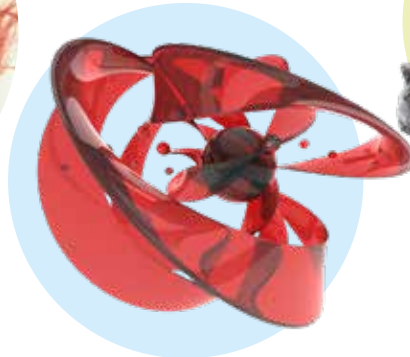
Focus on up and down

a. Complete the questions with *up* or *down*. Then ask a partner.

1. Have you ever been _____ in a hot air balloon?
2. Do you write _____ new words to help you remember them?
3. How often do you go online to look things _____?
4. Do you always slow _____ at traffic lights?

b. Check the meaning of these verbs. Can you suggest two things to do for each verb?

cool down cut up give up
 heat up pick up put down put up
 turn down turn up



1. You are going to see or hear Logan and Dana giving their opinion about the things in these photos. Guess the adjectives they use to describe them.

amazing cool dramatic silly stylish ugly uncomfortable weird

2. 18 01 Watch or listen to the video. What do Logan and Dana think about the four things in the photos? Which ones do they agree on? Circle their opinion.

3. 18 01 What adjectives do they use to describe the things in the photos in Exercise 1? Watch or listen again and check your answers.

	LOGAN		DANA	
SCULPTURE				
HAIRSTYLE				
HAT				
BOOTS				

4. 18 01 Do we use these expressions to agree (✓) or disagree (X)? Which two do you NOT hear in the conversation with Logan and Dana? Watch or listen again and check.

I agree. I disagree. I don't think so.
Me too. Me neither. Actually, I think ... Really? Absolutely! No, you're wrong.

5. Number these modifiers from weakest (1) to strongest (6).

☐ really ☐ pretty ☐ incredibly ☐ absolutely ☐ a little ☐ very

6. Write P (positive) or N (negative) next to each adjective.

awful _____ beautiful _____ disgusting _____ fantastic _____ gorgeous _____
horrible _____ nasty _____ terrible _____ terrific _____ wonderful _____

7. What do you think of the things in the photos on this page? Agree and disagree with your partner. Use the words from Exercises 5 and 6.

8. **YOUR VIDEO** Bring to class something you like and something you don't like. They can be real things or photos on your phone. Tell your group what you think about your objects. Do they agree or disagree with you? Then make a video about your objects and share it with the class or online.

De-stress

The smell of lavender is very relaxing. Put a few drops of oil on your pillow when you go to bed.



we say ...

Wait a second. I'm **sending** a text.

Do you **always** **watch** that show?

I bought **myself** a new dress.

I enjoy playing cards **very much**.

we don't say ...

Wait a second. I **send** a text.

Do you **watch** **always** that show?

I bought **me** a new dress.

I enjoy **very much** playing cards.

LESSON 1 You're never too old!



YOU FIRST! How old is old?

READING

1. Talk about the photo.

1. What's unusual about this photo?
2. What's he wearing?
3. What's the man doing?
4. How old do you think he is?

2. Read the article below. Why did Fauja Singh became a marathon runner?



Fauja Singh wasn't a young man when he ¹_____ (do) the Toronto Marathon in October 2011. He ²_____ (be) 100 years old—the first **centenarian** ever to run in a marathon. He ³_____ (run) 42 kilometers in 8 hours, 25 minutes and 16 seconds. He didn't come in last, he ⁴_____ (come) in 3,850th!

People sometimes call Singh the "Turbaned **Tornado!**" He ⁵_____ (be) born in India on April 1st, 1911. After his wife ⁶_____ (die) in 1992, he ⁷_____ (move) to the UK to live with his son. He was **in his eighties**, but he didn't want to sit at home all day. He ⁸_____ (want) to do something—so he ⁹_____ (**take up**) jogging. He ¹⁰_____ (become) famous in 2000 when he ¹¹_____ (finish) the London Marathon in 6 hours and 54 minutes. He was 89! The sportswear company, Adidas, ¹²_____ (use) Fauja for its "Impossible is nothing" publicity campaign. David Beckham and Lionel Messi ¹³_____ (be) also part of the same campaign.

