

WORLD LINK

1


DEVELOPING ENGLISH FLUENCY

FOURTH EDITION

JAMES R. MORGAN
NANCY DOUGLAS

FOURTH EDITION

WORLD LINK



DEVELOPING ENGLISH FLUENCY

**JAMES R. MORGAN
NANCY DOUGLAS**



National Geographic Learning,
a Cengage Company

**World Link Level 1: Developing English Fluency,
Fourth Edition**

Publisher: Sherrise Roehr

Executive Editor: Sarah Kenney

Senior Development Editor: Lewis Thompson

Director of Global Marketing: Ian Martin

Heads of Regional Marketing:

Charlotte Ellis (Europe, Middle East and Africa)

Irina Pereyra (Latin America)

Senior Product Marketing Manager:

Caitlin Thomas

Content Project Manager: Beth Houston

Media Researcher: Stephanie Eenigenburg

Cover/Text Design: Lisa Trager

Art Director: Brenda Carmichael

Operations Support: Hayley Chwazik-Gee,

Avi Mednick, Katie Lee

Manufacturing Planner: Mary Beth Hennebury

Composition: MPS North America LLC

© 2021 Cengage Learning, Inc.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society

® Marcas Registradas

For permission to use material from this text or product,
submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to
permissionrequest@cengage.com

Student's Book

ISBN: 978-0-357-50213-6

Student's Book + My World Link Online:

ISBN: 978-0-357-50214-3

National Geographic Learning

200 Pier 4 Boulevard

Boston, MA 02210

USA

Locate your local office at **international.cengage.com/region**

Visit National Geographic Learning online at **ELTNGL.com**

Visit our corporate website at **www.cengage.com**

Printed in China

Print Number: 01 Print Year: 2021

Acknowledgments

Thank you to the educators who provided invaluable feedback throughout the development of the *World Link* series:

Asia

Michael Jake Arcilla, Aii Language Center, Phnom Penh; Fintan Brennan, Meisei University, Tokyo; Tyler Burden, Meisei University, Tokyo; Catherine Cheetham, Tokai University, Tokyo; Will Fan, Xiamen Wanda, Xiamen; Mark Firth, Oberlin University, Machida; Hiroshi Fukuda, Jumonji University, Niiza; Thomas Goetz, Hokusei Gakuen University, Sapporo; Helen Hanae, Reitaku University, Kashiwa; Louis Liu, Meten English, Shenzhen; Shaun McLewin, Hanseo University, Seosan; Raymond Monk, Jr., Meten English, Dalian; Donald Patterson, Seirei Christopher University, Hamamatsu City; Mongkol Sodachan, Rangsit University, Pathum Thani; Robert Wright, Meten English, Chengdu; Elvira Wu, Meten English, Quanzhou; I-Cheng Wu, Southern Taiwan University of Science and Technology, Tainan City; Xie Yu, SFLEP, Shanghai; Vince Zhang, Thinktown, Hangzhou; Vivi Zhang, Xiamen Wanda, Xiamen







Latin America

Anthony Acevedo, ICPNA, Lima; Jorge Aguilar, Centro de Estudios de Idiomas UAS, Culiacan; Lidia Stella Aja, Centro Cultural Colombo Americano, Cali; Ana Laura Alferez, Instituto Domingo Savio, Mexico City; Lúcia Rodrigues Alves, Seven, Sao Paulo; Alessandra Atarcsay, WOWL Education, Rio de Janeiro; Isabella Campos Alvim, IBEU Copacabana, Rio de Janeiro; Ana Berg, Ana Berg EFL School, Rio de Janeiro; Raul Billini, Santo Domingo; Isabela Villas Boas, Casa Thomas Jefferson, Brasilia; Lourdes Camarillo, Escuela Bancaria Comercial, Mexico City; Cinthia Castañeda, Centro de Idiomas, Coatzacoalcos; Enrique Chapuz, Universidad Veracruzana, Coatzacoalcos; Giseh Cuesta, MESCyT, Mexico City; Carlos Fernández, ICPNA, Lima; Vania Furtado, IBEU Copacabana, Rio de Janeiro; Mariana Garcia, BUAP, Puebla; Jeanette Bravo Garonce, IPA Idiomas, Brasilia; Luiz Henrique Bravo Garonce, IPA Idiomas, Brasilia; Fily Hernandez, Universidad Veracruzana, Coatzacoalcos; Manuel Hidalgo Iglesias, Escuela Bancaria Comercial, Mexico City; Dafna Ilian, ESIME, Azcapotzalco; Rubén Jacome, Universidad Veracruzana, Coatzacoalcos; Beatriz Jorge, Alumni, Sao Paulo; Gledis Libert, ICDA, Santo Domingo; Rocio Liceaga, International House, Mexico City; Elizabeth Palacios, ICPNA, Lima; Emeli Borges Pereira Luz, UNICAMPI, Sao Paulo; Patricia McKay, CELLEP, Sao Paulo; Victor Hugo Medina, Cultura Inglesa Minas Gerais, Belo Horizonte; Maria Helena Meyes, ACBEU, Salvador; Isaias Pacheco, Universidad Veracruzana, Coatzacoalcos; Miguel Rodriguez, BUAP, Puebla; Nelly Romero, ICPNA, Lima; Yesenia Ruvalcaba, Universidad de Guadalajara, Guadalajara; Eva Sanchez, BUAP, Puebla; Marina Sánchez, Instituto Domingo Savio, Mexico City; Thais Scharfenberg, Centro Europeu, Curitiba; Pilar Sotelo, ICPNA, Lima; Rubén Uceta, Centro Cultural Dominicó Americano, Santiago De Los Caballeros; Italia Vergara, American English Overseas Center, Panama City; Maria Victoria Guinle Vivacqua, UNICAMP, Sao Paulo

