

UNIT OBJECTIVES

- talk about past events in your life
- ask questions about the past
- congratulate and sympathize with people
- write a comment agreeing or disagreeing with an online post
- summarize a story

FIRSTS AND LASTS

5



START SPEAKING

- A** Look at the picture. Where are the children? What are they doing for the first time? Are they all happy? Why or why not?
- B** Think of a special picture of you as a child. What are you doing in the picture? Where are you? Is anyone else there? For ideas, watch Allison's video.



Is your picture different from Allison's?



LESSON OBJECTIVE

- talk about past events in your life

1 LANGUAGE IN CONTEXT

- A Look at the photos below. What are the people doing for the first time? Are their experiences positive or negative? Why do you think so? Read their stories. Were your answers correct?

A day to remember.

I live in Colorado, in the middle of the USA. For my 45th birthday, I visited the ocean for the first time in my life. It was amazing. My friends weren't with me, but I stayed on the beach for hours. It was the perfect birthday.



Carol

My first driving lesson wasn't fun. It was horrible! I ran a red light and hit another car. It was a dangerous situation, but nobody was hurt. My driving instructor was really angry. That was my first and last lesson. I take the bus now.



Malik

My most amazing day was when I went to Rio to run in the marathon. It was my first visit to Rio, and it was my first marathon. My time was 4:57! I was so tired when I crossed the finish line. It was a very proud moment.



Barbara

GLOSSARY

run a red light (v) drive through a red traffic light
marathon (n) a running race of 26 miles (42 kilometers)

- B Complete the sentences with the names *Carol*, *Malik*, or *Barbara*. Whose story do you find most interesting? Why?


1 _____ describes an accident.

2 _____ talks about a competition.













3 _____ talks about a birthday.

4 _____ says where he/she lives.


2 VOCABULARY: Describing opinions and feelings

- A  1.48 Match the four adjectives in the box with the correct emojis below. Then find and underline eight more adjectives in the stories on page 44. Match them with the other emojis. Listen and check.

cool crazy loud strange

 1 <u>cool</u> P	 5 _____	 9 _____
 2 _____	 6 _____	 10 _____
 3 _____	 7 _____	 11 _____
 4 _____	 8 _____	 12 _____

- B Decide if each adjective is generally positive (P), negative (N), or can be both (B).

C  Now do the vocabulary exercises for 5.1 on page 145.

- D **PAIR WORK** Look at the words in the box. Use the words from exercise 2A to describe them.

bike-sharing programs birthdays concerts fast cars
festivals my street soccer video games

Bike sharing programs are fun.

I don't know. I think biking in the city is dangerous.

3 GRAMMAR: Simple past

- A Complete the rules below. Use the sentences in the grammar box to help you.

- The simple past of *be* is _____ or *were*. The negative is *wasn't* or _____.
- The simple past of regular verbs ends in *-ed*. For example, _____.
- The simple past of irregular verbs doesn't end in *-ed*. For example, _____.

Simple past

I **visited** the ocean for the first time in my life.

It **was** my first marathon.

I **ran** a red light and **hit** another car.

My friends **weren't** with me.

- B  Now go to page 133. Look at the grammar chart and do the grammar exercise for 5.1.

- C Marina is talking about her first love. Complete the text with the simple past of the verbs in the box.

be go live move not be talk

I remember my first love very well. His name ¹ _____ Raúl. We ² _____ on the same street, and we ³ _____ to the same school. He was funny, and he always ⁴ _____ about cool and interesting things. We ⁵ _____ together for a long time because his family ⁶ _____ to another city, but I have very nice memories of him.

- D **PAIR WORK** Think about an important person in your life when you were younger. Tell your partner about this person. Use the simple past.

4 SPEAKING

PAIR WORK Think of a special day in your life. Where were you? Who was with you? What happened? Was it a good or a bad experience? Tell your partner.

5.2

GUESS IN 60 SECONDS



LESSON OBJECTIVE

- ask questions about the past

1 VOCABULARY: Describing life events

A 1.49 Listen and say the life events. Write five of them under the pictures.

- | | | | |
|-----------|-------------------------------|-----------------------|-----------------------|
| be born | buy a house or apartment | graduate from college | get married |
| get a job | become a grandparent | have a baby | retire (stop working) |
| buy a car | meet your future wife/husband | learn to drive | start school |



B **PAIR WORK** Write the 12 life events in the order that they usually happen. Compare with a partner. Are they in the same order? Explain your choices.

C Now do the vocabulary exercises for 5.2 on page 145.

