



WORLD LINK

DEVELOPING ENGLISH FLUENCY

FOURTH EDITION

COMMUNICATE CONFIDENTLY IN YOUR WORLD

World Link, Fourth Edition is now a five-level series for young adults and adults that teaches learners to communicate confidently in their world at the low-beginning (A1) to upper-intermediate (B2) levels.

Learning Materials

Print

Student's Book
Workbook
Student's Book
with Workbook

Blended

Student's Book with
My World Link
Online Practice and
Student's eBook

Digital

Student's eBook and
My World Link
Online Practice

Teaching Materials

Teacher's Book

Classroom Presentation Tool

ExamView® Assessment Suite available online

National Geographic Learning Online Placement Test

ELTNGL.com/worldlink



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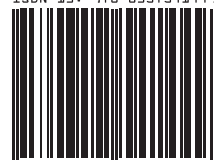
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INTRODUCING WORLD LINK

DEVELOPING ENGLISH FLUENCY

FOURTH EDITION

Look inside for program
information and
a complete unit

ELTNGL.com/worldlink



NEW LEVEL!

COMMUNICATE CONFIDENTLY IN YOUR WORLD

World Link, Fourth Edition teaches learners to communicate confidently. It develops integrated language skills with an emphasis on spoken English through familiar topics, relevant grammar, and essential vocabulary.

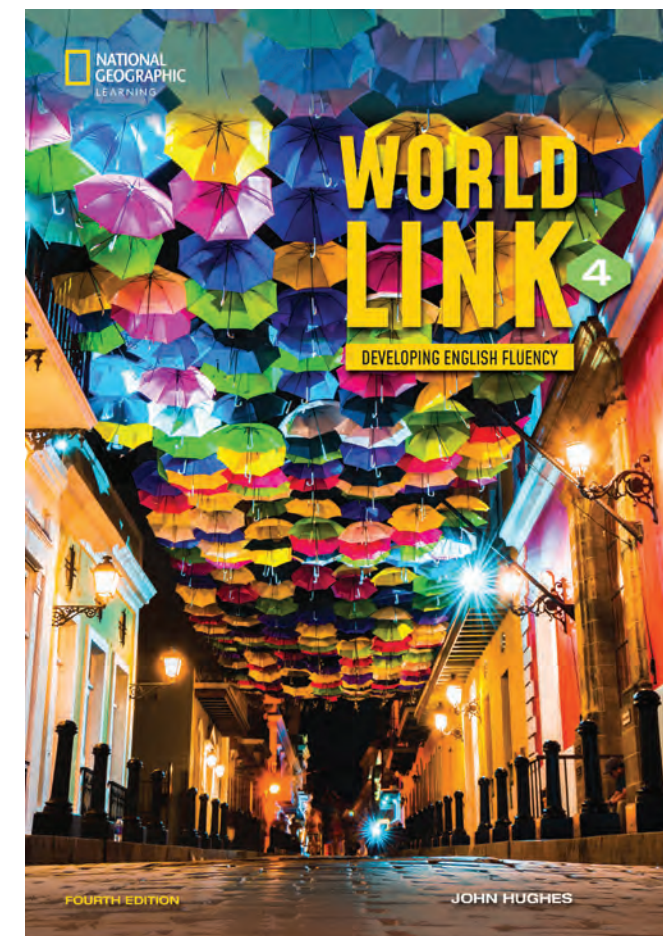
World Link brings the world to the classroom through a famously fun video program that now features an optional 'Global Voices' video section at the end of each unit.



Relatable **National Geographic** content teaches language in familiar and interesting settings from around the world.



In the new **Global Voices** video section, learners watch real people model the key language and are then guided to practice and produce the language.



