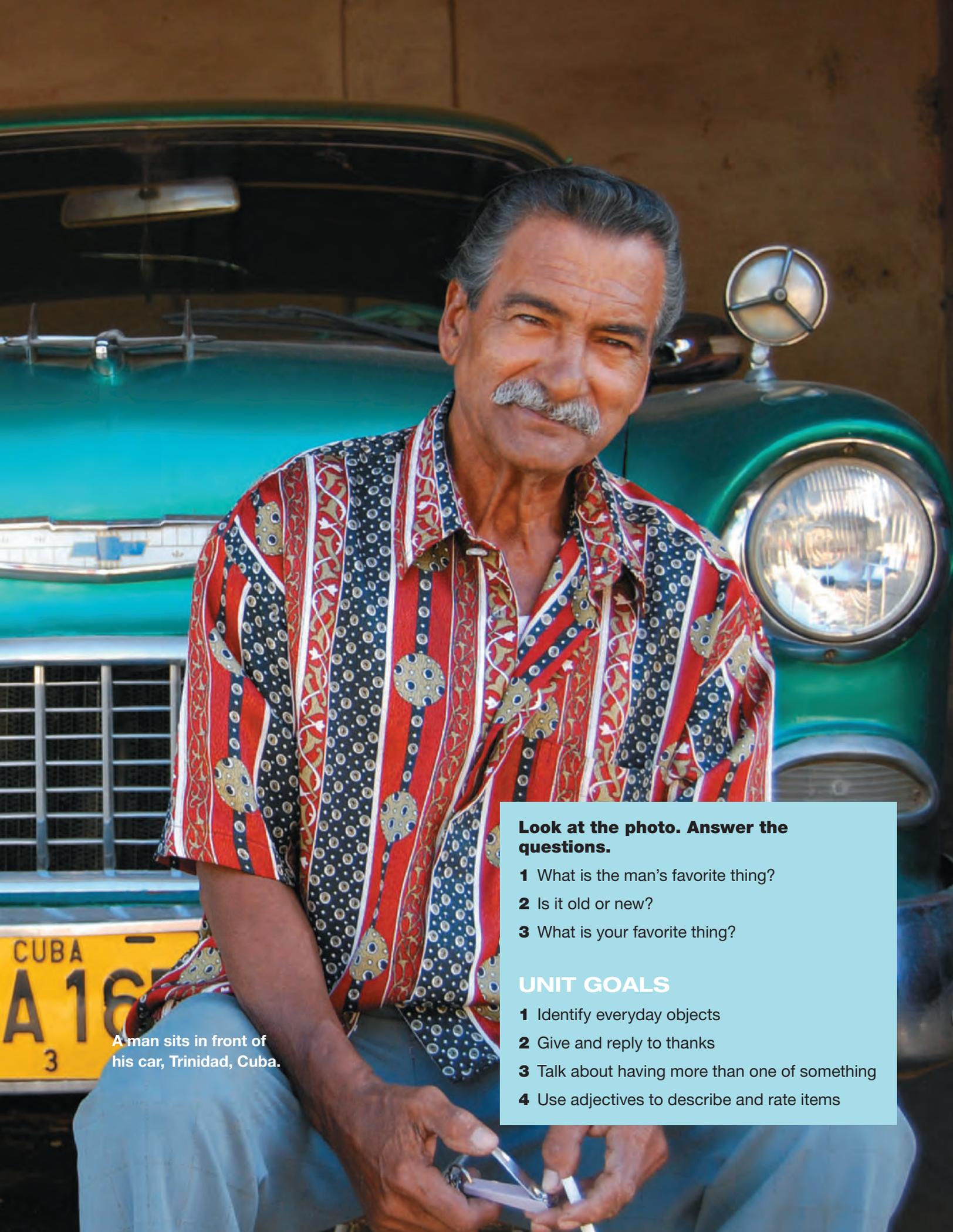


# 3 POSSESSIONS



A man sits in front of his car, Trinidad, Cuba.

**Look at the photo. Answer the questions.**

- 1 What is the man's favorite thing?
- 2 Is it old or new?
- 3 What is your favorite thing?

