



WHAT CAN WE LEARN THROUGH TRAVELING?
HOW CAN WE HELP EACH OTHER? WHO
MAKES YOU HAPPY? HOW DO YOU
STUDENT BOOK
HEALTHY LIFE? WHAT DOES IT MEAN TO
RESPONSIBLE? WHERE WOULD YOU



ELLevate
ENGLISH



7 | Travel



8 | Collections



9 | Transportation



What can we learn through traveling?



Look at the picture. Read the unit topics and answer the questions.

- Where are they?
- Why are they happy?
- What do you think they are learning?



In this unit, I will learn to . . .

- talk about traveling.
- give recommendations with a variety of structures.
- read and listen for causes.

1 |

Get Ready



Why do people travel?



A. Look at the pictures and read the passage below.



Ada is from Hong Kong. She always wanted to study business. But during a vacation to the Three Gorges Dam in Yichang, she changed her mind. Now she is studying engineering, and she's happy. She wants to work in a **foreign** country, maybe Thailand.

José is from Guatemala City. One year, he **explored** the Mayan Ruins in the rainforest with his family. Now he loves to see the interesting people, the old towns, and the mountains. He takes **trips** on the weekends with his family. There's so much to see at just a short **distance** from the city!

Mark is a businessman from Brussels, Belgium, who wanted to work in another country. He traveled to Ecuador because he was interested in the country. In the **capital** Quito, he met Paola, a young businesswoman. Mark and Paola are starting a bakery next year, and they are going to get married.

B. Read and circle T for True or F for False. Correct the false statements.

- Ada changed her study plans while on vacation. T F

- José learned to love his country by traveling. T F

- José normally visits the capital, Guatemala City. T F

- Mark and Paola live in Belgium. T F

- Mark and Paola are going to get married. T F

Pair and Share



Ask and answer about traveling.

What places do tourists like to visit in our country?

They visit . . .

Ask and answer the question about yourself.

Do you like to travel?

Yes, I like to visit . . .

A. Listen to the audio and read along. Guess the meaning of the words in bold.

Many people like to travel. Some travelers take walks and travel **slowly**. They take their time to **explore** nature.

Other people like to travel **fast**. They go **abroad** and visit many countries in a short time. They cover long **distances** when they travel.

Whether you travel slowly or fast, you need to be **safe**. Keep to the main tourist areas and don't be outside late at night. Keep your credit cards, **passport**, and **visa** in the hotel if you don't need them.

Also, travelers should travel light and not have too many bags and **suitcases**.

Word Box

abroad	passport
capital	safe
distance	slowly
explore	suitcase
fast	trip
foreign	visa



B. Complete the sentences using the words from the box.

Before you travel (1) _____, you need to plan your (2) _____ carefully. Firstly, you need to have a (3) _____, and in some countries, you may need to have a (4) _____. Secondly, you need to plan your transportation and find a place to stay. When you visit a (5) _____ country, you have the opportunity to meet new people, taste new foods, and (6) _____ new places. You can travel (7) _____ and take your time; or you can travel (8) _____ and see many places in a short time.

C. Match the words to their definitions.

1. foreign	•	• not quickly
2. trip	•	• from another country
3. safe	•	• a document that allows you to travel to other countries
4. capital	•	• outside your country
5. slowly	•	• without danger or risk
6. fast	•	• the city where the government of a country is
7. visa	•	• quickly
8. passport	•	• a journey to a place
9. abroad	•	• a special permit to travel into a country

should

A **should** = *debería/deberías* etc.



should + *infinitivo*
(**should do** / **should watch** etc.):

I/we/you/they he/she/it	should shouldn't	do stop go watch etc.
----------------------------	-----------------------------------	--

B **should** se usa para dar consejos u opiniones sobre lo que se debe hacer:

- Tom doesn't study enough. He **should study** harder. ... *Debería estudiar más.*
- It's a good film. You **should go** and see it.
- When you play tennis, you **should** always **watch** the ball.

C You **shouldn't** do something = '*no deberías hacer algo*', no es bueno.

Shouldn't = should not:

- Tom **shouldn't go** to bed so late. *Tom no debería acostarse tan tarde.*
- You watch TV all the time. You **shouldn't watch** TV so much. ... *No deberías ver tanto la televisión.*

D Con frecuencia se usa **think** junto con **should**.

I think ... should ... (*Creo que ... debería/deberías* etc.):

- I think** Lisa **should buy** some new clothes. *Creo que Lisa debería comprar ...*
- It's late. **I think I should go** home now.
- A: Shall I buy this coat?
B: Yes, **I think you should**.

I don't think ... should ... (*Creo que no ...*):

- I don't think** you **should work** so hard.
Creo que no deberías trabajar tanto.
- I don't think** we **should go** yet. It's too early.
Creo que no deberíamos irnos aún ...

'Creo que no ...' suele corresponder a **I don't think ...** en inglés.

Do you think ... should ... ? (*¿Crees que debería/deberías ... etc.?*):

- Do you think** I **should buy** this hat?
- What time **do you think** we **should go** home?



E **must** = '*debo/debes*' etc. o '*tengo que/tienes que*' etc., tiene más fuerza que **should**:

- It's a **good** film. You **should** go and see it.
- It's a **fantastic** film. You **must** go and see it.

F **ought to** es otro modo de decir '*debería/deberías*' etc. :

- It's a good film. You **ought to go** and see it. (= you should go)
- I think Lisa **ought to buy** some new clothes. (= Lisa should buy)

33.1 Completa las frases con **you should + uno de los verbos siguientes:**

eat go take visit ~~watch~~ wear

- When you play tennis, you should watch the ball.
- It's late and you're very tired. to bed.
- plenty of fruit and vegetables.
- If you have time, the Science Museum. It's very interesting.
- When you're driving, a seat belt.
- It's too far to walk from here to the station. a taxi.

33.2 Escribe frases sobre las personas de los dibujos usando **He/She shouldn't ... so ... (so = tan; so much = tanto).**



- She shouldn't watch TV so much.
- He
- hard.
-

33.3 Le estás pidiendo consejo a un amigo o amiga. Hazle preguntas usando **Do you think I should ... ?**

- You are in a shop. You are trying on a jacket. (buy?)
You ask your friend: Do you think I should buy this jacket?
- You can't drive. (learn?)
You ask your friend: Do you think
- You don't like your job. (get another job?)
You ask your friend:
- You are going to have a party. (invite Gary?)
You ask your friend:

33.4 Escribe frases usando **I think ... should ... o I don't think ... should ...**

- We have to get up early tomorrow. (go home now) I think we should go home now.
- That coat is too big for you. (buy it) I don't think you should buy it.
- You don't need your car. (sell it)
- Karen needs a rest. (have a holiday)
- Sally and Dan are too young. (get married)
- You're not well this morning. (go to work)
- James isn't well today. (go to the doctor)
- The hotel is too expensive for us. (stay there)

33.5 ¿Qué piensas? Escribe frases con **should**.

- I think everybody should learn another language.
- I think everybody
- I think
- I don't think
- I think I should

33.6 Traduce al inglés.

los bares = bars

- Deberíamos comer más fruta y verduras.
- No deberías trabajar tanto.
- Es tarde. Creo que debería irme a casa.
- Debo visitar a Juan. Está enfermo.
- Creo que los bares no deberían estar abiertos tan tarde.
- No deberías conducir tan rápido.
- ¿Crees que deberíamos comprar un ordenador nuevo?
- Liz dice que esa película es muy buena. Deberíamos verla.