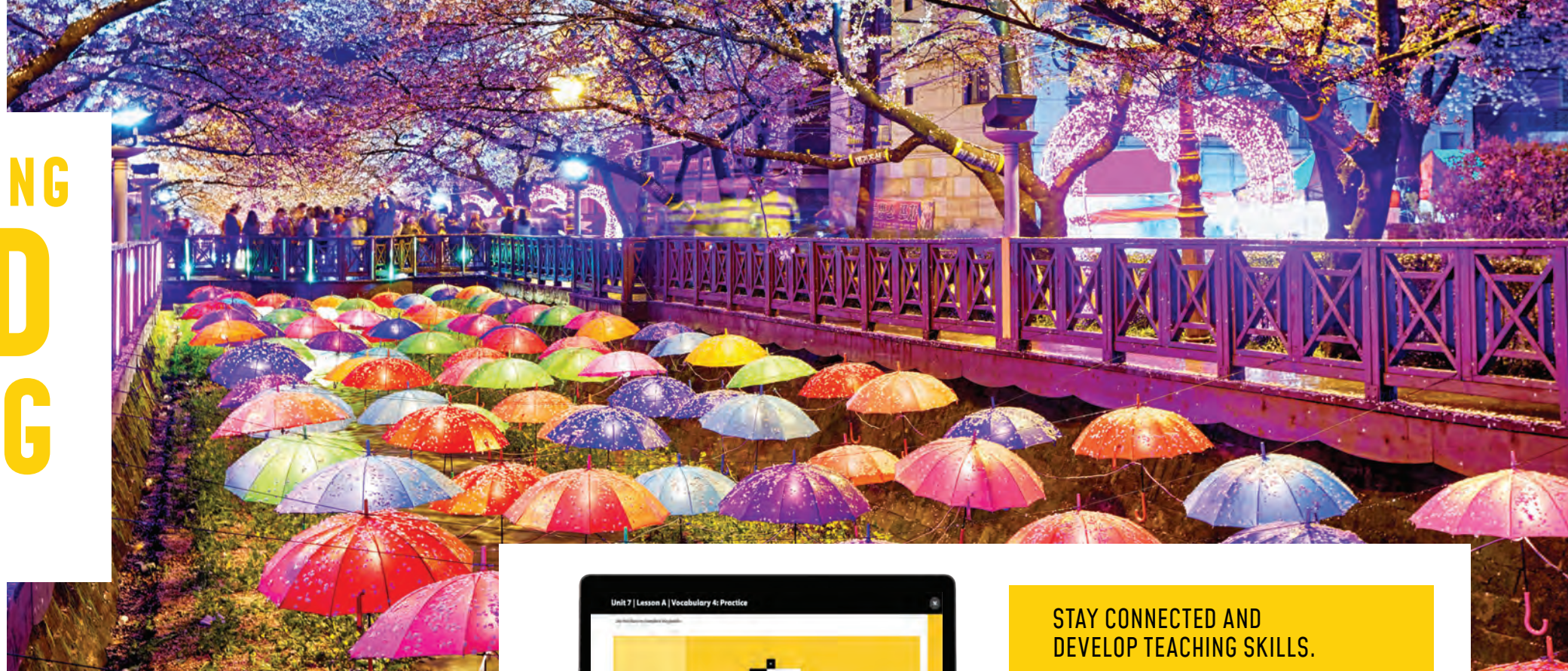
The teacher-tested lesson format now continues to a new Level 4 that teaches learners to communicate confidently at the upper-intermediate (B2) level.

NEW TO THE FOURTH EDITION

- > **'Can Do' Language Goals** encourage students to mindfully interact with their learning and produce language in real-world scenarios.
- > **'Active English' sections** bring together the Language Goals of the lesson in a variety of guided, communicative activities that teach learners to express themselves clearly.
- > **'Global Voices' sections** at the end of each unit allow students to demonstrate achievement of the Language Goals by first watching speakers model the language in a new video program and then speaking the language in the related activities.
- > **'Real World Link' sections** after every three units feature projects that practice the language in collaborative, relevant settings, helping learners to review and reinforce language lessons.
- > **A new Level 4** teaches learners to communicate confidently at the upper-intermediate (B2) level.
- > Language instruction through **print and digital** that's perfect for all classrooms, including online learning.

MAKE TEACHING AND LEARNING EASIER AND MORE ENGAGING WITH *WORLD LINK*

World Link provides language instruction in print and digital that's perfect for all classrooms.



PLACE

students simply and reliably.

Adaptive and mobile-friendly, the **National Geographic Learning Online Placement Test** places students into the correct level of *World Link*, aligns to the CEFR, and delivers a skill-specific diagnostic report for each test taker.

TEACH

lively, engaging lessons that get students speaking.

The **Classroom Presentation Tool** helps teachers to present the Student's Book pages, play audio and video, and increase participation through content and activities that get students talking!

A fun, optional video program meets a variety of teaching and learning needs:

- Increase meaningful communication in class by giving students opportunities to connect about something interesting, like stories from National Geographic explorers in the new "Global Voices" videos.
- Boost learner confidence by providing natural models of spoken English.
- Entertain and engage learners in fun, familiar situations that present language in the contexts where learners will use it most frequently.

See page 6 for complete *World Link* video program details.



LEARN AND TRACK

with My World Link Online Practice and Student's eBook. For students, the mobile-friendly platform optimizes learning and practice through customized re-teaching and adaptive practice. For instructors, progress-tracking is made easy through the shared gradebook.

ASSESS

learner performance and progress with the **ExamView® Assessment Suite**.

For formative and summative assessment, teachers create and customize tests and quizzes easily using the ExamView® Assessment Suite, available online.

STAY CONNECTED AND DEVELOP TEACHING SKILLS.

Sign up for the National Geographic Learning Webinar Series to develop virtual teaching skills, participate in *World Link*-specific professional development, and engage with a variety of other timely topics.

ELTNGL.com/webinars

Visit National Geographic Learning's In Focus blog for a variety of 21st century instructional tips from experts in English Language Teaching.