**UNIT GOALS**

- 1 Identify everyday objects
- 2 Give and reply to thanks
- 3 Talk about having more than one of something
- 4 Use adjectives to describe and rate items

# LESSON **A** GIFTS



## 1 VIDEO What Do You Carry With You?

**A**  Look at the photo and the title of the video. Guess: What is the video about? Circle your answer. Tell a partner.

- a. gifts    b. important items    c. friends

**B**  Watch the video. Check your answer in **A**.

**C**  What items are in the video? Check (✓) the ones you see.

- |                                  |  |                                       |                                   |
|----------------------------------|--|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> a photo | <input type="checkbox"/> keys          | <input type="checkbox"/> a cell phone | <input type="checkbox"/> a map    |
| <input type="checkbox"/> candy   | <input type="checkbox"/> a computer    | <input type="checkbox"/> a ring       | <input type="checkbox"/> a wallet |
| <input type="checkbox"/> a book  | <input type="checkbox"/> a soccer ball | <input type="checkbox"/> an apple     | <input type="checkbox"/> a camera |

**D**  What do you carry with you? Tell a partner.

*I always carry a book.*

## 2 VOCABULARY

**A** Match each item in the list with an item on the website. Write the numbers on the website.

1. a **backpack**
2. a **camera**
3. a **gift card**
4. **headphones**
5. a **wallet**
6. an **expensive watch**

The screenshot shows the website 'gift link.com' with a search bar and navigation links for HOME, SALE, CUSTOMER SERVICE, and CART. A banner reads 'Gift ideas >> Graduation gifts for students >> Most popular'. Below the banner, there are six gift items arranged in a 3x2 grid, each with a white circle next to it:

- Top-left: A woman in a graduation cap and gown holding a gift box.
- Top-right: A silver wristwatch.
- Middle-left: A blue and grey backpack.
- Middle-right: A brown leather wallet.
- Bottom-left: A black digital camera.
- Bottom-right: A pair of orange headphones.

Also visible in the top-right of the gift grid is a 'Gift Card 100' with a barcode and the number 3468987561234578.

**B** Look at the gifts. With a partner, ask and answer a question about each one.

What's this?

A watch.

**C** Answer these questions with a partner.

1. What items in **A** do you have?
2. What is the best gift for a student?
3. Which of these gifts is your favorite?

### 3 LISTENING

**A**  **Listen for details.** Listen and circle the correct answers. **CD 1 Track 18**

1. Sue is Tak's **classmate** / friend.
2. Tak is buying her a **graduation** / birthday gift.
3. Sue likes **baseball** / tennis.
4. She likes **hip-hop** / pop music.

#### Word Bank

*birthday* = day someone was born

*brand* = category of products made by a company

**B**  **Listen for sequence.** Listen. Number the items as you hear them. (You will not number all of the items.) **CD 1 Track 19**

- a backpack \_\_\_\_\_      a camera \_\_\_\_\_  
headphones \_\_\_\_\_      a watch \_\_\_\_\_  
a wallet \_\_\_\_\_      a gift card \_\_\_\_\_

**C**  **Listen.** Does Tak buy each item? Why or why not? Check and circle your answers. **CD 1 Track 20**

1.  buys     doesn't buy      It's a **boring** / fun gift.
2.  buys     doesn't buy      It's a **nice** / an expensive gift.
3.  buys     doesn't buy      They're **popular** / her favorite brand.

#### WORLD LINK



What's a popular graduation gift in your country? Go online. Find some examples.



# 4 SPEAKING

**A**   Listen to the conversation. Then practice it with two partners. **CD 1 Track 21**

**SUN:** Oh, no...

**PAULA:** What's wrong, Sun?

**SUN:** My wallet. Where's my wallet?

**PAULA:** Is it in your pocket?

**SUN:** Um... no.

**PAULA:** What about your backpack?

**SUN:** No, it's not. I can't find it anywhere!

**MAN:** Hmm... what's this? Excuse me, miss?

**SUN:** Yes?

**MAN:** Is this your wallet?

**SUN:** Yes, it is! Thank you very much!

**MAN:** You're welcome.



**B**  Practice the conversation again. Take a different role. Replace the underlined word in **A** to ask about the items below.



key



student ID



bus pass

## SPEAKING STRATEGY

**C**  Imagine you lost one of the important items below. Create a short dialog. Thank and reply to each other formally.

**D**  Repeat the dialog in **C**. This time, thank and reply to each other informally.

Useful Expressions		
Giving and replying to thanks		
Saying <i>Thank you</i>		Replies
Thank you very much.	formal ↑ ↓ informal	You're welcome.
Thank you.		My pleasure.
Thanks a lot.		Sure, no problem.
Thanks.		You bet.



a credit card



a cell phone



a notebook



a laptop

# 5 GRAMMAR

**A** Turn to page 199. Complete the exercises. Then do **B** and **C** below.

Spelling Rules for Forming Plural Nouns		
Most plural nouns are formed by adding <i>s</i> :	camera → cameras	pen → pens
For nouns ending in a <u>vowel</u> + <i>y</i> add <i>s</i> :	boy → boys	
<b>but</b> For nouns ending in a <u>consonant</u> + <i>y</i> , drop the <i>y</i> and add <i>ies</i> :	dictionary → dictionaries	
For nouns ending in a <u>vowel</u> + <i>o</i> add <i>s</i> :	radio → radios	
<b>but</b> For nouns ending in a <u>consonant</u> + <i>o</i> , add <i>s</i> with some nouns and <i>es</i> with others:	photo → photos	potato → potatoes
For nouns ending in <i>ch</i> , <i>sh</i> , <i>ss</i> , or <i>x</i> , add <i>es</i> :	class → classes	
For nouns ending in <i>f</i> / <i>fe</i> , change it to <i>ve</i> + <i>s</i> :	knife → knives	leaf → leaves