Should / Why don't you . . . ?

Should + verb expresses a recommendation. **Shouldn't** is used to express a negative recommendation.

Example: *When the weather is bad, you **shouldn't swim** in the ocean; you **should stay** in the hotel.*

Why don't you + verb . . . ? or **Why doesn't he / she** + verb . . . ? is also used to express a recommendation.

Example: **Why don't you** play ping-pong at the hotel?

You can use different structures to give recommendations:

Structure	Example
<i>should</i>	You should eat healthy food on vacation, too.
<i>shouldn't</i>	You shouldn't eat junk food every day.
<i>Why don't you</i>	Why don't you order a salad?
<i>You can</i>	You can have some pasta, too.

*For grammar reference, go to Grammar Appendix.

A. Look at the pictures and complete the sentences.



French fries



sushi



milk

1. You _____ eat fast food. 2. You _____ eat fish. 3. _____ have some milk?

B. Complete the sentences using *should*, *shouldn't*, *why don't you*, and *you can*.

- You _____ run near the pool. You might slip and fall down.
- _____ come to my house tomorrow. We can watch a movie.
- _____ go there? It's a great place for a vacation.
- You _____ always look before you cross the road.
- He _____ eat so much. It isn't good for his health.
- We _____ be late. We might miss our flight.

Let's

Let's + verb is used at the beginning of a sentence to make an invitation.

Example: **Let's go** to the movies.

C. Write invitations for the actions below.

1. take a vacation _____
2. go to the mountains _____
3. stay in a hotel _____
4. order vegetarian food _____

Have to / Had to

Have to or **had to** + verb is used to express an obligation in the present or past tense.

Example: You **have to plan** your trip carefully.

Example: She **had to renew** her passport.

An obligation is stronger than a recommendation.



D. Rewrite these sentences using *have to* or *had to*.

1. It's necessary to take your passport.

2. It was necessary for me to get a visa.

3. It was necessary for him to go to the capital.

4. It's necessary for us to study a foreign language.

Go + verb + ing

The structure **go + verb + ing** is used to talk about physical leisure activities.

Example: *go camping, go swimming*

E. Underline the expressions that use *go + verb + ing*.

1. Let's go surfing this summer.
2. Why don't you go running on the beach?
3. We wanted to go swimming, but the water was too cold.
4. Many tourists go dancing at night in one of the big hotels.
5. You can go cycling in the forest.

Pair and Share



Invite a classmate to do something with you.

Let's go cycling in the park later!

Sure, that sounds like fun!

Ask and answer about obligations.

What do you have to do every day?

I have to . . .

**Before Listening**

A. Look at the picture. Where are these people? What are they doing?

**Listening Strategy:****Listen for specific ideas: Causes**

To understand *why* something happens, listen for the words *why* and *because*.

- *Why* often comes in questions.
- *Because* often comes in sentences describing a reason.



B. Listen and put the events in order. Listen again and check your answers.

- | | |
|---|--|
| ___ The flights were delayed because of the snow. | ___ They had to change planes in New York. |
| ___ Sonia and her family went on vacation in Los Angeles. | ___ Their plane took off. |
| ___ John called his boss. | ___ They went to a hotel. |

After Listening

C. What do you like and dislike about traveling by plane? Share with a partner.

**Word Stress**

Important words in a sentence can be stressed or emphasized. Because of this, the word stress may change the meaning of a sentence.



A. Listen and underline the words and phrases that are stressed.

1. Let's explore the city tomorrow morning.
2. You have to get a new passport.
3. The red suitcase is mine.
4. I don't like to travel long distances.
5. Do you think it's safe to walk here at night?



B. Listen to the audio and repeat.



Speaking Strategy: Ask people to repeat slowly

Examples:

- *I'm sorry. I'm just learning English. Could you repeat that?*
- *Could you repeat that slowly, please?*
- *Could you speak more slowly, please?*

A. Listen to the conversation and complete the sentences. Listen again and check your answers.

Ms. Lozano: Hello. My flight is Air New Zealand 006. Where do I (1) _____ to go?

Agent: Oh, the flight to San Francisco is boarding already. It's at Gate 17. You'd better hurry, ma'am.

Ms. Lozano: I'm sorry, could you repeat that (2) _____, please?

Agent: Sure. Your airplane is at gate number 17. I'll take you there. (3) _____ go!

Ms. Lozano: Do we have to walk (4) _____?

Agent: Yes, the passengers are getting on the plane (5) _____.

Ms. Lozano: Oh dear. (6) _____ you so much!

Agent: (7) _____ problem, ma'am. We've arrived!

Ms. Lozano: Is there time to (8) _____ something to eat?

B. Your Turn

**Roleplay the conversation with a partner.
How would the agent answer the last question?**

Your idea: _____

C. Listen to the audio and take notes. Prepare to ask someone to speak slowly.

Pair and Share



**Ask and answer a question for information.
Then ask the person to repeat it slowly.**

Excuse me . . . ?

It's . . .

Could you repeat that
slowly, please?

Sure . . .


Reading Strategy:
Read for specific ideas: Causes

Read for specific ideas to understand *why* something happens.

- Look for the word *because*.
- Identify the causes described by this word.

Before Reading

A. Look at the pictures and guess where they were taken.



Water is needed.



Building the pump.



Fresh water!

B. Read the article. Underline the causes and circle the effects.


Building Pumps in Africa

by Tyler Simmons (15)

1. On our last vacation, my parents and I traveled **abroad** to Tanzania in East Africa. We wanted to help the people there because many towns don't have **safe** water. They need water for drinking, cooking, farming, and for their animals.
2. First, we contacted an organization in Tanzania. A man from the organization informed us about a town that needed a water pump. He also sent a description of the land. With this information, my father started planning the work. Everybody in my family participated: my father, my mother, and me.
3. My father is an engineer; he knows about the technology. He took lessons to learn Swahili online because not all people in Tanzania speak English. Most of them speak Swahili, but there are many other languages in the country.
4. My mother and I raised money for the project because the equipment is expensive. I gave a presentation at school and collected money. My mom wrote an article and raised money online. We paid for our plane tickets, we got **passports** and **visas**, we packed our **suitcases** and left.
5. When we arrived in Tanzania, the work started. Our contact took us to the little town. The equipment was already there. My father taught the local people how to build the pump. When it was working, the townspeople were very happy because they had fresh water!
6. Now, I am in an organization for teens, and next year I am going to participate in another project in Tanzania. I am learning Swahili online because I want to communicate with the people there. It feels wonderful to help others!

After Reading

C. Choose the best title for each paragraph.

_____ In Tanzania

_____ My plans for future projects

_____ Planning and preparation

_____ My father's responsibilities

_____ Introduction

_____ My mother's and my participation

D. Answer the questions.

1. Why did Tyler go to Tanzania?

2. Why did his father learn Swahili?

3. Why did they need to get money for the project?

4. Why did Tyler start learning Swahili too?

8 |

Writing



A. Work with a partner. Imagine where you would like to go on vacation and what kinds of activities you would do there.

B. Read the postcard. Take note of the kind of information you need to write a postcard. Note where all the parts are.

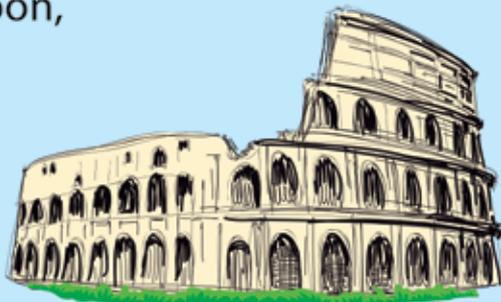
Writing Strategy: Write a postcard

- Choose or make a picture for your postcard.
- Write the recipient's name and address on the right.
- Start with a salutation.
- Write about your experiences on the left.
- Finish with a closing and your name.