When he ran marathons, Singh **raised** money for a lot of children's charities. "It's the oldest running for the youngest!" he said.



YOUR RESPONSE? What does this true story say to you?

3. Match the words in bold in the article with the correct meaning.

1. start doing something regularly
2. a person aged 100
3. collect (money for a particular purpose)
4. go to live in a new place
5. a strong, fast wind that goes around in a circle
6. between 80 and 89 years old

4. Look at the grammar box below. Then complete the article above with the past simple of the verbs in parentheses.



De-stress

Be like Fauja Singh: be grateful about what's good in your life.



GRAMMAR 1 Past simple affirmative

5. Complete the table with the past simple affirmative form of the verbs.

BE	REGULAR / IRREGULAR VERBS
Fauja ¹ _____ born in India.	He ³ _____ (want) to run a marathon.
Beckham and Messi ² _____ part of the campaign.	He ⁴ _____ (wear) a turban.

GRAMMAR 2 Past simple negative

6. Complete the table with the past simple negative form of the verbs.

BE	REGULAR / IRREGULAR VERBS
Fauja ¹ _____ born in the UK.	He ³ _____ (want) to stay at home all day.
Beckham and Messi ² _____ marathon runners.	He ⁴ _____ (come) in last in 2011.

> PAGE 127-128

7. Correct the sentences. Use a negative and an affirmative. Be careful! One is already correct.

- Fauja Singh was born on April 2nd. **He wasn't born on April 2nd. He was born on April 1st.**
- He moved to the US.
- He lived with his daughter in the UK.
- He took up boxing.
- He became famous in 2011.
- He was part of a publicity campaign for Nike.
- He raised money for charity.

GRAMMAR 3 Past simple questions

8. Complete the table.

BE
How old ¹ _____ he?
REGULAR / IRREGULAR VERBS
When ² _____ he _____ (move)?
Why ³ _____ he _____ (take up) jogging?

> PAGE 128

9. Write the questions for these answers.

- When _____? In 1911.
- When _____? In 1992.
- Why _____? To live with his son.
- Who _____? David Beckham, Lionel Messi, and Fauja Singh.
- When _____? In 2000.
- _____? No, he came in 3,850th.

10. Circle the correct words. Then answer three of the questions.

- Where *was* / *did* Fauja Singh from originally?
- Why *was* / *did* he take up jogging in the first place?
- Which marathon *does* / *did* he do in under seven hours? How old *is* / *was* he then?
- Was* / *Did* his time in Toronto faster or slower? Why?
- What *does* / *do* "Impossible is nothing" mean to you?
- Why *does* / *do* you think Adidas chose Fauja Singh for its campaign?

11.  **EXPLORE** What was Fauja Singh's secret? Whatever happened to Mr. Singh? Is he still alive? Find out on page 124. Research another centenarian. What's their secret?

VOCABULARY Life events

12.  19 Match these verbs with phrases in the box to make expressions: *buy, finish, get, go, meet, move into, pass, start*. Then listen and check.

school / college	a new job	traveling	a new apartment	my exams	my driving test
engaged / married	my first car	my partner / boyfriend / girlfriend / husband / wife			

SPEAKING

13.  Write down three important events in your life that happened in three different years. In pairs, take turns to say a year. Your partner can ask three questions to guess what happened. If they can't guess, tell them!

14.  In groups of three, take three minutes to agree on three things that:

you would all like to do when you're in your eighties. can help you live a long and happy life.

you would like to experience in your lifetime.

2

LESSON 2 He was swimming when ...

YOU FIRST! How would you travel around the world?