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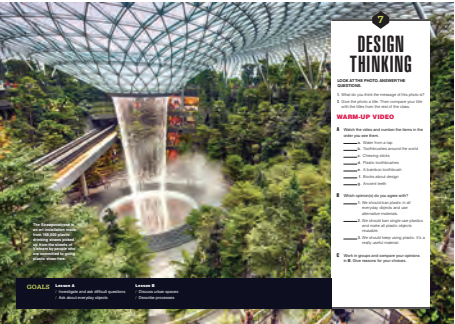




WORLD LINK, FOURTH EDITION OFFERS A

FUN, FLEXIBLE AND COMPLETE VIDEO PROGRAM!

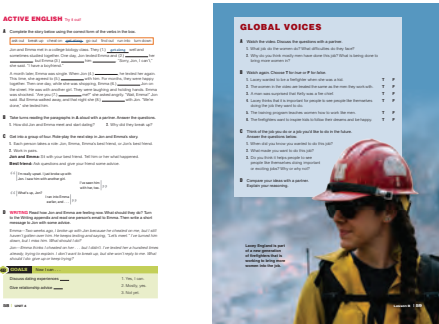
An optional video lesson starts and ends each unit:



A **Warm-Up Video** at the start of each unit from authentic sources like National Geographic introduces the unit topic, provides examples of authentic spoken English, and features activities in the unit that guide learners in on-theme discussion.

Additional, unit-related video available online:

- > **Good Morning World** is a relatable morning show series that demonstrates grammar and vocabulary from the unit in context.
- > **City Living** is a lively sitcom that models language functions in real-life situations.
- > **Global Viewpoints** are short, interview-style clips that provide examples of spoken English from around the world.



A new **Global Voices** video section at the end of each unit allows students to demonstrate achievement of the Language Goals by first watching real people model the language in a new video program and then speaking the language in the related activities.

FIVE VIDEO OPTIONS PER UNIT

- > **NEW!** Global Voices
- > The Warm-Up
- > Good Morning World
- > City Living
- > Global Viewpoints

Intro Scope and Sequence

Unit	Theme	Vocabulary	Grammar
1	Introductions	> Letters and numbers > Personal information > Favorites	> Subject pronouns and possessive adjectives with be > Yes/No questions and short answers with be
2	Countries	> Countries and nationalities > Describing cities	> Comparative adjectives > Superlative adjectives
3	Possessions	> Graduation gifts > Describing items	> Singular and plural count nouns > This / That / These / Those
4	Activities	> Things we do > School subjects and majors	> The present continuous tense: affirmative and negative > The present continuous tense: extended time
5	Food	> Foods and drinks > Tips for being a healthy eater	> Affirmative and negative statements > Yes/No questions and short answers
6	Relationships	> Family members > Relationships	> Possessive nouns > Have got
7	Time	> Times and daily routines > Weekend activities	> Prepositions of time: in, on, at, from, to > Simple present Wh- questions
8	Special Occasions	> Months and holidays > Festivals	> Prepositions of time: in and on > When and How long questions
9	Come Together	> Chores and housework > Dating	> Frequency adverbs > Review: simple present Wh- questions
10	Home	> Using the phone > Phone addiction	> Want to / have to > Count and noncount nouns
11	Clothing	> Clothing > Describing clothes	> Used to > Comparisons with as...
12	Jobs	> Jobs > Work goals	> Questions with like > Talking about ability with can / can't

Level 1 Scope and Sequence

Unit	Theme	Vocabulary	Grammar
1	People	> Personal information > Physical descriptions	> Review of the simple present tense > Describing appearance using be/have.
2	Behavior	> A crowd scene > Feelings	> Review of the present continuous tense > Subject and object pronouns
3	Shopping	> Foods in the kitchen > Shopping	> Count and noncount nouns > Quantifiers with affirmative and negative statements
4	Vacation	> Weather > Preparing for a trip	> Connecting ideas with but, or, and so > Possessive adjectives; possessive pronouns; belong to
5	Heroes	> People changing their world > Kindness	> The simple past tense with be > The simple past: affirmative and negative statements
6	The Mind	> Can you remember > Sleep and well-being	> The simple past: affirmative and negative statements (irregular verbs) > The simple past tense: question forms
7	City Life	> Places in a neighborhood > What's your city like?	> Prepositions of place > Questions and answers with How much / How many
8	All About You	> Sports and activities > Personality traits	> Verb + infinitive; verb + noun > How often ...? frequency expressions
9	Change	> Life changes > After graduation	> Like to / would like to > The future with be going to
10	Health	> Our bodies > I'm stressed	> Imperatives > When clauses
11	Achievement	> Abilities > Risk-takers	> Using can for ability > Connecting ideas with because and so
12	At the Movies	> Types of movies > Review a movie!	> The present continuous as future > -ed / -ing adjectives

