

# UDS

## ANTOLOGIA

**UDS ENGLISH HANDBOOK- LEVEL II**

***COLLEGE DEGREE***

***SEGUNDO CUATRIMESTRE***

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## Marco Estratégico de Referencia

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### ANTECEDENTES HISTORICOS

Nuestra Universidad tiene sus antecedentes de formación en el año de 1979 con el inicio de actividades de la normal de educadoras “Edgar Robledo Santiago”, que en su momento marcó un nuevo rumbo para la educación de Comitán y del estado de Chiapas. Nuestra escuela fue fundada por el Profesor de Primaria Manuel Albores Salazar con la idea de traer Educación a Comitán, ya que esto representaba una forma de apoyar a muchas familias de la región para que siguieran estudiando.

En el año 1984 inicia actividades el CBTiS Moctezuma Ilhuicamina, que fue el primer bachillerato tecnológico particular del estado de Chiapas, manteniendo con esto la visión en grande de traer Educación a nuestro municipio, esta institución fue creada para que la gente que trabajaba por la mañana tuviera la opción de estudiar por las tarde.

La Maestra Martha Ruth Alcázar Mellanes es la madre de los tres integrantes de la familia Albores Alcázar que se fueron integrando poco a poco a la escuela formada por su padre, el Profesor Manuel Albores Salazar; Víctor Manuel Albores Alcázar en septiembre de 1996 como chofer de transporte escolar, Karla Fabiola Albores Alcázar se integró como Profesora en 1998, Martha Patricia Albores Alcázar en el departamento de finanzas en 1999.

En el año 2002, Víctor Manuel Albores Alcázar formó el Grupo Educativo Albores Alcázar S.C. para darle un nuevo rumbo y sentido empresarial al negocio familiar y en el año 2004 funda la Universidad Del Sureste.

La formación de nuestra Universidad se da principalmente porque en Comitán y en toda la región no existía una verdadera oferta Educativa, por lo que se veía urgente la creación de una institución de Educación superior, pero que estuviera a la altura de las exigencias de los jóvenes que tenían intención de seguir estudiando o de los profesionistas para seguir preparándose a través de estudios de posgrado.

Nuestra Universidad inició sus actividades el 18 de agosto del 2004 en las instalaciones de la 4ª avenida oriente sur no. 24, con la licenciatura en Puericultura, contando con dos grupos de cuarenta alumnos cada uno. En el año 2005 nos trasladamos a nuestras propias instalaciones en la carretera Comitán – Tzimol km. 57 donde actualmente se encuentra el campus Comitán y el Corporativo UDS, este último, es el encargado de estandarizar y controlar todos los procesos operativos y Educativos de los diferentes Campus, Sedes y Centros de Enlace Educativo, así como de crear los diferentes planes estratégicos de expansión de la marca a nivel nacional e internacional.

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## **MISIÓN**

Satisfacer la necesidad de Educación que promueva el espíritu emprendedor, aplicando altos estándares de calidad Académica, que propicien el desarrollo de nuestros alumnos, Profesores, colaboradores y la sociedad, a través de la incorporación de tecnologías en el proceso de enseñanza-aprendizaje.

## **VISIÓN**

Ser la mejor oferta académica en cada región de influencia, y a través de nuestra Plataforma Virtual tener una cobertura Global, con un crecimiento sostenible y las ofertas académicas innovadoras con pertinencia para la sociedad.

## **VALORES**

- Disciplina
- Honestidad
- Equidad
- Libertad



**ESCUDO**

El escudo de la UDS, está constituido por tres líneas curvas que nacen de izquierda a derecha formando los escalones al éxito. En la parte superior está situado un cuadro motivo de la abstracción de la forma de un libro abierto.

**ESLOGAN**

“Mi Universidad”

**ALBORES**

Es nuestra mascota, un Jaguar. Su piel es negra y se distingue por ser líder, trabaja en equipo y obtiene lo que desea. El ímpetu, extremo valor y fortaleza son los rasgos que distinguen.

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## Inglés II

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### **Objetivo de la materia:**

Each lesson needs to be interactive and dynamic. The teacher is invited to follow the topics listed below, which are taken from UDS ENGLISH HANDBOOK- level II but to implement group work, new exercises , games, role-plays and a number of different classroom dynamics. Each sub-topic needs to be worked with students. Please, consider the PPP teaching method (Present, Practice, Produce) as good example to implement in the classroom.

**Contenido.****UNIT I. DOES IT HAVE A VIEW?**

- 1.1.- Parts of the House
- 1.2.- Simple present short answers
- 1.3.- Furniture
- 1.4.- There is / There are
- 1.5.- My dream home

**UNIT II. WHAT DO YOU DO?**

- 2.1.- Jobs
- 2.2.- The workplace
- 2.3.- Simple present Wh-questions
- 2.4.- Conversation – Please be careful!
- 2.5.- Placement of adjectives

**UNIT III. DO WE NEED ANY EGGS?**

- 3.1.- Foods
- 3.2.- Count and noncount nouns
- 3.3.- Some and any
- 3.4.- Adverbs of frequency
- 3.5.- Sports
- 3.6.- Wh-questions
- 3.7.- Can for ability
- 3.8.- Word power

**UNIT IV. YOU CAN'T MISS IT?**

4.1.- Places and things

4.2.- Compound nouns

4.3.- Prepositions of place

4.4.- Directions

4.5.- Giving directions

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- 1.2.- Simple present short answers
- 1.3.- Furniture
- 1.4.- There is / There are
- 1.5.- My dream home

**UNIT II. WHAT DO YOU DO? .....28**

- 2.1.- Jobs
- 2.2.- The workplace
- 2.3.- Simple present Wh-questions
- 2.4.- Conversation – Please be careful!
- 2.5.- Placement of adjectives

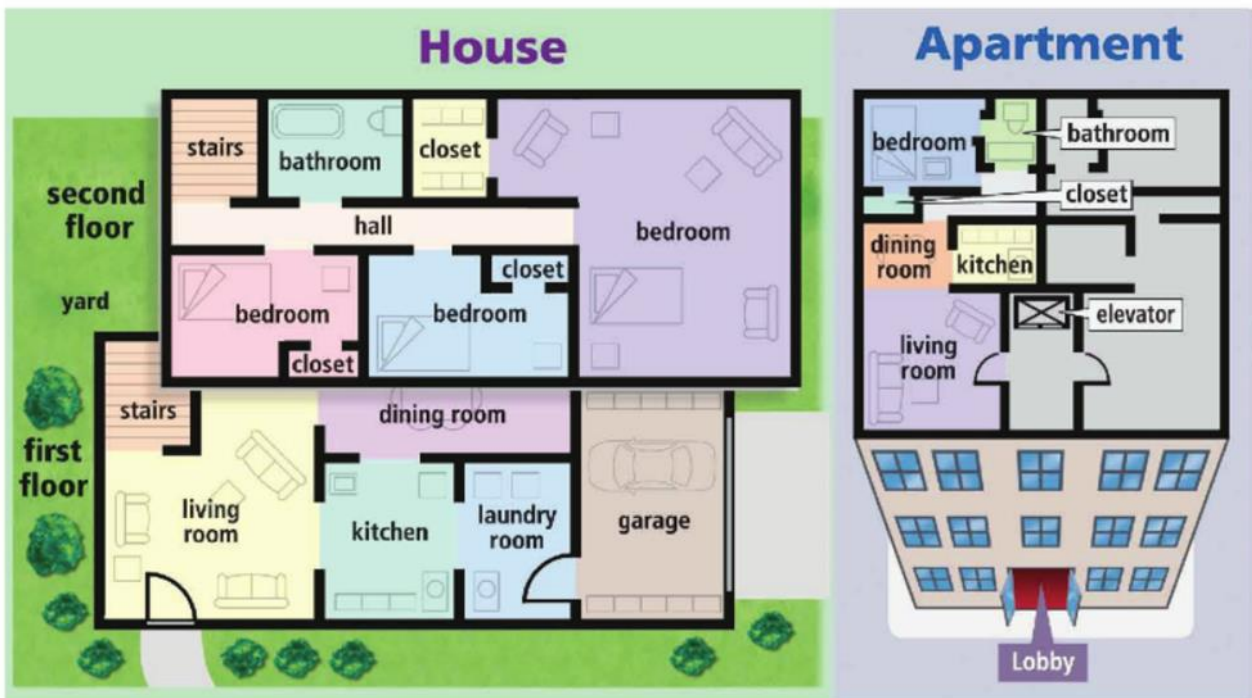
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- 3.1.- Foods
- 3.2.- Count and noncount nouns
- 3.3.- Some and any
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UNIT I. DOES IT HAVE A VIEW?

I.1.- Parts of the House



Source: www.floorplanner.com

What rooms are in houses in your country? What rooms are in apartments?  
 What rooms are in your house or apartment?

**2 CONVERSATION** My new apartment

🎧 Listen and practice.

Linda: Guess what! I have a new apartment.  
 Chris: That's great! What's it like?  
 Linda: It's really nice.  
 Chris: Is it very big?  
 Linda: Well, it has a big living room, a bedroom, a bathroom, and a kitchen.  
 Chris: Nice! Do you live downtown?  
 Linda: No, I don't. I live near the university.  
 Chris: Does it have a view?  
 Linda: Yes, it does. It has a great view of another apartment building!



1.2.- Simple present short answers

Simple present short answers

**Do** you **live** in an apartment?  
Yes, I **do**. / No, I **don't**.

**Do** the bedrooms **have** windows?  
Yes, they **do**. / No, they **don't**.

**Does** Chris **live** in a house?

Yes, he **does**. / No, he **doesn't**.

**Does** the house **have** a yard?

Yes, it **does**. / No, it **doesn't**.

**A** Complete the conversation. Then practice with a partner.

Linda: .....*Do*..... you .....*live*..... in an apartment?

Chris: No, I ..... . I ..... in a house.

Linda: ..... it ..... a yard?

Chris: Yes, it .....

Linda: That sounds nice. .... you ..... alone?

Chris: No, I ..... . I ..... with my family.

Linda: ..... you ..... any brothers or sisters?

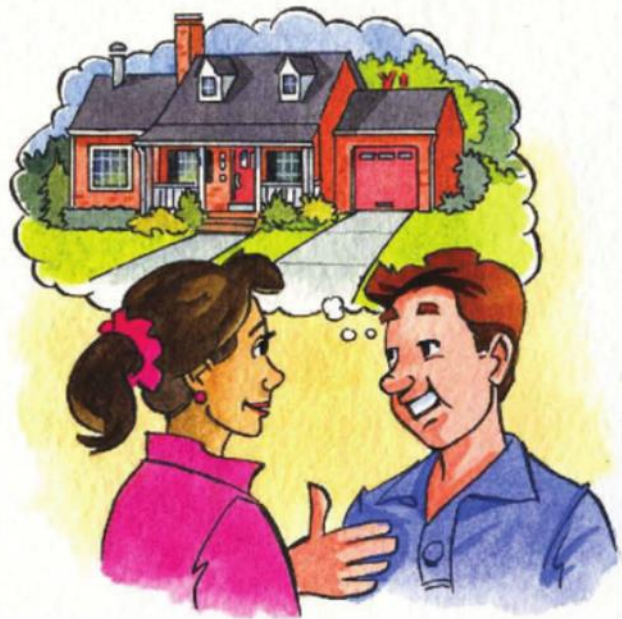
Chris: Yes, I ..... . I ..... four sisters.

Linda: Really? ..... your house ..... many bedrooms?

Chris: Yes, it ..... . It ..... four.

Linda: ..... you ..... your own bedroom?

Chris: Yes, I ..... . I'm really lucky.



**1 Simple present short answers**

Remember: I/You/We/They **do/don't**. He/She/It **does/doesn't**.

Circle the correct words.

A: **Do / Does** your family **live / lives** in an apartment?

B: No, we **don't / doesn't**. We **have / has** a house.

A: That's nice. **Do / Does** your house have two floors?

B: Yes, it **do / does**. It **have / has** four rooms on the first floor. And we **have / has** three bedrooms and a bathroom on the second floor.

A: And **do / does** you and your family **have / has** a yard?

B: Yes, we **do / does**. And how about you, Tim? **Do / Does** you **live / lives** in a house, too?

A: No, I **don't / doesn't**. My wife and I **have / has** a small apartment in the city.

B: Oh. **Do / Does** you **like / likes** the city?

A: Yes, I **do / does**. But my wife **don't / doesn't**.



**B PAIR WORK** Read the conversation in part A again. Ask and answer these questions about Chris.

1. Does he live in an apartment?
2. Does his house have a yard?
3. Does he live alone?
4. Does he have his own room?

**C PAIR WORK** Write five questions to ask your partner about his or her home. Then ask and answer the questions.

**LISTENING** *It has just one room.*

Listen to four people describe their homes. Number the pictures from 1 to 4.



**1.3.- Furniture**

**A** Listen and practice.



armchairs



stove



curtains



pictures



bed



table



coffee table



microwave oven



refrigerator



lamps





mirror



rug



TV



cupboards

**B** Which rooms have the things in part A? Complete the chart.

<b>Kitchen</b>	table      stove
<b>Dining room</b>	table
<b>Living room</b>	
<b>Bedroom</b>	

**C GROUP WORK** What furniture is in your house or apartment? Tell your classmates.

"My living room has a sofa, a rug, and a TV. . ."

### CONVERSATION *There aren't any chairs.*

▶ Listen and practice.

Chris: This apartment is great.  
 Linda: Thanks. I love it, but I really need some furniture.  
 Chris: What do you need?  
 Linda: Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.  
 Chris: And there's no sofa here in the living room.  
 Linda: And there aren't any chairs. There's only this lamp.  
 Chris: So let's go shopping next weekend.



## 1.4.- There is / There are

**There is, there are** ▶

**There's a** bed in the bedroom.

**There's no** sofa in the bedroom.

**There isn't a** table in the kitchen.

**There are some** chairs in the kitchen.

**There are no** chairs in the living room.

**There aren't any** chairs in the living room.

There's = There is

**A** Look at the picture of Linda's apartment. Complete the sentences. Then practice with a partner.

- |   |                                  |
|---|----------------------------------|
| 1. .... <i>There's no</i> ..... dresser in the bedroom. | 5. .... rugs on the floor.       |
| 2. .... chairs in the kitchen.                          | 6. .... curtains on the windows. |
| 3. .... TV in the living room.                          | 7. .... mirror in the bedroom.   |
| 4. .... refrigerator.                                   | 8. .... books in the bookcase.   |



**B** Write five sentences about things you have or don't have in your classroom. Then compare with a partner.

There are 10 desks in the classroom.

**2 There is, there are**

- ▶ Use *there is* with singular nouns: **There's** a bed. Use *there are* with plural nouns: **There are** two chairs.
- ▶ Use *some* in affirmative statements: There are **some** chairs in the kitchen. Use *any* in negative statements: There aren't **any** chairs in the bedroom.

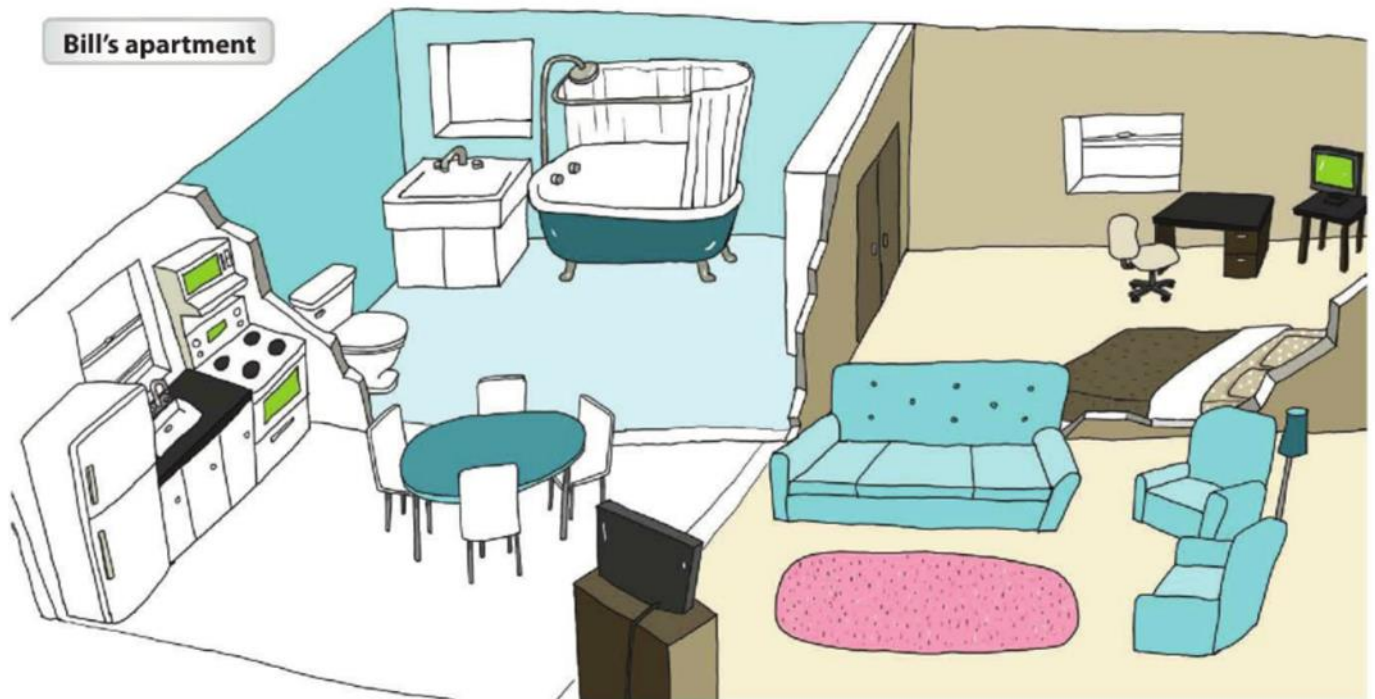
Read the information about the Diaz family's new house. Write sentences with the phrases in the box.

there's a	there are some
there's no	there are no
there isn't a	there aren't any

- |                                 |     |
|---------------------------------|-----|
| 1. A living room?               | Yes |
| 2. A dining room?               | No  |
| 3. A dishwasher in the kitchen? | No  |
| 4. A table in the kitchen?      | Yes |
| 5. Curtains on the windows?     | Yes |
| 6. Rugs on the floors?          | No  |
| 7. Closets in the bedrooms?     | Yes |
| 8. Bookcases in the bedrooms?   | No  |
- 
1. *There's a living room.* .....
  2. ....
  3. ....
  4. ....
  5. ....
  6. ....
  7. ....
  8. ....