VOCABULARY Transportation

1. **TAKE AWAY** **20** Which words in A go with those in B? Listen, check, and repeat.

A cable camper car cruise fishing
high-speed horse-drawn hot-air mountain
rescue roller school

B balloon bike blades boat bus car
carriage ferry helicopter ship train van

2. **Talk about the questions.**

- Which things in Exercise 1 have a motor? Which have pedals? Which don't have either?
- Which have you been in or on? Which would you like most to go in or on?

READING

3. Look at the photos below and the title of the article. What do you think the article is about?

4. Read the article to confirm your predictions in Exercise 3.

5. **MEMORY** Cover the article. Use these headings to make a list of items you remember. Then read and check your answers.

forms of transportation

countries

cities

oceans

health problems

AROUND THE WORLD IN 13 YEARS!

WHY DID IT TAKE HIM SO LONG?
HE HAD A LOT OF PROBLEMS...



IN JULY 1994, 26-year-old Jason Lewis left Greenwich in London to travel around the world using his own “power.”

Jason didn't want to use any powered transportation—not even a sailboat—so first he went across the Channel and south to Lagos in Portugal in his pedal boat, *Moksha*, and then he pedaled his boat across the Atlantic to Miami. He rollerbladed all the way across North America to San Francisco, then pedaled his boat again across the Pacific Ocean to Australia. He rode his mountain bike from Cooktown to Darwin via Alice Springs, then traveled by bike and kayak through Indonesia to Singapore. He cycled and walked all the way to Mumbai through the Himalayas, then pedaled *Moksha* across the Indian Ocean. From Djibouti, Jason cycled and kayaked through Ethiopia, Sudan, Egypt, and Syria to Türkiye. After rowing across the Bosphorus, he cycled through Bulgaria, Romania, Austria, and Germany to Belgium and the English Channel.

He finally got back to London on October 6th, 2007—13 years after setting off.

So why did it take him so long? Well, he had a lot of problems.

A car crashed into him while he was rollerblading across the US and broke both his legs. Jason had to stay in the hospital for six weeks and couldn't travel for nine months.

While Jason was swimming across a river in Australia, a crocodile attacked him! While he was traveling in the Pacific region, he caught malaria. And the Egyptian police arrested him while he was kayaking across Lake Nasser. They thought he was a spy because he was crossing the border from Sudan to Egypt. When he got out of prison, he continued cycling through Egypt, then Europe, and home to London.

But in the end, in spite of the problems, Jason did it. He became the first person ever to go around the world on human power alone. 74,842 kilometers! It was a crazy but amazing journey.

YOUR RESPONSE? What do you think about Jason's story?

SPEAKING

6.  **EXPLORE** Find a map of the world. Can you mark Jason's route? Refer back to the article if you need to and / or check online.
7.  Talk through Jason's route with a partner. Use sequencers: *First ... and then ... after that ...*
8.  Think about the answers to these questions and share your ideas.
- How old was Jason when he got back to the UK?
 - Which direction did he travel in: east to west, or west to east?
 - Which two continents *didn't* he cross?
 - How do you think he got malaria?
 - Which of the places Jason visited would / wouldn't you like to go to?
9.   21 Match the irregular past simple verbs that have the same vowel sound. Then listen and check. Find and underline five of these verbs in the article.



caught	could	got	heard	knew	rang	rode	said	shut
flew	hurt	lost	read	sang	stole	thought	took	won

GRAMMAR Past continuous vs. past simple

10. Complete the table. Use the past continuous and past simple.
- | Affirmative |
|--|
| While Jason ¹ _____ across a river, a crocodile ² _____ him. |
| Negative |
| He ³ _____ in Europe when he ⁴ _____ malaria. |
11. Find and underline three more examples of the past continuous in the article on page 20.
12. Circle the correct words to complete the rules.
- We use the **past continuous** / **past simple** to talk about something that was in progress in the past.
 - We use the **past continuous** / **past simple** to talk about an action or situation in the past that finished and is over.
 - We use **while** / **when** with the past continuous and **while** / **when** with the past simple.
13. Write past continuous or past simple sentences about these great travelers.
- Helen Thayer / cross / Antarctica / celebrate / 60th birthday
 - Freya Stark / have / accident / work / factory / Italy
 - Ellen MacArthur / sail / South Atlantic / almost / hit / whale
 - Ranulph Fiennes / walk / North Pole / fingers / freeze

