

## A.3 A Quick Lunch

### Listening

**A. Listen to Track 5.** Emi is ordering lunch at the Rock Café. Check (✓) the phrases that you hear.

- |  |   |
|--|---|
| 1. <input type="checkbox"/> the tuna fish sandwich       |   |
| <input checked="" type="checkbox"/> a tuna fish sandwich |   |
| 2. <input type="checkbox"/> what kind of bread           |   |
| <input type="checkbox"/> what kind of a bread            |   |
| 3. <input type="checkbox"/> slice of tomato              |   |
| <input type="checkbox"/> a slice of tomato               |   |
| 4. <input type="checkbox"/> no tomato                    | 8. <input type="checkbox"/> large, medium, or small         |
| <input type="checkbox"/> no tomatoes                     | <input type="checkbox"/> supersize or large                 |
| 5. <input type="checkbox"/> mustard or mayo              | 9. <input type="checkbox"/> regular or decaf                |
| <input type="checkbox"/> the mustard or the mayo         | <input type="checkbox"/> regular or with milk               |
| 6. <input type="checkbox"/> one tuna fish sandwich       | 10. <input type="checkbox"/> with sugar or sweetener        |
| <input type="checkbox"/> some tuna fish sandwiches       | <input type="checkbox"/> with some sugar or some sweetener  |
| 7. <input type="checkbox"/> an iced tea                  | 11. <input type="checkbox"/> Why are there so many choices? |
| <input type="checkbox"/> some iced tea                   | <input type="checkbox"/> Why are there so many things?      |



**B. Listen to Track 6.** A customer is calling the Rock Café with a take-out order. Write down the correct order.

**Rock Café**

---



---



---



---



---



---



---



---

## Vocabulary

Complete the conversations. Use the words and phrases in the box.

choose	meals	menu	order	snack	take-out food
--------	-------	------	-------	-------	---------------

- Chris:** What do you usually eat for breakfast?  
**Ana:** Actually, I usually don't eat breakfast. I eat just 2 \_\_\_\_\_ a day—lunch and dinner.
- Sam:** I'm going to the Rock for a \_\_\_\_\_. Do you want something?  
**Kate:** Oh, sure. Please bring me a diet cola and a bag of chips.
- Dave:** Would you like to see the \_\_\_\_\_?  
**Customer 1:** Oh, thank you. Let's see. I'll have a tuna fish sandwich.
- Dave:** Can I take your \_\_\_\_\_?  
**Customer 2:** Yes, please. I'd like a grilled fish sandwich and a Greek salad.
- Dave:** Would you like whole wheat bread, rye bread, or white bread?  
**Emi:** Oh, gosh. I can't decide. Please \_\_\_\_\_ for me.
- Susan:** I didn't bring lunch with me to work today. Does the Rock have \_\_\_\_\_?  
**Luis:** Oh, sure. You can order anything. I'll get it for you.

### BONUS

Here are some measuring words. Can you think of one item of food for each measuring word?

EXAMPLE: a bag of chips (cookies, peanuts)

a can of \_\_\_\_\_

a loaf of \_\_\_\_\_

a carton of \_\_\_\_\_

a bottle of \_\_\_\_\_

a few \_\_\_\_\_

a slice of \_\_\_\_\_

a glass of \_\_\_\_\_

a stick of \_\_\_\_\_

a jar of \_\_\_\_\_

a cup of \_\_\_\_\_

## Grammar 1

### Count and Non-Count Nouns

**A. Complete the sentences. Circle a, an, or Ø (no article).**

1. **Luis:** Excuse me, Susan. Can you help me? I need **a/an/Ø** advice.  
**Susan:** I'm sorry. I can't help you now. I don't have **a/an/Ø** time.
2. **Ana:** What happened in the hallway? There's **a/an/Ø** water all over the floor.  
**Clara:** I spilled **a/an/Ø** glass of water. Don't worry. I'll clean it up.
3. **Maggie:** It's **a/an/Ø** bad weather today. Do you still want to walk to the station?  
**Emi:** Sure. Let's go. I'll get **a/an/Ø** umbrella.
4. **Chris:** Excuse me, I need **a/an/Ø** information about Flight 201.  
**Agent:** Flight 201 is departing in 30 minutes. Do you need **a/an/Ø** ticket?
5. **Customs agent:** Excuse me, sir. What's in this suitcase?  
**Chris:** I just have **a/an/Ø** clothing in that suitcase. I have several shirts and **a/an/Ø** jacket.
6. **Kate:** It's Julia's birthday. Let's have **a/an/Ø** fun tonight.  
**Ana:** OK. I've got **a/an/Ø** idea. Let's go out somewhere. I'll make **a/an/Ø** reservations for us at Lasaro's.

**B. Put each noun in the box into the correct category. Is it usually a count or a non-count noun?**

advice	apple	baggage	bread	chair	cheese	dollar
education	English	experience	fun	idea	jar	knowledge
love	meat	milk	money	music	oil	pepper
salt	sandwich	ticket	time	weather	woman	work

Count	Non-count
chair	knowledge

## Grammar 2

### Quantifiers: *Some* and *Any*

**A.** Write sentences. Use **some** and **any**.

1. have / two brothers, no sisters

I have two brothers, but I don't have any sisters.