Hi Mike,

My family and I are in Rome, Italy. It's an incredible city. I learned a lot about the ancient Romans. They ate lying down! We also went swimming at a beach near Rome, but the water was cold. I prefer our own beaches!

See you soon,
Kayla



Mike Alberts

1288 Linden Ave.

Ourtown, FL

32826 USA

C. Write your own postcard using your information from Activity A.

In this unit, I will learn to . . .

- talk about collecting.
- use possessive pronouns.
- listen and read for specific details.

1 | Get Ready



Why do people collect things?

A. Look at the pictures and listen to the audio. What do these people collect?



B. Answer the following questions about the collectors.

1. Why does Lois feel that hot sauce bottles are easy to collect?

2. What Pokémon stuff does Frank have only a few of?

3. How many phones does Thomas have in his living room?

C. Match the sentence parts.

- | | | | |
|----------------------------|---|---|---------------------------------------|
| 1. Thomas collects | • | • | cheap. |
| 2. He has | • | • | cell phones. |
| 3. Lois kept | • | • | the hot sauce bottles she liked. |
| 4. Hot sauce bottles are | • | • | too expensive for Frank. |
| 5. Rare action figures are | • | • | a hundred of them in his living room. |

Pair and Share



Ask and answer the question about the text.

How many phones does Thomas have?

He has a hundred phones.

Ask and answer the question about yourself.

What do you collect?

I collect cell phone cards.

A. Listen to the audio and read along. Guess the meaning of the words in bold.

Here are five tips for people who want to start collecting!

Tip 1: Select a specific theme.

If you want to **collect** shells, don't **add** other items to your collection. **Include** only shells.

Tip 2: Ask other collectors questions.

Many collectors will be happy to **show** you their collections.

Tip 3: Think about money.

If the **price** of every object in your theme is high, it's difficult to form a collection. **Rare** objects are probably **expensive**.

Tip 4: **Compare** prices.

Choose things that are **cheap**, or buy what you **prefer**.

Tip 5: **Keep** collecting fun!

Take your time. As you **grow up**, your collection can grow with you.

Word Box

add	include
cheap	keep
collect	prefer
compare	price
expensive	rare
grow up	show



B. Match the words to their definitions.

1. add	•	•	get older, become an adult
2. price	•	•	maintain something in the same way
3. rare	•	•	put something with a group of things
4. expensive	•	•	special, not common
5. keep	•	•	the money you pay for something
6. grow up	•	•	the opposite of cheap

C. Complete the sentences using words from the box.

To start a collection, you should think about the money you want to spend. You should (1) _____ objects to your collection regularly, but you should also (2) _____ prices when possible. You can (3) _____ both cheap and (4) _____ objects, but you shouldn't buy too many (5) _____ things because they cost too much. Most importantly, you should enjoy (6) _____!

A Personas



sujeto	I	we	you	he	she	they
objeto	me	us	you	him	her	them

<i>sujeto</i>	I I know Tom.	we We know Tom.	you You know Tom.	he He knows Tom.	she She knows Tom.	they They know Tom.
<i>objeto</i>	Tom knows me .	Tom knows us .	Tom knows you .	Tom knows him .	Tom knows her .	Tom knows them .
	Conozco a Tom./Tom me conoce.	Conocemos a Tom./Tom nos conoce.	Conoces a Tom./Tom te conoce.*	Conoce a Tom./Tom lo conoce.	Conoce a Tom./Tom la conoce.	Conocen a Tom./Tom los conoce.

* **you** (sujeto y objeto) se puede referir a 'tú/vosotros(as)/usted/ustedes.'

En inglés los pronombres objeto van detrás del verbo (Tom knows **him**.); en español suelen ir delante (Tom lo conoce).

B Cosas



sujeto	it	they
objeto	it	them

- I don't want **this book**. You can have **it**. ... Te lo puedes quedar. / ... puedes quedártelo.
- I don't want **these books**. You can have **them**. ... Te los puedes quedar. / ... puedes quedártelos.
- Diane never drinks **milk**. She doesn't like **it**. ... No le gusta.
- I never go to **parties**. I don't like **them**. ... No me gustan.

C Se usan los pronombres objeto (**me/her/them** etc.) detrás de las preposiciones (**for/to/with** etc.):

- This letter isn't **for me**. It's **for you**. ... para mí. Es para ti.
- Who is that woman? Why are you looking **at her**? ... ¿Por qué la estás mirando?
- We're going to the cinema. Do you want to come **with us**? ... ¿Quieres venir con nosotros?
- Sue and Kevin are going to the cinema. Do you want to go **with them**? ... ¿Quieres ir con ellos?
- 'Where's the newspaper?' 'You're sitting **on it**.' ... 'Estás sentado encima.'

Con frecuencia **it/them** preceden a los otros complementos **give it/them to ...** :

- I want that book. Please give **it to me**. ... dámelo.
- Robert needs these books. Can you give **them to him**, please? ... ¿Puedes dárselos ... ?

D En inglés es necesario usar el pronombre sujeto. En español se omite casi siempre:

- 'What does your sister do?' '**She** works in a bank.' ... 'Trabaja ...'
- I can't do it. **It's** too difficult. No sé hacerlo. Es demasiado difícil.

60.1 Completa las frases con him/her/them.

- 1 I don't know those girls. Do you know them ?
- 2 I don't know that man. Do you know
- 3 I don't know those people. Do you know
- 4 I don't know David's wife. Do you know
- 5 I don't know Mr Stevens. Do you know
- 6 I don't know Sarah's parents. Do you know
- 7 I don't know the woman in the black coat. Do you know

60.2 Completa las frases usando I/me/you/she/her etc.

- 1 I want to see **her**, but she doesn't want to see me .
- 2 **They** want to see **me**, but don't want to see
- 3 **She** wants to see **him**, but doesn't want to see
- 4 **We** want to see **them**, but don't want to see
- 5 **He** wants to see **us**, but don't want to see
- 6 **They** want to see **her**, but doesn't want to see
- 7 I want to see **them**, but don't want to see
- 8 **You** want to see **her**, but doesn't want to see

60.3 Escribe frases que empiecen por I like ... , I don't like ... o Do you like ... ?

- 1 I don't eat tomatoes. I don't like them .
- 2 George is a very nice man. I like
- 3 This jacket isn't very nice. I don't
- 4 This is my new car. Do ?
- 5 Mrs Clark is not very friendly. I
- 6 These are my new shoes. ?