> PAGE 128-129

SPEAKING AND WRITING

14.  Work in pairs. Find out more about Ellen MacArthur and Ranulph Fiennes.
- > Student A: Look at page 118. > Student B: Look at page 121.
15. Do you remember Jason's route? Write down his route as you remember it.
16.  **YOUR STORY** Work with a partner. Talk about the route you would choose to go around the world. Imagine you have unlimited funds and time! Which way would you go? Which countries and cities would you go through? How would you travel? Discuss your trip and make notes.
17.  Present your world trip to another pair. Invite them to ask questions.
18.  **EVERYBODY UP!** What's the most dramatic thing that's happened to you while you were traveling somewhere? Write a true sentence:
- While I was _____ing in _____, X happened.
- Get up and swap stories with other people.

2

LESSON 3 Why was she wearing a mask?



YOU FIRST! What's the furthest you've ever swum?



LISTENING 1

1. You are going to hear two people talking about Diana Nyad, the swimmer in the photo. Circle the words you expect to hear. How do they connect?

boots cage calm jellyfish mask rough shark sting storm wave wetsuit wind

2. 22 Listen and check your ideas in Exercise 1. Then answer the questions.

1. What was Diana Nyad the first person to do in 2013?
2. How old was she and how long did it take?
3. What was she wearing and why?
4. How many times did she try?
5. What went wrong the times before?

3. 23 Can you guess which word is incorrect in these messages? Listen and check.

1. We should never, ever get up.
2. You're never too old to chase your drums.
3. It looks like a solitary sport, but it is a time.

4. Think about the questions. Then share your ideas.

1. Can you explain what the messages mean?
2. How do they relate to Diana Nyad personally?
3. Do you think they are useful messages to live your life by?
4. Can you suggest any additional or alternative messages?
5. What do you think of Diana Nyad?

LISTENING 2

5. 24 Listen to a conversation about Rosie Swale Pope. In what ways is she similar to / different from the other adventurers in this unit?
6. 24 Listen again. Are these sentences true (T) or false (F)?
- Rosie's run was for charity.
 - She slept in a tent every night.
 - Her support team followed her.
 - She had no communication with people at home.
 - The trip took longer than she thought.
 - This was Rosie's only adventure.
7. 24 **MEMORY** Talk about what the numbers in the conversation refer to. Then listen again and check.
- 57
 - October 2nd, 2003
 - 2008
 - 30,000
 - 5

Fifty-seven. That's Rosie's age.

Yes, she was 57 when she began her journey.

8. **MEMORY** Write notes about these things in the conversation.
- Rosie's husband
 - Rosie's home while she was traveling
 - Rosie's son, James
 - Rosie's other adventures



GRAMMAR Past continuous vs. past simple: questions

9. Complete the table with the correct form of the verbs in parentheses.
- | |
|-------------------------------------|
| What 1. _____ (happen) while Rosie |
| 2. _____ (run) in Siberia? |
| What 3. _____ Rosie _____ (do) when |
| she 4. _____ (slip) on some ice? |
10. Write questions about Rosie.
- What / happen / Rosie / run / Montana?
 - Where / Rosie / run / she / slip / ice?
 - What / she / do / bus / run into her?
 - What / happen / she / not eat enough?
 - What / happen / she / sleep / Alaska?

> PAGE 128

11. 25 Match these answers with the questions in Exercise 10. Then listen and check.
- She nearly froze in her sleeping bag.
 - She became weak and got sick.
 - Some wolves ran with her for a week.
 - She was running in Iceland.
 - She was crossing a street in Canada.