2. want / coffee, tea

3. need / a new notebook, pens

4. will buy / juice, soda

5. know / French, Spanish

6. there are / Brazilian students, Japanese students / in my class

7. there is / butter, milk / in my refrigerator

**B.** Write short answers to the questions. Use **some** or **any**.

1. Do you have any money with you right now?

2. Do you want some tea?

3. Are there any good students in your class?

4. Do you have any good rock CDs in your CD collection?

## Grammar 3

### Quantifiers: *How Much, How Many, a Little, a Few*

Write sentences. Use the words in parentheses. There is one extra word in each group.

1. Hurry up. (much / don't / we / many / time / have)  
\_\_\_\_\_ We don't have much time.
2. Would you like something to drink? (glass / yes, / I'd / a / some / iced tea / of / love)  
\_\_\_\_\_.
3. Let's buy a ticket for the Lala concert now. (only / there / a few / some / are / left)  
\_\_\_\_\_.
4. Would you like some milk in your tea? (little / just / few / a)  
\_\_\_\_\_.
5. Gee, Luis, your company is really big. (much / how / do / many / you / employees / have)  
\_\_\_\_\_?

## Application Activities

### Study Tip

Don't forget! Use the Progress Checks on pages xiii–xx. Add notes: new words and expressions.

1. **Vocabulary.** How many “abstract” nouns do you know (for example, *experience, love, education*)? Make a list of at least 20 abstract nouns. Are they count or non-count nouns? Use each one in a sentence.
2. **Vocabulary and Grammar.** Go to a grocery store, look at a photo of a grocery store, or visit a grocery store website. Make a list of at least 50 grocery items you can buy. Use measuring words (like “a bottle of”) if necessary.
3. **Writing.** Make a list of things you'd like to buy at a grocery store. Include some of these words: *box, bottle, can, carton, five, large, small, dozen, loaf, kilo, pound, ounce, jar, piece*.
4. **Speaking.** Talk with someone about food. Ask: *What are your favorite foods? What do you usually eat for breakfast? For lunch? For dinner? What do you like to cook?*
5. **Project.** Go to a restaurant review website or find a review in a newspaper or magazine. Then write a short review of a restaurant. What foods does it serve? What do customers think of the restaurant?

# Grammar Explanations

This section contains the same grammar explanations that are found in the lesson. They are included here for your quick reference. To view the animated presentation, go to the Grammar section of Unit A.3.

## Grammar 1: Count and Non-Count Nouns

1. Words like *sandwich*, *hamburger*, and *apple* are count nouns. We can count these items. We use *a*, *an*, or *one* with singular count nouns. We use *a* before a word that begins with a consonant sound and *an* before a word that begins with a vowel sound.

a sandwich  
one hamburger  
an apple

2. Count nouns can be plural. To make a regular count noun plural, we add *-s* or *-es*.

a sandwich	sandwiches
one hamburger	hamburgers
an apple	apples

Some count nouns have irregular plurals. We don't add *-s* or *-es*. Here are some irregular count nouns:

a man	men
a woman	women
a child	children
a person	people

3. We use a count noun with singular and plural verbs like this:

**Dave:** The sandwich **is** good.  
**Rich:** The sandwiches **are** awful.

4. Words like *time* and *help* are non-count nouns. We can't count time and help. Non-count nouns don't have plural forms. Non-count nouns don't use *a* or *an*.

Luis needs **help** with his project.  
He doesn't have **time** to finish everything.

Here are some common non-count nouns:

bread	fun	salt
cheese	information	sugar
clothing	milk	tea
coffee	pepper	water
fruit	rice	work

5. When we want to measure non-count nouns, we use words like *kilos* and *pounds*. We can also use these words to measure count nouns.

a kilo of rice (non-count)  
2 kilos of beans (count)  
a pound of coffee (non-count)  
5 pounds of cookies (count)  
a jar of mustard (non-count)  
1 jar of pickles (count)  
a carton of milk (non-count)  
a carton of eggs (count)  
a loaf of bread (non-count)  
a piece of lettuce (non-count)

6. When a non-count noun is the subject of a sentence, the verb is always singular.

**Customer:** Dave, **this milk is** bad!

**Dave:** Sorry.

**Customer:** And **this coffee tastes** funny, too.

**Dave:** Here's another cup.

7. We use *how many* to ask about count nouns. We use *how much* to ask about non-count nouns.

**Emi:** **How many sandwiches** do you make every day?

**Dave:** Oh, about 100, maybe more.

**Emi:** Dave, **how much bread** do you order every day?

**Dave:** Emi, we order about 10 loaves of bread.

8. We can use *the* before singular count nouns, plural count nouns, and non-count nouns.

**Emi:** **The sandwich** is good. (count)

**Dave:** **The tomatoes** are great. (count)

**Emi:** **The bread** is good, too. (non-count)

9. To make a general statement, do not use an article before plural count nouns and non-count nouns.

Tuna sandwiches are good.

French bread is good.