**A PAIRWORK** Find the differences between Bill's apartment and Rachel's apartment.



- A: There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.
- B: There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.

**B GROUPWORK** Compare your answers.

**PRONUNCIATION** *Words with th*

**A** Listen and practice. Notice the pronunciation of /θ/ and /ð/.

/ð/      /θ/                  /ð/      /ð/                  /θ/      /θ/  
 There are **th**irteen rooms in **th**is house. **Th**e house has **th**ree **th**atrooms.

**B PAIRWORK** List other words with /θ/ and /ð/. Then use them to write four funny sentences. Read them aloud.

On Thursdays, their mother and father think for thirteen minutes.

**LISTENING** *Furniture is expensive!*

Listen to Chris and Linda talk in a furniture store. What does Linda like? Check (✓) the things.

<input type="checkbox"/> armchairs	<input type="checkbox"/> a sofa	<input type="checkbox"/> a rug	<input type="checkbox"/> lamps
<input type="checkbox"/> a bookcase	<input type="checkbox"/> a mirror	<input type="checkbox"/> a coffee table	<input type="checkbox"/> curtains

**1.5.- My dream home**

**A** Write a description of your dream home.

What is your dream home like?  
 Where is it?  
 What rooms does it have?  
 What things are in the rooms?  
 Does it have a view?

My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and . . .



**B PAIRWORK** Ask your partner about his or her dream home.


A: Does it have a view?  
 B: Yes, it has a very nice view of the forest. . . .




## 12 READING

# Unusual Homes

*Scan the article. Where are the lofts? Where does Dan Phillips build houses?*

 Shusaku Arakawa and Madeline Gins are famous designers. Their nine lofts near Tokyo, Japan, are very colorful. The apartments are blue, pink, red, yellow, and other bright colors. Inside, the walls are colorful, too. The floors go up and down, and some rooms are round. The windows have strange shapes, so there are no curtains. There are small doors to the outside. Inside, there aren't any closets. The bookcase is in the middle of the living room.



 Dan Phillips likes to help people. He builds houses for artists and other low-income people in Huntsville, Texas, in the United States. One house, the "tree house," is in a large tree in the forest. It has windows on the floor! It also has a small kitchen. The bed is on the upstairs floor. There is a wood-burning stove from an old ship in the living room. Phillips teaches people how to build houses with recycled materials.



**A** Read the article. What's in each home? Complete the chart.

- bed on the upstairs floor
- ✓ colorful walls
- bookcase
- windows on the floor
- closets
- wood-burning stove

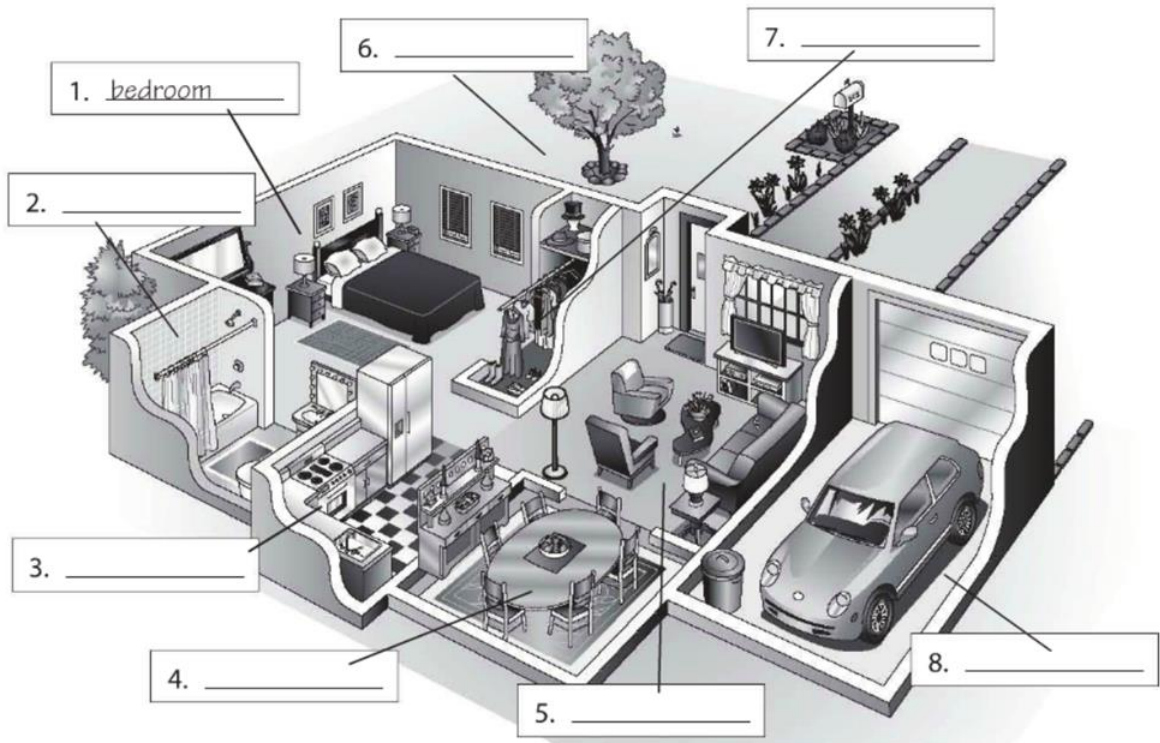
Arakawa and Gins's lofts	Dan Phillips's tree house
1. There are <u>colorful walls</u> .....	4. There are .....
2. There aren't any .....	5. There is a .....
3. There is a ..... in the middle of the living room.	6. There is a .....

**B GROUP WORK** Talk about these questions.

1. Imagine you are painting your house. What colors do you use? Why?
2. Imagine you are building a house. Do you use new materials or recycled materials? Why?

WORKBOOK

1 Label the parts of the house.



2 Complete the conversation. Use the sentences in the box.

- No, it only has two rooms.
- Yes, it has a great view of the city.
- Yes, I do. I love it!
- No, I live in an apartment.

Simon: Do you live in a house, James?  
 James: No, I live in an apartment.  
 Simon: Well, is it very big?  
 James: \_\_\_\_\_  
 Simon: Does it have a view?  
 James: \_\_\_\_\_  
 Simon: Oh, that's great! And do you live alone?  
 James: \_\_\_\_\_



3

Complete the conversation with the correct words in parentheses.

Betsy: Do you \_\_\_\_\_ near here, Lauren?  
(Do / Does) (live / lives)

Lauren: Yes, I \_\_\_\_\_. My husband and I  
(do / does)  
\_\_\_\_\_ on Main Street.  
(live / lives)

Betsy: Oh, do you \_\_\_\_\_ in an apartment?  
(live / lives)

Lauren: No, we \_\_\_\_\_. We \_\_\_\_\_ a house.  
(don't / doesn't) (have / has)

Betsy: Oh, great! \_\_\_\_\_ you \_\_\_\_\_ children?  
(Do / Does) (have / has)

Lauren: No, we \_\_\_\_\_. But my brother \_\_\_\_\_  
(don't / doesn't) (live / lives)  
with us.

Betsy: Really? Does he do a lot of work at home?

Lauren: Yes, he \_\_\_\_\_. In fact, he \_\_\_\_\_  
(do / does) (cook / cooks)  
dinner every night!

Betsy: You're lucky! I \_\_\_\_\_ alone, and  
(live / lives)

I \_\_\_\_\_ my own dinner.  
(cook / cooks)



4

Answer these questions with your information. Use short answers.

- |   |                                  |
|---|----------------------------------|
| 1. Do you live in an apartment?               | <u>Yes, I do. / No, I don't.</u> |
| 2. Do you have a yard?                        | _____                            |
| 3. Do you live with your family?              | _____                            |
| 4. Does your city or town have a park?        | _____                            |
| 5. Does your teacher have a car?              | _____                            |
| 6. Do you and your classmates speak English?  | _____                            |
| 7. Do you and your classmates study together? | _____                            |
| 8. Does your classroom have a view?           | _____                            |
| 9. Does your school have an elevator?         | _____                            |
| 10. Does your city or town have a subway?     | _____                            |

**5** What furniture do they have?

**A** Answer the questions about the pictures.



1. A: Does she have a television?  
B: Yes, she does.
2. A: Does she need curtains?  
B: \_\_\_\_\_
3. A: Does she need a sofa?  
B: \_\_\_\_\_
4. A: Does she have a chair?  
B: \_\_\_\_\_
5. A: Does she have a rug?  
B: \_\_\_\_\_
6. A: Does she need pictures?  
B: \_\_\_\_\_
7. A: Do they have a lamp?  
B: \_\_\_\_\_
8. A: Do they need a table?  
B: \_\_\_\_\_
9. A: Do they have chairs?  
B: \_\_\_\_\_
10. A: Do they need a clock?  
B: \_\_\_\_\_
11. A: Do they have a mirror?  
B: \_\_\_\_\_
12. A: Do they need curtains?  
B: \_\_\_\_\_

**B** What furniture do you have? What furniture do you need? Write four sentences.

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

**6** Complete the description with 's, are, or aren't.



balcony

In Roger's house, there 's a big living room. There \_\_\_\_\_ two bedrooms and two bathrooms. There \_\_\_\_\_ no yard, but there \_\_\_\_\_ a balcony. He has a lot of books, so there \_\_\_\_\_ bookcases in the living room and bedrooms. There \_\_\_\_\_ any chairs in the kitchen, but there \_\_\_\_\_ a big table with chairs in the dining room. There \_\_\_\_\_ no stove in the kitchen, but there \_\_\_\_\_ a small microwave oven. There \_\_\_\_\_ two televisions in Roger's house – there \_\_\_\_\_ one television in the living room, and there \_\_\_\_\_ one television in the bedroom.

**7** Answer these questions with information about your home. Use the phrases in the box.

there's a . . .	there are some . . .
there's no . . .	there are no . . .
there isn't a . . .	there aren't any . . .

- Does your kitchen have a dishwasher?  
Yes, there's a dishwasher in my kitchen.  
No, there isn't a dishwasher. / No, there's no dishwasher.
- Does your kitchen have a clock?  
 \_\_\_\_\_
- Do you have a television in your living room?  
 \_\_\_\_\_
- Do you have bookcases in your living room?  
 \_\_\_\_\_
- Does the bathroom have a mirror?  
 \_\_\_\_\_
- Do you have pictures in your bedroom?  
 \_\_\_\_\_
- Does your bedroom have a closet?  
 \_\_\_\_\_

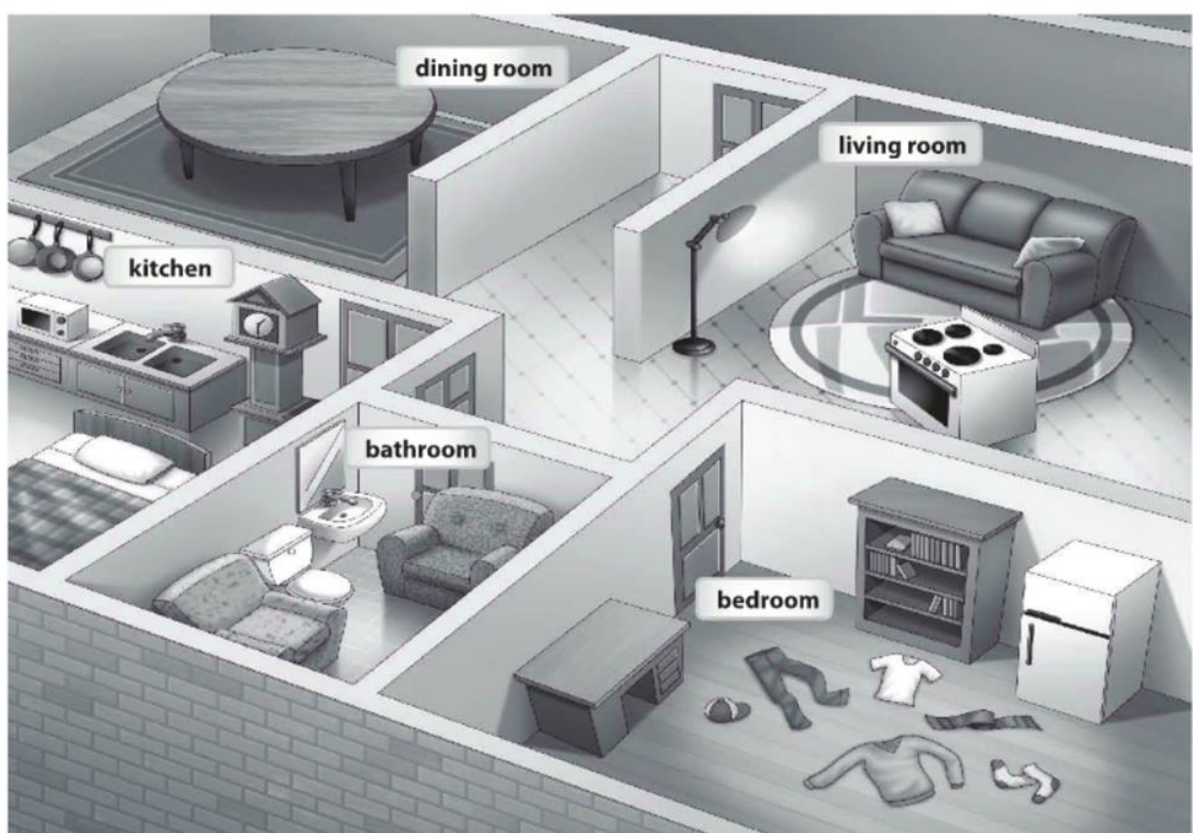


dishwasher



**8** What's wrong with this house?

**A** Write sentences about the house. Use *there* and the words in parentheses.



1. There's no stove in the kitchen. / There isn't a stove in the kitchen. (stove / kitchen)
2. \_\_\_\_\_ (chairs / dining room)
3. \_\_\_\_\_ (stove / living room)
4. \_\_\_\_\_ (refrigerator / bedroom)
5. \_\_\_\_\_ (bed / bedroom)
6. \_\_\_\_\_ (armchairs / bathroom)
7. \_\_\_\_\_ (clock / kitchen)
8. \_\_\_\_\_ (bookcases / living room)

**B** Write four more sentences about the house.

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



**9** Choose the correct responses.

1. A: My apartment has a view of the river.

B: You're lucky.

- Guess what!
- You're lucky.

3. A: I really need a new desk.

B: \_\_\_\_\_

- So let's go shopping on Saturday.
- That's great!

2. A: Do you need bedroom furniture?

B: \_\_\_\_\_

- Yes, I do. I need a bed and a lamp.
- No, I don't. I need a bed and a lamp.

4. A: Do you have chairs in your kitchen?

B: \_\_\_\_\_

- Yes, I do. I need four chairs.
- Yes, I do. I have four chairs.

**10**

Draw a picture of your home. Then write a description.  
Use the questions in the box for ideas.

Where do you live? Do you live in a house or an apartment?	What rooms does your home have? What furniture do you have?
---	--

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## USEFUL PHRASES

Houses can be detached (= separate from other houses); semi-detached (= connected to one house on one side) or terraced (= connected to two other houses, one on each side.)

Flats are usually in a block (a block of flats is a building with four or more floors / storeys) or they are converted from old houses. For example, you can find a flat above a shop.

Some people also live in a bungalow: a one-storey house.

A house is often on two or more floors. On the ground floor (or downstairs) there's usually a hall (where you go in) and then other rooms, such as kitchen and living room. On the first floor (or upstairs) there are usually bedrooms and a bathroom.