Level 2 Scope and Sequence

Unit	Theme	Vocabulary	Grammar
1	My Life	> People I know > Education, school	> The simple present tense and present continuous tense > The simple past tense
2	Let's Eat!	> How foods taste > Eating healthy	> Comparative adjectives > Superlative adjectives
3	Mysteries	> Luck > Solving mysteries	> Stative verbs > Modals of present possibility (may, might, could, can't)
4	Trends	> Describing trends, large numbers > Fashion	> Quantity expressions > Giving advice with could, should, ought to, and had better
5	My Neighborhood	> Doing chores and running errands > Getting around town	> Requests with modal verbs > Subject relative clauses with that
6	Goals	> Applying to college > Life after graduation	> Plans and decisions with be going to and will > Predictions with be going to and will
7	Celebrations	> Parties > Festivals and events	> Agreeing with other people's statements: so, too, neither, and either > Time clauses with before, after, when
8	Tell Me a Story	> Describing stories > Modern fairy tales	> The past continuous tense: statements / questions > Adverbs of manner
9	Work	> Work-related traits > Describing jobs	> Asking for permission > Verb + infinitive vs. verb + gerund
10	Telephoning	> Using the phone > Phone addiction	> Imperatives > When clauses
11	Technology	> Describing new products > Technology that helps solve problems	> Used to > Comparisons with as...
12	Travel	> Tasks before a trip > Air travel	> Modal verbs of necessity (must, have to, have got to) > Present perfect (indefinite time) vs. simple past

Level 3 Scope and Sequence

Unit	Theme	Vocabulary	Grammar
1	Public and Private	> Home improvements > Public and private life	> Stative passive voice > Giving permission and expressing prohibition
2	Getting Information	> Personal communication > Types of news	> Defining subject relative clauses with who and that > Review of the present perfect
3	Milestones	> Coming of age > Life changes	> Review of future forms > Object relative clauses with where, when, and why
4	Men and Women	> Ways to improve and change appearance > Dating	> Adverbs used with the present perfect > Phrasal verbs
5	Across Cultures	> Appropriateness and respect across cultures > Intercultural communication	> It + be + adjective + infinitive / Gerund + be + adjective > Present and future time clauses with before, after, when, as soon as / once
6	Business and Marketing	> Business and commerce > Marketing and advertising	> The passive voice: simple present and simple past > Connecting ideas with so, because, and although / even though
7	Wellbeing	> Injuries, illnesses, and treatment > Physical and mental health	> Expressions with get > Reported speech: commands and requests
8	What are you into?	> Free time activities > Preparing and embarking on a trip	> Present perfect continuous vs. present perfect > Present perfect continuous vs. present Perfect vs. simple past
9	Society	> Urban issues > Social issues	> too and enough > Future real conditionals (type 1)
10	Money	> Saving and spending > Ways to use and spend money	> Wish statements > Negative modals
11	Trust	> Honesty and right and wrong > Truth and lies	> Present unreal conditionals > Reported statements with say and tell
12	Our World	> The environment and endangered animals > Buildings and construction	> Subject and object relative clauses > The passive with various tenses

Level 4 Scope and Sequence

Unit	Theme	Vocabulary	Grammar
1	Community	> People > Quantities	> Contrast defining and non-defining relative clauses > Notional Agreement: Subject / Verb Agreement
2	The Working Week	> Work-life > Personal qualities	> Dynamic and stative verbs > Get / have / need + someone / something
3	Creativity	> Verb-noun collocations > Creativity	> Modals for suggestions, opinion, and advice > Ability in the past
4	The Second Self	> Being online > Catfishing	> Wish / If only (present and past) > Past unreal conditionals
5	Brainpower	> Memory > Learning	> Past habits: used to / would > Verb + -ing or infinitive
6	Storytelling	> Drama > Descriptive synonyms	> Adverbs of manner, comment, place, time, and focus > Narrative tenses
7	Design Thinking	> Resource adjectives with -able suffix > Neighborhoods	> The passive 1 (tenses and modals) > The passive 2 (reporting, infinitive, -ing)
8	Science Fact and Fiction	> Science words > Cause vocabulary	> Future forms with will > Connectors: reason, result and purpose
9	Body Matters	> Things we do > Onomatopoeic words	> Comparative forms (with adjectives and adverbs) > Modifying comparative forms
10	Keep It Legal	> Types of crime and criminals > Judgement	> Modal verbs for certainty and possibility > Reported speech
11	Hungry Consumers	> Consumption related words > Food idioms	> Negative and embedded questions > Question tags
12	Points of View	> Place descriptions > For and against	> Determiners > Cleft sentences

VACATION

LOOK AT THE PHOTO. ANSWER THE QUESTIONS.

1. Where are the people? How's the weather?
2. What is a popular place for vacation in your country? Why is it popular?

WARM-UP VIDEO

A The video shows friends on a road trip* in the United States. Circle the places you know.