**B**  **Pronunciation: Plural endings.** Listen and repeat. Then practice saying the singular and plural forms of the nouns. **CD 1 Track 22**

### Group 1

class → classes  
watch → watches

wish → wishes  
language → languages

### Group 2

backpack → backpacks  
notebook → notebooks

laptop → laptops  
wallet → wallets

### Group 3

camera → cameras  
key → keys

gift card → gift cards  
pen → pens

**C**  Read the rules of the guessing game. Then play the game with a partner.

1. Write the number 1 on five pieces of paper.
2. Write the number 2 on five pieces of paper.
3. Mix up the pieces of paper and place them face down.
4. Choose a word from the list in Exercise **B** and pick up a piece of paper.
5. Draw one or two pictures of your word (for example *one pen* or *two backpacks*).
6. Your partner guesses the answer and then spells out the word.

The answer is backpacks.  
B-A-C-K-P-A-C-K-S.

# 6 COMMUNICATION

**A**  Practice the conversation with a partner.

**LUCAS:** Oh, let's see.... What's this? Wow, it's a cool watch. Thanks, Jane.  
I really like it.

**JANE:** No problem, Lucas. I'm glad you like it.

**B**  Practice the conversation again with a different gift idea and way of saying *Thank you*.

When people say <i>Thank you</i> for a gift, they also say...	
Thanks.	I really like it / them.
	I like it / them a lot.
	It's They're                      cool / beautiful / great / nice / perfect.

**C** Think of a gift. Write the name of the gift on a small piece of paper. Fold the paper.



**D**  Follow these gift-giving steps.

1. Exchange the gifts you wrote in **C** with a partner. Thank your partner. Write the name of the gift in the box below.
2. Exchange the gift you got with a new partner. Then do this three more times. Write each new gift in the box.

Gifts	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**E**  Tell a new partner about your gifts. Which is your favorite?

I got sunglasses, a watch, a laptop....

What's your favorite?

The laptop!



# LESSON **B** IMPORTANT ITEMS



## 1 VOCABULARY

- A** Look at the photo. Read the information. Then circle the correct word with a partner.
1. A pack rat's room **is** / **isn't** clean.
  2. A pack rat **keeps** / **throws out** old things.
  3. For a pack rat, **only the expensive** / **cheap and expensive** things are important.
- B** Complete the sentences. Make them true for you.
1. My room **is** / **isn't** messy.
  2. It's **hard** / **easy** to find things in my room.
  3. Usually, I **keep** / **throw out** old things.
  4. **True** or **False** for you: Sometimes, I buy something because it's cheap, but I don't use it.
- C** Tell a partner your answers in **B**. Are you similar to Laura?

My room isn't messy. It's clean and comfortable.

Laura is a “pack rat.” There are many old things in her room: clothes, bags, photos. She doesn't use these things anymore. Some of the things are expensive. But some things, like the clothes, are **cheap**. For Laura, they are all **important**. She **keeps** everything!

Laura's room is **messy**, and it's **hard** to find things. For you and me, her room is **uncomfortable**, but not for Laura! She likes it.

The prefix **un** = **not**

### Word Bank

#### Opposites

cheap ↔ expensive

**comfortable** ↔ uncomfortable

hard ↔ **easy**

important ↔ **unimportant**

**keep** ↔ **throw out**

messy ↔ **clean**

## 2 LISTENING



**A** **Make predictions.** Alison is cleaning her room. She is talking to her friend Mia about the things above. Guess: Which country are these things from? \_\_\_\_\_

**B**  **Listen for gist.** Listen. Number the things above (1, 2, 3) as you hear them. **CD 1 Track 23**

**C**  **Listen for details.** Listen again. Does Alison keep or throw out each thing? Why? Mark the correct answers. **CD 1 Track 23**

Alison...		Why?
1. <input type="checkbox"/> keeps it.	<input type="checkbox"/> throws it out.	It's <b>clean</b> / <b>cool</b> / <b>old</b> .
2. <input type="checkbox"/> keeps it.	<input type="checkbox"/> throws it out.	It's a(n) <b>nice</b> / <b>interesting</b> / <b>bad</b> photo.
3. <input type="checkbox"/> keeps it.	<input type="checkbox"/> throws it out.	It's from <b>an expensive store</b> . <b>a good friend</b> . <b>a popular museum</b> .