60.4 Completa las frases usando I/me/he/him etc.

- 1 Who is that woman? Why are you looking at her ?
- 2 'Do you know that man?' 'Yes, I work with
- 3 Where are the tickets? I can't find
- 4 I can't find my keys. Where are ?
- 5 We're going out. You can come with
- 6 I've got a new computer. Do you want to see ?
- 7 Maria likes music. plays the piano.
- 8 I don't like dogs. I'm afraid of
- 9 I'm talking to you. Please listen to
- 10 Where is Anna? I want to talk to
- 11 You can have these CDs. I don't want
- 12 My brother has a new job, but doesn't like very much.

60.5 Completa las frases.

- 1 I need that book. Can you give it to me ?
- 2 He wants the key. Can you give ?
- 3 She wants the keys. Can you ?
- 4 I want that letter. Can you ?
- 5 They want the money. Can you ?
- 6 We want the photographs. Can you ?

60.6 Traduce al inglés.

- | | |
|--|---|
| 1 Nunca como plátanos. No me gustan. | 6 No tenemos la dirección de Jane. ¿La tienes tú? |
| 2 Es muy fácil. Podéis hacerlo. | 7 No compré este libro. Sue me lo dio. |
| 3 Conozco a Sam y él me conoce a mí. | 8 '¿Dónde está mi diccionario?' 'Lo tiene Tom.' |
| 4 Dile que no quiero verlo. | 9 Juan necesita ese dinero. Dáselo. |
| 5 A Sue no le gusta Tom. No quiere salir con él. | 10 No tengo las fotos aquí. No puedo enseñáros las. |

A

I → my	I like my house.
we → our	We like our house.
you → your	You like your house.
he → his	He likes his house.
she → her	She likes her house.
they → their	They like their house.

it → its	Oxford (= it) is famous for its university.
-----------------	--

my/your/his etc. llevan detrás un sustantivo:

my hands	his new car	her parents
our clothes	your best friend	their room

your equivale en español a 'tu/tus/vuestro/vuestra/vuestros/vuestras' y también a 'su/sus' (cuando el poseedor es Vd./Vds.):

- Excuse me, madam. Where's **your** husband? ... ¿... su marido?
- Sue, Bruce, tell us something about **your** trip to India. ... contadnos algo de vuestro viaje a la India.

B

his/her/their (= 'su/sus' en español) se refieren al poseedor (masculino/femenino/plural) y no a lo poseído:

<p>DONNA</p> <p>her car (= Donna's car)</p> <p>her husband (= Donna's husband)</p> <p>her children (= Donna's children)</p>	<p>ANDY</p> <p>his bicycle</p> <p>his sister</p> <p>his parents</p>	<p>MR AND MRS LEE</p> <p>their son</p> <p>their daughter</p> <p>their children</p>
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C

its es diferente de **it's**:

its = su/sus (de cosa o animal) Oxford is famous for **its** university. ... por su universidad.
it's (= it is) I like Oxford. **It's** a nice place. (= It is a nice place.)

D

En inglés se usan con frecuencia los posesivos al hablar de partes del cuerpo, prendas de vestir y objetos personales. Observa las diferencias entre inglés y español:

- How often do you clean **your** teeth? ¿Con qué frecuencia te lavas los dientes?
- She's got a small scar on **her** face. Tiene una cicatriz pequeña en la cara.
- He always has **his** hands in **his** pockets. Siempre está con las manos en los bolsillos.
- Please, take off **your** hat. Por favor, quítese el sombrero.
- My** legs ache. Me duelen las piernas.
- We can't find **our** keys. No podemos encontrar las llaves.

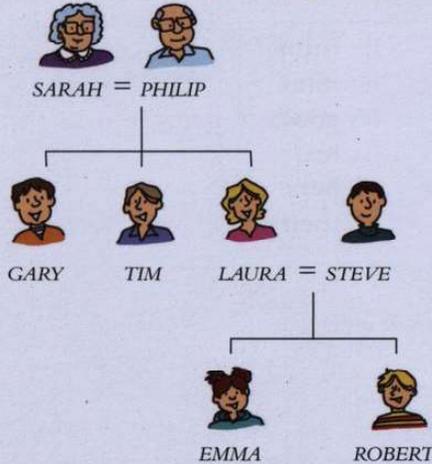
61.1 Completa las frases siguientes:

- 1 I'm going to wash my hands.
- 2 She's going to wash hands.
- 3 We're going to wash
- 4 He's going to wash
- 5 They're going to wash
- 6 Are you going to wash ..?

61.2 Completa las frases siguientes:

- 1 He lives with his parents.
- 2 They live with parents.
- 3 We parents.
- 4 Jane lives
- 5 I parents.
- 6 John
- 7 Do you live ..?
- 8 Most children

61.3 Observa el árbol genealógico y completa las frases usando his/her/their.



- 1 I saw Sarah with her husband, Philip.
- 2 I saw Laura and Steve with children.
- 3 I saw Steve with wife, Laura.
- 4 I saw Gary with brother, Tim.
- 5 I saw Laura with brother, Tim.
- 6 I saw Sarah and Philip with son, Tim.
- 7 I saw Laura with parents.
- 8 I saw Emma and Robert with parents.

61.4 Completa las frases con my/our/your/his/her/their/its.

- 1 Do you like your job?
- 2 I know Mr Watson, but I don't know wife.
- 3 Alice and Tom live in London. son lives in Australia.
- 4 We're going to have a party. We're going to invite all friends.
- 5 Anna is going out with friends this evening.
- 6 I like tennis. It's favourite sport.
- 7 'Is that car?' 'No, I haven't got a car.'
- 8 I want to phone Maria. Do you know phone number?
- 9 Do you think most people are happy in jobs?
- 10 I'm going to wash hair before I go out.
- 11 This is a beautiful tree. leaves are a beautiful colour.
- 12 John has a brother and a sister. brother is 25, and sister is 21.

61.5 Completa las frases usando my/his/their etc. y una de las palabras siguientes:

coat homework house husband ~~job~~ key name

- 1 Jim doesn't enjoy his job. It's not very interesting.
- 2 I can't get in. I haven't got
- 3 Sally is married. works in a bank.
- 4 Please take off and sit down.
- 5 'What are the children doing?' 'They're doing
- 6 'Do you know that man?' 'Yes, but I don't know
- 7 We live in Barton Street. is at the end on the left.

61.6 Traduce al inglés.

muralla = wall

- 1 ¿Tenéis vuestros libros aquí?
- 2 Veo a Carlos y a su hermana los domingos.
- 3 ¿Puede Vd. enseñarme su pasaporte?
- 4 Henry nunca se limpia los zapatos.
- 5 Quítese la chaqueta, por favor.
- 6 Pablo y su madre están esperándote.
- 7 Mi coche es muy viejo.
- 8 Voy a lavarme el pelo.
- 9 Nuestra casa no está lejos de la estación.
- 10 Avila es famosa por sus murallas.



Possessive Pronouns

Possessive pronouns show ownership and are usually found at the end of the sentence or clause. Possessive pronouns replace the possessive adjective and the noun.

Possessive adjective	Possessive pronoun
It's my dog.	It's mine .
It's your dog.	It's yours .
It's his dog.	It's his .
It's her dog.	It's hers .
It's our dog.	It's ours .
It's your dog.	It's yours .
It's their dog.	It's theirs .

For grammar reference, go to Grammar Appendix.