- ☐ The Grand Canyon (Arizona)
- ☐ Cathedral Rock (Arizona)
- ☐ Saguaro National Park (Arizona)
- ☐ Horseshoe Bend (Arizona)
- ☒ 1 Santa Monica State Beach (California)
- ☐ White Sands National Park (New Mexico)
- ☐ Lone Rock Beach (Utah)

B Watch the video. Then number the places in **A** in the order the friends visit each one.

C Circle **T** for *true* or **F** for *false*. Then watch the video again and check your answers.

- | | |
|--|-------------------|
| 1. The friends start their road trip on Lone Rock Beach. | T F |
| 2. They eat banana pancakes for breakfast on the beach. | T F |
| 3. They draw pictures of rocks at Horseshoe Bend. | T F |
| 4. The friends drive west after they visit Cathedral Rock. | T F |
| 5. They travel east to White Sands National Park. | T F |

D Answer the questions with a partner.

1. Do you like this road trip? Why or why not?
2. At the end of the video, the woman asks, "Where do you want to go?" What is your answer?

* A **road trip** is a long-distance journey by car.

A small village in the desert of southwestern Peru is a popular place for tourists.

GOALS

Lesson A

- / Talk about the weather
- / Give and respond to advice

Lesson B

- / Describe ownership
- / Plan for a trip

VOCABULARY

A Say the sentences in the Word Bank with the class.

B Look at the weather report for three cities. Complete the sentences.

**Tokyo**

- It's **sunny** / **cloudy** and **cool** / **warm**.
- It's _____ degrees.

Havana

- It's **windy** / **sunny** and **warm** / **hot**.
- It's _____ **degrees**.

Toronto

- It's **raining** / **snowing**.
- It's _____ **degrees**. It's **chilly** / **freezing**.

WORD BANK

It's	cloudy.	
	sunny.	
	windy.	
	raining.	
It's	snowing.	
	hot. warm. chilly. cold. freezing.	

LISTENING

A Make Predictions Read the two questions. Can you guess any answers?

- When is a good time to visit?
 - Toronto: _____ and _____
 - Tokyo: _____ or _____
 - Havana: _____ and _____

2. How's the weather?

a. Toronto



b. Tokyo



c. Havana



B Listen. Answer the first question. Write the months.

C Listen. Answer the second question. Match the cities and the weather.

D Listen again. Write **T** for *true* or **F** for *false*. If a sentence is false, correct it in your notebook.

Toronto**Tokyo****Havana**

- It's hot both months. _____
- It rains sometimes. _____
- It's warm at that time of year. _____
- It's usually five degrees in the afternoon. _____
- Early in the year, it's 30 degrees during the day. _____
- It's the rainy season. _____

E Choose one city from the podcast. Then work with a partner to ask and answer the questions.

- When is a good time to visit? How is the weather?
- When you go there, what is something you should take? Think about the weather and things to do.

“ A good time to visit Tokyo is . . . ”

Some people find interesting ways to view the cherry blossoms in Tokyo.



In Costa Rica, visitors can explore the mountains and relax on the beach on the same day.

SPEAKING

A Read the conversation and listen. How is the weather in Costa Rica?

Rosa: Are you ready for your trip to Costa Rica?

Nick: Yeah. See? I have T-shirts, shorts, sandals, sunscreen . . .

Rosa: Where are you going exactly?

Nick: The beach and the mountains. All over, really.

Rosa: Hmm . . . you know, it's warm at the beach, but in the mountains, it can be cool.

Nick: Really?

Rosa: Yeah, so you should take a sweater or a jacket.

Nick: Good idea. Anything else?

Rosa: It rains sometimes, so you should also take a raincoat.

Nick: OK, I will. Thanks for telling me!

B Practice the conversation in A with a partner.

C What advice does Rosa give Nick? How does he reply? Underline the sentences in the conversation.

D Work with a partner. Choose a situation (1 or 2). Create a short role play. Use the speaking strategy.

Student A: Give advice to your partner in two different ways.

Student B: Refuse your partner's advice the first time. Then accept it.

- 1. You're at the beach. It's hot and sunny. Your partner wants to go swimming but sunburns easily.
- 2. Your partner wants to drive to a popular tourist site, but it's raining, and the road isn't safe.

E Change roles and repeat the task in D. Use the other situation.

SPEAKING STRATEGY

Giving and Responding to Advice

Giving advice	Accepting	Refusing
You should take a jacket.	Good idea. OK, I will.	Thanks, but (I'll be OK).
I don't think you should wear shorts.	Yeah, you're right.	Don't worry. (I'll be OK.)
You shouldn't wear shorts.		
Should is the most common way of giving advice. You can also use ought to and had better in more formal situations.		

GRAMMAR

A Read the Unit 4, Lesson A Grammar Reference in the appendix. Complete the exercises. Then do B–D.

CONNECTING IDEAS WITH BUT, OR, AND SO
It's sunny but cool today. It's a nice day but a little chilly. It's warm in the afternoon, but it's cold at night.
Let's visit Montreal in June or July. We can stay with my family or with friends. We can walk to the festival, or we can ride our bikes.
It's chilly, so you should take a jacket.

i Notice that you use a comma to separate clauses with but, or, and so.