### THE LIVING ROOM

There are different words for this room. It's also called a sitting room or a lounge.

This is the room where families spend most of their time, or entertain guests, so it's usually a comfortable room, with a sofa and some armchairs to sit on, with cushions to support your back.

Often there's a carpet on the floor (to cover the floor from wall to wall) or there are rugs on a wooden floor. In most living rooms you can find different types of entertainment system: a TV and DVD player, or a music center, for example. You can also find tables, such as a coffee table (small table next to the sofa or armchair to put drinks, or magazines).

Against the wall there is often a bookcase (a piece of furniture especially for books) or shelves on the wall for books, etc. Some people have "display cabinets" – a piece of furniture with glass doors to show / display their important ornaments. In old houses you can also find a fireplace, but people normally have central heating in the house, and the old fireplace contains a modern gas or electric heater.

## VOCABULARY

### INGLÉS

1. Balcony
2. Basement
3. Bathroom
4. Bedroom
5. Bulb
6. Carpet
7. Yard
8. Dining room
9. Door

### ESPAÑOL

1. Balcón
2. Sótano
3. Baño
4. Dormitorio
5. Bombilla
6. Alfombra (¡no carpeta!)
7. Patio
8. Comedor
9. Puerta

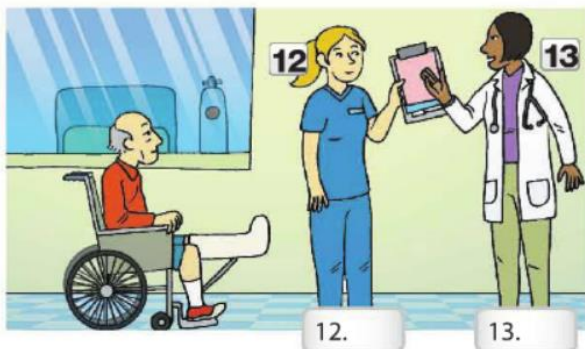
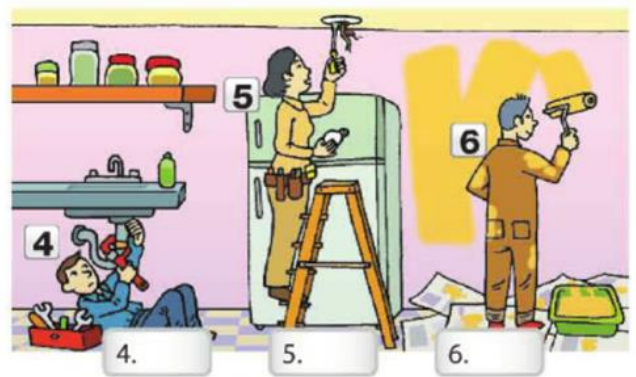
10.Floor	Piso
11.Garage	Garaje
12.Garden	Jardín
13.Grass	Césped
14.Heater	Calefacción
15.House	Casa
16.Kitchen	Cocina
17.Laundry room	Lavandería
18.Light	Luz
19.Light switch	Interruptor
20.Living room	Sala
21.Mansion	Mansión
22.Office	Oficina
23.Plug	Enchufe
24.Pool	Piscina
25.Roof	Techo
26.Stairs	Escaleras
27.Wall	Pared
28.Window	Ventana
29.Armchair	Sillon
30.Stove	Estufa
31.Curtains	Cortinas
32.Pictures	Cuadros
33.Bed	Cama
34.Table	Mesa
35. Microwave oven	Microondas
36.Refrigerator	Refrigerador
37.Lamp	Lampara
38.Desk	Escritorio
39.Rug	Alfombra

## UNIT II. WHAT DO YOU DO?

### 2.1.- Jobs

**A** Match the jobs with the pictures. Then listen and practice.

- |               |                     |                     |                   |
|---------------|---------------------|---------------------|-------------------|
| a. accountant | e. electrician      | i. painter          | m. salesperson    |
| b. bellhop    | f. front desk clerk | j. plumber          | n. security guard |
| c. cashier    | g. nurse            | ✓ k. police officer | o. taxi driver    |
| d. doctor     | h. office manager   | l. receptionist     | p. vendor         |



**B PAIRWORK** Ask questions about the people in part A. What are their jobs?

A: What's her job?

B: She's a police officer.



## 2.2.- The workplace

**A PAIR WORK** Who works in these places? Complete the chart with jobs from Exercise 1. Add one more job to each list.

A: A doctor works in a hospital.  
 B: A nurse works in a hospital, too.



In a hospital	In an office	In a store	In a hotel
doctor.....	.....	.....	.....
nurse.....	.....	.....	.....
.....	.....	.....	.....

**B CLASS ACTIVITY** Ask and answer *Who* questions about jobs. Use these words.

wears a uniform      sits all day      talks to people      works hard  
 stands all day      handles money      works at night      makes a lot of money

A: Who wears a uniform?  
 B: A police officer wears a uniform.  
 C: And a security guard ...

### CONVERSATION *He works in a hotel.*

🎧 Listen and practice.

Rachel: Where does your brother work?  
 Angela: In a hotel.  
 Rachel: Oh, really? My brother works in a hotel, too.  
           He's a front desk clerk.  
 Angela: How does he like it?  
 Rachel: He hates it. He doesn't like the manager.  
 Angela: That's too bad. What hotel does he work for?  
 Rachel: The Plaza.  
 Angela: That's funny. My brother works there, too.  
 Rachel: Oh, that's interesting. What does he do?  
 Angela: Actually, he's the manager!



## 2.3.- Simple present Wh-questions.

### Simple present Wh-questions

<b>Where do you work?</b> In a hospital.	<b>Where does he work?</b> In a hotel.	<b>Where do they work?</b> In a store.
<b>What do you do?</b> I'm a doctor.	<b>What does he do?</b> He's a manager.	<b>What do they do?</b> They're cashiers.
<b>How do you like it?</b> I really like it.	<b>How does he like it?</b> It's OK.	<b>How do they like it?</b> They hate it.

**A** Complete these conversations. Then practice with a partner.

- A: *What* does your sister *do* ?  
 B: My sister? She's a nurse.  
 A: *How* does she *like* it?  
 B: It's difficult, but she loves it.
- A: *Where* does your brother *work* ?  
 B: In a hotel. He's a front desk clerk.  
 A: Oh? *How* does he *like* it?  
 B: He doesn't really like it.
- A: *How* do your parents *like* their jobs?  
 B: Oh, I guess they like them.  
 A: I don't remember. *Where* do they *work* ?  
 B: In an office in the city.
- A: *What* do you *do* ?  
 B: I'm a student.  
 A: I see. *How* do you *like* your classes?  
 B: They're great. I like them a lot.

### 1 Simple present Wh-questions

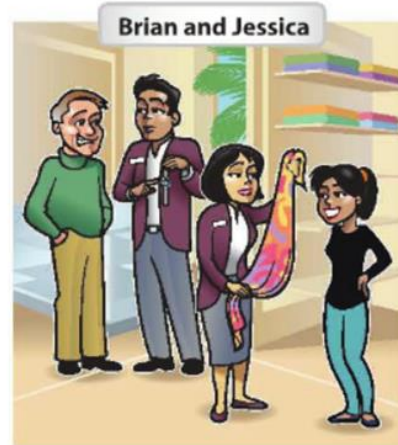
► Use *What* to ask about things: **What do you do?** Use *Where* to ask about places: **Where do you work?** Use *How do/does ... like ... ?* to ask for an opinion: **How does he like his job?**

Complete the conversations.

- A: What *does your husband do* ?  
 B: My husband? Oh, he's a nurse.  
 A: Really? Where *does he work* ?  
 B: He works at Mercy Hospital.
- A: Where *do you work* ?  
 B: I work in a restaurant.  
 A: Nice! What *do you like* ?  
 B: I'm a cook.
- A: How *do you like your job* ?  
 B: My job? I don't really like it very much.  
 A: That's too bad. What *do you do* ?  
 B: I'm a manager. I work at a clothing store.
- A: What *do your brother and sister do* ?  
 B: My brother is a doctor, and my sister is a lawyer.  
 A: How *do they like their jobs* ?  
 B: They work very hard, but they love their jobs.



**B PAIRWORK** Ask questions about these people.  
Where do they work? What do they do? How do they like it?



A: Where does David work?  
B: He works in . . .

**PRONUNCIATION** Reduction of do

▶ Listen and practice. Notice the reduction of **do**.

Where **do you** work?      Where **do they** work?  
What **do you** do?      What **do they** do?

▶ Listen and practice.

## What do you do? What's your job like?

<p>I'm a server in a coffee shop. It's easy, but boring. I don't like my job much.</p>	<p>I'm a firefighter. It's exciting and very dangerous, but I like my job a lot.</p>	<p>I'm a social worker. It's difficult and really stressful, but I love my job.</p>	<p>I'm a florist. My job isn't very exciting, but it's pretty relaxing. I like my job OK.</p>

Source: [www.careercast.com](http://www.careercast.com)

Who likes his or her job? Who doesn't? Why or why not?  
How do they describe their jobs? Write one more adjective for each job.

## 2.4.- Conversation – Please be careful!

▶ Listen and practice.

Richard: Hey, Stephanie. I hear you have a new job.

Stephanie: Yes. I'm teaching math at Lincoln High School.

Richard: How do you like it?

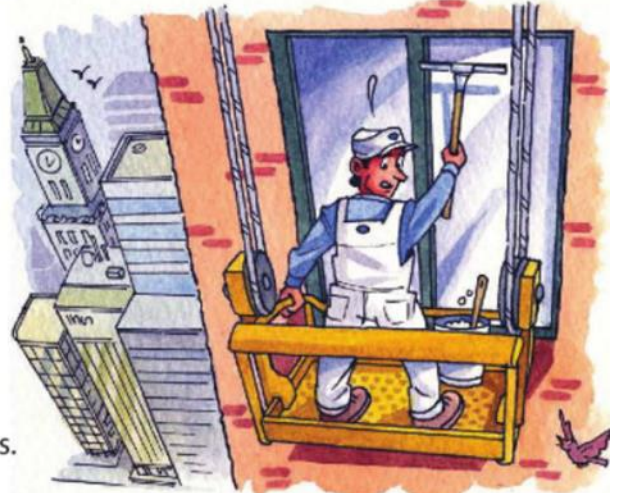
Stephanie: It's great. The students are terrific. How are things with you?

Richard: Not bad. I'm a window washer now, you know.

Stephanie: Really? How do you like it?

Richard: It's a stressful job. And it's pretty dangerous.

Stephanie: Please be careful!



### LISTENING *It's pretty boring.*

▶ Listen to four people talk about their jobs. Complete the chart with the correct jobs and adjectives.

What do you do?	What's it like?
1. Monica .....	.....
2. Hye-soon .....	.....
3. Kirk .....	.....
4. Philip .....	.....

## 2.5.- Placement of adjectives

### Placement of adjectives ▶

#### be + adjective

A doctor's job **is stressful**.

A window washer's job **is dangerous**.

#### adjective + noun

A doctor has **a stressful job**.

A window washer has **a dangerous job**.

**A** Write each sentence a different way. Then compare with a partner.

1. A doctor's job is interesting. *A doctor has an interesting job.* .....
2. A police officer's job is dangerous. ....
3. A teacher's job is stressful. ....
4. A plumber has a boring job. ....
5. An electrician has a difficult job. ....
6. A vendor has an easy job. ....



**2 Placement of adjectives**

- ▶ Adjectives come after the verb *be*: A doctor's job **is stressful**. Adjectives come before nouns: A police officer has a **dangerous job**. (NOT: A police officer has a job dangerous.)
- ▶ Adjectives have the same form with singular or plural nouns: Firefighters and police officers have stressful jobs. (NOT . . . have stressfult jobs.)

Use the information to write two sentences.

1. accountant / job / boring  
 .An accountant's job is boring.....  
 .An accountant has a boring job.....
2. salesperson / job / stressful  
 .....
3. security guard / job / dangerous  
 .....
4. nurse / job / exciting  
 .....
5. taxi driver / job / interesting  
 .....
6. electrician / job / difficult  
 .....

**B GROUP WORK** Write one job for each adjective.  
 Do your classmates agree?

- |                                      |                    |
|--------------------------------------|--------------------|
| 1. exciting ...flight attendant..... | 4. boring .....    |
| 2. easy .....                        | 5. difficult ..... |
| 3. dangerous .....                   | 6. relaxing .....  |


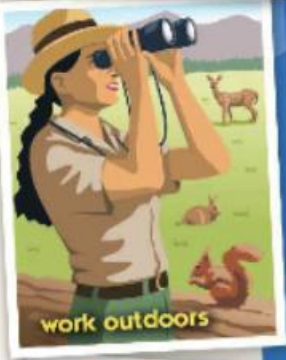




- A: A flight attendant has an exciting job.  
 B: I don't agree. A flight attendant's job is boring.  
 C: I think . . .

**interchange 8 THE PERFECT JOB**

**A PAIRWORK** Imagine you're looking for a job. What do you want to do?  
First, check (✓) your answers to the questions. Then ask your partner the same questions.

Do you want to ... ?	Me		My partner	
	Yes	No	Yes	No
talk to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work from 9 to 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work in an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
perform in front of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work with a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear a suit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear blue jeans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have an exciting job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a relaxing job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B PAIRWORK** Think of a good job for your partner.

A: You want to use English, travel, and have an exciting job.

Do you want to be a tour guide?

B: No, a tour guide's job is very stressful.

A: Well, do you want to be ... ?



READING 

# JOB Profiles

Look at the photos. Which jobs look interesting? Why?



**dog groomer**

Lots of **Marco Mendez's** friends walk on four legs. He makes these furry friends beautiful. Marco is a professional dog groomer. He likes his job a lot because it's never boring. Each dog has a different personality. What's his favorite kind of dog? He's not telling!



**wedding planner**

**Lila Martin** goes to nice restaurants, eats cake, listens to bands – and gets paid for it! Lila is a wedding planner. She chooses the place, the food, and the music for people's weddings. It's stressful because everything needs to be perfect!




**video game designer**

**Hal Garner** has his dream job. He plays video games all day long! Hal is a game designer for a large video game company. He makes new games and tests them. It's always exciting, and he almost always wins!



**baker**

**Junko Watanabe** has a sweet life. She makes bread, cookies, and cakes in her neighborhood bakery. Junko really likes her job. Her salary isn't great, but the customers love her cakes and cookies, so she's happy.

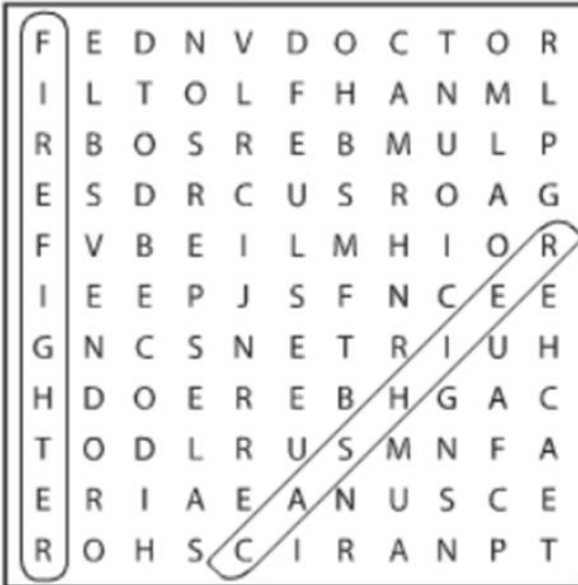
 **A** Read the article. Who says these things? Write your guesses.

1. "I go to work very early in the morning." .....
2. "I know every restaurant in town." .....
3. "After work, I need to take a bath!" .....
4. "I sit down all day long!" .....

**B** Write a short description of a job, but don't write the name of the job. Then read it to the class. Your classmates guess the job.

WORKBOOK

1 Find and circle these jobs in the puzzle.

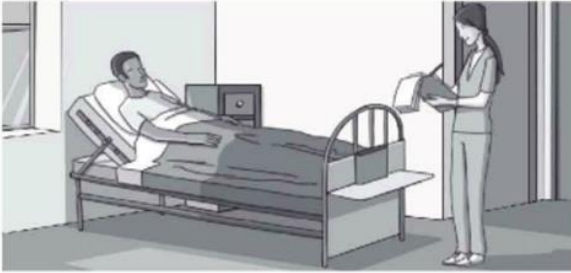




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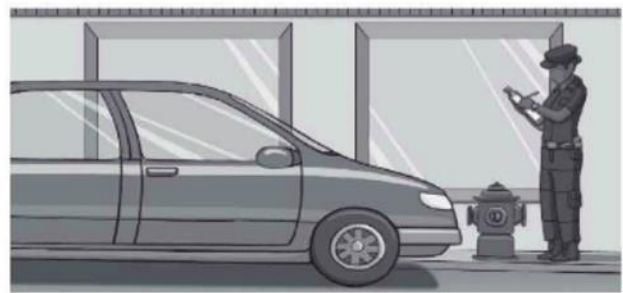
What do these people do? Write three sentences about each person. Use the phrases in the box and your own ideas.

handle money	sit/stand all day	wear a uniform	work inside
help people	talk on the phone	work hard	work outside



1. She's a nurse.  
She helps people.  
She works in a hospital.

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



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

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



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

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

3

Complete the questions in these conversations.