A. Look at the pictures. Write a sentence for each one using a possessive pronoun.



- _____
- _____
- _____

B. Underline the possessive pronoun in each sentence.

- My brother and I share a room. The bed on the left is his.
- Their school is in the suburbs; ours is in the city.
- This isn't mine. It's yours!
- The roses in the neighbors' garden are red, and ours are white.
- Olga has two cats, and this kitten is hers, too.
- These are their books. They're theirs.

Pronouns: *One / Ones*

Use the pronouns *one* and *ones* to refer to objects that were mentioned before. *One* is used in singular and *ones* in plural.

Example: *I like blue and green sweaters. This green **one** is my favorite. These blue **ones** are new.*

C. Read the sentences and circle the correct pronoun.

1. Ceramics are fun to collect. These (one / ones) are from Egypt.
2. Do you like the red car or the green car? I like the red (one / ones).
3. I collect toy robots. This (one / ones) is my favorite.
4. These are some of my stamps. This (one / ones) from Australia is beautiful.
5. Many people collect baseball cards. Old (one / ones) can be very expensive!

D. Read and answer the questions about yourself. Use *one* or *ones*.

1. Do you write with blue or black pens?

2. Do you have a new or an old cell phone?

3. Do you have a small or a large family?

Too + adjective

Use **too + adjective** to emphasize that something is excessive. *Too* is often used to express a negative idea.

E. Complete the sentences with words from the box.

boring	far
big	expensive
difficult	

1. Carla is a comic book collector. She trades comics with boys because it's too _____ to find girls who collect them.
2. Carla lives in a town. The comic stores are too _____ away, so she buys comics online.
3. She doesn't have a lot of money, and many comics are too _____.
4. She doesn't like black-and-white comics. She thinks they're too _____.
5. Carla has about 200 comic books. Her parents say her collection is getting too _____ for her room!

Pair and Share



Ask and answer questions about possessions.

Are these your pens?

Yes, they're mine.

Is this Tina's book?

No, it isn't hers.



Before Listening

A. Look at the picture. What is the girl doing? What objects can you see?



B. Listen to the text and answer the questions. Listen again and check your answers.

1. What is Jenna's problem?

2. Who can she give things away to?

3. What is the second tip?

4. What is the third tip?

5. What things should she throw in the trash?



Listening Strategy: Listen for specific information

- Listen for a general understanding.
- Read the questions that ask for specific information.
- Listen again and pay attention to the details.

After Listening

C. How can you be better organized? Share with a partner.



Short *a*, long *a*, -*r* controlled *a*, -*l* controlled *a*

The letter *a* can have different sounds. You need to recognize and practice the sound for each word.



A. Listen. Check (✓) the words with the correct sound.

1. **Short *a*, as in *hat*:** [] cap, [] make, [] Pat, [] map

2. **Long *a*, as in *cane*:** [] same, [] plane, [] late, [] apple

3. **-*ar* as in *car*:** [] tar, [] par, [] care, [] far

4. **-*al* as in *ball*:** [] tall, [] whale, [] already, [] call

5. **Short *a*, as in *hat*:** [] that, [] cat, [] sat, [] ate

6. **Long *a*, as in *cane*:** [] face, [] state, [] game, [] ant



B. Listen to the audio and repeat.

6 | Conversation



A. Listen to the conversation and complete the sentences. Listen again and check your answers.



Ms. Lewis: Do your children collect things?

Mrs. Tann: Yes, Simon and Gwen both have a coin collection. (1) _____ contains only British coins, and (2) _____ are from all over the world.

Ms. Lewis: Do they have favorite pieces?

Mrs. Tann: Yes, they do. Gwen's favorites are (3) _____, (4) _____ Chinese coins. Simon's favorite coin isn't exactly (5) _____; it's a 12-sided three-penny coin.

Ms. Lewis: How interesting; I thought all coins were the same!

B. Your Turn

Roleplay the conversation with a partner. How would Mrs. Tann respond?

Your idea: _____

C. Listen to the audio. Take notes to prepare to ask about what is in your partner's room.

Speaking Strategy: Describe objects and ownership

You can describe an object's: color (red, yellow); size (big, small); shape (round, triangular); age (new, old); and material (plastic, metal).

You can describe ownership with possessive adjectives and pronouns (my, mine).

Pair and Share



Ask and answer about what you have in your room.

What do you have in your room?

I have . . .

What's your favorite . . . ?

It's . . .


Reading Strategy:
Read for specific ideas: Nouns

When you look for specific ideas in a text, read the nouns carefully.

- Nouns can be subjects (the doer of the action).
- Nouns can also be objects (receiving the action).

Before Reading

A. Look at the picture and describe the woman. Is she more like an adult or a child?



B. Read the text and underline the nouns.


Meet a Kidult


Kidults are adults who **prefer** to live like young people. Kidults aren't ready to be responsible adults. They generally live with their parents, participate in activities for teens, and dress like teens.

May Zhang loves being a girl. She is 22 years old, but she feels 14. May thinks adults are serious and boring. She says, "If you **compare** adults and children, children are always happier." She **keeps** teddy bears and toys, and she works in a little store in Jalan Besar in Singapore. She **adds** toys from the store to her own collection. May lives at home with her parents and does not want to marry and have children.



May told us, "My favorite area in the city is Little India. It's a magical place, full of color. And I love the "supertrees" in one of the gardens at night. When you see them, you feel like Alice in Wonderland. Everything is possible." May's mother told us what she thinks of May's lifestyle. "At first, my husband and I wanted May to **grow up** and be responsible. But now I accept and like her as she is. May will become an adult when she's ready."

C. Read the text again and complete the sentences.

1. Kidults are adults that behave like _____.
2. May thinks _____ are happier than adults.
3. May collects _____.
4. She works in a _____.
5. May likes to visit the _____.
6. May's _____ accepts May's lifestyle.

After Reading

D. Read the sentences and circle T for True or F for False. Correct the false statements.

1. According to the text, kidults are children who behave like adults. T F

2. According to the text, kidults don't want to grow up. T F

3. According to the text, kidults are unhappy. T F

8 |

Writing



A. Think of a topic or a collection that you can describe. Draw a few items below.

Writing Strategy: Write descriptions

Using descriptions makes your writing more interesting and helps to form a picture in the reader's mind. Look out for the color, size, shape, and material of the object and describe it.

B. Read the text and underline the description words.

I have a collection of jeans in my room. Some are mine, but most were from family or friends. Jeans can be blue, black, or even interesting colors like yellow or green! They are all made of "denim," a kind of cotton. Some are small and short and others are big and long. Some have zippers, but I like the ones with buttons. My favorite pair is one that my grandpa gave me. They are blue, big, and ugly. I like them because my grandpa wore them when my mother was just a little girl!



C. Write a description in your notebook using your ideas from Activity A.

In this unit, I will learn to . . .

- talk about transportation.
- use comparatives and superlatives.
- listen and read for the author's purpose.

1 |

Get Ready



What kind of transportation do you use most often?



A. Look at the pictures. How are these people traveling?



People prefer to travel in different ways. Let's look at three options.

Linda Yi is from China. She likes to travel by train. She loves meeting new people on the train and talking to them. Linda also likes to take photos of the countryside as she travels by train. She can sleep and travel at the same time. Linda thinks it's exciting to wake up in a new place in the morning!

Mr. and Mrs. Weber from Germany love traveling by **cruise** ship. They like the food, the activities, and the trips on land. It's so **easy** to travel by cruise ship: you don't have to plan anything. A cruise ship is more **comfortable** than a hotel! The Webers think it's the **best** option.