SPEAKING AND WRITING

12. **EVERYBODY UP!** Find someone who:

was having dinner at eight o'clock last night.

was watching TV at ten o'clock last night.

was still in bed at nine o'clock on Sunday morning.

was doing their homework just before the class.

If the answer is no, find out what that person was doing.

13. **YOUR VIDEO** Find out about another interesting adventurer. What makes them interesting? Where did they go? What did they do? Write a short description and record it on your device. Share it with other people.

PLACES

1. Write the places in the correct column of the table. Add one item to each list. Add *the* where necessary.

Andes Mount Everest	Egypt* Mount Fuji	Havana* Orinoco	Himalayas* Pyrenees	Indian Ocean* South Atlantic*	Lake Titicaca UK	London* US*	Miami* Vesuvius
CITY	COUNTRY	MOUNTAIN / VOLCANO / LAKE	MOUNTAIN RANGE	SEA / OCEAN / RIVER			

2. **MEMORY** These places (*) in Exercise 1 are mentioned in this unit. Can you remember the connection?

3. Look at the places in Exercise 1. Circle the correct words to complete the rule for using *the*.

- We *normally use / don't use* "the" with cities, continents, mountains, and lakes.
- We *use / don't use* "the" with seas, oceans, rivers, mountain ranges, groups of islands, deserts, and countries that consist of several words.

4. **26** Say the names of these rivers. How do you pronounce *the*: /ðə/ or /ði/? Listen and check. What is the rule? Name the most important rivers in your country.

the Amazon the Danube the Indus the Mekong the Nile the Orinoco the Rhine the Volga the Yangtze

5. **EXPLORE** Choose three rivers in Exercise 4. Find out which countries they go through.

ORDINAL NUMBERS

6. **27** Say and write these numbers. Then listen and check.

1. 1st 2. 3rd 3. 22nd 4. 5th 5. 31st 6. 100th 7. 20th 8. 3,850th

7. Remember for 06/21 we can say "the 21st of June" or "June 21st." Say these dates both ways. Which dates refer to events in this unit? Look back and find them.

1. April 1st, 1911 2. July 4th, 2020 3. October 2nd, 2003 4. May 30th, 1980 5. October 6th, 2007

WORDBUILDER: Compound nouns

Compound nouns are made of two words, like **jellyfish**.

- a. Combine words from A and B to make compound nouns. Use a dictionary or guess.

A back camp honey motor
night rain sun trash wild

B can coat cycle life (x2) moon
pack screen site

- b. Create a sentence with two or more of the compound nouns above.

Focus on come

- 28** Replace the words in *italics* with expressions with *come*. Then listen and check.

	come	come back	come in	come on
1. A Oh, hello again! That was quick! B Yes, I <i>returned</i> for my glasses. I left them in the kitchen.				
2. A <i>Enter!</i> Enter! B I can't <i>enter!</i> The door's locked!				
3. A I <i>was</i> at the top of my class in English. B Oh, congratulations! That's amazing! I <i>was</i> at the bottom!				
4. A <i>Hurry up!</i> It's time to leave. B Yes, I know, I know. I'm <i>on my way!</i>				

1. 29 Number the sentences in the correct order to make the beginning of a story. Then listen and check.

- a) ☐ They were coming closer and closer.
- b) ☐ It was raining hard, and the streets were empty.
- c) ☐ I panicked and started to run.
- d) ☐ Suddenly, I heard footsteps behind me.
- e) ☐ They were right behind me and then ...
- f) ☐ I was walking home alone after the movies.
- g) ☐ The footsteps ran, too!
- h) ☒ 1 It was a dark and stormy night.
- i) ☐ My heart was beating faster and faster.

2. What do you think happened next? Work in pairs to write an ending to the story.

3. 30 Listen to the complete story. How does it end? How similar or different is the ending to yours? Which ending do you think is more exciting?