1. A: Where does your brother work \_\_\_\_\_ ?

B: My brother? He works in a department store.

A: What does he do \_\_\_\_\_ ?

B: He works in the shoe department. He's a salesperson.

2. A: What \_\_\_\_\_ ?

B: Kelly and Pam are nurses. And they work together, too.

A: Where \_\_\_\_\_ ?

B: At Springfield Hospital.



3. A: Where \_\_\_\_\_ ?

B: My daughter works in an office.

A: What \_\_\_\_\_ ?

B: She's an accountant.

4. A: What \_\_\_\_\_ ?

B: Joe and I? We fix computers.

A: How \_\_\_\_\_ ?

B: We like it a lot!



**4** Complete the conversations.

1. A: Do you have a job?  
 B: Yes, I \_\_\_\_\_ .  
 A: Oh, what \_\_\_\_\_ you \_\_\_\_\_ ?  
 B: I \_\_\_\_\_ a server.  
 A: Where \_\_\_\_\_ you \_\_\_\_\_ ?  
 B: I \_\_\_\_\_ at Paul's Coffee Shop.  
 A: How \_\_\_\_\_ you \_\_\_\_\_ your job?  
 B: I really \_\_\_\_\_ it. It's a great job!  
 A: What time \_\_\_\_\_ you start work?  
 B: I \_\_\_\_\_ work at 8:00 A.M., and  
 I \_\_\_\_\_ at 3:00 P.M.



2. A: My brother \_\_\_\_\_ a new job.  
 B: Really? Where \_\_\_\_\_ he \_\_\_\_\_ ?  
 A: He \_\_\_\_\_ at the new clothing store  
 downtown.  
 B: What \_\_\_\_\_ he \_\_\_\_\_ there?  
 A: He \_\_\_\_\_ a security guard.  
 B: How \_\_\_\_\_ he  
 \_\_\_\_\_ his job?  
 A: Oh, I guess he \_\_\_\_\_ it.  
 B: What time \_\_\_\_\_ he  
 \_\_\_\_\_ work?  
 A: He \_\_\_\_\_ work at  
 10:00 A.M., and he  
 \_\_\_\_\_ at 6:00 P.M.



**5** *Exciting or boring?*

**A** Match the adjectives.

- |                          |                  |
|--------------------------|------------------|
| 1. <u>  d  </u> exciting | a. not stressful |
| 2. <u>     </u> easy     | b. not difficult |
| 3. <u>     </u> relaxing | c. not dangerous |
| 4. <u>     </u> safe     | d. not boring    |

**B** Write each sentence two different ways.

- A flight attendant's job is exciting.  
*A flight attendant has an exciting job.*  
*A flight attendant doesn't have a boring job.*
- A security guard has a boring job.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Steven's job is dangerous.  
 \_\_\_\_\_

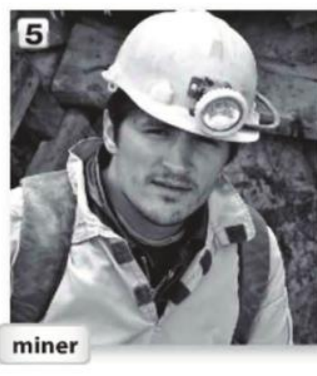
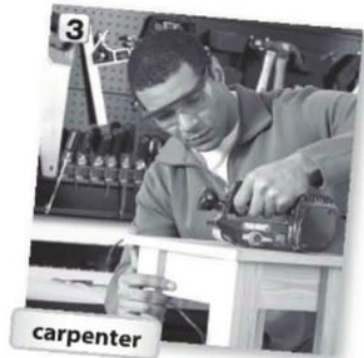


- A front desk clerk's job is stressful.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Linda has a small apartment.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Martha's house is big.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Sarah has a talkative sister.  
 \_\_\_\_\_  
 \_\_\_\_\_
- My job is easy.  
 \_\_\_\_\_  
 \_\_\_\_\_





**6** Write sentences with your opinion about each job.



1. A reporter has an exciting job. / A reporter's job isn't boring.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**7** Imagine you have a dream job. Write a description. Use the questions in the box for ideas.

What is the job?	What do you do, exactly?
Where do you work?	What's the job like? (Is it dangerous, relaxing, or . . . ?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## USEFUL PHRASES

### IN A WORKPLACE

#### 1. Can you help me with this?

This phrase is used to ask for assistance or support from a colleague.

#### 2. Let's touch base later

This phrase is used to suggest scheduling a follow-up conversation or meeting.

#### 3. I'm sorry, I didn't catch that

This phrase is used to ask someone to repeat themselves if you missed what they said.

#### 4. Could you clarify that?

This phrase is used to ask for more information or to request a clearer explanation.

#### 5. That's a good point

This phrase is used to acknowledge someone's idea or contribution.

#### 6. I'm swamped right now

This phrase is used to indicate that you are very busy or have a lot on your plate.

#### 7. Let's brainstorm some ideas

This phrase is used to suggest generating new ideas or solutions.

#### 8. I'll get back to you on that

This phrase is used to indicate that you need more time to respond to a request or question.

#### 9. What's the status on this project?

This phrase is used to ask for an update on the progress of a specific project.

#### 10. Let's schedule a meeting

This phrase is used to suggest setting up a formal meeting.

#### 11. Can we reschedule?

This phrase is used to ask to change the time or date of a meeting or appointment.

#### 12. That's not feasible

This phrase is used to indicate that something is not possible or practical.

#### 13. What's your opinion on this?

This phrase is used to ask someone's viewpoint or perspective on a particular topic.

#### 14. Let's wrap this up

This phrase is used to suggest ending a meeting or conversation.

15. I'll take care of it

This phrase is used to indicate that you will handle a specific task or responsibility.

16. We need to address this issue

This phrase is used to suggest that a problem needs to be solved or dealt with.

17. Sorry for the inconvenience

This phrase is used to apologize for any inconvenience caused.

## VOCABULARY

### **Standby**

Si dejamos una tarea a la espera, ahora decimos que está en standby.

### **Deadline**

Y cuando nos hablan de fechas límite de entrega, simplemente usamos la palabra en inglés deadline.

### **Hangout**

Si nos reunimos por conferencia, ahora solemos decir que vamos a hacer un hangout.

### **Break**

Y lo que antes era el rato de recreo o de tomarnos un café, ahora es “hacer un break” de nuestras tareas.

### **Brainstorming**

Muy relacionada con el ámbito empresarial y laboral, aunque incluso se puede aplicar al educativo, El brainstorming es esa “tormenta» o «lluvia de ideas”.

### **Feedback**

Es el concepto de retroalimentación del mensaje.

### **Fanpage**

Hablamos de fanpage cuando nos encontramos ante un perfil oficial de una entidad que sirve para promoción en las redes sociales.

### **Crowdfunding**

Otro anglicismo en auge desde hace pocos años. Es relativo a las plataformas de “mecenazgo”. Es decir, usuarios que financian proyectos en desarrollo o a desarrollar que todavía no han sido finalizados.

### **Target**

Palabra en inglés utilizada desde hace décadas en el mundo del marketing y que habla del “público objetivo” de un producto o servicio.

## Branding

Nos metemos aún más en el mundo empresarial con branding, en español muchas veces traducido como “marca personal”.

## Coach

Una palabra que ha cambiado bastante su significado en su traslado al español. Literalmente “entrenador”.

## Engagement

Esta palabra en inglés significa «compromiso», y aunque nos recuerde a una relación amorosa o a la firma de un contrato de palabra, en internet engagement suele referirse a la relación que creamos con nuestros seguidores, fans y clientes en redes sociales, intentando aumentar su compromiso con la marca.

## Networking

Muy común en los eventos. Networking, fuera de la informática y en el ámbito social, se refiere a la “red de contactos”.

## Entrepreneur

Entrepreneur es un término francés que hace referencia a aquellas personas que crean y desarrollan ideas de negocio bajo riesgo propio económico.

## Startups

Tinder, Snapchat, los primeros años de Twitter...Y por supuesto BrainLang.

Una startup es una empresa nueva y emergente que tiene una fuerte relación con la tecnología. En general, se caracterizan por ser negocios con grandes posibilidades de crecimiento, ideas muy innovadoras y una gran disposición para satisfacer las necesidades del mercado.

## INGLÉS

## ESPAÑOL

Accountant	Contador
Bellhop	Botones
Cashier	Cajero
Doctor	Doctor
Electrician	Electricista
Receptionist	Recepcionista
Nurse	Enfermera
Office manager	Gerente
Painter	Pintor
Sales Person	Personal de Ventas

## UNIT III. DO WE NEED ANY EGGS?

### 3.1.- Foods

**A**  Listen and practice.



**B** What foods do you like? What foods don't you like? Make a list. Then tell a partner.

A: I like rice, noodles, and oranges. I don't like fish, cheese, and carrots.

B: I like ...

<u>I like</u>	<u>I don't like</u>
rice	fish
noodles	cheese
oranges	carrots



**CONVERSATION** *How about some sandwiches?*

🎧 Listen and practice.

Adam: What do you want for the picnic?  
 Amanda: Hmm. How about some sandwiches?  
 Adam: OK. We have some chicken, but we don't have any bread.  
 Amanda: And we don't have any cheese.  
 Adam: Do we have any lettuce?  
 Amanda: Let's see. . . . No, we need some.  
 Adam: Let's get some tomatoes, too.  
 Amanda: OK. And let's buy some potato salad.  
 Adam: All right. Everyone likes potato salad.



**3.2.- Count and noncount nouns**

**Count and noncount nouns; some and any**

**Count nouns**

**an** egg → **eggs**  
**a** sandwich → **sandwiches**

Do we need **any** eggs?  
 Yes. Let's get **some** (eggs).  
 No. We **don't** need **any** (eggs).

**Noncount nouns**

bread  
 lettuce  
 Do we need **any** bread?  
 Yes. Let's get **some** (bread).  
 No. We **don't** need **any** (bread).

**A** Complete the conversation with *some* or *any*.

Amanda: The store doesn't have *any* potato salad.  
 Adam: Well, we have lots of potatoes. Let's make ..... !  
 Amanda: OK. Do we have ..... mayonnaise?  
 Adam: No. We need to buy .....  
 Amanda: We need ..... onions, too.  
 Adam: Oh, I don't want ..... onions. I hate onions!  
 Amanda: Then let's get ..... celery.  
 Adam: No. I don't want ..... celery in my potato salad.  
 But let's put ..... apples in it.  
 Amanda: Apples in potato salad? That sounds awful!



**B** Complete the chart with foods from Exercise 1. Then compare with a partner.

Count	Noncount
<i>eggs</i>	<i>cream</i>
.....	.....
.....	.....
.....	.....
.....	.....

### 3.3.- Some and any

#### 1 Count and noncount nouns; *some* and *any*

- ▶ Count nouns name things you can count: *vegetables, eggs, cookies*. Count nouns have a singular and plural form: 1 **book**, 2 **books**. Noncount nouns name things you can't count: *water, spinach, cheese*.
- ▶ Use *some* in affirmative sentences: We have **some** chicken. Use *any* in negative sentences and questions: We don't have **any** bread. Do we have **any** cheese?

Complete the conversations with *some* or *any*.

1. A: What do you want for lunch?  
 B: Let's make .....*some*..... sandwiches.  
 A: Good idea! Do we have ..... bread?  
 B: I think there's ..... in the refrigerator. Let me see. . . . No, I don't see .....  
 A: Well, let's go to the store. We need ..... milk, too. And do we have ..... cheese?  
 B: Yes, we do. There's ..... cheese here, and there are ..... tomatoes, too.  
 A: Do we have ..... mayonnaise? I love ..... mayonnaise on my sandwiches.  
 B: Me, too. But there isn't ..... here. Let's buy .....
2. A: Let's make a big breakfast tomorrow morning.  
 B: OK. What do we need? Are there ..... eggs?  
 A: There are ....., but I think we need to buy ..... more.  
 B: OK. And let's get ..... yogurt, too. We don't have ....., and I love yogurt for breakfast.  
 A: Me, too. Do you see ..... bread in the refrigerator?  
 B: Yes, there's ..... in the refrigerator.  
 A: Great! So we don't need to buy ..... at the store.  
 B: That's right. Just eggs and yogurt!



**PRONUNCIATION** *Sentence stress*

**A**  Listen and practice. Notice the stressed words.

A: Do we need any eggs?

B: Yes. We need some eggs.

A: Do we need any lettuce?

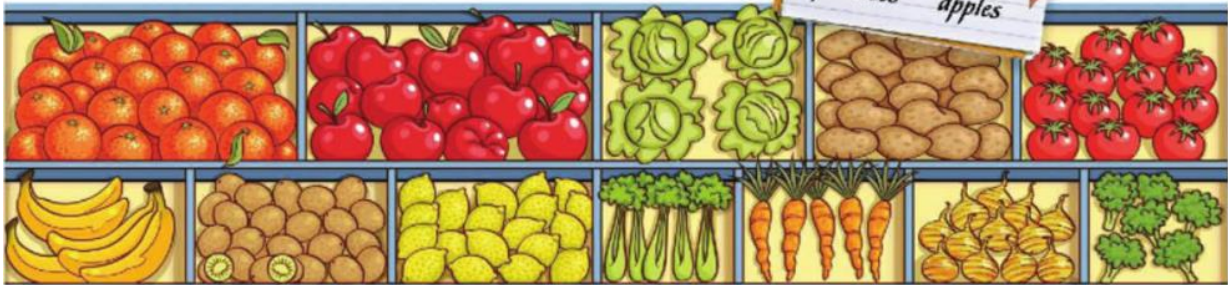
B: No. We don't need any lettuce.


**B PAIRWORK** Ask *Do we need...?* questions about the food in the picture. Then look at your shopping list and answer.

A: Do we need any oranges?




B: Yes. We need some oranges. Do we need any lettuce?

A: Let's see... No. We don't need any lettuce.



 Listen and practice.

What Do You Have for Breakfast?

<b>The United States</b>	<b>Japan</b>	<b>Mexico</b>
		
<input type="checkbox"/> cereal with milk <input type="checkbox"/> fresh fruit <input type="checkbox"/> orange juice <input type="checkbox"/> coffee	<input type="checkbox"/> fish <input type="checkbox"/> rice <input type="checkbox"/> soup <input type="checkbox"/> pickles <input type="checkbox"/> green tea	<input type="checkbox"/> eggs <input type="checkbox"/> beans <input type="checkbox"/> tortillas <input type="checkbox"/> fresh fruit <input type="checkbox"/> sweet bread <input type="checkbox"/> coffee with milk

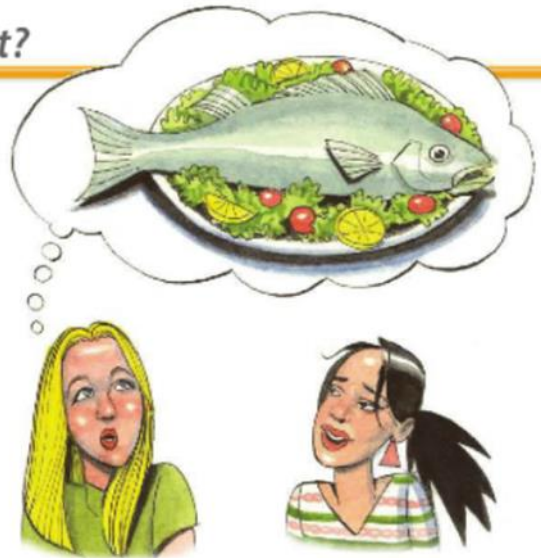
Source: www.about.com

What do you have for breakfast? Check (✓) the foods.  
 What else do you have for breakfast?

**CONVERSATION** *Fish for breakfast?*

▶ Listen and practice.

Sarah: Let's have breakfast together on Sunday.  
 Kumiko: OK. Come to my house. My family always has a Japanese-style breakfast on Sundays.  
 Sarah: Really? What do you have?  
 Kumiko: We usually have fish, rice, and soup.  
 Sarah: Fish for breakfast? That's interesting.  
 Kumiko: Sometimes we have a salad, too. And we always have green tea.  
 Sarah: Well, I never eat fish for breakfast, but I like to try new things.



**3.4.- Adverbs of frequency**

**Adverbs of frequency** ▶

**always**  
**usually**  
**often**

I **sometimes** eat breakfast.  
**hardly ever**  
**never**

**Sometimes** I eat breakfast.

Do you **ever** have fish for breakfast?  
 Yes, I **always** do.  
**Sometimes** I do.  
 No, I **never** do.



**2 Adverbs of frequency**

▶ Adverbs of frequency usually go before the main verb: *always, almost always, usually, often, sometimes, hardly ever, almost never, never*: She **never plays** tennis. I **almost always eat** breakfast. *Sometimes* can begin a sentence: **Sometimes** I eat breakfast.

Rewrite the conversation. Add the adverbs in the correct places.