Australian Tom Gould doesn't like to be a **passenger**; he prefers to drive. When he travels around Australia by car, he can choose where to go and when to stop. Tom can sleep in his car. He says it's the cheapest and most comfortable option.

B. Read and circle T for *True* or F for *False*.
Correct the false statements.

- Linda likes to travel by plane. T F

- Linda enjoys sleeping on a train. T F

- The Webers love to go on a cruise. T F

- Traveling on a cruise takes a lot of planning. T F

- Tom Gould thinks it's cheap to travel by car. T F

Pair and Share



Ask and answer questions about the text.

Why does Linda Yi like to travel by train?

She likes to meet new people.

Ask and answer questions about transportation.

What means of transportation do you like? Why?

I like . . . because . . .

A. Listen to the audio and read along. Guess the meaning of the words in bold.

Bicycles and cars are **common** means of transportation. Bikes are cheap and **easy** to ride. Cars **cost** a lot of money. You need to be 18 to drive a car, and bikes are **suitable** for all ages. Cars may be more **comfortable**, but bikes provide a good form of exercise.

You can also be a **passenger** on a train, a **cruise** ship, or an airplane. You can often enjoy **incredible views** when you look out the window. An **airline** can offer you a window seat if you ask for it. It is the **best** form of travel, especially to other countries. But the cheapest form of travel is **backpacking**.

Word Box

airline	cruise
backpack	easy
best	incredible
comfortable	passenger
common	suitable
cost	view



B. Match the words to their definitions.

1. cost	•	•	usual, typical
2. view	•	•	have an amount of money to pay
3. suitable	•	•	better than all the other options
4. common	•	•	the landscape you see
5. incredible	•	•	really beautiful or good
6. easy	•	•	right for you
7. best	•	•	simple

C. Complete the sentences using words from the box.

1. Jim takes his books to school in his _____.
2. Lee loves traveling on a _____. She likes ships and the sea.
3. Cars are more _____ than bikes.
4. Delta Airlines was the biggest _____ in the world in 2014. They had 129 million _____!
5. A cruise _____ a lot of money, but the cabins (rooms) are really comfortable, and the food is _____—it's so delicious!

old/older expensive / more expensive

A

 I'm 92.	 I'm 93.	 40kg	 50kg	 £95	 £110
old viejo	older más viejo	heavy pesado	heavier más pesado	expensive caro	more expensive más caro

Older / heavier / more expensive son comparativos.

El comparativo termina en **-er** (**older**) o se forma con **more** ... (**more expensive**).

B

Comparativo en **-er** (older/heavier etc.)

Adjetivos/adverbios cortos (una sílaba) → **-er**:

old → older (más viejo)	slow → slower (más lento)	cheap → cheaper (más barato)
nice → nicer (más bonito)	late → later (más tarde)	big → bigger (más grande)

ORTOGRAFÍA (→ Apéndice 5): big → bigger hot → hotter thin → thinner

Adjetivos/adverbios terminados en **-y** → **-ier**:

easy → easier (más fácil)	heavy → heavier (más pesado)	early → earlier (más pronto)
----------------------------------	-------------------------------------	-------------------------------------

- Rome is **old**, but Athens is **older**. (no more old)
- Is it **cheaper** to go by car or by train? (no more cheap)
- Helen wants a **bigger** car. (no more big)
- This coat is OK, but I think the other one is **nicer**. (no more nice)
- Don't take the bus. It's **easier** to take a taxi. (no more easy)

far (lejano) → **further** (más lejano):

- 'How far is it to the station? A mile?' 'No, it's **further**. About two miles.'

C

Comparativo con **more** ...

Adjetivos/adverbios más largos (2/3/4 sílabas) → **more** ... :

careful → more careful (más cuidadoso)
expensive → more expensive (más caro)
polite → more polite (más educado)
interesting → more interesting (más interesante)

- You must be **more careful**.
- I don't like my job. I want to do something **more interesting**.
- Is it **more expensive** to go by car or by train?

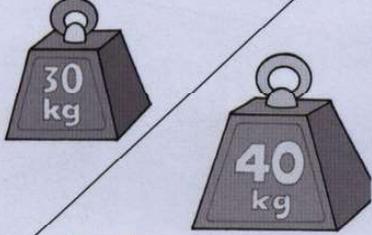
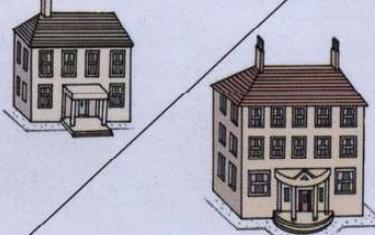
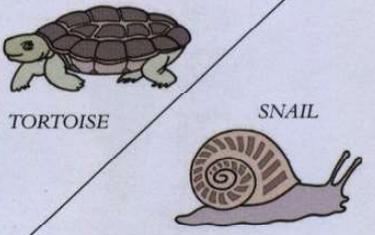
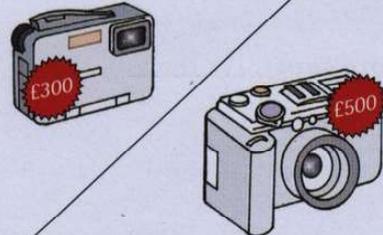
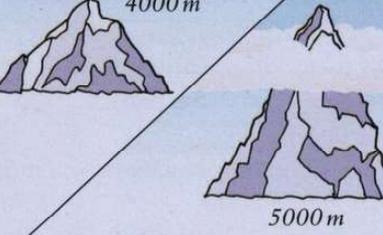
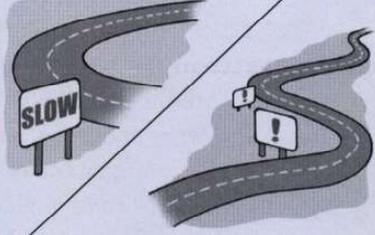
D

Comparativos irregulares:

good/well → better	bad/badly → worse
bueno/bien mejor	malo/mal peor

- The weather wasn't very **good** yesterday, but it's **better** today.
- 'Do you feel **better** today?' 'No, I feel **worse**.'
- Which is **worse** – a headache or a toothache?

88.1 Observa los dibujos y escribe el comparativo (older / more interesting etc.).

<p>1 heavy</p>  <p><i>heavier</i></p>	<p>2 big</p> 	<p>3 slow</p>  <p>TORTOISE SNAIL</p>
<p>4 expensive</p> 	<p>5 high</p>  <p>4000 m 5000 m</p>	<p>6 dangerous</p> 

88.2 Escribe el comparativo.

- | | |
|--------------------|------------|
| 1 old <i>older</i> | 6 good |
| 2 strong | 7 large |
| 3 happy | 8 serious |
| 4 modern | 9 pretty |
| 5 important | 10 crowded |

88.3 Escribe el contrario de estos comparativos:

- | | |
|------------------------|----------|
| 1 younger <i>older</i> | 4 better |
| 2 colder | 5 nearer |
| 3 cheaper | 6 easier |