**D**  Do you keep any old things? Why? Tell a partner. Give an example.

### 3 READING

**A**  **Infer information.** Read the title, the sentences under it, and the boxed information. Guess: What is a photographer's most important item? What is an archaeologist's most important item?

**B** **Scan for information.** Read the article. Then follow the steps below.

1. Circle each person's important item(s).
2. Why is the item important to the person? Underline the answer.

**C**  With a partner, explain each person's most important item. Use your answers in **B**.

Person 1 is Cory Richards.  
His most important item is...

**D**  What item is important to you? Why? Tell a partner. Are any answers the same in your class?

It's my cell phone. There's a lot of important information on my phone.

#### Word Bank

-  GPS
-  hat
-  sunscreen

#### WORLD LINK



Interview three people outside of class. What item is important to each person? Why? Tell the class. What answers are popular?

# THE ONE THING I CAN'T LIVE WITHOUT

*What item is very important to you?  
Five people from National Geographic share their ideas.*

#### The people at *National Geographic*

A *photographer* takes pictures.

An *archaeologist* and a *paleoanthropologist* find and study very old humans and their cultures.



Carlton Ward

**1** **CORY RICHARDS** is a photographer. A camera and a pencil are his most important items. They are common<sup>1</sup> items, but with these, he takes pictures and writes about his experiences.

**2** **CARLTON WARD** is also a photographer. His camera is important to him, but his GPS is important, too. Ward works in different places around the world, and it's easy to get lost.<sup>2</sup> He uses the GPS to get directions.

**3** Archaeologist **CHRIS THORNTON** works in places like South Africa and Oman. He is outside a lot. For this reason, his most important item is sunscreen. "It protects<sup>3</sup> my skin," he says.

**4** **LEE BERGER** is a paleoanthropologist. He is also outside a lot. But his most important item isn't sunscreen; it's a comfortable hat. "It's my lucky hat," he says. When he wears it, he always finds something interesting.

**5** Archaeologist **KUENGA WANGMO** also has a lucky item. It's a bracelet from Bhutan, her home country. It protects her, she says.

<sup>1</sup>If something is *common*, many people have it.

<sup>2</sup>If you are *lost*, you don't know where you are.

<sup>3</sup>If something *protects* you, it keeps you safe.

# 4 GRAMMAR

**A** Turn to page 200. Complete the exercises. Then do **B–D** below.

<i>this / that / these / those</i>	
What's <b>this</b> called in English?	It's a "cell phone."
Is <b>that</b> a new phone?	Yes, it is.
Are <b>these</b> your keys?	No, they're not.
Are <b>those</b> headphones comfortable?	Yes, they are.

**B**  Look in your backpack or bag. Put three or four things from it on your desk (for example, your keys, wallet, or phone). Then follow the steps below.

1. Pick up an item on your partner's desk. Ask what it's called in English.
2. Ask one follow-up question about the item.
3. Change roles. Repeat steps 1 and 2.

<p>What's <b>this</b> called in English?</p> <p>It's a cell phone.</p>	<p>Is it a Samsung Galaxy?</p> <p>No, it's an iPhone.</p>
--	---

Possible follow-up questions
Is it / Are they (new / comfortable / expensive)?
Is it a(n) (iPhone)?
Where's it from? / Where are they from?
Your idea: _____?

**C**  Work with your partner. This time:

1. Point to an item on your partner's desk. Ask what it's called in English.
2. Ask one more question about the item.
3. Change roles. Repeat steps 1 and 2.

<p>What are <b>those</b> called in English?</p> <p>They're sunglasses.</p>	<p>They're cool. Where are they from?</p> <p>Lotte Department Store.</p>
--	--

**D**  Repeat **B** and **C** with a new partner. Use items around the classroom.

## 5 WRITING

- A**  Read a rating of this item. Is it a good phone? Why or why not? Tell a partner.

★

before you buy

Search

Universe Smartphone

home | reviews | write a review

RATING: ★ ★ ★ ★ ★



Pros: This is a cool phone, with a big screen, a great camera, excellent sound, and a good battery.  
Cons: It's expensive!

RATING 1-5 STARS

★ ★ ★ ★ ★ = excellent / great

★ ★ ★ ★ = good

★ ★ ★ = ok / so-so

★ ★ = bad

★ = terrible

- B** Think of a product (a phone, a tablet, a bike, headphones, etc.).
1. What's good about it? Write one or two things. What's bad about it? Write one thing.
  2. Find a photo of it online.

## 6 COMMUNICATION

- A**  Tell four people about your item from above. Show the photo. Then listen and complete the chart below with information about their products.

Product name	Pros	Cons
<b>Example:</b> Universe	The screen is big. The sound is excellent. The battery is good.	It's expensive.
1.		
2.		
3.		
4.		

- B**  Which product from your list in **A** is the best? Why? Tell a new partner.

The Universe? Oh yeah, that's a good phone.