A: Where do you have lunch? (usually)  
 B: I go to a restaurant near work. (often)  
 A: Do you eat at your desk? (ever)  
 B: No, I stay in for lunch. (hardly ever)  
 A: And what do you have? (usually)  
 B: I have soup and a sandwich. (always)  
 A: Me, too. I have a big lunch. (never)

A: ~~Where do you usually have lunch?~~.....  
 B: .....  
 A: .....  
 B: .....  
 A: .....  
 B: .....  
 A: .....



**A** Put the adverbs in the correct places. Then practice with a partner.

- usually
- A: What do you <sup>usually</sup> have for breakfast? (usually)  
 B: Well, I have coffee and cereal. (often)  
 A: Do you eat breakfast at work? (ever)  
 B: I have breakfast at my desk. (sometimes)  
 A: Do you eat rice for breakfast? (usually)  
 B: No, I have rice. (hardly ever)



**B** Unscramble the sentences.

1. I / have breakfast / on / never / weekends ..... *I never have breakfast on weekends.*  
 2. work / I / snacks / eat / at / hardly ever .....  
 3. eat / for / pasta / dinner / sometimes / I .....  
 4. have / I / dinner / with / often / family / my .....

**C** Rewrite the sentences from part B with your own information. Then compare with a partner.

- A: I always have breakfast on weekends.  
 B: I hardly ever have breakfast on weekends. I usually get up late.

## LISTENING Really? Never?

**A** Paul and Megan are talking about food. How often does Megan eat these foods? Listen and check (✓) Often, Sometimes, or Never.

	Often	Sometimes	Never
pasta	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hamburgers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eggs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
broccoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B GROUP WORK** Do you ever eat the foods in part A? Tell your classmates.

- A: I often eat pasta.  
 B: Really? I never eat pasta.  
 C: Well, I ...

Reading

# EATING for GOOD LUCK

Look at the pictures. On special occasions, do you ever eat any of these foods?

On New Year's Day, many people eat special foods for good luck in the new year.



Some Chinese people eat tangerines and oranges. "Tangerine" sounds like "luck" and "orange" sounds like "wealth" in the Mandarin language.



In Greece and some other Mediterranean countries, people eat pomegranates. Pomegranates bring wealth in the new year.



In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve – one grape for good luck in each month of the new year.



At the end of the year in Sweden, people eat rice pudding with an almond inside. Everyone tries to find the almond for good luck in the new year.



On New Year's Day in South Korea, people eat *dduk guk* – soup with rice cakes – for strength and health in the new year.



Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollar bills.

**A** Read the article. Then correct these sentences.

1. In Mandarin, the word "tangerine" sounds like "wealth."<sup>luck</sup>
2. Greeks eat pomegranates. Pomegranates bring health.
3. People in Spain eat 12 grapes, one grape for good luck in each hour of the day.
4. Swedish people eat rice pudding with money inside.
5. Koreans eat soup with chocolate cake for strength and health.
6. Some Americans eat black-eyed peas. Black-eyed peas are like dollar bills.

**B GROUP WORK** Do you eat anything special on New Year's Day for good luck? Do you do anything special? Tell your classmates.

WORKBOOK

**1** Write the names of the foods.

**Fruit**

- 1. lemons \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Vegetables**

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

**Grains**

- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

**Fats and oils**

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_

**Dairy**

- 15. \_\_\_\_\_
- 16. \_\_\_\_\_

**Meat and other proteins**

- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_





**2** Complete the sentences with the articles *a* or *an*. If you don't need an article, write  $\emptyset$ .



1. This is   a   banana.



2. This is        pasta.



3. This is        egg.



4. This is        apple.



5. This is        ice cream.



6. This is        kiwi.

**3** What foods do you like? What foods don't you like? Write sentences.



1. drinks

  I like coffee, green tea, and juice. I don't like milk.  

2. fruit

\_\_\_\_\_

3. vegetables

\_\_\_\_\_

4. meat and other proteins

\_\_\_\_\_

5. dairy

\_\_\_\_\_

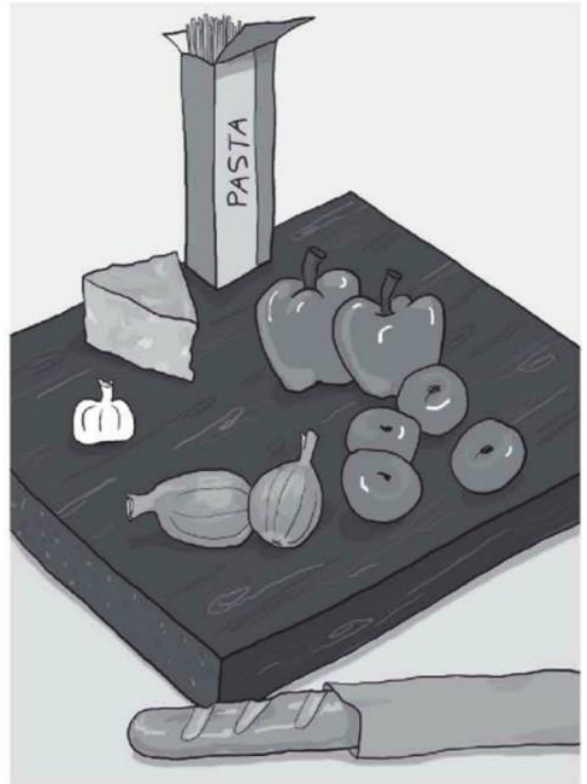
6. grains

\_\_\_\_\_

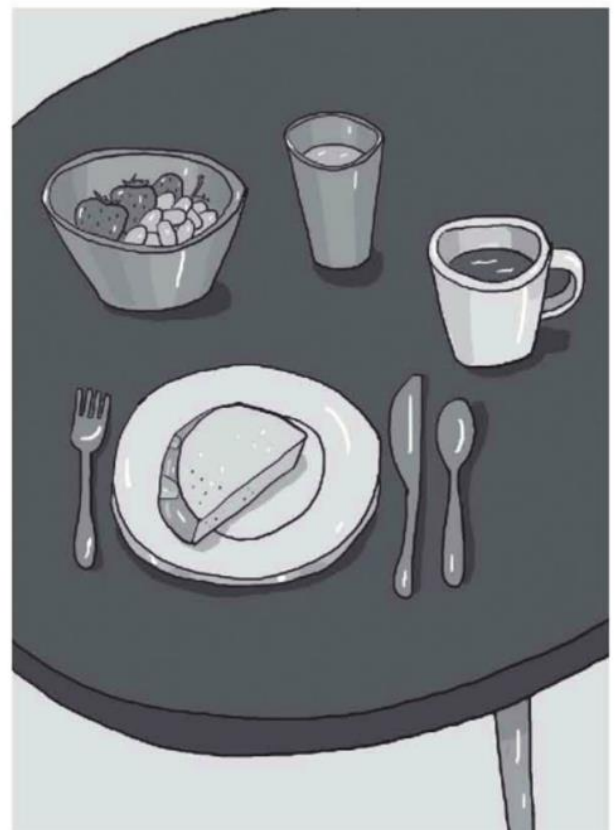


**4** Complete the conversations with *some* or *any*.

1. A: What do you want for dinner?  
 B: Let's make some pasta with tomato sauce.  
 A: Good idea. Do we have \_\_\_\_\_ meat?  
 B: Well, we have \_\_\_\_\_ beef, but I don't want \_\_\_\_\_ meat in the sauce. Let's get \_\_\_\_\_ tomatoes and onions.  
 A: OK. Do we need \_\_\_\_\_ green peppers for the sauce?  
 B: Yes, let's get \_\_\_\_\_ peppers. Oh, and \_\_\_\_\_ garlic, too.  
 A: Great. We have \_\_\_\_\_ spaghetti, so we don't need \_\_\_\_\_ pasta.  
 B: Yeah, but let's get \_\_\_\_\_ bread. And \_\_\_\_\_ cheese, too.



2. A: What do you eat for breakfast?  
 B: Well, first, I have fruit – \_\_\_\_\_ grapes or strawberries.  
 A: That sounds good. Do you have \_\_\_\_\_ eggs or meat?  
 B: No, I don't eat \_\_\_\_\_ eggs or meat in the morning.  
 A: Really? Do you have anything else?  
 B: Well, I usually have \_\_\_\_\_ bread, but I don't put \_\_\_\_\_ butter on it.  
 A: Do you drink anything in the morning?  
 B: I always have \_\_\_\_\_ juice and coffee. I don't put \_\_\_\_\_ sugar in my coffee, but I like \_\_\_\_\_ milk in it.



5

What do you need to make these foods? What don't you need? Write sentences.



1. an omelet

You need some butter, milk, eggs,  
and cheese. You don't need  
any lemons.



2. a chicken sandwich

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3. chicken soup

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. a vegetable salad

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. a fruit salad

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



6. your favorite food

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6** Food habits

**A** Put the adverbs in the correct places.

1. Brazilians make drinks with fruit. (often)  
*Brazilians often make drinks with fruit.*  
 \_\_\_\_\_
2. Some people in Mexico eat pasta. (never)  
 \_\_\_\_\_
3. In China, people put sugar in their tea. (hardly ever)  
 \_\_\_\_\_
4. In England, people put milk in their tea. (usually)  
 \_\_\_\_\_
5. In Japan, people have fish for breakfast. (sometimes)  
 \_\_\_\_\_
6. Americans put cream in their coffee. (often)  
 \_\_\_\_\_
7. In Canada, people have salad for breakfast. (hardly ever)  
 \_\_\_\_\_
8. Some people in South Korea eat pickled vegetables for breakfast. (always)  
 \_\_\_\_\_



**B** Rewrite the sentences in part A. Use your own information.

1. Brazilians often make drinks with fruit.  
*I hardly ever make drinks with fruit. /*  
*I sometimes make drinks with chocolate.*  
 \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



7

Do you often have these things for dinner? Write sentences. Use the adverbs in the box.

never    hardly ever    sometimes    often    usually    always

- 1. cheese      I hardly ever have cheese for dinner.
- 2. milk      \_\_\_\_\_
- 3. coffee      \_\_\_\_\_
- 4. eggs      \_\_\_\_\_
- 5. beef      \_\_\_\_\_
- 6. rice      \_\_\_\_\_
- 7. beans      \_\_\_\_\_
- 8. cereal      \_\_\_\_\_

8

Answer the questions with your own information.

- 1. What's your favorite kind of food?  
\_\_\_\_\_
- 2. What's your favorite restaurant?  
\_\_\_\_\_
- 3. What do you usually have at your favorite restaurant?  
\_\_\_\_\_
- 4. Do you ever cook?  
\_\_\_\_\_
- 5. What's your favorite snack?  
\_\_\_\_\_



Chinese food



Mexican food



Italian food



### 3.5.- Sports

🎧 Listen and practice.

## Sports Seasons in the U.S. and Canada

<p><b>In the spring, people...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play golf</li> <li><input type="checkbox"/> play soccer</li> <li><input type="checkbox"/> play basketball</li> </ul> 	<p><b>In the summer, people...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play baseball</li> <li><input type="checkbox"/> play volleyball</li> <li><input type="checkbox"/> go swimming</li> </ul> 
<p><b>In the fall, people...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play football</li> <li><input type="checkbox"/> go bike riding</li> <li><input type="checkbox"/> go hiking</li> </ul> 	<p><b>In the winter, people...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play hockey</li> <li><input type="checkbox"/> go ice-skating</li> <li><input type="checkbox"/> go snowboarding</li> </ul> 

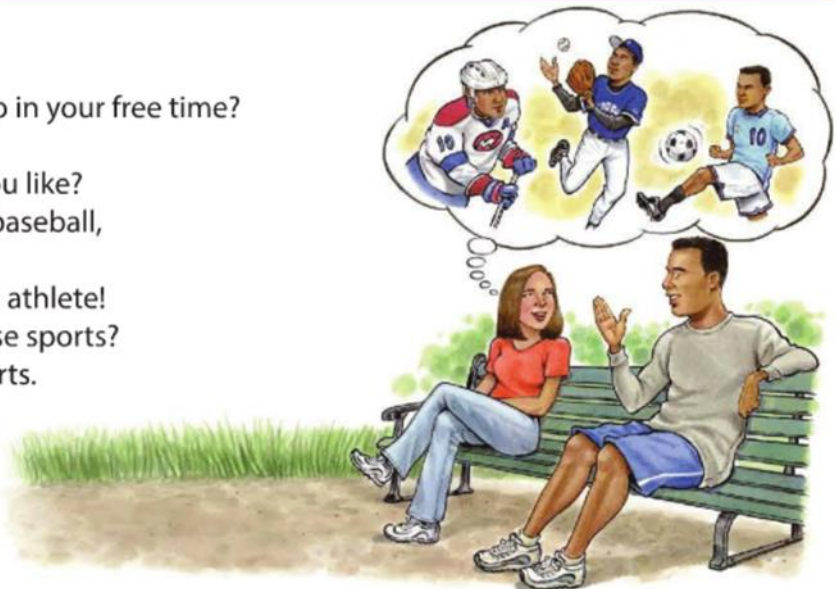
Source: Adapted from ESPN Information Please Sports Almanac

What sports are popular in your country? Check (✓) the sports.  
Do you like sports? What sports do you play or watch?

### CONVERSATION I love sports.

🎧 Listen and practice.

Lauren: So, Justin, what do you do in your free time?  
 Justin: Well, I love sports.  
 Lauren: Really? What sports do you like?  
 Justin: My favorites are hockey, baseball, and soccer.  
 Lauren: Wow, you're a really good athlete!  
 When do you play all these sports?  
 Justin: Oh, I don't play these sports.  
 Lauren: What do you mean?  
 Justin: I just watch them on TV!



### 3.6.- Wh-questions

**Simple present Wh-questions** ▶

<b>What sports</b> do you play?	I play <b>hockey and baseball</b> .
<b>Who</b> do you play baseball <b>with</b> ?	I play <b>with some friends from work</b> .
<b>Where</b> do you play?	We play <b>at Hunter Park</b> .
<b>How often</b> do you practice?	We practice <b>once or twice a week</b> .
<b>When</b> do you practice?	We practice <b>on Sundays</b> .
<b>What time</b> do you start?	We start <b>at ten o'clock in the morning</b> .

#### 1 Simple present Wh-questions

- ▶ Remember: *who* = *what person*; *where* = *what place*; *how often* = *what frequency*; *when* = *what days*; *what time* = *what time of day*
- ▶ Remember: use *do* or *does* after the question word.

Complete the questions with the correct question word and *do* or *does*. Then match the questions with the answers.

- |  |                                       |
|--|---------------------------------------|
| 1. .... <i>What</i> ..... sports ..... <i>do</i> ..... you like? | a. My father and my brother.          |
| 2. .... you go to games with?                                    | b. Usually at three o'clock.          |
| 3. .... often ..... your team play?                              | c. Baseball. I love to watch my team. |
| 4. .... they play?   | d. Once a week.                       |
| 5. .... they play?   | e. On Saturday afternoons.            |
| 6. .... time ..... the games start?                              | f. At Lincoln Park.                   |

**A** Complete the conversations with the correct Wh-question words. Then practice with a partner.

1. A: I watch sports on TV every weekend.  
 B: Really? ....*What sports*..... do you like to watch?  
 A: Soccer. It's my favorite!  
 B: ..... do you usually watch soccer?  
 A: On Sunday afternoons.  
 B: And ..... do you usually watch it?  
 At home?  
 A: No, at my friend's house. He has a really big TV!
  
2. A: ..... do you go bike riding?  
 B: Oh, about once a month.  
 A: I love to go bike riding. I go every Saturday.  
 B: Really? ..... do you go?  
 A: Usually at about one o'clock.  
 B: Oh, yeah? ..... do you usually go with?  
 A: My sister. Come with us next time!





**B** Complete the conversation with Wh-questions. Then compare with a partner.

- A: *What sports do you like*..... ?  
 B: I like a lot of sports, but I really love volleyball!  
 A: ..... ?  
 B: I usually play with my sister and some friends.  
 A: ..... ?  
 B: We practice on Saturdays.  
 A: ..... ?  
 B: We start at about noon.  
 A: ..... ?  
 B: We usually play in our yard, but sometimes we play at the beach.



**C PAIR WORK** Ask your partner five questions about sports or other activities. Then tell the class.

- A: What sports do you like?  
 B: I don't like sports very much.  
 A: Oh? What do you like to do in your free time?

**LISTENING** *What sports do you like?*

Listen to the conversations about sports. Complete the chart.

Favorite sport	Do they play or watch it?	
	Play	Watch
1. Casey ..... <i>golf</i> .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. John .....	<input type="checkbox"/>	<input type="checkbox"/>
3. Sue .....	<input type="checkbox"/>	<input type="checkbox"/>
4. Henry .....	<input type="checkbox"/>	<input type="checkbox"/>



## FREE-TIME ACTIVITIES

**A** Add one question about free-time activities to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name: .....	Name: .....
1. What sports do you like?	.....	.....
2. What sports do you dislike?	.....	.....
3. What do you do on Sundays?	.....	.....
4. What do you like to do in the summer?	.....	.....
5. How often do you play video games?	.....	.....
6. .... ?	.....	.....