2 LANGUAGE IN CONTEXT

A 1.50 Look at the pictures. Can you guess the famous man? Listen to Carla try to guess. Number the pictures in the order you hear them.



1.50 Audio script

Carla Was he **born** in 1954?

Host Yes, he was.

Carla And did he die in 1989?

Host No, he didn't. He died in 2011.

Carla Hmm, when did he retire?

Host He **retired** in 1989.

Carla OK! Umm. Did he study medicine?

Host Yes, he did.

Carla OK. The "six." That's difficult. I don't know. Did he **get married** six times?

Host No, he didn't.

Carla Did he **buy** six cars?

Host No, he didn't. Think about family ...

Carla Children! How many children did he have?

Host He had six children. Correct! You have ten seconds.

Carla Did he come from Argentina?

Host No, he didn't come from Argentina.

Carla Did he come from Brazil?

Host Yes, he did!

Carla OK. Sports. Was he an athlete?

Host Yes, but what was the sport? And we're out of time. Carla, for \$1,000, who is the famous person?

B Write six sentences about the famous person in exercise 2A.

He was born in 1954.

C  1.51 Who is the famous person? Listen and check. Were you right?

3 GRAMMAR: Simple past negative and questions

A Complete the rules. Use the sentences in the grammar box to help you.


- 1 Use _____ when you ask a question.
- 2 Use _____ to make a negative.
- 3 The main verb in questions and negatives is **is / isn't** in the simple past.

Simple past negative and questions

Did he die in 1989? No, he **didn't**. He died in 2011.
Did he come from Argentina? He **didn't** come from Argentina.

B  1.52 Look at these verbs from exercise 1A on page 46. Write the correct simple past form. Listen and say the words.

- 1 get _____
- 2 have _____
- 3 become _____
- 4 buy _____
- 5 meet _____

C  Now go to page 134. Look at the grammar chart and do the grammar exercise for 5.2.

D **PAIR WORK** Correct these false statements about the famous person using the simple past negative. Then check your accuracy.

- 1 He had seven children.
- 2 He studied French.
- 3 He came from Mexico.
- 4 He became a soccer player in 1954.
- 5 He died in 1989.

He **didn't** have seven children.
He **had** six children.



ACCURACY CHECK

Don't use the simple past after **did** or **didn't** in questions and negatives.

I **didn't studied** last night. ✗

I **didn't study** last night. ✓

4 SPEAKING

PAIR WORK Draw six small pictures about what you did last weekend. Ask your partner questions about their pictures. Ask for extra information. For ideas, watch Irene's video.

Did you go for coffee last weekend?

Yes, I did.

Where did you go?

REAL STUDENT



Did you do the same things last weekend as Irene?



5.3

THAT'S COOL!

LESSON OBJECTIVE

- congratulate and sympathize with people

A



B



1 FUNCTIONAL LANGUAGE

- A 1.53 Look at the pictures. What do you think is happening? What are they saying to each other? Read and listen to the conversations. Were you right?

1.53 Audio script

- | | |
|--|---|
| <p>1 A Hey, I made it!! What a fantastic experience!
 B Congratulations, Johnny! Great job!
 A It was really scary at the top!
 B You're right, it wasn't easy, and the weather was terrible.
 A Not bad for my first time, huh?
 B You did really well. I'm proud of you.
 A You know what? Now, I want to climb another mountain.
 B That's great news! Let's do it!</p> | <p>2 A Oh, no! I failed my chemistry final.
 B I'm so sorry, Ana.
 A I failed by two points!
 B That's terrible! Talk about bad luck.
 A I know, right? Oh, I can't believe this!
 B Never mind. You can take the class again over the summer.
 A Really?
 B Yes, don't worry about it, Ana. It's not the end of the world.</p> |
|--|---|



- B Complete the chart with expressions in **bold** from the conversations above.

Congratulations (good news)	Sympathy (bad news)
Congratulations!	I'm so ⁴ _____.
¹ _____ job!	That's terrible! Talk about ⁵ _____.
You did ² _____!	⁶ _____ mind.
That's ³ _____ news!	Don't worry about it. It's not ⁷ _____.

- C **PAIR WORK** Practice the conversations in exercise 1A with a partner. Then change the good and bad news and practice again.

2 REAL-WORLD STRATEGY

- A **1.54** Listen to a short conversation. What test did the person take? What information does the person get wrong?

CHECKING YOUR UNDERSTANDING

When you want to check your understanding of what someone said, you can ask a question with *mean*.