United States and Canada

Bobbi Plante, Manitoba Institute of Trades and Technology, Winnipeg; Richard McDorman, Language On Schools, Miami, FL; Luba Nesteroba, Bilingual Education Institute, Houston, TX; Tracey Partin, Valencia College, Orlando, FL





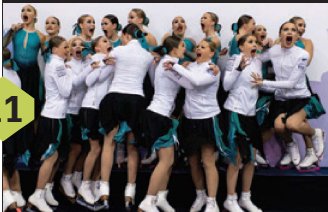

SCOPE AND SEQUENCE

	UNIT	LESSON	WARM-UP VIDEO	VOCABULARY	LISTENING	GRAMMAR
1	PEOPLE P. 2 	LESSON A Getting To Know You p. 4 LESSON B Appearance p. 9	The Jolly Green Lady p. 2	Personal information p. 4 (city, email address, hometown, last name) Physical descriptions p. 9 (blue eyes, long hair, tall, thin, young)	Street interviews at a festival p. 5 Podcast about language learning p. 12	Review of the simple present p. 7 Describing appearance using <i>be / have</i> p. 13
2	BEHAVIOR P. 16 	LESSON A What Are You Doing? p. 18 LESSON B How Do You Feel? p. 23	The Smile Test p. 16	A street scene p. 18 (laughing, shouting, smiling, waving) Feelings p. 23 (angry, bored, happy, nervous, sad)	Livestream from a race p. 19 People explaining how they feel and why p. 26	The present continuous: affirmative and negative statements p. 21 Subject and object pronouns p. 27
3	SHOPPING P. 30 	LESSON A At the Supermarket p. 32 LESSON B Let's Go Shopping! p. 37	What is Your Least Favorite Part of Going to the Store? p. 30	Foods in your kitchen p. 32 (cake, chicken, fish) At the store p. 37 (buy, pay, sell, try on)	Conversation about going to the store p. 33 Conversations about buying and returning items p. 40	Count and noncount nouns p. 35 Quantifiers with affirmative and negative statements p. 41
REAL WORLD LINK 1 What's Trending? p. 44						
4	VACATION P. 46 	LESSON A How's the Weather? p. 48 LESSON B Taking a Trip p. 53	Going Somewhere p. 47	The weather p. 48 (cloudy, sunny, windy) Travel p. 53 (photos, sightseeing, ticket)	Podcast about the best time to travel p. 49 Conversations during travel p. 56	Connecting ideas with <i>but, or, and so</i> p. 51 Possessive adjectives and possessive pronouns p. 57
5	HEROES P. 60 	LESSON A Pioneers p. 62 LESSON B A Helping Hand p. 67	Ocean Rescue p. 61	People changing their world p. 62 (explorer, speaker, teacher) Everyday heroes p. 67 (admire, caring, generous, helpful)	Interview with a photographer p. 63 Podcast about small acts of kindness p. 70	The simple past with <i>be</i> p. 65 The simple past: affirmative and negative statements p. 71
6	THE MIND P. 74 	LESSON A Memory p. 76 LESSON B Sleep p. 81	I Never Forget a Face p. 74	Can you remember? p. 76 (forget, recognize, remember) Sleep p. 81 (dream, fall asleep, wake up)	Radio show about memorizing words in a new language p. 77 Lecture about sleep and energy patterns p. 84	The simple past: affirmative and negative statements (irregular verbs) p. 79 The simple past: question forms p. 85
REAL WORLD LINK 2 Profile a Role Model p. 88						

UNITS 1–6

	PRONUNCIATION	SPEAKING	READING	WRITING	ACTIVE ENGLISH	LISTENING AND READING SKILLS	GLOBAL VOICES
	Question intonation p. 4	Introducing yourself and asking questions p. 6	How to Spot a Fake Photo p. 10	Write a description of a photo p. 14	Ask questions to gather personal information p. 8 Talk about and describe people p. 14	Listen for details p. 5 Check understanding p. 10	Nice to Meet You p. 15
	Contractions p. 20	Greeting people and asking how they are p. 20	What Are You Afraid Of? p. 24	Write about feelings p. 28	Create conversations based on an image p. 22 Game to explore classmates' feelings p. 28	Make predictions p. 25 Understand meaning p. 26	How Do You Feel? p. 29
	Syllables p. 33	Talking about things you need p. 34	A Magical Market p. 38	Write about a favorite store p. 42	Find ingredients for a dish p. 36 Talk about what someone has and needs p. 42	Check comprehension p. 38 Understand context p. 40	At the Market p. 43
	Sentence stress p. 53	Giving and responding to advice p. 50	Getting Ready! Packing tips for your next trip p. 54	Write an email p. 58	Create a visitor's guide p. 52 Plan a trip p. 58	Make predictions p. 49 Identify topic sentences p. 55	National Geographic Explorers: What Item Would You Not Leave Home Without? p. 59
	Simple past -ed endings p. 71	Agreeing and disagreeing with an opinion p. 64	Pay it Forward p. 68	Write a letter to nominate someone for an award p. 72	Talk about interesting people from the past p. 66 Talk about helpful people p. 72	Identify sequences p. 63 Use existing knowledge p. 69	Our Hero: Jane Goodall p. 73
	Irregular simple past p. 79	Expressing degrees of certainty p. 78	A Study of Sleep p. 82	Write about a past experience p. 86	Talk about an important event from the past p. 80 Talk about sleep habits and give advice p. 86	Listen for details p. 77 Identify the main idea p. 83	Neil deGrasse Tyson: How Many Hours Do You Sleep? p. 87