A: Jae-hoon, what sports do you like?

B: I like a lot of sports. My favorites are soccer and baseball.

**B CLASS ACTIVITY** Tell your classmates about your partners' free-time activities.

## CONVERSATION *I can't sing.*

🎧 Listen and practice.

Kayla: Oh, look. There's a talent contest on Saturday. Let's enter.

Philip: I can't enter a talent contest. What can I do?

Kayla: You can sing really well.

Philip: Oh, thanks. . . . Well, you can, too.

Kayla: Oh, no. I can't sing at all – but I can play the piano.

Philip: So maybe we *can* enter the contest.

Kayla: Sure. Why not?

Philip: OK. Let's practice tomorrow!





### 3.7.- Can for ability

**Can for ability**

I		you		I	What <b>can</b> I do?
You		I		you	You <b>can</b> sing.
He <b>can</b>	sing very well.	<b>Can</b> he	sing?	Yes, he <b>can</b> .	
She <b>can't</b>	sing at all.	she		No, she <b>can't</b> .	Who <b>can</b> sing?
We		we			Philip <b>can</b> .
They		they		they	

**2 Can for ability**

► Use the base form of the verb with *can*. With third-person singular, don't add an *-s* to *can* or to the base form: She **can play** the piano. (NOT: ~~She can plays the piano.~~)

**A** Write sentences about the things people can and can't do. Use *can* or *can't* with *and*, *but*, or *or*. (✓ = can, ✗ = can't)

- Sally: ride a bike ✓      drive a car ✗  
 ..Sally can ride a bike, but she can't drive a car.....
- John: play the piano ✓      play the violin ✓  
 ..  
 ..
- Brad and George: act ✓      sing ✗  
 ..  
 ..
- Maria: snowboard ✓      ice-skate ✗  
 ..  
 ..
- Justin: upload photos ✗      download a video ✗  
 ..  
 ..
- Lisa: write poems ✗      tell good jokes ✓  
 ..  
 ..

**B** Look at part A. Answer the questions. Write short sentences.

- Can Brad and George sing? *No, they can't.*.....
- Who can tell good jokes? .....
- Can Sally drive a car? .....
- Can John play the piano? .....
- Who can snowboard? .....
- What can George do? .....

**A** Kayla is talking about things she can and can't do. Complete these sentences.



1. I .....can't..... draw.



2. I ..... fix cars.



3. I ..... sing.



4. I ..... ice-skate at all.



5. I ..... play the piano.



6. I ..... act.

**B PAIR WORK** Ask and answer questions about the pictures in part A.

A: Can Kayla draw?

B: No, she can't.

**C GROUP WORK** Can your classmates do the things in part A? Ask and answer questions.


"Can you draw, Pedro?"

**🎧** Listen to three people talk about their abilities. Check (✓) the things they can do well.

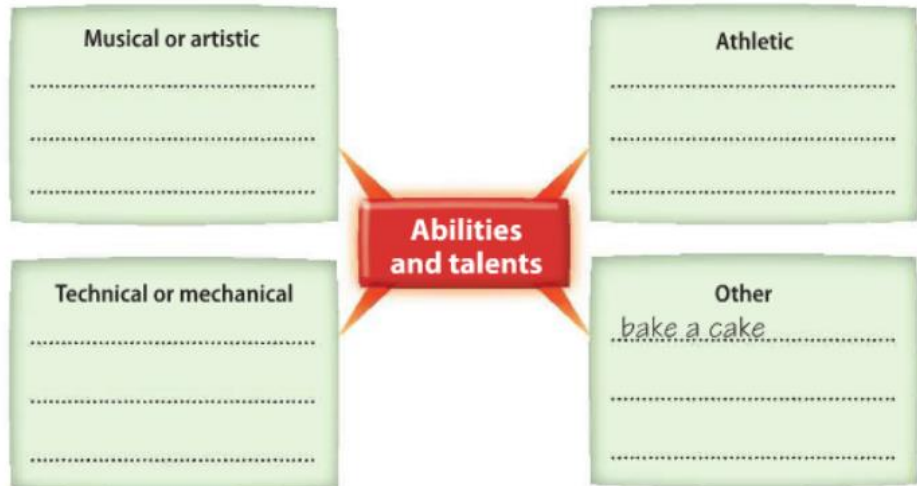
1. Craig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Julie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rob	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.8.- Word power

## WORD POWER

**A**  Complete the word map with abilities and talents from the list. Then listen and check.

- ✓ bake a cake
- download a video
- do yoga
- fix a car
- play chess
- play the violin
- ride a horse
- sing English songs
- snowboard
- tell good jokes
- upload photos
- write poems



**B GROUP WORK** Who can do the things in part A? Make a list of guesses about your classmates.

- A: Who can bake a cake?
- B: I think Sophie can.
- C: Who can download . . . ?

bake a cake - Sophie  
download a video -

**C CLASS ACTIVITY** Go around the room and check your guesses.

- A: Sophie, can you bake a cake?
- B: Yes, I can.



## 12 READING

## An interview with Shawn Johnson

How often do you think professional athletes practice?



Get a sneak peek inside the life of this U.S. gold medal-winning Olympic gymnast!



Where are you from?

Des Moines, Iowa. I live there now.

Who do you train with?

A lot of people think I have a private coach. But I train with 13 other girls at the gym!

How often do you practice?

Most athletes train about 45 hours a week. But my parents want me to have a "normal life." I train about 25 hours a week. I usually work out four hours a day during the week, and five to six hours on Saturdays. I don't practice on Sundays.

What do you eat to stay healthy?

I have to watch my diet to be a healthy gymnast. But I don't get stressed about it.

What are your favorite foods?

Chicken and steak kebabs, peaches and cream, and corn on the cob.

What do you do when you're not training?

I love to ride horses and spend time with my friends.

What do you do for good luck?

I always travel with my blankets. But I don't believe in good-luck charms!

Who are your biggest fans?

My mom, dad, and of course my coach!

**A** Read the interview. Then check (✓) the correct answers to the questions.

- Who does Shawn train with?
  - just her coach
  - other gymnasts
- How often does she practice?
  - 25 hours a week
  - 45 hours a week
- How much does she train on Saturdays?
  - four hours
  - five to six hours
- What does she like to do in her free time?
  - eat in restaurants
  - ride horses and be with friends
- What does she travel with?
  - a good-luck charm
  - her blankets

**B GROUP WORK** Do you think athletes have an easy life? Is playing a sport fun, or hard work? Discuss your reasons with your classmates.



WORKBOOK

1 Sports

**A** Complete the crossword puzzle. Write the names of the sports.

**Across (→)**

**Down (↓)**

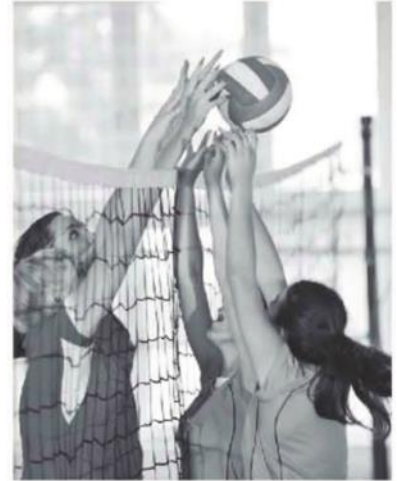
**B** Which sports in part A follow *go*? Which sports follow *play*? Complete the chart.

go	play
	<i>soccer</i> _____
	_____
	_____
	_____

**2** Complete the conversation. Use the questions in the box.

- |   |   |
|---|---|
| <input type="checkbox"/> Who do you practice with?      | <input type="checkbox"/> Does your sister play volleyball, too? |
| <input checked="" type="checkbox"/> Do you like sports? | <input type="checkbox"/> When do you usually practice?          |
| <input type="checkbox"/> What sports do you like?       |   |

Joe: Do you like sports?  
 Liz: Yes, I do. I like them a lot.  
 Joe: Really? \_\_\_\_\_  
 Liz: Well, I love volleyball.  
 Joe: \_\_\_\_\_  
 Liz: On weekends. I'm too busy on weekdays.  
 Joe: \_\_\_\_\_  
 Liz: I usually practice with my friends from school.  
 Joe: \_\_\_\_\_  
 Liz: No, she doesn't like sports. She thinks they're boring.



**3** Unscramble the questions. Then answer with your own information.

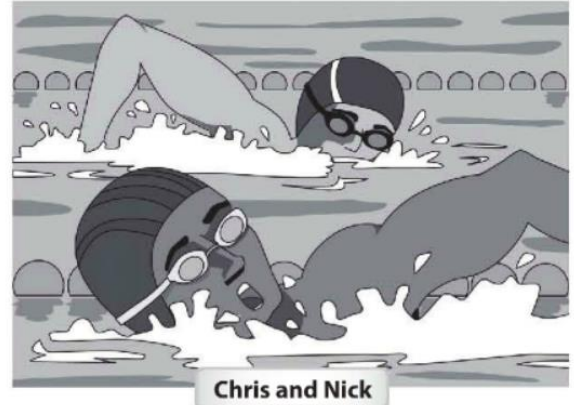


- you do like baseball  
Do you like baseball?  
 \_\_\_\_\_
- sports what do watch you  
 \_\_\_\_\_  
 \_\_\_\_\_
- you play sports what do  
 \_\_\_\_\_  
 \_\_\_\_\_
- snowboarding do you how often go  
 \_\_\_\_\_  
 \_\_\_\_\_
- do with who sports you play  
 \_\_\_\_\_  
 \_\_\_\_\_

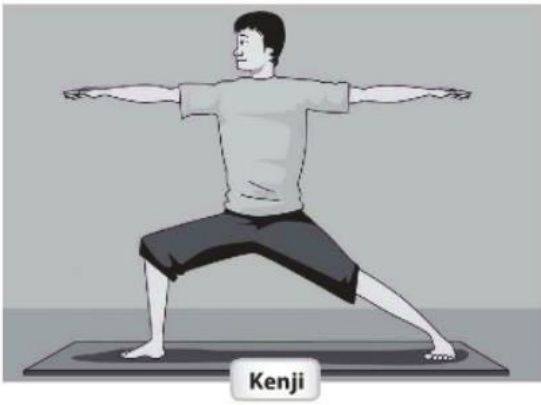
**4** Write questions and answers about these people.



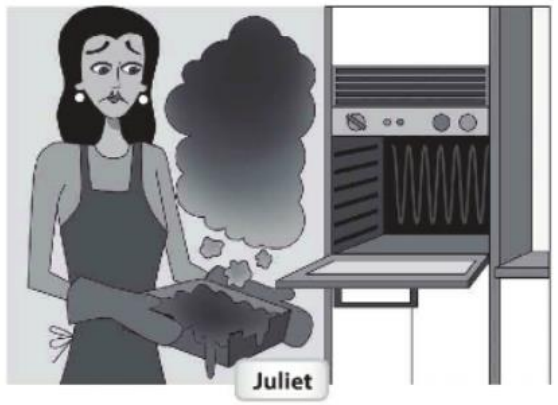
1. Can Andrew fix a car?  
No, he can't.



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



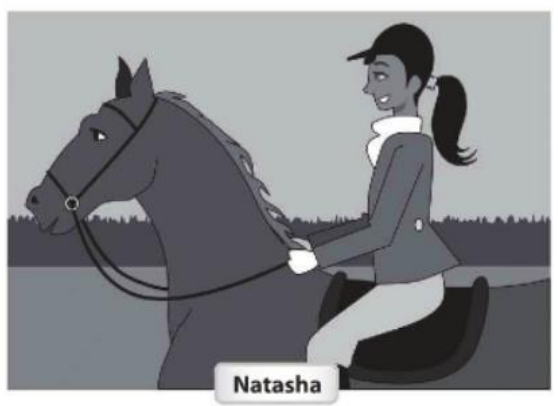
3. \_\_\_\_\_  
 \_\_\_\_\_



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



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



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

**5** Write sentences about these people. Use can, can't, and but.



1. She can play the guitar, but  
she can't play the piano.



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



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



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

**6** Choose the correct responses.

1. A: Do you like the guitar?  
B: No, I don't.  
• Yes, I can.  
• No, I don't.
2. A: Who do you play tennis with?  
B: \_\_\_\_\_  
• I do.  
• My sister.

3. A: Who can fix a computer?  
B: \_\_\_\_\_  
• I can.  
• Yes, I can.
4. A: Where do you go snowboarding?  
B: \_\_\_\_\_  
• In winter.  
• In the mountains.



**7** Can or can't?

**A** Can you do these things? Check (✓) can or can't.

	can	can't
1. cook	<input type="checkbox"/>	<input type="checkbox"/>
2. dance	<input type="checkbox"/>	<input type="checkbox"/>
3. drive a car	<input type="checkbox"/>	<input type="checkbox"/>
4. play chess	<input type="checkbox"/>	<input type="checkbox"/>
5. play the piano	<input type="checkbox"/>	<input type="checkbox"/>
6. snowboard	<input type="checkbox"/>	<input type="checkbox"/>
7. speak two languages	<input type="checkbox"/>	<input type="checkbox"/>
8. swim	<input type="checkbox"/>	<input type="checkbox"/>
9. tell good jokes	<input type="checkbox"/>	<input type="checkbox"/>
10. upload photos	<input type="checkbox"/>	<input type="checkbox"/>



**B** Write sentences about the things in part A.

1. I can't cook at all.
2. I can dance really well.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



**8** Write each sentence a different way. Use the sentences in the box.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> I hardly ever go hiking. | <input type="checkbox"/> I love it.            | <input checked="" type="checkbox"/> He can play sports well. |
| <input type="checkbox"/> She tells good jokes.    | <input type="checkbox"/> He can't sing at all. | <input type="checkbox"/> She has many talents.               |

- He's a great athlete.  
He can play sports well. \_\_\_\_\_
- I don't go hiking very often.  
\_\_\_\_\_
- She has a lot of abilities.  
\_\_\_\_\_
- I really like it.  
\_\_\_\_\_
- He's a terrible singer.  
\_\_\_\_\_
- She's very funny.  
\_\_\_\_\_



**9** Answer these questions with short answers. Use your own information.

- Can you speak English well? \_\_\_\_\_
- Can you speak Spanish? \_\_\_\_\_
- Can you ride a bike? \_\_\_\_\_
- Do you like sports? \_\_\_\_\_
- Are you a good student? \_\_\_\_\_
- Do you like your English class? \_\_\_\_\_
- Can you play a musical instrument? \_\_\_\_\_
- Do you ever go ice-skating? \_\_\_\_\_
- Do you ever play basketball? \_\_\_\_\_
- Can you download a video? \_\_\_\_\_

**10** What can your friends and family do? What can't they do? Write sentences.

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

## USEFUL PHRASES

### TALKING ABOUT FOOD

#### 1. Tastes great!

Eating something delicious right now? Use this expression to say so.

I'm so glad I ordered this pizza—it tastes great!

#### 2. Really good!

Here's something else you could say instead of delicious.

Have you tried the chocolate cake? It's really good!

#### 3. Wow, [this food] is amazing!

If something tastes better than you expected, you could use the word wow to express your surprise. If you say something tastes amazing, you're saying it tastes even better than great or really good.

Wow, this pasta salad is amazing!

#### 4. Yummy

This is an informal way of saying something tastes good. If you find something to be delicious, you could simply say "Yummy!" or you could expand it into a sentence.

This cheesecake is really yummy. I'm going for another slice.

#### 5. Flavorful

This is a great adjective for describing food that's full of flavor or that has a delicious quality in its taste and smell.

I love how flavorful this soup is with all the fresh herbs and vegetables in it.

#### 6. Mouth-watering

This is the perfect adjective to describe something that's so delicious and flavorful, it's actually making your mouth water.

His mom makes such mouth-watering cakes that I just can't wait to go over to his house tonight.

#### 7. This [food] is too [flavor] for me/for my taste.

This is a polite way to explain that you don't like the food, without blaming the cook. It's just not right for you.

Better yet if you can throw in a compliment first!. This cake is so moist! It's just too sweet for my taste.

#### 8. It could use a little more/less...

Use this expression to say that you'd like the food better if the flavors were different.

This chicken is too spicy. It could use a little less chili sauce.

**9. This tastes different. I think I prefer [something else].**

If something tastes new or unfamiliar, you could politely name some other food that you'd prefer or like better.

This tiramisu tastes different. I think I prefer the chocolate cake.

**VOCABULARY**

**BRUNCH**

Algo así como un almuerzo, pero refinado.

**DELICATESSEN**

Alimento refinado, exquisito, habitualmente preparado. La palabra más cercana sería exquisitez.

**FOODIE**

Esto viene siendo algo así como un experto en recetas y críticas de restaurantes.

**PACKAGING**

En esta palabra se engloba tanto el envase como el embalaje. Todo lo que protege y envuelve al producto cuenta como packaging.

**SLOWFOOD**

Esta expresión es todo un alegato. Se trata de promover el disfrute a la hora de alimentarse. Comer conscientemente, y no solo por alimentarse.