## Grammar 2: Quantifiers: *Some* and *Any*

1. We use *some* and *any* with plural count nouns and non-count nouns. We use these words to talk about general amounts or quantities.

**Frankie:** I'd like **some chips**, but I don't want **any tomatoes**. (count)

**Paul:** I'd like **some coffee**, but I don't want **any milk**. (non-count)

2. We use *some* in affirmative sentences.

**Emi:** I'd like **some** iced tea.

**Dave:** Rich, I need **some** iced tea and **some** lemons.

**Rich:** OK, just a second.

3. We use *any* in negative statements.

**Emi:** I don't want **any** mustard, and I don't want **any** chips, either.

**Dave:** OK.

4. We can use *some* or *any* in questions.

**Dave:** Do you want **any** desert?

**Emi:** No, I don't. Just a sandwich is fine.

**Dave:** Do you want **some** pickles?

**Emi:** Yes, I do. I love pickles.

5. We sometimes use *some* or *any* in a short answer. We don't repeat the nouns.

**Dave:** Do you have **any money**?

**Rich:** No, I don't have **any**.

OR

**Rich:** No, I don't.

**Dave:** Do you have **any money**?

**Rich:** Yes, I have **some**.

OR

**Rich:** Yes, I do.

### Grammar 3: Quantifiers: *How Much, How Many, a Little, a Few*

1. It's easy to count words like *sandwiches, hamburgers, and apples*. These are count nouns. We can use *a, an, or one* before singular count nouns. We can use numbers before plural count nouns.

a sandwich

an apple

3 hamburgers

2. When we don't know the number of things we are talking about, we can use *many, a lot of, some, or a few* with count nouns. These words are called quantifiers.

We have **a lot of oranges**.

We have **some bananas**.

We don't have **many apples**.

We have **a few melons**.

3. Remember, to ask about quantity with count nouns, we use *how many*.

**Dave:** **How many** sandwiches do you want?

**Emi:** Just one.

4. We can use measure words with words for containers to count both non-count and count nouns. Here are some examples:

a **bowl** of soup (non-count)

2 **bowls** of soup (non-count)

a **cup** of coffee (non-count)

3 **cups** of coffee (non-count)

a **jar** of mustard (non-count)

2 **jars** of mustard (non-count)

a **slice** of bread (non-count)

2 **slices** of cake (non-count)

a **piece** of fruit (non-count)

2 **pieces** of bread (non-count)

a **glass** of milk (non-count)

2 **glasses** of water (non-count)

a **pound** of apples (count)

a **carton** of eggs (count)

a **can** of beans (count)

5. When we don't know the number of things we are talking about, we can use *a lot of, some, a little, or not much*.

We have **a lot of** coffee.

We have **some** coffee.

We have **a little** coffee.

We **don't** have **much** coffee.

6. Remember, we use *how much* to talk about non-count nouns.

**Dave:** **How much** sugar do you want in your tea?

**Emi:** Just a little.

7. We can answer with *a lot* for both count and non-count nouns. We use *a few* for count nouns and *a little* for non-count nouns.

We have **a lot of** milk.

We have **a lot of** potato chips.

We have only **a few** tomatoes.

We have only **a little** rice.



## B.3 Weekend Plans

### Listening

**A. Track 15.** Emi is giving her farewell speech. Complete the speech. Use the words in the box. Then listen to Track 15 to check your answers.

cry   going   great   remember   special   thank   visit   will miss

I just want to (1) \_\_\_\_\_ everyone  
for coming . . . this is a really (2) \_\_\_\_\_  
day for me. I'm (3) \_\_\_\_\_ back to Japan  
next week, but I'll always (4) \_\_\_\_\_ my  
fabulous time here . . . and I (5) \_\_\_\_\_ all  
of you. Someday, you'll all have to come  
(6) \_\_\_\_\_ me in Japan. So thanks,  
everybody, for being such (7) \_\_\_\_\_  
friends. . . . I think I'm going to  
(8) \_\_\_\_\_.



**B. Listen to Track 16.** Somebody is leaving a message for Emi. Answer the questions.

1. Who is it?

\_\_\_\_\_

2. Why can't he come to the party?

\_\_\_\_\_

3. What's his message?

Good \_\_\_\_\_. I hope \_\_\_\_\_.



## Vocabulary

### Study Tip

Choose 10 new words.  
Make vocabulary cards. Review  
5 cards every day.