SCOPE AND SEQUENCE

	UNIT	LESSON	WARM-UP VIDEO	VOCABULARY	LISTENING	GRAMMAR
7	CITY LIFE P. 90 	LESSON A My Neighborhood p. 92 LESSON B In the City p. 97	Nothing is Lost p. 91	Places in a neighborhood p. 92 (<i>bus station, department store, gas station</i>) What's your city like? p. 97 (<i>delays, journey, traffic</i>)	Conversation between people on their way to a place p. 93 A tourism ad p. 100	Prepositions of Place: At, On, In p. 95 Questions and answers with How many / How much p. 101
8	ALL ABOUT YOU P. 104 	LESSON A Sports p. 106 LESSON B Personality p. 111	What it Takes to be an Explorer p. 104	Sports and activities p. 106 (<i>surfing, swimming, tennis</i>) Personality traits p. 111 (<i>ambitious, careful, shy</i>)	A story about an interesting person p. 107 Conversation about finding a roommate p. 114	Verb + infinitive and verb + noun p. 109 Questions and answers with How often p. 115
9	CHANGE P. 118 	LESSON A Personal Habits p. 120 LESSON B Breaking the Plastic Habit p. 125	Keeping Clean p. 119	Good and bad habits p. 120 (<i>annoying, fail, make a change</i>) Plastic problems p. 125 (<i>goal, millions, recycle</i>)	Lecture about to-do lists p. 121 Radio interview about an important change p. 128	Like to and would like to p. 123 The future with be going to p. 129
REAL WORLD LINK 3 Create a Self-guided Tour p. 132						
10	HEALTH P. 134 	LESSON A The Body p. 136 LESSON B Stress p. 141	Therapy Dogs p. 135	Our bodies p. 136 (<i>arm, back, head, shoulder</i>) Stress p. 141 (<i>anxiety, focus, low on energy</i>)	News report about staying healthy in space p. 137 A relaxation exercise p. 144	Imperatives p. 139 When clauses p. 145
11	ACHIEVEMENT P. 148 	LESSON A Talented People p. 150 LESSON B Risk p. 155	Caine's Arcade p. 148	Abilities p. 150 (<i>good at, practice, talented</i>) Risk-takers p. 155 (<i>brave, curious, dangerous</i>)	Radio program about a famous artist p. 151 Story about a memorable experience p. 158	Using can and could for ability p. 153 Connecting ideas with because and so p. 159
12	AT THE MOVIES P. 162 	LESSON A What's Playing? p. 164 LESSON B Movie Reviews p. 169	Saving the Silver Screen p. 163	Types of movies p. 164 (<i>action movie, drama, horror</i>) Review a movie p. 169 (<i>boring, entertaining, funny, original</i>)	Conversation between two people choosing a movie to watch p. 165 Conversation between two people discussing new movies p. 172	The present continuous as future p. 167 -ed and -ing adjectives p. 173
REAL WORLD LINK 4 What Did You Learn? p. 176						

UNITS 7–12

	PRONUNCIATION	SPEAKING	READING	WRITING	ACTIVE ENGLISH	LISTENING AND READING SKILLS	GLOBAL VOICES
	Stress in compound nouns p. 93	Asking for and giving directions p. 94	Let's Go on the Metro! p. 98	Write about things to do and see in a city p. 102	Use logic to solve a crime p. 96 Make a plan for someone with 24 hours in a city p. 102	Summarize p. 99 Listen for context p. 100	Getting around Seoul p. 103
	Reduced <i>to</i> and <i>want to</i> p. 109	Inviting others to do something p. 108	Life Style p. 112	Write a personal profile p. 116	Conduct a survey of classmates' interests p. 110 Share an interesting fact about yourself p. 116	Listen for details p. 107 Personalize p. 112	Malaika Vaz: All about Me p. 117
	Contracted <i>would</i> p. 123	Making and responding to requests p. 122	From Hero to Zero p. 126	Write a plan for the future p. 130	Talk about a personal habit to break p. 124 Discuss plastic in a morning routine p. 130	Understand context p. 121 Make predictions p. 126	Melati Wijsen: Changemaker p. 131
	Vowel length p. 138	Talking about health problems p. 138	Less Stress Before Your Next Big Test p. 142	Write about a past experience with stress p. 146	Create a poster to give health advice p. 140 Make a plan to have less stress p. 146	Listen for signposts p. 137 Apply understanding p. 143	Let's Talk about Stress p. 147
	<i>Can / can't, could / couldn't</i> p. 153	Complimenting someone on ability p. 152	A Brave Pilot p. 156	Write about a hope for the future p. 160	Interview a classmate about their talents p. 154 Talk about things on a bucket list p. 160	Test comprehension p. 151 Apply ideas p. 157	National Geographic Explorers: My Proudest Accomplishment p. 161
	Sentence stress p. 167	Talking on the phone p. 166	A Movie Remake p. 170	Write a movie review p. 174	Create a movie poster p. 168 Discuss favorite movies p. 174	Listen for signposts p. 165 Discuss findings p. 171	My Favorite Movie p. 175