**SNACK**

Esta palabra ya la tenemos bien interiorizada; tanto que ya está incluida en nuestro vocabulario de español.

**TOPPING**

Se refiere a un ingrediente adicional que suele ponerse como cobertura, o esparcirse sobre un plato ya preparado.

**Meat and proteins**

Chicken      Eggs      Beans      Fish      Beef      Nuts

**Vegetables**

Lettuce      Onions      Carrots      Brocoli      Potatoes

**Fruits**

Apples      Lemon      Banana      Kiwi      Orange      Blueberries


**Grains**

Rice      Noodles      Crackers      Pasta      Bread      Cereal



## UNIT IV. YOU CAN'T MISS IT?

### 4.1.- Places and things

**A**  Where can you get these things? Match the things with the places. Then listen and practice. "You can buy aspirin at a drugstore."

1. aspirin .....**b**.....
2. bread .....
3. a dictionary .....
4. gasoline .....
5. a sandwich .....
6. stamps .....
7. a suit .....
8. traveler's checks .....



a. a post office



b. a drugstore



c. a gas station



d. a department store



e. a bank



f. a bookstore



g. a coffee shop



h. a supermarket

**B PAIR WORK** What else can you get or do in the places in part A?

A: You can get a magazine at a bookstore.

B: And you can send a package at the post office.

**LISTENING** *I need a new swimsuit.*

**A** Listen to the Anderson family's conversations. What do they need? Where are they going to get the things? Complete the chart.

	What	Where
1. Jean	a swimsuit.....	.....
2. Mom	.....	.....
3. Dad	.....	.....
4. Mike	.....	.....

**B PAIR WORK** What do you need? Where are you going to get it? Tell your partner.

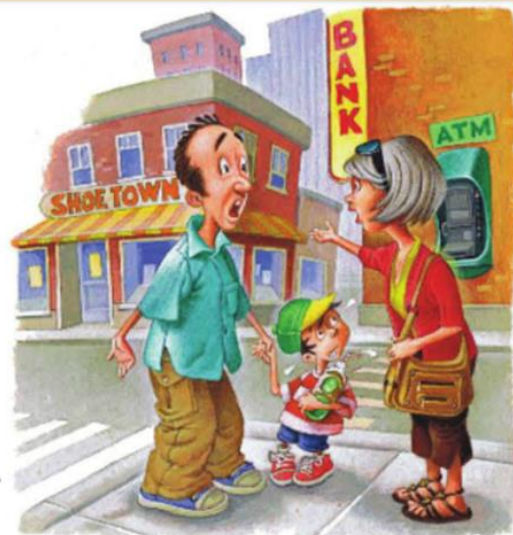
"I need a snack, so I'm going to go to a coffee shop. . ."

**4.2.- Compound nouns**

**CONVERSATION** *It's an emergency!*

Listen and practice.

Man: Excuse me. Can you help me? Is there a public restroom around here?  
 Woman: A public restroom? Hmm. I'm sorry. I don't think so.  
 Man: Oh, no. My son needs a restroom – now. It's an emergency!  
 Woman: Oh, dear. Well, there's a restroom in the department store on Main Street.  
 Man: Where on Main Street?  
 Woman: It's on the corner of Main and First Avenue.  
 Man: On the corner of Main and First?  
 Woman: Yes, it's across from the park. You can't miss it.  
 Man: Thanks a lot.



**PRONUNCIATION** *Compound nouns*

Listen and practice. Notice the stress in these compound nouns.

- post office
- gas station
- restroom
- coffee shop
- drugstore
- bookstore
- supermarket
- department store

**B PAIR WORK** Practice these sentences. Pay attention to the stress in the compound nouns.

There's a restroom in the drugstore.                      There isn't a post office in the supermarket.  
 There's a bookstore in the department store.            There isn't a coffee shop in the gas station.



### 4.3.- Prepositions of place

**Prepositions of place**

**on**
**on the corner of**
**across from**
**next to**
**between**

The department store is **on** Main Street.  
 It's **on the corner of** Main and First.  
 It's **across from** the park.

It's **next to** the bank.  
 The bank is **between** the department store **and** the restaurant.

#### 1 Prepositions of place

- ▶ Use *on* with the names of streets and avenues: The bookstore is **on** Center Street. The theater is **on** Park Avenue.
- ▶ *Across from* is another way of saying *opposite*: The library is **across from** the theater. = The library is **opposite** the theater.

Circle the correct words.

- A: Excuse me. Is there a gas station around here?  
 B: Yes, there is. It's **in** / **on** Third Avenue.  
 A: Where on Third Avenue?  
 B: It's **in** / **on** the corner of Center Street and Third Avenue.  
 A: Across **from** / **to** Stacy's Department Store?  
 B: Yes, that's right. It's next **to** / **from** the park.  
 A: Thanks. Oh, and where is the post office?  
 B: It's on Center Street – **between** / **next to** the hospital and the bank.  
 A: Great. Thanks very much.  
 B: You're welcome.

**A** Look at the map and complete the sentences. Then compare with a partner.



1. The coffee shop is .....on..... Second Avenue. It's ..... the shoe store.
2. The movie theater is ..... Park and Main. It's ..... the park.
3. The gas station is ..... the parking lot. It's ..... First and Center.
4. The post office is ..... Center and Second. It's ..... the hospital.
5. The bank is ..... the restaurant and the department store. It's ..... Main Street.

**B PAIR WORK** Where are these places on the map? Ask and answer questions.

the park      the drugstore      the bookstore      the hospital      the shoe store

A: Where is the park?

B: It's between Park and First, across from the department store.



**SNAPSHOT**

▶ Listen and practice.



Source: www.iloveny.com

What do you know about these places? What makes them popular?  
 What are some popular tourist attractions in your country?

**CONVERSATION** *Is it far from here?*

▶ Listen and practice.

Tourist: Excuse me, ma'am. Can you help me?  
 How do I get to St. Patrick's Cathedral?  
 Woman: Just walk up Fifth Avenue to 50th Street.  
 St. Patrick's is on the right.  
 Tourist: Is it near Rockefeller Center?  
 Woman: Yes, it's right across from Rockefeller Center.  
 Tourist: Thank you. And where is the Empire  
 State Building? Is it far from here?  
 Woman: It's right behind you. Just turn around and  
 look up!



## 4.4.- Directions

### Directions

**How do I get to** Rockefeller Center?

**Walk up/Go up** Fifth Avenue.

**Turn left on** 49th Street.

It's **on the right**.

**How can I get to** Bryant Park?

**Walk down/Go down** Fifth Avenue.

**Turn right on** 42nd Street.

It's **on the left**.

### 2 Directions

▶ *Walk up/Go up* mean the same. *Walk down/Go down* also mean the same.

Bob doesn't know the city at all. Correct Bob's directions. Write the opposite of what he says.

1. Dan: How do I get to the library?

Bob: Walk up Park Avenue.

You: *...No, don't walk up Park Avenue. Walk down Park Avenue.*

2. Dan: How can I get to the park?

Bob: Turn right on Main Street.

You: .....

3. Dan: How do I get to the post office?

Bob: Go down First Avenue.

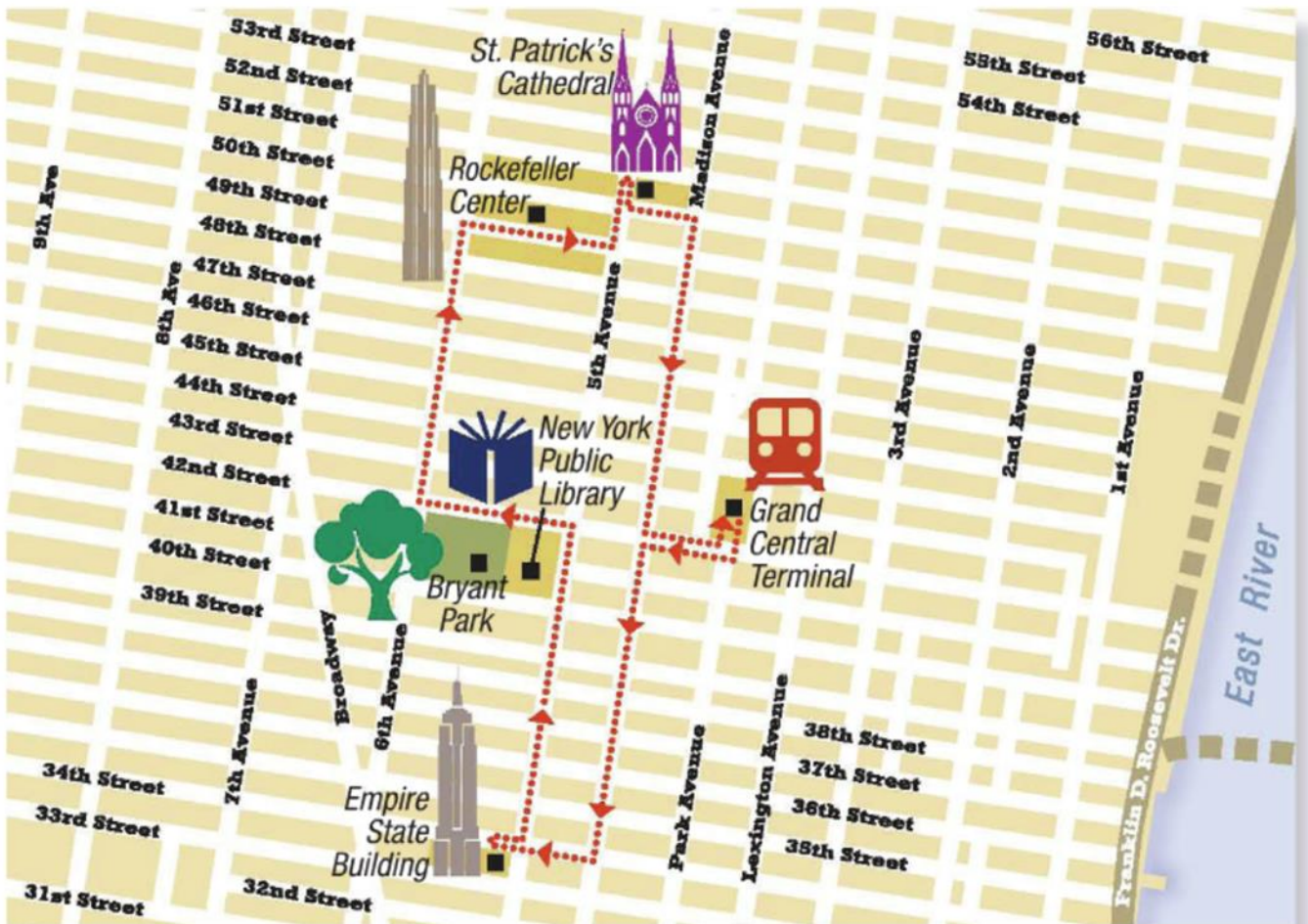
You: .....

Bob: It's on the left.

You: .....



**A PAIR WORK** Imagine you are tourists at Grand Central Terminal. Ask for directions. Follow the arrows.



A: Excuse me. How do I get to the Empire State Building?

B: Walk up 42nd Street. Turn left on . . .

**B PAIR WORK** Ask for directions to places near your school.

A: How do I get to the train station?

B: Walk . . .

## 4.4.- Giving directions

### Student A

**A PAIRWORK** Look at the map. You are on Third Avenue between Maple and Oak Streets. Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

garage          supermarket          flower shop

A: Excuse me. How do I get to the garage?

B: Walk down Third Avenue to . . .



**B PAIRWORK** Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

Go up/Go down . . .	It's on the corner of . . . Street	It's next to . . .
Walk up/Walk down . . .	and . . . Avenue.	It's behind . . .
Turn right/Turn left . . .	It's between . . . and . . .	It's in front of . . .
		It's across from . . .



**interchange 13B** **GIVING DIRECTIONS** 

**Student B**

**A PAIR WORK** Look at the map. You are on Third Avenue between Maple and Oak Streets. Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

A: Excuse me. How do I get to the garage?  
 B: Walk down Third Avenue to . . .

Go up/Go down . . .	It's on the corner of . . . Street	It's next to . . .
Walk up/Walk down . . .	and . . . Avenue.	It's behind . . .
Turn right/Turn left . . .	It's between . . . and . . .	It's in front of . . .
		It's across from . . .



**B PAIR WORK** Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

- coffee shop
- shoe store
- bookstore

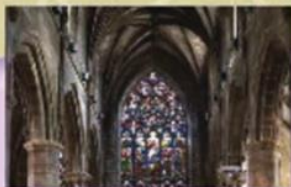
**11 READING**

**..... Edinburgh's Royal Mile .....**

*As you read, follow the route on the map below.*



1. Start your walking tour at **Edinburgh Castle**. Climb up 187 steps to the top of Castle Hill for a great view. Then take a tour of the castle.



2. Walk down the Royal Mile three blocks to **St. Giles Cathedral**. Go inside and look at the colorful windows.



3. Take a break at **Spoon Café**. Go down the Royal Mile and turn right on South Bridge. The restaurant is on the left.



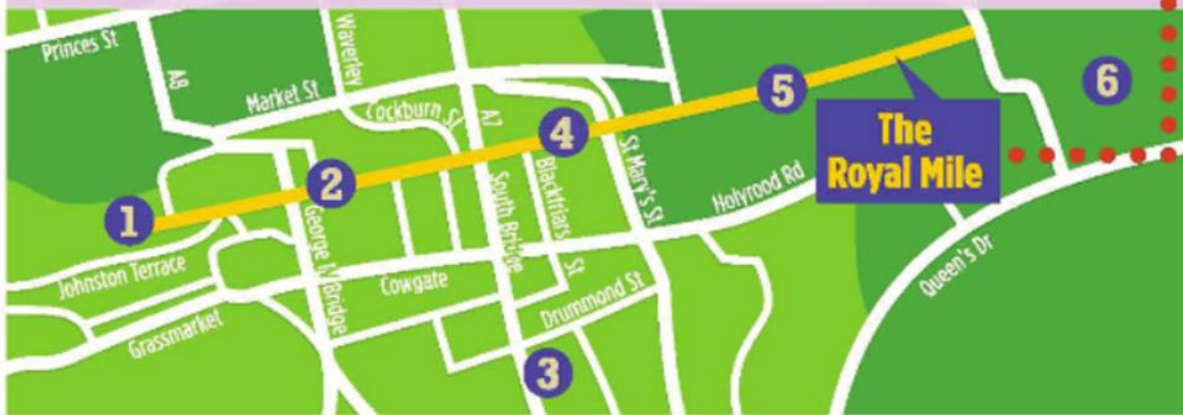
4. You're almost at the **Museum of Childhood**, on the right on the Royal Mile. There's a great collection of toys, dolls, and games here.



5. Continue down the Royal Mile. Stop at the **Museum of Edinburgh** to learn about the history of Scotland's capital.



6. End your walking tour in **Holyrood Park**, right behind the museum.



**A** Read the tourist information. Where can you ... ?

- 1. rest and eat lunch .....
- 2. learn about Edinburgh's history .....
- 3. take a tour .....
- 4. see beautiful windows .....
- 5. see old games .....



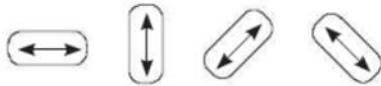
WORKBOOK

**1** Places

**A** Complete these sentences with the correct places.  
Write one letter on each line.

- We need gasoline for the car. Is there a g a s s t a t i o n near here?
- I'm going to go to the \_\_\_\_\_. I need some traveler's checks.
- I work at a \_\_\_\_\_. I love books, so it's a great job.
- Are you going to the \_\_\_\_\_? I need some stamps.
- We don't have anything for dinner. Let's buy some food at the \_\_\_\_\_.
- Tomorrow we're going to go to Paris for five days. We're going to stay at an expensive \_\_\_\_\_.
- I have a stomachache. Can you buy some antacid at the \_\_\_\_\_?
- Let's go out for lunch. There's a great Mexican \_\_\_\_\_ downtown.