88.4 Completa las frases usando un comparativo.

- Helen's car isn't very big. She wants a *bigger* one.
- My job isn't very interesting. I want to do something *more interesting*.
- You're not very tall. Your brother is
- David doesn't work very hard. I work
- My chair isn't very comfortable. Yours is
- Your idea isn't very good. My idea is
- These flowers aren't very nice. The blue ones are
- My bag isn't very heavy. Your bag is
- I'm not very interested in art. I'm in history.
- It isn't very warm today. It was yesterday.
- These tomatoes don't taste very good. The other ones tasted
- Britain isn't very big. France is
- London isn't very beautiful. Paris is
- This knife isn't very sharp. Have you got a one?
- People today aren't very polite. In the past they were
- The weather isn't too bad today. Often it is much

88.5 Traduce al inglés.

saber = taste

- | | |
|--|---|
| 1 Tu coche no es muy viejo. Mi coche es más viejo. | 5 Tengo un trabajo más fácil ahora. |
| 2 No me sentía bien esta mañana, pero me siento mejor ahora. | 6 Estos zapatos son mejores, pero son más caros. |
| 3 Este queso es más caro, pero sabe mejor. | 7 El hotel Central está más lejos, pero es más barato. |
| 4 No me gustan los autobuses. Siempre viajo en tren porque es más rápido y más cómodo. | 8 Me levanté más pronto ayer y estaba más cansado por la noche. |



Comparatives

Use descriptive adjectives to make comparisons. When the word *than* is used, the form of the adjective changes.

One-syllable adjectives usually use *-er*. *Trains are **faster than** buses.*

Two- or more syllable adjectives usually use *more* before the adjective. *Plane tickets are **more expensive than** bus tickets.*

A. Complete the sentences using the correct form of the adjective.

Adjective	Comparative sentences
old	1. The buses are _____ the trains in my town.
cheap	2. These sneakers are _____ those.
tall	3. Duane is _____ Mike.
comfortable	4. I think a train is _____ a car.
suitable	5. A backpack is _____ for school than a handbag.
expensive	6. Flying is _____ traveling by car.

Spelling Changes

Double the consonant for short adjectives ending in consonant + vowel + consonant:

big > bigger; hot > hotter

Adjectives ending in *y* change to *-ier* in the comparative form:

happy > happier; easy > easier

B. Look at the picture. What is she thinking about?



Pair and Share



Ask and answer questions about school subjects.

What's the most interesting school subject for you?

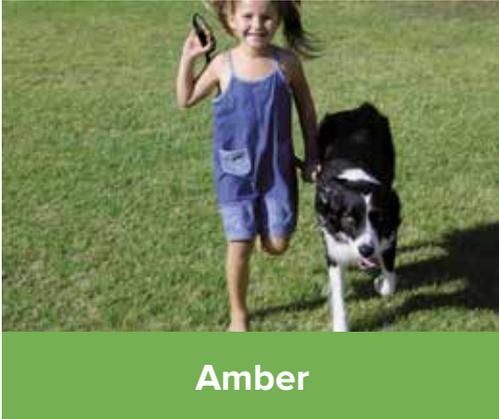
It's ... because ...

Ask and answer questions about singers.

Who's the best singer in our country?

I think it's ... because ...

C. Look at the pictures and make comparisons.



1. Amber is _____ (young) than Destiny.
2. Destiny is _____ (tall) than Amber.
3. Destiny has _____ (strong) muscles than Amber.
4. Amber looks _____ (relaxed) than Destiny.
5. Destiny is _____ (focused) than Amber.

D. Complete the sentences using the comparative form of the word in parentheses.

1. Luke thinks American football is _____ (exciting) than soccer.
2. Harry looks _____ (happy) than his sister.
3. Do you really think math is _____ (interesting) than English?
4. *The Little Prince* is _____ (short) than *The Secret Garden*.
5. Gillian thinks ping-pong is a _____ (fast) sport than tennis.

Superlatives

The superlative is used to talk about one thing only, unlike comparatives which take two things and compare them against each other. Superlatives express the idea that someone or something has the most of a particular quality within a group. The word *the* is always added before the superlative in a sentence.

big > *the biggest*; *hot* > *the hottest*
happy > *the happiest*; *easy* > *the easiest*

E. Complete the sentences so they are true for you.

1. I think _____ is the most exciting sport to play, and _____ is the most interesting sport to watch.
2. _____ is the best means of transportation for me.
3. _____ is the happiest person I know.



Listening Strategy:

Listen for main ideas: Speaker's purpose

Before Listening

A. Look at the pictures. How safe or dangerous are these alternative forms of transportation? Why do you think so?



The speaker's purpose can be:

- to persuade: convince the listener of the speaker's opinion.
- to inform: give the listener new information.
- to entertain the listener.



B. Listen to the audio. What is the speaker's purpose? Listen again and check your answer.

The woman on the radio wants to: _____

1. **persuade** the listener that these different forms of transportation are fun but possibly dangerous.
2. **inform** the listener about the three most common means of alternative transportation.
3. **entertain** the listener with some fun information, but she doesn't give her opinion.

After Listening

C. What's your favorite form of transportation? Share with a small group.

Final *-th*

When the letters *th* appear at the end of a word, the sound is unvoiced, just like the words *math* and *bath*.



A. Listen. Circle the sound you hear.

- | | |
|-----------------|-------------------|
| 1. boss / both | 4. rude / Ruth |
| 2. toes / tooth | 5. eight / eighth |
| 3. five / fifth | 6. math / mat |



B. Listen to the audio and repeat.



A. Listen to the conversation and complete the sentences. Listen again and check your answers.

Speaking Strategy: Agree and disagree

You can use expressions to show that you agree, disagree, or introduce an opposing opinion:

- *I agree. / You're right.*
- *I disagree.*
- *Maybe, but . . .*
- *I understand, but . . .*



Akira: Dad, can I go to school by myself? I'm old enough now.

Father: (1) _____. I think you're too young. I prefer to take you.

Akira: I (2) _____, (3) _____ I can take the sky train. It's faster than going by car.

Father: (4) _____, (5) _____ driving is safer.

Akira: OK. (6) _____, Dad.

B. Your Turn

Roleplay the conversation with a partner. How would the father respond?

Your idea: _____

C. Listen to the audio and take notes. Prepare to agree or disagree respectfully.

Pair and Share



Roleplay a conversation between a parent and a teen. Agree or disagree respectfully.

Mom / Dad, can I . . . ?

I think . . .


Reading Strategy:
Read for main ideas: Author's purpose

The author's purpose can be:

- to persuade: convince the reader of the author's opinion.
- to inform: give the reader new information.
- to entertain the reader.

Before Reading

A. In pairs, look at the picture and discuss these questions. Where is this airport? Is it large? Is it expensive? Is it in a famous city?



B. Read and underline the benefits of low-cost airlines.


Low-Cost Airlines

by Frank Lewis

Low-cost **airlines** are companies that offer **cheap** flights to certain places. For example, in the 1990s, it **cost** about \$200 to travel from Bangkok to Singapore by plane. Nowadays, you can find a cheap flight for less than \$50! These prices make air travel a **suitable** means of transportation for many people. It can also bring more tourists.

Because the cost is lower, many more people fly now compared to 20 years ago. Low-cost airlines are making air travel **easier** for more travelers. Today, it is possible for almost anyone to fly to another country; in the past that wasn't possible.

The first low-cost airline was Southwest Airlines in the U.S. It offered flights between the cities of Houston, Dallas, and San Antonio in the state of Texas. Then, more low-cost airlines appeared in the U.S. and the rest of the world, especially in Europe and Asia. Today, they are **common** everywhere and they compete with regular airlines.