You mean ... ? So, you mean ...
Do you mean ... ? I thought you said ...
The reply often includes the phrase, *I meant* ...



- B **1.55** Read the information in the box above about checking your understanding. Then complete another short conversation with one of the questions from the box. Listen and check.
- A Well, I failed my driver's test.
B Oh, I'm so sorry.
A Why? It's amazing! I can finally drive!
B But _____ you failed the test?
A No! Ha! I meant "passed," not "failed." Duh! I passed my driver's test. I'm just so excited!!
- C **PAIR WORK** Student A go to page 157. Student B go to page 159. Follow the instructions.

3 PRONUNCIATION: Saying the stress in words

- A **1.56** Listen to the words. How many syllables do you hear in each word?
- | | | | | | |
|-----------|----------|-------------------|-----|-------------|-----|
| 1 amazing | <u>3</u> | 3 congratulations | ___ | 5 impressed | ___ |
| 2 sorry | ___ | 4 terrible | ___ | 6 fantastic | ___ |

- B **1.57** Listen. Which speaker, A or B, uses word stress clearly?
- | | | | | | | | | |
|-------------------|--------------------------|--------------------------|-------------|--------------------------|--------------------------|------------|--------------------------|--------------------------|
| | A | B | | A | B | | A | B |
| 1 amazing | <input type="checkbox"/> | <input type="checkbox"/> | 3 fantastic | <input type="checkbox"/> | <input type="checkbox"/> | 5 terrible | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 congratulations | <input type="checkbox"/> | <input type="checkbox"/> | 4 horrible | <input type="checkbox"/> | <input type="checkbox"/> | | | |

- C **GROUP WORK** Practice the conversations below. Take turns being A, B, and C. Focus on word stress.
- | | | |
|--|---|---|
| 1 A I passed my driving test.
B That's amazing!
C You did really well. | 2 A I got the job!
B Congratulations!
C That's fantastic! | 3 A How was the test?
B I failed. It was horrible!
C Yes, it was terrible! I failed, too. |
|--|---|---|

4 SPEAKING

PAIR WORK Read the situations. Practice responding to the news with your partner.

- Your old friend tells you that he or she got married recently. Congratulate him/her on the news.
- A coworker of yours didn't get the job he/she really wanted. Sympathize and try to make him/her feel better.
- Your neighbors' daughter just found out that she is going to a very good university. Congratulate her.
- Your favorite teacher was in a car accident. He isn't hurt, but his car is totally dead. He loved that car. Sympathize with him.

5.4

FIRST IMPRESSIONS

LESSON OBJECTIVE

- write a comment agreeing or disagreeing with an online post

1 READING

- A** **PAIR WORK** Look at the pictures. Which picture is Chicago? Which is Bristol? Which is Melbourne?
- B** **READ FOR MAIN IDEAS** Read the posts. What kind of website is this? Who is positive, and who is negative about their first day?

A stranger in a strange town

Rafael: I went to Chicago about ten years ago for a work project. I remember the moment I stepped off the bus from the airport. Everything was strange – the smells, the crowds, the language – and everyone was in a hurry. The weather was also very cold. I needed warm clothes, and fast! In Mexico, we don't have winters like that!



Julia: I'm from Cologne in Germany. At age 20 I went to the U.K. as an exchange student. I remember my first day at the university in Bristol. It was scary, but then I looked around and saw so many other people in my situation. I thought, "They must feel the same." That helped. And it was a beautiful September day. Suddenly, I felt so positive.

Kamal: I was born in Nepal, but I went to live in Melbourne, Australia, as an immigrant worker. On that first day, I didn't understand any English, but I remember that people were friendly. I smiled, and they smiled back. I walked along the river and felt very free. Everything was clean and new, like a fresh start.



✉ Send your first impressions to 1stday@ourplanet.com

C **READ FOR DETAILS** Read the posts again. Check (✓) the sentences that are true. Correct the false ones.

- 1 Rafael was prepared for his arrival in Chicago.
- 2 The weather is different in Rafael's country.
- 3 Julia went to Bristol for work.
- 4 Julia felt very scared and alone, and those feelings never changed.
- 5 When he arrived, Kamal already knew some English.
- 6 For Kamal, his first day was like a new beginning.

D **PAIR WORK** **THINK CRITICALLY** Imagine what these people say about your hometown. Do they say the same things or different things?

- an exchange student from another country
- a businessperson
- an immigrant worker

2 WRITING

- A Look at these comments on the posts in exercise 1B. Match them to the correct posts. Write *R* (Rafael), *J* (Julia), or *K* (Kamal).