4. Practice inventing ideas. Suggest at least two endings for these sentences.

- 1. The train was just leaving the station when ...
- 2. The old lady was waiting in line patiently in the store when ...
- 3. The young man was busily texting a friend on the street when ...

5. Create an original group story. Each person adds a sentence. Try to include an adverb or two. Begin your story: *I was driving slowly along a lonely road. It was snowing heavily. Suddenly I saw ...*

6. 31 Read the introduction below and listen to the interview. Write down the woman's answers. Do you think she stole the painting? Why? / Why not?

At the same time as the woman was walking home from the movies last night, around 9 p.m., somebody stole a very famous painting from the city art museum. The police are interviewing a suspect.

7. 31 Write the detective's questions. Listen again and check.

- 1. What / you / do?
- 2. What / you / watch?
- 3. What / he / do?

8. The police are going to interview you about the crime. What were you doing at 9 p.m. last night? Tell a partner.

9. 32 Now listen to the questions to help you create a stronger story.

10. **YOUR VIDEO** Have your partner interview you with your new story.

we say ...	we don't say ...
Fauja came in 3,850 th .	Fauja was coming in 3,850 th .
Jason had a lot of problems while he was traveling.	Jason was having a lot of problems while he was traveling.
Diana swam for 53 hours.	Diana swam during 53 hours.
It was raining when I left.	It rained when I left.

YOU FIRST! What's the farthest you've had to carry someone—or something—heavy?

TO THE RESCUE!

Shortly before the pandemic of 2020, Mohan Paswan was driving his **e-rickshaw** in Gurgaon, near Delhi, when he had an accident and was badly **injured**. Because Mohan couldn't work anymore, his boss stopped paying him. Mohan **managed** to survive for a few months, but by May, he was **desperate**. He was **having trouble** paying his rent and he was almost **out of food**. His landlord told him to **get out**.

Mohan had **nowhere to go**. His wife and five children lived 745 miles (or about 1,200 kilometers) away in Darbhanga in Bihar. At that time, India was **in lockdown** because of the pandemic, so no trains or buses were working. And he couldn't **afford** to travel anywhere. He couldn't even afford medicines. He used the little money he had to buy small amounts of food. How could he possibly get home?

But then Mohan's 15-year-old daughter, Jyoti **came to the rescue**! Jyoti was staying with her dad at the time, and she knew how bad things were. He was injured, he had very little food and his landlord was about to put him out **on the streets**. Jyoti had to get Mohan home. But how?



YOUR RESPONSE? Does any information in the story disturb you? What and why?

1. Read this true story to find answers to these questions:

- How did Mohan Paswan get hurt?
- What were the consequences?
- Why was it difficult to get home?

2. **TAKE AWAY** What do the words in bold mean? Note down the most useful ones for you.

3. **MEMORY** Cover the story. Write the missing verbs. Use the past simple or continuous form.

- Mohan _____ an accident while he _____ his e-rickshaw.
- By May, he _____ difficulty with his rent and he _____ almost out of food.
- Trains and buses _____ because of the lockdown.
- Mohan _____ any money to travel or buy medicines.
- Jyoti _____ with him at the time and she _____ the situation was bad.

4. **MEMORY** Cover the story. Use these words to help you retell it. Is that the end?

pandemic Mohan e-rickshaw accident injured work boss desperate rent food landlord nowhere family 745 lockdown trains buses afford travel medicines food home daughter Jyoti rescue stay bad injured hungry streets home

5. **33** Listen to the second part of the story to find answers to these questions:

- What action did Jyoti take?
- What happened when she arrived home with her father?
- How did people show their appreciation?
- Why were some people angry?

6. **33** Decide if these sentences are true (T) or false (F). Then listen again and check.

- Jyoti rode home on her new blue bike ...
- ... with her dad on her lap.
- The trip home took about 8 to 9 hours.
- Jyoti received several "gifts" for her courage.
- Not everyone thought their journey was a good thing.
- What do you think? Was the journey a good or bad thing? Or both?