*Read about different kinds of parties. Then complete the sentences.  
Use the expressions in the list.*

- barbecue—a party where you cook and eat outside with friends
- New Year's Eve—on December 31st, a celebration of the coming year
- anniversary—a celebration of the day that something happened (like a wedding)
- graduation—a ceremony for someone who is finishing school
- birthday—a celebration of the day that someone was born
- costume party—a party at which special clothes are worn
- farewell party—a good-bye to someone who is leaving
- end-of-semester party—a party at the end of a school term

1. Luis had a great barbecue in his backyard last Sunday. He cooked hamburgers and hot dogs. There were about 30 people there.
2. We had a \_\_\_\_\_ party for Emi last weekend. She's going back to Japan next week.
3. There's going to be a big \_\_\_\_\_ party at my house on December 31st. You're invited—I hope you can come.
4. Ana's brother is finishing college this June. Ana is planning to host a huge \_\_\_\_\_ party for him.
5. We're having a surprise \_\_\_\_\_ party for Paul on Saturday. He's going to be 49 years old. Laura's making a big chocolate cake.
6. Let's celebrate! The semester is finally finished. Mr. Brown is hosting an \_\_\_\_\_ party at his apartment on Friday.
7. Kate invited me to a \_\_\_\_\_ party for Halloween. Everyone has to dress up. I don't know what to wear!
8. My parents are going to have their 25th wedding \_\_\_\_\_ party next month. They've been married a long, long time!

## Grammar 1

### Future: *Will* and *Be Going To*

**A. Complete the sentences. Use the correct form of *will* or *be going to* and the words in parentheses. More than 1 answer may be correct.**

1. **Jin:** Where will you be tonight?  
**Emi:** (**probably be**) \_\_\_\_\_ I'll probably be \_\_\_\_\_ at home. I have a lot of studying to do.
2. **Ana:** How will you get home after the party?  
**Kate:** Luis has his car. (**give me a ride**) \_\_\_\_\_.
3. **Maggie:** What are you and mom going to do tonight?  
**Paul:** We (**see a movie**) \_\_\_\_\_, *The Chill*. Want to come with us?
4. **Emi:** How long (**study**) \_\_\_\_\_ at the library?  
**Jin:** I'll probably be there until 9 o'clock or so.
5. **Chris:** (**what / do**) \_\_\_\_\_ this weekend?  
**Ana:** I'm going to Las Vegas with Emi.
6. **Dave:** Will you be at home tomorrow?  
**Allison:** I'll be home in the morning, but (**be**) \_\_\_\_\_ there in the afternoon.
7. **Clara:** (**why / go**) \_\_\_\_\_ to Miami next week?  
**Chris:** There's going to be a big media conference at the Convention Center.

**B. Answer the questions. Give short answers.**

1. Are you going to be at home tonight? \_\_\_\_\_
2. Will you be in English class tomorrow? \_\_\_\_\_
3. Where will you be at 9:00 tomorrow morning? \_\_\_\_\_
4. What will you do when you get home? \_\_\_\_\_
5. Are you and your friends going to see a movie this weekend? \_\_\_\_\_

## Grammar 2

### May and Might

A. Look at the chart.

How certain?	Modal	Example: affirmative	Example: negative
100%	will	I will go to Mexico next year.	I won't stay in the United States next year.
90–100%	going to	I'm going to go to Mexico next year.	I'm not going to stay in the United States next year.
About 50%	might	I might go to Mexico next year.	I might not stay in the United States next year.
Less than 50%	may	I may go to Mexico next year.	I may not stay in the United States next year.

B. What are your plans for tonight? This weekend? Tomorrow morning? Next month? About 5 years from now? Write sentences in the chart.

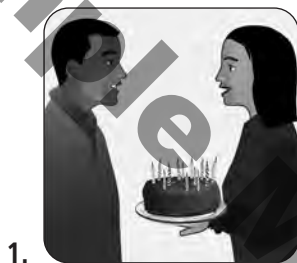
Time	will/going to	might/may
1. Tonight		
2. This weekend		
3. Tomorrow morning		
4. Next month		
5. About 5 years from now		

## Grammar 3

### Exclamations: Expressions for Special Occasions

Look at the pictures. Fill in the blanks. Use the words in the box. Capitalize as necessary.

anniversary birthday care congratulations happy sorry that's great



1. Happy \_\_\_\_\_. How old are you now?
2. Happy \_\_\_\_\_. How long have you been married?
3. \_\_\_\_\_ on your graduation. I'm so glad you finally did it!
4. You passed your driving exam? \_\_\_\_\_. I'm really \_\_\_\_\_ for you.
5. I heard that your mother passed away. I'm so \_\_\_\_\_.
6. Bye! I'll miss you. Take \_\_\_\_\_ of yourself. Keep in touch.

## Application Activities

1. **Vocabulary.** People often celebrate holidays and other "big events." Look on the Internet to find a calendar that lists holidays and events for the United States or another country. Make a list of at least 10 holidays and the reason for the celebration.
2. **Grammar.** What will the world or your life be like in 20 years? Write 5 predictions for the future. Use expressions like these: *Probably . . . will . . . / I think that . . . might . . .* Here are some ideas: your work, your love life, your family, money, travel, a famous person, politics.
3. **Speaking.** Talk with someone about the future. Use questions like these: *What are you going to do tonight? This weekend? During the next vacation? What will your life be like in 5 years?*
4. **Project.** Imagine that you are at a going-away party. The party is for you! Write a short speech like Emi's farewell speech. Give your farewell speech to the class.

# Grammar Explanations

This section contains the same grammar explanations that are found in the lesson. They are included here for your quick reference. To view the animated presentation, go to the Grammar section of Unit B.3.

## Grammar 1: Future: *Will* and *Be Going to*

- We use *am*, *is*, or *are* with *going to* and the simple form of the verb to talk about future plans.