PEOPLE

LOOK AT THE PHOTO. ANSWER THE QUESTIONS.

1. What kinds of people do you see?
2. What are the people doing?

WARM-UP VIDEO

A Watch the video with the sound off. Check (✓) the green things you see.

- | | |
|----------------------------------|---------------------------------|
| <input type="checkbox"/> cars | <input type="checkbox"/> hair |
| <input type="checkbox"/> clothes | <input type="checkbox"/> towels |
| <input type="checkbox"/> glasses | <input type="checkbox"/> walls |

B Read the sentences. Then watch the video with the sound on. Choose your answers.

1. The Green Lady's first name is **Elizabeth** / **Sweetheart**.
2. When she finds something she **buys** / **likes**, she makes it green.
3. The Green Lady wanted to be **a teacher** / **an artist**.
4. Other people **smile** / **laugh** when they see her.
5. People ask her, "Can I **have** / **make** a selfie with you?"
6. The Green Lady thinks color is so much **energy** / **fun**.

C Choose the sentence that is true about the Green Lady.

1. She thinks the color black is boring.
2. She likes to make other people happy.
3. She wants to visit Florida to see her father.

D What do you think of the Green Lady? Tell a partner.





People visit an art exhibition in Spain.

GOALS

Lesson A

- / Introduce yourself and share personal information
- / Ask about a person's job

Lesson B

- / Describe a person's appearance
- / Describe yourself

VOCABULARY

A Look at Silvia's profile. Practice saying the words in **blue**.

first / last name Silvia Costas
Big sister, English student, music lover

hometown From Salvador, Brazil

city Lives in São Paulo

job Studies at the English Institute
Works at World Cafe (Part-time)

languages Contact me in Portuguese, Spanish, or English

email address silviaC@linkbook.com.br

phone number 11-1212-4567

friends Yumi Matteo

B Work with a partner. Complete the questions and answers about Silvia with the words in **blue** from **A**.

- What's her _____? (It's) Silvia.
- What's her _____? (It's) Costas.
- What's her _____ number? (It's) 11-1212-4567.
- What's her _____ address? (It's) silviaC@linkbook.com.br.
- Where is she from? She's from Salvador. It's her _____.
- Where does she live now? She lives in São Paulo. It's a big _____!
- What does she do? She's a student, and she has a part-time _____.
- How many _____ does she speak? She speaks three languages: Portuguese, Spanish, and English.
- What does she do for fun? She's in a band with her _____, Yumi and Matteo.

i **Saying Email Addresses**

silviaC@linkbook.com.br =
silvia C (at) linkbook (dot)
com (dot) b-r

C PRONUNCIATION: Question Intonation Read the questions. Then listen and repeat. Notice the intonation. 

What's your name? What do you do? Where do you live now?

D Interview a partner. Use the questions in **B** as a model.


LISTENING

- A** An interviewer is asking people questions at a festival in South Korea. Listen. Then write the missing words. 

Conversation 1 What's _____?
Where are _____?

Conversation 2 _____ speaking German?
What do _____?
_____ languages do you speak?
_____ are you interested in?


Conversation 3 _____ are you from?
_____ your plan for today?

- B** **Listen for details.** Listen again. Complete the chart with each person's job and city only. Write *NM* for information that is not mentioned. 

	Job	City	Interest
Person 1			
Person 2			
Person 3			

WORD BANK

I'm **interested in** Korean music and culture.

- C** What is each person interested in at the festival? Write your answers in **B**. Then listen one more time and check your answers 

- D** Imagine you can go to the festival. What are you interested in? Tell a partner.

“ I'm interested in the food. What about you?


People can try food from all over the world at the Global Village Festival in Seoul, South Korea.





A student plays a guitar in Washington Square Park in New York City, US—the location of Hunter College and New York University (NYU).

SPEAKING

A Read the conversation and listen. Are Danny and Mariana meeting for the first time? How do you know? 

Mariana: Hi. My name is Mariana. I'm in apartment 201.

Danny: Hi, Mariana. I'm Danny. I'm in 302. It's nice to meet you.

Mariana: Nice to meet you, too.

Danny: So, are you a student, Mariana?

Mariana: Yeah, I study music at NYU.

Danny: That's interesting.

Mariana: What do you do, Danny?

Danny: I'm a student at Hunter College. I also work in an art gallery.

B Practice the conversation in **A** with a partner. Then practice with your own information.

C Introduce yourself to four classmates. Ask them about their jobs and complete the chart. Use the Speaking Strategy to help you.