B In your notebook, complete the sentences with your own ideas.

- 1. It's raining, so . . .
- 2. It's a nice day outside, but . . .
- 3. You can drive or . . . to the airport.
- 4. It's warm, so . . .
- 5. I want to visit Paris, but . . .
- 6. You can pay with cash or . . .
- 7. I like to travel, but . . .
- 8. It's summer vacation, so . . .
- 9. Is it hot there in August or . . . ?
- 10. I want to improve my English, so . . .
- 11. It's chilly in Toronto, but . . .
- 12. She wants to visit Mexico or . . .

C Work with a partner. Look at your sentences. Does each one show a contrast (a difference), give choices, or introduce a result?

D Work with a partner. Follow the steps to play the game.

- 1. Write the numbers 1–12 on small pieces of paper.
- 2. Mix the numbers and put them in a pile face down on the desk.
- 3. Read the directions to play the game.

- 1 Student A: Choose a number.* Find it on the list (1–12) in B.
- 2 Make a sentence.
 - Correct sentence: Check (✓) the number on your score card.
 - Incorrect sentence: Leave your score card blank.
- Note: You cannot repeat another person's correct answer.
- 3 Put the piece of paper at the bottom of the pile.
- 4 Then it is Student B's turn. Repeat steps 1–3.
- To win: Be the first person to check 1–12 on your score card.

*If you chose this number and answered correctly already, put it back in the pile.

Score Card			
1	<input type="checkbox"/>	7	<input type="checkbox"/>
2	<input type="checkbox"/>	8	<input type="checkbox"/>
3	<input type="checkbox"/>	9	<input type="checkbox"/>
4	<input type="checkbox"/>	10	<input type="checkbox"/>
5	<input type="checkbox"/>	11	<input type="checkbox"/>
6	<input type="checkbox"/>	12	<input type="checkbox"/>



Ziplining is a popular activity in Chiang Mai, Thailand.

ACTIVE ENGLISH Try it out!

A A student is introducing you to their city. Complete the sentences with *but*, *or*, or *so*.

Visitor's Guide: Chiang Mai, Thailand

How's the weather?

Chiang Mai has three seasons: hot, cool, and rainy, _____ the weather is usually warm all year.

When is a good time to visit?

The cool season is from November to February. It's sunny and warm, _____ it's the perfect time to visit. In April, it's very hot. In May, the rainy season starts.

What should I bring?

You should bring clothes for warm and cool weather. From November to February, it's warm during the day, _____ at night, it's chilly sometimes.

What can I do in Chiang Mai?

You should take a Thai cooking class _____ go ziplining in the rainforest outside the city!

B Ask and answer the questions in the visitor's guide with a partner.

C With your partner, make a visitor's guide to introduce a city you know. Answer the four questions with your own ideas.

D Get together with another pair. Show them your visitor's guide and explain it using photos or video.

4A GOALS Now I can . . .

Talk about the weather _____

1. Yes, I can.

Give and respond to advice _____

2. Mostly, yes.

3. Not yet.


4B TAKING A TRIP

VOCABULARY

A Match the verbs and nouns. Use some words more than once.

buy	photos
go	a suitcase
pack	sightseeing
take	a ticket
	a trip

B PRONUNCIATION: Sentence Stress Listen to the three sentences.

Notice the stress of the underlined words. Then listen again and repeat. 

- Let's go sightseeing this afternoon.
- Do you go shopping when you visit a city?
- I like to go swimming on summer vacation.

C Answer the questions with a partner.

- Do you have a suitcase? What color is it?
- What do you pack for cold weather?
- What do you pack for hot weather?
- Do you always take photos on a trip? What do you photograph?
- Where do you want to take a trip?
- Look at the photo. What is another good place to go sightseeing?



Tourists hold up the “leaning” Tower of Pisa in Italy.

GETTING READY!

Packing tips for your next trip

To explore the ice caves in Iceland, people need to wear warm clothes.


Imagine this: You're taking a trip to a faraway¹ place, like South Africa or Iceland. You're so excited—you just want to get on the plane and go! But first, you need to pack your suitcase.

Taking a trip is fun, but packing usually is not. "What should I bring?" travelers often ask. Many people are unsure and pack too much. How can you pack your things in one easy-to-carry bag? Here are some helpful tips for your next trip:

1. . You only *need* a few things on your trip: your passport, credit cards, cell phone, and certain clothes (a suit for work, a sweater for cool weather, shorts for hot weather). What do you really need? Make a list. Then pack only those important things.
2. . Do you plan to read on the trip? Leave books at home. They're heavy.² If you want to read, bring a tablet, or buy magazines or books at the airport. When you're done, you can leave them on the plane or at your hotel.