**Chris:** I'm **going to take** a present to Emi's party tonight.

**Ana:** Chris, we're all **going to take** presents!

Future with <i>Be Going to</i>	
Singular	Plural
I am going to move.	We are going to move.
I'm going to move.	We're going to move.
You are going to move.	You are going to move.
You're going to move.	You're going to move.
He is going to move.	They are going to move.
He's going to move.	They're going to move.
She is going to move.	
She's going to move.	
It is going to move.	
It's going to move.	

- We make the negative form of *be going to* like this:

**Chris:** Clara **isn't going to be** at Emi's farewell party.

**Luis:** Jin and Yoko **aren't going to be** there either.

I'm not going to move.  
You're not going to move.  
He's not going to move.  
She's not going to move.  
It's not going to move.  
We're not going to move.  
You're not going to move.  
They're not going to move.

Remember, we can also say *you aren't*, *he isn't*, *she isn't*, *it isn't*, *we aren't*, and *they aren't*.

- To make *yes/no* questions, we change the order like this:

He's going to take Emi some flowers.  
**Is he** going to take Emi some flowers?

- We can answer *yes/no* questions with long or short answers.

**Chris:** Are you going to take Emi some flowers?

**Ana:** Yes, I am. / Yes, I'm **going to buy some at the supermarket**.

**Chris:** Are you going to get Emi a present?

**Yoko:** No, I'm not. / No, I'm **going to get her a card**.

Remember, the short answer uses only a form of *be*. We say, *Yes, I am*. We don't say, *Yes, I'm going to*.

- To make information questions, put a question word before *am*, *is*, or *are going to* and the simple form of the verb, like this:

**Jeff:** **Who are you going to meet?**

**Oscar:** Marta. We're going to see a movie.

**Susana:** **What are you going to do this weekend?**

**Janet:** I'm going to visit Mary.

**Susana:** **When are you going to leave?**

**Janet:** I'm going to take the 12 o'clock express.

**Susana:** **Where are you going to stay?**

**Janet:** I'm going to stay with her.

- We can also use *will* and the simple form of the verb to talk about future plans. In conversations, we usually use contractions.

**Sam:** I'll **be** at Emi's around 7:00.

**Kate:** Great. I'll **be** there around 8:00.

### Contractions with *Will*

I will → I'll	we will → we'll
you will → you'll	you will → you'll
he will → he'll	they will → they'll
she will → she'll	
it will → it'll	

- When we use *will*, we can answer a *yes-no* question with a long answer or a short answer. In conversations, we usually use short answers.

**Dave:** **Will you be** here this afternoon?

**Rich:** Yes, I **will**.

Remember, we don't use contractions in the affirmative short answer. We don't say, *Yes, I'll*.

**Dave:** **Will you be** here tomorrow?

**Emi:** No, I **won't**. I have an English test.

Note: The negative form of *will* is *will not*. The contraction is *won't*.

- Ask information questions with *will* like this:

**Chris:** Where **will** Luis **meet** us?

**Emi:** At my office.

**Chris:** When **will** he **be** there?

**Emi:** At 7:30.

- Finally, we can use the present continuous to talk about the future. We show that we are talking about the future by using future time expressions like these:

**Ana:** I'm **having** dinner with Emi **tomorrow night**.

**Kate:** That's nice. **Where are you going?**

**Ana:** **Are you going** to the party **next week?**

**Chris:** Absolutely.

**Chris:** Where **are you buying** Emi's present **tonight?**

**Ana:** At a store in my neighborhood.

## Grammar 2: *May* and *Might*

1. We usually use *going to* or *will* to talk about future plans when we are sure they are going to happen. We use *may* and *might* to talk about future plans when we are not sure they are going to happen.  
**Kate:** What are you going to do this weekend?  
**Chris:** I'm **going to go** to Emi's party Saturday night. I'm not sure about Sunday. I **may go** to a movie with Luis. What are you going to do?  
**Kate:** I **might go** to the beach with Ana.
2. We use *may* or *might* with the simple form of the verb. *May* and *might* have almost the same meaning.  
I **may** have dinner with my friends tomorrow.  
He **might** have dinner with his friends tomorrow.
3. We form negative statements by putting *not* between *may* or *might* and the simple form of the verb.  
**Ana:** Kate, I **may not get** all my work done by Sunday, so I can't go to the beach with you.  
**Kate:** Oh, too bad.  
**Luis:** I **might not go** to the movies with you tonight.  
**Chris:** That's OK.  
Note: We never contract *may*. We don't say, *I mayn't*. In American English, we don't contract *might*. We don't say, *I mightn't*.
4. We don't use *may* or *might* in questions about future plans. When we use *may* in a question, it means something different.  
**Maggie:** Mom, may I go to the movies with Brian?  
**Laura:** No, Maggie. Not tonight.  
In this question, Maggie wants to go to the movies. She is asking her mother for permission to go.  
Note: We don't use *might* in questions to ask for permission.
5. We can also use *may* and *might* in short answers.  
**Chris:** Are you going to give a speech at your farewell party?  
**Emi:** I don't know. I might, or I might not.  
**Chris:** Don't be shy!