Name	Job
Mariana	music student

D Tell a partner about the classmates you talked to in **C**.

SPEAKING STRATEGY

Introducing Yourself and Asking Questions

Introducing Yourself	Asking Questions
A: My name is Mariana. B: Hi, I'm Danny. (It's) Nice to meet you. A: (It's) Nice to meet you, too.	A: What do you do? B: I'm a music student.
When you are introducing yourself, <i>My name is . . .</i> and <i>I'm . . .</i> can both be used.	

“ Mariana is a student.
She studies music.

GRAMMAR

- A** Read the Unit 1, Lesson A Grammar Reference in the appendix. Complete the exercises. Then do the exercises below.

REVIEW OF THE SIMPLE PRESENT		
	Questions	Answers
Yes / No Questions with <i>Be</i>	Are you a student? Is he a student?	Yes, I am . / No, I'm not . Yes, he is . / No, he's not .
Yes / No Questions with Other Verbs	Do you speak English? Does she speak English?	Yes, I do . / No, I don't . Yes, she does . / No, she doesn't .
Wh- Questions	What do you do? What does she do?	I'm a student. She's a doctor.

- B** Read Steffi's paragraph. Write the correct form of each verb.

Monika (1.) is (be) my classmate. We (2.) _____ (be) different in many ways. I (3.) _____ (be) an only child. Monika (4.) _____ (have) two brothers and a sister. I (5.) _____ (live) with my family. Monika (6.) _____ (live) in her own apartment. We both go to Western University. I (7.) _____ (study) English literature. Monika (8.) _____ (study) business. I (9.) _____ (not have) a job, but Monika (10.) _____ (work) part-time in a cafe. I (11.) _____ (love) dance music, but Monika (12.) _____ (not like) it. She (13.) _____ (listen) to rap. Monika and I (14.) _____ (watch) TV together on the weekends.

- C** Complete questions 1–4 with the correct form of *be* or *do*. Complete questions 5–8 with a *Wh*-question word. Then take turns asking and answering the questions with a partner.

- _____ Steffi and Monika different?
- _____ Steffi an only child?
- _____ Steffi study business?
- _____ Monika and Steffi go to the same university?
- _____ subject does Steffi study?
- _____ does Monika work?
- _____ does Steffi live with?
- _____ does Monika live?

- D** Complete each sentence with the affirmative or negative form of a verb from the box to make it true for you.

have like speak study

- I _____ a middle name.
- I _____ my first name.
- I _____ more than one language well.
- I _____ on the weekend.
- I _____ my hometown.
- I _____ a favorite subject at school.

WORD BANK

My favorite **subject** is math.

- E** How are you and your partner similar and different? Use your sentences in **D** to form questions. Ask follow-up questions.

“ Do you have a middle name?

Yes, I do.

“ What is it?

It's Victor.



The *Inside Out* project by French Artist JR allows people to share their own photo in a large artwork. Here, people share their photos in Shanghai, China.

ACTIVE ENGLISH Try it out!

- A** Ask each question in the chart until you find a person who answers **Yes**. Write their name. Then ask one follow-up question and write the extra information.

i Follow-up Questions

Follow-up questions are an important part of conversation. *Wh-* questions allow you to get more information than Yes / No questions.

Find someone who . . .	Name	Extra Information
1. has a part-time job.		
2. speaks three languages.		
3. says their favorite subject is math.		
4. is interested in English.		
5. likes their hometown.		
6. knows a friend's email address.		
7. doesn't like big cities.		
8. eats breakfast every day.		

- B** Tell a classmate about the people in your chart.

“ Nicholas doesn't like big cities. He doesn't like the noise.

1A GOALS

Now I can . . .

Introduce myself and share personal information ____

Ask about a person's job ____

1. Yes, I can.

2. Mostly, yes.

3. Not yet.

1B APPEARANCE

VOCABULARY

A Complete the sentences about the people in the photo. Use the words in the Word Bank. Then tell a partner about each person.

1. Albert Lin is a scientist. He is _____ weight. He has _____, _____ hair.
2. Ami Vitale is a photographer. She has _____, _____ hair.
3. Ronan Donovan is a photographer. He's not short. He's _____. He's not heavy. He's _____.
4. Kimberly Jeffries is a diver. Her hair isn't curly. It's _____. She has _____ eyes.
5. Renan Ozturk is a rock climber. He was born in 1980. I think that's _____.

Word Order

Notice the word order to describe appearance:
long (size), blond (color) hair

WORD BANK

Be + . . .	Have + . . .	
young / old in your teens in your twenties	brown / blue / green	eyes
thin average weight heavy	long ↔ short straight ↔ curly	hair
short average height tall	black / brown blond / red	hair
look like to be similar in appearance to		

B Choose four or five words from the Word Bank. Tell a partner about yourself.

“ I have brown hair
and green eyes. I'm average
height. ”

C Who do you look like? Tell a partner.

“ I look like my cousin. We have the same color eyes and the same hairstyle. ”



READING

HOW TO SPOT A FAKE PHOTO

Look at the three photos. The woman at the top has long, black hair. She is wearing glasses. She is also wearing earrings. The woman in the middle has curly, black hair. She has brown eyes. She is in her thirties. The woman at the bottom has blond hair. She's young. She is in her twenties. She has green eyes.