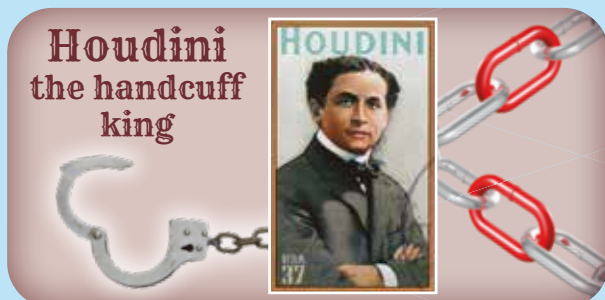
7. **EXPLORE** Find a map of India. Can you mark the start and end points of Jyoti and Mohan's route? Refer back to the story if you need to.
8. **Read this short addition to the story and work together to fill in the missing words.**

When people around the world heard this amazing ¹____, some people didn't believe it. To bike 750 ²____ in 8 to 9 ³____ was extraordinary. To do it on an old ⁴____, in hot ⁵____, on terrible ⁶____, and with another person on the back, was almost impossible. To do that kind of a bike journey, you need about 4,000 ⁷____ of food a day. That's a lot of food, but Jyoti wasn't eating very much at all. When local newspapers interviewed them, Jyoti and her father said that a truck driver had offered them a ⁸____ for part of the way, and they were very happy to accept.

9. **What do you think? Share your ideas.**
- What things made Jyoti's journey especially difficult?
 - They accepted a short ride in a truck.
Do you think that makes Jyoti's journey less courageous?
 - Would **you** have said "yes" to the offer of a ride?
10. **YOUR VIDEO** Using the questions to guide you, prepare a short account of one of your trips. Film and share it.
- What's the most difficult journey you have ever done? When was it? Where were you going? Why was it difficult? How did you manage it?

Focus on prepositions

Complete the short text with the correct prepositions.



Harry Houdini was one ¹____ the most famous stunt performers ²____ the world. He was born ³____ March 24th, 1874, ⁴____ Budapest, Hungary, but his family moved ⁵____ the US when he was a child. Houdini started his career ⁶____ a professional magician, but he became well-known ⁷____ his amazing escapes. Houdini could escape ⁸____ locked rooms and prisons, and he could get out ⁹____ locked boxes, handcuffs, or chains, even if he was ¹⁰____ water.

CULTURE MATTERS

SOCIAL ETIQUETTE

- a. Match the advice with the correct country.

Argentina Greece
Japan South Korea India

If someone invites you to their house for dinner in another country, it is sometimes hard to know what to do, and what *not* to do. Here's some advice.



- Arrive on time or five minutes late at the most. When you give or receive a present, give a small bow as a sign of respect. And make sure you have a present for everyone who's there. If you don't, then don't give one at all. _____
- It's good to arrive at least 30 minutes late. Take an expensive wine, or flowers as a gift. Don't leave any food on your plate—finish everything. And try to join in the dancing! _____
- Always wash your hands before and after your meal. You must always finish what is on your plate as it is considered rude to waste food. You should also always eat with only your right hand, never your left. _____
- Arrive 30–60 minutes late—it isn't polite to arrive on time. Take flowers, sweets, chocolate, or a bottle of something nice. If someone gives you a gift, open it right away and act pleased. _____
- Take a gift wrapped in bright, colorful paper and use both hands to give it. If you receive a wrapped gift, you should use both hands to receive it, but don't open it immediately. Open it later when you are on your own. _____

Note: In many countries, especially in Asia, "toasts" are important. The host raises their glass and says "welcome" or "thank you" to someone. Guests should not drink before this toast.

- b. Do you agree with the advice for these countries? Can you add any more? Search online if necessary.
- c. **OVER TO YOU** What advice would you give a visitor to your country who comes to your house for dinner? How do toasts work in your country?