## Grammar 3: Exclamations: Expressions for Special Occasions

1. At special times and on holidays, we use certain special expressions. For birthdays we say:  
Happy birthday!  
**Luis:** It's my birthday today.  
**Ana:** **Happy birthday!** Have a great day.  
On wedding anniversaries we say:  
Happy anniversary!  
Congratulations!  
**Karen:** What are you going to do tonight?  
**Laura:** We're going to celebrate. It's our 15th anniversary.  
**Karen:** **Congratulations! Happy anniversary!**
2. For important events, we can say:  
Congratulations!  
I'm really happy for you!  
That's great!  
**Emi:** I got an A on my English test.  
**Paul:** **Congratulations, Emi. That's great!**  
**Chris:** **Congratulations** on your new job, Ana. I'm **really happy for you.**  
**Ana:** Thanks, Chris.
3. When something very sad happens we say:  
I'm really sorry.  
That's terrible.  
**Ana:** Marcello was in a car accident. He broke his arm.  
**Chris:** Oh, Ana, I'm **really sorry.**
4. When someone dies, we say:  
I'm so sorry to hear about your father.  
I'm sorry to hear about your mother's death.  
**Ana:** I'm **so sorry** to hear about your father.  
**Paul:** Thank you, Ana.
5. When someone is going away we say:  
Good-bye! See you soon.  
Bye! I'll miss you.  
Take care of yourself.  
Keep in touch.  
**Chris:** Bye, Ana. **We'll miss you.**  
**Ana:** I'll **miss you** too.  
**Chris:** **Keep in touch.**  
**Ana:** I will. Don't worry.



# C.3 Somewhere Around Here

## Listening

**A. Listen to Track 25.** Luis and Kate are talking about where they're from. Fill in the chart.



	Luis	Kate
Father is from		
Mother is from		
Born in		

**B. Listen to Track 26.** A tour guide is giving a tour of San Francisco. Organize the tour guide's notes. Match the facts to each place.

1. Union Square b ,	a. can see great views of the bay from here
2. The Fairmont Hotel	b. major shops and department stores
3. Grace Cathedral ,	c. modeled after Notre Dame Cathedral
4. The top of Nob Hill	d. public park since 1861
	e. built in 1928
	f. presidents and kings stay here



## Vocabulary

### Study Tip

Write vocabulary words from the course on Post-it notes. Put the notes where you will see them every day.

**A.** Complete the sentences. Use the words in the box.

beaches	deserts	forests	mountains	oceans	rivers
---------	---------	---------	-----------	--------	--------

1. Kilimanjaro and Everest are both famous \_\_\_\_\_.
2. The Pacific and the Atlantic are two large \_\_\_\_\_.
3. Redwood National Park and Sequoia National Park are large \_\_\_\_\_ in the United States, with thousands of huge trees.
4. The Amazon and the Nile are two famous \_\_\_\_\_.
5. The Sahara in Africa and the Great Victoria in Australia are two of the world's largest \_\_\_\_\_.
6. Copacabana, in Brazil, and Acapulco, in Mexico, are two of the world's most beautiful \_\_\_\_\_.

**B.** For each natural feature, name the one that's nearest to where you live.

The nearest beach: \_\_\_\_\_

The nearest ocean: \_\_\_\_\_

The nearest forest: \_\_\_\_\_

The nearest river: \_\_\_\_\_

The nearest mountain: \_\_\_\_\_

The nearest desert: \_\_\_\_\_

## Grammar 1

### Superlatives

**A.** Complete the conversations. Use the superlative form of the adjectives in the box. Be sure to use **the** if needed.

good	slow	strange	hot	fast	delicious
young	old	boring	long		

- Frankie:** Dad, what's the slowest animal in the world?

**Paul:** Probably the tortoise or the sloth. They're both really slow. I know that \_\_\_\_\_ mammal is the cheetah. It can run at over 70 miles an hour.
- Susan:** What's \_\_\_\_\_ holiday you've had, Laura?

**Laura:** Oh, last year we went to Rio de Janeiro. It was wonderful. And it was also \_\_\_\_\_ place I've ever been—it was over 95 degrees (40 degrees Centigrade) every day.
- Sam:** What's \_\_\_\_\_ food you've eaten, Emi?

**Emi:** I once had sheep's eyeballs. That was really weird.
- Emi:** What is your favorite kind of food?

**Sam:** Oh, Turkish, definitely. I think Turkish food is \_\_\_\_\_ food in the world.
- Kate:** What's \_\_\_\_\_ flight you've had, Chris?

**Chris:** Paris to Australia. It was more than 24 hours, I think. It was also \_\_\_\_\_ flight, because my headphones didn't work and I had nothing to read!
- Lucy:** Who's \_\_\_\_\_ person in your family, Emi?

**Emi:** Oh, you won't believe this, but my great-great-grandmother, Gin Okada, is still alive. She's 103! And my niece, Rika Okada, is \_\_\_\_\_. She's only 6 months old.