One of the photos shows a real person. Two of the photos do not show real people. The photos are from a computer, and they are fake.


Some people use computers to make fake photos of other people. They scan millions of photos of real faces and then make new ones.

It can be difficult to tell the difference¹ between a real photo and a fake photo. Here are some things to look for:

Look closely at the left and right sides of a person's glasses. In some fake photos, they don't match. They're different.

Also, a person's two earrings and eyes can be different in a fake photo.

Finally, in a fake photo, the background² can be strange. It doesn't look right.

Look at the three photos again. Which two are fake? How do you know? 

¹ If you can **tell the difference**, you can see that two things are not the same.

² The **background** is the area behind the person or thing in a photo.

A Describe the people in the photos in your own words.

B Read the first paragraph of the article. Are your descriptions in **A** the same?

C **Check understanding.** Find the words in the article. Choose the correct answers.

1. *They are fake* means . . .

- a. they aren't real.
- b. they are from a computer.

2. *Look closely* means . . .

- a. look for a short time.
- b. look for a long time.

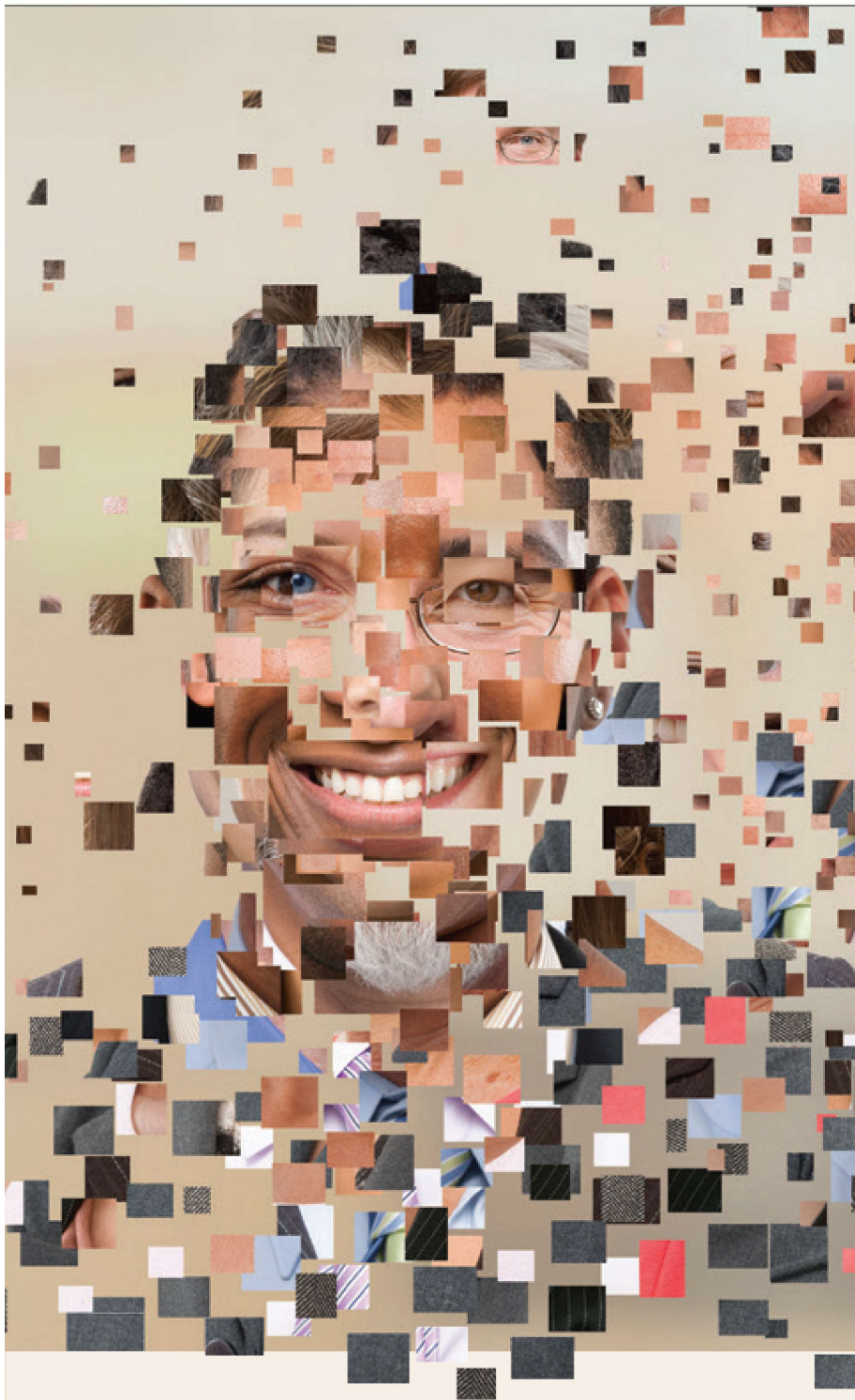
3. *They don't match* means . . .

- a. they are the same.
- b. they aren't the same.

D Read the rest of the article. Choose **T** for *true* or **F** for *false*.