**B** Find and circle the places in part A in the puzzle.



P	H	K	T	Y	W	X	D	C	H	B	S	S	R
D	O	A	W	O	J	R	P	T	O	O	Y	R	E
F	M	S	J	D	R	U	G	S	T	O	R	E	S
S	C	K	T	F	U	Z	V	N	E	K	T	M	T
N	P	W	O	O	H	Y	P	R	L	S	E	L	A
S	K	P	U	K	F	N	S	A	Q	T	N	X	U
K	N	I	B	Y	S	F	U	Y	W	O	M	I	R
G	A	S	S	T	A	T	I	O	N	R	V	G	A
E	B	L	F	W	G	P	C	C	M	E	A	O	N
S	U	P	E	R	M	A	R	K	E	T	K	G	T



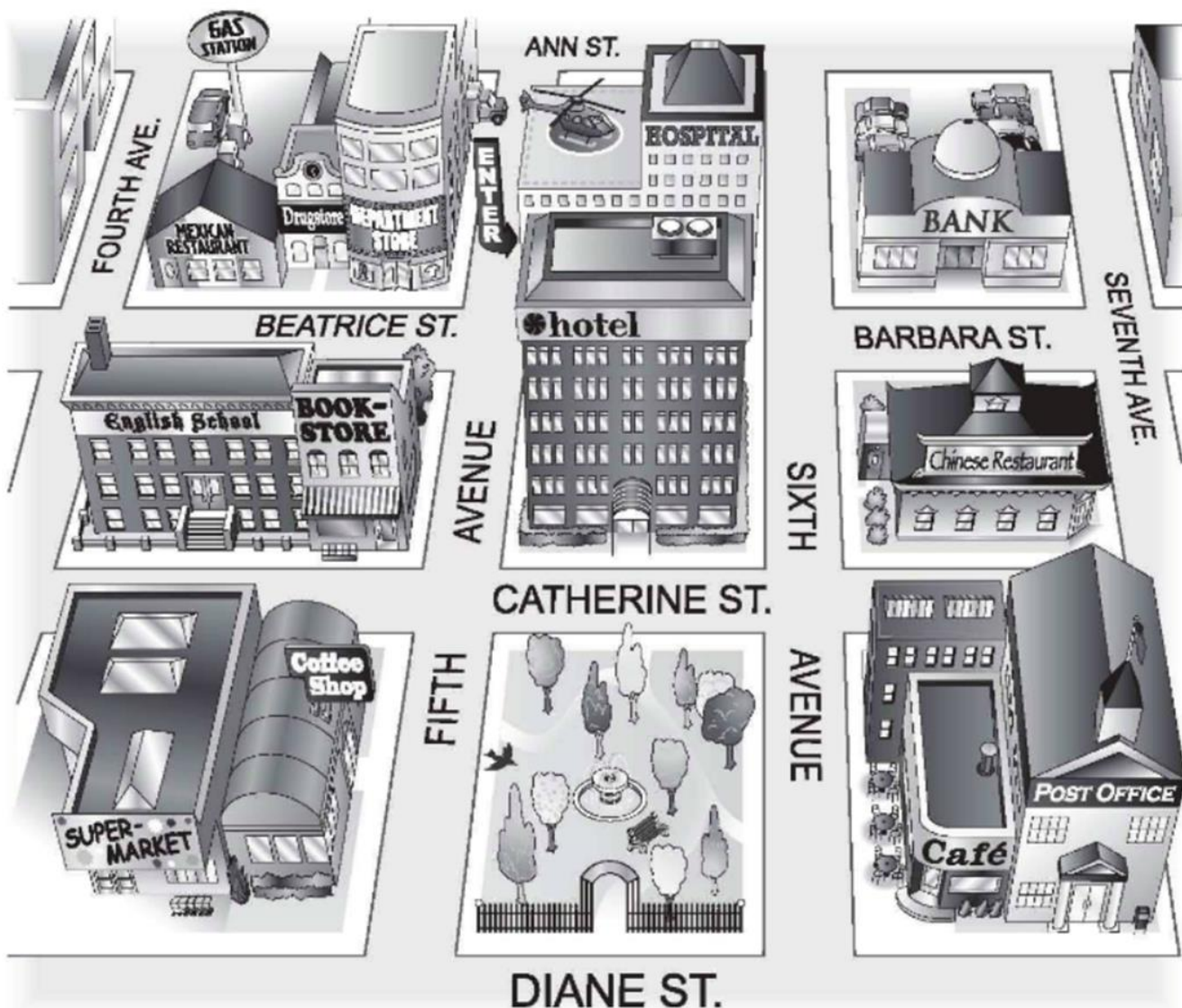


2

Look at the map. Complete the sentences with the prepositions in the box.

- |                                      |                                  |   |
|--------------------------------------|----------------------------------|---|
| <input type="checkbox"/> across from | <input type="checkbox"/> between | <input checked="" type="checkbox"/> on    |
| <input type="checkbox"/> behind      | <input type="checkbox"/> next to | <input type="checkbox"/> on the corner of |

- The English school is on Catherine Street.
- The hospital is on the corner of the hotel.
- The Mexican restaurant is on the corner of Beatrice Street and Fourth Avenue.
- The bank is on Barbara Street, between Sixth and Seventh Avenues.
- The bookstore is across from the English school.
- The coffee shop is on the corner of the park.

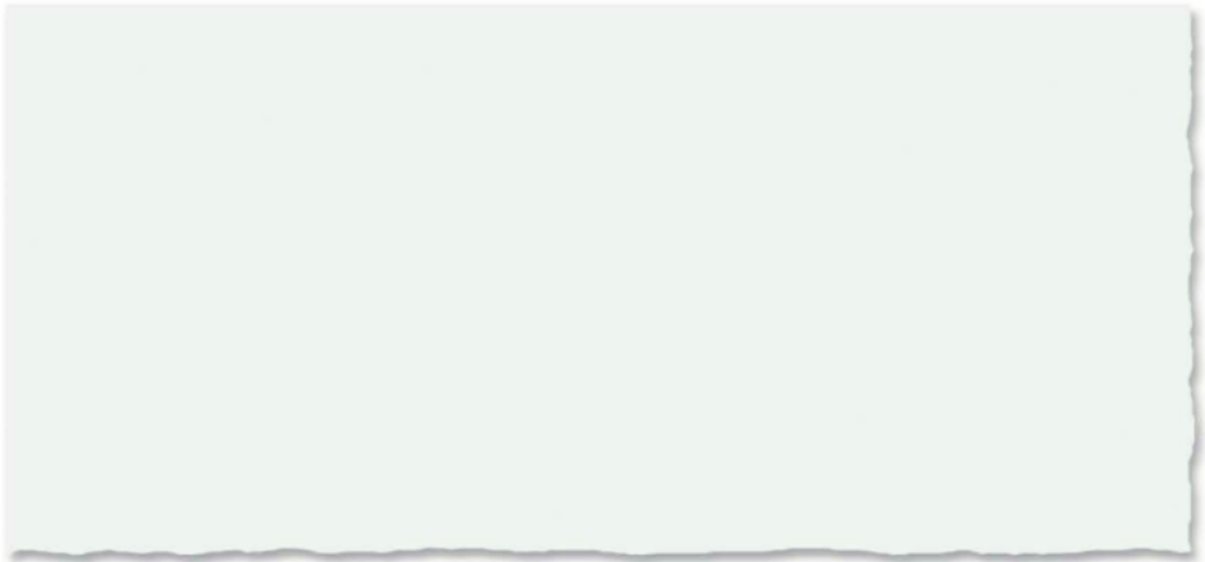


**3** *Where is it?*

**A** Look at the map in Exercise 2 again. Where is each place? Write two sentences.

- 1. bookstore      The bookstore is on the corner of Catherine Street  
and Fifth Avenue. It's next to the English school.
- 2. supermarket      \_\_\_\_\_  
\_\_\_\_\_
- 3. department store      \_\_\_\_\_  
\_\_\_\_\_
- 4. gas station      \_\_\_\_\_  
\_\_\_\_\_
- 5. Chinese restaurant      \_\_\_\_\_  
\_\_\_\_\_
- 6. hotel      \_\_\_\_\_  
\_\_\_\_\_
- 7. post office      \_\_\_\_\_  
\_\_\_\_\_
- 8. drugstore      \_\_\_\_\_  
\_\_\_\_\_

**B** Where is your school? Draw a map. Then write two sentences.



\_\_\_\_\_

\_\_\_\_\_

**4** Complete the conversation. Use the sentences and questions in the box.

- |  |   |
|--|---|
| <input type="checkbox"/> Next to the café?                   | <input checked="" type="checkbox"/> Excuse me. Can you help me? |
| <input type="checkbox"/> Is there a post office around here? | <input type="checkbox"/> Where on Diane Street?                 |
| <input type="checkbox"/> Thanks a lot.                       |   |

Rachel: Excuse me. Can you help me?

Man: Sure.

Rachel: \_\_\_\_\_

Man: Yes, there is. It's on Diane Street.

Rachel: \_\_\_\_\_

Man: It's on the corner of Diane Street and Seventh Avenue.

Rachel: \_\_\_\_\_

Man: Yes, that's right. It's right next to the café.

Rachel: \_\_\_\_\_

Man: You're welcome.



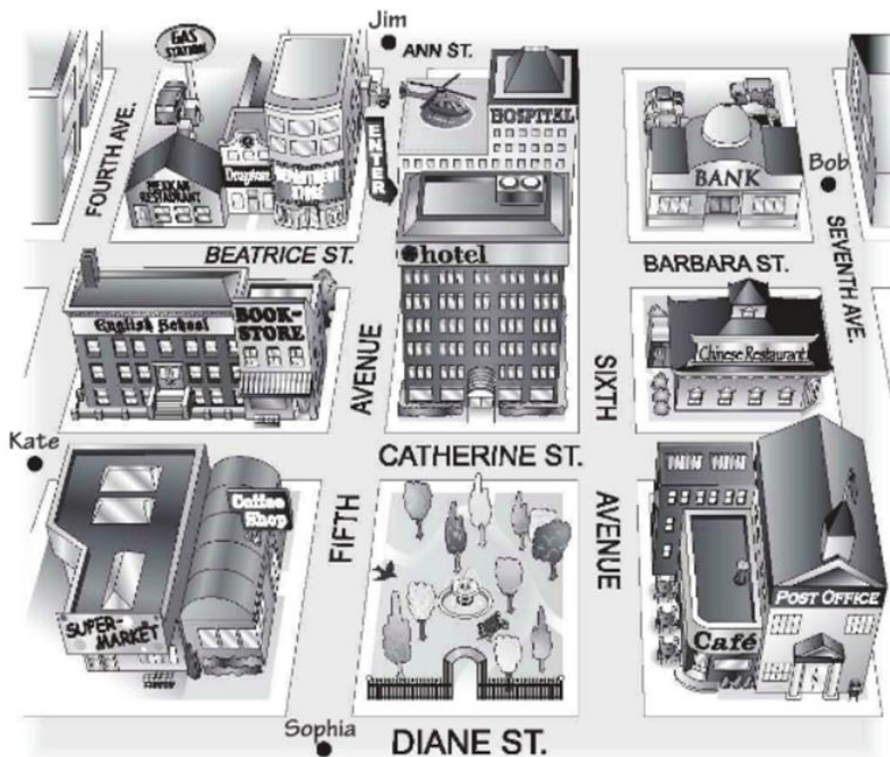
**5** Complete the sentences with the opposites.

1. Don't turn *right* on Fifth Avenue. Turn left .
2. The Waverly Hotel isn't *in front of* the concert hall. It's \_\_\_\_\_ it.
3. Don't walk *down* Columbus Avenue. Walk \_\_\_\_\_ Columbus Avenue.
4. The museum isn't on the *left*. It's on the \_\_\_\_\_ .
5. The Empire State Building is *far* from here, but Central Park is \_\_\_\_\_ here. You can walk there.



**6** Look at the map. Give these people directions. Use the phrases and sentences in the box.

Walk up/Go up . . . Street/Avenue.  
 Turn left on . . . Street/Avenue.  
 Walk to . . . Street/Avenue.  
 Walk down/Go down . . . Street/Avenue.  
 Turn right on . . . Street/Avenue.  
 It's on the left/right.



1. Sophia is looking for the Mexican restaurant.

Go up Fifth Avenue. Turn left on Beatrice Street.  
Walk to Fourth Avenue. It's on the right.

2. Kate is looking for the post office.

\_\_\_\_\_

\_\_\_\_\_

3. Bob is looking for the supermarket.

\_\_\_\_\_

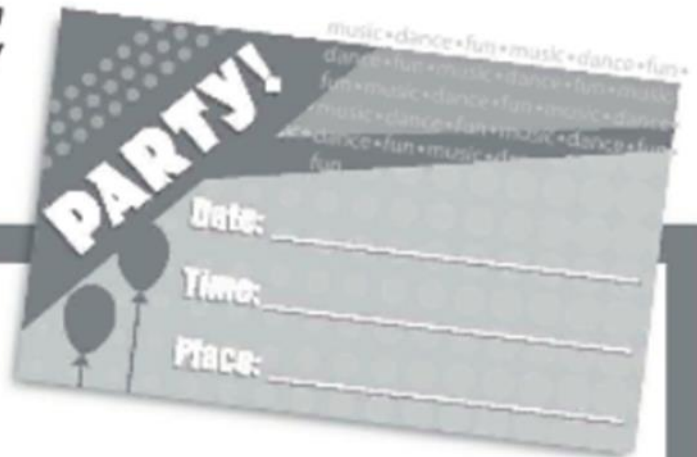
\_\_\_\_\_

4. Jim is looking for the bank.

\_\_\_\_\_

\_\_\_\_\_

**7** *Imagine you're going to have a party. Complete the invitation. Then draw a map and write directions to the party from your school.*



**Map to the party**

**Directions to the party**

*Start at the school. Then*

---



---



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## USEFUL PHRASES

### GIVING DIRECTIONS

- Turn left when you see a roundabout. (Gire a la izquierda cuando vea la rotonda).
- Turn right at the end of the road. (Gire a la derecha al final de la carretera).
- Cross the junction and keep going for about a hundred metres. (Atraviese el cruce y continúe recto durante unos 100 metros).
- Go straight on till you see the museum, then turn right. (Siga recto hasta que vea el museo, luego gire a la derecha)
- Take the third road on the right and you will see my house on the left. (Gire en la segunda calle a la derecha y verá mi casa a la izquierda).
- Take the second road on the left and you will see the hospital straight ahead. (Gire en la segunda calle a la izquierda y verá el hospital más adelante).
- Turn back if you can. (Vuelve atrás si puedes.)
- Follow the signposts for Liverpool. (Siga las señales hacia Liverpool.)

## VOCABULARY

**Taxi rank** - a place where taxis queue for passengers

**Level crossing** - where the road and railway meet. There are barriers that go up and down to signal when a train is coming

**Underpass** - a walkway that goes under a busy road so pedestrians can get to the other side safely

**Overpass / flyover** - a road that goes over another road (or railway)

**Zebra crossing** - black and white markings in the road for pedestrians to cross the road (the markings look like a zebra's stripes)

**Pedestrian crossing** - a place in the road where pedestrians can cross. Often there are traffic lights.

**Tunnel** - a road under (or through) mountains

**Crossroads** - where two roads cross each other

**Junction** - where one road meets another, and you can either go left or right

**Fork in the road** - where the road divides, and you decide to go left or right

**Turning** - a road off to your left or right

**Main road** - a big road where there is lots of traffic

**Go past** - continue past something so that it is now behind you



**Go across** - cross something, like a road or crossroads

**Go along** - continue down a road

**Go straight on** - don't turn left or right

**Go up** - walk / drive up a hill

**Go down** - walk or drive down a hill or a road

**Go through** - pass through something, such as a tunnel or a town

**Go out of** - exit (i.e. a railway station)

## **Directions**

Go ahead

Turn Left

Turn Right

In front of

Between

Next to

Avenue

Street

At the corner of

Behind

Walk up

Walk down

## **Places**

Drugstore

Gas Station

Department Store

Bank

Supermarket

Coffeeshop

Bookstore

**IRREGULAR VERBS**

<b>base form</b>	<b>Simple past</b>	<b>past participle</b>
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bit/ bitten
bleed	bled	bled
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned / burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left

<b>base form</b>	<b>simple past</b>	<b>past participle</b>
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read / rid/	read / rɛd/	read / rɛd/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
shake	shook	shaken
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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**LINKOGRAFÍA****UNIT I. DOES IT HAVE A VIEW?**

<https://www.youtube.com/watch?v=rttdsciznDYg&t=110s>

<https://www.youtube.com/watch?v=mFoEcaq6olY&t=167s>

[https://www.youtube.com/watch?v=xrg-lz\\_gbSk](https://www.youtube.com/watch?v=xrg-lz_gbSk)

<https://www.youtube.com/watch?v=ZczyV8LVbjs>

**UNIT II. WHAT DO YOU DO?**

<https://www.youtube.com/watch?v=e5r0yS4gMX4&t=163s>

<https://www.youtube.com/watch?v=NbYLF6CTsao&t=387s>

<https://www.youtube.com/watch?v=wIz570qUJjc>

[https://www.youtube.com/watch?v=p8pCHOr\\_L8c](https://www.youtube.com/watch?v=p8pCHOr_L8c)

**UNIT III. DO WE NEED ANY EGGS?**

<https://www.youtube.com/watch?v=rkoKjUayyS8>

<https://www.youtube.com/watch?v=ebQ6audzvxl&list=PL93iwVYt7GG5j7AatNjyxurzZoWHUEex>

<https://www.youtube.com/watch?v=VAWo65QwP2c&t=57s>

<https://www.youtube.com/watch?v=vB575zpaE9o&t=124s>

<https://www.youtube.com/watch?v=PvdOxBPRfS0&t=128s>



**UNIT IV. YOU CAN'T MISS IT?**

<https://www.youtube.com/watch?v=SxcFXDeH4uU>

<https://www.youtube.com/watch?v=4530pfmquro&t=35s>

<https://www.youtube.com/watch?v=DPYJQSA-x50>