3. . Bring mostly white, black, gray, tan,³ and blue clothes and shoes. These colors are easy to mix and match.⁴ By doing this, you can pack less.

4. . Are you taking a trip to a chilly place like Iceland? If so, wear some of your warm clothes—like sweaters, jackets, or boots—on the plane instead of putting them in your suitcase. These things take up a lot of room in your suitcase and make it heavy.

5. . Use them to organize⁵ the items in your suitcase. Put things like your toothbrush, soap, and shampoo in one bag; underwear and socks in a second bag; shirts in a third one; and so on. This way, you use less space in your suitcase. It's also easy to unpack! 

¹ A **faraway** place is not nearby.

² A **heavy** object weighs a lot.

³ **Tan** is a light brown color.

⁴ When you **mix and match** a group of things, you put them together so they look good.

⁵ When you **organize** things, you put them together in a neat way.

A Answer the questions with a partner.

1. How long does it take you to pack for a trip? Do you like to pack? Why or why not?
2. Read the title of the article. What is one tip in the article? Guess.

B Identifying Topic Sentences Read the article. Write each tip in the correct paragraph.

- | | | |
|----------------------|----------------|-------------------------------------|
| Don't bring books | Make a list | Wear your warm clothes on the plane |
| Choose simple colors | Use small bags | |

C Answer the questions.

- | | |
|--|---|
| 1. What should you write on your list? | 4. Why should you wear warm clothes on the plane? |
| 2. Why should you bring a tablet? | 5. How are small bags helpful? |
| 3. Which colors are best to pack? Why? | |

D Ask and answer the questions in **C** with a partner.

E In your opinion, which tip is the best? Can you think of any other tips? Tell a partner.

LISTENING

A Listen to three short conversations. Choose the sentence that best describes each one.

Conversation 1

Sentence 1 Sentence 2 Sentence 3 Sentence 4

Conversation 2

Sentence 1 Sentence 2 Sentence 3 Sentence 4

Conversation 3

Sentence 1 Sentence 2 Sentence 3 Sentence 4

B Listen. Complete the sentences. Then listen again and check your answers.

1. A: Here it is: Row 28, Seat C . . . oh, _____ me.
B: Yes?
A: I think you're _____ in my seat.
2. A: Excuse me, whose backpack is this? This _____ one. Is it yours?
B: No, it's not mine.
C: Oh, it _____ to me.
3. A: May I see your _____, please?
B: Sure. Here you go.
A: Are you visiting for _____ or for pleasure?

I think you're sitting in my seat.

I don't think so.

Look at my ticket. I have the window seat.

Oh, you're right. I'm sorry.

C Work with a partner. Choose a conversation in B. Add 2–3 sentences to it and practice your conversation.

D Perform your conversation for another pair.

GRAMMAR

A Read the Unit 4, Lesson B Grammar Reference in the appendix. Complete the exercises. Then do B and C.

	POSSESSIVE ADJECTIVES	WHOSE	POSSESSIVE PRONOUNS
I have a passport.	My passport is green.	Whose passport is this?	It's mine.
You have a passport.	Your passport is green.		It's yours.
She has a passport.	Her passport is green.		It's hers.
He has a passport.	His passport is green.	Whose tickets are these?	It's his.
We have tickets.	Our tickets are free.		They're ours.
They have tickets.	Their tickets are free.		They're theirs.

B Look at the chart in A. Choose the correct answers.

1. Words like *my*, *your*, and *her* (go before / follow) nouns.
2. Words like *mine*, *yours*, and *hers* (go before / follow) the verb *be*.
3. What do you notice about the word *his*?

C Work in groups of four. Follow the steps to play the game.

Round 1 | Do the following:

1. Student A: Close your eyes.
2. Students B–D: Write your favorite place for a day trip on a small piece of paper. For example: *the beach* or *the mountains*.
3. Put all the papers face up on the desk. Student A: Open your eyes.
4. Student B: Point to one of the papers. Ask Student A: *Whose answer is this?*
5. Student A: Try to guess the writer. Say three sentences for each paper:

I think this answer is yours / his / hers.

It belongs to you / her / him.

The beach is your / her / his favorite place.


6. Keep guessing until there are no more papers. Score one point for each correct guess.

Play three more rounds | Each person should be Student A for one round. Choose a different topic from the box each time. The player with the most points wins.

Your favorite . . .
Round 1 Place for a day trip
Round 2 Movie
Round 3 Drink
Round 4 Singer



A Read Sofia and Angelo’s ad. Then answer the questions with a partner.



Lovely Apartment with Balcony

2 guests | 2 beds | 1 bath Hosted by Sofia and Angelo

Great location—perfect for tourists
Beautiful ocean view | Close to restaurants

1. Who are Sofia and Angelo?

2. How many people can stay in this apartment?

3. What are two things you like about this apartment?
- B Choose the correct answers to complete the notes from Sofia and Angelo.