1. One of the photos is real.

T **F**




- | | | |
|--|---|---|
| 2. You can use computers to make fake photos. | T | F |
| 3. It is easy to tell the difference between real and fake photos. | T | F |
| 4. A person's glasses or earrings may not match in a fake photo. | T | F |
| 5. The background looks the same in real and fake photos. | T | F |

E Work with a partner. Which photos are fake? Take turns. Give your reasons. Check your answer at the bottom of the page.

Answer E: The top photo is fake. The two sides of the glasses and the ears are different. The bottom photo is also fake. The background looks strange.

LISTENING

- A** The words in the box describe a person's appearance. Do you know what they mean? Listen. Then practice saying them with your teacher. 

good-looking handsome petite pretty

- B** Listen to the first part of a podcast. Complete the sentences. 


My name is Emi, and this is English Express: a short, daily podcast about (1.) _____. Today, we're talking about describing people's appearance—how they (2.) _____. Is a person tall or (3.) _____? Do they have brown hair or (4.) _____ hair? Are they wearing (5.) _____? There are many ways to describe a person's appearance.

WORD BANK

A: Can you **describe** her?

B: Sure. She's tall and wears glasses.

Some men grow a **beard** or **mustache**.

- C** Listen to the complete podcast. Who do the words describe? Write **M** for *men*, **W** for *women*, or **B** for *both*. 

- | | |
|----------------------|----------------|
| 1. ____ good-looking | 3. ____ pretty |
| 2. ____ handsome | 4. ____ petite |

- D** Complete the sentences. Give reasons for your choices.

I think _____ is handsome / pretty.

My reason: _____

I think _____ is handsome / pretty.

My reason: _____

- E** Interview five classmates. Find out who they think is handsome and pretty. Take notes on their answers.

“ In your opinion, who is handsome? ”	I think . . . is handsome. ”	“ Really? Why? ”	He's tall and has a beard. ”
---------------------------------------	------------------------------	------------------	------------------------------

- F** Work with a partner. Look at your notes from **E**. Complete 1 and 2. Then discuss 3.

- In your notebook, make a list of men your class thinks are handsome.
- In your notebook, make a list of women your class thinks are pretty.
- Why are these people popular?

You don't have to be perfect to be pretty. Princess Eugenie of the British Royal Family wears a wedding dress that reveals a scar on her back.



GRAMMAR

- A** Read the Unit 1, Lesson B Grammar Reference in the appendix. Complete the exercises. Then do the exercises below.

DESCRIBING APPEARANCE			
Subject	Be / Have	Adjective	Noun
He	is	tall.	
		average	height / weight.
		young / in his teens.	
	has	blue	eyes.
		long / straight / black	hair.

- B** Work with a partner. Practice the conversation. Can you guess the person? Check your answer at the bottom of the page.

A: I'm thinking of a famous person. **B:** Is he in his twenties?
B: Is it a woman? **A:** No, I think he's in his thirties.
A: No, it's a man. **B:** Does he have long hair?
B: Is he British? **A:** No, he doesn't.
A: No, he's not. He's from Argentina. **B:** Is he a soccer player?
B: Is he tall? **A:** Yes, he is.
A: No, he's not. He's a little short. **B:** I know! It's . . .

- C** Think of a famous person. Complete the notes. Do not show them to anyone.

Name:	Eyes:
Job:	Age:
Nationality:	Height:
Hair:	Weight:

- D** Work with a partner. Ask seven Yes / No questions about their famous person. Write down the information you learn.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

- E** Guess your partner's famous person.

Answer **B**: Lionel Messi

ACTIVE ENGLISH Try it out!

- A** Look at the photo. Choose two of the people. Write key words about their appearance.

	Person 1	Person 2
Body		
Hair		
Height		

WORD BANK

have +

~ a nice smile

~ a friendly face

be +

~ in great shape

- B** Work with a partner. Complete the task. Then change roles.

Student A: Tell your partner about one of the people. Start each sentence with *This person . . .* Use your notes from **A**.

Student B: Which person is it? Guess.

- C** Work on your own. Find a personal photo with people in it. Make notes about the questions.

1. Who is in the photo?
2. Where are the people in the photo?
3. What does each person look like? Describe them.

- D** Work with a new partner. Take turns asking and answering questions about your photos.

“ This is a photo of me and my father in 2013. We're in the mountains. My father is tall and has . . .

- E** Look again at your partner's photo. Answer the three questions in **C**. Can you remember the answers?

How old are you there? ”

- F** **WRITING** Write a description of your photo. Turn to the Writing appendix to see an example. Then use your notes from **C** to write your description.

“ About ten years old.

1B GOALS

Now I can . . .

Describe a person's appearance ____

1. Yes, I can.
2. Mostly, yes.

Describe myself ____

3. Not yet.

Lucy (far left) and Maria (far right) Alymer with their family. Lucy and Maria look different, but they are twins!



GLOBAL VOICES

A Watch the speakers in Lima, Peru. Which country is each person from? Complete the sentences.

Brazil Colombia Peru

1. Laura is from Colombia.
2. Abel _____.
3. Yasbeth _____.
4. Igor _____.

B Choose the correct answer(s).

1. Abel likes **salsa music** / **soccer** / **to run**.
2. Yasbeth likes **salsa music** / **soccer** / **to run**.


C Watch the speakers in Lisbon, Portugal. Match them with the languages they speak.