Tweets Tweets & replies Media

___ 1 **@tobytwo: I know the feeling**, I didn't understand a word of English on my first day. It was just terrible!

___ 2 **@TheresaB: Interesting, but** my first days in the U.K. weren't like that. It rained and rained. 😊

___ 3 **@cigdemyilmaz4: No way!** I didn't like being an exchange student at all. I missed my home all the time. Didn't you miss it?

___ 4 **@patricianuñez12: Are you kidding?** So what if the weather isn't the best? It's a great town! Buy a coat and keep an open mind.

___ 5 **@daviddaly: Absolutely!** 😊 My first day in San Diego was the same – all those people, all those strange sounds and smells – it was amazing, actually!

___ 6 **@titusx2: You're so right.** I hated Canada when I arrived – so cold and unfriendly – but I call it home now. Don't trust your first ideas about something!

- B Which of the six comments agree with the posts? Which disagree?

- C **WRITING SKILLS** Look at the expressions in **bold** in the comments. Are they to agree or disagree?

Agree: *I know the feeling*, _____, _____

Disagree: *Interesting, but ...*, _____, _____

WRITE IT

- D Write a comment to Rafael, Julia, or Kamal agreeing or disagreeing with their posts. Use the expressions in exercise 2C. Why do you agree or disagree? What information should you include?

REGISTER CHECK

You can say *Are you crazy?*, *Seriously?*, *Are you kidding?* when the person is a friend or someone you know well.

HOME IS WHERE THE  IS

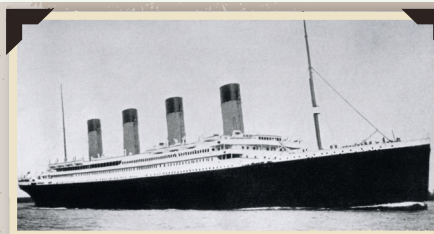
5.5

TIME TO SPEAK

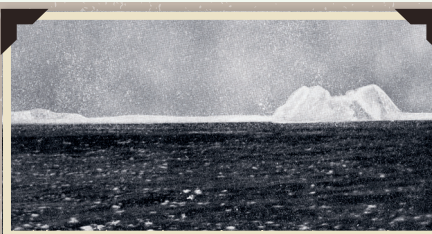
Iceberg!

LESSON OBJECTIVE

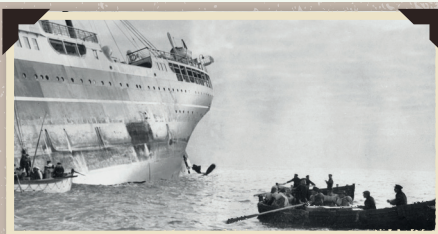
- summarize a story



The Titanic left Southampton, England, for New York on April 10, 1912. It was the ship's first time at sea.



The Titanic hit an iceberg off the coast of Canada on April 14. It made a hole, and the ship started to sink very quickly.



Some passengers and crew escaped on lifeboats. Survivors were rescued by another ship, the Carpathia, on April 15.



A RESEARCH Look at the pictures and read the captions. What do you know about the story of the Titanic? If you can, go online to see more pictures and learn the full story of the famous accident.

B PREPARE You are going to read a story about a person who was on the Titanic. Divide into four groups (A, B, C, and D) and follow the instructions for your group. Then answer the questions below and take notes.

▶ Group A: Go to page 157.

▶ Group B: Go to page 158.

▶ Group C: Go to page 159.

▶ Group D: Go to page 160.

- 1 How old was the person?
- 2 Where was the person from?
- 3 Was the person a passenger or a crew member? If a passenger, what type of ticket did the person have?
- 4 Did the person survive? If so, how?
- 5 What did the person do in the years after the accident?

C PRESENT Make new groups with one person each from groups A, B, C, and D. Tell your new group about your person using your notes. Take notes on the other stories that you hear.

We read about Carla Jensen. She was from Denmark and was only 19. She traveled ...

D DISCUSS Discuss all the people in your stories. What do they all have in common? How are they different? Whose story do you like most? Why?

Carla traveled third class. She didn't have much money, but Molly was rich ...

▶▶ To check your progress, go to page 154. ▶▶

USEFUL PHRASES



RESEARCH

The picture shows ...
What does it say about ... ?
I can't find the answer. Where does it tell you about ... ?



PRESENT

Our group read about ...
After that ... / Then ... /
Later ...



DISCUSS

They all traveled/survived/
worked ...
I thought his/her story was really
sad/inspiring/interesting.
I liked this story most because ...