**B.** Write questions for these travel quiz answers from the Guinness Book of World Records. Make a superlative from the adjectives in list A and choose the correct word from list B.

<b>A</b>	fast	popular	old	busy	high	long
<b>B</b>	railway	road	bicycle speed	tourist spot	road	hotel

1. \_\_\_\_\_ What is the world's fastest bicycle speed?  
It's 160 miles (268 kilometers) per hour. The cyclist was Dutchman Fred Rompelberg, and the record ride was in the United States in 1995.

2. \_\_\_\_\_  
It's the East Japan Railway Company. Around 16 million passengers take its trains every day.

3. \_\_\_\_\_  
It's France. In 2001, over 76 million tourists visited the country (the population is only 60 million).

4. \_\_\_\_\_  
It's the Pan-American Highway. It runs from Alaska to Brasilia—over 15,000 miles (25,000 kilometers).

5. \_\_\_\_\_  
It's the Khardungla Pass in Kashmir, India. At its highest point, it's over 5,682 meters (18,640 feet).

6. \_\_\_\_\_  
It's the Hoshi Ryokan, a hotel in Awazu, Japan. It was first built in the year 717, and it now has 100 rooms.



## Grammar 2

### Definite and Indefinite Articles and No Article

Complete the paragraph. Fill in the missing articles. Use **a**, **an**, **the**, or **Ø**.

Copacabana in (1) \_\_\_\_\_ Rio de Janeiro is one of (2) \_\_\_\_\_ world's (3) \_\_\_\_\_ most famous beaches. (4) \_\_\_\_\_ visitors can learn a lot about (5) \_\_\_\_\_ Brazilian life when they walk along (6) \_\_\_\_\_ beach. There is so much to watch. You will see local teenagers playing *futevolei*, which is (7) \_\_\_\_\_ mix of (8) \_\_\_\_\_ soccer and (9) \_\_\_\_\_ volleyball. You will see (10) \_\_\_\_\_ surfers who are trying to surf (11) \_\_\_\_\_ biggest waves. And of course you will see many people standing around talking to each other.



Every few minutes, somebody will try to sell you (12) \_\_\_\_\_ something—(13) \_\_\_\_\_ ice-cold drink, some suntan lotion, or perhaps (14) \_\_\_\_\_ necklace made of (15) \_\_\_\_\_ shells. If you're lucky, you'll even be able to attend (16) \_\_\_\_\_ free music show or (17) \_\_\_\_\_ sports event, right there on (18) \_\_\_\_\_ beach.

## Grammar 3

### Review of Pronouns, Possessive Nouns, and Possessive Adjectives

Identify the error in each conversation. Circle the letter of the error and write the correction in the blank. If there is no error, write OK.

1. Ana: I have a pretty small family. My parents had 3 children. Do you have a big family? 1. \_\_\_\_\_  
(A) (B)
- Kate: Mine is small, too. I have just one sister. She's lives in New York.  
(C) (D)
2. Ana: Luis's Spanish is perfect. Is he from Mexico? 2. \_\_\_\_\_  
(A) (B)
- Kate: No, his parents are from Mexico, but he was born in the United States.  
(C) (D)
3. Ilya: Hey, Jin, can I borrow your history book? Mine book is at home. 3. \_\_\_\_\_  
(A) (B)
- Jin: Sure, I don't need it. My history class is finished.  
(C) (D)

## Application Activities

- Vocabulary.** Build your vocabulary. Find a picture of a mountain, a beach, a forest, a desert, and a river. Write down all the adjectives and nouns that you can think of when you look at each picture.
- Grammar.** Find a list of world records. Write down 5 interesting questions (for example, *What is the longest . . . ?*) and the answers. Show your questions to a friend. Does your friend know the answers?
- Writing.** Give a tour of the city you live in or the place you are in now. Write a script for your tour. Be sure to mention the busiest / oldest / newest / most popular / most famous places. Use the script for Track 26 as a model (see the Audioscript at the back of the book).
- Speaking.** Describe your country or a country you have visited. What are the best and worst things about it? How beautiful are the natural places? What is your favorite place, and why?
- Project.** Choose an ecotour. Find a brochure or a website that describes "natural tours." Make a list of 10 activities you can do on the tour. Give a presentation to your class.

# Grammar Explanations

This section contains the same grammar explanations that are found in the lesson. They are included here for your quick reference. To view the animated presentation, go to the Grammar section of Unit C.3.

## Grammar 1: Superlatives

1. We use the superlative form of adjectives to compare 3 or more people, places, or things.  
**Luis:** Colima is **the most beautiful** place on Earth!  
**Kate:** I'd like to see it some day.
2. To form the superlatives of short adjectives, we add *the* before the adjective and *-est* to the end of the adjective. When the adjective ends in *e*, add *-st*.  
Mount Everest is **the highest** mountain.  
California has **the tallest** trees.  
Canada has **the nicest** people.  
When the adjective ends in a vowel and a single consonant, we usually double the consonant and add *-est*.  
Mexico City is the **biggest** city in my country.  
The Sahara desert is the **hottest** place in the world.
3. When an adjective ends in *y*, we usually change the *y* to *i* and add *-est* to form the superlative.  
New York is a very busy city.  
I think it's the **busiest** city in the United States.
4. Adjectives with irregular comparative forms also have irregular superlative forms.  
Chris gives **good** presentations.  
Clara's presentations are a little **better**. (comparative)  
Ana's presentations are the **best**! (superlative)  
Laura is a **bad** cook.  
Maggie is **worse**. (comparative)  
Frankie is the **worst**. (superlative)
5. Adjectives with 2 or more syllables use *the most* with the adjective to make the superlative. The adjective does not change.  
Colima is **the most beautiful** place on Earth.  
Remember, we don't say, *the most beautifullest*.