Usani	Catalan
	English
	French
	Portuguese
Adrià	Russian
	Spanish

D Choose the question that best matches what the speakers in China say.

1. What do you do for fun?
2. How many languages do you speak?

E Think about your own answer to the question you chose in **D**. Then tell a partner.



People from
lots of different
countries live in
Lisbon, Portugal.

BEHAVIOR

LOOK AT THE PHOTO. ANSWER THE QUESTIONS.

1. What are the people doing?
2. Why are they doing this?

WARM-UP VIDEO

A Look up the words *smile* and *happy* in a dictionary. Then smile for a partner.

B Read the sentences and choose your own answers. Choose **T** for *true* and **F** for *false*.

1. When people are happy, they smile. **T** **F**
2. When you smile, you start to feel **T** **F** happy.

C Watch the video. Check your answers in **B**.

D Watch the video again. Complete each sentence with one word.

1. The same is true of how you _____ and . . . walk.
2. If you put energy into your voice and a spring in your step, you'll . . . _____ much better.

E Try the smile test for 30 seconds. Then complete the task.

1. Read the second sentence in **B**. Was this true for you?
2. Read the sentences in **D**. Do you agree?





Fans watch a game
during the Rugby
World Cup in Cape
Town, South Africa.

GOALS

Lesson A

- / Greet people and ask how they are
- / Talk about actions happening now and these days

Lesson B

- / Explain how you feel
- / Talk about things you are afraid of

2A

WHAT ARE YOU DOING?



A group of students at the Color Run in Shenzhen, China

VOCABULARY

A Say the verbs in the Word Bank with your teacher. Which ones do you know? Watch your teacher perform each action.

B Work with a partner. Look at the photo. Where are the people?

C Read the sentences. Choose the ones that are true.

- | | |
|--|--|
| 1. a. They're looking at the camera. | b. They're watching the race. |
| 2. a. They're running in the race. | b. They're stopping for a photo. |
| 3. a. They're wearing the same glasses. | b. They're wearing the same shirts. |

D Match each sentence (1–4) to a person in the photo. Write the number.

- | | | | |
|----------------------------|--------------------------|--------------------------|---------------------------|
| 1. She's laughing . | 2. He's smiling . | 3. She's waving . | 4. He's shouting . |
|----------------------------|--------------------------|--------------------------|---------------------------|

E Work with a partner. Cover the sentences in **C** and **D**. What's happening in the photo? Take turns explaining.

WORD BANK

laugh	start
look	stop
run	watch
shout	wave
smile	wear

“Some students are at the Color Run. They are standing together.”

LISTENING

A Look at the photos. Why do the people have colored powder on their clothes? Guess.


B Read the sentences. Then listen and choose **T** for *true* or **F** for *false*. 

1. The man is running with his family.
2. At the starting line, the man sees many people.
3. All of the people the man can see are running in the race.
4. In the park, people are throwing water.
5. At the finish line, people are shouting and waving.

T	F
T	F
T	F
T	F
T	F

WORD BANK

You can **throw** something in your hands at another person or thing.

C Listen again. Correct the false sentences in **B** in your notebook. 

D Listen. Write a number or word to complete the information. 

The Color Run happens in over (1.) _____ countries. It's (2.) _____ kilometers. There is (3.) _____ rule: everyone has to wear a (4.) _____ T-shirt. There are (5.) _____ winners or losers in the race. People do it for (6.) _____.

E Answer the questions with a partner.

1. What happens at the Color Run?
2. Do you think the Color Run is a fun activity? Why or why not?


The Color Run happens in lots of different countries, like here, in England.





Taking a break is important when you're busy and don't feel great.

SPEAKING

- A** Read the conversation and listen. How is Tomás? How is Carla? Why does she feel that way? 

Tomás: Hey, Carla.

Carla: Hi, Tomás. How's it going?

Tomás: OK. How are you doing?

Carla: So-so.

Tomás: Yeah? What's up?


Carla: Oh, I'm studying for a big test.

Tomás: Another test? You're working really hard these days.

Carla: I know!

Tomás: Do you want to stop and get some coffee?

Carla: That sounds good. Let's do it!

- B PRONUNCIATION: Contractions** Use contractions in spoken English. Notice that some expressions always use a contraction. Listen and say the sentences. 

- How is it going? / **How's** it going?
- I am studying. / **I'm** studying.
- You are working hard. / **You're** working hard.
- What's** up?
- Let's** get (coffee).

- C** Practice the conversation in **A** with a partner. Then make a new conversation. Use the situations and the Speaking Strategy.

Situation 1

Student A: You feel 😊.

Student B: You feel 😊. You're doing homework. You have a lot.



Situation 2

Student A: You feel 😞. You're working extra hours at your part-time job.

Student B: You feel 😞.

SPEAKING STRATEGY

Greeting People and Asking How They Are

	A: Hi, . . . How's it going?
	B: Fine. / OK. / All right. / Pretty good. How are you (doing)?
	A: I'm fine.
	A: Hi, . . . How are you doing?
	B: So-so.
	A: Yeah? What's up? B: I have a lot of homework.

- D** Greet four classmates and ask how they are. How are people in your class doing today?