Your apartment is upstairs. The downstairs apartment belongs to **ours** / **us**.

The apartment has **it’s** / **its** own kitchen.

You can enjoy **you** / **your** morning coffee on the balcony.

Sofia has a password for the wifi. You can use **her** / **hers**.

You can rent a bicycle or use one of **our** / **ours**.

Your / **Yours** check in time is any time after 3:00 p.m.

Our / **Ours** city is sunny and warm in July. It’s very hilly.
- C Plan a trip to stay in Sofia and Angelo’s apartment in July. What should you pack? Make a list and compare it with a partner’s. How are your lists the same? How are they different?
- D **WRITING** You need to send an email to your hosts, Sofia and Angelo. Turn to the Writing appendix to see an example. What are the writer’s questions? What is Angelo’s answer?
- E Read the situation. You have a question for your hosts. Write an informal email to them.

You and your friend are arriving at 10:00 a.m. You want to join a sightseeing tour at 11:00 a.m. You are each traveling with a large suitcase. Check-in time is after 3:00 p.m.

4B GOALS

Now I can . . .

Describe ownership ____

Plan for a trip ____

1. Yes, I can.

2. Mostly, yes.

3. Not yet.

GLOBAL VOICES

A Watch the video. Match the items with the speakers.

camera DVDs GPS headlamp lucky bracelet lucky hat medicine sunblock

1. Carlton Ward _____

2. Amy Dickman _____

3. Eric Patterson _____

4. Lee Berger _____
5. Chris Thornton _____

6. Kuenga Wangmo _____

7. Alizé Carrère _____

8. Corey Richards _____

- B Why does each speaker in A take that item? Read the sentences. Then watch the video and write the missing words.
1. “Without a GPS, we would be still paddling in _____ somewhere.”

2. “DVDs . . . [It] just gives me something to _____ at that’s nothing to do with the field . . .”

3. “. . . the _____ *power* goes out. A headlamp has become sort of an essential tool . . .”

4. “It’s my _____ hat. I make my discoveries with my hat on.”

5. “a mini pharmacy . . . I always get _____ when I travel.”

6. “a camera . . . a way to _____ that which I am experiencing.”

C Answer the question in your notebook:
What do you always travel with? Why?

D Work in a small group. Share your answer to the question in C. Don’t read your notes. Are any of your answers the same?

“ In the summer, I usually go to the beach with my friends. It’s hot and sunny there, so I always pack sunblock and my sunglasses.



What item do you think Lee Berger never leaves home without?



Caption TK

A Look at the person in the photo. Who is she? What do you know about her?

B Now read about the person in **A**. Complete the sentences with the past tense.

Greta Thunberg is a young Swedish climate champion. In high school, Greta (be) was very worried about climate change*. She decided (decide) to do something about it. She left (leave) school to work on climate change. And she talked (talk) to politicians and business leaders. In 2019, she took (take) a trip: she traveled (travel) from the UK to the US on a boat. She spoke (speak) at the United Nations. And she went (go) to a big meeting on climate change.

*climate change the warming of the Earth

- C** Work with a partner. Unscramble the sentences. Then ask and answer the questions. Do you think Greta is a good role model?
1. worried about / in high school / was / what / Greta

What was Greta worried about in high school?

She was worried about climate change.

2. did / leave / why / school / she

Why did she leave school?

She left school to work on climate change.
- Role models** are people we admire. We want to be like them. They . . .

 - do good things and help people.
 - are good teachers. We can learn from them.
 - can be world leaders, scientists, artists, and many other things.
3. about / who / talk to / did / climate change / she

Who did she talk to about climate change? She talked to politicians.

4. she / take / in 2018 / did / a trip

Did she take a trip in 2018? Yes, she did.

5. go / where / did / she

Where did she go? She went to New York.

6. did / speak / she / where

Where did she speak? She spoke at the United Nations.

7. she / by airplane / did / in 2019 / travel

Did she travel by airplane in 2019? No, she didn't. She traveled by boat.

8. what / she / did / meeting / kind of / go to

What kind of meeting did she go to? She went to a meeting on climate change.
- D** You are going to talk or write about a role model. Follow the steps to complete the chart.

1. Choose a role model. This should be a famous person (not a parent, friend or teacher).

2. Answer the questions.
- | | |
|--|--|
| Name of Role Model: | |
| Who do you admire? | |
| Where and when was the person born? | |
| What is the person's job now? | |
| Why did you choose this person as a role model? What did he or she do? | |
- E** Choose an option to tell others about your choice. Use your notes from **D**

Option 1 Write a paragraph about the person.

Option 2 Make a short video or audio presentation. Record yourself talking about the person.

Option 3 Create a photo or video collage about the person. Use sentences with each image.

F Work in a small group. Take turns.

/ One student: Present your profile.

/ Other students: Listen. Then answer this question: Is the person a good role model? Why or why not?
- “ I think . . . is a good role model because . . .
- I think so, too. ”
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