Why are low-cost airlines cheaper? Regular airlines offer many services that make traveling **comfortable**, but expensive. With low-cost airlines, extra services are not included in the price. On many low-cost flights, **passengers** pay for food and drinks, or they pay extra for every suitcase. Low-cost airlines usually go to the most important cities, so they may not fly to all the places that regular airlines do.

After Reading

C. Check (✓) the correct information in the chart.

Features	Regular airline	Low-cost airline
1. Tickets can be expensive.	✓	
2. Passengers may pay more to bring a suitcase.		
3. They serve food for free.		
4. They normally fly to the largest cities.		
5. They make it possible for more people to travel.		

D. Answer the questions.

1. What is the author's purpose? _____
2. How do you know? _____

8 |

Writing



Writing Strategy: Write concluding sentences

A concluding sentence comes at the end of the paragraph. It restates and reinforces the main idea of the paragraph, so it is often similar to the first sentence of the paragraph.

A. Read and choose the correct picture.



The train is a very common means of transport in Japan, but tourists often get confused. There are so many rules! Commuter trains are the most complicated. Tickets are sold at ticket machines, so you need to know exactly where you are going. There's usually a map above the machines. Travelers can also buy a train pass. Local trains stop at every station, rapid trains stop at some stations, and then there are express and limited express trains. When you are at a platform, check that your train is going in the right direction.

B. Choose the correct concluding sentence.

1. Japan Rail Pass is a great option for travelers.
2. Taking a commuter train isn't easy for tourists in Japan.
3. Japan is a great country for fast train travel.

C. Read and write a concluding sentence.

The Orient Express is a legendary train that runs from Bangkok to Singapore. It is famous for its great luxury. Chefs prepare excellent food on the train. Passengers can sleep in a comfortable bed in their private cabin. The views are incredible and the service is excellent.

The Orient Express is _____

ABC Vocabulary

A. Complete the sentences with words from the box.

expensive	safer	easier
includes	suitable	price

Climbing walls are artificial walls that you can climb. A climbing wall is (1) _____ to climb than a mountain, and it is (2) _____ because there are “grips” for your hands and feet. The tallest climbing walls are only (3) _____ for experienced climbers. The (4) _____ to climb a wall normally (5) _____ your safety gear: a harness and a helmet. Climbing a big wall can be (6) _____, but many climbers say climbing a wall is an incredible experience.



B. Answer the questions using the words in parentheses.

- Do you like hamburgers? (*prefer*)

- What sports do teens play in your city? (*common*)

- Where can you eat good food? (*best*)

- What is an important city in your country? (*capital*)

- What would you like to do when you're older? (*grow up*)

C. Write sentences using these words.

- grow up _____
- collect _____
- easy _____
- incredible _____
- abroad _____
- explore _____



Grammar

A. Circle the correct word in each sentence.

1. If you are not sure about something, you (should / suggest) ask your teacher to explain it again.
2. Mike's sister is still too young to travel on her own. He (has / have) to take her to school.
3. We went (dance / dancing) on Saturday evening.
4. Let's (play / playing) another game tomorrow.
5. Is this (your / yours) pencil box? No, it's not (my / mine).
6. Do you like those dogs? I think they're OK, but I prefer this brown (one / ones).
7. This soup tastes bad! It has (too / many) much salt!

B. Complete the sentences using the correct possessive adjective or pronoun.

1. My bedroom is blue; what color is _____?
2. Naoko has her tablet, and Harry has _____ book.
3. **Eileen:** Do you have any dogs?

Sandy: Yes, we have two. _____ dogs are Bobby and Blacky.

4. We live on a nice street, but _____ house doesn't have a large garden.
5. Our teacher is Ms. Willis, but there's another English class next door. _____ teacher is Mr. Tumaru.
6. Your new shoes are so nice! I should get a new pair soon. _____ are getting old.



C. Complete the questions using the correct form of the adjective. Then answer the questions.

1. Which is _____ (good) for you: studying at home or studying at school? Why?

2. What is _____ (comfortable) for you: sleeping on a bed or on a sofa? Why?

3. What is _____ (easy) for you: playing a team sport or playing video games? Why?

4. Which classroom has the _____ (good) view in your school? Why do you think so?

 **Robinson Crusoe**

Robinson Crusoe is the title of a famous book from the 18th century. A young Englishman named Robinson Crusoe goes **abroad** without telling his parents. Some years later, he is on a ship in the Atlantic Ocean, and the ship sinks. Robinson reaches an island, but all the other people on the ship die. Robinson does not find other people on the island, so he has to build a house and find food. He lives alone, but he is quite **comfortable** and has an **easy** life. It takes him many years to organize his house and his lifestyle.



One day, Robinson finds footsteps on the beach. There is another person on the island! Robinson is happy and afraid at the same time. Later, he finds a group of cannibals. They have a prisoner, and Robinson helps the man escape. He calls the man Friday. After 28 years on the island, a ship takes Robinson back to England.

The story continues with more adventures, but the most popular part of the book is where it describes how Robinson finds ways to survive on the island. He learns to be independent and **safe**.

The book starts with, “I was born in the year 1632, in the city of York.” This makes the reader think Robinson wrote the story about his life. In reality, the character Robinson was an invention. The author of the book was Daniel Defoe.

There are many books, movies, and TV shows about Robinson Crusoe’s **incredible** story because people like to imagine what it is like to survive on an island.

A. Read the sentences and circle T for True or F for False. Correct the false statements.

1. *Robinson Crusoe* is the name of a book. T F

2. Robinson's parents sent him abroad. T F

3. He helped Friday escape from the cannibals. T F

4. Robinson stayed on the island for more than 25 years. T F

5. Robinson wrote the book. T F

B. Write three more questions about the text. Then ask and answer the questions with your partner.

1. _____
2. _____
3. _____

C. Write a short conversation between Robinson Crusoe and Friday.

RC: _____
 F: _____
 RC: _____
 F: _____
 RC: _____

D. Write the names of some old stories or books that are still popular now.

E. With a partner, choose one book or story. Then complete the chart.

Question	Robinson Crusoe	Our story: _____
1. Did the story really happen?	no	
2. Can you learn a lesson from the story?	yes	
3. Is the story told from parent to child?	no	
4. Can a similar story take place in modern times?	yes	
5. Are there modern movies and TV shows about the story?	yes	



Project

In this project, you will interview people to find out what we learn through traveling. Use what you know from Units 7 to 9 to complete the project.



Step 1 Plan

Complete the chart about your travels. If you haven't traveled much, you can answer about a person you know.

Places you visited	Activities you did	Food you ate	Things you saw

Step 2 Interview

Interview an adult who has traveled abroad recently. Ask these questions:

- Where did you go?
- What did you do?
- What did you learn about the place?
- What did you learn about the people?
- What did you learn about yourself?

Step 3 Create

Get into groups of three.

Make a poster showing what people learn when they travel.

Use images and words.



Creative Zone



Poas Volcano, Costa Rica



Cappadocia, Turkey

Brainstorm

A. Work in groups. Choose a country or city for a vacation.

Write notes about the place.

Planning

B. With your classmates, write down what you can see and do in the place you choose.

Presentation

C. Prepare an advertisement for the place. This can be a TV commercial or an Internet promotion. Present it to your classmates.