## Grammar 2: Definite and Indefinite Articles and No Article

1. We use the indefinite articles *a* or *an* before singular count nouns and before adjectives with singular count nouns.  
**Emily:** I live in **an apartment**.  
**Student:** Do you like it?  
**Emily:** A lot—there's **a beautiful park** and **a great coffee shop** on the corner.

2. We don't use *a* or *an* with non-count nouns or plural nouns. We use *some* or no article when we are not talking about specific things.  
**Luis:** Colima has **some beautiful beaches**.  
**Kate:** I'd like to see them. I love **beaches**.  
**Luis:** I do, too.  
Kate means beaches in general.
3. We use *the* when we think a person, place, or thing is unique or the best.  
**Luis:** Colima is **the most beautiful place** on Earth!  
**Kate:** No, California is **the most beautiful place** on Earth!
4. We use the definite article *the* with both count nouns and non-count nouns. We use *the* when we are talking about specific things that the speaker and listener know about.  
**Luis:** I really like **the beaches** near Colima.  
**Kate:** I like **the beaches** in California.
5. We also use *the* with names of famous places, oceans, rivers, mountains, and regions.  
the Museum of Modern Art  
the Pacific Ocean  
the Amazon  
the Himalayas  
the Middle East
6. We don't usually use *the* with names of countries, continents, or cities.  
Colima is **in Mexico**.  
Mexico City is the capital of Mexico.  
I'd like to visit South America.  
But we do use *the* with these countries:  
the United Kingdom (the UK)  
the United States (the US)  
the United Arab Emirates (the UAE)  
the People's Republic of China (the PRC)
7. We use *the* for specific places and things that are clear to the speaker and listener.  
**Jin:** Did you do **the homework**?  
**Emi:** Yes, I gave it to Professor Brown.  
**Jin:** I'll meet you in **the library**.  
**Emi:** No, let's meet in **the cafeteria**.

### Grammar 3: Review of Pronouns, Possessive Nouns, and Possessive Adjectives

1. There are three kinds of pronouns in English: subject pronouns, object pronouns, and possessive pronouns. First, let's review subject pronouns.

Luis is from Colima.

**He** is from Colima.

*He* is a subject pronoun. *He* means *Luis* in this sentence.

**Kate:** Luis, where are **you** from?

**Luis:** San Francisco. **You** know that.

Subject Pronouns	
Singular	Plural
I	we
you	you
he, she, it	they

2. Next, let's review object pronouns.

Kate knows Luis.

Kate knows **him**.

Remember, in this sentence, *him* is the object pronoun. *Him* means *Luis*. Object pronouns follow the verb.

**Kate:** Where is Colima?

**Luis:** Here, let me show **you**.

Object Pronouns	
Singular	Plural
I	us
you	you
him, her, it	them

3. Now let's talk about possessive nouns, adjectives, and pronouns. They show that something belongs to us. We form possessive nouns by adding an apostrophe and -s.

Luis

Luis's

Luis's family lived in Mexico.

His sisters

His sisters' bedroom

His sisters' bedroom was beautiful.

4. Possessive adjectives are like possessive nouns.

Luis's family is from Mexico.

**His** family is from Mexico.

Luis's sisters are in Los Angeles.

**His** sisters are in Los Angeles.

*His* is a possessive adjective. *His* means *Luis's* in this sentence.

Kate's family is from California.

**Her** family is from California.

*Her* is a possessive adjective, too.

*Her* means *Kate's* in this sentence.

Possessive Adjectives	
Singular	Plural
my	our
you	your
his, her, its	their

5. Finally, let's learn about possessive pronouns.

**Luis:** My family is from Mexico.

**Ana:** **Mine** is from Brazil.

*Mine* is a possessive pronoun. *Mine* means *my family* in this sentence.

6. Look at these examples of possessive adjectives and possessive pronouns:

This isn't **my** office. **Mine** is down the hall.

This isn't **your** folder. **Yours** is in your office.

I don't have **his** laptop. **His** is on his desk.

I don't have **her** calculator. **Hers** is on the table.

This isn't **our** office. **Ours** is on the ninth floor.

These aren't **your** folders. **Yours** are on the floor.

That's not **their** office. **Theirs** is across the hall.

Remember, we never use a noun after a possessive pronoun. We don't say, *Mine office is down the hall.*

7. Notice the verb that follows a possessive pronoun.

Her notebook is at home. (singular)

Hers is at home.

Her notebooks are at home. (plural)

Hers are at home.